

ANNEX 2
PROGRAMME DESCRIPTOR
FOR THE EUROPEAN JOINT MASTER'S IN STRATEGIC BORDER MANAGEMENT
IMPLEMENTATION

under the Call for Proposals 2023/FPA/TRU/01

ABBREVIATIONS

AFSJ	The area of Freedom, Security and Justice
CATS	Coordinating Committee in the area of Police and Judicial Cooperation in Criminal Matters
CFSP	Common Foreign and Security Policy
COSI	Standing Committee on Operational Cooperation on Internal Security
DCAF	Geneva Centre for Security Sector Governance
EASO	European Asylum Support Office
EBCG	European Border and Coast Guard
EBL	enquiry-based learning
ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
EJMSBM	European Joint Master's in Strategic Border Management
EQF	European Qualifications Framework for Lifelong Learning

CSDP	Common Security and Defense Policy
FRA	EU Agency for Fundamental Rights
HEI	higher educations institutions
INTERPOL	International Criminal Police Organization
IOM	International Organisation for Migration
IPR	intellectual property rights
IR	international relations
JDSP	Joint Degree Study Programme
LO	learning outcomes
MS	Member State(s)
OSCE	Organization for Security and Co-operation in Europe
PBL	problem-based learning
Q&A	questions and answers
QA	quality assurance
R&D	research and development
RPL	recognition of prior learning
SAC	Schengen Associated Countries
SCIFA	Strategic Committee on Immigration, Frontiers and Asylum
SQF	Sectoral Qualifications Framework
UAM	unaccompanied asylum-seeking minor
UNHCR	United Nations High Commissioner for Refugees

Introduction

Background and Rationale

The European Joint Master's in Strategic Border Management reflects and supports Frontex's strategic approach to advance and promote highest standards in cooperation and interoperability at EU borders and the harmonisation of professional standards while respecting diversity of Member States' Border Guard organisations. This programme also protects and promotes fundamental rights within border management and border control activities. It aims to empower European Border Guard Managers to rely on and apply professional judgment by equipping them with knowledge and skills that are benchmarked and evidence-based, providing a stimulating and innovative environment for teaching, learning and research.

The EJMSBM is designed to enable mid- to high-level border guard managers across the EU to advance the practice and theory of European border management, to encourage further developments in the field and to enrich the learning experience for all participants. The underlying rationale for the programme includes the strong demand for higher standards of education in the border management sector, in particular for education which is focused on skills and competences acquired through problem-solving in an applied professional context, as well as evidence-based knowledge developed in formal academic and disciplinary structures. It prepares participants to collaborate with other professionals in an interdisciplinary and international context within the border management sector. The Master's Programme is completely learner-centred focusing on the relevance of the learning requirements for operational competence.

The structure of the EJMSBM is well suited to achieve important outcomes for the learners, the teaching institutions and the agencies involved in this programme. It brings academic credibility to the expertise that exists in BG organisations, foster and enhance collaboration and cooperation across the EU and address challenges faced by BG organisations with a European solution, a flexible learning paradigm that aligns with each MS's training system and creates a standard for collaborative learning. The learners are offered an opportunity to learn in a context that reflects the operational reality, to advance best practice in Border Guarding by studying together and to reinforce the European dimension of the border guard job whilst contributing to the creation of a European border guard cultures at higher levels.

Programme Design Process

A programme design working group coordinated by Frontex and consisting of representatives of the academic institutions and experts in border guard education and training, as well as operational experts from over 20 Member States and Partner Organisations were working collaboratively to develop the programme, since early 2012. The Programme development benefits of a rich and extensive experience (over 80 academic and border guard experts from: Austria, Belgium, Bulgaria, Denmark, Estonia, Finland, Greece, Germany, Hungary, Ireland, Latvia, Lithuania, Malta, Netherlands, Romania, Spain, Slovakia, Slovenia, Switzerland, UK, and DCAF, EASO, FRA, INTERPOL, OSCE, UNHCR, IOM).

Draft programme outcomes were developed from the European Sectoral Qualifications Framework for Border Guarding level 7 (master's level) and these outcomes are driving the award structure and module structure. The SQF competence profiles, validated by MS / SAC are an exceptional foundation framework to build a JDSP relevant to organisational learning requirements as they

were validated across EU by more than 30 organisations with border guard responsibilities and other partner organisations. The SQF was endorsed by the Management Board of Frontex on the 28th of November 2012. As an overarching European reference framework for all border guard learning, the SQF for Border Guarding is aligned with the European Qualifications Framework for Lifelong Learning (EQF) at levels 4 – 7.

The objective of using this framework in designing the EJMSBM was to facilitate the integration of common standards in the field of mid- to high-level management training; to ensure that the learning is authentic to the operational realities and addressing the job competences and to promote European good practice in training design and development, according to the highest standards of higher education in the European Higher Education Area (EHEA). The global programme learning outcomes are derived from the SQF (mostly level 7) and the learning outcomes for each of the 10 modules are derived from the programme learning outcomes..

Structure of the Programme:

Stage 1

1. Strategy, Planning and Evaluation in Border Guarding (5 ECTS credits)
2. Fundamental Rights and Ethics in European Border Security Management (5 ECTS credits)
3. Leadership and Organisational development in Border Management (5 ECTS credits)
4. EU Borders Policies and Strategies (5 ECTS credits)
5. Innovation and Technology in Border Security (5 ECTS credits)
6. Researching Management Practices in Border Security 5 (ECTS credits)

Stage 2

7. The Global Context of European Border Security (5 ECTS credits)
8. Strategic Risk & Threat Management for European Border Security (5 ECTS credits)
9. Cooperation in Strategic Border Management (10 ECTS credits)
10. Researching Integrated Practices in Border Management (10 ECTS credits)

Stage 3

11. Dissertation (30 ECTS credits)

Programme Descriptor is a presentation of the programme, covering the learning outcomes and their relation to the SQF; the programme overall learning and assessment strategy and the indicative contents; it aims to provide an overall vision and overview of the structure:

- Module Descriptors for the 10 modules of the EJMSBM programme: a Module Descriptor document of each module is provided to convey to a consortium information concerning credit values, level of learning, learning outcomes, modules dependency, and learning and assessment strategies.
- Independent learning plan is included in each module to provide detailed instructions to the learners and the tutor on how to conduct these learning phases. It includes information about the learning outcomes, time and material required, as well as how this phase fits into the overall module.
- Experiential learning plan is included in each module to provide detailed instructions to the learners and the teacher on how to conduct these learning phases. It includes information about the learning outcomes, time and material required, as well as how this phase fits into the overall module.

- Dissertation Descriptor comprises a general presentation of the dissertation stage, including the learning outcomes, learning and assessment strategies and the overall learning outcomes of the stage, as well as the marking scheme.

Programme Descriptors

Course: European Joint Master's in Strategic Border Management

Constraints: (Time, resources, instructors, facilities, location, equipment, to be accredited at a specific level etc.)

Intended Commencement: Each iteration lasts 18 months. The Consortium Agreement covers three (3) iterations of the EJMSBM. Iterations may overlap.

European Qualifications Framework Level: 7

Target Group

In each iteration of the programme, it is intended that minimum one place will be offered to each national agency with border guard responsibilities from all Member States and Schengen Associated Countries and possibly to other Partner Organisations which cooperate with Frontex within the area of Justice and Home Affairs. Learners will be drawn from mid- and high-level management, working in the Border Guard field. It is estimated that there will be 30 learners +/- 10% per iteration of the Master's programme. Access to programme is granted by Frontex to the eligible organisations, following Frontex policy, to ensure the reach out of the intended target group.

Entry requirements

The admission requirement for this programme is that candidates must possess, at a minimum, a first cycle qualification comprising at least 180 ECTS credits (bachelor degree or equivalent) obtained from a recognized higher education institution (HEI). This degree should be in an area that is related to the subject of this Master's programme such as law, business administration, public administration, entrepreneurship and border guarding, border policing, policing, criminology, military sciences, security sciences, sociology, psychology, political sciences, risk and security management and related areas. In addition, learners are expected to have a minimum of three years first-hand knowledge and experience in working in an operational Border Guarding function, in at least middle management position, and, if their first language is not English, they are to provide recent evidence of at least a B2 level as defined in the European Framework of Reference for Languages.

Rules and Regulations

The joint nature of the programme means that considerations need to be given to the diverse range of national and institutional rules and procedures across the partner institutions. These shall be addressed by the Consortium Agreement, through the common single set of policies, procedures and regulation applicable to this programme that re-create a "mini-university" at Consortium level.

Studiability

The studiability of the programme is supported by the sending border guard institutions agreeing to manage the learner's workload in order to ensure that they will have the necessary

time to engage in the experiential learning and independent learning phases of the programme.

Delivery

It is acknowledged that no single institution has the expertise to deliver this entire programme and it is intended that the Consortium will share the programme delivery. A Consortium Partner will be nominated to coordinate delivery of each module. Nevertheless, the responsibility for each module will always rest with the Consortium, as it is the Consortium as a whole that is responsible for this programme. In order to ensure quality the delivery of modules will not be shared. In principle, in every iteration of the programme, each Consortium Partner will be responsible for the delivery of at least one module. Convening a module involves the institutional responsibility for the module organization, delivery and quality assurance (QA), the nomination of a local Module Convenor, expert in module area, provision of a number of teaching staff as well as provision of facilities and logistical arrangements. For learners' protection and for ensuring the continuity of the programme, there should be two Consortium Partners nominated able to deliver any given module. One institution shall be the Main deliverer, and the second one - a back-up. In this way, if unforeseen problems arise for the Main Deliverer, the second institution can step in to deliver the module. This strategy for the modules allocation is chosen in order to ensure a certain degree of stability within the programme and the possibility to capitalize on the lessons learnt from the programme quality assurance, but also to ensure a balanced distribution and shared responsibility of all Consortium Partners, given the European nature of this programme.

Modules allocation (tentative):

MODULES	MAIN DELIVERER	BACK UP	ALTERNATE DELIVERY
1. Strategy, Planning and Evaluation			
2. Fundamental Rights and Ethics			
3. Leadership and Org. Development			
4. EU Borders Policies and Strategies			
5. Innovation & Technology			
6. Researching Management Practices			
7. Global Context			

8. Strategic Risk Management			
9. Cooperation (10)			
10. Researching Integrated Practices			

Facilities and equipment

The learning should take place in the academic formal environment or in the operational-organisational context, for the experiential learning phase. Preferably, the contact week should take place at the premises of the Academic Partner, or, where applicable, at the location of the Complementary Entity which is a Police / Border Police / Law Enforcement Academy. Consortium will be responsible for providing the learners with services to facilitate this mobility (e.g., housing, daily sustenance, transport, field trips, etc.). Five (out of ten) contact weeks are to be implemented in contact; the reminder shall be delivered online. It is suggested to implement 5 modules with field trips (Module 1, 5, 6, 9, 10) in-person, while the reminder of 5 (Module 2, 3, 4, 7, 8) is to be delivered online.

A centralized virtual learning environment must be made available to support the programme administration, and to enhance the flexibility of the learning paradigm that uses a blended learning approach and includes e-learning solutions. This facilitates access to the programme to the busy officers and allows them to remain connected to the operational environment and their job needs, as well as to their study group. The indicated readings and study materials are available in the libraries (including virtual libraries) of the partner institutions and/or made available for the learners in e-electronic format.

RECOGNITION OF PRIOR LEARNING (RPL)

All submitted evidence will be examined and the decision whether the acquired prior learning appropriately meets the required standards expected at this level of academic studies and the extent to which the same acquired knowledge and skills match the criteria for accredited prior learning (RPL through formal certifiable learning) and criteria for experiential prior learning (RPL gained through experience) will be made. If there is insufficient evidence that the set criteria were met, the panel will decide which methods are applicable in order to close the gap.

Job Competences: On completion of this course, participants will:

Have a knowledge or understanding of:

- A broad range of EU and international legislation, policies and procedures regarding cross border management and international cooperation.
- A critical evaluation of organisational development potential in the context of Border Guard quality management principles.
- A critical awareness of the European context of border security at a strategic level.

Be able to:

- Communicate effectively in multi-professional and multicultural contexts.
- Work effectively & independently, and in collaboration with members with responsibility for Border Guard management from other states.
- Apply professional and research skills, drawing from an extensive critical analysis of related information/data to make evidence based recommendations in order to enhance Border Guard management in an European context.

Take responsibility for:

- Integrate and promote respect for fundamental rights, professional and ethical standards across Border Guarding activities.
- Employ appropriate tools and techniques to manage all resources, maximizing utilisation, whilst balancing Border Guard management organizational goals with national, European and international stakeholder expectations.
- Ensure an intelligence driven, strategic approach to European border control management.
- Promote European cooperation, harmonization and interoperability in Border Guarding activities.
- Continuously engage in learning opportunities and promote professional development across the organisation.

The programme learning outcomes detailed below were organised around the SQF learning areas, learning outcomes and competence profiles. The learning outcomes were designed to achieve the job competences identified in the Programme descriptors, and they are drawn from the SQF for Border Guarding. These learning outcomes create the integrated development of professional Border Guard leadership and management practice which spans across the three stages of the programme. The knowledge, skills and competences required to achieve the outcomes directly relate to the skill development, leadership, critical thinking, strategic planning and the situational judgement required for Border Guard management at the mid-to-high level.

The nature of Border Guard management requires that the values of the National and European Border Guard organisations are reflected in the learning outcomes. The programme design and educational philosophy were aligned with the breadth of expected award standards for the EQF at level 7. The autonomous nature of the experiential learning, independent learning and the advanced nature of applied knowledge development during contact sessions also ensured that the outcomes for this programme were aligned with EFQ level 7 expectations.

Given the extent of the European dimension of the Consortium, academic standards for the Programme are aligned to the Sectoral Qualifications Framework for Border Guarding and the Dublin Descriptors

The learning outcomes for the European Joint Master's in Strategic Border Management are defined as:

Knowledge	<ul style="list-style-type: none"> Critically evaluate organisational development potential in the context of management principles as applied to border management
Skills	<ul style="list-style-type: none"> Communicate effectively in multi-professional and multicultural contexts Work effectively, independently and in collaboration with members with responsibility for management of border security from other states Apply professional and research skills, drawing from an extensive critical analysis of related information/data to make evidence based recommendations to enhance border security in a European context
Competence	<ul style="list-style-type: none"> Integrate and promote respect for fundamental rights, professional and ethical standards, across border guarding activities Employ appropriate tools and techniques to manage all resources, maximising utilisation while balancing organisational goals with national, European and international stakeholder expectations Ensure an intelligence-driven, strategic approach to European border control management Promote European cooperation, harmonisation and interoperability in Border Guarding activities Continuously engage in learning opportunities and promote professional development across the organisation

The learning outcomes for Stage 1 of the EJMSBM are defined as:

Knowledge	<ul style="list-style-type: none"> Critically evaluate a broad range of strategic management systems Critically evaluate the integration of fundamental rights, professional standards and ethical principles into border guarding policies, procedures and activities
Skills	<ul style="list-style-type: none"> Plan and evaluate Border security management activities Apply theory, tools and techniques to human and financial resource management Manage change in the context of innovation and emerging technologies Work effectively in collaboration with members with responsibility for management of border security from other states
Competence	<ul style="list-style-type: none"> Adopt a strategic perspective to all border guarding activity Implement quality management standards in border guarding activities

	<ul style="list-style-type: none"> • Selectively apply a range of leadership styles to achieve organisational goals • Ensure that the European mission, vision and values in relation to border security are incorporated into management practices
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The learning outcomes for Stage 2 of the EJMSBM are defined as:

Knowledge	<ul style="list-style-type: none"> • Critically evaluate the European approach to Border Security in the context of global trends and threats • Critically evaluate national strategies for risk and threat management in the context of European and international practice and the capacity for interoperability • Critically review approaches to multi-agency cross-border cooperation for the prevention, detection and investigation of cross-border related crime
Skills	<ul style="list-style-type: none"> • Design intelligence-driven operational strategies for border control and evaluate them in the context of cooperation, harmonisation and interoperability • Work effectively in collaboration with members with responsibility for management of border security from other states in a range of border security related contexts
Competence	<ul style="list-style-type: none"> • Balance the requirements of security, safety, cooperation and information management with protection of fundamental rights and ensuring free movement of people, goods and services within an integrated border management framework • Support and facilitate a range of cooperation partnerships, procedures and networks that enhance integrated border management

Course Learning Strategy:

The programme is delivered over three (3) Stages. Each Stage represents one semester of full-time study, carrying 30 ECTS credits. Stage 1 and 2 contain the taught component of the programme and Stage 3 is comprised solely of a dissertation. The programme also incorporates three phases of learning; independent learning phase; an intensive contact week and an experiential learning phase which is applied in the operational context and takes place after intensive contact sessions. Five (out of ten) contact weeks are to be implemented in contact; the remainder shall be delivered online.

These three phases of learning incorporates both Mode 1 knowledge (evidence-based knowledge developed in formal academic and disciplinary structures) and Mode 2 knowledge (knowledge acquisition through problem-solving in an applied professional or simulated context). Both Mode 1 and Mode 2 knowledge are applied to the role of Border Guard management and this reflects the "professional learning" concept underlying the SQF for Border Guarding which describes the knowledge, skills and competencies transferable to a workplace; the learning that is required to perform the task of Border Guard manager.

Stage 1 and 2 of this programme comprise of 10 thematic modules which are delivered across two semesters. They include intensive contact sessions and are applied to the role of Border Guard management in the form of experiential and independent learning.

Stage 3 is the dissertation phase. This stage provides learners an opportunity to demonstrate their ability to work independently on a well-defined problem in a coherent, well-organised and critical manner.

The programme's principles include the enhancement of interoperability at EU borders, the harmonisation of learning and professional standards whilst respecting diversity and authenticity to the work of a Border Guard Manager. Its purpose is to build capacity within the organisations and enhance harmonisation and cooperation across organisations and states.

The programme encompasses particular approaches to adult learning such as a combination of hybrid Problem-Based Learning (PBL), Work-based learning, case studies, field work, workshops and Enquiry-Based Learning (EBL) which will be used to compliment the more traditional lectures and tutorials.

This blend approach to competence development will be employed to facilitate integrated learning, each in their own right and in combination by assisting in the transfer of knowledge and skills from an academic to an operational environment. This approach also ensures that ethics and fundamental rights are considered and incorporated into all scenarios.

The structure of the programme has been designed to ensure scaffolding of learning, support and integration using the three phases of learning. It will capitalise on experiential learning, prior knowledge/experience, peer review, feedback and discussion.

Course Assessment Strategy

The overall programme assessment strategy shall be designed to support and to drive learners' learning towards attaining the required award standards. A variety of assessment strategies should be developed not only to ensure that learners achieve the specified learning outcomes but that learners' learning experience is enhanced and their critical thinking, evaluation and capacity to synthesise and apply knowledge and skills in the application of Border Guard management duties is tested.

The programme is based on a combination of ongoing approaches to assessments that offer learners formative feedback during the modules to assist their learning. There should also be an end of module terminal/summative assessments to gauge if learners have satisfactorily achieved the entire module's learning outcomes.

The formative feedback shall be provided to learners upon completion of the assessments. This will support learners' learning by highlighting areas of weakness, knowledge gaps and will help them to strengthen their understanding and improve performance. The terminal assessments shall also be utilised to measure and classify learners' achievement of the overall learning outcomes. The assessments shall take a pass/fail competency approach.

Assessments	Weighting
Stage 1 – Modules 1-6	33 ⅓%
Stage 2 – Modules 7-10	33 ⅓%

Indicative Content:

- Strategic Leadership and Organisational Development in Border Guarding
- Fundamental Rights and Ethics
- Management, Planning and Evaluation in Border Guarding
- EU Borders Policies and Strategies
- Innovation and Technology in Border Security.
- Researching Management Practices in Border Security
- The Global Context of European Border Security
- Strategic Risks and Threats in EU Border Security
- Cooperation in Strategic Border Management
- Researching Integrated Practices in Border Management

MODULE 0: INTRODUCTORY MODULE

MODULE TITLE: Introductory Module			
LEARNING ACTIVITY			
Stage	ECTS Credits		EQF Level
N/A	N/A		N/A
Contact Hours		Independent Learning Hours	
Lectures	N/A	Experiential Learning	10
Tutorials/Seminars	N/A	Expected Independent Learning	N/A
TOTAL LEARNING ACTIVITY		10	
SUBJECT STATUS: Optional			
PRE-REQUISITE MODULES		CO-REQUISITE MODULES	
No		No	
MODULE AIM and LEARNING STRATEGY:			
<p>This is an introductory module designed to fill possible gaps of knowledge, both in terms of academic methodology and technical (mainly legal) content before starting the Master.</p> <p>Module 0 displays two types of contents. There are some supporting materials and tools related to methodological activities, such as academic writing, and searching for European court decisions and documentation. There are also some activities related to specific fields such as Fundamental Rights and European Law and Institutions. The activities include two questionnaires, accompanied by glossaries of key terms and a Handbook. The aim of these activities is to identify weak points related to some specific topics and to strengthen them before the Master program starts.</p>			

MODULE 1: STRATEGY, PLANNING AND EVALUATION IN BORDER GUARDING

MODULE TITLE: Strategy, Planning and Evaluation in Border Guarding			
LEARNING ACTIVITY			
Stage	ECTS Credits	EQF Level	
1	5	7	
Contact Hours (in-person)		Independent Learning Hours	
Lectures	12	Experiential Learning	40
Tutorials/Seminars	28	Expected Independent Learning	60
TOTAL LEARNING ACTIVITY		140	
SUBJECT STATUS: Mandatory			
PRE-REQUISITE MODULES		CO-REQUISITE MODULES	
No		All other modules of the programme	
MODULE AIM and LEARNING STRATEGY:			
<p>The aim of this module is to develop competencies of strategic thinking, strategic planning and strategy evaluation, necessary for effective development and implementation of national and EU-level border management policies.</p> <p>This module serves as a foundation for subsequent modules of the programme. It is designed to maximize learner interaction and co-operation so that social bonds between the leaders of border management from across the EU are formed early in the study programme. At the same time, the module seeks to:</p> <ul style="list-style-type: none"> (i) foster strategic thinking among learners by creating a common understanding of what tools of strategic management can be applied to solving border management issues effectively, and (ii) begin building skills of using various strategic analysis, planning and evaluation techniques. <p>The module is also intended to utilize the extensive experience of learners, so that training is closely modelled on learners' professional experiences and challenges.</p> <p>The module consists of 3 phases:</p> <ul style="list-style-type: none"> (iii) independent learning, (iv) contact week or face-to-face learning, and (v) experiential learning. <p>The Independent learning phase lasts two weeks. During this time, learners are acquainted with relevant literature for the module, and lay the groundwork for the contact and experiential learning phases. The major output upon which learners are evaluated is the individual report, which needs to be finalised in the experiential learning phase. During the individual learning phase learners have to choose a preliminary topic for their report, and collect data that is necessary for writing the report. This ought to include a research proposal, relevant academic and official literature, an overview and a draft outline of the report.</p>			

The **Face-to-face phase** lasts 1 week (5 days or 40 hours), and is organised into 14 distinct sessions delivered in person. 7 sessions (12 hours) are dedicated to lectures, which will cover all key theoretical and methodological aspects of the module. Every day after lectures, a session of workshops (in total 4 sessions or 18 hours) is dedicated to testing the knowledge gained during lectures. During this time, learners work in teams and prepare case studies, consisting of:

- (vi) strategic analysis,
- (vii) strategic and
- (viii) implementation plans.

At the end of the contact learning period one session (2 hours) is dedicated to presenting case studies and conducting a peer evaluation exercise. Case studies are to be revisited as part of the learning process in Module 8. In addition, a seminar (field trip) to an organisation engaged in border management shall take place during the contact week, which will be led by a practitioner and will cover a current border management topic. Further, the contact week will include 2 sessions (6 hours) of roundtable discussions aimed at sharing reflections of all learners and providing necessary feedback for continued learning in the experiential learning phase, and in other modules.

The Experiential learning phase is a crucial element of the learner-centred approach promoted by this programme. It aims at capitalizing on the learners' existing professional experience and promoting their further professional advancement. The experiential learning will take place in the learners' work environments. The learners prepare individual reports on existing strategies by working closely with teachers, colleagues, and peers in the programme. The individual reports ought to be directly related to EU strategies and policies in border management. In their reports, learners must demonstrate their skills in applying analytical tools that they will have learned during the independent and contact learning periods.

MODULE LEARNING OUTCOMES:

After completing the module, learners will be able to:

- Recognise the strategic context in border management.
- Develop basic border management strategies and implementation plans taking into consideration the Fundamental Rights.
- Critically evaluate implementation plans and identify areas for improvement to the strategies.
- Compare and contrast European Border agency approaches to strategy and planning in the context of international practice.
- Apply a range of evaluation techniques to assess the effectiveness of strategies and implementation plans.
- Review and enhance strategic goals in border management.

ASSESSMENT STRATEGY

There are two assignments for the module:

- (i) a case study (30%) and
- (ii) an individual report (70%).

The case study will be prepared in teams of 4-6 learners throughout the contact learning period. They will include the application of techniques covered in lectures and readings. A case study will consist of:

- (i) strategic analysis,

- (ii) strategy and
- (iii) implementation plans on a relevant border management topics.

Preparation for the Case study shall take place in workshops (16 hours in total) moderated by teachers. Teachers should take notes on the progress of teams, and provide daily feedback. At the end of the contact week, learners shall present their case studies and conduct peer reviews by applying the relevant strategy evaluation techniques covered in the module. Feedback notes on daily progress of teams, presentations, post-presentation Q&A sessions, and peer evaluation – will be factored in when assessing case studies.

Case studies will later be further developed in *Module 8: Strategic Risk and Threat Management for European Border Security*. They will become key tools for the development of competencies of to adapt to new risks and threats.

Experiential and individual learning is assessed on the basis of an individual **report**. During the individual learning phase learners are expected to choose preliminary topics for their reports, and collect the data necessary for writing them. This ought to include research proposals, relevant academic and official literature, overviews, and draft outlines. During the contact learning phase learners receive feedback on their report proposals from teachers and peers. Also, during the contact phase a module teacher is assigned to provide necessary support and feedback during the experiential learning phase. The learners work individually, but on-line co-operation between peers under the supervision of the same teachers is encouraged. Topics of reports need to be directly related to EU strategies or policies.

The reports shall include:

- (i) evaluations of existing strategies and
- (ii) feasible recommendation for their further development. Ideally, learners will choose strategies that directly relate to their line of work.

In the evaluation of strategies, learners have to use most or all of the analytical tools covered in the module, in order to determine whether current strategies are based on sound analysis, and whether their goals, tasks, indicators, and funding are appropriately aligned. Additionally, learners need to assess if current strategies allow them to achieve their goals in ways compatible with EU policies and fundamental rights. The Reports need to include coherent, feasible, and well-grounded recommendations on improving strategies.

INDICATIVE CONTENT

- Key concepts of strategy, models and strategic management, and types of strategies.
- Strategy development in changing environments.
- Strategy in the public sector.
- Models of strategic analysis, methods for evaluating strategies.
- Skills of developing, analysing and evaluating strategic and implementation plans.
- EU-level and fundamental rights aspects to developing strategies for border management.

MODULE 2: FUNDAMENTAL RIGHTS AND ETHICS IN EUROPEAN BORDER SECURITY MANAGEMENT

MODULE TITLE: Fundamental Rights and Ethics in European Border Management

LEARNING ACTIVITY

Stage	ECTS Credits	EQF Level	
1	5	7	
Contact Hours (online)		Independent Learning Hours	
Lectures	4	Experiential Learning	30
Tutorials/Seminars	36	Expected Independent Learning	70
TOTAL LEARNING ACTIVITY		140	
SUBJECT STATUS: Mandatory			
PRE-REQUISITE MODULES		CO-REQUISITE MODULES	
Strategy, Planning and Evaluation in Border Guarding		All other modules of the programme	
MODULE AIM and LEARNING STRATEGY:			
<p>The aim of module 2 is to equip the learners with knowledge and skills to integrate the respect, promotion and fulfilment of fundamental rights and ethics when taking strategic decisions whilst considering their implications on border management. The learner obtain knowledge of fundamental rights and ethics as reflected in relevant legal framework as well as emanating from jurisprudence and case law. The module enable the learner to make strategic decisions as well as to review current institutional structures and policies in a manner that is respectful of fundamental rights and ethics.</p> <p>Module 2 is one of the foundation modules for this Master's Programme. It builds on the knowledge and skills acquired from Module 1 Strategy: Planning and Evaluation in Border Guarding and sets the basis for the subsequent modules. Fundamental rights and ethics are integral to every aspect of border guarding learning and practice.</p> <p>The module consists of three phases:</p> <ul style="list-style-type: none"> (i) independent learning phase (ii) experimental learning phase (iii) contact learning phase (online) <p>The independent learning phase: is before the contact phase. Learners must read and familiarise themselves with the essential readings set for the module, as provided in the session plans. In addition, during the independent learning phase, the learners are expected to reflect on the meaning of fundamental rights and ethics in their personal work experience. They will be asked to present this at the beginning of the contact phase.</p> <p>The experiential learning phase: is the second learning phase where learners are asked to reflect on real cases from their own work experience in relation to the topics outlined in the sessions. During the experiential learning phase, the learners will be encouraged to observe, analyse and discuss their daily practice of border security management from the perspective of a fundamental rights legislative framework and ethical standards with their colleagues (this may also be used as examples or sample case studies during the seminars and workshops). Learners are asked to keep a log of events at work on a particular day established by the tutor. They should analyse how fundamental rights and ethics are</p>			

incorporated in organisational strategic documents and culture and how they are promoted; which workplace mechanisms related to fundamental rights and ethics are in place in their organisation.

The contact phase is the third phase. Here the learners will come for an intensive online week delivered in a classroom format. The focus of this week phase will be scenario-based learning, which provides the opportunity of peer learning and sharing of national best practices in application of fundamental rights and ethics. Another important aspect of the methodology during this phase is the integration of theoretical learning, including jurisprudence and case law, and practical skills that can be transferred to the organisational context of border guarding. The learning strategy is blended with a traditional methodology of lectures with practical exercises, discussions, debates and assessments to ensure the key points of learning.

MODULE LEARNING OUTCOMES:

After completing the module, learners will be able to:

- Analyse where the actions taken and decision making by border guards can engage the organisation's and the State's obligations under the fundamental rights legislative framework.
- Selectively identify the potential risk of a breach of fundamental rights, including the right to make an application for international protection, and ethics within the organisation and develop strategic solutions to address them within the scope of available resources.
- Critically evaluate and incorporate the mechanisms for improving the strategy for fundamental rights and ethical standards within the Border Agency.
- Selectively identify and propose work place mechanisms to motivate and improve the culture promoting fundamental rights and ethics.
- Critically evaluate and promote adherence to fundamental rights and ethics resulting in performance enhancement.
- Selectively identify and apply good practices to avoid potential breaches of fundamental rights and ethical standards through cooperation with other EU border guarding agencies.
- Identify barriers to inter-agency/State cooperation in the field of protection of fundamental rights and ethics in border management and recommend appropriate action.
- Take timely strategic decisions in sensitive critical situations where fundamental rights could be breached, taking into consideration the implications at both national and EU level.

ASSESSMENT STRATEGY

The assessments for this module have been chosen specifically to develop the skills and competences required from the learners, working on developing national responses to threats to and breaches of fundamental rights and ethics. Formative feedback should be given throughout the module in order to support the progression of learning.

The assessments are modelled on tasks that are operationally relevant for the learners through case study based assignments, and capture the knowledge required in the elaboration of instruments that measure the achieved learning outcomes. This assessment strategy emphasises the need for learners to work well at both individual and group level.

The inclusion of a peer review methodology will ensure that learners are receptive to different views and critical analysis. This methodology is also intended to develop the skills of engaging in critical analysis and providing feedback to peers. This strategy also require learners to develop skills needed to respond appropriately in pressure situation and to engage in timely or urgent decision-making. Assessment criteria

evaluate the learners' competence in both EU and national responses to situations where fundamental rights are threatened.

The module conclude with a summative open-book exam, where learners have to propose a solution to a situation where fundamental rights and ethics might be breached. The assessment shall take place on the last day of the module.

Formative and Summative Assessments	Weighting &/ or Word Count
Case study based exercise (presentation of practical cases during workshops).	60%
Exam (1 hour case study by open book).	40%

INDICATIVE CONTENT

- Ethical issues that are of concern specifically in border management.
- Fundamental rights relevant to border management. Identification of themes and areas where fundamental rights and ethics are particularly at stake (e.g. UAM, refugees, children, biometrics, surveillance, human trafficking, privacy, data protection, war criminals, detention, deportation, asylum, humanitarian protection, equality and discrimination) and presentation of an analysis of those themes.
- The implications of fundamental rights and ethics on border guard strategy planning. Building upon strategic planning by groups and learning how to apply strategic planning and evaluation to improve fundamental rights within the border agency, with reference to specific fundamental rights. Consideration of when and how the work of border guards can engage their own and their State's responsibility under the fundamental rights framework.
- Consideration of cultural, social, religious and other differences that distinguish different ethnicities and origins of those crossing borders thereby enhancing ethical behaviour from the management and strategy development, planning and evaluation perspective. The role of strategy in organisational culture. Obligations of the organisation in terms of ensuring fundamental rights and ethics.
- Methods of integrating respect for fundamental rights and ethics in workplace mechanisms, thereby considering how to establish and develop them through an understanding of the organizational culture and how it responds to external pressure, and how to change it to be compliant with fundamental rights and ethics. The compliance with standard operating procedures to ensure reflection and consideration of fundamental rights and ethics.
- Sources and methodology for framing and solving critical situations with fundamental rights and ethical implications.
- Consideration of best practices in the application of fundamental rights and ethics in border and security organisation.
- Identification of barriers for cooperation and recommendations to address these barriers. This will also include an analysis of the means and methods of cooperation that can foster a culture of respect for fundamental rights and ethics in border management.

MODULE 3: LEADERSHIP AND ORGANISATIONAL DEVELOPMENT IN BORDER MANAGEMENT

MODULE TITLE: Leadership and Organisational Development in Border Management			
LEARNING ACTIVITY			
Stage	ECTS Credits		EQF Level
1	5		7
Contact Hours (online)		Independent Learning Hours	
Lectures	30	Experiential Learning	40
Tutorials/Seminars	10	Expected Independent Learning	60
TOTAL LEARNING ACTIVITY		140	
SUBJECT STATUS: Mandatory			
PRE-REQUISITE MODULES		CO-REQUISITE MODULES	
Strategy, Planning and Evaluation in Border Guarding		<ul style="list-style-type: none"> • Fundamental Rights and Ethics • Researching Management Practice in Border Security 	
MODULE AIM and LEARNING STRATEGY:			
<p>The aim of this module is to develop leadership and organisational development competences that facilitate continuous development, interoperability, cooperation and harmonisation in the context of EU border guarding management.</p> <p>The module has a learner-centred approach to teaching and learning is adopted to capitalise on the learners' professional experience and the knowledge accumulated in other modules. Learners shall be engaged in interactive discussions, debates and team work based on lectures and instructions. Thorough use will be made of team activities and team learning process, building on the experiential learning cycle.</p> <p>The first phase of the module consists of independent learning activities guided by teachers, where learners are provided with reading materials to reflect on and learn from their own experience and to orientate themselves to the specific field of studies.</p> <p>The second phase - the contact week component of the module - is dedicated to delivering and transferring knowledge in the form of reviewing key theoretical concepts and models and the application of knowledge and skills through the in-depth analysis of complex case studies relevant to border guarding. This phase will be delivered online in a classroom format.</p> <p>The final phase is dedicated to the application of the acquired knowledge and skills to the learners' work environment. Learners shall be engaged in an applied research project exploiting comparative analysis, self-reflection and the application of effective leadership embedded in their context.</p>			
MODULE LEARNING OUTCOMES:			

After completing the module, learners will be able to:

- Reflect on their own organisational culture and identify and address potential barriers in order to facilitate the application of the learning organisation culture at national and EU level.
- Selectively apply relevant leadership styles to promote ongoing organisational development reflecting fundamental rights and professional ethics.
- Analyse the impact of management and leaders' decisions and actions in terms of EU/international standards, on relevant stakeholders.
- Critically evaluate alternative organisational development approaches in the context of EU standards and policies, including quality management frameworks, to sustain organisational improvement.
- Perform effectively in team problem solving activities, build interpersonal capability, and benefit from team learning processes.
- Design and evaluate organisational improvement solutions in relation to interoperability through the application of change management processes.

ASSESSMENT STRATEGY

A continuous assessment strategy is to be employed reflecting the 3 phases of the learning strategy to ensure that the learning outcomes are progressively achieved. All assessments are summative with continuous formative feedback.

Independent learning is assessed based on materials given during the first phase of the module. This is to be assessed through the delivery of a 10-minute presentation at the beginning of the online contact week. Learners are expected to reflect and organise their thoughts on the assigned topic, demonstrating their acquired learning through a presentation synthesising their knowledge. This will be assessed by peers and lecturer(s). - 15%

Learners shall be organised in teams working on case studies to reflect upon and assimilate the learning acquired during the independent learning and contact week. This gives learners the possibility to maximise their learning through debates and discussions in a team-learning atmosphere, and to achieve the learning outcomes of the module. The 15-minute team presentation at the end of the online contact phase is to be assessed by lecturer(s). - 15%

Learners work on an applied project exploiting a comparative analysis of their own organisation and another organisation involved in border management in the EU context, drawing on the acquired knowledge on leadership and organisational development and reflecting on their own practice in an international environment. The **final report** (2,500 - 3,000 words) shall address the key aspects of leadership and organisational development, identifying cultural enabling and inhibiting factors that may contribute to a more effective organisational performance in addressing the dynamic realities and challenges faced by the border guarding sector. – 70%

Formative and Summative Assessments	Weighting &/ or Word Count
Presentation and peer assessment	15 %
Case study and team presentation	15 %

Comparative analysis and reflection

70 %
2,500 - 3,000 words

INDICATIVE CONTENT

- Organisation theory and leadership concepts - from bureaucracy to learning organisation.
- The role of leadership in organisations.
- Leadership and decision-making processes in the context of EU and international standards.
- Organisational development in the context of EU standards.
- Team work and team learning processes in border guard organisations.
- Leading and managing change – ethical and fundamental rights implications.
- Cultural and organisational behaviour implications for leadership and development.

MODULE 4: EU BORDER POLICIES AND STRATEGIES

MODULE TITLE: EU Border Policies and Strategies			
LEARNING ACTIVITY			
Stage	ECTS Credits		EQF Level
1	5		7
Contact Hours (online)		Independent Learning Hours	
Lectures	16	Experiential Learning	32
Tutorials/Seminars	24	Expected Independent Learning	68
TOTAL LEARNING ACTIVITY		140	
SUBJECT STATUS: Mandatory			
PRE-REQUISITE MODULES		CO-REQUISITE MODULES	
<ul style="list-style-type: none"> • Strategy, Planning and Evaluation in Border Guarding • Fundamental Rights and Ethics in European Border Security Management • Leadership and Organisational Development 		<ul style="list-style-type: none"> • The Global Context of European Border Security • Cooperation in Strategic Border Management 	
MODULE AIM and LEARNING STRATEGY:			
<p>The aim of this module is to engage learners in EU border policies, strategies and resources, including EU decision-making procedures and strategic integration of fundamental rights. In order to enhance their professional competencies, learners should be fully aware of the main legal, political and ethical developments and challenges to the EU border and asylum policies, as well as the role played by the different institutions and agencies in the development and implementation of EU policies and strategies in the field of border management. This module examines also the main EU policy initiatives adopted in the last years as a result of the challenges faced by the EU in this area, in particular the European Border and Coast Guard (EBCG). It assesses the extent to which the adopted EU policy initiatives can address these challenges and in what ways.</p> <p>The learning methodology is based on different strategies that combine independent learning, including experiential learning, seminars, workshops and lectures that ensure the progression of the learners learning. This process allows the learners to acquire the necessary competences to strategically apply EU border policies and evaluate the extent to which the main policy initiatives launched by the EU in the last years address the challenges faced by the EU in border management.</p> <p>The first phase consists of independent learning of the pre-reading package. Guidance will be provided in relation to the pre-readings. This package ought to include relevant bibliography, as well as legal and policy documents related to the fields covered by the module. Apart from reading the academic papers and documents selected, learners should also prepare for the formative multiple choice exam that will</p>			

take place before the beginning of the contact week and try to improve their daily work on the basis of the knowledge and skills they are developing.

The second phase – the online contact hours component of the module - includes lectures, workshops, seminars and a roll-call simulation. Some of the lectures are delivered by EU experts involved in the development and implementation of Area of Freedom, Security and Justice policies related to border management. This will allow learners the opportunity to engage in the discussion of different EU border and asylum policies based on first-hand information of current relevant debates at the EU institutions and bodies.

Finally, the third phase of the learning strategy is devoted to visiting the EU institutions and preparing the final report. Visiting these institutions will allow the learners to contact high-level experts and policy makers and discuss with them current border and asylum issues. In the final report, the learners are expected to explore report the relevance of some of the main topics tackled during the independent learning, the contact week and the visit to the institutions for daily work in their own organisations. Learners will have the opportunity to further develop and apply the competences already acquired.

MODULE LEARNING OUTCOMES:

After completing the module, learners will be able to:

- Define, explain and critically evaluate a broad range of EU border security policies and strategies, and appreciate the implications of their implementation in the national context.
- Critically evaluate national border security policies and strategies within the context of EU security strategies.
- Critically evaluate and apply the existing legal and procedural framework related to resource management in border security.
- Apply a broad range of concepts and tools to implement, review and improve EU Border Strategies.
- Strategically integrate fundamental rights within EU policies, strategies and resources.

ASSESSMENT STRATEGY

The assessment strategy is aimed at facilitating personal involvement of the learner in the learning process. Such a pro-active methodology ensures the achievement of all learning outcomes of the module. It consists of a multiple-choice informal, formative exam, as well as proactive participation in the activities during the contact phase, and a constructive report.

Firstly, an exam shall take place on the last working day before the online contact phase. This exam shall consist of a multiple-choice formative exam based on the most theoretical aspects of the module. Since the learners are already familiar with EU border policies and strategies, this assessment will allow learners to check their level of understanding of the most basic issues in this field. The aim is to provide feedback to learners before they start the interactive sessions by identifying possible gaps in their knowledge. This is informally assessed.

Secondly, the online contact week shall include a number of formative activities based on a pro-active methodology. Participation will be formally assessed by considering substantive input, exchange of expertise knowledge and peer review, as well as communication skills and cooperation. Learners will thus

be encouraged to discuss the work done by other learners during the sessions (reports and other documents) and to give feedback on this work by providing new ideas and comments.

Finally, the assessment strategy will be completed with the submission of a written report to be handed out one week after the contact phase. The points to be tackled by the report are closely associated with the learning outcomes of the module.

Summative Assessments	Weighting &/ or Word Count
Participation during the contact hours	30%
Report	70%

INDICATIVE CONTENT

- The Area of Freedom, Security and Justice of the EU: General characterisation
 - General constitutional framework
 - EU migration, border and asylum policies
 - The External Dimension of the AFSJ: legal and policy issues
- The institutional dimension of the Area of Freedom, Security and Justice of the EU
 - The Commission
 - The European Council and the Council of the EU
 - The European Parliament
 - The European Court of Justice
 - Agencies
 - Decision-making processes and procedures in the AFSJ (including EU Council working groups e.g. CATS, SCIFA, COSI)
- Financing: EU funding programs and opportunities within border policy

MODULE 5: INNOVATION AND TECHNOLOGY IN BORDER SECURITY

MODULE TITLE: Innovation and Technology in Border Security			
LEARNING ACTIVITY			
Stage	ECTS Credits	EQF Level	
1	5	7	
Contact Hours (in person)		Independent Learning Hours	
Lectures	26	Experiential Learning	50
Tutorials/Seminars	14	Expected Independent Learning	50
TOTAL LEARNING ACTIVITY		140	
SUBJECT STATUS: Mandatory			
PRE-REQUISITE MODULES		CO-REQUISITE MODULES	
<ul style="list-style-type: none"> • Strategy, Planning and Evaluation in Border Guarding • Fundamental Rights and Ethics in European Border Security Management • Leadership and Organisational Development in Border Management 		<ul style="list-style-type: none"> • Researching Management Practices in Border Security • Cooperation In Strategic Border Management 	
MODULE AIM and LEARNING STRATEGY:			
<p>The aim of this module is to critically evaluate major technological trends related to Integrated Border Management (IBM), and assess their feasibility in terms of effectiveness and strategic compatibility, applicability and cost efficiency. This module also instils a sense for innovative approaches to be adopted in tackling specific Border Management issues and resulting improvements. Sustainability of new measures is also considered in this module.</p> <p>At the end of the module each learner will receive an overall summative assessment about their performance during the module.</p> <p>An interactive, learner-centred competency-based approach employing both traditional and eLearning methods and in line with prevalent EU-wide guidelines and strategy, this approach is used in order to effectively combine the learner's experience and learning roadmap with new knowledge in the area of adoption and integration of technology and innovative approaches in Border Security.</p> <p>The overall structure of the module follows a paradigm in which fundamental concepts are delivered through lecturing techniques, followed by consolidation and practical implementation provided through group-work, seminars, study visits, and a practical exercise.</p> <p>eLearning will be used to support the 3 stages of module delivery, which will be structured as follows:</p>			

1. Prior to the contact week:

This includes an outline of the module aims, the completion of a questionnaire baselining the current "status-quo" in respective organisations relating to innovation and technology, and the discussion of module expectations.

2. During the contact week:

An outline of technology in relation to BG shall be given. Innovation within a corporate culture at various levels and aspects will be discussed. A practical approach to emerging technologies is to be provided including specific examples of lessons learned "on the ground". Learners shall be exposed to various implementation strategies and applicable quantification and qualification methods.

Workshop-style activities involving practical on-site visits shall also be included, as well as a practical exercise relevant to management. In line with current EU directives, cross-border collaborative procedures as well as future technology trends will also be discussed.

The phase is to be delivered in person through a combination of traditional lectures, group discussion and interaction as well as through the attendance of an open-discussion seminar. A creativity session (including brainstorming exercises), experiential learning, case study, practical exercise and exhibition shall also be used.

3. During the subsequent experiential learning phase:

Groups shall collaborate to create a group report and upload it to the course eLearning platform. The eLearning platform is a shared resource so as to allow best practice in the area of innovation and technology to be shared in an informal manner. This helps foster a community of good practice.

MODULE LEARNING OUTCOMES:

After completing the module, learners will be able to:

- Critically evaluate emerging trends in technology related to border security in a European and national context.
- Strategically manage the selection, utilisation and evaluation of existing technology in order to improve the quality of border security in the context of European integrated border management.
- Design potential innovative solutions aimed at improving interoperable border control, taking into account organisational barriers.
- Ensure that the use of border technology systems complies with relevant legal and fundamental rights standards.
- Identify, prioritise and support the directions for research and development (R&D) that will enhance border security while facilitating the movement of goods and people.

ASSESSMENT STRATEGY

The Assessment Strategy is formative and competence-based in order to ensure that the progression of learning is supported and opportunity is provided to give continuous feedback throughout the learning process.

The module is to be assessed through a practical exercise and a group report which measures and ensures the achievement of the respective learning outcomes:

- **Practical Exercise:**

This is a practical exercise, where a real border situation will be described. The learners should have to develop a strategic technology plan.

- **Group Report:**

This includes a description of the proposed derived solution in a creative manner with adequate justification, presented in the form of a critique.

Summative Assessments	Weighting &/ or Word Count
Practical exercise	40%
Group Report	60%

INDICATIVE CONTENT

- Technology survey and overview.
- Information distribution and integration.
- Technology and Tools.
- Technology audit.
- Impact analysis.
- Implementation methods.
- EU border security organisational structures.
- Managing innovation.
- Collaboration and Networking.
- Knowledge, Services and Processes.
- Data protection and privacy.
- IPR and Service level agreements.
- Ethics.
- Privacy and Security by Design.
- Large scale Border Control systems.
- R&D fundamentals.
- Corporate Culture and Strategy.

- Project proposals and funding programmes.

MODULE 6: RESEARCHING MANAGEMENT PRACTICES IN BORDER SECURITY

MODULE TITLE: Researching Management Practices in Border Security			
LEARNING ACTIVITY			
Stage	ECTS Credits		EQF Level
1	5		7
Contact Hours (in person)		Independent Learning Hours	
Lectures	32	Experiential Learning	30
Tutorials/Seminars	16	Expected Independent Learning	62
TOTAL LEARNING ACTIVITY		140	
SUBJECT STATUS: Mandatory			
PRE-REQUISITE MODULES		CO-REQUISITE MODULES	
<ul style="list-style-type: none"> • Strategy, Planning and Evaluation in Border Guarding • Fundamental Rights and Ethics in European Border Security Management • Leadership and Organisational Development in Border Management • EU Border Policies and Strategies • Innovation and Technology in Border Security 		<ul style="list-style-type: none"> • Researching Integrated Practices in Border Management 	
MODULE AIM and LEARNING STRATEGY:			
<p>The aim of this module is to prepare and instruct the learners on how to conduct a review and a research investigation on a real situation within their own organisation resulting in the submission of a research report. In this module, emphasis is on the quantitative approaches in investigation. The learners are to be given an introduction to the appropriate quantitative research methods and their quality aspects (validation, reliability, generalisation, etc.) relevant to conducting such a study that leads to a research report (e.g. constructing and deploying a simple questionnaire and evaluating and interpreting the data obtained).</p> <p>In addition, the learners practise the knowledge gained from the previous topics covered in 'Stage 1' modules of the programme and they will learn from the specialists involved in a border surveillance organisation (peer learning). They shall be able to apply the research methods for analysing (complex) management problems in daily work situations. They will conclude the module with a quantitative research report and a brief written text about the practices in the field.</p> <p>The Researching Management Practices in Border Security module is the first step in the research methodology, as it deals with quantitative methods, later complemented by qualitative methods in the module Researching Integrated Practices in Border Management.</p>			

MODULE LEARNING OUTCOMES:

After completing the module, learners will be able to:

- Apply basic research processes with emphasis on the quantitative methods of inquiry and discern from among various potential instruments;
- Conduct basic research involving direct investigation and be able to communicate findings and observations;
- Choose appropriate research design in addressing practical management problems including the development of a simple questionnaire and other basic instruments for quantitative data collection;
- Apply concepts and theories from the learning acquired in the preceding modules and be able to review and assess the effectiveness of the systems in place by using the quantitative research approach;
- Bring together specialist learning acquired during the preceding modules to holistically review the performance of individuals, groups or organisational processes for a specific function involved in Border Security or Management (at their place of work);
- Review and synthesise the key elements pertaining to strategy, leadership and resource allocation as they impact on their organisation's effectiveness, within the framework of fundamental rights and ethical considerations;
- Apply previous learning to critically analyse and draw comparisons between the operations and modus operandi for specific border guarding functions.

ASSESSMENT STRATEGY

The assessment strategy of this module intends:

- To develop competencies in research report writing by applying the knowledge acquired in quantitative research methodology with a view to develop a research report in groups on a topic chosen from a list of topics provided before the practice period;
- To develop reflective and critical evaluation skills by engaging learners in a brief reflective write-up, including a critical evaluation (based on the learners' exposure and insight gained from the 2-day research visit at the foreign host country's border management organisation) that will be part of the research report mentioned above;
- To develop the quantitative research skills that learners must apply in the dissertation phase of the programme.

The final written research report consists of around 4,000 words and is developed in groups (2-3 learners per group). This report demonstrates the quantitative research capabilities that the learners have acquired during the module. The learners should be able to conduct quantitative research and to describe the process and the results in a structured way. The research report includes a reflection on the field visits, which consists of a motivated description of the results, the experiences and the conclusions or suggestions from the field.

During the last session of the contact phase, the learners, in groups, have to present a plan, created during the contact phase, on how they intend to develop their research report. This will be formatively assessed

by tutors and/or experts and opportunities will be provided to reformulate this plan based on the feedback provided. This plan ought to be the basis for their research report assessment.

This module further serves the important function of introducing learners to basic forms of quantitative research methods.

As a summary, the steps of the assessment phase are:

- Presentation of a research plan in groups during the last practical session. This plan will be formatively assessed by tutors/experts in order to give the learners feedback on the parts they should improve and/or strengthen.
- After the presentation, the learners continue writing and developing their final research report for two weeks (including the brief reflection on the practice phase). During these two weeks, they are to be supported online by teachers. The tutors/experts will submit formative feedback to the learners at a given moment.
- The final research report ought to be submitted online two weeks after the last face-to-face session. The assessment of the final research report is summative.

Assessments	Score	Due date
Presentation of the plan for the quantitative research report (in small groups, learners choose a topic and describe their plan for a research study)	Formative assessment	Session Plan of Session 19 After presenting the plans, the learners receive formative feedback. The purpose of the feedback is to encourage each group to strengthen those parts of the plan for which tutors/experts recommend improvement.
A research report on a topic chosen based on the plan formatively approved by teachers and/or experts during the face-to-face period. A brief reflective write-up and a critical evaluation based on the learners' exposure and insight gained from the 2-day research visit at the foreign host country's border management organisation.	100%	Two weeks after the contact phase. Feedback from tutors/experts should be given to the learners online in between the two weeks. Online support from tutors/experts will be given during the module. Resit: during the common resit period for the first semester of the MA programme.

INDICATIVE CONTENT

Series of lectures and workshops:

- Quantitative research methods and their application (research questions and appropriate quantitative research model).
- The ethics of conducting quantitative research in the field.
- Survey study (construct operationalisation, questionnaire construction).
- Experimental study (intervention).
- Data collection (sample issues, questionnaire construction).
- Data analysis (statistical analyses, computer-aided).
- Research quality indicators (validation, reliability and generalisation).
- Conclusions and recommendations (on-the-field experiences).

The second part of the module consist of a research visit and fieldwork for two days, at a national border guarding institution for applying the concepts gained in the lectures, including the collection of various forms of quantitative data, analysis, interpretation etc. During this practice period, the learners:

- Apply the concepts learned on research methodology.
- Review the concepts learned in the previous modules.
- Acquire field experience from the experts.
- Receive guidance for their research reports.

MODULE 7: THE GLOBAL CONTEXT OF EUROPEAN BORDER SECURITY

MODULE TITLE: The Global Context of European Border Security			
LEARNING ACTIVITY			
Stage	ECTS Credits		EQF Level
2	5		7
Contact Hours (online)		Independent Learning Hours	
Lectures	20	Experiential Learning	20
Tutorials/Seminars	20	Expected Independent Learning	80
TOTAL LEARNING ACTIVITY		140	
SUBJECT STATUS: Mandatory			
PRE-REQUISITE MODULES		CO-REQUISITE MODULES	
<ul style="list-style-type: none"> • Fundamental Rights and Ethics in European Border Security Management • EU Border Policies and Strategies 		<ul style="list-style-type: none"> • Strategic Risk and Threat Management for European Border Security • Cooperation in Strategic Border Management 	
MODULE AIM and LEARNING STRATEGY:			
<p>The aim of this module is to provide the learners with the knowledge of the academic and theoretical literature and discourse on contemporary global political and socio-economic trends related to border security, in order for them to be able to adopt appropriate strategic responses.</p>			
Learning Strategy			
<p>A learner-centred approach to learning and teaching will be adopted. The module utilises a three-phase learning strategy.</p>			
<p>In the first phase in order for the learners to be ready and fully engage in the peer contact time, they prepare themselves for the module by independently studying the material selected for them to be read. The learners also become familiar with analytical tools for assessing global political and socio-economic trends. This will prepare them for the intensive work expected from them during the online contact phase.</p>			
<p>The second phase of the module will be delivered online in the classroom format using a blended methodology. Taught lectures shall enable the learners to fully engage in experiential learning by providing the knowledge required to implement the tasks related to border management. The lectures are to be supported by interactive discussions and debates in order to ensure that they internalise fully the content delivered.</p>			
<p>In the third stage of the module, full use of team activities and team learning processes shall be made for the learners to learn to tackle tasks as part of a team. The learners will work in groups in order to support the development of a coordinated approach to global trends that impact border security.</p>			

Presentations and peer review are to be used as mechanisms for assessing learning in order to formalise the sharing of expertise between the learners and capitalise on the knowledge of the group.

The module material and more specifically the case studies shall build on the learning acquired during the previous modules (specifically strategy, planning and evaluation in border guarding, fundamental rights and ethics in European border security management, management and practices in border security). The module also creates a foundation which will be further built upon in the modules that will follow (specifically the modules on strategic risk and threat management for European border security and cooperation in strategic border security management) to ensure compatibility and reinforce the knowledge delivered in the programme.

MODULE LEARNING OUTCOMES:

After completing the module, learners will be able to:

- Critically evaluate the theories and legal frameworks of security that influence border security.
- Selectively identify information sources on factors that have a potential to impact future migration trends.
- Critically evaluate global, political, and socio-economic trends and their short and long-term impact on global and European border security.
- Critically evaluate the impact of neighbouring countries and their regional dynamics on EU external borders.
- Interpret and effectively communicate global, transnational and European security concerns and dynamics, including organised crime and terrorism, and recognise the implications for EU border security and national strategic plans.
- Critically evaluate the global, socio-political and cultural trends that have an impact on European cooperation opportunities.
- Evaluate the impact of transgression of international fundamental rights standards on European border security;
- Demonstrate effective communication skills and techniques in order to explain the impact of the global context on European border security.

ASSESSMENT STRATEGY

These assessments were chosen in order to develop the skills and competences required from the learners, working on developing European responses to global trends and challenges that impact on border security. The assessments have also been tailored for tasks that are operationally relevant for the learners and would capture the knowledge required to measure the achievement of the learning outcomes. All the assessments have the ability to test all learning outcomes.

This strategy also requires learners to develop skills needed to work under pressure and to complete tasks within short time frames. The first assessment is also a formative one from which learners can learn how to produce the appropriate response for positive outcomes. At the same time, this assessment challenges learners to work well at individual and group level. The use of a peer review methodology will ensure that learners are receptive to different views and critical analysis.

This assessment strategy is both formative and summative giving them the opportunity to develop a set of skills in an incremental manner, which are then fully utilised in the final report. The criteria use assessment methods which fulfil both EU and national requirements. In line with these requirements, the

final report shall also address the implications of fundamental rights and/or their transgressions pertaining to EU border security.

Summative Assessments	Weighting &/ or Word Count
Presentation (e.g. oral argument, debate + written format at the end of the course (up to 1,500 – 2,000 words)). Feedback on other groups' work presented orally submitted on a feedback form (up to 1,000 words).	35%
Written structured analytical report (4,000 words).	65%

INDICATIVE CONTENT

- Security theories (including IR, globalisation and regional theories, theories of terrorism) and their impact on border security
- European Union geopolitics and geo-strategy (CFSP, CSDP) EU security strategy and policies related to border security.
- Regional and Global events and their effect on EU borders.
- Transgressing fundamental rights on the global scene and its implications on EU border security.
- Regular and irregular migration trends and their impact on EU border security.
- Organised crime and cross-border crime and their effect on the European border security.
- International terrorism and its impact on European border security.
- European Union cooperation opportunities with other regions, countries and organisations.

The lectures shall be followed by seminars, which should reinforce the learning outcomes of the taught lectures.

MODULE 8: STRATEGIC RISK AND THREAT MANAGEMENT FOR EUROPEAN BORDER SECURITY

MODULE TITLE: Strategic Risk and Threat Management for European Border Security			
LEARNING ACTIVITY			
Stage	ECTS Credits		EQF Level
2	5		7
Contact Hours (online)		Independent Learning Hours	
Lectures	8	Experiential Learning	60
Tutorials/Seminars	32	Expected Independent Learning	40
TOTAL LEARNING ACTIVITY		140	
SUBJECT STATUS: Mandatory			
PRE-REQUISITE MODULES		CO-REQUISITE MODULES	
<ul style="list-style-type: none"> • Strategic Planning and Evaluation in Border Guarding • Fundamental Rights and Ethics in European Border Security Management • EU Borders Policies and Strategies • Innovation and Technology in Border Security • The Global Context of European Border Security 		<ul style="list-style-type: none"> • Cooperation in Strategic Border Management • Researching Integrated Practices in Border Management 	
MODULE AIM and LEARNING STRATEGY:			
<p>The aim of this module is to develop the learners' capacity to:</p> <ul style="list-style-type: none"> • Identify and assess possible global threats, from the perspective of border security at the EU and national level; • Order, evaluate and apply the outcomes of risk and threat analysis in the field of border management as a part of strategic planning process; • Apply necessary measures for risk management in strategic planning. <p>A blend of learning methodologies shall be used to develop the theoretical knowledge, practical skills and competences. The focus of the teaching methodologies shall be on active learner participation. The content of the module is arranged thematically.</p> <p>The module consists of three phases:</p> <ul style="list-style-type: none"> • The first is the independent learning phase. The learners familiarise themselves with the proposed pre-readings based on provided material to orientate themselves in the specific field of 			

studies and to prepare a short presentation on the risk management in their organisation. This phase is to be finalised by taking a mini test.

- The second is **the contact learning phase** which lasts one week and consists of online sessions delivered in a classroom format.
- The third phase is **the experiential learning phase**. In this phase the learners prepare and deliver the assignment report.

The contact learning phase takes place online. During this week the learners are taught to apply and build competences in risk and threat management by exchanging insight, knowledge and experience.

During the experiential learning phase the learners shall work independently on their final assessment report. During the assignment, the learners will individually use the case study report developed during the contact learning phase of Module 1 to identify risks and / or threats. The learners will individually prepare a final written report to be presented integrating the applied risk management process (including all the steps of the process), based on Module 8 contact learning phase.

During this stage learners have the possibility to get relevant support from the teacher (if needed) in accordance with a procedure that is agreed upon between the teacher and the learners.

MODULE LEARNING OUTCOMES:

After completing the module, learners will be able to:

- Ensure an intelligence-driven approach to border management.
- Ensure that analysis of risk and threats incorporates intelligence, knowledge and information in decision-making processes.
- Critically evaluate and select various solutions and measures in order to effectively manage risks and threats in border management.
- Ensure the capabilities of systematic intelligence-led risk management at tactical, operational and strategic levels for national and European borders.
- Critically evaluate national, EU and international risk management and strategies of border management in the wider context of how they interact with other EU agencies, Member States and partners.
- Ensure that all decisions and measures are taken in compliance with national and EU legislation and fundamental rights.
- Systematically and periodically review and update risk management strategies/plans.

ASSESSMENT STRATEGY

The assessment strategy is summative, and continuous formative feedback shall be provided to ensure the transfer of knowledge and good practices gained from the learning process.

During the assignment, the learners individually use the case study report developed during the contact learning phase of Module 1, in order to identify risks and / or threats. The learners individually prepare a final written report to be presented integrating the applied risk management process (including all the steps of the process), based on Module 8 contact learning phase.

Updating/Reviewing/ Modifying the assignment report (case study of Module 1)

Marking rubrics	Weighting &/ or Word Count
Intelligence-driven risk analysis-based strategic decisions clearly described.	25%
Possible solutions and measures based on intelligence-driven risk analysis clearly prioritised.	25%
Risk management capability and cooperation instruments at different national, EU and international levels appropriately applied.	20%
Decisions and measures taken in compliance with national and EU legislation and fundamental rights.	20%
Structure and academic writing style	10%
Total	100%

INDICATIVE CONTENT

- Concepts of risk and threat in border management.
- Risk management.
- Intelligence and analysis in border management.
- Intelligence capacity building.
- Decision-making process in strategic risk management.
- Assignment report.

MODULE 9: COOPERATION IN STRATEGIC BORDER MANAGEMENT

MODULE TITLE: Strategic Risk and Threat Management for European Border Security			
LEARNING ACTIVITY			
Stage	ECTS Credits		EQF Level
2	10		7
Contact Hours (in person)		Independent Learning Hours	
Lectures	8% 22 hours	Experiential Learning	25% 70 hours
Tutorials/Seminars	21% 58 hours	Expected Independent Learning	46% 130 hours
TOTAL LEARNING ACTIVITY		280 hours	
SUBJECT STATUS: Mandatory			
PRE-REQUISITE MODULES		CO-REQUISITE MODULES	
<ul style="list-style-type: none"> • Strategy, Planning and Evaluation in Border Guarding • Fundamental Rights and Ethics in European Border Security Management • Leadership and organisational development • EU Borders Policies and Strategies • Innovation and Technology in Border Security • Researching Management Practices in Border Security • The Global Context of European Border Security • Strategic Risk and Threat Management for European Border Security 		<ul style="list-style-type: none"> • Researching Integrated Practices in Border Management 	
MODULE AIM and LEARNING STRATEGY:			
<p>This module aims to equip learners with the competence to critically evaluate the application of all previous learning in a strategic context, providing a comprehensive perception of methods and forms of cooperation. Another goal is to identify and apply good practices in cooperation in the context of border guard management relating to such issues as investigation of cross-border crimes, policies, procedures etc. The module also foresees enhancing the ability to apply multi-institutional, multidisciplinary and</p>			

multicultural approaches. All these goals and approaches are to be dealt with on grounds of strategic perspective.

Learning strategy

The module consists of independent learning, contact learning - interactive lectures, seminars/workshops - and experiential learning. The operational experience and context are an integral part of the learning process and its main framework. Learning also builds on issues raised in previous modules.

The learning strategy foresees that the learning outcomes are integrated into all and each part of learning and the learning is comprised of three main phases:

A first phase of independent learning during which the learners are expected to reflect on the previous modules, learn from experience, and at the same time focus on the main issues raised within the module and fulfil pre-reading requirements in order to prepare for the contact weeks.

The second phase consists of two contact weeks dedicated to capitalising the benefit of resources within the classroom by having participants make the best use of theoretical knowledge, peer-to-peer discussions, field visits simulating different cross-border activities, as well as reflect on various aspects of cross-border cooperation.

The third phase, experiential learning, requires reflection on the acquired knowledge and application thereof in the work environment while preparing for and finalising assessments. This phase will start once the contact week phase is completed and will go on for another two weeks.

Learning combines the acquisition of the theoretical knowledge with impact on the enhancement of practical skills and competence within the organised experiential learning.

Progression of learning is built up throughout the module by developing learning through case studies, authentic scenario-based exercises resulting in presentations, written reports and personal reflection.

Peer-learning is implemented as a practical approach in which learners interact with each other to attain learning outcomes related to independent learning: experiential (workplace) learning and practical assignments.

The workshops and seminars are designed to exploit the learning acquired in the strategic context and to draw lessons, exchange experience (peer-to-peer approach), offer an opportunity for peer-learning and feedback (continuous formative feedback as part of learning).

The learning strategy ensures that participants are able to evaluate and develop their organisations in the context of strategic border management.

MODULE LEARNING OUTCOMES:

After completing the module, learners will be able to:

- Interpret and critically review international, EU and national cooperation mechanisms and identify barriers and solutions for productive cooperation in border security.
- Selectively identify working principles of the international institutions and national authorities that have an impact on EU-related cooperation in border security.
- Critically evaluate border security cooperation in the multicultural and multidisciplinary operational environment and propose feasible tactics to improve cooperation.

- Critically evaluate the level of cooperation in cross-border investigations and find solutions to improve intra-service, inter-agency and international cooperation.

ASSESSMENT STRATEGY

The summative assessment with continuous formative feedback is crucial to ensure the progression of learning is achieved. The assessment strategy ensures the accomplishment of all and each part of the learning outcomes of this module. The assessment strategy is dedicated to exploit the learners' capability to integrate and practically implement the acquired knowledge at this stage of the programme through strategic thinking.

The assessment methodology includes: a case study (presentation) and a written report with incorporated personal reflection, debriefing, feedback capitalising on the ability to demonstrate comprehension, practical application and reflection.

Summative Assessments	Weighting &/ or Word Count
Case study	60%
Written report incorporating personal reflection	40% (out of which 70% are allocated to the written report, 30% are allocated to personal reflection)/(2500-3000 words – written report), (800-1000 words – personal reflection)

INDICATIVE CONTENT

- Organisation of cooperation in the area of Freedom, Security and Justice in the EU-EU Security Strategy.
- Identification of gaps and risks for productive cooperation.
- The role of EU institutions and agencies and other international organisations and agencies in cross-border cooperation and border security provision.
- International inter-agency and intra-service cooperation principles.
- Common practices of forms and methods of cooperation between national authorities and relevant international cooperation partners.
- The role of internationalisation in modern cross-border crime and its emerging trends.
- International initiatives in fighting against cross-border crime.

MODULE 10: RESEARCHING INTEGRATED PRACTICES IN BORDER MANAGEMENT

MODULE TITLE: Researching Integrated Management Practices in Border Management			
LEARNING ACTIVITY			
Stage	ECTS Credits		EQF Level
2	10		7
Contact Hours (in person)		Independent Learning Hours	
Lectures	40	Experiential Learning	40
Tutorials/Seminars	40	Expected Independent Learning	160
TOTAL LEARNING ACTIVITY		280	
SUBJECT STATUS: Mandatory			
PRE-REQUISITE MODULES		CO-REQUISITE MODULES	
<ul style="list-style-type: none"> All stage modules 		<ul style="list-style-type: none"> Dissertation 	
MODULE AIM and LEARNING STRATEGY:			
<p>This module is designed to provide competence in the ability to select from all the previous learning in order to analyse and evaluate specific aspects of border control. It provides competence in the ability to research and evaluate best practices and innovation. This module is therefore a summation of the entire Master's programme: this module seeks to holistically bring together and assimilate the formal and non-formal learning acquired throughout all modules and real-life application by means of an in-depth case study research associated with an extended research visit to the host border guarding organization.</p> <p>By the end of the Module, learners shall be able to create a structured research report that contributes to the overall development of the border guarding experience by integrating the topics that have been addressed in the previous modules, such as leadership, planning, evaluation, innovation, human rights etc.</p> <p>This module is also bridging the programme's modules and the final dissertation. Learners have already developed skills in quantitative research techniques in Module 6 [6. <i>Management practices</i>]). The emphasis in Module 10 is on qualitative research techniques and scientific writing and presentation skills. Both the quantitative and qualitative approaches (Modules 6 and 10) and all the previous learning prepare learners to formulate their individual research proposal and this enables them to conduct a quantitative or qualitative study of their own regarding a complex organisational and challenging situation and to write their final dissertation employing findings and possible solutions or recommendations for the border management organisation.</p> <p>The learning strategy of Module 10 combines the following theoretical and practical components:</p> <p>The first part comprises a series of formal lecturing and practice (workshops) with respect to 'qualitative' research methodologies. In this series of lectures and workshops attention is to be paid to epistemological issues (with respect to quantitative and qualitative methodologies), as well as to the major decisions and practices when conducting case-study research.</p>			

For the second part of the module, arrangements are to be made at the partner host country to accommodate all learners for a five day structured research visit to a national border guarding institution and operation centres. This enables learners to actively observe and examine first-hand various border guarding operations and organizational functions and gain exposure and research insight into how their international contemporaries operate and the challenges they face. Learners also collect various forms of qualitative data, conduct and interpret analysis, and write their case study report.

Additionally, the learners will practice writing a report, as well as communication and presentation skills.

In the last phase of the Module, the learners shall be required to write a case study report and conduct an oral presentation in which they demonstrate effectively their communication skills and present some initial findings and their plan for the research report in groups of two learners. These groups should be balanced with respect to experience, perspective, nationality, etc. This presentation will be reviewed by the other groups (peers) and experts. The learners will use the feedback for completing the case study research report.

On completion of this module, the learners will be able to apply qualitative methods of research, conduct in-depth case study research, and write and present a research report.

MODULE LEARNING OUTCOMES:

After completing the module, learners will be able to:

- Holistically apply concepts and theories from learning acquired from the Master's programmes by using case study research to conduct a strategic organizational critical evaluation.
- Demonstrate advanced written and oral communication skills in conveying strategic observations, findings and recommendations ensuing from critical investigation and in-depth case research.
- Implement case study research and techniques for data collection and data analysis, in order to examine and explain phenomena and organisational settings under study.
- Review, synthesize and evaluate key elements pertaining to the study of strategy, leadership and resource allocation as they impact on organisational effectiveness.
- Undertake critical, investigative case study research into comprehensively evaluating and analysing organisational effectiveness and performance at strategic, operational and tactical levels – and present qualified recommendations.
- Gain further critical comparative insight into the operations and modus operandi of a partner border guarding organisation, establish social networks and enhance potential for international collaboration and cooperation and development risk analysis potential.
- Develop an individual research proposal by undertaking a quantitative or qualitative study. In the next stage of this Master's programme, this will be conducted in cooperation with the lecturers, resulting in a final thesis.

ASSESSMENT STRATEGY

The assessment of this module is the submission of an in-depth case study research report by each group of two learners and a PowerPoint presentation communicating the first observations, findings, recommendations and further plan for the research case study report ensuing from the study. In both the presentation and written research case study report learners will demonstrate the acquired knowledge, research skills and competences referring to the seven module learning outcomes.

At the end of the second contact week, the short presentation is to take place in front of the tutors and other groups regarding the first research impressions (regarding the research methodologies and other theoretical subjects as studied in the first week, tentative observations, findings of the second week and recommendations).

This discussion and debate at the end of the practical sessions will contribute to learning through expert guidance as well as peer feedback (maximum 15 min presentation followed by 5-10 min discussion, debate and feedback [teacher/peer]). Further, learners are going to write the case study report based on their plan and the feedback received.

To elaborate this case study research report, in the theoretical sessions, learners will be provided with some documentation in order to elaborate an investigation following the qualitative methodology. Each group of two learners is going to receive an overview of different organisational problems/ possible subjects to investigate and some guided methodological questions and instructions in order to obtain all necessary data from the experts during the practical phase and to structure and write the case study research report.

After two weeks learners have the opportunity to engage with the experts regarding a first draft of the case study research report. Learners shall receive feedback by the expert in reasonable time for finalising the research report. The areas that need to be strengthened in the qualitative research report will be highlighted by the tutors and discussed with the learners online.

Each learner of the group is to be considered to have completed the course successfully after the group has passed the research report (each learner should have written a reasonable part of the case study research part, demonstrated in the report).

PRESENTATION AND FEEDBACK (formative)

WEIGHT OF THE CASE STUDY RESEARCH REPORT: 100%

DEADLINE: four weeks after the face-to-face phase (draft submission after two weeks).

LENGTH: 5,000-6,000 words

RESIT: learners would have to submit a revised research report in the official resit period.

Assessments	Assessments	
Presentation of and feedback on the plan in small groups Feedback on the first draft of the research report	Formative assessment	
Case study research report, which entails a qualitative inquiry and a qualitative data collection and analysis exercise at the respective learners' border control management organisation and a brief reflection of the practical visit. Length 5,000-6,000 words.	100%	To submit four weeks after the presentation (last practical day face-to-face phase; feedback during four weeks); resit in official resit period.

INDICATIVE CONTENT

The Module is divided into two parts. The first part consists of theoretical lectures and workshops providing learners with the required theoretical background and research skills needed in the second part. The second part of the module consists of a research field visit and a data collection exercise of five days, at a national border guarding institution, leading to the development of a final case study research report in groups of two learners, including the collection of various forms of qualitative data, analysis, interpretation etc. The lectures and workshops deal with:

- Development of a (set of) research question(s) and a research model.
- The ethics of conducting field work and research.
- Case study design (single case, comparative cases, case within a case).
- Literature review and desk research (archived – quantitative, qualitative and visual – data).
- Data collection (sample issues, visual data, in-depth interviews, focus groups interviews, participant observation, observations).
- Data analysis (ethnographic, computer-aided).
- Research quality indicators.
- Conclusions, recommendations and reflection.
- Presentation and writing skills.

DISSERTATION

TITLE: Dissertation - European Joint Master's in Strategic Border Management

LEARNING ACTIVITY

Stage	ECTS Credits	EQF Level
3	30	7

Learning Hours: 840

- 140 hours of literature study
- 200 hours of data collection
- 200 hours to analyse/synthesize data
- 160 hours to write (draft) chapters
- 60 hours to produce final version
- 20 hours to (prepare) presentation
- 60 hours online face-to-face contact

SUBJECT STATUS: Mandatory

PRE-REQUISITE MODULES

All modules from stage 1 and stage 2.

DISSERTATION AIM and LEARNING STRATEGY:

The aim of this dissertation is to develop competencies in selecting, interpreting and applying methodologies suitable to the chosen field and draw on disciplinary literature to synthesize research. Its purpose is to enhance learners' ability to reflect on organisational and international practice with reference to international research in the area of border management. Learners will develop critical awareness of previous work in the chosen field and contribute to knowledge in the field of border guard management by exploring or modifying some additional areas. This will enable learners to apply and integrate knowledge and problem-solving skills to deal with complex situations in their organisation or in the international context. It will equip them to present and critique their own and other's work in a clear, structured style using logical arguments.

Incorporating research in this Master's Programme also aims to develop competencies in the translation of research into practice. Information based on systematic research will enable more efficient strategic decision making. It will stimulate the development of a common border management culture and enable relationship building and cross-fertilization between practitioners and academics.

The dissertation forms an essential component of this Master's Programme. It is a part of the learning process and is considered to be a test of academic skills and the culmination of learning throughout the entire Master Programme.

The learning strategy for this phase comprises two elements: the selection a research topic/creating a dissertation proposal; and the submission of a thesis across two stages: submission of a summary of the dissertation and a final presentation.

Learners will be gathered into groups of 5-7 learners organised around one broad research theme per group. Each group will be supported by a supervisor. This will facilitate cross-national comparisons and/or addressing multiple aspects of one research theme in the various dissertations. It also provides peer learning and support. Two online face-to-face seminar meetings with the group and supervisors will be provided in the first five weeks of the phase. This will further enable peer-learning and evaluation and support from supervisors. During the next phase learners will draw up their dissertation plan independently, while continuing to communicate via the online platform provided to draw on the support of the group, as necessary. Two online face-to-face seminar meetings in groups with the supervisor, where one is an optional meeting, will be provided during this phase on location (2 days each), in which the research proposal and the plan for conducting research activities will be finished and approved and further research activities will be developed, executed and discussed. Opportunities will be provided for review by both the supervisors and peer-learners during a 3rd meeting.

The process of conducting independent research and writing the thesis builds in up to three milestone meetings, either face-to-face or on-line (virtual classroom). In addition to the face-to-face meetings, the groups and the supervisors share a common collaboration space on an online platform, where group members can "meet" and exchange ideas, report on the ongoing work, provide advice, feedback and encouragement in the spirit of peer mentorship.

In these ways the learner will be supported throughout this phase by both peers and supervisors, and opportunities will be provided to ensure the progression of learning and identification of any barriers to completion.

DISSERTATION LEARNING OUTCOMES:

On completion of the dissertation, the learners will be able to:

- Employ appropriate research tools and techniques to evaluate border management practices, maximizing utilization of resources and approaches whilst balancing organizational goals with national, European and international stakeholders' expectations.
- Apply professional and research skills, drawing from an extensive critical analysis of related information/data to make evidence based recommendations to enhance border security in a European context.
- Communicate effectively research reports, findings and analyses in multi-professional, transnational and multicultural contexts.
- Present information in a succinct, accurate and logical way.
- Produce, defend and debate a completed research dissertation.
- Work effectively on research projects, independently and in collaboration with members who are responsible for border security management from own and other states.

ASSESSMENT STRATEGY

The assessment strategy is also designed as a learning opportunity, therefore there are both formative and summative assessments. It is divided across the stages of the dissertation. It

includes an assessment of the proposal, the dissertation and an oral examination. Progression to the dissertation is dependent on passing the proposal stage.

The oral examination is the defence of the dissertation and has a maximum duration of one hour. 15 minutes presentation of the learner; maximum 45 minutes for questioning.

In order to ensure progression of learning, the dissertation process will be assessed during the process: upon submission of the proposal and upon completion of the final write-up. The criteria for these assessments are outlined in the dissertation handbook.

Assessments	Weighting &/ or Word Count
Dissertation and Oral Defence	100% written report (20,000-25,000 words) & oral defence