

**SECTORAL QUALIFICATIONS FRAMEWORK – MILITARY OFFICER PROFESSION**

**SQF-MILOF**

**ENABLING LEVEL OF LEARNING**

**Learning Outcomes**

**Draft**

**References:**

- A. Comparison of courses based on competences, ESDC doc. IG/2014/00 2 (Rev 4), dated 24 September 2014
- B. Sectoral Qualifications Framework – Military Officer Profession (SQF-MILOF) Charter, doc. ESDC/2018/140 REV1, 29 October 2018.
- C. Introduction to SQF-MILOF Learning Outcomes, doc. ESDC/2019/257, 19 September 2019.
- D. Short guide to write learning outcomes for the SQF-MILOF (internal document).
- E. SQF-MILOF ADVANCED level of learning – Learning Outcomes, doc. ESDC/2019/135, 11 April 2019.
- F. SQF-MILOF EXPERT level of learning – Learning Outcomes, doc. ESDC/2019/256, 19 Sep 2019.
- G. SQF-MILOF MASTER level of learning – Learning Outcomes, doc. ESDC/2019/336, 23 Dec 2019.

**BACKGROUND**

On 19 July 2016, the Chairman of the European Union Military Committee (EUMC), taking into consideration the recommendations of the EU Military Training Group, invited the European Security and Defence College (ESDC), supported by the EUMS, to consider the finalisation of the Sectoral Qualifications Framework for all levels of the military officer career (SQF-MILOF).

From 2009 to 2014, in the context of the European initiative for the exchange of young officers inspired by Erasmus, the ESDC developed the first stage of the SQF-MILOF, which covers the beginning of the military officer's career (Ref. A). However, a comprehensive framework should cover all critical stages of the military officer's career, at its junior and senior levels.

Following the formal establishment of the SQF-MILOF working group (WG) in June 2018, the MS' representatives met on a quarterly basis to implement the objectives described by the Charter (Ref. B). The learning outcomes have been written based on the guidance described in Ref. C and D.

During the academic year 2018-2019, the SQF-MILOF WG developed the learning outcomes for ADVANCED (Ref. D) and EXPERT (Ref. E) levels (corresponding to the “Initial” and “Intermediate” levels of their career, respectively).

On 27 September 2019, following the EU Military Committee’s invitation, the ESDC Steering Committee agreed the extension of the scope of the SQF-MILOF to include MASTER level of learning (corresponding to the “Superior” level of their career) and the revision of the ENABLING level of learning (corresponding to the “entry” level of the military officer career). The SQF-MILOF WG have already finalised the MASTER level of learning (Ref. F)

From 30 to 31 January 2020, an ad-hoc working group met in Helsinki to develop the draft ENABLING level of learning. The outcome of that working session is captured by the current document in Annex A.

### RATIONALE FOR THE UPDATE

The SQF-MILOF covers four learning levels associated to four career levels.

Operations level Operating Environment profile	Career level Competence profile <i>(performance Outcomes)</i>	Learning level Learning profile <i>(learning Outcomes)</i>
Low tactical level	Entry	Enabling
Tactical level	Initial	Advanced
Operational level	Intermediate	Expert
Strategic level	Superior	Master

The scope of this document is the entry level of military career, which include learning up to the moment of commissioning as officer.

The learning outcomes presented in Annex A, have been developed having as a basis the original learning outcomes as captured by the Implementation Group in 2014 (Ref. A, doc. IG/2014/002 (Rev 4), dated 24/09/2014). The updates have been mainly determined by:

- The change in the EU policy in the area of European Qualifications Framework -EQF (new recommendation issued in 2017). For example, the EQF 2017<sup>1</sup>:
  - No longer speaks of “Competence” as a learning domain but of “Autonomy and Responsibility”. The explanatory memorandum<sup>2</sup> that introduced EQF 2017 explained that the term ‘competences’ as used in the context of learning outcomes descriptors in the third column of the EQF descriptors<sup>2</sup> of Annex II to

<sup>1</sup> European Qualifications Framework for lifelong learning (doc. 2017/C 189/03, dated 22 May 2017)

<sup>2</sup> Proposal for a COUNCIL RECOMMENDATION on the European Qualifications Framework for lifelong learning and repealing the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, Brussels, 10.6.2016, COM(2016) 383 final, 2016/0180 (NLE).

the 2008 EQF Recommendation was limited to meaning ‘autonomy and responsibility’. This was inconsistent with the overarching definition of competence as widely used in European education and training policies, as formulated in Annex I to the 2008 EQF Recommendation, and copied by the EQF 2017: *‘the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development’*. That is why we no longer use the term “competence” as a learning domain.

- No longer allows sectoral entities to reference SQFs directly to the EQF. Currently, there is no formal mechanism to link an International sectoral qualifications framework (like the SQF-MILOF) directly to EQF. Although there have been attempts mandated by the Commission to define criteria and procedure to reference SQF to EQF, this option is not valid for our project at this stage. However, national authorities may decide to level their national military qualifications (NMQ) to relevant NQF levels and, indirectly to the European Qualifications Framework (EQF) levels. This is the case for the military bachelor programmes, which are recognised as level 6 EQF. **The current update will not influence the accreditation of national military bachelor programmes, which will continue to be referenced as level 6 EQF according to their national systems.** The SQF-MILOF WG continues to look into options for referencing SQF-MILOF to NQF and EQF
- The need to develop a coherent and consolidated SQF for the entire military profession, as invited by the EUMC and tasked by the ESDC SC and need to align the “enabling” level to other levels already developed for the entire military career;
- The need to write the learning outcomes using specific, measurable, attainable, realistic, and timely (SMART) statements of actions that can be done in class/ range/ laboratory. For example:
  - Most of the verbs used in the original document are not measurable (e.g. know, understand, has the ability to...).
  - Some of the statements capture multiple activities, using multiple verbs.
  - Most of the learning outcomes in the original document are competences in the sense defined by the SQF-MILOF “competence profile” (how officer is expected to behave and is expected to do on the job as a result of learning), job requirements or personality traits.
  - Some of the outcomes fit better as “skills” than “knowledge” or as “autonomy/ responsibility” than “skills”.
- The need to connect the outcomes to the practical specificities of the learning environment at this level (prior to graduation, mostly in class/ exercise context and not form the operational experience). For example, learning outcomes could refer/ adapt to “conflict situations” rather than to the “area of responsibility”, since the learning for this level happens before deployment and before learning from operational experience.

#### PROPOSED WAY AHEAD

- 4 Feb - Draft doc distributed to the IG for initial consideration and comments;

- 18 Feb - IG briefed on the draft version and discussions;
- 9 Mar - IG sends comments to the ESDC;
- 10 Mar – SQF-MILOF ENABLING subgroup integrates IG comments and finalises the second draft
- 11 Mar - SQF-MILOF WG discusses the draft. Approval by silence procedure.

**SECTORAL QUALIFICATIONS FRAMEWORK – MILITARY OFFICER PROFESSION****SQF-MILOF****ENABLING LEVEL OF LEARNING****Learning Outcomes***Draft*

<b>Learning Domains</b>		<b>Knowledge</b>	<b>Skills</b>	<b>Autonomy and Responsibility</b>
<i>Level Descriptor</i>		<i>Comprehensive and advanced knowledge of military domain , involving a critical understanding of the theory, and principles of the military science and art at the low tactical level</i>	<i>Advanced skills, demonstrating mastery and innovation required to solve complex or unpredictable problems in the application of military science and art at the low tactical level</i>	<i>Manage complex tactical and technical activities and tasks, taking responsibility for decision making in unforeseen circumstances where military forces are employed. Take responsibility for managing the development of self and individuals under his/ her command</i>
As a...		Military officer is expected to:		
Learning Outcomes by Competence Area	Military servicewoman or serviceman	<ul style="list-style-type: none"> <li>Explain the Tactics, Techniques and Procedures (TTP) to ensure own force protection and the protection of the forces deployed in his/her AOR</li> <li>Explain the TTP specific to the particular service and branch for full spectrum of operations</li> <li>Describe the possibilities of the different services, equally the composition and</li> </ul>	<ul style="list-style-type: none"> <li>Develops a plan to maximise force protection</li> <li>Apply the military decision-making process (MDMP) adapted to his service and/or branch for all spectrum of operations, Integrate all force multipliers in the MDMP</li> <li>Conduct the military tasks at the tactical level</li> <li>Apply the principles of the military art specific to a particular service, arm or branch</li> <li>Provide informed advice to the decision-</li> </ul>	<ul style="list-style-type: none"> <li>Take the initiative to implement the higher echelon mission</li> <li>accept the limitations of his own forces and those friendly forces</li> <li>Enforce and promote the respect of IHL and of RoE</li> <li>Ensures subordinates understand and follow the importance of prevention of harassment, sexual violations and war crimes</li> </ul>

Learning Domains		Knowledge	Skills	Autonomy and Responsibility
		<p>capabilities of combat, CS and CSS arms and branches</p> <ul style="list-style-type: none"> <li>• Discuss the principles of the, International Humanitarian Law and the rules of engagement</li> <li>• Describe the chain of command structure, military ranks, the main responsibility of units and the primary of officer as a commander</li> <li>• Explain the main principles of operations</li> </ul>	<p>making process</p>	
	Military Technician	<ul style="list-style-type: none"> <li>• Explain the basics of technology and science which are necessary to work with weapons and communication systems</li> <li>• Explain capabilities of the weapon systems and equipment employed by the particular arm/ branch</li> <li>• Describe the general principles of the logistic support at the tactical level</li> <li>• Explain the maintenance, principles of safe operation and management of the weapon systems and equipment specific to their branch</li> </ul>	<ul style="list-style-type: none"> <li>• Operate the weapon systems and platforms specific to a particular arm or branch</li> <li>• Operate command, control, information and communication technologies specific to their branch</li> <li>• Offer technical advice based on their unique expertise for the conduct of military tasks at tactical level</li> </ul>	<ul style="list-style-type: none"> <li>• Enforce all safety regulations applicable to all spectrum of operations</li> <li>• Take responsibility for the subunit s resources and its rational exploitation</li> </ul>

Learning Domains		Knowledge	Skills	Autonomy and Responsibility
	Leader and Decision-Maker	<ul style="list-style-type: none"> <li>Describe the main leadership theories</li> <li>Explain the leader's role in building cohesive subunits</li> </ul>	<ul style="list-style-type: none"> <li>Manage relatively complex professional activities or projects, interpret higher's commander's intent and convey orders to subordinates</li> <li>Communicate up and down chain of command with respect, considerations and taking feedback into account when making decisions</li> <li>Practice the basics of strategy of how to succeed as a motivated and resilient team</li> </ul>	<ul style="list-style-type: none"> <li>value the principles and ethos of the military profession and the code of officership</li> <li>Manage stress related to tasks of the particular arm or branch</li> <li>Work independently in expert duties in the field</li> <li>Lead small subunits (platoon level) in all spectrum operations</li> <li>Lead by example to optimise human potential of steadiness, determination, anticipation, organisation and sense of liability</li> <li>Empower subordinates to build their self confidence</li> <li>Support subordinates in improving their performance</li> <li>Seek advice from the senior NCO in making critical decisions</li> <li>Integrate gender and human rights-awareness in the decisions</li> <li>Make decisions in an unpredictable, potentially life-threatening operating environment</li> </ul>
	Combat-Ready Role Model	<ul style="list-style-type: none"> <li>Describe the basics of job-related risks, which are necessary to operate as a role model</li> <li>Recognizes the influence of different cultures and gender related issues on the execution of his mission.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Value the ethical principles of the Armed Forces and those of their own service/branch (code of conduct)</li> <li>Display the highest spirit of sacrifice in accomplishing the mission</li> <li>Obey orders, which are given in accordance with the principles of IHL and national laws and military regulations</li> </ul>

Learning Domains		Knowledge	Skills	Autonomy and Responsibility
				<ul style="list-style-type: none"> <li>• Respect the spirit and traditions of the armed force's branch and the general conduct becoming an officer</li> <li>• Promotes and forges one's action ethic and acts decisively against any infractions committed by those under his/her command</li> <li>• Maintains the high moral and discipline of subordinates, their physical and psychological fitness that is required for enduring all situations a military leader must face</li> </ul>
Communicat or	<ul style="list-style-type: none"> <li>• Describe the role and principles, tools and employment of influence operations (e.g. InfoOps)</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate to a good standard both orally and in writing in the mother tongue to audiences in different circumstances</li> <li>• Produce logical, fluent, accurate and convincing written staff work</li> <li>• Practice negotiation and mediation techniques</li> <li>• Communicate with mass media and other types of communication means (e.g. social media) to a wide range of audience in conveying relevant messages</li> <li>• Express opinion, arguments, orders and feedbacks in an appropriate manner</li> <li>• Communicate in a multicultural environment within a group in situations of work or in an external environment</li> <li>• Communicate in a first foreign language consistent with the professional duties (transmitting opinions, orders, feedbacks,</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

Learning Domains		Knowledge	Skills	Autonomy and Responsibility
			etc.) <ul style="list-style-type: none"> <li>• Communicate at a working level in the operational language in one of the vehicular languages (e.g. English or French) (minimum CERF B1 or SLP 2222).</li> <li>• Communicate at a basic level in a second foreign language</li> <li>• Apply current technical practices in the area of information management, programming, networking technologies</li> <li>• Persuade subordinates in implementing relevant tasks</li> </ul>	
	Learner and Teacher/Coach	<ul style="list-style-type: none"> <li>• Explain the main concepts of pedagogical psychology, military pedagogy and didactics</li> <li>• Explain the main characteristics of after-action review and lessons learnt process</li> <li>• Describe the main elements of the national and multinational military training and exercise systems</li> </ul>	<ul style="list-style-type: none"> <li>• Organise the level of education and training of a platoon (or equivalent) and give relevant feedback</li> <li>• Synthesise relevant knowledge for the profession from multiple sources of information</li> <li>• Apply different teaching and evaluation methods of subordinates and subunits</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for self-development, of a particular area of expertise.</li> <li>• Take responsibility for managing the professional development of subordinates at the tactical level</li> </ul>
	Critical Thinker and Researcher	<ul style="list-style-type: none"> <li>• Describe the international security architecture and defence structures at the national and international levels</li> <li>• Explain the main research and analysis methods,</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems by using interaction, personal experiences and adopted methods</li> <li>• Analyse, synthesize, evaluate and make sound judgments with initiative and creativity</li> <li>• Manage the information available, being able to make interdisciplinary connections</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on the extent and boundaries of professional functions and/or disciplines.</li> <li>• Adapt to various types of conflicts, dynamics, environments and military actions, based on acquired knowledge and skills</li> </ul>

Learning Domains		Knowledge	Skills	Autonomy and Responsibility
		<ul style="list-style-type: none"> <li>• Collect relevant data based on a research problem and objective,</li> <li>• Analyse the collected data using modern data processing instruments and make relevant conclusions, including in foreign languages</li> <li>• Explain the irregular types of conflict and threats like terrorism, insurgency and their impact on military domain</li> </ul>	<p>and develop systematic approaches</p> <ul style="list-style-type: none"> <li>• Interpret the development of the principles and procedures of the services, potentially contained in manuals and publications</li> <li>• Assess the international security environment and the potential risks and threats to this</li> <li>• Analyse trends and policies of the countries/ parties in a conflict situation</li> <li>• Analyse the international relations theory in a historical context focusing on the evolution of armed conflict and its impact on the human society</li> </ul>	
	International Security/ Diplomacy Actor	<ul style="list-style-type: none"> <li>• Describe the functioning and security strategies of the EU, and other international organisations and their decision-making procedures concerning security issues in particular (e.g. CSDP)</li> <li>• Describe the national, European and international actors and their connections with particular reference to crisis / conflict conditions and military operations abroad</li> <li>• Discuss the principles and characteristics of the major international relations theories</li> <li>• Reflect on various facets of</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with international organisations or Non-governmental organisation deployed in conflict situations</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to a genuine Civil-Mil approach, by sharing the key principles of the integrated approach to conflict and crisis</li> <li>• Share the core values and principles of the EU</li> <li>• Take into account the multi-cultural nature of interaction in international context</li> </ul>

Learning Domains		Knowledge	Skills	Autonomy and Responsibility
		<p>security as seen by both civilian and military actors</p> <ul style="list-style-type: none"><li>• Describe the civil-military relations/democratic control of armed forces</li><li>• Explain the role of the military instrument in conflict resolution as part of a broader, integrated response (diplomatic, economic, informational etc.)</li></ul>		