

# European Initiative

for the exchange of young officers inspired by Erasmus

**The  
Initiative**

**Erasmus  
Militaire**

**How  
to create a  
Common  
Module?**

**EMILYO**

**Military  
Erasmus**

## Contents

### Aim

What is a  
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Which CMs are  
existing?

Why create a  
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# Aim of the Train the Trainers' Workshop

- **Explain:**
  - What is a “Common Module”?
  - Why do we need them?
- **15 Guidelines**
  - for establishing a Common Module.

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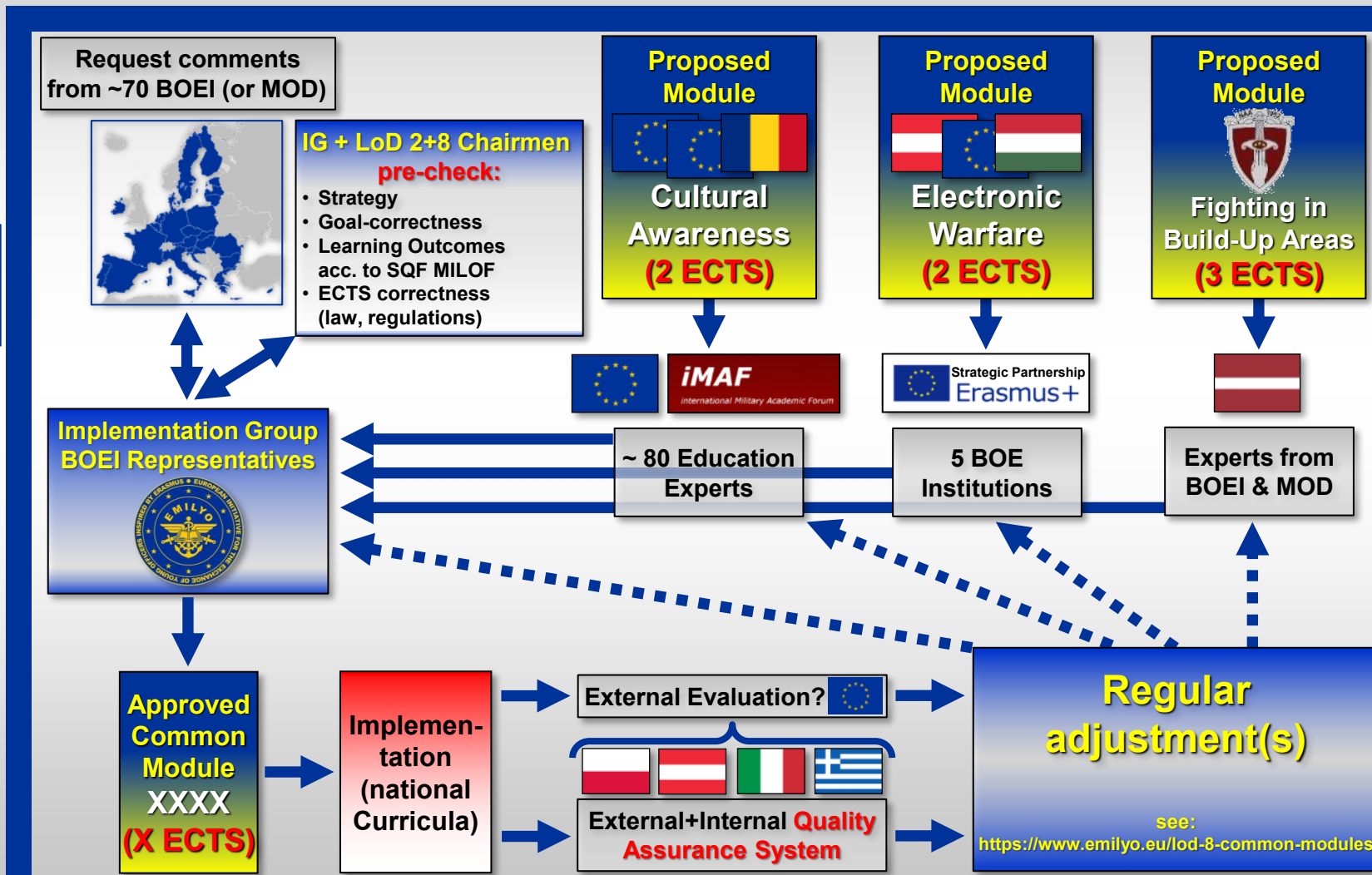
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# Common Module

## What is it?





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# Common Module

## Which ones are existing?

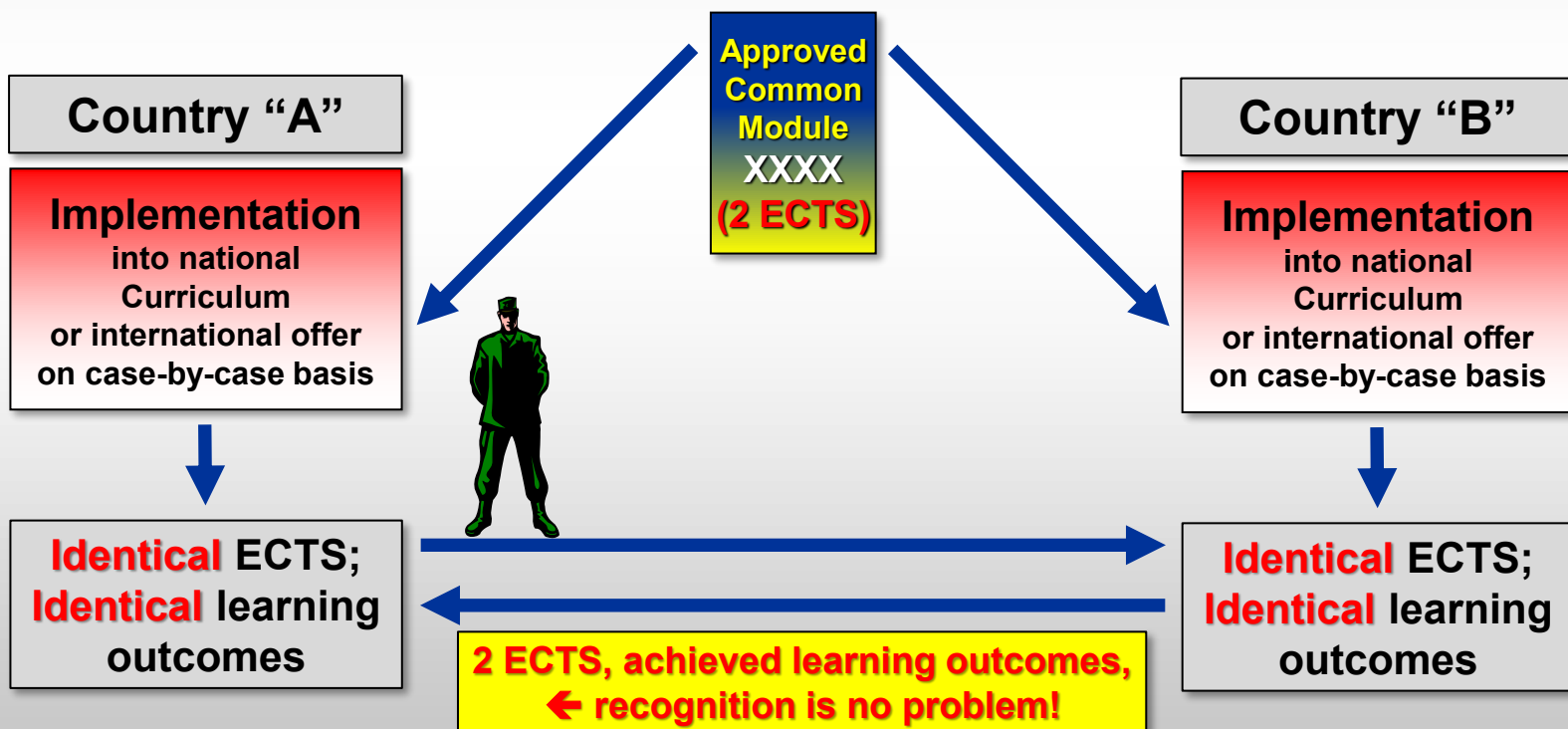
Common Module	ECTS
Advanced Technologies in Borders Surveillance	2
Aviation English for ICAO LPR	3
Aviation English P1	3
Aviation English P2	3
Basic Military English	2
Battle Physical, Mental and Survival Training	3
Biosafety and Bioterrorism	2
Budget & Finance in EU Defence	2
Close Quarter Battle	3
Common Operating Environment	3
Common Security and Defence Policy	2
Comprehensive Approach	4
CMO/PSO (4 Sub-Modules [A, B, C, D])	12
Crisis Management (Military Leadership) – IMLA	2
Crises Management Operations (CMO)	3
Cross Cultural Communication	2
CSDP-Olympiad	2
Cultural Awareness	2
Cyber Security	2
Defence and Security Economics	4
Digital Leadership	3
Electronic Warfare	2
English for Aircraft Maintenance SET P1	3
English for Aircraft Maintenance SET P2	3
English for Aircraft Maintenance SET P3	3
English for Aviation Security Personnel	3
European Values	2
Fighting In Built Up Area	3
Gender Perspectives in Security and Defence	2
How to meet the Media	2

Common Module	ECTS
Hybrid Threats – Protection and Enhanced Resilience of Critical Infrastructure	2
IMINT-GEOINT Analysis Course	2
Individual Personal Development and Meta-Communication	2
Interoperability	6
Information Awareness	2
Irregular Warfare	3
Law of Armed Conflict	2
Leadership & Agility in Complex Environments	2
Leadership in Communication – IMLA	2
Leadership, Motivation and Influence – IMLA	2
Maritime Leadership	2
Maritime Security	2
Military Ethics	2
Military Instructor Training	3
Military Leadership (A)	2
Military Leadership (B)	2
Military Leadership (C)	4
Military Strategy and Security in the Baltic Sea Region	3
Problem Solving & Critical Thinking	2
Senior Cadets' Seminar on Leadership	2
Small Unit Tactics (1.5 ECTS – to be revised)	2
Social Engineering Protection	4
Space Applications for Security and Defence	2
Stress Management – IMLA	2
Troop Leading Procedures	2
Technologies in Cyber Security	1
Unmanned Aerial Systems	2
Winter Warfare Basic Module	2
<b>Total: 58</b>	<b>153</b>

# Common Module

## Why do we need them?

- Official mandate for the Implementation Group:  
“**Harmonisation** of the *EU* basic officer education”
- Practical: Facilitates exchanges



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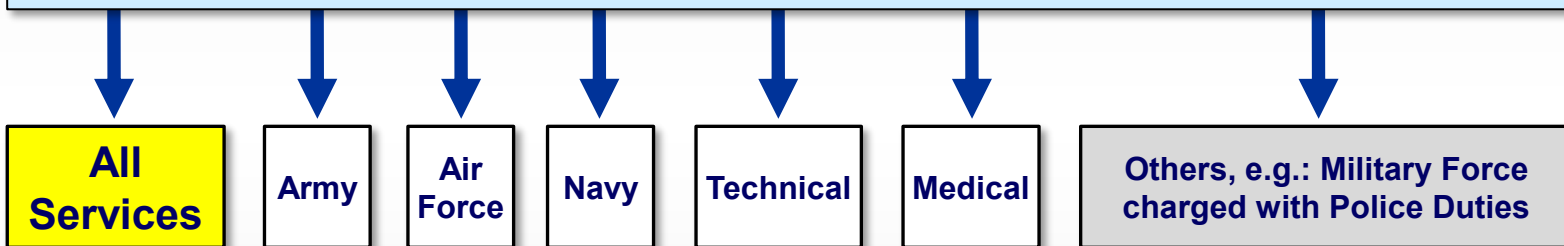
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# Steps for the Creation of a Common Module

## Step 1 / Question 1:

**Is the overall content important for all EU Cadets / Midshipmen?**



- **Do not initiate / create a Common Module ...**
  - just to increase the reputation of your national curriculum;
  - just to increase the attractiveness of a national module for international exchanges;
  - just to solve national administration problems.

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# Steps for the Creation of a Common Module

## Step 2 / Question 2:

### What is the contents of the future Common Module?

- **Describe the contents of a future Common Module ...**
  - in a broad general statement;
  - without verbs → **just keywords**;
  - do not go too much into details → details are described in the learning outcomes;
  - do not list too many keywords.

### **Example** for the Common Module on Information Awareness:

- Critical basic media literacy skills.
- Societal impact of fake news.
- Mechanisms of fake news dissemination.
- Ethical responsibility in information sharing.

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# Steps for the Creation of a Common Module

## Step 3 / Question 3:

### Is such a Common Module already existing?

- **Compare your contents with existing Common Modules / or is anybody already working on it?**  
→ **contact Vice Chair Education in case you are not sure!**
  - all module descriptions are available at:  
<https://www.emilyo.eu/lod-8-common-modules>;
  - if there is a need for revision – based on e.g. outdated contents – provide a proposal following the agreed process;
  - we should not “re-invent the wheel”.



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# Steps for the Creation of a Common Module

## Step 4 / Question 4:

### Which are the learning outcomes?

- **Describe the learning outcomes ...**
  - divide them into knowledge, skills and competences → (responsibility and autonomy);
  - describe them according to the SQF MILOF descriptors;
  - do not use more than 3 learning outcomes (in total) per ECTS (e.g.: a week with 2 ECTS has max. 6 LOs);
  - think always, how to **evaluate** each part of the learning outcomes → if not possible, delete them / re-formulate them!
  - check back if you are in line with the module's contents;

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# Steps for the Creation of a Common Module (LOs)

## **Example** for a future Common Module Information Awareness (2 ECTS):

**Determined contents:** Critical basic media literacy skills / Societal impact of fake news / Mechanisms of fake news dissemination / Ethical responsibility in information sharing.

		Description	Evaluation
<b>Learning Outcomes</b>	Know- ledge	<ul style="list-style-type: none"> <li>Understanding core information security principles.</li> <li>Identification of information security threats.</li> </ul>	<ul style="list-style-type: none"> <li>Written test.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Conducting risk assessment.</li> <li>Is capable of incident response and management.</li> </ul>	<ul style="list-style-type: none"> <li>Group projects, according to the course director's instructions.</li> <li>Project presentation.</li> </ul>
	Respon- sibility & Auto- nomy	<ul style="list-style-type: none"> <li>Demonstrates responsibility for information security.</li> <li>Behaves in accordance with ethical decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>Project presentation</li> </ul>

**There must be an evaluation table (points) established for each part of the evaluation (test; project's evaluation; project presentation).**

**If this is not possible, revise the learning outcomes.**

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# Steps for the Creation of a Common Module

## Step 5 / Question 5:

### Which pre-conditions for participation are needed?

- **Because of different education systems in Europe ...**
  - which language is to be used (the only success is the offer in English) → normal procedure: CEFR B1 / STANAG 2;
  - which duration of national education is needed → normal procedure: sophomore and higher;
  - is there any e-learning necessary prior to the residential phase to assure the same entrance level (take the new Erasmus+ funding (BIP) for students into consideration);
  - do I have to create e-learning or is it available (e.g. AKUs from ESDC)  
→ see: <https://www.emilyo.eu/lod-3-development-idl>

# Steps for the Creation of a Common Module

## Step 6 / Question 6: Which lecture units are needed?

- **Describe the lecture units with their necessary time...**
  - not too much details (course director's freedom of movement);
  - but as detailed as necessary to assure equal learning outcomes.

### Example for a future Common Module on Information Awareness:

Module Details		
Main Topic	Recommended WH	Details
<b>Understanding fake news: definitions, types, and history</b>	5	<ul style="list-style-type: none"> <li>• Overview and definitions.</li> <li>• Analysis of different forms of fake news, such as fabricated content, manipulated content, satire/parody, and false context.</li> <li>• The history of fake news, from early propaganda to modern-day examples in the digital age.</li> </ul>
<b>Mechanisms and motivations behind fake news</b>	5	<ul style="list-style-type: none"> <li>• Creation and dissemination.</li> <li>• Psychological and social factors.</li> <li>• Political, economic, and social motivations.</li> </ul>
<b>Impact of fake news on society</b>	5	<ul style="list-style-type: none"> <li>• Effects on public opinion and behaviour.</li> <li>• Impact on elections and political polarisation.</li> <li>• Challenges to journalism and media trust.</li> </ul>
<b>Combatting fake news</b>	5	<ul style="list-style-type: none"> <li>• Teaching critical thinking skills to identify, analyse, and question the credibility of information sources.</li> <li>• Fact-checking and verification techniques.</li> <li>• Role of technology and policy.</li> </ul>

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## Step 7 / Question 7:

**Which is the total amount of needed working hours (WH)?**

- **Add together ...**
  - the amount of WHs for e-learning in advance (just in case, e-learning [**not** for BIP] is foreseen);
  - the amount of WHs for the residential phase (just those hours, which the cadets/midshipmen are present in the lecture room or are doing/learning something with lecturers/instructors).

**Example** for a future Common Module on Information Awareness:

- E-learning prior to the residential phase: 0 WHs
- Residential lectures (incl. projects, etc.): 20 WHs
- In total: **20 WHs**



## Step 8 / Question 8:

### How many ECTS can be issued according to the Bologna Process?

- **According to the Bologna Process ...**
  - 1 ECTS equals a total workload of 25-30 WHs for the student;
  - this is also according to national laws / regulations for HE;
  - **only full ECTS (without commas) can be issued!**

1 ECTS	Residential (incl. e-learning in advance)	Tutorials <b>-----&gt;</b>	Self-studies
Percentage	30 - 40%	10 - 20%	40 - 60%
Working Hours (WHs)	7.5 - 12	2.5 - 6	10 - 18
Lecture Units (45 min)	10 - 16	3.3 - 8	13.3 - 24

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2 ECTS	Residential (incl. e-learning in advance)	Tutorials <span style="color: red;">- - - -</span> ➔ Self-studies	
Percentage	30 - 40%	10 - 20%	40 - 60%
Working Hours (WHs)	15 - 24	5 - 12	20 - 36
Lecture Units (45 min)	20 - 32	6.5 - 16	26.5 - 48

**Example** for a future Common Module on Information Awareness:

- In total: **20 WHs** residential / **30 WHs** self-studies = **50 WHs**
- **50 WHs** equal **2 ECTS**.
- **2 ECTS** can be organised in 1 week (ideal approach).
- **5 - 12 WHs** are foreseen for tutorials (individual lectures).
- **20 - 36 WHs** are to foreseen for self-studies (deepen LOs) and for the test(s) / evaluation / assessment!

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# Steps for the Creation of a Common Module

## Step 9 / Question 9:

**Should the future Common Module be integrated into the academic or non-academic part?**

- **If academic ...**
  - take the WHs (→ ECTS) as described in step 8;
- **If non-academic ...**
  - the workload is not expressed in ECTS, but in WHs (e.g.: 50 WH [*“valid for 2 ECTS”*]);
  - self-study hours may be shifted to the residential (more practical) part.

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# Steps for the Creation of a Common Module

## Step 10 / Question 10:

**Which name the future Common Module should have?**

- Find an attractive name for the future Common Module;
- the name should express with few words the “philosophy” of the future Common Module.

**Example** for a future Common Module on “Fake News”:

- “Information Awareness”

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## Step 11 / Question 11:

**Which education the teachers / instructors should have?**

- **According to the needs for all or for specific topics ...**
  - describe the English level they should have;
  - describe the teaching experience they should have;
  - describe specific needs (specific studies, experience, specialisations, etc.).

### **Example for a future Common Module on Information Awareness:**

- English: Common European Framework of Reference for Languages (CEFR) Level C1 or NATO STANAG Level 3.
- Practical experience in journalism, media, or communication roles, particularly fact-checking, media analysis, or digital literacy.
- A minimum of a Master's degree in a relevant field such as journalism, media studies, communication, political science, sociology, or a related discipline.
- Published research papers or articles or books on topics related to fake news or media studies.



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# Steps for the Creation of a Common Module

## Step 12:

**Integrate your elaborations into the Common Module's template.** (<https://www.emilyo.eu/templates>)

**PLEASE do not change the format!**

Common Module XXXXXXX Module Description			
Country		Institution	Common Module
X		X	X
ECTS		X.0	
Services(s):	Minimum Qualification of Instructors: • Minimum English skills at level C1 of the Common European Framework of Reference for Languages (CEFR) or NATO STANAG Level 3. • Teaching experience related to the topic.		
Language:	• X. • X.		
SQF/MILOF:	• Competence area – X. • Learning area – X. • Organisational level – X.		
Prerequisites for participants:		Contents of the Module:	
• English, Common European Framework of Reference for Languages (CEFR) Level B1 or NATO STANAG Level 2. • X.		• X. • X. • X.	
Learning outcomes	Knowledge	• X. • X.	
	Skills	• X. • X.	
	Responsibility & Autonomy	• X. • X.	
Verification of learning outcomes:			
• X. • X.			

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Created by: ..... CO MM YYYY  
 Revised by: ..... CO MM YYYY  
 Revised by: ..... CO MM YYYY  
 Issued with the status of "Common" by the Implementation Group: ..... CO MM YYYY

Common Module XXXXXXX Module Description			
Main Topic		Revisions for the semester YYYY	Details
X.			• X. • X.
X.			• X. • X.
X.			• X. • X.
X.			• X. • X.
X.			• X. • X.
X.			• X. • X.
X.			• X. • X.
X.			• X. • X.
X.			• X. • X.
Total WH (estimated hours)		XY	
Additional hours (WH) to increase and assess the learning outcomes (during residential phase):			
Self-studies		XY	• For reflecting the teaching hours.
Test / evaluation / assessment		XY	• To check if all learning outcomes (knowledge, skills, and responsibility & autonomy) are achieved.
Total WH		XY	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

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Created by: ..... CO MM YYYY  
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Common Module XXXXXXX Module Description			
List of Abbreviations:			
B1, C1	..... CEFR Levels		
BIP	..... Blended Intensive Programme		
CEFR	..... Common European Framework of Reference for Languages		
ECTS	..... European Credit Transfer and Accumulation System		
ESDC	..... European Security and Defence College		
IG	..... Implementation Group		
NATO	..... North Atlantic Treaty Organization		
STANAG	..... Standardization Agreement		
WH	..... Working Hour (60 minutes)		
XY	..... XY		
YZ	..... YZ		

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### Step 13 / Question 13:

**Which abbreviations are used within the entire document?**

- **List all abbreviations ...**
  - on the last page of the module description;
  - integrate all abbreviations (also those ones of the headers, footnotes, etc.);
  - use the format of the module description;
  - list abbreviations in alphabetical order.

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# Steps for the Creation of a Common Module

## Step 14:

**Send the description of the future Common Module to the Vice Chair Education.**

- **Before sending...**
  - integrate everything according to the template;
  - format the document according to the template;
  - integrate the name of the responsible person in the footnote;
  - make a proper grammar- and spell-check according to **British** English.
- ➔ The respective LoD Chairs will integrate the part SQF-MILOF.

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# Steps for the Creation of a Common Module

## Step 15 / Question 15:

### Is it possible to issue ECTS-Grades during the Common Module?

- **According to the Bologna-Process (and according to ERASMUS+) ...**
  - students should receive ECTS-grades;
  - ECTS-grades are not just a transfer of the national grades;
  - ECTS-grades request a certain calculation;
  - it would be useful that segments of the evaluation (e.g.: test(s), observations, presentations, etc.) are evaluated with the same quantity of points;
  - [Link to the calculation paper.](#)

## How to create a Common Module?

23

04 June 2025

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European Security  
and Defence College



**thank YOU  
for YOUR  
attention!**