Sectoral Qualifications Framework
for the
Military Officer Profession

SQF-MILOF

VOL
01

We inspire, we train, we challenge!

How to use this publication ?

The Sectoral Qualifications Framework for the Military Officer Profession - SQF-MILOF package is published in two volumes.

Volume 1 describes the SQF-MILOF rationale and context and the development, validation and roadmaps for implementation. It has both historical and documentary value.

Volume 2 is more technical, where interested practitioners can find useful information such as the Competence Profile or the taxonomy of learning outcomes in the tabular format of the SQF-MILOF and MILOF-CORE.

We inspire, we train, we challenge!

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General Claudio Graziano
Chairman of the
EU Military Committee

Foreword

When in summer 2016, based on the outcomes of the European Initiative for the exchange of Young Officers, the EU Military Committee requested the European Security and Defence College to develop a SQF-MILOF, we knew we were opening a Pandora box of great interest and opportunities, for Member States and all stakeholders involved in military training, but not only.

It was the year of the Global Strategy, with a renewed impetus towards a proactive EU in the security and defence domain, particularly through its military and civilian operations and missions, as the most visible and credible sign of a concrete, responsible and forward-looking commitment, addressing the root causes of international instability.

As our engagements steadily increased, in quantity and quality, we immediately confirmed something we already knew: a critical component for the success of multinational activities, like the ones we are running under the EU flag, has always been the maximum level of integration among different personnel and capabilities, fitted to jointly work, hand in hand, for the accomplishment of a common mandate.

In this regard, it is paramount to stress how the human dimension is and will always be central in our strategies and related tactics, and any initiative aimed at sharpening the spectrum of abilities of leaders - among others - will be welcome, particularly in a European framework.

With this in mind, while interoperability among capabilities is a requirement we are effectively addressing through research, development and procurement, we did realize that - at EU level - we missed a tool to describe, at all the different stages of a military career, to what standards MS could expect officers with different training to perform, in their line of military duties.

Romans built the greatest army on Earth by recruiting soldiers from any background. Beside the historical discipline that characterised their

legions, an essential key to success was training standardization, indeed, by building a common, reliable and resilient security professionalism and culture.

This is valid even more today. With the most diverse security challenges evolving at unprecedented speed, the need for the Union to dispose of highly skilled officers in charge of its missions and operations, capable of performing equivalent standards thanks to comparable training paths, is not just desirable, but a necessity for a European Defence Union to be effective and perceived as one.

I have personally worked in several multinational staffs and led different multinational forces, and I can personally confirm how a smooth conduct of activities has always been guaranteed by personnel in uniform that – beyond national peculiarities that are treasures to maintain – were able to interact by applying akin training standards.

Therefore, as we work on EU forces provided by MS to be more and more interoperable and projectable, delivering security where is most needed and requested, also in support of NATO, the UN and other international organizations, the SQF-MILOF represents the start of an indispensable journey, providing concrete opportunities for a more uniformed training of current and future military leaderships, like comparing different programmes, highlighting common objectives, and finally harmonising military officer competencies.

In a word: creating a common security and defence culture among military leaders.

As Military Committee, we cannot but hail this new tool, with such a potential, heartily praising the hard work and the accomplishment by the ESDC, for a journey - as I called it - to be carried out under the supervision of the competent national authorities, yes, but with the joint and clear objective of a more effective EU Common Security and Defence Policy.

March 2021, Brussels

Dirk Dubois
Head of the European Security
and Defence College

Foreword

This year, my professional career will reach its fortieth anniversary. At least half of that period, I spent working with members of the armed forces of other countries, either in the framework of NATO, the UN or the EU. Like so many other military, I also spent half of my professional life either in training or as a trainer.

When you work in this international environment, sooner or later you will be confronted with the differences between the members of the armed forces of different countries. On a local basis, individual differences are a good thing, as it allows you to use your team members for the things they are good at and to train them in qualifications that they are still lacking. However, on a larger scale and especially in a crisis situation, after all that is the kind of situation we all train for, it would be good if as a commander you could be certain of what an officer with any given background would know, would be able to do and at what level of autonomy and responsibility! Of course, there will still be individual differences! Of course, there will still be different requirements for different positions! But at least you should be certain what you can expect regardless of the colour or pattern of the uniform when an officer joins your staff, your unit or your team.

In 2008, I was tasked to conduct the first stocktaking study on what would become the European initiative for the exchange of young military officer, inspired by Erasmus, better known as military Erasmus or EMILYO. The main objective of that initiative was and still is to increase the number of exchanges during the initial training of young military officers between the Member States. However, since there was and still is no common view on what this training should exactly look like, most Member States did not recognise parts of the training that was done in a different country.

One of the key steps taken to overcome this situation was to create a common understanding of what a young officer should know and be able to do before he or she joins their first operational unit. It took until 2014 to come to a set of descriptors in the form of learning outcomes

and to benchmark them against NATO Professional Military Education standards. We then started using these descriptors to define the learning outcomes of the short modules that we use for the exchange programme. However, our mandate stopped there.

This changed in 2016, when General Mikhail Kostarakos, then Chairman of the EU Military Committee, asked the ESDC to further develop the descriptors not only for young officers, but also for all levels of the military career: the Sectoral Qualification Framework for Military Officers was born. With this capstone publication, for the first time a set of high-level learning outcomes are defined that can be used to compare desired job-related qualifications to those that can be achieved through formal, non-formal or even informal training and education in another Member State or in another environment. This makes it possible to identify more easily training opportunities in other Member States. In time, it should increase the human interoperability between officers with a different background. It will also allow Member States to benchmark their professional military qualifications against an agreed standard at the European level for any stage in the officer's career and for a given level of complexity.

However, this is not the final product: a lot of work remains to be done. Armed forces do not only consist of officers - even if they are a significant part of the military personnel working at the international level - what about non-commissioned officers and service members? At the same time, in line with the philosophy of the European Qualification Framework, this SQF MILOF needs to be 'cascaded' down. Part of that work is addressed by the MILOF-CORE, facilitating the alignment of national SQFs to the European level SQF-MILOF. However, cascading down to the different services and branches is not within the scope of this project, nor is cascading this SQF-MILOF down to the national level and referencing it to national qualification frameworks.

Nevertheless, even at this stage we want to place this tool at the disposal of the Member States. I am convinced it is a major step forward in international cooperation in the field of training and education in the military profession and will prove a useful vehicle to promote a common security and defence culture amongst the military elites of the European Union. This outcome could not have been achieved without the hard work and dedication of the representatives of the Members States, led by Colonel Gianlucca Carriero (ITA) as the Chair of the working group and Colonel Alin Bodescu (ROU) as penholder and driving force.

March 2021, Brussels

Acknowledgements

Executive Summary

How should an officer operate and act within the complex and multidimensional operating environment of the future, in which the EU will need to deploy its full range of capabilities in the area of security and defence?
What competences do commanders expect from their officers in the event of unexpected and rapidly evolving internal and external security situations with military implications? What knowledge, skills, autonomy and responsibility should an officer acquire and master to meet the expected competence profile? The Sectoral Qualification Framework for all stages of the career of a military officer (SQF-MILOF) not only offers answers to these questions, but also makes available to the Member States (MS) practical roadmaps for its implementation.

Why the SQF-MILOF?

Education and training are the responsibility of the MS. However, a high level of interoperability can only be achieved through a transparent and critical approach to the development of military training, education programmes and systems. SQF-MILOF is a tool designed to promote cooperation. It does so by offering MS a platform that promotes the exchange of views on the requisite level of performance and learning needed by military officers.

In July 2016, the Chairman of the EU Military Committee requested that the European Security and Defence College develop a SQF-MILOF. Based on work concluded under the European Initiative for the Exchange of Young Officers in 2014, the SQF-MILOF describes, at all the different stages of a military career, what MS can expect an officer to know, be able to do and at what level of autonomy and responsibility. After extensive consultation with MS, a working group under the ESDC, with direct support from the EU Military Staff, concluded the SQF-MILOF at the end of 2020.

Once complete, the SQF-MILOF passed through a rigorous evaluation and validation processes. Externally, a team of three independent international experts provided valuable recommendations and assessed it to be a product of quality, relevance and immediate value to the sector. Internally, national competent authorities were formally consulted, and they validated the SQF-MILOF. In addition, selected national education and training providers and volunteer officers from the EU Military Staff informally tested its implementation roadmaps.

What is the SQF-MILOF? The SQF-MILOF Package

SQF-MILOF relates to lifelong learning for a particular sector: military officers. It is fully in line with the European Qualification Framework that is applicable in the general education system throughout the EU and partner countries in the Bologna process. The SQF-MILOF serves as an interface or 'translation tool' between the education and training opportunities offered in different countries, which makes it possible to compare different programmes. This makes it easier to recognise equivalent training done in another country, which in turn facilitates professional education and training exchanges between the MS and thus enhances the creation of a common security and defence culture.

Although learning is its core business, the SQF-MILOF is more than merely a taxonomy of learning levels. It is a package of products including adjacent areas of the learning process, such as professional development or quality assurance. The first element of the SQF-MILOF package is the Competence Profile, which describes the competences that military officers should possess in order to carry out their duties. The Competence Profile informs the identification of learning that has to be achieved in various study or operational contexts (Learning Profile).

The Learning Profile (core business) is composed of two linked elements: the SQF-MILOF proper and the MILOF Core Curriculum (MILOF-CORE). The SQF-MILOF encourages national training and education providers issuing military qualifications to consistently observe the principles of European quality assurance. Finally, as part of the package, a Military Qualifications Database will help ensure the transparent exchange of information.

The core business of the SQF-MILOF package is to frame professional learning for military officers into four levels of complexity (SQF-MILOF proper) and focus its scope on four levels of operations or military organisational architecture (MILOF-CORE). In practical terms, the four levels of complexity of learning range from comprehensive (level 1) to the most advanced knowledge and professional skills (Level 4), whereas the four levels of professional military focus define relevant learning from the individual and low tactical level (Single Arm/Branch) (Fig. 1) up to the strategic level (Political Civil-Military).

FIG.1 - **LEARNING FOR MILOF PROFESSION IS COMPLEX AT SQF-MILOF LEVELS AND FOCUSED ON MILOF-CORE LEVELS**

1 / EQF 5	**2** / EQF 6	**3** / EQF 7	**4** / EQF 8
Learning Complexity	**SQF**		
MILOF			
CORE		Professional Military Focus	
SINGLE ARM			
SINGLE SERVICE			
JOINT MULT. SERV			
POL CIV-MIL			
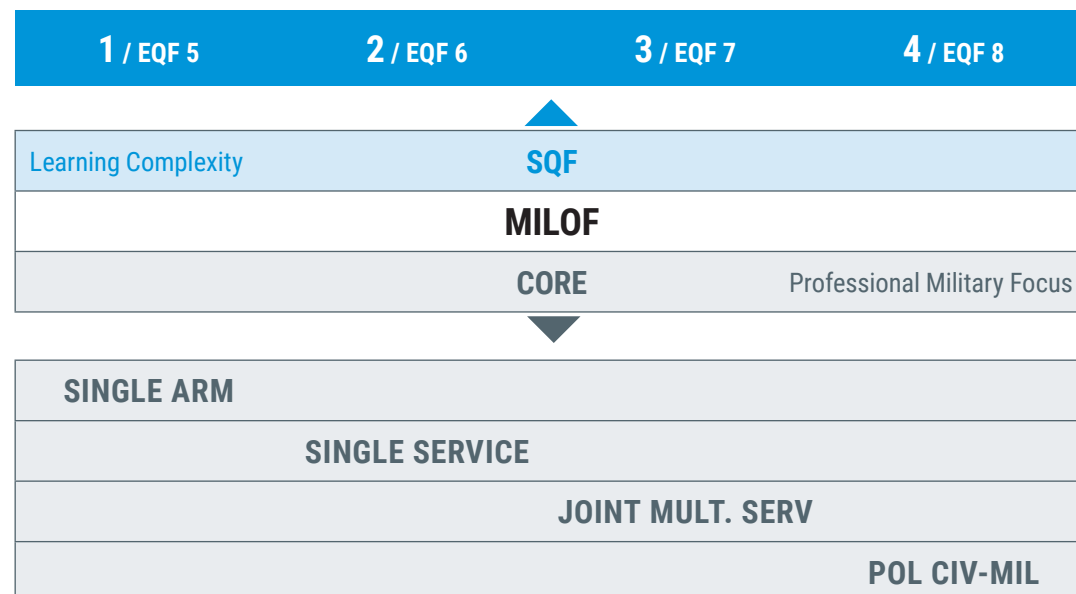
What are the benefits of the SQF-MILOF Package and how can MS use its components?

The SQF-MILOF Package facilitates and provides MS' relevant authorities and institutions with the right tools to:

· inform the harmonisation of military officer competences reflected in the national occupational standards (through the Competence Profile);

· facilitate the levelling of national military qualifications against the SQF-MILOF consistent with National Qualifications Frameworks and European Qualifications Framework levels (through the high-level learning outcomes of the SQF-MILOF);

· support the harmonisation of learning outcomes of similar programmes across MS, facilitate the efforts of military education and training providers to develop learning-outcome-based curricula and help individual learners to identify their professional learning proficiency (through the detailed learning outcomes of the MILOF-CORE);

· compare similar qualifications across MS, thus facilitating the exchange of military students and course participants at any stage of their military careers (through the Military Qualifications Database); and

· ensure that national military qualifications follow European quality standards (through the SQF-MILOF Quality Assurance Principles).

So what? How will SQF-MILOF work in practice?

The implementation of the SQF-MILOF will be carried out under the supervision of the competent national authorities via the designated representatives, working as an SQF-MILOF governance body.

At EU level, multinational and EU military structures and organisations could reflect the required level of qualifications in the job descriptions of officer posts using the SQF-MILOF and MILOF-CORE levels. In doing so, MS will have common reference points for qualifications, regardless of the duration, titles or systems in which these are acquired.

At national level, by levelling or linking national military qualifications to the relevant SQF-MILOF levels, the competent authorities will contribute to achieving a coherent and mutually recognisable system of military qualifications at EU level. Levelling means assigning a SQF-MILOF level to national military qualifications, based on the assessment of how that qualification meets the SQF-MILOF learning outcomes.

At the level of military education and training entities, the MILOF-CORE offers sufficient detail for comparing national military qualifications to the relevant MILOF-CORE levels and refining existing or developing new programme curricula.

At an individual level, officers at various levels of their career should be able to check and position their professional knowledge and skills against MILOF-CORE learning levels and understand their competences in order to take up an EU-level job in a multinational/ EU-level structure, for example. It is important that national education and training providers facilitate the validation of learning acquired in non-formal and informal settings, in accordance with the recommendations in this regard at EU level.

PART I - Introducing the Sectoral Qualifications Framework for Military Officers (SQF-MILOF)

SUMMARY PART I

In this part, the reader will find answers to several questions:

> When? The origin of the SQF-MILOF

> Why? The rationale for and context in which the SQF-MILOF was forged

> What? The place of SQF-MILOF in the bigger picture of EQF and other qualifications frameworks, its scope

> To whom is it addressed? The audience of the SQF-MILOF package

> So what? The benefits of adhering to the SQF-MILOF

01. Background

From 2009 to 2014, the European Security and Defence College (ESDC) developed the first stage of a Sectoral Qualifications Framework (SQF) for military officers. This was in the context of the European Initiative for the Exchange of Young Officers inspired by Erasmus (Military Erasmus programme). The project was known as the 'Comparison of courses based on competences', and at the time its focus was on the beginning of a military officer's career. However, the Implementation Group (leading the Military Erasmus programme) proposed that a comprehensive framework be developed to cover all of the critical stages of the career of a military officer.

The Chairman of the European Union Military Committee (EUMC) took the recommendations of the EU Military Training Group on board and, on 19 July 2016, he invited the ESDC, supported by the European Union Military Staff (EUMS), to consider establishing a Sectoral Qualifications Framework for all levels of the military officer career (SQF-MILOF).

On 15 December 2017, the ESDC Secretariat issued a call for contributions, inviting Member States (MS) to complete a questionnaire and nominate experts with relevant operational, educational and training expertise to form an EU-level ad-hoc working group (SQF-MILOF WG). The purpose was to develop an SQF-MILOF for all levels of the military officer career.

The SQF-MILOF WG was convened for the first time on 11 June 2018 under the auspices of the ESDC. Its founding documents, namely a Charter, Working Model, Work Programme and Rules of Procedure, were adopted. The role of the SQF-MILOF WG was to create a community of interest, consolidate and discuss national input, ensure national issues were integrated into the SQF-MILOF, and define descriptors and learning outcomes for all levels of the military officer career.

From June 2018 to December 2020 the SQF-MILOF WG met on a quarterly basis. The group conducted relevant activities in plenary or in sub-groups organised in

During this period and at various subsequent stages, representatives of 21 MS and 13 national, international and Non-Governmental Organisations participated in or contributed to the process. They acted as providers of input or as points of contact with national authorities and experts in the development of SQF-MILOF (Annex 1).

After completion, the SQF-MILOF underwent a rigorous evaluation and validation processes. Externally, a team of three independent international experts provided valuable recommendations and assessed it to be a product of quality, relevance and immediate value to the sector. Internally, national

FIG.2 - **SQF-MILOF TIMELINE**
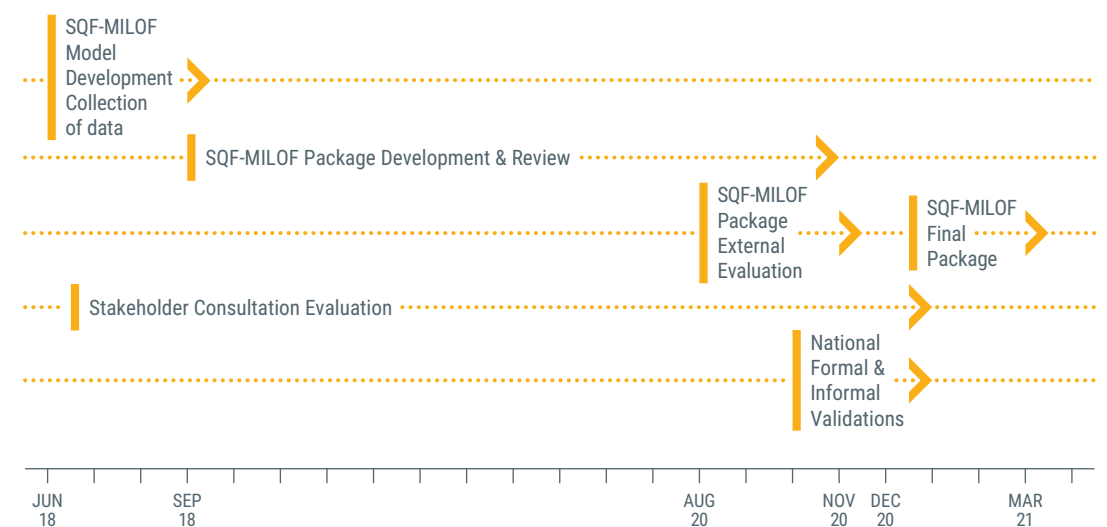
either residential or virtual sessions, taking a collaborative approach and using the ESDC ILIAS online platform. After extensive consultation with MS, the SQF-MILOF WG concluded the SQF-MILOF package at the end of 2020, with direct support from the EUMS.

competent authorities were formally consulted, and they validated the SQF-MILOF. In addition, selected national education and training providers and volunteer officers from the EUMS informally tested its implementation roadmaps (Fig. 2).

The head of the ESDC has regularly updated the EUMC on progress in developing SQF-MILOF.

A list with internal SQF-MILOF WG references that reflect the breadth of consultation, the project time span and diversity of stakeholders involved can be found at the end of this publication.

02. Context and Relevance

Interoperability of the armed forces is the highest degree of standardisation envisaged by the EU MS. Defence cooperation is an integral part of the EU's agenda. For example, in 2016, the European Parliament invited the European Council to take practical measures towards harmonising and standardising the European armed forces. The overarching aim was to promote cooperation between armed forces personnel within the framework of a new European Defence Union (European Parliament, 2016).

In March 2017, at the Council on Security and Defence, Federica Mogherini, then High Representative of the Union for Foreign Affairs and Security Policy (HR/VP), articulated the MS' clear interest in strengthening defence cooperation. At the 'Building on vision, forward to action' forum on 13 December 2017, she highlighted the importance of training and education in the creation of a shared strategic culture and ongoing defence cooperation efforts (EEAS, 2017).

Education and training are the responsibility of the MS. However, a high level of interoperability can only be achieved through a transparent and critical approach on the development of military training, education programmes and systems. SQF-MILOF is a tool designed to promote cooperation. It does so by offering MS a platform that promotes the exchange of views on the requisite level of performance and learning needed by military officers.

03. SQF-MILOF in the Broader Picture of Qualification Frameworks

SQF-MILOF should be understood as a supporting element in the context of a broader architecture of qualifications at EU level. Therefore, definitions of the relevant terminology might be useful.

Qualification means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards (Council of the European Union, 2017).

A **qualification framework** is an instrument for the development and classification of qualifications, which relates and compares qualifications using a hierarchy of levels of learning outcomes, usually of increasing complexity as a learner progresses up the levels (European Training Foundation, 2011).

There are three types of qualification frameworks: intra-national (those within specific sectors within a country), national and transnational (that exist across different countries). The latter can be further subdivided into general/regional (spanning national qualifications frameworks, e.g. the European Qualifications Framework) and sectoral (limited to a particular sector).

The **European Qualifications Framework** (EQF)[1] is designed as an EU-level translation tool for national qualifications covered by **National Qualifications Frameworks** (NQFs). The EQF is not directly used by any state, but serves as a central point of reference to facilitate comparison (Frontex, 2013). The EQF describes eight reference levels for lifelong learning in terms of learning outcomes.

EQF should not be confused with the **Framework for Qualifications of the European Higher Education Area** (FQEHEA), which regulates only higher education qualifications. The two are compatible but EQF is broader in scope. It aims to cover all forms of learning. It encompasses qualifications gained in any setting, such as general education, higher education, and vocational education and training. The key word associated with the EQF is 'lifelong'. This implies that learning is a progressive process along the life of an individual.

SQF-MILOF aims to offer MS a cross-referencing tool for military qualifications, so that qualifications obtained in one MS can be compared with similar qualifications granted by another MS. SQF-MILOF relates to lifelong learning for a particular sector: military officers.

We can define **SQF-MILOF** as a pan-EU (transnational) qualifications framework for the military officer profession.

More specifically, it is:

- **operationally relevant.** SQF-MILOF is based on the competence profile of a generic European officer. The competence profile comprises the knowledge and skills needed in the complex and multi-dimensional future operating environment. It constitutes what commanders expect from their officers in the event of unexpected and rapidly evolving internal and external security situations with military implications.

- **learning relevant.** SQF-MILOF describes the learning (profile) outcomes an officer should reach at specific moments in their career. It describes what the officer should know and be able to do, with a certain degree of responsibility and autonomy, in order to match the competence profile for a generic European officer.

- **European Union relevant.** SQF-MILOF is designed to be aligned and compliant with the EQF for lifelong learning. By referencing national programmes against SQF-MILOF and the EQF, MS will be able to compare their qualifications with similar qualifications granted by another MS.

- **nationally relevant.** SQF-MILOF is designed to be aligned and compliant with the NQFs of the EU MS. It is designed to be a commonly agreed tool to support the development of MS' educational programmes and course curricula, including the Common Security and Defence Policy (CSDP) Reference Curriculum for Officers.

04. Objectives

SQF-MILOF is intended to:

- **facilitate the comparison** of qualifications issued following professional military education and training programmes in different MS.

- **enable the harmonisation** of minimum learning requirements/outcomes for the military officer profession among the MS.

- **promote the development** of educational programmes and course curricula within MS. These include the CSDP Reference Curriculum for Officers, which will be based on a common understanding of lifelong training and education requirements.

- **provide a context** within which MS can ensure that their national programmes are used for the purposes of European officer qualification.

- **facilitate the exchange** of military students and course participants at any stage of their military careers.

- **consolidate interoperability** between the armed forces of the MS by incorporating shared values and competences into the education and training of military officers.

- **facilitate quality assurance** of military training and education programmes.

- **facilitate mobility across sectors** and the employability of military personnel in civilian life/sectors through the link between SQF-MILOF and the NQFs.

05. Benefits

By linking SQF-MILOF to MS military training and education systems, SQF-MILOF will promote:

- **increased transparency** of national military training and education programmes. This will facilitate training exchange throughout a military career.

- **a consolidated European security and defence ethos** in support of coherent objectives for CSDP missions and operations.

- a better understanding of the **outcome-based approach** to learning.

- **greater recognition and transfer of learning outcomes** in the form of qualifications. This will allow more flexibility and mobility (between national military sectors and between military and civilian sectors). For example, a qualification awarded to an officer in MS X could be recognised as a qualification required by a Multinational Brigade HQ in MS Y (the job description would refer to the SQF level).

- **increased quality** of education and training activities.

06. Scope

A comprehensive and exhaustive SQF-MILOF at EU level should address learning within all levels and categories of personnel and across all services (Annex 2). Such a framework should therefore span learning from basic to the most advanced levels. It should apply to non-commissioned officers and commissioned officers alike.

As mandated by the EUMC, SQF-MILOF is a segment of this comprehensive SQF. Its scope is limited to learning that is relevant to officers at all career levels, irrespective of the service to which they belong. This framework has a joint (inter-service) character. It comprises areas of learning common to all services (land, navy, air force and gendarmerie) within the MS (Fig. 3).

Out of scope. SQF-MILOF will not cover any elements concerning:

- general officers
- non-commissioned officers
- warrant officers
- junior enlisted

FIG.3 - **GENERIC REPRESENTATION OF SQF-MILOF'S JOINT/INTER-SERVICE CHARACTER**
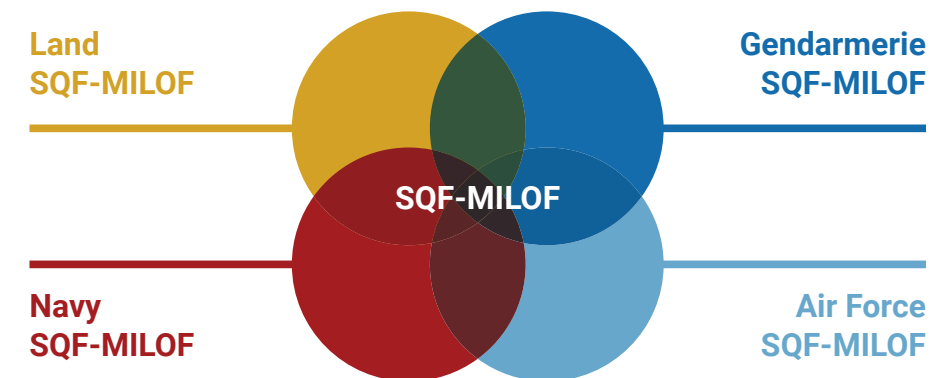
In scope. SQF-MILOF covers qualifications concerning:

- military officers at all career levels (OF1-OF5).

- competences and learning outcomes relevant to joint/cross-service/horizontal situations

- basic specific or functional competences and learning outcomes (e.g. cyber awareness)

- professional military education and training (academic and vocational)

- competences and learning outcomes specific to any individual service (e.g. air, maritime, land)

- functional or specialised competences (e.g. those specific to arms)

- general education and training or non-military qualifications

SQF-MILOF WG Kick-off Meeting 11 June 2018.

07. Main Characteristics

SQF-MILOF is:

- **general but not generic.** By seeking the compromise of the lowest common denominator among MS, SQF-MILOF's scope is general. However, this should not detract from its usefulness in the development of national SQFs and education and training programmes.

- **inclusive and not prescriptive.** Although it covers areas shared between MS, it does not exclude the distinctive characteristics of the MS' national education and training programmes. It does not dictate how learning outcomes should be achieved or specify training programme content.

- **joint and not service-specific.** It is inclusive and relevant to the shared requirements of all services (Fig. 3). SQF-MILOF will fulfil its objectives once a complete cascading system has been set up. This will clarify its relationship with subordinate service SQFs and MS NQFs.

- **voluntary and not legally binding.** All institutional architecture and decisions taken in the context of developing and implementing SQF-MILOF at national level remain optional for the MS.

- **informative and not directive.** It promotes transparency: the MS reflect their national perspectives through SQF-MILOF. It is a compromise between 27 countries. It should not impose common education and training standards and requirements on the MS.

08. Audience

SQF-MILOF serves multiple purposes and caters to a wide audience:

- **national human resources departments** – to update/harmonise military occupational standards and job descriptions (making use of the competence profile) and assign SQF-MILOF levels to national military qualifications.

- **national education policy makers** – to compare national programmes against similar programmes in other MS and promote exchange opportunities.

- **education and training providers** – to enhance the development of curricula.

- **individual officers** – to self-assess their individual learning level.

- **quality assurance managers** – to provide a background for benchmarking.

PART II - Contextualising the SQF-MILOF - the Military Officer Profession

>> **SUMMARY PART II**

The SQF-MILOF describes the learning required by the military officer in support of specific requirements or competences.

This part explores the constituents and determinants of the Competence Profile:

> The organisational context in which military officers operate

> Professional characteristics

> The officer of the future

> Competence areas

How should an officer operate and act within the complex and multidimensional operating environment of the future, in which the EU will need to deploy its full range of capabilities in the area of security and defence?
What competences do commanders expect from their officers in the event of unexpected and rapidly evolving internal and external security situations with military implications? The answers to these questions can be found in the competence profile of the European officer (Fig. 4).
The competence profile described in this chapter takes into account the key characteristics and competences of the military officer of the future.

FIG.4 - SQF-MILOF. DEFINING LEARNING THAT MEETS OPERATIONAL NEEDS

Employer MoD	Task >	Education & Training	Deliver >	Employer MoD
Competence Profile		**Qualification Profile**		**Employer Needs**
I need an officer competent to be a: • service member • technician • leader • combat role model • communicator • learner • researcher • international actor		**SQF-MILOF** Your envisaged officer should reach these learning outcomes ... **Professional Military Education**		... to satisfy operational needs

09. Military Officer Profession and Levels of Operations : Key Characteristics

The main goal of the armed forces is to be prepared to use force in accordance with political direction, within the confines of international law (conventional and customary). The most prominent and specific activities of the armed forces are military operations, which can be classified into three levels: tactical, operational and strategic[1]. To operate at each of these levels, officers need to acquire particular competences that usually increase in complexity and consolidate in time by incrementally building on previous ones.

Tactical level is where the action and contact take place. It is at this level of operations that infantry covers the last 300 metres under direct enemy fire, fighter pilots fire weapons or sailors fight at sea to secure the sea lines of communication. Although highly skilled senior officers command operations at this level, the bulk of the skills required are learnt at the basic level. Tactical level spans a broad array of military structures and associated engagement in operations, from a single arm structure (e.g. squad, platoon) to combined arms single service level (i.e. land operations, air operations, and maritime operations).

That is why, from the perspective of the military officer profession, it may be useful to further regard this level from the perspectives of single arm/branch competences and the combined arms competences.

At operational level, officers operate in a complex environment, at the interface between strategic and tactical level, mostly in joint and multinational settings. It is here that officers translate strategic objectives into operational objectives by integrating the effects of all forces: land, maritime and air. A thorough understanding of how these forces operate at tactical level is therefore mandatory.

The military strategic level is mostly the realm of senior officers. This level, owing to its expert, political and civilian interfaces and international nature, requires the most advanced level of understanding of the military domain and the use of resources to achieve strategic objectives. It is at this level that the political narrative is translated into a meaningful military language for officers.

Based on the above considerations, the competences of the military officer profession for the purpose of the SQF-MILOF can be divided[2] into four levels (single arm/branch; single service; multiple services and political/civilian-military levels) (Table 1).

TABLE 1 - COMPETENCES OF THE MILITARY OFFICER PROFESSION

Organisational Context Level of operations	Description
Single Arm/Branch focus at the tactical level	In this organisational context and at this level of operations, military officers command single arm/branch sub-units (platoons or similar), leading them in operations and exercises, conducting training and performing specific administrative duties.
Single Service focus at the tactical level	In this organisational context and at this level of operations officers lead combined arms military sub-units/units, provide advice to and support higher-level commanders in planning and conducting operations at tactical level, provide support in logistical matters, conduct/supervise training, oversee the welfare of troops and supervise administration and equipment management.
Joint/Multiple Service focus at the operational level	In this organisational context and at this level of operations officers lead military units and formations, provide advice to and support higher-level commanders in planning and conducting joint operations at high tactical and operational levels, provide support in logistical matters, conduct/supervise training, oversee the welfare of troops and supervise administration and equipment management.
Political Civ.-Mil focus at the strategic level	In this organisational context and at this level of operations, officers lead military formations and structures, provide advice to and support higher-level commanders/civilian authorities in planning and conducting joint operations at operational and strategic levels, serve as staff at joint multinational headquarters and function as primary advisers to general officers/civilian equivalent in strategic decision and policy making.

The competences required for the military officer profession differ according to the level of operations and the military organisation levels. The differences between the competences specific to each level are not simple upgrades of competences in relation to those acquired at a lower level of operations. The requirements of the military profession influence the competences an officer should possess in order to face the complexity of the changing operating environment, the size and role of the military units and headquarters, and technological innovation (Fig. 5).

[1] Tactical level – the level at which military action and engagements are planned and executed to accomplish military objectives assigned to tactical formations and units. Operational level – the level at which operations are planned, conducted and sustained to accomplish strategic objectives within theatres of operations. Strategic level – the level of war at which a nation or group of nations determines national or multinational security objectives and deploys national (including military) resources to achieve them (EUMC Glossary of Acronyms and Definitions Revision 2015, 6186/16, 16 February 2016).

[2] The taxonomy of the military officer profession from an occupational perspective is presented in Annex 2.

FIG.5 - MILITARY OFFICER PROFESSION BY MILITARY ORGANISATIONAL ARCHITECTURE: KEY CHARACTERISTICS

Military Focus Organisation	Individual / Arms	Single Service	Multiple Services	Pol. / Civ-Mil
Key attribute	Follow	Ask & provide guidance	Advise	Set strategy
Horizon	Short term	Medium term		
			Long term	
Lead - manage	Lead within a constrained environment	Lead & manage at the interface	Manage & Lead large organisations	
Dealing with change	ACT in an unpredictable, fast changing, fluid, interrupted flux of information	Manage Unpredictability	Forsee Unpredictability & Change	
			Initiate transformation & Change	
Key role	Execution	Translate strategy into operations	Translate political into military	
Levels of ops	National / Tactical	Multinational / Joint Operational	International / Joint Strategic	
Technology	Technical operator	Operations Planner	Defence Planner	
			Strategist & Policy maker	
		Technical Manger		
Context	Single arm			Civ-mil

10. Military Officer of the Future in the EU Member States. Key Trends and Characteristics

In the aftermath of the end of the Cold War era, the armed forces of the MS underwent extensive transformation. The world very quickly passed from an era of long-established international and societal relations to an era of significant change and volatility in most of the environments in which the armed forces function and operate. Military personnel were affected, too, by various shifts in values, beliefs, social norms and professional requirements.

Recent military developments, operational engagements worldwide and major innovations in the area of technology have suggested new ways in which to deploy the military.

Accordingly, policymakers have been reviewing how to adapt and shape the military landscape of the future. The education and training provided to personnel should be adapted accordingly. The successful accomplishment of missions, both on the battlefield and in such areas as military diplomacy and technological research, will require new competences.

There are a number of factors and trends which could influence and shape the environment in which the armed forces operate. This is, in turn, relevant to education and training given to military officers in the future.

Of these, the most relevant for SQF-MILOF are:

1 The future security environment and the shape of military operations

2 Emerging technology

3 Future job, social and employment skills

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10.1. The Future Security Environment and the Shape of Military Operations

The EU has defined three priorities for external action: (a) responding to external conflicts and crises, (b) building the capacities of partners and (c) protecting the Union and its citizens. Each of these three priorities will have an impact on the evolving profile of the military forces.

In view of the developments in the security and defence environment, the EU decided to reassess the goals of possible CSDP military operations and define a new level of ambition (Implementation Plan on Security and Defence, 14392/16, 2016).

There is broad agreement that there is a limited likelihood of a large-scale conventional conflict in the territories of the MS, although this has not been ruled out.

The absence of a hegemonic power and the fragmentation of multilateralism, combined with the inability of regional and global institutions to resolve issues of economic, geopolitical or environmental importance, could lead to various forms of interstate conflict (economic, military, cyber, societal) with regional consequences elsewhere in the world.

The EU's ambition is to be capable of undertaking a broad range of CSDP civilian missions and military operations outside the Union. This would include joint crisis management operations in situations of high security risk in the regions surrounding the EU, joint stabilisation operations, and air and maritime security operations. Military forces will continue to support capacity-building efforts and extended civilian-military cooperation.

The security environment has recently shifted its focus to threats including terrorism, cyber security and hybrid threats, transnational organised crime, piracy and insurgency. This will continue to be the trend in the future. Although the European continent is unlikely to be threatened by a major conflict, the possibility should not be disregarded.

The key characteristic of future CSDP military operations will be their joint and integrated nature. Not only will all military elements and services need to combine and concentrate their efforts, but these efforts will also need to be integrated into a complex multilateral and multidimensional environment.

Issues such as military mobility, intelligence, cyber, logistics and communications cover the entire joint operational environment.

Hybrid warfare, which involves a mix of conventional military operations, guerrilla warfare, covert action and information operations, very often in disregard of international law, already poses multiple challenges for the armed forces.

Internally, the effects of mass migration, terrorism, cyber and hybrid threats and threats to critical infrastructure have made new competences necessary for the armed forces in general and for military officers in particular. These threats have already had a critical influence on the actions of the MS. There is clear evidence that they will continue to significantly influence the planning and operational efforts of all those involved in security in the near future.

The effects of climate change on security, food and water crises, the rapid and massive spread of infectious diseases, the need to include environmental protection in military planning,

and energy security implications will require new mind-sets and a cultural shift in attitudes towards the employment of military force.

The media is going to be a significant factor for the success of the operations. Rapid technology development has facilitated the speed in the real time delivery of information to the public. This might significantly influence public opinion. There is a need to recognise that the media has become one of the resources of intelligence. In the near future, the media will certainly keep its independence.

10.2. Emerging Technology

Information and communication technology, information collection systems and networking are some of the recent scientific and technological developments that have had a significant impact on the military field. Research in artificial intelligence, big data analysis and the increasing use of robotics will also find applications in the military field.

Replacing a person with a computer might have benefits. On the other hand, it also raises questions on how to incorporate these technologies into military operations. This is the case especially with regard to collateral damage caused by lethal autonomous weapons systems.

In the near future, the following will allow for the swift, precise and flexible application of force against military targets: accurate data collection in conflict zones using satellites and remotely operated unmanned aerial, ground and sub-surface vehicles; the processing of that data using advanced data analytics tools; the dissemination of results.

Moreover, these capabilities would limit human losses, with a significant positive impact on the fighting power of the armed forces.

The most advanced forces around the globe will see improvements in the precision and the destructive capabilities of weapons, in networking in the command, control, communications, computers, intelligence, surveillance and reconnaissance (C4ISR) field, in unmanned and hypersonic capabilities and in technology designed to respond to asymmetrical threats and cyber-attacks. Enemy cyber activity, in particular, will have significant impact on the future operating environment.

Cutting-edge technologies are beginning to be used in fields such as logistics, training, military construction and other supporting areas (e.g. 3D printing, identification of needs and new delivery methods, display and problem-solving techniques, lightweight materials, etc.).

10.3. Future Job, Social and Employment Skills

The officers of the future will be socially mobile, professionally ambitious and generationally interconnected. In the near future, military personnel will comprise, to a large extent, people born after the year 2000. As a rule, this generation possesses certain traits, which distinguish them from previous generations. Generally speaking, people in this generation expect to change jobs often, they are less focused but process information faster. In addition, they value their independence and like to express opinions on their professional environment. These characteristics will indirectly affect the status, size and structure of the armed forces.

High-ranking officers will, in general come from a different generation. They will need to consider the social environment and adapt military organisations accordingly, without compromising their effectiveness and their ability to accomplish missions.

In a globalised society in which EU MS and their armed forces are increasingly interrelated, military officers should possess certain common traits, share the same values and pursue the same goals.

Future generations of military officers will tend to prioritise the acquisition of professional skills that will offer them an advantage in the wider labour market. The military can take advantage of and benefit from this for its own purposes.

In the short term, the World Economic Forum has identified the top 10 skills as complex problem solving, critical thinking, creativity, people management, coordination with others, emotional intelligence, judgement and decision-making, service orientation, negotiation and cognitive flexibility. The list of skills required for an employee to be competitive in the business environment has changed slightly over the years. Nevertheless, we can assume that the above will remain valid for the next decade.

The factors that will influence the nature of the recruitment pool for future military officers include: ageing populations; the growing middle class in developing economies; the rising income inequality and wealth disparity in developed economies; the increasing polarisation within societies and an increase in nationalist sentiment; growing urbanisation and geographic mobility; the changing landscape of international governance.

10.4. Summary. Competences of the Military Officers of the Future

The military officers of the future should be:

- Able to analyse trends in different fields and provide advice based on that analysis;

- Able to plan the action to be taken by armed forces to deal with the anticipated events and to prevent or limit their negative consequences;

- Willing and able to think and operate in close cooperation, in various fields;

- Able to work in close cooperation with a wide range of stakeholders, including military allies, civilian organisations and authorities, private companies and individuals;

- Alert in dealing with enemies less inclined to follow Western legal and moral rules;

- Able to cooperate effectively in international regional or global structures and organisations;

- Capable of dealing with and cooperating with the media in order to help enable the success of an operation;

- Conversant with and able to properly handle technological innovation;

- More adaptable in the use of technological innovation for the command and control of forces on the battlefield, both to defend against its use by the enemy and to exploit its advantages;

- Able to recognise the potential of artificial intelligence in military operations;

- Knowledgeable in the field of cyber-security and modern communication threats and opportunities, and be able to share critical

information on cyber threats and cyber best practices;

- Able to conduct operations remotely and to manage a vast and complicated network of sensors;

- Competent at a personal and social level in the interests of effective leadership;

- Flexible, adaptable to the changing environment and able to demonstrate a cooperative mind-set;

- Capable of integrating themselves at supranational level, within the European identity, without compromising their own identity.

11. Competence Profile of the Military Officer

(Reference to chapter 1. Competence Profile of the Military Officer, Volume 2)

>> **CAN BE USED TO**

- Define MILOF-CORE learning outcomes focused on levels of military organisational architecture/ levels of operations;
- Inform the harmonisation of military officer competences reflected in the national occupational standards.

The competence profile represents the sum of the abilities necessary for the military officer to properly perform their profession with a certain degree of autonomy and responsibility.

These abilities are built on knowledge and skills acquired in various environments: on the job; through formal training and education programmes; during operations and exercises; or through social interaction and personal development [3].

The competences of the military officer could be grouped under 8 areas, as defined by the ESDC Implementation Group (Table 2). They are common to all services (land, navy, air force and gendarmerie), irrespective of arms or specialities. Four areas are assessed as *core competence areas* and cover professional competences, which are specific to the sector (military officer profession): Military service member; Military technician; Leader and Decision-Maker, and Combat-Ready Role Model. The other four areas are *transversal competence areas*, which although not specific to the profession, are modelled and adapted according to the characteristics of the profession: Communicator; Learner and Teacher/Coach; Critical Thinker and Researcher and International Security/Diplomacy Actor.

For each of these eight areas, competences have been formulated using the so-called descriptors. Operational language has been used to define competence profile descriptors. The descriptors reflect performance outcomes across all levels of military organisational architecture/operations, both on the job and during operations and exercises.

The competences described by the profile are based on the publicly available information in the ESCO database [4]. This information is, however, very generic (definitions in Annex 8 - Glossary of Terms), and ESCO does not cover competences for all military officers.

TABLE 2 - **COMPETENCE AREAS**

Competence Area	Description
Military service member	This area describes the officer's ability to operate as a soldier as part of constituted military structure in accordance with the national and multinational military doctrine and law.
Military technician	This area describes the officer's ability to operate a weapons platform/system and command and control communications, computers, intelligence, surveillance and reconnaissance (C4ISR) systems, and to sustain military operations.
Leader and decision maker	This area describes the officer's role as a leader and manager of subunits/units/formations, capable of making decisions and influencing the conditions of their organisation.
Combat-ready role model	This area describes the officer's ability and willingness to carry out missions that involve the highest foreseeable risks, and to ensure professional and ethical standards across all military activities.
Communicator	This area describes the officer's effectiveness as a communicator of organisational messages, conveying professional ideas and messages up and down the chain of command and in communication with the external world; the officer as a negotiator and mediator of conflictual situations.
Learner and teacher/coach	This area covers lifelong learning, the management of personal and professional development requirements, for the officer themselves and for others.
Critical thinker and researcher	This area describes the officer as a critical thinker and researcher, a pro-active interpreter of facts and situations, able to assess the impact of changes in the military domain and as a promoter of the military domain/science and art.
International security/diplomacy actor	This area covers the officer's diplomatic abilities and their role in promoting the organisation's interests and objectives in the international context.

For the purpose of the competence profile relevant to SQF-MILOF, military officers should possess a series of relevant competences for each level of the military organisational architecture/operations. A particular competence may be relevant for all levels. Nevertheless, a qualitative distinction should be drawn on the basis of the scope and complexity of the tasks at that level. For example, the competence 'lead military troops' should be understood differently at single arm branch and single service levels. In the case of single arm level, the officers 'lead the actions of military troops at low tactical level', whereas for the single service level, the officers 'lead the actions of military troops at tactical level'.

The Competence Profile forms the basis for defining learning outcomes for the relevant learning levels.

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[3] The European Qualifications Framework for lifelong learning (2017/C 189/03, 22 May 2017) defines 'competence' as 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. For a discussion on 'competence' in the context of EQF, see page 4 of (European Commission, 2016).

[4] European Commission, ESCO – European Skills/Competences, Qualifications and Occupations Database, https://ec.europa.eu/esco/portal/occupation. (last accessed 31/03/2021).

PART III - Elaborating the SQF-MILOF -Methodology, Model and Processes

⟫ SUMMARY PART III

In this part, the reader will be introduced to the SQF-MILOF methodology and model.

The SQF-MILOF was developed on the basis of the Competence profile described in the previous part.
The model selected reconciles learning complexity with the military focus of professional learning.

SQF-MILOF model introduces two linked elements, where learning is broken down horizontally and vertically :

> SQF-MILOF proper – learning complexity, horizontal progression

> MILOF-CORE – professional focus, vertical evolution

SQF-MILOF is an international sectoral qualifications framework (ISQF) for the profession of military officer. The main objectives of SQF-MILOF are to facilitate the comparison of national military qualifications in different MS and enable the harmonisation of minimum learning requirements/outcomes for the profession of military officer among the MS.

SQF-MILOF does not define one or more European military qualification(s) in the sense of the International Sectoral Qualifications (ISQ) described in the 'Study on International Sectoral Qualifications Frameworks and Systems: Final Report' [5]. SQF-MILOF is a structured/layered framework against which a MS can assess an indefinite number of national military qualifications (NMQs). Any NMQ assessed on the basis of the SQF-MILOF may become internationally recognised (regional level – EU).

12. SQF-MILOF Methodology

The drafters of the SQF-MILOF were aware that at the time of finalising the SQF-MILOF (2020), there was no formal mechanism to link the SQF-MILOF directly to the EQF. Nonetheless,

as described in the SQF-MILOF Charter, MS expressed a clear intent that the SQF-MILOF be designed to *be aligned and compliant with the EQF for lifelong learning.* In this context, the approach taken by the WG was to use the EQF level descriptors as a basis for interpreting and adapting learning complexity for the profession of military officer (the sector).

The WG took two main references into account in defining the number of levels. The first concerned the outcomes of the work conducted in 2014 by the Implementation Group, which wrote 'Level 6 SQF', with clear reference to 'Level 6 EQF'. On that occasion, the Implementation Group recommended that, in future, '[…] *a full SQF at levels 4 to 7 (8) for the military profession be developed as an implementation of the EQF'.*

The second reference concerned the survey conducted with MS to map NMQs. The answers to this survey showed that MS informally established a connection to an NQF/EQF level not only for formal higher education programmes (the levels of which are generally matched to those of the NQF), but also for vocational training (e.g. military career courses). The respondents to the survey assessed that most of the education and training programmes were at NQF/EQF level 6-7, with a few at level 8.

As opposed to most of the ISQF, the SQF-MILOF does not promote recognition of international military qualifications. These qualifications exist in all MS and some of them are levelled against their NQFs. The main aim of the SQF-MILOF is to facilitate the comparison of these existing qualifications among the MS. The best way to avoid the risk that two MS level two similar

FIG.6 - NMQS CONNECTION TO SQF-MILOF, NQF AND EQF

- SQF-MILOF link to EQF – Currently Informal, but totally aligned and complaint with EQF
- NQF link to EQF - Formal
- NMQ link to SQF-MILOF – Level learning complexity and military focus for all types of learning
- NMQ link to NQF – Level learning complexity, mostly higher education only
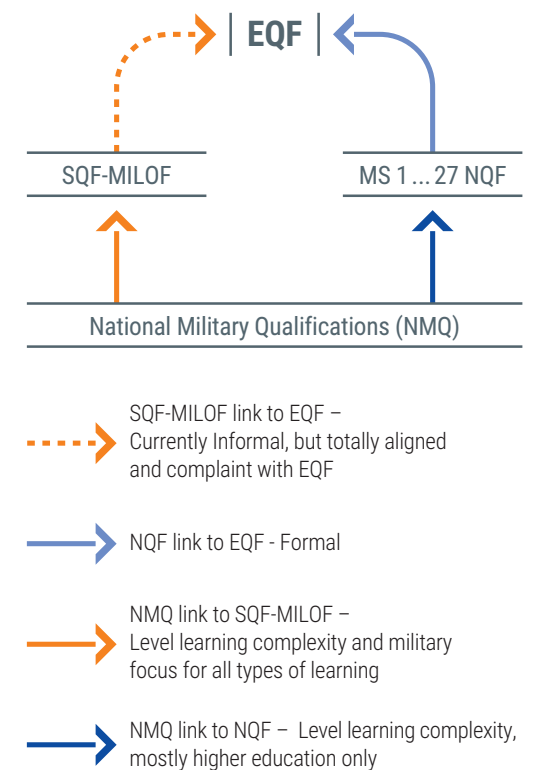
qualifications to two different EQF levels is by ensuring that there is a clear alignment between SQF-MILOF, NQF and EQF (Fig. 6).

In this context, the working group responsible for drafting the SQF-MILOF (WG) defined four SQF-MILOF levels (Levels 1 to 4) corresponding to four EQF levels (Levels 5 to 8).
The SQF-MILOF levels were described (level descriptors) by interpreting/adapting the generic language of the EQF to the sector-oriented descriptors, using terminology specific to the military profession.[6]

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[5] In 2016, the European Commission commissioned a study to examine the characteristics of international qualifications in various sectors. The study also covered frameworks and standards. It explored ways in which to link these to the European Qualifications Framework (EQF). The study offers important recommendations that can be of relevance for SQF-MILOF and its possible integration within the National Qualifications Framework (NQF) and EQF. Monika Auzinger et al., Study on International Sectoral Qualifications Frameworks and Systems: Final Report, July 2016, accessed on 15 November 2019, at https://op.europa.eu/en/publication-detail/-/publication/a2e4cdec-e781-11e6-ad7c-01aa75ed71a1.

[6] Initially, the SQF-MILOF was defined in terms of four learning levels (Enabling, Advanced, Expert and Senior Expert) associated to four career levels (Entry, Initial, Intermediate and Superior), which envisaged an association of learning complexity with the progression of the military career. In response to the recommendations made by the external evaluation team, the SQF-MILOF was reviewed and learning complexity was disconnected from the levels of military career.

In this respect, the SQF-MILOF is organised on four learning levels (Table 3):

- Level 1
  (informally aligned/corresponding to EQF 5)
- Level 2
  (informally aligned/corresponding to EQF 6)
- Level 3
  (informally aligned/corresponding to EQF 7)
- Level 4
  (informally aligned/corresponding to EQF 8)

TABLE 3 - **SQF-MILOF LEVEL DESCRIPTORS**

Levels	Level 1 EQF 5	Level 2 EQF 6	Level 3 EQF 7	Level 4 EQF 8
Knowledge	Comprehensive and specialised knowledge of the military domain.	Advanced knowledge of the military domain involving a critical understanding of the theory and principles of the military science and art.	Highly specialised knowledge of the military domain as the basis of original thinking across multiple branches/ services.	The most advanced knowledge of the military service and at the interface between the different military services
Skills	A comprehensive range of cognitive and practical skills required to develop various creative options and plans to implement specific military tasks and actions.	Advanced skills, demonstrating the innovation required to solve complex unpredictable problems in the application of military science and art.	Specialised problem-solving skills required to advise and develop new knowledge and procedures and integrate knowledge from different branches or military services.	The most advanced and specialised skills and techniques of the military domain, required to solve critical problems in research and/ or innovation, development of new knowledge, enabling a joint employment of military structures.
Responsibility and Autonomy	Exercise limited command and control functions of military activities in a fluid and continuously changing, unpredictable operating environment.	Exercise command and control of complex tactical and technical activities and tasks, taking responsibility for decision making in unforeseen circumstances. Take responsibility for managing professional development of subunits/units/ structures under his/ her responsibility.	Manage and transform complex military tasks and activities within unpredictable contexts with strategic consequences. Take responsibilities to lead and manage military organisations.	Demonstrate substantial authority, innovation, autonomy in the development of advanced and complex new military strategies and policies in the military domain including research. Take responsibility to lead and strategically manage joint organisations.

13. SQF-MILOF Model

In general, qualifications framework elaborate on learning outcomes (LOs) that increase in complexity with each level. As far as the professional military community is concerned, it was clear that there was a need to understand not only how complex the learning for that qualification is but also the focus of that qualification with regard to military organisational architecture / levels of operations, hence the need for additional professional–focused LOs. This aspect was solved by breaking down the SQF-MILOF proper (main framework) into a more detailed, military focused sub-framework, namely the MILOF Core Curriculum (MILOF-CORE). (Fig. 7).

FIG.7 - **SQF-MILOF AND MILOF-CORE RELATIONSHIP. LEARNING TO ACQUIRE COMPETENCES FOR THE MILITARY OFFICER PROFESSION**
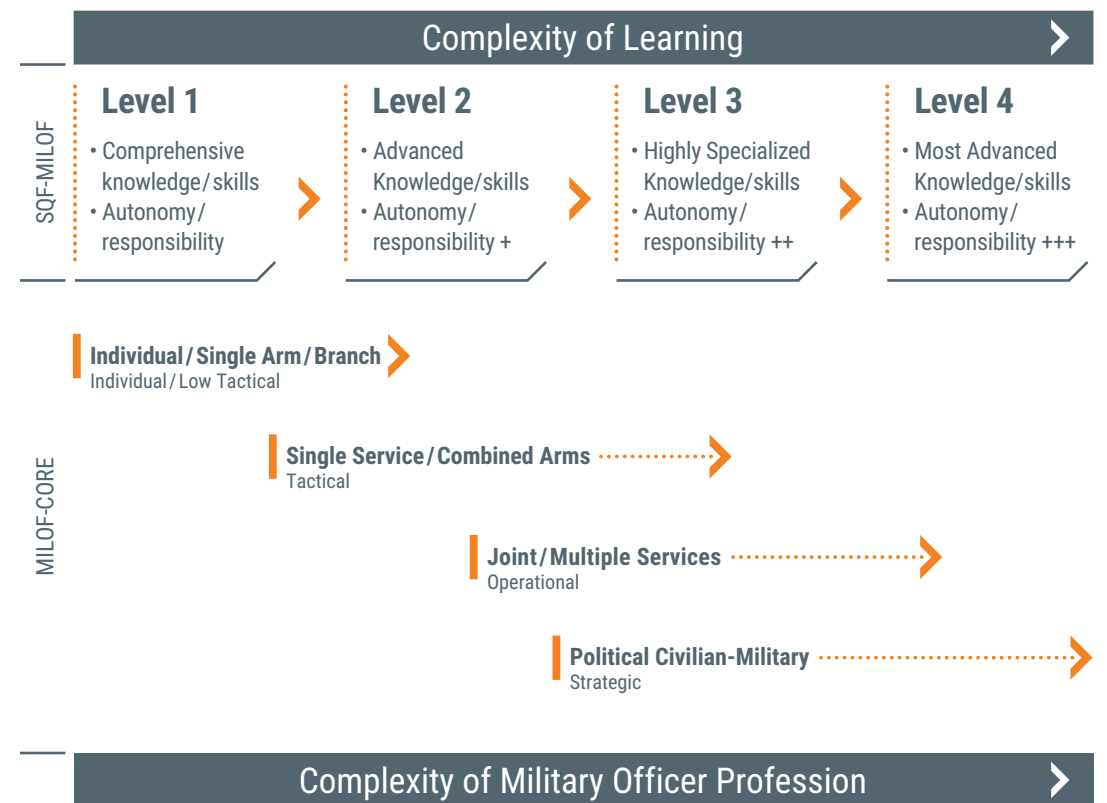
13.1. SQF-MILOF Learning Outcomes

SQF-MILOF is based on the competence profile of a military officer. It has been formulated as the LOs (knowledge, skills, autonomy and responsibility) an officer should reach in the eight competence areas (as described in Chapter 11. Competence Profile of the Military Officer in this volume).

SQF-MILOF LOs have been developed on the basis of MS answers to a questionnaire circulated together with the call for contributions at the beginning of the project. In a first step, the SQF-MILOF WG defined a number of learning areas (reference Chapter 2. Learning Areas, volume 2) that group LOs in a disciplinary context. The complexity of learning within each area and the relevance of learning areas vary with career levels. In a subsequent step, subgroups of the SQF-MILOF WG set out the learning outcomes for each SQF-MILOF level, based on the Competence profile, for each learning area. To verify how each competence in the Competence profile is supported by learning, the SQF-MILOF WG produced a correspondence matrix indicating the link (reference Chapter 3. Correspondence Matrix. Competences and Learning Areas, volume 2).

Therefore, the SQF-MILOF frames professional learning for military officers into **four levels of complexity** (SQF-MILOF proper) and focuses its scope on **four levels of operations** or military organisational architecture (MILOF-CORE). In practical terms, the four levels of complexity of learning range from comprehensive (level 1) to the most advanced knowledge and professional skills (Level 4), whereas the four levels of operations focus the learning relevant from the individual and low tactical level (Single Arm/Branch) up to the strategic level (Political Civil-Military).

13.1.1. SQF-MILOF Proper Learning Outcomes

(Reference to chapter 4. SQF-MILOF Proper, Volume 2)

>> **CAN BE USED TO**

• Inform interested audience about the learning for the military officer profession and its link to EQF and NQF;
• Assign a level to military qualifications and describe the learning outcomes on the diploma/ certificate supplements;
• Indicate the level of the relevant education and training requirements in the job descriptions of relevant EU-level and multinational headquarters.

SQF-MILOF proper is a synthetic set of high-level LOs, aimed at facilitating the comparison of similar qualifications. LOs for the purpose of the SQF-MILOF proper are high-level overarching statements intended to cover learning in all its expressions : formal education programmes, vocational training undertaken in the course of the career, skills acquired on the job, experience from operations and exercises, and even informal learning from personal reading or from professional and social interaction. SQF-MILOF covers learning irrespective of the service, hence its joint military and universal character.

The LOs for the purpose of SQF-MILOF proper are formulated as knowledge, skills and autonomy/responsibility in broad terms at the level of 'Competence areas', to ensure a broad coverage for all types of learning and qualifications. Transversal competences should not be conflated with specialist competences covering the domains of communication, pedagogy or diplomacy, for example.

The primary beneficiary is the human resources department dealing with qualifications in each MS. Its LOs describe the progression of complexity in learning for the profession of military officer (from level 1 to level 4), by competence areas, without reference to the career level but with an indirect/informal link to EQF levels (from 5 to 8). The informal link to the EQF will act as a pointer (without being authoritative) for MS to consider possible correspondence to the EQF levels. This informality could be formalised when most of the MS have levelled their NMQs to the relevant SQF-MILOF level.

13.1.2. Core Curriculum for Military Officers (MILOF-CORE) Learning Outcomes

(Reference to chapter 5. MILOF-CORE, Volume 2)

>> **CAN BE USED TO**

• Design and develop new, or review existing, education or training programmes;
• Level formal qualifications against SQF-MILOF and MILOF-CORE;
• Visualise how complex the understanding of military profession is, relative to a specific focus of the military organisational architecture or level of operations.

MILOF-CORE is an expansion of the SQF-MILOF, composed of detailed, sub-LOs, organised along the same structure as the SQF-MILOF. It describes the progression of learning complexity for the profession of military officer (core curriculum-level learning outcomes by learning areas), grouped by level of military organisation/operations. In this respect, the MILOF-CORE describes learning relevant for each of the following four levels:

• SINGLE ARM/BRANCH (learning at this level focuses on the individual and low tactical level)

• SINGLE SERVICE (learning at this level focuses on the tactical level)

• JOINT/MULTIPLE SERVICES (learning at this level focuses on the operational level)

• POL/CIV-MIL (learning at this level focuses on the strategic level)

MILOF-CORE serves multiple purposes. First, it helps education and training providers design and develop new, or review existing, education or training programmes, and level formal qualifications against SQF-MILOF and MILOF-CORE. Second, it is adapted to help individual learners visualise how complex their understanding of the military profession is, relative to a specific focus of military organisational architecture or level of operations. The LOs for the purpose of MILOF-CORE avoid predefined domains (knowledge/skills and autonomy/responsibility), as they are difficult to address and replicate in teaching, learning and assessment, and are written at the level of learning areas subordinated to competence area.

PART IV - Anticipating Implementation of the SQF-MILOF - Roadmaps for European and National Levels

⟫ SUMMARY PART IV

To be of value, the SQF-MILOF should be implemented at EU and national levels.

> EU level – describing job competences at SQF-MILOF and MILOF-CORE levels – to facilitate recruitment and encourage professional development

> National level – levelling of military qualifications to SQF-MILOF – to communicate across all MS a common vision

> Individual level - position professional knowledge and skills against MILOF-CORE learning levels – to encourage professional development

Two roadmaps are proposed in this part, to help MS implement the SQF-MILOF and MILOF-CORE at national/ individual level.

Moreover, MS will have access to a Military Qualifications Database to share and compare their qualifications.

Trust in national qualification is gained if quality is guaranteed. Therefore, military education and training providers should adhere to agreed quality assurance principles described in this part.

The implementation of the SQF-MILOF will be carried out under the supervision of the relevant national authorities, namely human resources departments and NQF relevant departments; via the designated points of contact (POCs).

At EU level, multinational and EU military structures and organisations could reflect the required level of qualifications in the job descriptions of officer posts, using the SQF-MILOF and MILOF-CORE levels. In so doing, MS will have common reference points for qualifications, regardless of the duration, titles or systems in which these are acquired.

At national level, by levelling or linking NMQs with relevant SQF-MILOF levels (informally linked to the EQF levels), competent authorities will contribute to achieving a coherent and mutually recognisable system of military qualifications at EU level. Levelling means assigning a SQF-MILOF level to NMQs, based on the assessment of how that qualification meets the SQF-MILOF learning outcomes.

At the level of military education and training entities, the MILOF-CORE offers sufficient detail for comparing NMQs to the relevant MILOF-CORE levels and refining existing or developing new programme curricula.

At an individual level, officers at various levels of their career should be able to check and position their professional knowledge and skills against MILOF-CORE learning levels and understand their competences in order

to take up an EU-level job in a multinational/ EU-level structure, for example. It is important that national education and training providers facilitate the validation of learning acquired in non-formal and informal settings, in accordance with the recommendations at EU level in this regard (Fig. 8).[7]

FIG.8 - **POSSIBLE OUTCOMES OF THE ROADMAPS FOR EUROPEAN AND NATIONAL LEVELS**
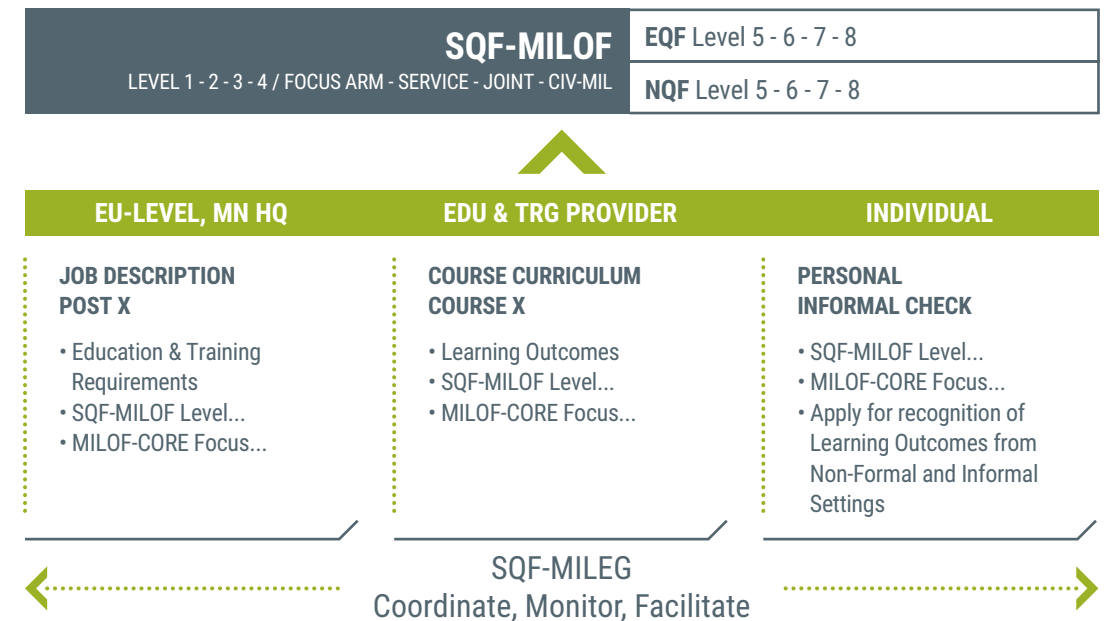
14. Levelling NMQs to SQF-MILOF and Defining their Military Focus to MILOF-CORE

Levelling NMQs with the SQF-MILOF means defining the learning complexity of that NMQ by assigning it an SQF-MILOF level: 1, 2, 3 or 4. The SQF-MILOF learning outcomes can help the relevant national authorities identify the learning complexity of an existing NMQ or help them define the learning complexity for a new NMQ, in accordance with the SQF-MILOF levels. The SQF-MILOF level and its corresponding learning outcomes could then be displayed on the diploma/ certificate supplement. Levelling would serve a general education purpose. Firstly, it would help national competent entities understand the connection of the NMQ with the NQFs. Secondly, levelling would help other stakeholders, at EU-level, recognise the links between the NMQs and the EQF.

[7] Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, which invites Member States to put in place arrangements for validating non-formal and informal learning linked to NQFs. (OJ C 398, 22.12.2012).

FIG.9 - LEARNING FOR MILOF PROFESSION IS COMPLEX AT SQF-MILOF LEVELS AND FOCUSED ON MILOF-CORE LEVELS

1 / EQF 5	2 / EQF 6	3 / EQF 7	4 / EQF 8
Learning Complexity	SQF		
	MILOF		
	CORE		Professional Military Focus
SINGLE ARM			
	SINGLE SERVICE		
		JOINT MULT. SERV	
			POL CIV-MIL
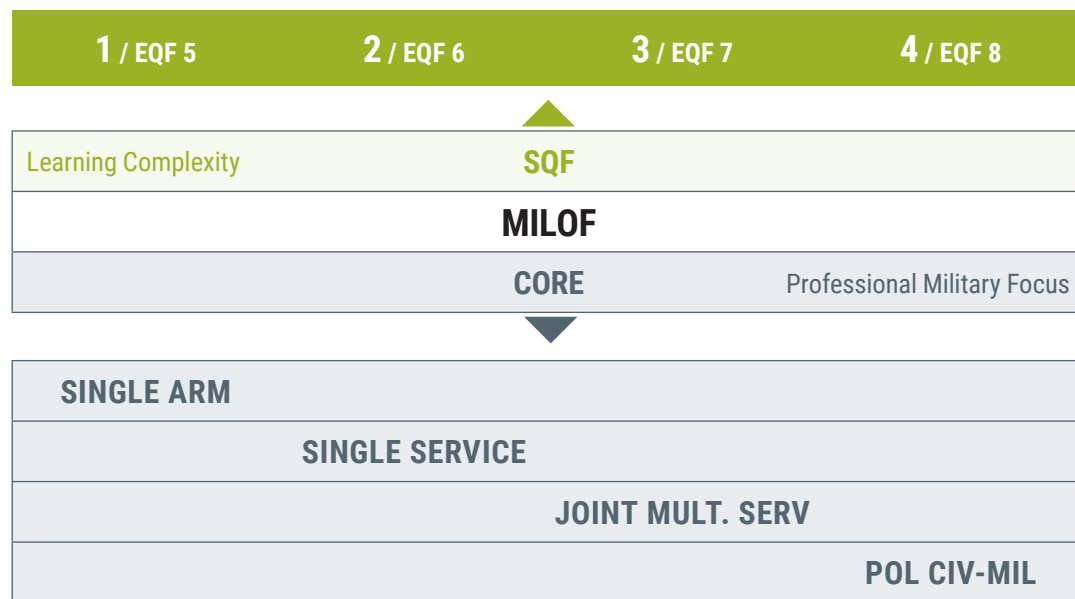
Defining the military focus of an NMQ implies positioning the learning outcomes on one of the sections of the military organisational architecture described by the MILOF-CORE: single arm / branch; single service; joint / multiple service; political / civilian-military. As far as the military professional community is concerned, there may be a need to understand not only how complex the learning for that qualification is, but also the focus of that qualification with regard to military organisational architecture / levels of operations,

in accordance with the MILOF-CORE levels (Fig. 9). This requirement would satisfy a more precise comparison between similar qualifications, facilitate mobility of learners among the MS and overall interoperability between officers from different MS.

The process below (Fig. 10)[8] describes the steps of assigning a SQF-MILOF level and defining the focus from the MILOF-CORE to a NMQ (a template and an example are presented in Annex 6):

FIG.10 - LEVELLING NMQS TO SQF-MILOF AND DEFINING THEIR MILITARY FOCUS TO MILOF-CORE. FIVE-STEP PROCESS

Identify the qualification → Identify key KLOs → Match KLOs to MILOF-CORE & SQF-MILOF → Determine the SQF-MILOF level → Determine the military focus

[8] This model of levelling has been adapted based on the Sectoral Qualifications Framework for the Active Leisure Sector, page 32, Retrieved 10 November 2020 from http://www.ehfa-membership.com/sites/europeactive-euaffairs.eu/files/projects/SIQAF/Full_PATHWAY_report.pdf.

Steps:

1 Identify the NMQ and its constituent elements. Fill in a pre-defined form.

2 Identify the NMQ's key learning outcomes (KLOs) in the core competence areas required to achieve the overall goal of the NMQ. Produce the list. The KLOs are those learning outcomes that are critical for achieving the overall goal of the qualification.

3 Match the NMQ KLOs with the learning outcomes of the relevant learning areas in the MILOF-CORE focus and at

the appropriate SQF-MILOF level. Fill in the appropriate columns with KLOs defined in step 2, by indicating the corresponding MILOF-CORE learning outcomes. Mark each record / row with the corresponding SQF-MILOF level and MILOF-CORE focus.

4 Determine the SQF-MILOF level of the NMQ. The NMQ level is given by the SQF-MILOF level of the majority of the KLOs derived in step 3.

5 Determine the military focus of the NMQ. The military focus is given by the MILOF-CORE focus of the majority of the KLOs that yielded the SQF-MILOF level, derived in step 3.

15. Levelling Individual Learning to SQF-MILOF and MILOF-CORE Levels

At an individual level, officers at various points in their careers should be able to verify and position their professional knowledge and skills against MILOF-CORE learning levels and understand, for example, their competences

to take up an EU-level job in a multinational / EU-level structure. It is important that national education and training providers facilitate the validation of learning acquired in non-formal and informal settings, in accordance with the recommendations at EU level in this regard.

In order to identify the level of their knowledge, skills, autonomy, and responsibility, the individual learners would follow the following steps (Fig. 11):

FIG.11 - LEVELLING INDIVIDUAL LEARNING TO SQF-MILOF AND MILOF-CORE LEVELS. FOUR-STEP PROCESS

Assess the individual proficiency → Define the type of learning → Self-assess the overall learning level → Validate non-/informal learning
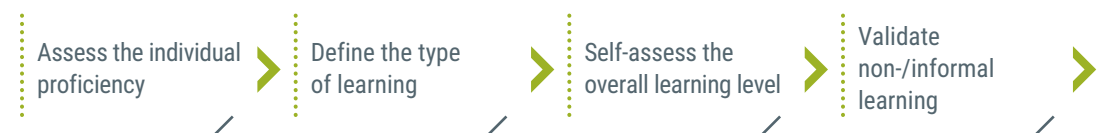
Steps：

1 **Assess the learning outcomes** that have been acquired in each learning area of the MILOF-CORE (horizontally). Highlight the learning outcomes at the highest level of complexity on each line / learning area. It is implied that the lower level has been a prerequisite / prior learning for the identified level. It is perfectly possible to have different learning levels on different lines / learning areas.

2 **Define the type of learning** for each highlighted learning outcome: formal (academic, vocational), informal (on-the-job, participation in operations, exercises etc.)

or non-formal (participation in community of practice or interest, social learning etc.).

3 **Self-assess the overall individual learning** profile/level. The individual profile an officer creates through self-assessment is the sum of the highest learning outcomes highlighted on each line / learning area. It is possible that the overall learning level of an officer is higher than the actual learning level given by the formal qualifications obtained during their career.

4 **Apply for validation** of learning outcomes acquired in non-formal and informal settings in specific learning areas, according to national procedures aligned to the current EU recommendations.

16. Military Qualifications Database (MQD)

The SQF-MILOF WG conducted a survey to examine how military training and education programmes (qualifications) are organised (awarded) by the MS throughout and across all levels of a military officer's career.
The results of this survey helped the WG understand how learning for the profession of military officer progresses in the military training and education systems of the MS, and confirmed the validity of the SQF-MILOF learning levels.

An unintended but positive effect of this survey was the identification of a need to collect and record the survey data so that they could be accessible to the MS in a web-based, open source MQD.

The MQD will offer an improved and transparent means to compare similar military education and training programmes (qualifications) organised (awarded) by the MS. An illustrative example of how this database can facilitate the levelling of the NMQ to SQF-MILOF/MILOF-CORE and ensure indirect linkage to NQFs and the EQF is shown in Annex 3.

17. Quality Assurance Principles that Apply to Military Qualifications

One of the objectives of SQF-MILOF is to facilitate the quality assurance of military education and training programmes, and thereby increase the quality of military education and training activities.

FIG.12 - **NMQ FOLLOW THE EQF AND SQF-MILOF QUALITY ASSURANCE PRINCIPLES**

National Military Qualifications (NMQs)

European Standards and Guidelines for Quality Assurance in the European Higher Education Area
European Quality Assurance in Vocational Education and Training

EQF Quality Assurance Principles

SQF-MILOF Quality Assurance Principles

The SQF-MILOF WG explored quality assurance within the national systems for military qualifications in several MS. The aim was to understand the degree to which they follow European quality assurance principles.
This, in turn, helped the WG propose similar principles for military qualifications relevant to SQF-MILOF.

17.1. European Quality Assurance Principles

In the context of NQFs, quality assurance has been defined as the 'Processes and procedures for ensuring that qualifications, assessment and programme delivery meet certain standards' (Tuck, 2007).

The EQF is described in the Council Recommendation of 22 May 2017, Annex IV of which sets out the ten principles for qualifications covered by NQFs or systems referenced to the EQF.
It is recommended that all qualifications at EQF level be quality assured to enhance trust in their quality and level. In accordance with national circumstances, and taking into account sectoral differences, quality assurance of qualifications with an EQF level should[9]:

1 address the design of qualifications and application of the learning outcomes approach;

2 ensure valid and reliable assessment in line with agreed and transparent learning outcomes-based standards and address the process of certification;

3 consist of feedback mechanisms and procedures for continuous improvement;

4 involve all relevant stakeholders at all stages of the process;

5 be composed of consistent evaluation methods, associating self-assessment and external review;

6 be an integral part of the internal management, including sub-contracted activities, of bodies issuing qualifications with an EQF level;

7 be based on clear and measurable objectives, standards and guidelines;

8 be supported by appropriate resources;

9 include a regular review of existing external monitoring bodies or agencies, carrying out quality assurance;

10 include the electronic accessibility of evaluation results.

[9] These common principles are fully compatible with the European Standards and Guidelines (ESG) for Quality Assurance in the European Higher Education Area and with European Quality Assurance in VET (EQAVET).

17.2. SQF-MILOF
Quality Assurance Principles

MS, in their pursuit of developing interoperable forces and professional military personnel based on similar training and qualifications, are interested in education and training programmes that define similar learning outcomes. However, the mere existence of these programmes is not sufficient unless there is trust in the quality of their products.

According to recital (14) of the EQF, *'trust in the quality and level of qualifications that are part of national qualifications frameworks or systems referenced to the EQF is essential in order to support the mobility of learners and workers within and across sectoral and geographical borders.'*

When it comes to quality of education and training, international and European quality standards[10] are the recognised criteria against which institutions demonstrate the value and consistency of their efforts.

As is the case for the EQF, SQF-MILOF is a meta-framework that does not dictate the standards to which MS should educate and train their personnel. SQF-MILOF is an inclusive platform that helps MS visualise the pan-European spectrum of learning for the profession of military officer. A secondary objective of SQF-MILOF is to facilitate mobility through exchanges of officers at all levels of a military career; hence the need for transparent and quality-assured programmes offered by MS for this purpose.

The analysis of the MS description of their quality-assured military qualifications shows compliance with the principles set out in the

EQF. Military education institutes in the MS follow the quality principles used in higher education. These are aligned with the Standards and Guidelines for Quality Assurance (Fig. 12) in the European Higher Education Area.

Therefore, the SQF-MILOF WG has recommended that MS that assign a SQF-MILOF level to their NMQs ensure that those qualifications comply with the quality assurance principles defined by the EQF (Annex IV), described above.

18. SQF-MILOF Ad-hoc
Executive Group

Levelling NMQs to relevant SQF-MILOF is the responsibility and competence of the MS. Individual MS link academic qualifications (e.g. military bachelor and master degrees) to the relevant NQF levels. To a lesser extent, MS link military vocational qualifications (e.g. obtained through career courses). For example, the National Coordination Point of the Netherlands Qualifications Framework (NCP-NLQF) levelled the 'Intermediate Staff Officer Course' against Level 6 NLQF, and that particular diploma displays the level accordingly.

To achieve the objectives and overall goal of the SQF-MILOF, an ad-hoc executive group (SQF-MILEG) set up at EU level should facilitate the levelling of NMQs. This governance body would ensure coherence and transparency across national systems for military training and education.

The SQF-MILEG should agree on a set of criteria and procedures (similar to those used by

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EUFOR RCA - A new Spanish contingent in Bangui.

the EQF Advisory Group) that would require MS willing to implement SQF-MILOF to demonstrate, inter alia:

• The link between the qualifications and the SQF-MILOF level descriptors;

• The fact that national qualifications are based on the principle and objective of learning outcomes and are related to

arrangements for the validation of non-formal and informal learning and, where appropriate, to credit systems;

• The transparency of the procedures for the inclusion of qualifications in the SQF-MILOF;

• The fact that the NMQ levelled to SQF-MILOF are quality assured in accordance with the principles specified in Annex IV of the EQF.

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[10] The Standards and Guidelines for Quality Assurance in the European Higher Education Area and the European Quality Assurance Reference Framework for Vocational Education and Training.

PART V - Validating the SQF-MILOF Instruments

>> **SUMMARY PART V**

The SQF-MILOF Package underwent a rigorous evaluation and validation processes, including revealing the final product to several stakeholders.

This part describes the main findings and conclusions of four independent processes:

> external evaluation by a team of internationally recognised experts

> formal validation by the competent authorities at national level

> informal validation by selected military education and training providers

> informal validation by volunteer officers from all MS.

After extensive consultation with MS, the SQF-MILOF WG, with direct support from the EUMS, completed the SQF-MILOF Package at the end of 2020. In accordance with the SQF-MILOF Charter, the SQF-MILOF Package underwent rigorous evaluation and validation processes, including revealing the final product to several stakeholders.

On the one hand, the intention was to expose the SQF-MILOF package to entities that have an independent, unbiased role and expertise in the development of such frameworks. On the other hand, the product had to be verified by those who have both a direct and an indirect interest in exploiting the framework as part of their institutional responsibilities.

In the first category of validators, the SQF-MILOF WG decided to invite a team of internationally recognised experts to evaluate the SQF-MILOF against several criteria. In the second group of stakeholders,
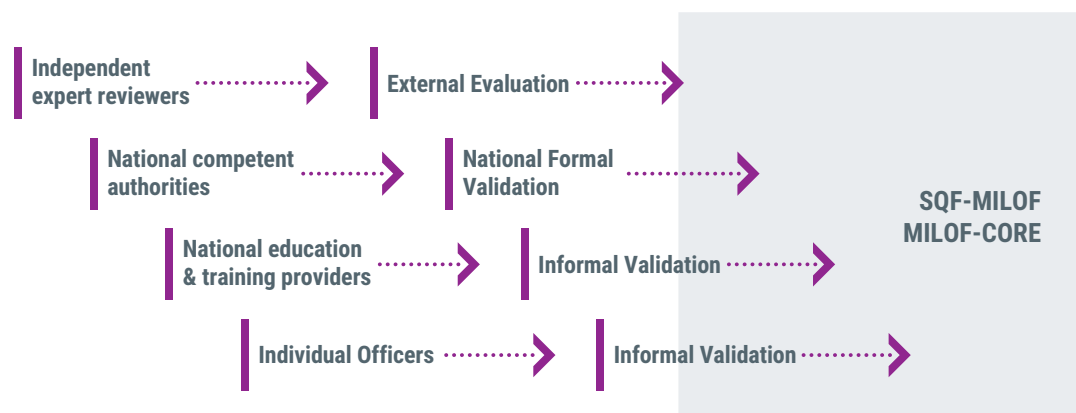
the WG consulted and invited various national institutions and individuals to express their views on the value and utility of the product and informally test its potential use (Fig. 13).

19. SQF-MILOF External Evaluation

The ESDC contracted a team of three experts composed of Professor Bairbre REDMOND, Senior expert and promoter of the Bologna process, Dr Julie Therese NORRIS, Senior expert in qualifications framework and drafting of learning outcomes and Dr Allan Thomas DAVIDSON, International higher education consultant. The external evaluation team carried out an assessment of the processes undertaken for the development of the SQF-MILOF, with particular emphasis on the structure of the SQF-MILOF and the definition of learning outcomes for each level.
The focus was on determining to what extent the development of the SQF-MILOF has taken into consideration the European good practice in qualifications frameworks development, the European quality assurance principles and harmonisation of the learning outcomes of military officers studying at all levels. Based on the in-depth analysis, the team offered extensive recommendations on the follow up process and on facilitating the implementation of the SQF-MILOF at national level.

In an interim report, the review team acknowledged the considerable work undertaken by the SQF-MILOF WG over the past three years, and the far-ranging consultation process that has underpinned its work.
At the same time, the experts assessed that there were several areas that needed to be further addressed, and they included a series of recommendations for improvement.

In particular, the team suggested a better link between the SQF-MILOF and the EQF levels, revisiting the vertical and horizontal consistency of the learning outcomes and reviewing and clarifying implementation options.

The SQF-MILOF WG applied the proposed remedial actions and submitted the reviewed SQF-MILOF package for a final assessment. Through the final evaluation report, the external evaluators appreciated the considerable revisions of the initial draft report, and that the work completed by the WG had resulted in significant progress with SQF-MILOF, delivering a final product of quality, relevance and immediate value to the sector.

The external evaluators emphasised that the high-level approach in the draft report addresses specific European military concerns and objectives in order to promote interoperability and cooperation. In parallel, the approach was considered consistent with more general, high-level purposes underpinning the European reform of higher education (HE) and vocational education and training (VET), shaped by the Bologna and Copenhagen processes and the European Qualifications Framework (EQF).

The complete final external evaluation report can be found in Annex 4.

20. SQF-MILOF National Formal Validation

The main users of the SQF-MILOF package are the MS, through their competent authorities and institutions; hence the decision to involve MS at the right level and invite them to validate the SQF-MILOF package in a formal manner. In this regard, the ESDC administered a questionnaire aimed at consulting national

FIG.13 - SQF-MILOF VALIDATION

Independent expert reviewers	·····>	External Evaluation	·····>	
National competent authorities	·····>	National Formal Validation	·····>	SQF-MILOF MILOF-CORE
National education & training providers	·····>	Informal Validation	·····>	
Individual Officers	·····>	Informal Validation	·····>	

competent authorities with regard to the utility and completeness of the SQF-MILOF and their intention to further consider its implementation at national level. It was clearly stated that the validation would be a non-binding acknowledgement of the SQF-MILOF Package, without necessarily committing to implementing it at this stage.

The validation questionnaire consisted of two parts. The first part aimed to build an understanding of MS' level of familiarity with qualifications frameworks at EU, national and sectoral levels and potential knowledge gaps, and to derive possible options for increasing awareness in that regard. The second part aimed to facilitate the validation process by promoting the SQF-MILOF at national level and encouraging MS to make use of its components and link their national military qualifications to relevant SQF-MILOF levels.

Nineteen MS have taken part in the survey and have answered the questionnaire. All respondents found the SQF-MILOF very useful and appreciated it as a good opportunity to contribute to the transparency of qualifications and help improve the interoperability of military officers across the European Union' armed forces. The SQF-MILOF is clear and comprehensible and satisfactorily covers an important percentage of MS needs. Most MS encourage the establishment of a SQF-MILOF governance body and also the signing of an implementation protocol. However, most MS acknowledge that the initiative must be popularised, and that its successful implementation requires broader interaction between several national stakeholders. The overall positive stance of the MS represents a validation of the SQF-MILOF package, providing that competent national authorities devote further detailed and non-binding consideration to its successful implementation at national level. The main findings and the outcomes of the analysis are presented in Annex 5.

21. SQF-MILOF Informal Validations

The formal validation offered important conclusions, most of which were stated in terms of possible further intentions to adopt the process and its outcomes. However, the WG went even further and reached out to the end users of the SQF-MILOF package, this time in an informal manner. In this regard, the ESDC Secretariat launched two informal validations. The first validation was conducted with seven volunteer training and education providers from six MS, in principle to test the five-step process (roadmap) for levelling NMQs to SQF-MILOF and defining the military focus against the MILOF-CORE described in Chapter 14, "Levelling NMQs to SQF-MILOF and defining their military focus against the MILOF-CORE", in this volume. The second validation was conducted with 36 volunteer officers from 26 MS serving with the EU Military Staff to verify to what extent the learning outcomes described by the SQF-MILOF and MILOF-CORE cover the actual knowledge, skills, responsibility and autonomy acquired by individual officers in the MS during their careers (in accordance with the proposed four-step process described in chapter 15 "Levelling individual learning to SQF-MILOF and MILOF-CORE levels", in this volume).

21.1. SQF-MILOF Informal Validation by the Education and Training Providers

The ESDC Secretariat invited several training and education providers from the ESDC network to test the five-step process of levelling NMQs to the SQF-MILOF and defining the military focus against the MILOF-CORE. They were provided with an extract from the SQF-MILOF Package and an example (Appendix 1 to Annex 6) and

were invited to fill out a form using a representative programme from their portfolio, leading to an NMQ (e.g. higher education programme, vocational career course). In addition, they were invited to answer a short questionnaire.

The aim of the informal validation was to verify to what extent the learning outcomes described by the SQF-MILOF and MILOF-CORE can be used to assign an SQF-MILOF level and define a MILOF-CORE military focus to a selected NMQ and improve or refine relevant national programme/course curricula leading to an NMQ.

Seven training providers from six MS answered the request and completed the suggested process (described in Chapter 14, "Levelling NMQs to SQF-MILOF and defining their military focus to MILOF-CORE" of this volume), using various programmes to test the five-step process (Appendix 2 to Annex 6).

Most education and training providers found the process easy to complete, given also the clear instructions offered in advance. Some of them needed time to familiarise themselves with the entire SQF-MILOF concept, and therefore the exercise was sometimes time consuming. The example/template that was provided in advance was of great assistance and greatly contributed to easier and faster understanding.

The majority of respondents found all of the necessary MILOF-CORE outcomes, which matched the national learning outcomes very well. Some observed that the constantly changing environment and new security challenges require the permanent revision of military education systems, and hence regular updating of MILOF-CORE will be required.

Most education and training providers found the process easy to follow, and very useful to compare different training from different MS. The different steps are logical and lead to a coherent result in the process.

This informal validation confirmed that the SQF-MILOF and MILOF-CORE are functional and useful tools that can be used for multiple purposes. First, national training providers can use these tools to develop new curricula or refine/improve existing ones by using MILOF-CORE learning outcomes. Second, the five-step process was validated, and it can satisfy the requirement to assign a SQF-MILOF level and a MILOF-CORE focus to their NMQs, thus facilitating the comparison among different similar qualifications granted by different MS.

21.2. SQF-MILOF Informal Validation by the Individual Officers

In a second informal validation process, the ESDC Secretariat invited the EUMS to test the first three steps of the four-step process of levelling individual learning to the SQF-MILOF and MILOF-CORE, as described in Chapter 15, "Levelling individual learning to SQF-MILOF and MILOF-CORE levels", in this volume .

The aim of the informal validation was to verify to what extent the learning outcomes described by the SQF-MILOF and MILOF-CORE cover the actual knowledge, skills, responsibility and autonomy acquired by individual officers in the MS during their career.

Thirty-six officers (with the rank of Major, Lieutenant Colonel and Colonel) assigned to the EUMS from twenty-six MS answered the request and completed the suggested process (Colonel: 10 officers commissioned from 1981 to 1996; Lieutenant Colonel: 22 officers commissioned from 1983 to 2005; Major: 4 officers commissioned from 1997 to 2006). The ESDC briefed the officers on the expected outcome and provided them with detailed guidance on the process and a template. The officers were invited to fill out a form

based on their individual learning profile and answer a short questionnaire. The EUMS coordinator anonymised the answers (only the rank and commissioning year were known), before centrally submitting them to the ESDC Secretariat for analysis.

Most respondents found the process practical, complete, and considered it relatively simple to identify learning outcomes for their profile; this confirms the pan-European character of the SQF-MILOF/ MILOF-CORE and the high degree of interoperability at this level of career. Acknowledging its relative high-level descriptors, the respondents assessed that the process was meaningful but required careful preparation by reading all of the learning outcomes before matching the individual collection of training activities and appointments to the SQF-MILOF/ MILOF-CORE relevant learning outcomes. An important aspect for some respondents was self-assessing learning from programmes completed a long time ago.

Respondents belonging to all services (Army, Navy, Air Force), managed to find meaningful learning outcomes regardless of their service; this confirms the joint, universal character of the SQF-MILOF/MILOF-CORE. Moreover, almost all respondents were able to match all of their learning with SQF-MILOF/MILOF-CORE learning outcomes, which confirms the completeness of the framework.

Overall, the proposed four step-process to level individual learning to SQF-MILOF and MILOF-CORE levels was favourably received by EUMS officers, with most respondents considering it appropriate and effective.

The individual informal validation exercise was primarily meant to check whether there is any learning missing from the professional military learning environments for officers and to verify the relationship between learning complexity and career progression and rank. In this regard, although the common perception might be that the longer a person is in service (i.e. the higher their rank) the higher the complexity of learning is, in reality, officers, even at an advanced stage of their career, could learn a skill at a lower level of complexity.

The conclusion was that the SQF-MILOF and MILOF-CORE cover the entire spectrum of knowledge, skills, responsibility and autonomy that may be acquired by individual officers in the EU MS during their careers. The proposed process of levelling individual learning is straightforward and may be used by individual officers to define their learning profiles and request that competent national authorities recognise learning acquired in non-formal and informal settings.

The main findings and the outcomes of this informal validation are presented in Annex 7.

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EU Naval Force Warship, ESPS Rayo, met local fishermen at sea

Annexes

European Union Naval Force Somalia Operation Atalanta.

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ANNEX 1 ▪ **SQF-MILOF Community**
(Reference to chapter 1. Background)

SQF-MILOF Working Group (WG)
National Representatives (Rep) and Points of Contact (POC)

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		LtCol (r) Richard SAIBERT (Rep)	University of Defence	
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12	VAdm (r) Cesare CIOCCA	ISTRID	
13	Mr. Wilfried BOOMGAERT	Ministry of Education and Training Flemish Community of Belgium	
14	Mr. Steven BAINBRIDGE	European Centre for the Development of Vocational Training – CEDEFOP	

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3	Col (r)	Milan KRAUS	CZ, Personnel Agency of the Armed Forces
4	Mr.	Alin BODESCU	EU, European Security and Defence College

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2	LtCol	Ronald GENNE	BE, Defence College
3	Col (r)	Milan KRAUS	CZ, Personnel Agency of the Armed Forces
4	LtCol	Marian FICA	CZ, Personnel Agency of the Armed Forces
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8	Cdr	Athanasios MOUSTAKAS	EL, National Defence General Staff
9	Ms.	Kristine ATMANTE	Baltic Defence College
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5	Mr.	Nelson Davide SILVA REIS	PT, Ministry of Defence
6	LtCol	F.M.E. OORSPRONG	NL, Ministry of Defence
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LEVEL 4

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5	Mr.	Richard SAIBERT	CZ, University of Defence
6	Col (r)	Milan KRAUS	CZ, Personnel Agency of the Armed Forces
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5	Mr.	Alin BODESCU	EU, European Security and Defence College

ESDC Project Coordinator, Alin Bodescu, PhD.

ANNEX 2 ▪ **Military Officer Profession** [11]
(Reference to Chapter 6. Scope)

Armed forces occupations include all jobs held by members of the armed forces. Members of the armed forces are those personnel who are currently serving in the armed forces, including auxiliary services, whether on a voluntary or compulsory basis, and who are not free to accept civilian employment and are subject to military discipline. This includes regular members of the army, navy, air force and other military services, as well as conscripts enrolled for military training or other service for a specified period (code ISCO-08-0).

Occupations in this major group are classified into the following sub-major groups:

1 Commissioned armed forces officers

2 Non-commissioned armed forces officers

3 Armed forces occupations – other ranks

Commissioned armed forces officers

provide leadership and management to organisational units in the armed forces and/ or perform similar tasks to those performed in a variety of civilian occupations outside the armed forces. Armed forces officers supervise operations and manoeuvres, assign duties, and command subordinate staff. They ensure efficient communication within and between units and perform training duties. They also operate equipment and supervise equipment maintenance.

This group includes all members of the armed forces holding the rank of second lieutenant (or equivalent) or higher. Competent performance in most occupations in this sub-major group requires skills at the fourth ISCO skill level (code ISCO-08-01).

[11] According to ESCO (European Skills/Competences, Qualifications and Occupations) Database, https://ec.europa.eu/esco/portal/occupation

ANNEX 3 ▪ **Comparison Matrix**

Levelling NMQ to SQF-MILOF and MILOF-CORE Indirect linkage to NQFs and EQF

Illustrative example (Reference to Chapter 16. Military Qualifications Database (MQD))

Country X				SQF-MILOF level	Country Y			
EQF level	NQF level	Military Qualification	MILOF-CORE Focus		MILOF-CORE Focus	Military Qualification	NQF level	EQF level
5	5	Basic Course	Single Arm / Branch	Level 1	Single Arm / Branch	Initial Training	5	5
6	6	Bachelor of Arts in Military Leadership	Single Arm / Branch	Level 2	Single Arm / Branch	Military Leadership Bachelor Degree	6	6
6	6	Company Commander Course	Single Arm / Branch		Single Arm / Branch	Advanced Course	6	6
-	-	-	No equivalent		Single Service	Combined Services Command – Service Specific Bachelor Degree	6	6
6	6	Staff Officers Course No.1	Single Service		Single Service	Staff Officer Course	6	6
6	6	Staff Officers Course No.2	Single Service		No equivalent	-	-	-
-	-	-	No equivalent		Joint/ Multiple Services	Advanced Joint Operations Staff Officer Course	6	6
7	7	Command Staff College	Single Service	Level 3	Single Service	Command - Service Specific Course	7	7
7	7	Master of Arts in Military Leadership (MA)	Single Service		Single Service	Combined Arms Command – Service Specific Master Degree	7	7
7	7	Joint Operations Staff Officer Course	Joint/ Multiple Services		No equivalent	-	-	-
-	-	-	No equivalent	Level 4	Joint/ Multiple Services	Strategic Command Course	8	8
-	-	-	No equivalent		Pol. Civ-Mil	PhD in Military Science	8	8

ANNEX 4 ▪ **SQF-MILOF External Evaluation**
(Reference to chapter 19. SQF-MILOF External Evaluation)

Final Report
Professor Alan Davidson/ Dr Julie Norris/ Professor Bairbre Redmond
14 January 2021

Introduction

The purpose of this report is to provide a final review of the Revised Draft of the Sectoral Qualifications Framework for the Military Officer Profession (hereinafter referred to as SQF-MILOF), of 10 November 2020, commenting on the quality of the report overall and the revisions made to the original draft report (dated 22 June 2020) as a result of the review team's Interim Report of 5 September 2020.

In preparing this report, the reviewers have examined the initial draft report of 22 June 2020, and accompanying documentation of the SQF, as well as the revised draft of the report date of 10 November 2020. The review team also engaged in a number of in-depth discussions and email exchanges with the SQF-MILOF working group, all of these activities were focused on ensuring that the final report would meet its primary objectives, which are to:

- Facilitate the comparison of qualifications issued following professional military education and training programmes in different MS.

- Enable the harmonisation of minimum learning requirements/outcomes for the military officer profession among the MS.

- Promote the development of educational programmes and course curricula within MS. These include the CSDP Reference Curriculum for Officers, which will be based on a common understanding of lifelong training and education requirements.

- Provide a context within which MS can ensure that their national programmes are used for the purposes of European officer qualification.

- Facilitate the exchange of military students and course participants at any stage of their military careers.

- Consolidate interoperability between the armed forces of the MS by incorporating shared values and competences into the education and training of military officers.

- Facilitate quality assurance of military training and education programmes.

- Facilitate mobility across sectors, and the employability of military personnel in civilian life/ sectors through the link between SQF-MILOF and the NQFs.

At the end of this collaborative process of review, revision and enhancement, the review team wants to acknowledge the considerable work undertaken by the SQF-MILOF working group over the past three years in reaching the final stage of the production of the report. This involves an initial, far ranging consultation process that underpinned the original draft and the working group's willingness to consider and undertake quite significant additional work on the document in recent months.

The development of any international sectoral qualifications framework is far from easy, not least due to the understandable and powerful human resistance to change in any sectoral

organisation, which is well documented in the literature[12]. Envisioning change in any well-understood teaching/training situation is difficult, as it involves disruption in recognisable organisational structures, communications, resource allocation, practice, beliefs and attitudes[13]. In the case of the military sector, considering any adaptation to training perspectives and practices within the long established and very familiar ranking structure is particularly challenging. Furthermore, what is often described as the 'paradigm shift' from content-based teaching/training to future-focused student/trainee learning outcomes (an essential and fundamental building block of any sectoral qualifications framework), is also a difficult transition for teachers and trainers in any discipline.

1.1 Assessment of the Revised Draft of the SQF-MILOF (November 2020)

The considerable revisions of the initial draft report, and the work completed by the working group had resulted in significant progress with SQF-MILOF, which has resulted in a final report of quality, relevance and immediate value to the sector.

1.2 Assessment of the Revised Draft of the SQF-MILOF (November 2020)

The high-level approach in the draft report addresses specific European military concerns and objectives to promote interoperability

and cooperation. In parallel, the approach is consistent with more general, high-level purposes underpinning European reform of higher education (HE) and vocational education and training (VET), shaped by the Bologna and Copenhagen processes and the European Qualifications Framework (EQF). These include the development of a skilled workforce; workforce mobility; transparency of qualifications; security of qualifications through quality assurance (QA).

1.3 Underpinning concepts of quality in modern European HE and VET

The approach adopted in the draft SQF report recognises and works with the underpinning concepts of quality and building blocks of the modern European approach to HE and VET, as developed in the Bologna and Copenhagen processes and through the EQF. In particular, this includes the use of learning outcomes (LO); identification of specific types of LO; use of levels aligned to reference frameworks and quality assurance (QA) of qualifications.

1.4 Process of development of the SQF–MILOF

The process of development of the SQF-MILOF has been thorough, extensive, and informed by a comprehensive evidence base. It is well-researched, incorporating pertinent EU reports and position papers. It has also been enhanced by robust stakeholder engagement

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[12] Kuipers, B.S., Higgs, M.J., Kickert, W.J.M., Tummers, L.G., Grandia, J., Van der Voet, J. The management of change in public organizations: A literature review. Public Administration.

[13] Avenstrup, R. (2007). "The challenge of curriculum reform and implementation: Some implications of a constructivist approach," http//tedp.meb.gov.tr (last accessed 29/08/2020).

and consultation. The approach taken is future-oriented, including a clear work plan through to implementation protocol and dissemination. The general approach is consistent with recommendations proposed in research on the development of an ISQF (2016[14] p58).

2. SQF-MILOF and the European Qualifications Framework for Lifelong Learning (EQF) and National Qualifications Frameworks (NQF)

2.1 Relationships between Sectoral Qualifications Frameworks, NQFs and the EQF

A key objective of the European Qualifications Framework (EQF) is to integrate international sectoral qualifications, frameworks and systems. The 2008 Recommendation on the establishment of the EQF states "the European Qualifications Framework should, moreover, enable international sectoral organisations to relate their qualifications systems to a common European reference point and thus show the relationship between international sectoral qualifications and national qualification systems". [15]

The most recent EU Proposal for a Council Recommendation on the EQF for Lifelong Learning (2017).[16] The 2017 Proposal seeks further development to, and enhancement of the EQF, leading to a better use of qualifications for the benefit of individuals, the labour market and the economy. Of relevance to this review is that the specific recommendation (Annex 6) in the 2017 Proposal, which advised review and revision of principles for quality assurance, an issue that is addressed in Section 4 of this report.

It is acknowledged that there has been little concrete action taken at EU level to clarify the role of EQF in supporting SQFs[17]. Furthermore, there is far from a general agreement in how an SQF will best be aligned within a wider EU educational and training framework and the EQF Advisory Group, or indeed how a sector can best approach the construction of an SQF. This lack of a clear set of agreed European guidelines on how best to negotiate, build and govern an SQF pose considerable challenges to any sectoral group designing an SQF, particularly when they are attempting to harmonise existing and varied sectoral qualifications, as was the case with the SQF-MILOF. The considerable effort put into successfully overcoming these challenges by the working group will be further discussed in Section 4.

2.2 Encompassing the EQF level descriptors in the SQF-MILOF

The reviewers consider that the overall approach taken by the working group to use the EQF level descriptors as a basis for interpreting and adapting the learning complexity for the purpose of military officer profession (the sector) has been effective.

2.3 Referencing member states' NQFs in the SQF-MILOF

The SQF-MILOF has been designed to be aligned and compliant with the NQFs of the member states in the EU.

2.4 Cross-referencing existing military qualifications

The review concludes that:

- The SQF-MILOF has achieved its aims in providing a cross-referencing tool for existing military qualifications, which should allow military qualifications obtained in one member state to be effectively compared with similar qualifications granted by another.

- SQF-MILOF is designed to be aligned and compliant with the EQF for lifelong learning.

- The SQF-MILOF can now claim to represent a pan-EU (transnational) qualifications framework for the military officer profession.

3. Review and Recommendations for Learning Outcomes in the SQF MILOF

The review of the learning outcomes primarily considers the SQF MILOF and the SQF MILOF CORE in terms of their alignment with the EQF and consistency of relationship between them and the SQF MILOF Level Descriptors, Learning Areas and Competence Areas. In particular the review team have focused on the structure, horizontal and vertical consistency of the whole framework.

3.1 Structure of the SQF MILOF

The two principal components, the SQF MILOF and SQF MILOF CORE, provide both a traditional and a uniquely innovative approach to mapping the complexity of military officer learning to the level descriptors of the EQF and detailing the structure and the career-span learning journey of a military officer.

The SQF MILOF shares the generalised approach of the definition of learning outcomes to provide applied level descriptions of learning at EQF levels 5-8 for military officer qualifications. These learning descriptors are organised into knowledge, skills and responsibility/autonomy types of learning for each competence area in military learning, providing a reference framework expected of an SQF.

The innovative part of the SQF MILOF is the transposition to the SQF MILOF CORE, where the specific learning related to the high-level descriptors are presented as traditionally formulated learning outcomes, structured according to the career path of military officers at the military organisational level (single arm/branch, single service etc.). This structure, highlighted in Appendix F, enables the definition

[14] Monika Auzinger & al., Study on International Sectoral Qualifications Frameworks and Systems. Final Report, July 2016, at https://op.europa.eu/en/publication-detail/-/publication/a2e4cdec-e781-11e6-ad7c-01aa75ed71a1 (last accessed 29-08-2020).

[15] European Commission (2008), Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (last accessed 29-08-2020).

[16] European Union (2017) Lifelong learning – European qualifications. Council recommendation of 22 May 2017 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. Luxembourg: European Commission. https://eur-lex.europa.eu/legalcontent/EN/LSU/?uri=CELEX%3A32017H0615%2801%29. Last accessed 2 Sept 2020

[17] Ibid.

of learning pathways that naturally necessitate moving to lower levels of complexity of learning as an officer's career moves into new subject areas.

3.2 Horizontal Consistency

Horizontal consistency is achieved when the learning required to achieve the learning outcomes uniformly increases in complexity for each level, for all of the Learning Areas. The uniformity of increase in complexity is determined and guided by the level descriptors in the EQF. The review team found that there is consistency of increment in the complexity of learning between the proposed levels 1 through to 4 of the SQF MILOF and SQF MILOF CORE, and that the increment aligns with the increased complexity described in the EQF levels 5 through to 8.

3.3 Vertical Consistency

Vertical consistency is achieved when the actual learning required to achieve a learning outcome in each Learning Area and the Military Organisational Level is distinctly different from all of the other defined learning, and that all of the learning in the sector is captured. The review team found that there is vertical consistency in the learning defined within the SQF MILFOF and within the SQF MILOF CORE.

The vertical consistency is considerably strengthened in terms of breadth of learning for the sector in the mapping of the relationship of the learning areas to the competence areas, derived from research across Member States.

3.4 Quality of the Learning Outcomes

As mentioned, the definition of learning in the SQF MILOF follows the structure of the EQF learning outcomes, to provide a general description of qualifications that clearly indicates alignment with the EQF. The SQF MILOF CORE provides detailed learning outcomes, that are measurable, composed with an active verb along with context and breadth or depth of learning applied to specific military learning domains. There is consistency in the level of detail across these learning outcomes, which align in terms of complexity to the SQF MILOF.

The structure, vertical and horizontal consistency of the SQF MILOF and SQF MILOF CORE act together to meet the meet the primary objectives of an SQF as detailed in the introduction to this report and offer the additional functional utility of informing the design and development of military officer qualifications and training.

4. Proposed Implementation of the Report

4.1 Quality Assurance Principles

The proposals for implementation of the SQF recognise and reflect European principles for QA as set out in the EQF, also in the European Standards and Guidelines (ESG) which are generally adopted in higher education type institutions which deliver formal NMQs.

The proposals have also been informed by analysis of QA within national systems for NMQs delivered member states.

The proposals properly recognise locations of responsibilities and authority for implementation of QA and qualifications frameworks within member states.

4.2 Two-Part Structure

The two-part structure comprising the SQF-MILOF and MILOF-CORE will facilitate referencing / levelling of both formal NMQs, and individual learning, including through non-formal routes. The granularity of the MILOF-CORE will support referencing / levelling and development (improvement) of programme curricula.

4.3 Levelling/Referencing NMQs

The proposed implementation embeds the principle that in assigning an SQF-MILOF level to a NMQ, there is confirmation that the NMQ meets relevant European expectations of QA.

The proposed five-step process model is clear and practical, and includes an explicit checkpoint to verify the competence of the provider to issue the qualification at EU standards of quality. Proposed implementation is clearly illustrated in a detailed roadmap example.

The proposed implementation process has been informed by analysis of referencing / levelling systems adopted in other SQFs.

The proposal to establish an ad-hoc executive group (SQF-MILEG) to facilitate the levelling

of NMQs will support effective and consistent implementation, including verification of QA of NMQs across member states.

4.4 Levelling/Referencing Individual Learning

The four-step process model is clear and practical, and will guide individuals to use the MILOF-CORE to check and position their learning through vocational / non-formal learning route and activities and facilitate validation of this learning through relevant arrangements in their member state.

4.5 NMQ Database

The proposal to establish a NMQ database will increase transparency, and will support achievement of the overall objectives and intended benefits of the SQF-MILOF.

5. Final thoughts

The review team were impressed at the considerable effort undertaken by the working group in building the SQF-MILOF which has been achieved despite considerable initial structural challenges.

At all times the working group's approach to designing and revising the framework was open, constructive and solution focused. The reviewers questions and critical comments were genuinely welcomed and taken very seriously, and the group's responses were creative, effective and rapidly developed. They are to be congratulated.

ANNEX 5 ▪ SQF-MILOF National Formal Validation

(Reference to chapter 20. SQF-MILOF National Formal Validation)

Appendix 1 to Annex 5 - Analysis of Answers

Respondents and the role in linking NMQ to NQF

The majority of the entities participating in the questionnaire and representing MS constitute departments of ministries of defence, defence academies and universities. Most of these serve as interfaces between the armed forces and the civilian education authorities, operating in the field of defence/ human resources management, responsible for monitoring the implementation of educational, training and military professional qualifications, ensuring appropriate coordination with national systems. They play either a direct role (in case of specialised departments) or an indirect one (in case of defence education and training institutions) in linking the national military qualifications to the NQF of their MS. Most of them carry the responsibility of ensuring alignment of the military professional training and education programmes with the NQF.

PART I - General Knowledge about EQF, NQF and SQF-MILOF

Almost all national respondents know everything or have quite a good understanding of the EQF and NQF, their scope and aims and are able to provide a detailed description of this framework. When it comes to SQF-MILOF, although the majority knows everything or have quite a good understanding of its aims and scope, eight respondents have an unsatisfactory level of knowledge of this concept.

European Qualifications Framework (EQF)
What do you know about the EQF ?
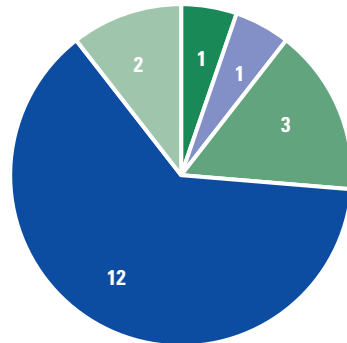
■	Almost nothing	1
■	A little bit	1
■	Some knowledge	3
■	Quite a good understanding	12
■	Everything	2

National Qualifications Framework (NQF)
What do you know about the NQF ?
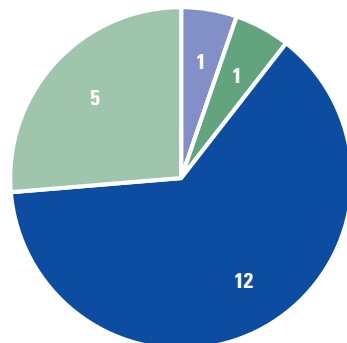
■	Almost nothing	0
■	A little bit	1
■	Some knowledge	1
■	Quite a good understanding	12
■	Everything	5

Sectoral Qualifications Framework - Military Officers Profession (SQF-MILOF)
What do you know about the SQF-MILOF ?
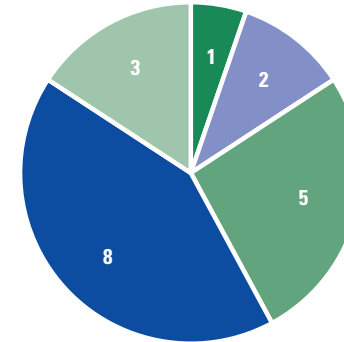
■	Almost nothing	1
■	A little bit	2
■	Some knowledge	5
■	Quite a good understanding	8
■	Everything	3

Additional information needed

The majority of the entities highlighted the importance of further information on the functioning of the EQF, NQF, and SQF-MILOF. This can be done through publications and documentation (e.g. infographics, animations, small handouts), which can provide an overview of EQF/NQF/SQF-MILOF and through courses, coaching or conferences in order to elaborate on and facilitate a better understanding of the entire process of the EQF/NQF/SQF-MILOF. In addition, MS are interested to understand the mandate of various stakeholders at EU and national levels to implement the SQF-MILOF and the functioning of the Military Qualifications Database.

Criteria/processes/procedures used by the MS to level the NMQ against the NQF

Although not all MS have procedures in place to link military-specific qualifications with the

NQF, military higher education qualifications are generally designed, structured and levelled against NQF levels on the basis of learning outcomes. For example, in most MS, military bachelor degrees correspond to NQF/EQF level 5 or 6, military master degrees correspond to NQF/EQF level 6 or 7 and doctoral degrees are referenced at Level 8 NQF/EQF. However, national accreditation authorities do not always automatically recognise and link them to the NQF as such, but through a civilian equivalent programme. In some MS, officers obtain a civilian academic qualification from the national educational system, which is already included in the NQF. Career and vocational courses are not formally assigned to the NQF in most MS and are defined only within the framework of departmental competences and requirements. In very few cases, MS stimulate and help military schools start comparing their career courses to the NQF.

PART II - SQF-MILOF Validation MS perception of the value of the SQF-MILOF

When asked about the value of the SQF-MILOF, the entities expressed the same tendencies. Its value is perceived as very high by all questioned entities, and it is highlighted as an opportunity to contribute to the transparency of qualifications and improve interoperability. The entities concur that it is very important for EU cohesion, promoting mobility and harmonization by increasing the transparency of qualifications and supporting interoperability between MS, and they characterize it as one of the key elements for achieving real integration of forces across the European Union.
They highlight that the SQF-MILOF will increase the comparability of qualifications across MS, and facilitate the exchange of military students and course participants at any stage of their military careers. Moreover, the SQF-MILOF

has the capacity to promote and assist both national military qualification processes and the professional development of military officers.

Utility of the Competence Profile of the military officer for MS national occupational standards

The respondents consider that the "Competence Profile" constitutes an useful or even essential tool for their national occupational standards, facilitating the identification of hard and soft factors. Some envisage a potential future crosscheck with national competence profiles in order to harmonise their standards with other EU MS. Only a few MS consider that grouping competences of officers according to the competence profile would not cover the requirements of specific duty stations/positions that demand different competence profiles.

SQF-MILOF coverage of the needs of MS national military training and education system

How well does the SQF-MILOF cover the needs of your military training and education system? Is all learning relevant to the core competences of a military officer in your MS covered by the SQF-MILOF?
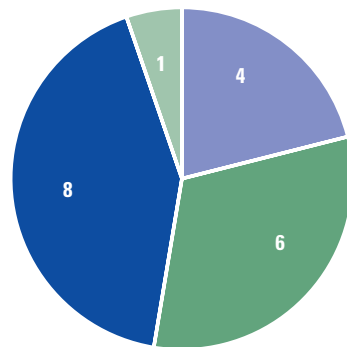
■ None	0
■ Some	4
■ A good deal	6
■ Almost all	8
■ All	1

The majority of the entities agree on the fact that a significant percentage of their needs is covered satisfactorily. From a "joint-level" perspective the SQF-MILOF covers most of the core competences of a military officer and is relevant to the competences of a military officer in their respective MS. Nevertheless, some respondents confirmed that there are service-specific competences (e.g. naval or technical) that will only be addressed by service-oriented SQFs.

SQF-MILOF clarity

The representatives of the MS generally reach the conclusion that the content of the SQF-MILOF is clear and comprehensible in terms of scope, aim or structure.

They all concur that the main objectives of the SQF-MILOF, which facilitate the comparison of the different national, military qualifications and thereby enable the harmonisation of the minimum (training) requirements for the officers of MS, are recognised.

Utility of the Military Qualifications Database

All respondents confirmed that the Military Qualifications Database constitutes an extremely useful tool for their MS, as it facilitates the comparison of qualifications. However, almost half of respondents are hesitant or moderate at this stage in their intent to upload qualifications due to the classification of the information contained in the respective files or because further consideration would be required.

MS motivation to assign an SQF-MILOF level to the NMQ

A considerable number of MS have declared an interest in assigning a SQF-MILOF level to their military qualifications as they agree that it would be positive to assign SQF-MILOF levels to national qualifications. It is assumed that this exercise will be conducted in a non-restrictive and non-mandatory way, or only as reference, in order to facilitate the comparison of qualifications between MS. At this stage of development, most either express limited interest, or they are not competent to commit their MS. For most respondents, such a decision would require a ministerial review with the participation of subordinate departments, which would require more time for evaluation with additional subject matter experts. Levelling formal higher military education qualifications to SQF-MILOF levels appears to be more feasible.

MS' policy on validating non-formal and informal learning for the military officer profession

Most respondents support the idea of validating non-formal or informal learning for the profession of military officer. There are MS where officers are required to validate learning results acquired in informal or non-formal settings by successfully fulfilling tasks that are representative of one or more military functions. However, most MS do not provide validation or do not have clear policies on measuring informal learning. A few MS have in place more or less structured procedures for the recognition of informal learning.

MS motivation to appoint a representative to an SQF-MILOF governance body

The majority of MS encourage the establishment of SQF-MILOF governance, appointing a representative and signing an implementation protocol. Several respondents have various reasons to delay a decision in this regard either because of low priority, or because they need more guidance from competent authorities in this regard.

MS intent to sign an implementation protocol

The majority of MS give a clear positive answer and declare their eagerness to examine signing a protocol with all willing MS in order to elaborate the implementation of the SQF-MILOF at national level as soon as they have all the relevant national authorizations.

Conclusion

All respondents found the SQF-MILOF very useful and appreciated it as a good opportunity to contribute to the transparency of qualifications and help improve the interoperability of military officers across the European Union armed forces. The SQF-MILOF is clear and comprehensible and satisfactorily covers an important percentage of MS needs. Most MS encourage the establishment of a

SQF-MILOF governance body as well as the signing of an implementation protocol. However, most MS acknowledge that the initiative needs to be popularised, and that its successful implementation will require broader interaction between several national stakeholders. The overall positive stance of the MS represents a validation of the SQF-MILOF package, providing competent national authorities give further detailed and non-binding consideration to its successful implementation at national level.

Appendix 2 to Annex 5
Individual MS Answers to the Validation Questionnaire

PART I - General

1. What is the role of your entity in linking national military qualifications to the National Qualifications Framework of your Member State?

BELGIUM

HRC is responsible of the competency development of all the military personnel of the Belgian Defence via learning paths. The recognition and validation of the competency acquired vie education, training and experience is one of the HRC-tasks. HRC is especially developing agreements with the Belgian Educational agencies to achieve the certification of generic or specific skills.

BULGARIA

To assist the Minister of the Defence in introducing better leadership and control in the implementation of state policy and state standards for education, training and qualification in military academies and higher military schools. To organize and coordinate

the activities for opening and providing courses in initial and/or special military training with: the Ministry of Education and Science; managements of civilian higher schools; military academies; higher military schools and secondary schools; with the mayors of municipalities.

CZECH REPUBLIC

University of Defence as a national educational entity provides formal higher education qualifications and vocational training, such as career courses primarily to the Czech military officers, for the needs of the Ministry of Defence of the Czech Republic and based on the National Qualification Framework.

GERMANY

The Department for Education, Training and Exercises of the German Federal Ministry of Defence is among others responsible for: issues of military education and exercises; principles of military training and exercises; principles and specifications of pre-deployment training; principles of training cooperation with industry; matters relating to the main process of "individual training" and "team

training"; principles and issues relating to bi- and multinational education and training; matters of multinational training cooperation; NATO/EU cooperation and Matters relating to military training assistance. In this context, the Department for Education, Training and Exercises is the ministerial interface between the tactical and strategic levels within the armed forces and between civilian education authorities and the DEU armed forces.

GREECE

HNDGS/B2 is the Ministry of Defence entity that could be responsible for linking national military qualifications to the National Qualifications Framework.

SPAIN

Responsible for Military Joint Education This entity, responsible for Military Education in the Spanish Armed Forces at MoD level, acts as interface between the MoD and National authorities responsible for Education and Qualifications.

CROATIA

Military occupational standards and job descriptions (making use of the competence profile) and assign SQF-MILOF levels to national military qualifications. The Ministry of Defence and Croatian Defence Academy have an active role in linking national military qualifications to the Croatian Qualifications Framework. The Croatian Qualifications Framework is a reform instrument for regulating the system of qualifications at all levels in the Republic of Croatia through qualifications standards based on learning outcomes and following the needs of the labour market, individuals and the society.

ITALY

The first Directorate of the Italian Defence General Staff outlines the policy and gives directions and guidance to the 4 Armed Forces.

LATVIA

The National Defence Academy of Latvia (further in the text – NDA) is unified national military professional higher education entity for all services military officers training. NDA executes education in accordance with national military qualification standards and national legislation related to Higher Education Qualification Framework. NDA is executing professional higher studies programs at Bachelor's degree and Master's degree level and different education and long life learning courses (e.g., career and junior staff officers' courses, etc.).

LITHUANIA

We are the only institution responsible for officer academic and professional military education (basic and tactical; operational and strategic level education, as well as navy tactical are implemented in co-operation with other Baltic States). Our staff have been on the team developing the national SQF for military service members (LT SQF cover enlisted personnel, and officers) in 2019 and we are implementing and continuously developing academic BA and MA programs in line with ISCED 1031 (Military and Defence) in which we closely follow the SQF-MILOF drafts of which we aware of since 2018.

LUXEMBURG

To fit in the NQF (public administration), a master (or bachelor in the next future) equivalent is needed because of level 1. That recognition is given by the Education ministry. Armed Forces have to make sure that the military academies, where LUX officers are educated, offer this diploma.

HUNGARY

The Department for Education, Science and Cultural Affairs, within MoD Hungary, is the strategic level coordinator of military education in Hungary. In this regard, we cooperate with

the Command of Hungarian Defence Forces, and the Ludovika University of Public Service.

NETHERLANDS

The role of our entity is to create policy regards national military qualifications so the military schools of the Dutch MOD can link them to the National Qualification Framework.

AUSTRIA

Training Division Maintains the nomination of designated military qualifications for consideration in the National Qualification Registry.

POLAND

Military Education Department partly participates in defining national military qualifications with particular emphasis on higher military education system.

PORTUGAL

The General Directorate of National Defence Resources carries out the following duties: study, propose, advice and monitor the implementation of human resources policies - military, militarized and civilian - namely those related to statutes, employment, careers and remuneration; study, propose and monitor the implementation of educational, research, development and innovation policy, training and professional qualification measures, ensuring proper coordination with the national systems; ensure, within the scope of its duties, representation and participation in national and international organizations, defining, proposing, coordinating and developing protocols, projects and other cooperation activities in fields of human resources, weapon systems, equipment, national defence heritage and infrastructure. The Directorate-General is responsible for ensuring alignment, as far as possible, the curricula of the Armed Forces' Professional Training System with the National Qualifications

Framework; study and propose policy measures in the context of military education of a non-higher scope, as well as accompany and monitor its implementation, ensuring coordination with the Portuguese Educational System. Study, design, propose and monitor the implementation of military higher education policy, based on a model that ensures the articulation between initial and complementary training, which ensures integration into the Portuguese Educational System.

ROMANIA

Although the Ministry of National Defence does not have, per se, any legal authority in reference to modifying the National Qualifications Framework, the educational programs offered by all military academies are required to follow this framework. In order to introduce a new qualification in the National Register for Qualifications in Higher Education (RNCIS-Registru National al Calificarilor in Invatamantul Superior), all higher education institutions must implement the necessary measures, as per legal provisions prescribed by the Order of the Minister of higher Educations No. 3475/2017 for the Methodology for registration of higher education qualifications in the National Register for Qualifications in Higher Education.

SLOVAKIA

The Human Resources Section of the Ministry of Defence, the Department of Education and Sports (HRS) coordinates the activities of the Armed Forces Academy of Gen. M. R. Štefánik (AFA). AFA is departmental educational institution and a state university. HRS manages the provision of the necessary training and education within the national qualification framework, considering the needs of the Ministry of Defence.

FINLAND

The National Defence University (NDU) is a military tertiary education institution that is part of the Finnish Defence Forces.
The university is to produce highly educated personnel for the Defence Forces and the Border Guard. Thirteen universities operate within the Ministry of Education and Culture's administrative branch. Two of these are foundations pursuant to the Foundations Act and the others are corporations under public law. Higher education degrees in the military sector are completed at the Finnish National Defence University, which operates under the defence administration. Studies at this university bring together academic and vocational education. NDU graduates are leaders who are experts in their field. Research is a top priority at the NDU, namely because teaching at the National Defence University draws upon the latest research in military science. The NDU's third task is to maintain community relations. Qualifications in the field of national defence that are referenced to the FiNQF are conferred by the National Defence University (NDU). The degrees awarded by this university are Bachelor, Master and Doctor of Military Science, and General Staff Officer's Degree. Upon graduation, the student receives a degree certificate, a transcript of records and a Diploma Supplement. These documents are issued by the National Defence University. Use of database (SQF-MILOF), online help-desk.

2. What do you know about the following qualifications frameworks?

EQF, NQF and SQF-MILOF

(Quantitative answers; see graphs in Appendix 1 to Annex 5, part I - General Knowledge about EQF, NQF and SQF-MILOF)

3. What additional information would you need with regard to the EQF/NQF/SQF-MILOF? How would you need this information to be delivered (conference, meeting, publication, course, etc.)?

BELGIUM

Information sessions about LL, publication, webinars, course coaching.

BULGARIA

There is no need for additional information at this stage.

CZECH REPUBLIC

No additional information is required.

GERMANY

In principle, the topic seems to be very specific and only of interest in direct connection with the respective field of activity of the persons concerned/ involved. This is a political and official matter in DEU. Due to the principle of separation of powers in DEU, the responsibility with regard to these issues basically lies with the civil authorities. The DEU armed forces only ensures the implementation of the requirements of national and European policy.

GREECE

Guidance and assistance maybe needed in the future for linking and harmonizing EQF, NQF and SQFMILOF qualifications.

SPAIN

Courses on the SQF-MILOF for selected personnel and conferences with didactic material would be well received for a better understanding, if it has to be implemented in the future.

CROATIA

Additional information about Military Qualifications Database, improved and transparent way in which to compare similar military education and training programmes (qualifications) organized (awarded) by the MS. Provide information on national military qualifications, facilitate the comparison of qualification among MS and the exchanges of military education experts. At the EU level, it is necessary to continue to develop a common platform; Sectoral Qualifications Framework for the Military Officer Profession (SQF-MILOF). Therefore, all countries will be able to achieve their specific interests (specific competencies) as well as to promote military unity to ensure complementarity of capabilities in the implementation of common tasks (interoperability). During the time of the COVID19 pandemic, prefer online activities (workshops, conferences). In addition, publications with details on NQF implementation for officers are desirable.

ITALY

A conference or meeting would probably maximize the general understanding of the project and the future implementation by MS.

LATVIA

It will be useful for key personnel of NDA to attend any course, which in details explains EU SQF-MILOF.

LITHUANIA

In accordance with national law, there are various procedures in place. Usually candidates have to validate learning results acquired through informal or non-formal learning by successfully fulfilling tasks representative for a single or a range of military functions.

LUXEMBURG

LUX has no military education system for officers. We rely on schools abroad and have as such no advantage on the education system.

HUNGARY

At this stage, we do not need more information.

NETHERLANDS

We need structured information to inform our military schools how to work with the SQF and its benefits e.g. infographics, e-learning, animations and small handouts.

AUSTRIA

Information provided so far is adequate.

POLAND

Publication and online course à regarding SQF-MILOF.

PORTUGAL

It would be useful and important to prepare and distribute leaflets or some publications (in paper or digital format) with an overview on EQF/NQF/SQF-MILOF. Later, it would be interesting develop some conferences to understand better the whole process EQF/NQF/SQF-MILOF.

ROMANIA

Although any other additional information and data may be of assistance, we would like to learn more about the way the EQF, NQF, SQF should correlate and what degree of freedom each MS has in order to establish necessary stags, criteria and methods to implement the SQF-MILOF. Due to SARS-CoV-2 pandemic and all restrictive measures, the best option for delivering this information is by sending some reading material first, followed by online discussion.

SLOVAKIA

We would appreciate to get more detailed information about the SOF-MILOF implementation system. Furthermore, we would like to know in more detail about the certification process of individual study programs and courses and who is the authority to decide on the certification of courses or to acknowledge the compliance of the course program with the SQF-MILF? What will be the detailed certification process from the ESDC level? Information through relevant instructions or documentation would be welcomed.

FINLAND

Use of database (SQF-MILOF), online help-desk.

4. What criteria/processes/ procedures does your MS use to level the military qualifications against the NQF?

BELGIUM

Three different NQF developed in Belgium as per official reports: https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/belgium-european-inventory-nqf-2016.

BULGARIA

The Bulgarian military education system is based on military and civilian principles.

It is also based on three public acts and Parliamentarian founding acts. In addition, some other public regulations give officially recognized status to the military education. In accordance with these regulations, all the institutions must be accredited after the Higher Education Act; they possess all the rights and perform all the functions of civilian higher schools. The military institutions have the same bodies inherent to the academic self-management such as the General Assembly,

the Academic Council and the Scientific Council. The specifics of the military institutions are reflected in the application of Higher Education Act through some prescribed limitations. They are cleared in the Defence and the Armed Forces Act of the Republic of Bulgaria. The organization and activity of the Colleges and the Academy are governed by Regulations approved and adopted by the Council of Ministers. The Military officer profession is a state regulated profession. Therefore, the Curricula in the military educational institutions are based on Council of Ministers' Acts.

CZECH REPUBLIC

Higher education qualifications are assigned to the NQF by the National Authority as a civilian education program, regardless of whether it is a military program or not. This means that it is not levelled as a military qualification to NQF. Career courses are also not assigned to NQF. There is, however the evolvement related to the National Framework of Occupations where military functions (positions/vocations) are intended to align either to respective civilian vocations or where it is not relevant or possible to form and ad there purely military vocations.

GERMANY

The DQF is a transparent instrument in which formally acquired vocational qualifications are assigned to eight levels. However, these qualifications according to the DQF/EQF are taken into account as part of the aptitude assessment (e.g. study aptitude assessment) independently of the career paths. However, claims under career law are not derived from the DQF. Parts of the officer training programs of the armed forces are levelled to the DQF (e.g. University Education, Pilot Training in Army, Air Force and Navy). The "Bundeswehr Education Passport" project of the "AGENDA Education and Training" has been initiated to document the qualifications acquired within the armed forces and those that can be used

for civil benefits, including vocational and educational qualifications and associated competencies. The education passport is intended to document corresponding qualifications and thus in turn make them comparable to the DQF.

GREECE

In Hellenic Armed Forces, there is no use of criteria/processes/procedures to level the military qualifications against the NQF. This levelling procedure is only necessary for few training providers; therefore, it has not been implemented in the whole spectra of military qualifications.

SPAIN

The procedure consists of negotiations and agreements with specific universities and education institutions, including the ministry of Universities to validate and homologate studies and qualifications. However, there is no procedure to equate military-specific qualifications with the NQF. Apart from this and as part of their military training, officers and NCOs obtain a civilian academic qualification from the national educational system, which is therefore already included in the NQF.

CROATIA

The Croatian Qualifications Framework is a reform instrument for regulating the system of qualifications at all levels in the Republic of Croatia through qualifications standards based on learning outcomes and following the needs of the labour market, individuals and society. The central element of the CROQF are the learning outcomes or, in other terms, competences acquired by the individual through the learning process and proved after the learning process, where the learning process itself is not crucial, as the learning outcome is assessed. The place of each qualification

acquired in the Republic of Croatia is set by the level of the learning outcomes belonging to that qualification. The placement of qualifications at respective levels allows the comparison and linking of different qualifications.
The placement of qualifications acquired in Croatia at respective levels determines their relation but it also enables the linking of Croatian qualifications' levels to the levels of the European Qualifications Framework and the levels of the Qualifications framework of the European Higher Education Area thus enabling the visibility of qualifications acquired in Croatia on Croatian and the European labour market. Since the central element of the CROQF are the learning outcomes, and not the way in which they were acquired, the CROQF sets basis for the development of recognition of prior learning (RPL), or in other words, enables the development of recognition and validation of non-formal and informal learning, along with the compulsory introduction of quality assurance system and clear quality assessment procedures.
The CROQF introduces qualifications standards. While the same qualification can be acquired at different educational institutions and through different educational programmes, there are certain standards in terms of defined learning outcomes that a qualification needs to have. Educational programmes need to be in line with the qualifications standards, which would mean that they lead to the acquirement of leaning outcomes that are defined by a respective qualification standard. Apart from the qualifications standards, the CROQF introduces occupational standards as well. An occupational standard is a document that contains clearly defined competences required for a certain occupation. It is created through a clearly prescribed methodology (Methodology for creating Occupational standards) and collected data by which the competences for a certain occupation have been defined and

analysed. According to the CROQF Ministry of Defence Republic of Croatia developed in 2020 first five Military Occupational Standards from which we will develop qualification standards: 1. Infantry officer; 2. Armour officer; 3. Naval officer: Military Nautical Engineering; 4. Naval officer: Military Marine Engineering; 5. Military pilot. MoD will continue further development of Military Occupational Standards for the NCOs and OFFs in military services/branches.

ITALY

Military higher education qualifications are specifically designed to fit the needs of each Armed Force. They are structured on NQF levels and aligned to them on a learning outcomes basis.

LATVIA

Bachelor's degree military officers study programme corresponds to EQF level 5 Master's degree military officers study programme corresponds to EQF level 6 or 7. Different national military career courses reflects national military professional qualification standards for officers and NCOs.

LITHUANIA

NQF stresses that a PME course levels 1-4 are necessary, but not sufficient prerequisites to attaining a qualification level of 5-8, and professional experience needs to be considered for awarding a certain qualifications level. This correlates with awarding military ranks. In in practice NQF level 6 – a necessary qualifications element is an academic bachelor's degree, and level 8 – masters. At the level 7, there is variation depending on rank and position.

LUXEMBURG

(Same answer as to question 3) LUX has no military education system for officers.

We rely on schools abroad and have as such no leverage on the education system.

HUNGARY

In the case of HDF the undergraduate, graduate, postgraduate and PhD education are fully integrated into the NQF; however, the officers' military vocational trainings are not part of the Hungarian landscape of accredited higher education system.

NETHERLANDS

The Military officer schools are linking their qualifications to the NQF following the procedures of the NQF, which is compatible to the SQF. For the career courses, it is possible to link to the SQF but not jet very common. By need of an internal program, we stimulate and facilitate military schools to start comparing their courses to the NQF.

AUSTRIA

The procedures outlined in the NQF-legal framework derived from the EQF. All Bachelor-programmes across the board are considered NQF-level 6, all Master-programmes NQF-level 7. This includes military qualifications (e.g. Bachelor- and Master-programme "Military Leadership") as well as non-military qualifications (e.g. Engineering-, Law- or Economic-degrees) with military supplements at the respective level.

POLAND

Polish Higher Military Education System is part of National Higher Education System and it is convergent with NQF and EQF.

PORTUGAL

After recruitment and selection process all military officers have to attend branch courses designed according to national qualification standards, before commissioning.

The officers have to attend through 5 to 6 years BSc + MSc graduation courses, designed according military, watch keeping and national academic standards. The academic curricula requirements is accredited by the Agency for Evaluation and Accreditation of Higher Education (National Accreditation Agency), similar to national civil universities, as well as in the areas of engineering and administration, the requirements of professional associations. After recruitment and selection process all military officers have to attend branch courses designed according to national qualification standards, before commissioning. The officers have to attend through 5 to 6 years BSc + MSc graduation courses, designed according military, watch keeping and national academic The learning outcomes of all courses are defined to match a pre-defined qualification framework set up according to the functional profiles of the different Officers carriers. Regarding the vocational training, whenever possible, the branches incorporates courses from the NQF into the curriculum courses of the National Professional Training System.

ROMANIA

The NQF does provide a separate category for military occupations (Major group 0), without getting into details about qualifications. Therefore, the military qualifications are levelled with the closest civilian equivalent.

SLOVAKIA

University education of officers has the qualification harmonized with the National Qualification Framework. The AFA is involved in the European Higher Education Area system and fully corresponds to the provision of education within the Bologna Process. Accreditation for individual study programs is granted by the National/State Accreditation Agency in accordance with the field of study

Defence and Military. Vocational training, career and vocational courses are not formally assigned to the NQF. Career education is defined only within the framework of departmental competencies and requirements.

FINLAND

For the main part, the national education system of Finland comprises qualifications and syllabi that are governed by the Ministry of Education and Culture. In addition, there are few qualifications that fall under other administrative sectors, namely the Ministry of Defence. The National Framework for Qualifications and Other Competence Modules (FiNQF) adopted in 2017 encompasses only these qualifications. Bachelor's degrees conferred by universities, including the Bachelor of Military Science conferred by the National Defence University, are referenced at level 6 of the FiNQF. Master's degrees conferred by universities, including the Master of Military Science conferred by the National Defence University, are referenced at level 7 of the FiNQF. Doctoral degrees awarded by universities, including the General Staff Officer's Degree and Doctor of Military Science conferred by the National Defence University are referenced at level 8 of the FiNQF. FiNQF level descriptors were modelled after the EQF level descriptors, because they were considered well-suited for describing the learning outcomes of Finnish qualifications. The choice was also practical in the sense that the levels of the FiNQF correspond to the EQF levels, which makes the framework more transparent. Although the EQF level descriptors were modified and complemented to reflect certain features of the Finnish education system and qualifications, such as the emphasis on studying languages, the core of the FiNQF level descriptors do correspond to the EQF level descriptors.

PART II - SQF-MILOF

5. How do you perceive the value of the SQF-MILOF as described in the reference document?

BELGIUM

BE already exchanges with several partners' officers at several courses. Until now, this has always been done within the framework of bilateral or multilateral agreements with all partners involved.
The SQF-MILOF might be an opportunity to support the bilateral / multilateral agreement revision or initiation with existing or new partners.

BULGARIA

Facilitating QA of military training and educational programmes; comparability between qualifications across MS; ensuring the transparent exchange of information; describing the competencies that military officers should possess; strengthening defence cooperation between MS; facilitating the exchange of military students and course participants.

CZECH REPUBLIC

The SQF-MILOF captures whole complexity of possible officer´s operational engagement. It covers sufficiently all levels and categories of personnel across all services. The main value of the SQF-MILOF from the perspective of the Czech Republic lies in providing a very complex and broad taxonomy of descriptors in the areas of knowledge, skills and competencies. SQF-MILOF was used as one of the resources for defining learning outcomes for study programs of military carrier courses at the University of Defence to be finalised and approved by the General Staff of the Czech Armed Forces.

GERMANY

The enclosed project/work "SQF-MILOFs" is understood as voluntary, informative and not legally binding. Individual/national decisions on the characteristics of training and qualification are not influenced by the project. Therefore, the project only aims at transparency by visualizing comparability of qualifications. It can help to identify personnel of the same level of education and thus follow level-appropriate measures.

GREECE

SQF-MILOF is a useful tool that can promote and assist both national military qualification process and the military officer career training programs facilitating this process at all levels. The added value is the ability to compare and check national qualifications against other MS and thus enhance interoperability and comparability among qualifications, ensure transparency, promote best practices, improve national training programs and European common trainings as a step closer to CSDP mentality and philosophy among European military officers.

SPAIN

It is considered to be a very valuable initiative, mainly to increase interoperability and improving National training.

CROATIA

The value of this reference document is exceptional because it gives us information for the harmonization of military officer competencies reflected in the national occupational standards, help individual learners to identify their professional learning proficiency through the detailed learning outcomes of the Learning Profile, compare similar qualifications across MS, thus facilitating the exchange of military students and course participants.

ITALY

The harmonization of military officer competencies across Member States is one of the key elements toward a real integration of forces across EU. This will increase the qualifications comparability across MS, facilitating the exchange of military students and course participants at any stage of their military careers.

LATVIA

Great value in regard to mobility of students (e.g. Bachelor's Study Program) and better comparability between qualifications. It promotes mutual understanding and reciprocal cooperation between MS military officers which leads to successful reaching of common military goals of EU. It makes much more easier and effective exchanges of officers during their education as well as in service time – meaning participation in multinational exercises and operations. At the same time, it must not eliminate unique national traits and military traditions of each separate MS.

LITHUANIA

It could become an element of assessing the edibility before deploying officers to international positions, and a better means of opting for more international PME officer career courses. In the academic field, the proliferation of academic programs could become greater, and internationalization would become more likely if an academic program would be an element of qualification recognition for career purposes.

LUXEMBURG

Luxemburg officers are educated in different countries (mainly BEL, DEU and FRA). An officer may well do his level 1 in Bel and level 2 in DEU. As such, a standardization (interoperability) in officers' educations is extremely interesting and welcome for us.

HUNGARY

SQF-MILOF is very valuable as it seeks to provide MSs with a cross-referencing tool for military qualifications so that qualifications awarded in one MS can, if needed, be compared with similar qualifications awarded in another MS. The framework may provide transparency among the MS's officers training, which is vital in the aspect of human resources management regarding EU military operations.

NETHERLANDS

It is good to see that the EQF and SQF come together. Because of better comparability between qualifications, we are able to exchange military students between EU-courses, improving interoperability. We expect the SQF to contribute to the transparency of these qualifications.

AUSTRIA

The SQF-MILOF is a promising expansion of the already functional and beneficial EMILYO-program. It will probably foster mobility of more senior military students with the vehicular language being the most critical limitation. It will perhaps support interoperability, but NATO-standards and procedures will remain the core of interoperability-efforts. The comparison of qualifications through transparent and valid descriptions is the core functionality and benefit of the SQF-MILOF. The ambition of 'improving' training programs is potentially ambiguous. Any governance body facilitating implementation of the SQF-MILOF has to consider other frameworks in place (e.g. the respective national non-military educational system or specific national occupational specialties), which are in any case more binding as the SQF-MILOF.

POLAND

Valuable, interesting, useful.

PORTUGAL

It is very important for EU cohesion, promoting mobility and harmonization by the transparency of qualifications and supporting interoperability between Member States. Taking into account those objectives of SQF-MILOF, is understood as a potentially useful supporting element for the purpose of, in particular, comparing qualifications among the military qualifications and enhancing interoperability among the armed forces of the MS. From a Higher Education standpoint, the SQF-MILOF helps ensuring mobility of students and better comparability between qualifications, eventually contributing to the dialogue with the Agency for Evaluation and Accreditation of Higher Education (National Accreditation Agency), regarding the specificity of military Higher Education programs.

ROMANIA

The SQF-MILOF has an extraordinary potential to contribute to the interoperability amongst the MS in matters related to military career, know-how information exchange and a common understanding for the most adequate learning outcomes, while maintaining the necessary flexibility and autonomy of retaining characteristics, specific to each MS.

SLOVAKIA

We welcome this activity in the context of the interoperability of education in the European area. A precisely defined qualification framework will enable the mobility of students within their preparation and determination of the level of education.

FINLAND

In the near future military-education will be more competence-based and customer-oriented. Each student will be offered the possibility to design an individually appropriate path to finishing an entire qualification or a

supplementary skill set. We consider that many, if not all, of the central elements required by qualifications frameworks (access, mobility, learning outcomes, recognition of prior learning) are already well integrated and in place in Finland – and further implemented and promoted in different educational and labour market contexts. This is in many ways a good situation.

6. How useful do you find the Competence Profile of the military officer for your national occupational standards?

BELGIUM

At this point not used in the description of the competence profile in the Human resources Information System. This could be useful in the future to facilitate common understanding in the implementation of international sound cooperation.

BULGARIA

We find the Competence Profile of the military officer useful.

CZECH REPUBLIC

The Competence Profile of the military officer is a useful instrument, especially from the perspective of the Military Profession Occupations within National System of Occupations. SQF MILOF provides a broad spectrum of concrete competences required for the military officers differing according to the level of their military carrier (rank, position). Officers' carrier courses organized by educational and training institutions in the Czech Republic are based on different methodology. Instead of taxonomy used by EQF are based on knowledge – skills – autonomy and responsibly, which means that for the Czech courses is used a simplified taxonomy: have a knowledge –

be familiar with – have and be able to use (master) skills.

GERMANY

The specifications for the DEU armed forces and the respective officers' competence profile, is laid down in a national armed forces publication. Although the definition of the competence profile as the sum of the skills an officer needs to properly perform his job with a certain degree of autonomy and responsibility is similar, the SQF-MILOF and the competency model of the DEU armed forces differ in the definition of the competency areas. The competency areas comprehensively map certain occupational fields of action and bring together corresponding requirements and necessary qualifications as well as personal characteristics and skills. From a DEU armed forces perspective the grouping of officers according to the competence profile does not necessarily appear to be purposeful, since the requirements of a duty station/position demand different competence profiles of a person.

GREECE

The Competence Profile as described in the SQF-MILOF document is a clear and easy to use guide on common "job descriptions" of a military officer throughout his/her career. There are small differences from Hellenic National standards between levels in specific competence areas, but this is helpful when you want to match and allocate personnel to European positions. However, we cannot ignore the specific competence characteristics specific for each M-S due to the requirements and the threats that the M-S faces.

SPAIN

Very useful, in order to crosscheck with National competence profiles and to standardize with EU MS.

CROATIA

Competence Profile of the military officer for our national professional standards is useful

to us because the competences required for the military officer profession differ according to the level of ranks, operations, organizations. It certainly helps us for transparency of qualifications, better comparability between qualifications, Competence Profile, Competence Areas... The competence profile comprises the core competences of the military officer. These are common to all services (land, navy, air force), irrespective of arms or specialties and could be grouped under 8 areas.

ITALY

The national core values and competencies are reflected in the Competence Profile.

LATVIA

SQF-MILOF will be useful tool for national occupational standards. The same core competencies will be useful for civilian manager's positions. This Competence Profile gives clear division of learning areas for each competence area. In Latvian national military occupational standards are not divided so detailed. This Competence Profile could give new ideas for improvements of NQF of military officers and their training programs.

LITHUANIA

The national standard was prepared in 2019 with some knowledge of the MILOF-SQF working group output, but is detailed, and therefore does not contradict MILOF-SQF principles. SQF-MILOF can therefore be readily used as a document detailing the NQF. However, it is important to note that NQF integrates privates, NCO's, and Officers within a single framework.

LUXEMBURG

A European framework is very useful, as it justifies, on a common EU level, the need for military education throughout a career. Such education is not the basis in various other civil servants' careers and could be questioned.

Thus, an EU framework helps to justify the need for the various levels of education.

HUNGARY

The Military Officer Competence Profile helps military institutions and armed forces alike to better identify hard and soft factors in the education and training of officer candidates by fostering interoperability.

NETHERLANDS

We support the Competence Profile of the military officer.

AUSTRIA

The competence profile is useful and applicable to national occupational standards. The informal validation process showed that the competencies defined in the EMILYO LoD2 remain unchanged, but linked descriptors changed significantly. Due to the legal status of military professionals in Austria, there are some minor additional, but designated national educational requirements.

POLAND

With regard to the competences of Military Education Department, it is estimated that level A (Single Arm/Branch) is useful, and it is almost convergent with national occupational standards.

PORTUGAL

The Competence Profile will be very useful as a reference for our own competence profile.

ROMANIA

The current version of the "Competence Profile" as described within the SQF-MILOF, is in many aspects similar to the "Graduate model template" provided by the Human Resources Management General Directorate. Based on a thorough appraisal of the ROU Military needs, the "Graduate model template" involves a

methodological and goal-oriented approach in matters of higher education, applied throughout the entire life span of officers and aspiring officers.

SLOVAKIA

The profile of the officer's competencies is essential in terms of defining the necessary scope and content of knowledge for the various levels of command and control. From our point of view, it is important to adapt the profiles of our educational activities in the given context to the profile defined in the reference document

FINLAND

It is useful and we have used it in curriculum process.

7. How well does the SQF-MILOF cover the needs of your national military training and education system? Is all learning relevant to the core competences of a military officer in your MS covered by the SQF-MILOF?

BELGIUM

Some. NSTR (nothing significant to report)

BULGARIA

SQF-MILOF meet the needs of the national military training and educational system. It complements the State standards for the military education.

CZECH REPUBLIC

A good deal. Officers´ carrier courses are designed as a prerequisite for officers designated for promotion to a higher military position/rank. Those courses should ensure a degree of compatibility in the training of troops, especially with NATO (inter alia according to Generic Officer Professional Military Education).

Basic building block of carrier courses is NATO decision making process and planning. Moreover, the Czech carrier courses contain some national specifics in the area of national defence planning, crisis management and national security architecture.

GERMANY

The SQF-MILOF covers eight competence areas. Four areas are classified as core competency areas with specific technical competencies and the other four areas are crosscutting competencies that do not encompass specific characteristics of the profession. This classification of the SQF-MILOF's core competence areas is not consistent with the classification of competence areas in the DEU armed forces. However, all needs are covered, as the outcome of the differences between DEU armed forces QF and SQF-MILOF are leading to the same results.

GREECE

A good deal. There are some differences in accordance to Hellenic military training policy.

SPAIN

Almost all. It is quite comprehensive. Most learning outcomes covered in the document are relevant to Spanish officers´ core competencies.

CROATIA

Almost all our national military training and education system is based on the competence profile of the military officer. It has been formulated as the learning outcomes (knowledge, skills, autonomy and responsibility). Learning outcomes for the purpose of SQF-MILOF are high-level overarching statements, intended to cover learning in all its expressions: formal education programs, vocational training undertaking in the course of the career, skills

acquired on the job, experience from operations and exercises, and even informal learning from personal reading or from professional and social interaction. SQF-MILOF covers learning irrespective of the service, hence its joint, military universal character (core competences of the military officer). The learning outcomes for the purpose of SQF-MILOF are formulated as knowledge, skills and autonomy/ responsibility in broad terms at the level of 'Competence area', to ensure a broad coverage for all types of learning and qualifications. Almost all learning relevant to the core competencies of a military officer in our MS cover by the SQF-MILOF.

ITALY

A good deal.

LATVIA

A good deal. There are in SQF-MILOF some core competencies which would be good to implement in Latvian national military education system in higher level or/and extent. EU SQF-MILOF is lacking 20th century European military and geopolitical history. It is very important for every military officer to have the basic knowledge in this subject. This knowledge should be common for all EU officers, because it is pivotal basis of understanding present European geopolitical and security situation as well as the way and reasons of its changes. This subject should create a common view to reasons and outcomes of WW I and II. That would lead all EU MS much closer to united understanding of history thereby preventing use of history interpretation by third parties/adversaries (e.g. Russian Federation) for cleavage of EU unity. It would be desirable to include additional digital competences in SQF-MILOF Competence Profile.

LITHUANIA

Almost all – The national distinction between vocational and academic education is unclear, and this creates multiple dilemmas in curriculum development, the solution to which is beyond our responsibility.

LUXEMBURG

The knowledge of national regulations regarding political decision making and the legal framework with regard to administration (Personnel, material resources, budget regulations), the Armed Forces being just one of the various administrations working for the government, is also critical, for levels 3 and 4 mainly (partly also for level 2).

HUNGARY

All. The Hungarian military training and education system is very unique and has a tradition of more than 200 years. The academic program is augmented /supplemented by branch specific vocational training to provide officers to the HDF. At this stage the tool seemingly covers all needs, howerver the constantly changing environment, and new security challenges require permanent revision of our military education system.

NETHERLANDS

From a Policy based point of view, the SQF-MILOF covers the needs of our national military training and education system. The practical implementation and the comparison to our core competencies is in progress.

AUSTRIA

Almost all. The (core) competencies, learning outcomes and content provide an overall valid framework for the officer profession that covers

national requirements almost completely. Some additional content covering necessary defence management and administrative procedures are designated national requirements.

POLAND

Almost all. As regards Level 1, SQF-MILOF covers polish national military Training and Education System.

PORTUGAL

A good deal. From the joint point of view, the SQF-MILOF covers most of the core competencies of a military officer. Nevertheless, there are specific naval and technical competencies that will only be addressed by the Navy SQF-MILOF.

ROMANIA

Some. The SQF -MILOF largely responds to the needs of the national military educational system. However, a further in-depth analysis is necessary to determine an exact answer, based on the projected future Romanian Military.

SLOVAKIA

Almost all. When comparing our system of training with SQF-MILOF we can conclude that this covers a range of areas of our education sufficiently. It focuses on technical aspects as well as the development of manager competencies. A comparison of individual programs would be needed to compare the overlap of individual needs in detail. However, we do not anticipate significant differences.

FINLAND

Almost all.

8. How clear is the content of the SQF-MILOF?

BELGIUM

NSTR.

BULGARIA

MQD is helpful, because it provides a better and transparent way of facilitating the comparison between similar military education and training programs organized by the MS. It is useful for us to have access to such a beneficial and organized information.

CZECH REPUBLIC

The SQF-MILOF entirely comprises all aspects of operational engagement at different levels of officer´s career. Regarding organisational context, the Czech Republic carrier courses incorporated a matter of jointness from the lowest level. It means that officers are educated/trained from the very beginning of their military carrier to understand to some extend complexity of operations (multiple services).

GERMANY

The main objectives of the SQF-MILOF, facilitating the comparison of the different national, military qualifications and thereby enabling the harmonization of the minimum (training) requirements for the officer of the member states are recognized.
The benefits are seen in improving the comparability of military training/education programs/education and facilitating the exchange of officers at the appropriate levels. However, there is a risk, that in the course of a possible implementation and alignment, important national quality characteristics of military officers will not be considered and a somehow interpreted pseudo-objectivity will be anchored in the comparative filling

of international posts, which may lead to inequality or preference of single nations. Even though the description of the rationale for implementation is understandable, the extent to which the benefits of the SQF-MILOF are offset by the effort required to implement on different national areas of responsibility is hard to be predicted.

GREECE

The content of the SQF-MILOF is very clear and easy to use and understand. The aim, scope and expected benefits are conveyed in user friendly manner. There is a possibility of a need to clarify links and associated levels in core and competences, due to different training methodologies, strategies and procedures among Member States.

SPAIN

Very clear. The SQF-MILOF clearly conveys the objective, scope and benefits of having a tool that facilitates the comparison of military qualifications between Member States.

CROATIA

After inspecting referenced document, the conclusion is that The Military Qualifications Database will be very useful for our MS because the aim is to facilitate the comparison of qualifications between MS. The database must consist of public information uploaded by national military training and education providers with regard to relevant qualifications, which is why our MS is willing to upload relevant national military qualifications for public view. Public view of the Croatian military occupational standards and qualifications will be available after approval at https://hko.srce.hr/registar/standardi;jsessionid=88EB41CE0B87841A7EBC8E29C4BD4601).

ITALY

Fairly clear.

LATVIA

The content is clear enough.

LITHUANIA

We would provide the necessary data, and would use this in our program development, and accreditation.

LUXEMBURG

NSTR.

HUNGARY

The SQF-MILOF clearly conveys the aim, scope and benefits of having a tool that facilitates the comparison of military qualifications across MS.

NETHERLANDS

The content of the SQF-MILOF is clear. In daily practice, we have realized that the explanation of aim, scope and benefits asks for investments in time and personnel. As suggested above, we would prefer the Draft to be supported with comprehensible documents, e.g. infographics or animations.

AUSTRIA

Austrian representatives did not have access to a 'Military Qualifications Database (MQD)' so far. Based on the information displayed in the reference document, but pending accessibility and usability, Austria is willing to upload relevant national military qualifications for public view. In general, a MQD would be useful to access up-to-date information about military qualifications in participating MS as displayed in the in the 2014 "Comparison of courses based on competences (LoD 2)".

POLAND

It is clear.

PORTUGAL

The content of SQF-MILOF is clear enough; however, as stated in the answer to question three,

it would be useful to have leaflets/publications/conferences with an overview about SQF-MILOF.

ROMANIA

Mostly clear. From a quality assurance and interoperability perspective, the SQF-MILOF adds transparency and can contribute to equalizing projections amongst the Member States.

SLOVAKIA

SQF-MILOF is readable and its structure is clear. Therefore, we assume that, according to this document, it is possible to harmonize military qualifications in the Member States.

FINLAND

The aim and scope are clear.

9. How useful is the Military Qualifications Database for your MS? Would you be willing to upload relevant national military qualifications for public view?

BELGIUM

Evaluation of the use and opportunities of this DB in the following months. No inputs yet.

BULGARIA

MQD is really helpful, because it provides a better and transparent way of facilitating the comparison between similar military education and training programs organized by the MS. It is useful for us to have access to such a beneficial and organized information.

CZECH REPUBLIC

As it was stated in the answers to questions no. 5-7, the Czech Republic sees added value of the SQF MILOF which can be utilized as a comparative framework for own national purposes while formulating military

qualifications etc. At this moment, the information relating to the Czech carrier courses are available and not classified.

GERMANY

The usefulness and added value of a transfer tool such as the MQD, especially for personnel recruitment, cooperation and, if necessary, filling service posts in a multinational context, is recognized. Nevertheless, the information on the respective qualifications and training courses of the armed forces is classified. The nature and extent of any potential disclosure of this information therefore requires legal review as well as military evaluation.

GREECE

The Military Qualifications Database is a useful tool as a reference and quick comparison of qualifications among M-S. HNDGS have a positive aspect on this tool and will consider in the future prompting the training national providers to upload relevant national military qualifications data.

SPAIN

It is considered that the database will provide transparency to military education, allowing society to know in more detail the characteristics of the military officers required qualifications. Not able to answer positively the second part of the question at this stage. However, it is unlikely that there will be reservations about publishing military qualifications, since education plans and curricula are published in their entirety on the MoD website, so they can be freely consulted.

CROATIA

After inspecting referenced document, the conclusion is that The Military Qualifications Database will be very useful for our MS because the aim is to facilitate the comparison of qualifications between MS. The database must consist of public information uploaded

by national military training and education providers with regard to relevant qualifications, which is why our MS is willing to upload relevant national military qualifications for public view. Public view of the Croatian military occupational standards and qualifications will be available after approval at:

https://hko.srce.hr/registar/standardi;jsessionid=88EB41CE0B87841A7EBC8E29C4BD4601

ITALY

The opportunity to quickly compare qualifications between MS is extremely useful. Italian relevant national military qualification is public and there would probably be no showstoppers to upload them in the database.

LATVIA

NDA is currently developing a new study programs to be accredited in 2022/2023. Information will be uploaded for public view in the military qualification database after accreditation process.

LITHUANIA

We would provide the necessary data, and would use this in our program development, and accreditation.

LUXEMBURG

As said, we are in a different perspective, having no education system of our own. Obviously, we would be willing to state what level we need for what position, but all the other questions (duration, quality assurance) are outside of our remit.

HUNGARY

The Military Qualifications Database will contain relevant national military qualifications for public view, which is already the case in Hungary since the Ludovika University of Public Service is a transparent institute of higher education of the state.

NETHERLANDS

At the moment the MQD is not used by the Dutch MOD. We support the document and we are willing to investigate the possibilities regarding uploading and using the SQF.

AUSTRIA

Austrian representatives did not have access to a 'Military Qualifications Database (MQD)' so far. Based on the information displayed in the reference document, but pending accessibility and usability, Austria is willing to upload relevant national military qualifications for public view. In general, a MQD would be useful to access up-to-date information about military qualifications in participating MS as displayed in the in the 2014 "Comparison of courses based on competences (LoD 2)".

POLAND

It is difficult to assess because it is not operational and we do not have access to it. Moreover, so far we have not participated in the works of the working group.

PORTUGAL

A Military Qualifications Database will be very useful. We will be willing to upload relevant national military qualifications for public view, according to the classified information policy restrictions.

ROMANIA

We consider the MQD as an excellent tool to highlight the European Union's outlook in reference to the Military Officer Profession, ensuring interoperability, transparency and predictability.

SLOVAKIA

The military qualifications database appears to be a useful tool for comparing the level of education of officers. Uploading relevant

national military qualifications for public would be possible; however, it is necessary to align individual national requirements for education levels with the SQF-MILOF.

FINLAND

Database can provide an easily accessible map showing what is the content/profile and level of a qualification and how it can be linked to and combined with other qualifications. Common database is an important tool for communication, and it is supporting recognition. In the near future (starting 2023-24) Finland is willing to upload relevant national military qualifications for public view.

10. Is your MS interested in assigning an SQF-MILOF level to its military qualifications?

BELGIUM

Not yet

BULGARIA

Yes, Republic of Bulgaria is interested in levelling NMQs to relevant SQF-MILOF levels.

CZECH REPUBLIC

At this moment, the Czech Republic sees SQF-MILOF mainly as an auxiliary tool for comparing qualifications mainly with our national system of military qualifications and other study and training programs. It could also serve as a framework for interoperability.

GERMANY

A decision requires a ministerial review with the participation of the subordinate area and more time for an evaluation with additional respective subject matter experts. Currently, MoD is working on the Bundeswehr Qualification System including the comparability with civil Qualification.

This process has to be finished before elaborating on the implementation of SQF-MILOF.

GREECE

HNDGS have a positive aspect in assigning an SQF-MILOF level to its military qualifications that will enable the comparison and the interaction between other M-S.

SPAIN

Yes, it is considered to be useful for both, higher education qualifications and vocational training, as it´s been expressed along the questionnaire.

CROATIA

Our MS is certainly interested in assigning an SQF-MILOF level to its military qualifications and right now we are in process of developing occupational standards and qualification standards.

ITALY

National intent is positive.

LATVIA

We are interested in evaluating such possibility.

LITHUANIA

This is possible to do. In our previous exercises (2018), we believed that basic and tactical level PME corresponds to EQF 5, but additional analysis is needed.

LUXEMBURG

N/A- see answer above in the previous question.

HUNGARY

Yes

NETHERLANDS

At this moment, we do not have the capacity to implement the SQF because of the priority of implementing and using our NQF in our IT&ED.

Our national (military) qualification framework will guide our policy employees to the possible but subsequent implementation of the SQF. The focus is, for now, on implementing the national guidelines with operation lines and corresponding change management.

AUSTRIA

For the time being, Austria will assign SQF-MILOF levels to formal higher education qualifications only. Rules and procedures for the assignment of vocational training the NQF (Level 6 or higher) are subject of ongoing inter-ministerial consultations. The Austrian Qualification Registry already displays two vocational military qualifications (NCO basic and intermediate education) at NQF Level 4 and 5, but neither of them falls within the scope of SQF-MILOF.

POLAND

It is beyond the competences of the military education department. Military education department is not authorized to do it.

PORTUGAL

Yes, it would be positive to assign SQF-MILOF levels to national qualifications, in a non-restrictive and non-mandatory way, only as reference, to facilitate the comparison of qualifications between MS.

ROMANIA

Yes.

SLOVAKIA

This step seems to be a good solution to ensure the interoperability of Member States' military training. However, the implementation process needs to be discussed. The national provider of military education the Armed Forces Academy currently provides higher education based on the Bologna Process and the European Higher Education Area system accredited by

the State Accreditation Agency. Career courses are approved by the national departmental authority, with some courses accredited by NATO ACT as part of the institutional accreditation of the Armed Forces Academy as a NATO educational.

FINLAND

In the near future (starting 2023-24) Finland is interested in assigning both formal higher education qualifications and vocational training.

11. What is your MS' policy on validating non-formal and informal learning for the military officer profession?

BELGIUM

The process of validation of external and informal learning and experience is foreseen to be implemented in 2021 (TBC).

BULGARIA

We do not have a formal validation policy of non-formal and informal learning for the military officer profession.

CZECH REPUBLIC

The Czech MoD has precisely defined internal rules and regulations defining level of education for each military rank/position. Moreover, there are comprehensive rules for recognition of military qualifications obtained outside of the educational and training system of the Czech Armed Forces.

GERMANY

The qualification of personnel mainly takes place formally, e.g. within the framework of course-based individual training up to on-the-job training or individual, troop and team training. Informal or non-formal learning mostly takes

place at the workplace in an unstructured way, dynamically changeable and as a learning process that is difficult to monitor, depending on the needs and capacities of the learners. Informal learning is action-oriented. It is thus an essential building block for promoting or ensuring the relevant competencies of officers and is recorded in the context of individual assessment reports. Nevertheless, a procedure for the measurable validation of this experiential knowledge is not known, at least in the DEU armed forces.

GREECE

According to National Military Training Policy Strategy, validation of learning is done by a combination of participation in educational courses, training, operations and on the job training, in accordance to the career path of each officer.

SPAIN

An important part of the non-formal training is validated and considered through the officer´s evaluation system for promotions, command assignment and job assignment. Not so much informal training.

CROATIA

The validation of learning outcomes acquired through non-formal and informal learning can play an important role in enhancing employability and mobility, as well as increasing motivation for lifelong learning, particularly in the case of the socio economically disadvantaged or the low- qualified. In this regard, many forms of non-formal education include organized and planned educational activities for the purpose of acquiring different knowledge and skills, attitudes and values through a variety of methods, greater flexibility and approach to life situations and practical application of acquired knowledge and skills. Such as: extracurricular activities, various

workshops and seminars, conferences, courses, volunteer programs, project work, school alumnus, cooperatives, military cadet exchange programs, centres of excellence, etc. All these activities include the practical acquisition of knowledge, skills and attitudes, take place outside the context of formal learning, are based on voluntary participation, show certain results and for which formal recognition is usually not received. We do not have a protocol for validation of non-formal and informal learning for the military officer profession, but we make official notes about them in the MoD IT System for Personal Management. These notes use in various decisions on Personal Management Councils for appointments, promotions, etc. We consider it necessary to put emphasis on the identification, recording, screening and validation of non-formal and informal learning, preferably using a comparable method understandable to all stakeholders, in particular employers and educational institutions.

ITALY

Currently non-formal and informal learning is reflected only in the personnel career logbook.

LATVIA

We highly support the idea to validate non-formal or informal learning for the military officer profession.

LITHUANIA

Academic recognition is conducted by the Military Academy of Lithuania and complies national higher education regulation, which in-turn is in-line with EHEA standards. Officers can apply to have their qualifications recognized when they apply for a part-time Bachelor's or Master's degree studies.

LUXEMBURG

Non-formal learning is acceptable for specific posts- but not to obtain a level 1-4 equivalency.

HUNGARY

Certain individual learnings are connected to each positions and are laid down in job descriptions. Informal learnings are not validated officially and is subject of commanders' consideration.

NETHERLANDS

Formal learning is captured in our newly designed national military qualification framework. However, on national level, we don't have clear policies on measuring informal learning (yet). At this moment, measuring and rewarding informal learning is being researched as part of a research program called learning ecosystem.

AUSTRIA

In accordance with national law, there are various procedures in place. Usually candidates have to validate learning results acquired through informal or non-formal learning by successfully fulfilling tasks representative for a single or a range of military functions. As formal career courses also serve the purpose of synchronization and actualization, validated knowledge/skills/competencies usually surrogate only parts of the respective curriculum, while other parts remain mandatory formal requirement. In rare cases, verified professional experience over a specified period (e.g. serving in international missions) serves as surrogate for formal education without any further validation.

POLAND

It is beyond the competences of military Education Department.

PORTUGAL

Vocational Training System: Non-formal and informal learning is validated with approval in the evaluation process (exam) for specific courses of the Vocational and Training System

(recognition of competence by exam), and by Recognition, Validation, and Certification of Competencies with award of a Compulsory Secondary Education Diploma; In other situations seeks to recognize and validate non-formal and informal learning through the Diploma Supplement, which is given to anyone who requests it, attached to the original certificate/diploma issued by the institution; Lessons learned process.

ROMANIA

Although the higher education institutions are concerned with formal education and learning outcomes, the military system recognize and utilize non formal and informal learning. From this perspective, operations experience and international missions are not only recognized, but also they are relevant criteria for career advancement and accession to certain key positions.

SLOVAKIA

Non-formal education and informal learning are currently not validated. There are no procedures and system set up for this type of validation.

FINLAND

On-the-job learning is recognized and accepted as part of degree studies in many cases. Other competencies are recognized and accepted as part of degree studies at discretion.

12. Is your MS interested in appointing a representative to an SQF-MILOF governance body responsible for facilitating the implementation of the SQF-MILOF at national level? Would you agree to sign an implementation protocol in this respect?

BELGIUM

Not possible at this point due to reduced workforce and priorities.

BULGARIA

Yes, Republic of Bulgaria is interested in appointing a representative. In this respect Republic of Bulgaria would agree to sign an implementation protocol.

CZECH REPUBLIC

Czech Republic intends to possibly participate within means and capabilities in further development of the SQF-MILOF in order to observe the progress and gather experience for comparison with our national developments. Nevertheless, participation in a governance body is not foreseen at this moment.

GERMANY

The ministerial review in the DEU MOD has not yet been completed. See answer to question 10.

GREECE

HNDGS/B2 is member of the ESDC working group and can assist in the process of facilitating the implementation of SQF-MILOF at national level. We intend to assign a representative to the SQF-MILOF governance body as soon as we have all the details about it. HNDGS have a positive aspect on signing an implementation protocol and is willing to examine it, as soon as we have all the relevant engagements.

SPAIN

It would be a key element in case the decision is made on implementing the SQL-MILOF in our Armed Forces. However, we are unable to address this question and provide a formal answer to the without a formal invitation to participate in the governance responsible body.

CROATIA

Our MS is interested in appointing a representative to an SQF-MILOF governance body responsible for facilitating the implementation of the SQF-MILOF at national level. We support signing an implementation protocol in this respect, but it should be received and approved through official channels by the Minister of Defence.

ITALY

Even if the general feeling is very positive, an official decision on appointing a representative to an SQF-MILOF governance body and signing and implementation protocol would require a higher Authority clearance.

LATVIA

Yes, we potentially would be interested in evaluating the possibility to appoint a representative and to sign an implementation protocol if we agree with the content.

LITHUANIA

Yes to both.

LUXEMBURG

N/A, as we do not have any own educational system.

HUNGARY

Both yes.

NETHERLANDS

The Dutch MOD supports the idea of an ad-hoc executive group to oversee and provide common guidance. On behalf of that, we have to discuss if we want to appoint a representative to an SQF-MILOF governance body responsible for facilitating the implementation of the SQF-MILOF at national level.

AUSTRIA

No. For the time being, Austria acknowledges the SQF-MILOF as a common, but non-binding framework and is willing to contribute by providing information regarding relevant national military education and qualifications.

POLAND

It is beyond the competences of military Education Department.

PORTUGAL

We are interested to cooperate, in accordance with national defence policy.

ROMANIA

To facilitate the SQF-MILOF implementation at national level, we consider that each MS should have a representative in a governance body and an implementation protocol should be signed in this respect.

SLOVAKIA

In the case of the implementation of SQF-MILOF, we would welcome having a representative on the Steering Committee to facilitate its implementation and provide guidance at national level. In this context, the method of implementation would have to be defined in the implementation protocol.

FINLAND

Not yet decided.

13. Would you agree to sign a protocol that would elaborate on the implementation of the SQF-MILOF at national level in a coherent manner across all MS?

BELGIUM

Not yet

BULGARIA

At this stage we cannot confirm that we will sign the implementation protocol without any considerations. It springs from the differences between MS' educational systems and the specifics of their military career development regulations.

CZECH REPUBLIC

Related to our national developments and progress, signing a protocol is not our national intention at this stage but could be potentially redeemed after the implementation of the framework across the EU nations.

GERMANY

See answer to question 10. This depends on the result of the ministerial audit in the DEU MOD.

GREECE

HNDGS have a positive aspect and is willing to examine signing a protocol with all willing M-S to elaborate the implementation of the SQF-MILOF at national level as soon as we have all the relevant engagements.

SPAIN

Yes

CROATIA

We support signing a protocol that would elaborate on the implementation of the SQF-MILOF at national level in a coherent manner across all MS, but it should be received and approved through official channels by the Minister of Defence.

ITALY

Given that an official decision on signing a protocol that would elaborate on the implementation of the SQF-MILOF would require a higher Authority clearance, the general feeling is very positive.

LATVIA

Yes, we potentially would be interested in evaluating such possibility.

LITHUANIA

Yes.

LUXEMBURG

Yes- but with limitations as in the previous question.

HUNGARY

Yes.

NETHERLANDS

The Dutch MOD supports the idea of a protocol that would elaborate on the implementation of the SQF-MILOF at national level in a coherent manner across all MS. On behalf of that, we have to discuss if we want to sign a document as such.

AUSTRIA

Most likely not. As outlined earlier, the SQF-MILOF is a useful, but non-binding framework. Implementation remains national business.

POLAND

It is beyond the competences of military Education Department.

PORTUGAL

Yes, in accordance with national defence policy.

ROMANIA

We also consider that an implementation protocol should be signed in this respect.

SLOVAKIA

Yes, if the form and content of such a protocol need to be discussed at the level of all Member States.

FINLAND

Not yet decided.

14. Do you have any suggestions for improving the SQF-MILOF or for its implementation?

BELGIUM

NSTR.

BULGARIA

We do not have any additional remarks at the moment.

CZECH REPUBLIC

The current range of the SQF-MILOF is sufficient for the purpose of the Czech Republic as stated above (in the previous question).

GERMANY

Eventually, the comparability of the quality of training courses and career models in the various European armed forces should be improved with regard to the intended database.

From the DEU's point of view, for example, the question arises as to what quality the DEU staff officer qualification acquired through a special course lasting several months has in other countries. How can this comparison made?

In addition, it is sincerely recommended that the MS is given more time to consider and design the potential implementation of the SQF-MILOF. For some MS, implementation seems to be easier than for others.

GREECE

SQF-MILOF should remain in a voluntary and not obligatory basis and subject matter expert cell should be generated in order to assist and support M-S on any future activities related to the implementation of the SQF-MILOF process.

SPAIN

We suggest to schedule a meeting, in a virtual format, with the institutions responsible for the direction and management of the training programs of the Ministry of Defence.

CROATIA

The SQF-MILOF should implement European Common Principles for recognition and evaluation of non-formal and informal learning for all MS. In order to further develop the EQF/SQF-MILOF, it is necessary, regardless of the current situation caused by COVID19, to accelerate correspondence and harmonization activities at the EU level in order to ensure the preconditions for faster development of EU core military officers' capabilities. Currently, the easiest way to do this is through various unclassified online platforms (Webex, Zoom, Google Meet, Adobe Connect, etc.).

ITALY

None at this time.

LATVIA

It is of great importance to form the united understanding of 20th century history. That would greatly strengthen understanding and maintaining of common European values in minds of all European military officers.

LITHUANIA

We see in the officer education across EU that PME and academic education distinction differs, and this is a hurdle to harmonization and internationalization of the education, and also importantly Military Science development, and the development of scientific research competence among the officer corps.

LUXEMBURG

No.

HUNGARY

No suggestion.

NETHERLANDS

No.

AUSTRIA

After validation, the SQF-MILOF needs to remain unchanged for a period of five years at least.

Any earlier adaptations have the potential to generate frustration amongst the authorities of participating MS. An implementation strategy should address the expected timeline for integration of EMILYO LoD2. Incentives rewarding a successful implementation (e.g. privileged consideration of nominations for military non-quota posts) will support a wider participation and overall implementation.

POLAND

At this point, we do not submit any suggestions.

PORTUGAL

The implementation should be made in a non-restrictive and non-mandatory way, only as reference, to facilitate the comparison of qualifications between MS. It would also be important a regular review and adapting process for SQF-MILOF.

ROMANIA

No suggestion.

SLOVAKIA

NIL

FINLAND

No.

ANNEX 6 ▪ Levelling National Military Qualifications to SQF-MILOF and Defining the Military Focus to MILOF-CORE

Five-step process

(Reference to chapter 14. Levelling NMQs to SQF-MILOF and defining their military focus to MILOF-CORE and chapter 21.1.SQF-MILOF Informal Validation by the education and training providers)

Appendix 1 to annex 6 – Indicative Example

STEP 1

Identify the national military qualification (NMQ) and its constituent elements.
Complete the table.

Ser	Type	Info
1	Member State	Romania
2	Institution/ Awarding Body	National Defence University/ Crisis Management and Multinational Operations Department (CMMOD) https://www.unap.ro/ro/unitati/cmcom/cmcom/index.htm
3	Qualification	Advanced Joint Operations Staff Officer Course (AJOSOC)[18]
4	Language in which the qualification was obtained	English
5	Audience	Officers in rank of Maj-LtCol Career Course
6	Outcomes Knowledge	Cognitive objectives / outcomes. After completing the course, students should be: **I.** Informed in the leadership dimension at strategic and operational level for NATO, EU and national level / Prepared for Operational Level Leadership Challenges : • Imbued with a comprehensive strategic and operational-level perspective; • Aware of the importance of strategic communication in reaching multiple audiences; • Informed of challenges in accomplishing interagency / multinational coordination; • Skilled in persuasive leadership by practicing the craft of writing clearly and speaking articulately about operations, strategy, and policy objectives; • Competent in operational-level problem solving and creative thinking; • Aware of critical thinking and decision making by real world, strategic and operational level leaders and their staff.

Ser	Type	Info
		II. Capable of Critical Thinking with Operational Perspectives Strategically aware of critical geostrategic regions; • Able to think strategically about all types of wars and strategic actors; • Skilled in evaluating alternative strategic and operational courses of action; • Capable of integrating military power with other national instruments of power; • Aware of the challenges in accomplishing interagency and multinational coordination; • Empowered with analytical frameworks to support the decision making process. **II.** Skilled in Applying Operational Art to Joint, Interagency, & Multinational Warfighting and in Operation Planning at Tactical / Component and Operational levels of war Process • Skilled in thinking BIG, that is to be able to frame a problem at operational level and draw up the operational design for a campaign; • Familiar with the concepts, doctrine, systems, languages, and processes required to employ component forces effectively in the Joint, Interagency, and Multinational environments; • Informed in applying Combat Power to achieve strategic effects across the range of military operations; • Conversant in full range of military capabilities; • Competent in operational-level problem solving, creative thinking, practical reasoning, and risk management; • Informed in operational C2 issues; • Conversant with the operation planning at tactical/ component and operational level of war. **Affective objectives.** At the end of the course participants share core values of Romanian Armed Forces, NATO and the European Union, as major organizational culture holders, and are able to operate and communicate in the spirit of Euro-Atlantic security culture.
7	Outcomes Skills	See Serial 6
8	Outcomes Responsibility and autonomy	See Serial 6
9	Prerequisites	Single Service Course Tactical level Staff Officer Course Tactical Level
10	Ways of acquiring the qualifications	Formal education
11	ECTS	22
12	ECVET	n/a

[18] DISCLAIMER. This is an indicative example, using a real programme, but without committing the training provider in any way to assign the indicated level in the example.

Ser	Type	Info
13	Duration	13 weeks
14	NQF	Not assigned
15	EQF	Not assigned
16	Internal Quality Assurance	CMMOD is a functional structure within the Romanian National Defence University "Carol I". In this context, CMMOD is bound to follow and implement the provisions of the academic quality assurance system, which complies with the national quality assurance standards. In 2015, the national authority responsible for quality assurance in higher education institutionally evaluated the Romanian National Defence University "Carol I" (to include CMMOD) and granted a High degree of confidence rating for the period 2015-2020.
17	External Quality Assurance	The Crisis Management and Multinational Operations Department holds a Quality Assurance Accreditation Certificate issued by NATO Quality Assurance Agency (UNCONDITIONAL ACCREDITATION, effective 30 Oct. 2018 and expires 29 Oct. 2024), appreciating the high standard of quality of the education and training activities provided by CMMOD. The accreditation confirms that the Crisis Management and Multinational Operations Department have: • Sound internal procedures for the assurance of quality; • Procedures that are applied effectively at each level to ensure the quality of education and training; • Effective and regular processes of reviewing the curriculum and implementing required changes and enhancements; • Accurate, complete and reliable information about its curriculum.
18	Level of operations	Operational
19	URL	https://www.unap.ro/ro/unitati/cmcom/cmcom/index.htm Courses > AJOSOC
20	Other information	**Description.** The Advanced Joint Operations Staff Officer Course (AJOSOC) is a postgraduate, intermediate-level course that explores the whole range of military operations at the operational level of war, with a specific emphasis on warfighting. This course meets the standards of the PfP Training Concept, and complements the learning objectives of the curricula in the national defence area. The AJOSOC introduces students to the operational level of operations and familiarize them with the operational planning and application of Joint forces to achieve appropriate military objectives in coalition/multinational and interagency environments. Students study the capabilities of all services with ultimate focus on planning and execution of Joint operations at the Joint/combined task force and functional/service component levels. **Aim.** The aim of the AJOSOC is to: prepare Romanian and international mid-career officers and civilians to (1) critically apply a multidimensional thinking at operational level of war; (2) originally design operational ideas for joint multinational operations; (3) skilfully apply operational art in warfare scenarios and to (4) aptly perform staff tasks in multinational headquarters.

Ser	Type	Info
21	SQF-MILOF level	**Level 2** (following the levelling process below)
22	Military focus	**Focused on JOINT/MULTIPLE SERVICE level** (following the levelling process below)

STEP 2

Identify NMQ's key learning outcomes (KLOs) in the core competence areas[19] to achieve the overall goal of the NMQ.

Produce the list. The KLOs are those learning outcomes that are critical for achieving the overall goal of the qualification.

The key learning outcomes have been defined by assessing the description and aim of the qualification (serial 21 in the table at step 1).

AJOSOC Key Learning outcomes:

• Skilled in evaluating alternative strategic and operational courses of action;
• Empowered with analytical frameworks to support the decision making process;
• Skilled in thinking BIG, that is to be able to frame a problem at operational level and draw up the operational design for a campaign;
• Informed in applying Combat Power to achieve strategic effects across the range of military operations;
• Conversant with the operation planning at tactical/ component and operational level of war.

[19] Military service member; military technician, leader and decision maker and combat ready model.

STEP 3

Match the NMQ KLOs with the learning outcomes of the relevant learning areas in MILOF-CORE focus (row) and at the appropriate SQF-MILOF level (column)

Fill in the column 1 with KLOs defined in step 2. Fill in the column 2 with corresponding MILOF-CORE learning outcomes. Mark column 3 with the corresponding SQF-MILOF level. Mark column 4 with the corresponding MILOF-CORE focus.

AJOSOC Key Learning Outcomes	MILOF-CORE Learning Outcomes	SQF-MILOF Level	MILOF-CORE Focus
Skilled in evaluating alternative strategic and operational courses of action	Critically evaluate various types of situations (peace and wartime), analyse the key implications and propose feasible and timely options for the resolutions of problems/ crisis/ conflict from the multiple services perspective at joint operational and strategic level for full spectrum of operations. (Competence area: Military Service member, Learning Area: Military decision making process (MDMP))	3	Joint/ Multiple Services
Empowered with analytical frameworks to support the decision making process	Discuss the context of making decisions in a timely manner in complex and unpredictable environment at joint operational level for full spectrum of operations. (Competence area: Military Service member, Learning Area: Military decision making process (MDMP))	2	Joint/ Multiple Services
Skilled in thinking BIG, that is to be able to frame a problem at operational level and draw up the operational design for a campaign;	Design innovative operational ideas and solutions for the resolution of a potential conflict with national / multinational dimensions, as part of a planning team at the operational level in a multinational HQ in unpredictable and fluid conditions of the operating environment (Competence area: Military Service member, Learning Area: Operations Planning)	3	Joint/ Multiple Services
Informed in applying Combat Power to achieve strategic effects across the range of military operations;	Explain the principles of employing units and formations at the operational level in a joint multinational context, in accordance with national / multinational doctrine, across the full spectrum of operations (Competence area: Military Service member, Learning Area: Employment of forces - Full Spectrum Operations)	2	Joint/ Multiple Services
Conversant with the operation planning at tactical/ component and operational level of war.	Implement the key steps of the joint operations planning process as part of a planning team under the direction and guidance of a senior planner / team leader (Competence area: Military Service member, Learning Area: Operations Planning)	2	Joint/ Multiple Services

STEP 4

Determine the SQF-MILOF level of the NMQ

The NMQ level is given by the SQF-MILOF level of most KLOs derived in step 3.
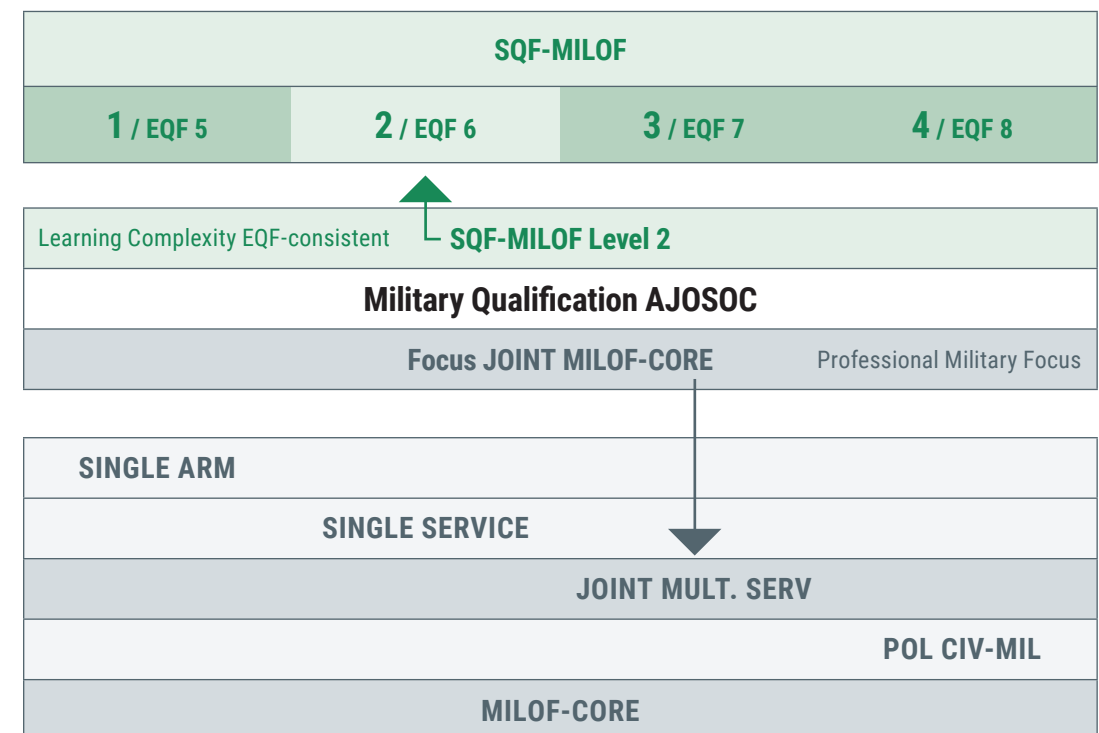
Most KLOs are at SQF-MILOF Level 2.

STEP 5

Determine the military focus of the NMQ

The military focus is given by the MILOF-CORE focus of most KLOs that gave the SQF-MILOF level, derived in step 3

Most KLOs are in MILOF-CORE focus: JOINT/ MULTPLE SERVICES

Conclusion

The AJOSOC is:
- Level 2 SQF-MILOF
- Focused on JOINT/ MULTPLE SERVICES MILOF-CORE

Appendix 2 to annex 6 – SQF-MILOF Informal Validation by Volunteer Education and Training Providers

Seven training providers from six MS answered the request and completed the suggested process (described at chapter 14 "Levelling NMQs to SQF-MILOF and defining their military focus to MILOF-CORE" of this volume) and the indicative example described in Appendix 1, by using the following programmes to test the five-step process:

Austria, National Defence Academy

- Master degree programme "Military leadership" – informally levelled at SQF-MILOF Level 3 (EQF 7), focused at JOINT/MULTIPLE SERVICE of MILOF-CORE
- Master of Arts in Military Leadership – informally levelled SQF-MILOF Level 3 (EQF 7), focused at JOINT/MULTIPLE SERVICE of MILOF-CORE

Austria, Theresan Military Academy, Institute for Basic Officer Education

- Basic Officer Education - informally levelled SQF-MILOF Level 2 (EQF 6), focused at SINGLE SERVICE of MILOF-CORE
- Bachelor Programme Military Leadership - informally levelled SQF-MILOF Level 2 (EQF 6), focused at SINGLE SERVICE of MILOF-CORE
- Vocational courses on general Infantry training at Platoon level - informally levelled SQF-MILOF Level 1 (EQF 5), focused at SINGLE ARM of MILOF-CORE

Lithuania, General Jonas Žemaitis Military Academy

- Master of Defence Studies – informally levelled SQF-MILOF Level 3 (EQF 7), focused at JOINT/MULTIPLE SERVICE of MILOF-CORE

Bulgaria, Nikola Vaptsarov Naval Academy

- Naval Tactical Level Officer - informally levelled SQF-MILOF Level 2 (EQF 6), focused at SINGLE ARM of MILOF-CORE

Hungary, Ludovika – University of Public Service, Faculty of Military Science and Officer Training

- Joint Operational Staff Course – informally levelled SQF-MILOF Level 3 (EQF 7), focused at JOINT/MULTIPLE SERVICE of MILOF-CORE

Italy, Centre for Defence Higher Studies, Joint Services Staff College

- Advanced Joint Staff Course – informally levelled SQF-MILOF Level 2 (EQF 6), focused at JOINT/MULTIPLE SERVICE of MILOF-CORE

Romania, National Defence University, Crisis Management and Multinational Operations Department

- Brigade Staff Officer Course - informally levelled SQF-MILOF Level 2 (EQF 6), focused at SINGLE SERVICE of MILOF-CORE

ANNEX 7 · SQF-MILOF Informal Validation by the EU Military Staff

(Reference to chapter 15. Levelling individual learning to SQF-MILOF and MILOF-CORE levels and chapter 21.2. SQF-MILOF Informal Validation by the individual officers)

Appendix 1 to annex 7 – Indicative Example

Assess the individual proficiency → Define the type of learning → Self-assess the overall learning level → Apply for formal recognition →
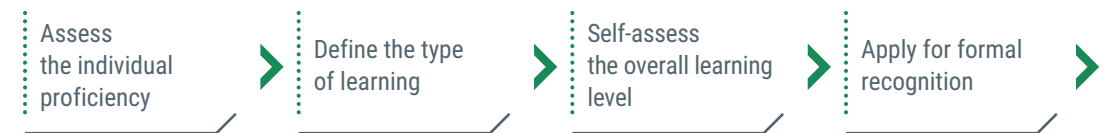
STEP 1

Assess the learning outcomes that have been acquired in each learning area of the MILOF-CORE (horizontally).
Highlight the learning outcomes at the highest level of complexity on each line/ learning area. It is implied that the lower level has been a prerequisite/ prior learning for the identified level. It is perfectly possible to have different learning levels on different lines/ learning areas.

STEP 2

Define the type of learning (qualifications) for each highlighted learning outcomes. There are three types of learning/ qualifications[20]:

- Formal (e.g. military education programmes, mandatory career courses). These are usually stepping-stones for promotion in career;

- Informal (e.g. on-the-job, participation in operations, exercises, participation in community of practice or interest, social learning etc.);

- Non-formal (e.g. short courses outside career path, structured individual mentoring or coaching sessions).formal (academic, vocational), informal (on-the-job, participation in operations, exercises etc.) or non-formal (participation in community of practice or interest, social learning etc.).

[20] Formal learning is always organised and structured, and has learning outcomes. From the learner's standpoint, it is always intentional: i.e. the learner's explicit objective is to gain knowledge, skills and/or competences. Typical examples are learning that takes place within the initial education and training system or workplace training arranged by the employer. One can also speak about formal education and/or training or, more accurately speaking, education and/or training in a formal setting. Informal learning is never organised, has no set objective in terms of learning outcomes and is never intentional from the learner's standpoint. Often it is referred to as learning by experience or just as experience. The idea is that the simple fact of existing constantly exposes the individual to learning situations, at work, at home or during leisure time for instance. Non-formal learning is rather organised and can have learning objectives. Such learning may occur at the initiative of the individual but also happens as a by-product of more organised activities, whether or not the activities themselves have learning objectives.
(see OECD, http://www.oecd.org/education/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm).

Example:
Competence Area: Service member; Learning area:
Employment of forces - Full Spectrum Operations

Focus	L1	L2	L3	L4	Formal	Informal	Non-Formal
Single Arm / Branch	Distinguish between alternate options of employing small teams and subunits belonging to a single branch/ arm as part of a subunit and in accordance with national procedures > Discuss the tactics, techniques and procedures specific to the particular branch for full spectrum of operations at national level.	Explain the principles of employing single arm/ branch subunits at the tactical level in accordance with national doctrine, across the full spectrum of operations > Explain the tactics, techniques and procedures specific to the particular branch for full spectrum of operations at national level.	Critically evaluate and prioritise the tasks and means assigned by the higher echelon taking into account the role of other branches and limitations imposed by external factors within the operating environment in full spectrum operations.	n/a	L3 General Army and Infantry Academies	L3 Operations and Exercises	n/a
Single Service	Discuss the organisation and basic principles of employing forces at the service level.	Explain the principles of employing combined arms forces at the tactical level in accordance with national/ multinational doctrine, across the full spectrum of operations	Explore the requirements/ conditions of integrating the effects of fire, influence and manoeuvre in joint operations >...	n/a	L3 Course to be promoted to Major. Inter Arms Course (career course)	L3 Appoint--ment to combat unit. L3 Operations & Exercises	L3 Army Staff Course in Brazil

STEP 3

Self-assess the overall individual learning profile/level by SQF-MILOF level and MILOF-CORE focus.

The individual learning level and focus of an officer is the level and focus where most of the learning outcomes have been identified in steps 1 and 2 for the core competence areas:

Military service member; Military Technician, Leader and Decision-Maker and Combat-Ready Role Model. It is possible that the overall learning level of an officer be higher than the actual learning level given by the formal qualifications obtained along their career.

Example:

Identification	
Commissioning year	1987
Rank	Colonel

Self-assessment (SQF-MILOF levels and MILOF-CORE focus)	L1	L2	L3	L4
Competence Area: Military service member			Joint	
Competence Area: Military Technician			Joint	
Competence Area: Leader and Decision-Maker			Joint	
Competence Area: Combat-Ready Role Model			Common	

STEP 4

Apply for validation of learning outcomes acquired in non-formal and informal settings in specific learning areas, according to national procedures aligned to the current EU recommendations.
Not tested

Appendix 2 to annex 7
Self-Assessment of Individual Learning Complexity and Focus

ANALYSIS OF ANSWERS

Difficulty to identify the learning outcomes for individual learning profiles

Most respondents found the process to be practical and complete, and considered that it was relatively simple to identify learning outcomes for their profile; this confirms the pan-European character of the SQF-MILOF/ MILOF-CORE and the high degree of interoperability at this level of career. Acknowledging its relatively high-level descriptors, the respondents assessed that the process was meaningful, but would require careful preparation by reading all of the learning outcomes before matching the individual collection of training activities and appointments to the SQF-MILOF/ MILOF-CORE relevant learning outcomes. It was important for some respondents to self-assess learning from programmes completed long ago.

MILOF-CORE coverage of learning relevant to the military officer profession

Respondents from all services (Army, Navy, Air Force), managed to find meaningful learning outcomes regardless of the service they belonged to; this confirms the joint, universal character of the SQF-MILOF/MILOF-CORE. Moreover, almost all respondents were able to match all of their learning with SQF-MILOF/ MILOF-CORE learning outcomes, which confirms the comprehensiveness of the framework.

Almost all officers who had self-assessed themselves at Level 3 focused on the Joint/ Operational level, which is the appropriate level for officers in these ranks working in an international, strategic-level military organisation. Some officers, particularly those

with the rank of colonel, possess an important amount of knowledge and skills at Level 4, focused on the Strategic/Civilian-Military level. However, when it comes to overall assessment, most officers assessed at Level 3 focused on the Joint level. Although an officer with the rank of major may not routinely operate at Joint/Operational level, in some MS these officers may have already acquired joint level qualifications. Exceptions are specialist officers who self-assessed at a higher level of learning but focused on a single arm/branch (details by rank in Appendix 3 to Annex 7).

Specialist officers who by their very profession spend their entire career in that specialisation (e.g. medical officers) had difficulty matching their learning with MILOF-CORE learning outcomes; this confirms that this tool is appropriate at service level (Army, Navy, Air Force, and Gendarmerie) but not at specialty level.

When it comes to individual learning outcomes, officers assess the same learning outcomes differently, and the simple fact that they have the same rank or similar number of years of service does not mean they have similar qualifications. The span of learning complexity for officers at the same rank and relatively similar career level ranges from Level 2/single service to Level 4/joint, which is practically possible. Length of service does not necessarily dictate the learning level, as certain officers can spend their entire career in a certain specialty or at a certain military/operations level, while others can be selected for higher positions and receive higher-level education/training earlier in their career.

Individual levelling to MILOF-CORE is definitely a subjective exercise and may differ from one officer to another. This may be amplified by

various other situations, such as the fact that a qualification is not formally levelled (e.g. ESDC High Level Course) or because the same qualification may contain learning outcomes at different levels of complexity (from Level 2 to Level 4). It is perfectly possible that a qualification may include multiple levels of complexity higher or lower than the overall level of qualification. For example, when assessing the learning for competence area "Communicator", one officer assessed that he/ she acquired skills and knowledge at two different levels of learning (Level 3 and Level 4) by attending a programme which is overall usually levelled at Level 3 (university degree). This confirms the relevance of using "key learning outcomes" to decide on the overall level of a formal qualification.

There were multiple situations in which officers recorded higher levels of learning from informal and non-formal settings (e.g. job postings, unaccredited vocational courses, on-the-job; operations or international postings) than from formal settings. This confirms the fact that the diplomas certifying the acquisition of learning in a formal setting do not entirely reflect their actual learning proficiency. This situation reinforces the importance of recognition by relevant national authorities of informal and non-formal learning as prior learning for specific jobs/programmes. As far as professional military learning is concerned, an important distinction should be drawn between learning acquired in formal and informal settings, where formal in this context is defined as education and training that matters for career progression (e.g. academic and vocational training career courses).

Overall impression of the proposed four step-process

Overall, the proposed four-step process to level individual learning to SQF-MILOF and

MILOF-CORE levels was received favourable by the EUMS officers, most of respondents appreciating it as appropriate and effective.

A very relevant point was made by one officer who pointed out that the overall level through self-assessment is somewhat simplified because all soldiers/NCO's/officers will act on all levels from time to time and very often on more than one level at the same time. This is true and confirms that the primary aim of MILOF-CORE is not that to satisfy individual self-assessment, but to define distinct levels and focuses for military learning. On the other and, it is expected that at any stage of their careers, officers can be assessed as having reached a certain SQF-MILOF learning level and MILOF-CORE learning focus, regardless of the level of operations where they operate in reality.

The individual informal validation exercise was primarily meant to check whether any learning was missing from the professional military learning environments for officers, and to verify the relationship between learning complexity and career progression and rank. In this regard, although the common perception might be that the longer the time in service (the higher the rank) the higher the complexity of learning, in reality officers could, even at an advanced stage of their career, learn a skill at a lower level of complexity.

Conclusion

The SQF-MILOF and MILOF-CORE cover the entire spectrum of knowledge, skills, responsibility and autonomy that may be acquired by individual officers in the EU MS throughout their career. The proposed process of levelling individual learning is straightforward and may be used by individual officers to define their learning profile and request that competent national authorities recognise learning acquired in non-formal and informal settings.

Appendix 3 to Annex 7
Self-Assessment of the Overall Individual Learning Level and Focus

STATISTICS

ALL RANKS

Commissioning year: 1981-2005
Respondents: 36 (10 Col; 22 LtCol; 4 Maj)

Competence Area	SQF-MILOF Levels / MILOF-CORE Focus								
	L2 Service	L2 Joint	L2 Common	L3 Arm	L3 Service	L3 Joint	L3 Pol-Civ	L3 Common	L4 Joint
Military service member					10	24		1	1
Military Technician	4	1		1	11	18			1
Leader and Decision-Maker	2				19	10	1		4
Combat-Ready Role Model	1	1	2		3			29	

Self-Assessment / All Ranks
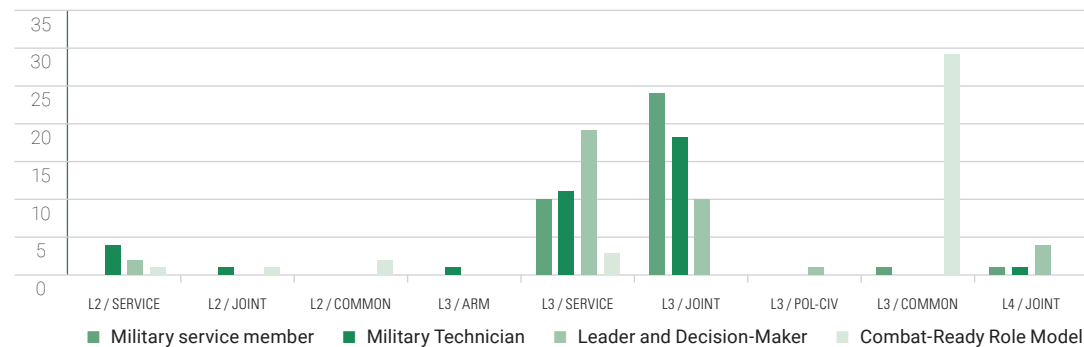
COLONEL

Commissioning year: 1981-1996
Respondents: 10 officers

Competence Area	SQF-MILOF Levels / MILOF-CORE Focus					
	L2 Service	L3 Arm	L3 Service	L3 Joint	L3 Common	L4 Joint
Military service member				9		1
Military Technician	2	1		7		
Leader and Decision-Maker	1		3	4		2
Combat-Ready Role Model				1	9	

Self-Assessment / Rank - Colonel
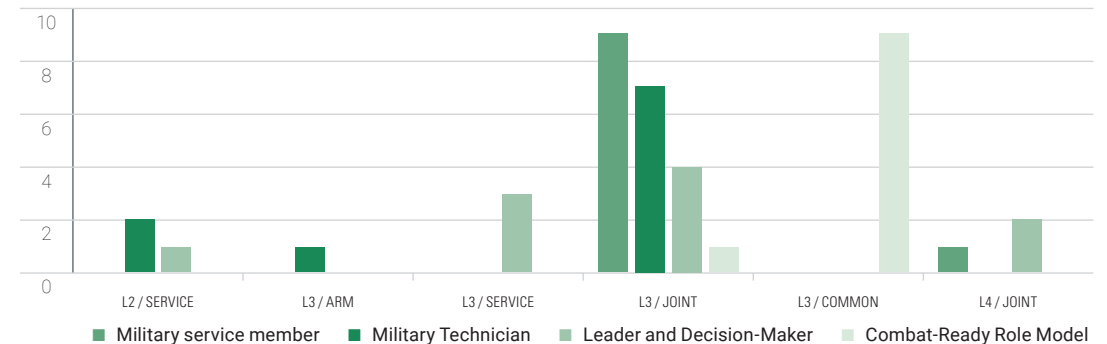
Typical qualifications. (Non-exhaustive)

Formal:

L2 - Civil University (as equivalent of Military University or Military Studies Programmes) in combination with Basic Officers Course and different defence and military courses/training; Military Academy; Middle management - Leadership module;

L3- Advanced Joint Staff Officer Course, War College and Defence Top Management course (career courses); Tactical Officer Course (Naval Operations School); Advanced Senior Officer Specialist Staff course; Joint Staff Course (Post-graduation); Military Academy; Staff college and command Course (Masters after Master's degree);

L4 - Masters in International Defence Studies; PhD Studies; Strategic program in international relations.

Informal:

L2 - Operations and high readiness deployments; National Defence Staff work experience;

L3 - Operations, Exercises & training exchanges events with bilateral partners in defence/military area; readiness exercises and evaluations; High readiness deployments; National Defence Staff and EUMS work experience; working as Director of Public Information; Work as MS Rep to NATO NC3A - Navigation sub committee;

L4 - staff tours including MOD plans and policy posts.

Non-formal:

L2 - Mediation Course; PIO/PAO Course;

L2/4- CSDP High Level Course (ESDC course);

L2/3/4-NATO Senior Officer Course; NATO Operational Planning Course; Strategic Course, Leadership Course (organized by UK Royal Military Academy Sandhurst); NATO Info Ops and PSYOPS in Operations Courses;

L3- Army Staff Course in Brazil; Joint Operations - NATO School Oberammergau; Public Administrative Law Course; Practical aspects of mediation skills in conflicts. College of Europe/Folke Bernadotte;

L4 - Strategic program in international relations; Grade in Law.

LIEUTENANT COLONEL

Commissioning year: 1983-2005
Respondents: 22 officers

Competence Area	SQF-MILOF Levels / MILOF-CORE Focus							
	L2 Service	L2 Joint	L2 Common	L3 Service	L3 Joint	L3 Pol-Civ	L3 Common	L4 Joint
Military service member				1	20		1	
Military Technician	2	1		4	14			1
Leader and Decision-Maker	1			8	10	1		2
Combat-Ready Role Model	1	1	2	2			16	

Self-Assessment / Rank - LtCol

■ Military service member ■ Military Technician ■ Leader and Decision-Maker ■ Combat-Ready Role Model
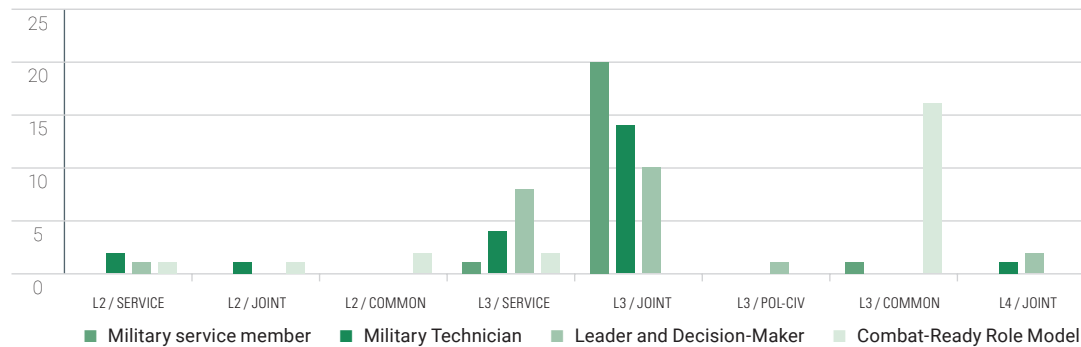
Typical qualifications.
(Non-exhaustive)

Formal:

L2 - Junior Staff College (JOINT) and Advanced Military Academy (ARMY); Air Force Academy; Captain/ Company Commander Course; Ship's director training course; Joint General Staff Course and Pedagogical Aptitudes Course for Officers

L3 - Senior Staff College and MA courses; National Service University, Officer Training Faculty (Bachelor Degree); Staff College; Medical School; Air Force Academy; Air Force Officer Course (career course); Info Ops course (NATO); Master Degree (International Relations)

L4 - PhD; University of the Armed Forces (Master Degree); National Defence College.

Informal:

L2 - service in a military unit (exercises); everyday life as an officer; being a leader on different levels; On the job training: Commanding role in combat units; Leading role during Operations and Exercises; Overall career experience in bilingual and English speaking environments in operations and EUMS;

L3 - Operations, international and national HQs; teaching on different courses on this topic; readiness exercises and evaluations; self-study demanded during conducting duties on different levels; Staff officer role and responsibilities at tactical level (NATO Division HQ, Land Forces Staff); Experience as Battalion Commander (3 years); Experience as an instructor at MA Chief of staff of Military school and head of division of TRADOC; conducting duties as an assistant in the Military Academy; self-education through reading.

Non-formal:

L1 - CSDP Orientation course;

L2 - Advanced Modular Training (ESDC course); Course Medical Emergency Planning; PRINCE 2; PM course; Commission PM2 Course;

L3 - Course Counsellor Law of Armed Conflict (Defence College); CIMIC courses; Master degree in Project management;

L4 - University of the Armed Forces (Master Degree, Political Science).

MAJOR

Commissioning year: 1997-2006
Respondents: 4 officers

Competence Area	SQF-MILOF Levels / MILOF-CORE Focus		
	L3 Service	L3 Joint	L3 Common
Military service member		4	
Military Technician		4	
Leader and Decision-Maker	4		
Combat-Ready Role Model			4

Self-Assessment / Rank - Maj

■ Military service member ■ Military Technician ■ Leader and Decision-Maker ■ Combat-Ready Role Model
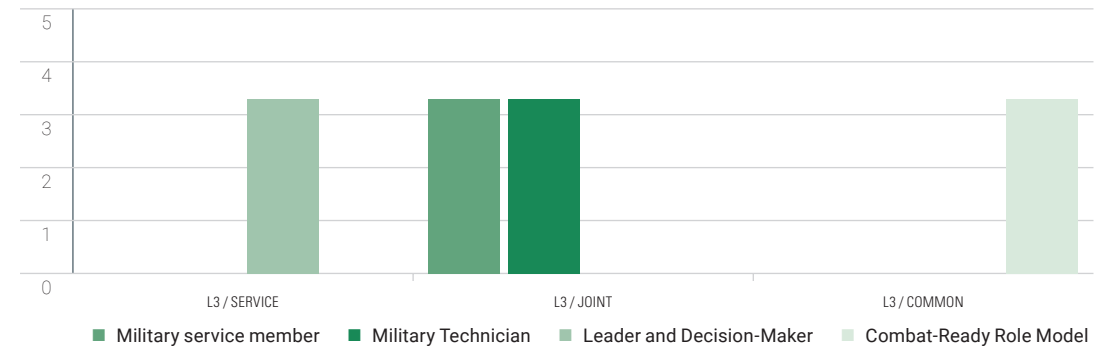
Typical qualifications.
(Non-exhaustive)

Formal:

L1/L2 - Basic Officer Course;

L2 - Armed Forces Training School; Advanced/ Captain Course;

L3 - Staff College (Master Degree); Junior Command and Staff Course (JCSC); Joint Operations Staff Officer Course (carrier course); Military Academy - Operational Theatre Deploying Course;

L4- Joint Operations Staff Officer Course (career course).

Informal:

L3 - Operations & Exercises; International Training and attachments with foreign forces; Command level experience; Command of Armed Forces Training School.

Non-formal:

L2 - ESDC Advanced Modular Training;

L3 - United Nations Junior officers Course;

L4 - University Studies in Communication Science.

ANNEX 8 ▪ **Glossary of Terms**

General Terms

European Higher Education Area Qualifications Framework (EHEA QF) - overarching framework for qualifications within the 48-country European Higher Education Area. It comprises four cycles (short cycle, Bachelor, Master, doctoral studies), including, within national contexts, intermediate qualifications, generic descriptors for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycle (Council of the European Union, 2018).

European Qualifications Framework (EQF) - translation tool that aids communication and comparison between qualifications systems in Europe. Its eight common European reference levels are described in terms of learning outcomes: knowledge, skills, responsibility, and autonomy. This allows any national qualifications systems, national qualifications frameworks and qualifications in Europe to relate to the European Qualifications Framework levels. Learners, graduates, providers and employers can use these levels to understand and compare qualifications awarded in different countries and by different education and training systems (Council of the European Union, 2018).

Learning outcomes - statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy (Council of the European Union, 2017).

- **Knowledge** - the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge

is described as theoretical and/or factual (Council of the European Union, 2017).

- **Skills** - the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments) (Council of the European Union, 2017).

- **Responsibility and autonomy** - the ability of the learner to apply knowledge and skills autonomously and with responsibility (Council of the European Union, 2017).

Competence - proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development (Council of the European Union, 2017).

Certificate Supplement - a document attached to a vocational education and training or professional certificate issued by the competent authorities or bodies, in order to make it easier for third persons – particularly in another country – to understand the learning outcomes acquired by the holder of the qualification, as well as the nature, level, context, content and status of the education and training completed and skills acquired (Council of the European Union, 2018).

Diploma Supplement - a document attached to a higher education diploma issued by the competent authorities or bodies, in order to make it easier for third persons – particularly in another country – to understand the learning outcomes acquired by the holder of the qualification, as well as the nature, level, context,

content and status of the education and training completed and skills acquired (Council of the European Union, 2018).

Qualification - a formal outcome of an assessment and validation process, which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards (Council of the European Union, 2017).

International Sectoral Qualification' (ISQ or standalone qualification) - certificate, diploma, degree or title awarded by an international body (or a national body accredited by an international body) and used in more than one country, which includes learning outcomes (based on standards developed by an international sectoral organisation or an international company) relevant to a sector of economic activity (Source: EQF Advisory Group subgroup on international sectoral qualifications). (Auzinger, 2016).

International sectoral qualifications framework (ISQF) - an instrument for the classification of qualifications from a specific economic sector according to a set of criteria for specified levels of learning achieved (i.e. clearly structured by levels); at least two countries are involved. ISQFs can be developed for a broader sector but often focus on a specific professional or occupational area (Working definition and description). (Auzinger, 2016).

National qualifications framework - an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality

of qualifications in relation to the labour market and civil society (Council of the European Union, 2018).

Competences [21]

(Reference to Chapter 11. Competence Profile of the Military Officer).

Advise superiors regarding military operations - give advice on the strategic decisions made by superiors regarding deployment, mission tactics, resource allocation or other military operation specifics, in order to help superiors make the right decisions and to provide them with any relevant information regarding a military operation or the functioning of the military organisation in general.

Advise superiors regarding policy development - advise civilian and military decision makers for formulation of various policies in the organisation's area of interest.

Advise on risk management - provide advice on risk management policies and prevention strategies and their implementation, being aware of the different kinds of risks faced by a specific organisation.

Analyse potential threats to national security - analyse potential threats to national security in order to develop preventive measures and contribute to the development of military tactics and operations.

Analyse logistical needs - analyse the logistical needs of all the different departments at organisational level.

Assess danger in risk areas - assess the potential dangers involved in performing military or humanitarian missions in risk areas, such

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[21] Definitions in this table are according to the 'European Skills/Competences, Qualifications and Occupations Database - ESCO'.

as combat areas, areas affected by natural disasters or politically tense areas. Anticipate and respond swiftly to changes in the situation.

Assist with military logistics - assist the upper management of a military organisation with supplying goods and resources to military troops in the field and on base, disrupting the flow of enemy resources and other logistics activities.

Carry out inspections - undertake safety inspections in areas of concern to identify and report potential hazards or security breaches. Take measures to maximise safety standards.

Communicate with various audiences - communicate relevant messages; promote strategies in accordance with organisation's plans, narratives and objectives.

Cooperate with civilian organisations, agencies and partners - recognise the requirements of civilian authorities at the national and EU level and provide the necessary support.

Cooperate with international organisations, agencies and partners - recognise the requirements of partner nations and agencies in a multinational/international context. Promote the organisation's interests and objectives in the international context.

Coordinate humanitarian aid missions and rescue missions - coordinate the deployment of troops and resources to areas where humanitarian aid is required, and the humanitarian operation itself, to ensure that the area is safe, the people have access to medical aid, shelter, and food, and that any danger and risks are removed. Coordinate rescue missions during a disaster or an accident, ensuring that all possible methods are being used to ensure

the safety of the people being rescued, and that the search is as efficient and thorough as possible.

Defend human rights - protect the human rights of colleagues and the civilian populations one is in contact with.

Delegate activities - delegate activities and tasks to others according to their ability, level of preparation, competences and legal scope of practice. Make sure that people understand what they should do and when they should do it. Empower subordinates to make decisions under difficult conditions/delegate authority.

Devise military tactics - devise the strategic and tactical components of a military operation, taking into account the available equipment, assigning tasks to the different troops and supervising the use of weapons and other battle equipment.

Ensure compliance with policies - ensure compliance with health and safety legislation and company procedures in the workplace and public areas at all times, and ensure awareness of and compliance with all company policies relating to health and safety and equal opportunities in the workplace. Carry out any other duties that may reasonably be required.

Ensure information security - ensure that the information gathered during surveillance or investigations remains in the hands of those authorised to handle and use it, and does not fall into the hands of foes or non-authorised individuals.

Give battle commands - egive commands during a battle or similar confrontation with enemy units to guide the activities of the troops, ensuring their safety and the success of the operation, and give these commands

in a comprehensible manner compliant with guidelines, even in dangerous and stressful situations.

Give instructions in military duties - give theoretical and practical classes to future soldiers concerning their military duties and activities.

Give public presentations - speak in public and interact with those present. Prepare posters, maps, charts and other information to support the presentation.

Identify security threats - identify security threats during investigations, inspections or patrols and take the necessary action to minimise or neutralise the threat.

Identify terrorism threats - identify possible terrorist activities posing a threat in a specific area by monitoring the activities of potentially dangerous groups of people, assessing risks in different areas and gathering intelligence.

Lead military troops - lead the actions of military troops in the field during a mission (combat, humanitarian or defensive), ensuring compliance with the strategies devised prior to the operation and maintaining communication with other troops. Build cohesive teams through mutual trust. Make decisions without recourse to the higher echelon. Formulate clear intents and mission statements. Anticipate, manage and take risks.

Perform military operations - perform military operations (such as battle operations, rescue missions, aid missions, search and intelligence missions or other defence operations) according to instructions given by superiors.

Maintain operational communications - maintain communications between different

departments of an organisation and between members of staff, both day to day and during specific operations or missions, to ensure that the operation or mission is successful and that the organisation runs smoothly.

Manage staff - manage employees and subordinates, working in a team or individually, to maximise their performance and contribution. Schedule their work and activities, give instructions, motivate and instruct workers to meet the company objectives. Monitor and measure how an employee undertakes their responsibilities and how well these activities are executed. Identify areas for improvement and make suggestions to achieve this. Lead a group of people in a way that helps them achieve goals and maintains an effective working relationship among staff. Manage personal and professional development. Manage subordinates' professional development.

Manage military logistics - manage the supply of and demand for resources (on a military base or during a field mission) to troops in need, analyse equipment needs, interfere with enemy supplies, perform cost analysis, and other logistics activities.

Manage budgets - plan, monitor and report on the budget.

Manage administrative systems - ensure administrative systems, processes and databases are efficient and well managed and give a sound basis for working together with the administrative officer/staff/professional.

Manage troop deployment - emanage the deployment of troops to areas in conflict or in need of aid and oversee the deployment procedures. Manage the deployment of the troops within a given area for specific missions, ensure the troops and resources are allocated

to those missions in compliance with tactical considerations and ensure the safety of the troops.

Manage change - innovate/influence the modernisation of the military domain/science and art. Assess the impact of changes in the military domain.

Monitor military equipment use - monitor the use by military staff of specific military equipment to ensure that no unauthorised personnel gain access to specific types of equipment, that everyone handles the equipment according to regulations and that it is only used in appropriate circumstances.

Negotiate and mediate conflictual situations - resolve conflicts in a collaborative/persuasive manner.

Operate communications/radio equipment - set up and operate communications/radio devices and accessories, such as broadcast consoles, amplifiers and microphones. Understand the basics of radio operator language and, when necessary, provide instruction in handling radio equipment correctly.

Perform resource planning - estimate the expected input in terms of time, human and financial resources necessary to achieve the project objectives. Advise on the particular capabilities and limitations of forces to ensure interoperability.

Research military domain/science and art - contribute to the promotion of the military domain/science and art.

Set organisational policies - participate in setting organisational policies that cover issues such as participant eligibility, programme requirements and programme benefits for service users.

Train military troops - train military troops or people in training to join the force in drills, combat techniques, weaponry, regulations, operation procedures, camouflage and other military practices.

Test safety strategies - test policies and strategies related to risk and safety management and procedures, such as by testing evacuation plans and safety equipment and by carrying out drills.

Use weapons in compliance with rules - use different kinds of firearms and other types of weapons and their corresponding ammunition in compliance with legal requirements.

Uphold the ethical and moral imperatives - behave and ensure subordinates observe the ethical and moral imperatives in accordance with EU values and the principles of CSDP.

Write military communications - write orders, reports, notes and memos according to the specifications and regulations of an organisation on situations that need to be reported on, such as the status of an investigation, of intelligence gathering or of missions and operations.

ANNEX 9 ▪ Acronyms

Acronym	Definition
C4ISR	Command, control, communications, computers, intelligence, surveillance and reconnaissance
CEFR	Common European Framework of Reference for Languages
CFSP	Common Foreign and Security Policy
CS	Combat Support
CSDP	Common Security and Defence Policy
CSS	Combat Service Support
EHEA	European Higher Education Area
EQAVET	European Quality Assurance in Vocational education and Training
EQF	European Qualifications Framework
ESCO	European Skills/ Competences, Qualifications and Occupations Database
ESDC	European Security and Defence College
ESG	European Standards and Guidelines
EUMC	European Union Military Committee
EUMS	European Union Military Staff
EUMTG	EU Military Training Group
FQEHEA	Framework for Qualifications of the European Higher Education Area
HQ	Headquarters
HR/VP	High Representative for Foreign Affairs and Security Policy
IGO	Intergovernmental Organization
IHL	International Humanitarian Law
InfoOps	Information Operations
ISCO	International Standard Classification of Occupations
ISQ	International Sectoral Qualification
ISQF	International Sectoral Qualification Framework
MDMP	Military decision making process
MILOF-CORE	Core Curriculum for the Military Officer Profession
MQD	Military Qualifications Database
MS	Member States
NCO	Non-Commissioned Officer
NCP	National Coordination Point
NGO	Non-Governmental Organization
NMQ	National Military Qualifications

Acronym	Definition
NQF	National Qualifications Framework
OF	Officer
PMESII	Political Military Economic Social Infrastructure Information
POC	Point of Contact
Rep	National Representatives
ROE	Rules of Engagement
SLP	Standardised Language Profile
SQF	Sectoral Qualifications Framework
SQF-MILOF	Sectoral Qualifications Framework Military Officer
SQF-MILOF WG	Sectoral Qualifications Framework Military Officer Working Group
TTP	Tactics, Techniques and Procedures

Internal SQF-MILOF Working Group References

A. Comparison of courses based on competences, ESDC doc. IG/2014/00 2 (Rev 4), dated 24 September 2014

B. EU Military Training and Education Annual Report 2015, doc. 11066/16, dated 8 July 2016

C. Letter from the EUMC Chairman to the Head of the ESDC, doc. CEUMC 126/16, dated 19 July 2016

D. Call for contribution - Sectoral Qualifications Framework for the Military Officer Profession Ref. Ares (2017) 6171521 dated 15/12/2017

E. SQF-MILOF Charter, doc. ESDC/2018/140 REV1, dated 29 October 2018

F. SQF-MILOF Working Model, doc. ESDC/2018/141, dated 16 July 2018

G. SQF-MILOF WG Revised Work Programme 2018-2020 – Development, Validation and Implementation of the SQF-MILOF, doc. ESDC/2019/268, 11 October 2019

H. Rules of Procedure of the Ad Hoc Working Group for the Development of the SQF-MILOF, doc. ESDC/2018/143, dated 16 July 2018

I. Key Trends and Characteristics of the Military Officer of the Future in the EU Member States, doc. ESDC/2019/101, dated 20 March 2019

J. SQF-MILOF Competence Profile, doc. ESDC/2019/102, dated 20 March 2019

K. Introduction to SQF-MILOF Learning Outcomes, doc: ESDC/2019/257, dated 19 September 2019

L. SQF-MILOF Advanced Level of Learning, Learning Outcomes, doc. ESDC/2019/135, dated 11 April 2019

M. SQF-MILOF Expert Level of Learning, Learning Outcomes, doc. ESDC/2019/256, dated 19 September 2019

N. SQF-MILOF Master Level of Learning, Learning Outcomes, doc. ESDC/2019/336, dated 23 December 2019

O. SQF-MILOF Enabling Level of Learning, Learning Outcomes, doc. ESDC/2019/090, dated 06 April 2020

P. Rationalisation of the Learning Outcomes, doc: ESDC/2020/081, dated 20 March 2020

Q. Quality Assurance Principles Applying to Military Qualifications, doc. ESDC/2019/165 REV3, dated 14 November 2019

R. SQF-MILOF Relationship with NQFs and EQF. Possible Options. Working document, doc. ESDC/2019/303, dated 18 November 2019

S. SQF-MILOF Mapping Military Qualifications Questionnaire. Proposal for Exploitation of the Consolidated Answers, doc. ESDC/2019/166REV2, dated 19 September 2019

T. SQF-MILOF Military Qualifications Database (MQD), doc. ESDC/2019/298, dated 14 November 2019

U. SQF-MILOF Package. Draft, doc. ESDC/2020/138, dated 16 July 2020

V. External Evaluation Interim Report SQF-MILOF, 5 September 2020.

W. SQF-MILOF. Implementation at National Level. Possible Options, doc. ESDC/2020/156, dated 5 September 2020.

X. SQF-MILOF External and National Validation, doc. ESDC/2020/176, dated 25 September 2020.

Y. Sectoral Qualifications Framework for the Military Officer Profession. Revised Draft, doc. ESDC/2020/234, dated 7 December 2020

Z. National validation of the Sectoral Qualifications Framework for the Military Officer Profession, Letter questionnaire to the Member States, Ref. Ares(2020)7402360, dated 7 December 2020

AA. External Evaluation Final Report SQF-MILOF, 14 January 2021.

BB. Sectoral Qualifications Framework for the Military Officer Profession. Formal Validation Outcomes, doc. ESDC/2021/050, dated 17 February 2021

CC. Levelling National Military Qualifications to SQF-MILOF and Defining their Military Focus. Informal validation. Outcomes, doc. ESDC/2021/051, dated 17 February 2021

DD. Levelling Individual Learning to SQF-MILOF and MILOF-CORE levels. Informal Validation. Outcomes, doc. ESDC/2021/052, dated 17 February 2021

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European Policies and Initiatives on Education and Employment [22]

- Decision No 2241/2004/EC of the European Parliament and of the Council on a single Community framework for the transparency of qualifications and competences, which provides a framework helping people to present their skills and qualifications [23];

- The new priorities of the strategic framework for European cooperation on education and training through to 2020, as established by the Joint Report of 'Education and Training 2020' adopted in 2015. The report calls for

further development of the EQF in order to make qualifications more transparent and comparable;

- Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning [24], which invites Member States to put in place arrangements for validating non-formal and informal learning linked to NQFs. The arrangements, which should be in line with the EQF, should be in place no later than 2018. According to the Recommendation, individuals should be able to obtain full or partial qualifications on the basis of validated learning outcomes acquired outside formal education and training systems;

- The multilingual European Classification of Skills, Competences, Qualifications and Occupations (ESCO). Both ESCO and the EQF will use the same format for the electronic publication of information on qualifications (included in Annex VI to the proposal);

- The European Standards and Guidelines (ESG) for Quality Assurance in Higher Education [25] developed in the context of the European Higher Education Area and the Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) [26];

- The independent European Quality Assurance Register in higher education [27] developed in the context of the European Higher Education Area, which is a register of quality assurance agencies that comply substantially with the ESG;

[22] (European Commission, 2016)

[23] OJ L 390, 31.12.2004, p.6.

[24] OJ C 398, 22.12.2012, p. 1.

[25] http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf.

[26] OJ C 155, 8.7.2009, p. 1.

[27] https://www.eqar.eu/

· The European Credit Transfer and Accumulation System (ECTS)[28], developed in the context of the European Higher Education Area and the European Credit System for Vocational Education and Training (ECVET), established through the Recommendation of the European Parliament and of the Council of 18 June 2009[29];

· The Bologna process on higher education: 38 of the 48 European countries of the European Higher Education Area participate in the EQF. The proposal is compatible with the Qualifications Framework for the European Higher Education Area (QF-EHEA). In particular, the descriptors for levels 5 to 8 of the EQF are compatible with the Dublin descriptors for the three cycles of the QF-EHEA, including the short cycle that is linked or within the first cycle. Current referencing practice shows that most countries have referenced to the EQF and self-certified to the QF-EHEA in a single process;

· The Council of Europe Convention on the Recognition of Qualifications concerning Higher Education in the European Region (the Lisbon Recognition Convention) and the Recommendation on the use of qualifications frameworks in the recognition of foreign qualifications, which refers explicitly to the EQF as a tool to be used in academic recognition;

· Employment policies and initiatives, such as the EURES Regulation and the Council Recommendations on the Youth Guarantee and on Long Term Unemployment;

· Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications[30], amended by Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013. Under the Directive, the Commission can set up common training frameworks as a common set of minimum learning outcomes necessary for the pursuit of a specific profession. The common training frameworks are to be based on EQF levels;

· Council Recommendation of 22 May 2017 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 (2017/C 189/03);

· Council Recommendation on Key Competences for Lifelong Learning, doc. 8299/18, dated 2 May 2018. This Recommendation covers a wide range of education, training and learning settings, formal, non-formal and informal, in a lifelong learning perspective;

· Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad[31].

Relevant Web Links

· New Skills Agenda for Europe
http://ec.europa.eu/social/main.jsp?catId=1223&langId=en

· Terminology of European education and training policy
https://www.cedefop.europa.eu/files/4117_en.pdf

· Understanding qualifications, CEDEFOP
http://www.cedefop.europa.eu/en/themes/understanding-qualifications

· Identifying skills needs, CEDEFOP
http://www.cedefop.europa.eu/en/themes/identifying-skills-needs

· European Skills, Competences, Qualifications and Occupations (ESCO)
https://ec.europa.eu/esco/portal

· Skills in the defence sector, European Commission
http://ec.europa.eu/growth/sectors/defence/industrial-policy/skills_en

· Europass
https://europa.eu/europass/en

· European Credit system for Vocational Education and Training (ECVET)
http://ec.europa.eu/education/policy/vocational-policy/ecvet_en

· European Quality Assurance in Vocational Education and Training (EQAVET)
https://www.eqavet.eu/About-Us/Mission

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[28] http://ec.europa.eu/education/library/publications/2015/ects-users-guide_en.pdf.

[29] OJ C 155, 8.7.2009, p.11.

[30] OJ L 255, 30.9.2005, p. 22.

[31] OJ C 444, 10.12.2018

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Sectoral Qualifications Framework
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VOL
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We inspire, we train, we challenge!

How to use this publication?

The Sectoral Qualifications Framework for the Military Officer Profession -
SQF-MILOF package is published in two volumes.

Volume 1 describes the SQF-MILOF rationale and context and the development,
validation and roadmaps for implementation. It has both historical and
documentary value.

Volume 2 is more technical, where interested practitioners can find useful
information such as the Competence Profile or the taxonomy of learning outcomes
in the tabular format of the SQF-MILOF and MILOF-CORE.

We inspire, we train, we challenge!

Contents

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The SQF-MILOF Package Summary of Products

The SQF-MILOF Package facilitates and provides MS' relevant authorities and institutions with the right tools to:

Competence profile of the Military Officer

- Define MILOF-CORE learning outcomes focused on levels of military organisational architecture/ levels of operations;

- Enable the harmonisation of military officer competencies reflected in the national occupational standards.

Learning Areas

- Group learning outcomes in a disciplinary context.

Correspondence Matrix. Competences and Learning Areas

- Verify to what extent each competence in the "Competence Profile of the Military Officer" is supported by learning.

SQF-MILOF Proper

- Inform interested audience about the learning pathways for the military officer profession and the link to EQF and NQF;

- Assign a level to military qualifications and describe the learning outcomes on the diploma/ certificate supplements;

- Indicate the level of the relevant education and training requirements in the job descriptions of relevant EU-level and multinational headquarters.

MILOF-CORE

- Design and develop new, or review existing, education or training programmes;

- Level formal qualifications against SQF-MILOF and MILOF-CORE;

- Visualise how complex the understanding of military profession is, relative to a specific focus of the military organisational architecture or level of operations.

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01. Competence Profile of the Military Officer

(Reference to chapter 11. Competence Profile of the Military Officer, Volume 1)

For what purpose and who can use it?

- Define MILOF-CORE learning outcomes focused on levels of military organisational architecture / levels of operations. Its regular review will impact on and trigger a corresponding review of the MILOF-CORE learning outcomes, by the SQF-MILOF Executive Group;

- Inform the harmonisation of military officer competencies reflected in the national occupational standards, by the human resources departments to review national occupational standards.

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Organisational Context / Level of operations	Single Arm/Branch — focus at the tactical level	Single Service — focus at the tactical level	Joint/Multiple Service — focus at the operational level	Political Civ.-Mil — focus at the strategic level
Description	In this organisational context and at this level of operations, military officers command single arm/branch sub-units (platoons or similar), leading them in operations and exercises, conducting training and performing specific administrative duties.	In this organisational context and at this level of operations officers lead combined arms military sub-units/units, provide advice to and support higher-level commanders in planning and conducting operations at tactical level, provide support in logistical matters, conduct/supervise training, oversee the welfare of troops and supervise administration and equipment management.	In this organisational context and at this level of operations officers lead military units and formations, provide advice to and support higher-level commanders in planning and conducting joint operations at high tactical and operational levels, provide support in logistical matters, conduct/supervise training, oversee the welfare of troops and supervise administration and equipment management.	In this organisational context and at this level of operations, officers lead military formations and structures, provide advice to and support higher-level commanders/civilian authorities in planning and conducting joint operations at operational and strategic levels, serve as staff at joint multinational headquarters and function as primary advisers to general officers/ civilian equivalent in strategic decision and policy making.
Competences[1]				
Competence area	'...for the single arm/branch at the tactical level'	'...for the single service at the tactical level'	'...for the multiple services at the operational level'	'...for the political, civilian-military, at the strategic level'
Military service member	• perform military operations • identify security threats • ensure information security • manage troop deployment	• perform military operations • identify security threats • ensure information security • manage troop deployment • cooperate with civilian organisations, agencies and partners • devise military tactics	• perform military operations • identify security threats • ensure information security • cooperate with civilian organisations, agencies and partners • devise military tactics • assess danger in risk areas	• perform military operations • identify security threats • ensure information security • cooperate with civilian organisations, agencies and partners • analyse potential threats to national security • ensure compliance with policies

(1) Some of the competences may be relevant for more than one competence area, but they appear in the table only once, against the most relevant area. Where the same competence appears in more than one level of the military domain, it should be read in conjunction with the appropriate qualifier. See Annex 8 - Glossary of Terms, Volume 1 for definitions of competences.

Organisational Context / Level of operations	Single Arm/Branch — focus at the tactical level	Single Service — focus at the tactical level	Joint/Multiple Service — focus at the operational level	Political Civ.-Mil — focus at the strategic level
Competences[1]				
Military service member	• assess danger in risk areas • coordinate humanitarian aid missions and rescue missions	• assess danger in risk areas • coordinate humanitarian aid missions and rescue missions	• ensure compliance with policies • advise on the particular capabilities and limitations of forces to ensure interoperability • analyse potential threats to national security	• advise on the particular capabilities and limitations of forces to ensure interoperability
Military Technician	• use weapons in compliance with rules • monitor technical equipment • maintain operational communications • operate radio equipment • use geographic information systems	• use weapons in compliance with rules • monitor military equipment use • maintain operational communications • analyse logistical needs • ensure equipment availability • supervise maintenance of military equipment • test safety strategies • assist with military logistics	• perform resource planning • manage administrative systems • manage budgets • supervise maintenance of military equipment • test safety strategies • assist with military logistics	• perform resource planning • manage administrative systems • manage budgets
Leader and Decision-Maker	• lead military troops • give instruction in military duties • carry out inspections • anticipate, manage and take risks	• lead military troops • advise superiors regarding military operations • delegate activities • anticipate, manage and take risks • ensure compliance with policies • manage change	• lead military troops • advise superiors regarding military operations • delegate activities • anticipate, manage and take risks • manage change	• lead military troops • set organisational policies • manage staff • anticipate, manage and take risks • manage change

Organisational Context / Level of operations	Single Arm/Branch focus at the tactical level	Single Service focus at the tactical level	Joint/Multiple Service focus at the operational level	Political Civ.-Mil focus at the strategic level
	Competences¹			
Combat-Ready Role Model	• uphold the ethical and moral imperatives	• uphold the ethical and moral imperatives	• uphold the ethical and moral imperatives	• uphold the ethical and moral imperatives
Communicator	• write military communications • negotiate and mediate conflictual situations • communicate with various audiences • give battle commands • interact, communicate and collaborate through digital technologies	• write military communications • negotiate and mediate conflictual situations • communicate with various audiences • interact, communicate and collaborate through digital technologies	• write military communications • give public presentations • negotiate and mediate conflictual situations • communicate with various audiences • interact, communicate and collaborate through digital technologies	• write military communications • give public presentations • negotiate and mediate conflictual situations • communicate with various audiences • interact, communicate and collaborate through digital technologies
Learner and Teacher/Coach	• train military troops	• train military troops • manage staff	• oversee training • manage staff	• manage staff
Critical Thinker and Researcher	• research military domain/science and art • articulate information needs, locate and retrieve digital data	• research military domain/science and art • articulate information needs, locate and retrieve digital data	• research military domain/science and art • articulate information needs, locate and retrieve digital data	• research military domain/science and art and apply results • articulate information needs, locate and retrieve digital data
International Security/Diplomacy Actor	• cooperate with international organisations, agencies and partnerst	• cooperate with international organisations, agencies and partners	• cooperate with international organisations, agencies and partners • advise superiors regarding policy development	• cooperate with international organisations, agencies and partners • advise superiors regarding policy development

02. Learning Areas

(Reference to chapter 13.1. SQF-MILOF Learning Outcomes, Volume 1)

For what purpose and who can use it?

Group learning outcomes in a disciplinary context. Its regular review will impact on and trigger a corresponding review of the MILOF-CORE learning outcomes, by the SQF-MILOF Executive Group. This table shows the organisation of competence area by learning areas.

Competence area	Learning area
Military service member This area describes the officer's ability to operate as a soldier as part of constituted military structure in accordance with the national and multinational military doctrine and law.	Employment of forces - full spectrum operations
	Military decision making process (MDMP)
	Operations planning
	National and international law
	National and international security policy and strategy
	Civil-military relations
Military technician This area describes the officer's ability to operate a weapons platform / system and command, control communications, computers, intelligence, surveillance and reconnaissance (C4ISR) systems, and to sustain military operations.	Employment of weapon/ operating platform/ systems
	Sustaining the force
	C4ISR systems & cyber defence
	Project management; resource & budget planning
Leader and Decision-Maker This area describes the officer's role as a leader and manager of subunits / units / formations, capable of making decisions and influencing the conditions of their organisation.	Military leadership; command
	Officer-NCO relationships
	Leadership and management theories
	Change management

Competence area	Learning area
Combat-Ready Role Model This area describes the officer's ability and willingness to carry out missions that involve the highest foreseeable risks, and to ensure professional and ethical standards across all military activities.	Ethics. General, ethics of the use of force, ROE, protection of civilians
	Military norms and regulations
	Military history. Traditions
	Military physical and psychological training
	Gender awareness
	Cultural awareness
Communicator This area describes the officer's effectiveness as a communicator of organisational messages, conveying professional ideas and messages up and down the chain of command and in communication with the external world, the officer as a negotiator and mediator of conflictual situations.	Influence operations, strategic communications and media
	Military writing, reporting, orders and directives
	Speaking/ military briefing techniques
	Mediation and negotiation techniques
	Vehicular languages
Learner and Teacher / Coach This area covers lifelong learning, the management of personal and professional development requirements, for self and others.	Professional development (mentoring, coaching)
	Military training and education
Critical Thinker and Researcher This area describes the officer as a critical thinker and researcher, a pro-active interpreter of facts and situations, able to assess the impact of changes in the military domain and as a promoter of the military domain/science and art.	Research, analysis, data processing methods
	Future operating environment
	New technologies
International Security / Diplomacy Actor This area covers the officer's diplomatic abilities and the officer's role in promoting an organisation's interests and objectives in the international context.	International organisations
	International relations

03. Correspondence Matrix. Competences and Learning Areas

(Reference to chapter 13.1. SQF-MILOF Learning Outcomes, Volume 1)

For what purpose and who can use it?

Show the link between competences and learning (by areas), verifying how each competence in the "Competence Profile of the Military Officer" is supported by learning. Its regular review will impact on and trigger a corresponding review of the MILOF-CORE learning outcomes, by the SQF-MILOF Executive Group.

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Competence Area	Single Arm/Branch	Single Service	Joint/Multiple Services	Political Civilian-Military	Corresponding Learning Areas
Military service member		Perform military operations			Employment of forces - full spectrum operations; Military decision making process (MDMP), Operations planning
		Identify security threats			
		Ensure information security			
			Devise military tactics		Employment of forces - full spectrum operations
			Cooperate with civilian organisations, agencies and partners		National and international security policy and strategy, National and international law; Civilian-military relations
				Ensure compliance with policies	
			Advise on the particular capabilities and limitations of forces to ensure interoperability		Employment of forces - full spectrum operations
				Analyse potential threats to national security	National and international security policy and strategy
Military Technician	Operate radio equipment				Employment of weapon / operating platform / systems; C4ISR systems & cyber defence; Sustaining the force
	Use geographic information systems				
Leader and Decision-Maker					

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Competence Area	Single Arm/Branch	Single Service	Joint/Multiple Services	Political Civilian-Military	Corresponding Learning Areas
Military Technician	Use weapons in compliance with rules				Employment of weapon/ operating platform/ systems; C4ISR systems & cyber defence; Sustaining the force
	Maintain operational communications				
	Monitor technical equipment				
	Monitor military equipment use				
		Analyse logistical needs			
		Ensure equipment availability			Sustaining the force
			Supervise maintenance of military equipment		
			Test safety strategies		
			Assist with military logistics		
				Perform resource planning	Project management; resource & budget planning,
		Manage administrative systems			
				Manage budgets	
Leader and Decision-Maker			Lead military troops		Leadership and management theories; Military leadership; command
		Anticipate, manage and take risks			

Competence Area	Competences by Organisational Context / Level of Operations				Corresponding Learning Areas
	Single Arm/Branch	**Single Service**	**Joint/Multiple Services**	**Political Civilian–Military**	
Leader and Decision-Maker	Give instruction in military duties				Leadership and management theories; Military leadership; command
	Carry out inspections				
		Advise superiors regarding military operations			
		Delegate activities			
		Ensure compliance with policies			
		Advise superiors regarding policy development			
				Set organisational policies	
			Manage change		Change Management
Combat-Ready Role Model		Uphold the ethical and moral imperatives			Ethics. General, ethics of the use of force, ROE, protection of civilians; Military norms and regulations; Military history. Traditions; Military physical and psychological training; Gender; Cultural awareness
Communicator		Negotiate and mediate conflictual situations			Mediation and negotiation techniques

Competence Area	Competences by Organisational Context / Level of Operations				Corresponding Learning Areas
	Single Arm/Branch	**Single Service**	**Joint/Multiple Services**	**Political Civilian–Military**	
Communicator		Write military communications			Military writing, reporting, orders and directives
		Communicate with various audiences			Influence operations; strategic communications and media; speaking/ military briefing techniques; Vehicular languages
		Interact, communicate and collaborate through digital technologies			
	Give battle commands				Military writing, reporting, orders and directives
				Give public presentations	Speaking/ military briefing techniques
Learner and Teacher/Coach	Train military troops				Professional development (mentoring, coaching); Military training and education
			Oversee training		
			Manage staff		
Critical Thinker and Researcher		Research military domain / science and art and apply results			Research, analysis, data processing methods; Future operating environment; New technologies
		Articulate information needs, locate and retrieve digital data			
International Security/ Diplomacy Actor		Cooperate with international organisations, agencies and partners			International organisations; International relations

04. SQF-MILOF Proper

(Reference to chapter 13.1.1. SQF-MILOF Proper Learning Outcomes, Volume 1)

For what purpose and who can use it?

- Inform interested audience about the learning for the military officer profession and its link to EQF and NQF;

- Assign a level to military qualifications and describe the learning outcomes on the diploma/certificate supplements; by human resources department dealing with qualifications in each MS and relevant education and training institution;

- Indicate the level of the relevant education and training requirements in the job descriptions of relevant EU-level and multinational headquarters, by EU-level and multinational headquarters.

Levels	Level 1 EQF 5	Level 2 EQF 6	Level 3 EQF 7	Level 4 EQF 8
Competence area (core): Military service member				
This area describes the officer's ability to operate as a soldier as part of constituted military structure in accordance with the national and multinational military doctrine and law.				
Knowledge	Comprehensive knowledge of tactics and procedures of small teams and subunits belonging to a single branch / arm in accordance with national regulations and doctrine, for high intensity and peace support operations.	Advanced knowledge of tactics and procedures of employing combined arms forces in accordance with national/ multinational doctrine, across the full spectrum of operations.	Highly specialised knowledge of employing military organisations in a joint / multinational environment in accordance with national / multinational doctrine, across the full spectrum of operations.	Most advanced knowledge of employing joint / national and multinational military organisations in a complex, unpredictable and continuously evolving, multifaceted, politically led operating environment.
Skills	Practical skills for developing tactics and proposing alternate options of employing small teams and subunits belonging to a single branch / arm as part of a combined arms subunit/ task-oriented force.	Advanced skills required to employ creatively and flexibly service specific forces and their enablers (combat support) by planning and executing full spectrum of operations in the most varied circumstances.	Highly specialised skills required to apply the principles and norms of employing Operational Art, designing and integrating military forces to achieve desired effects across the service specific capabilities and a range of military operations in a coordinated manner and considering the unpredictability of the operating context.	Most specialised skills of employing military organisations and forces in a joint environment along with civilian organisations.
Responsibility and Autonomy	Take the initiative to execute military tasks under their responsibility and those deriving from the higher echelon's intent, under conditions of freedom and speed of action, and limitations imposed by discipline, law of armed conflict and rules of engagement in high intensity and peace support operations.	Take the initiative and assume responsibility in prioritising the tasks assigned by the higher echelon taking into account the role of other actors in the operating environment, in accordance with civilian guidance and direction, along other instruments of power.	Formulate plans to respond to crisis situations and allocate resources to address complex interventions in high risk environments by defining the right mix of policies, instruments and tools to achieve envisaged objectives.	Innovate the military employment of forces in new strategic frameworks by addressing, through specific work and research, the evolving nature of threats and challenges to the internal and external security of a nation / alliance / international organisation.

Levels	Level 1 EQF 5	Level 2 EQF 6	Level 3 EQF 7	Level 4 EQF 8
Competence area (core): Military Technician				
This area describes the officer's ability to operate a weapons platform/system and command, control communications, computers, intelligence, surveillance and reconnaissance (C4ISR) systems, and to sustain military operations.				
Knowledge	Specialised knowledge of the technical characteristics, operation procedures and maintenance rules of the weapon / operating systems specific to an arm / branch.	Advanced knowledge of the characteristics and possibilities of the weapons systems / operating platform and C4ISR systems, managing resources in the sustainment realm of operations.	Specialised knowledge of the weapon / operating platform / systems of multiple arms / branches / services, sustaining forces in full spectrum operations > Advanced knowledge of the evolution and development of new generation of weapon / operating platform / systems.	Most advanced knowledge of the technical capabilities of the armed forces required by all services to operate across full spectrum operations on a long term basis > Most advanced knowledge of sustaining the military organisations in protracted conflict situations as part of a broader civilian-industrial complex.
Skills	Ability to operate, maintain and conduct minor repairs to weapon / operating systems specific to an arm/branch under responsibility.	Advanced skills required to operate and maintain specific weapons systems / operating platform and C4ISR systems in safe conditions to deliver requested or planned effects by a higher authority > Manage resources and various projects at an advanced level.	Specialised skills required to exploit the capabilities of the weapon/ platform/ systems to deliver fire / influence / manoeuvre effects in high intensity joint operations > Foresee and anticipate the resource requirements and needs of military organisations and use them as force multipliers to achieve desired objectives in different peace and combat situations.	Most advanced and specialised skills required to adapt and influence the configuration of the military organisation to the new paradigms of conflict in a political driven, resource constrained environment.
Responsibility and Autonomy	Take responsibility for the proper exploitation of weapon/ operating system specific to an arm/branch under responsibility.	Take responsibility to manage scarce organisational resources in unforeseen and changing situations of the operating environment, prioritizing and allocating appropriate resources to subordinate units to accomplish specific objectives in full spectrum of operations and in peacetime.	Take responsibility to plan and advise decision makers with regard to exploitation, endowment of armed forces and acquisition with modern weapon / operating platform systems determined by the changing conditions of the unpredictable contexts that have strategic consequences.	Demonstrate authority to innovate and constantly monitor and adapt national / multinational force development strategies and plans to the continuously changing international security environment.

Levels	Level 1 EQF 5	Level 2 EQF 6	Level 3 EQF 7	Level 4 EQF 8
Competence area (core): Leader and Decision-Maker				
This area describes the officer's role as a leader and manager of subunits / units / formations, capable of making decisions and influencing the conditions of their organisation.				
Knowledge	Comprehensive knowledge of leadership theories and their application to the military domain.	Advanced knowledge of leadership theories and their application to the military domain.	Highly specialised knowledge of leadership theories applied to the military domain across a joint environment.	Most advanced knowledge of leadership theories applied to the military domain at the interface of political-civilian and military domains.
Skills	Performance of command tasks at small teams and subunits levels in peacetime.	Advanced skills required to develop innovative organisations capable of operating in dynamic and complex security environments.	Specialised management and leadership skills required to lead and manage resilient and efficient organisations under the most stressful situations.	Most advanced skills required to manage and change organisations based on long term strategic visions.
Responsibility and Autonomy	Take initiative and responsibility for decisions made in the command of a team/ subunit.	Take initiative and responsibility for decisions made in unpredictable or changing environments in the command of a subunit/unit at the tactical level.	Take initiative and responsibility to make decisions within a global, integrated manner to meet the imperatives of adaptation and innovation in joint, combined operations environment; be prepared to command a unit/formation.	Take initiative and responsibility to adapt relevant strategies to new realities, changing contexts and new challenges that affect decisions with impact beyond military organisation; be prepared to lead organisation at the strategic level.

Levels	Level 1 EQF 5	Level 2 EQF 6	Level 3 EQF 7	Level 4 EQF 8
Competence area (core): Combat-Ready Role Model				
This area describes the officer's ability and willingness to carry out missions that involve the highest foreseeable risks, and to ensure professional and ethical standards across all military activities.				
Knowledge	Comprehensive knowledge of the traditions of the branch / arm or service and behaviour required in high intensity and peace support operations.	Advanced knowledge of the national legal framework with regard to the military profession, military regulations, international law (in particular humanitarian law) and the 20th century European military history.	Highly specialised knowledge of the national legal framework with regard to military profession and international law that affects the conduct of military operations in all physical and functional spaces / environments.	Most advanced knowledge at the interface of ethics and international law with relevance to the employment of the use of force in modern conflict.
Skills	Cognitive and practical skills for stimulating the readiness of others in implementing military tasks and actions.	Advanced skills required to apply and manage force in accordance with the ethics of the military profession, provisions of international law and rules of engagement applicable to national / multinational forces in full spectrum of operations.	Specialised skills required to anticipate and advise on the adaptation and modernisation of relevant national law and regulations with regard to the military profession, in accordance with evolution and trends at the international level.	Most advanced skills required to influence and shape political decisions made with regard to employment of military instruments in all possible circumstances.
Responsibility and Autonomy	Value the ethics of military action for peacetime, high intensity and peace support operations.	Promote the traditions of arms / branches / units in the context of military operations in a national / international context and value the ethical principles of the Armed Forces > Integrate gender, human rights and cultural dimensions into the military domain and show an open attitude towards cultural differences.	Judge the context and exercise responsibility, considering the social and ethical dimensions of decisions taken in various conditions, across the full spectrum of operations with strategic impact at national / multinational level.	Assume responsibility to adapt and modernise relevant national law and regulations with regard to military profession.

Levels	Level 1 EQF 5	Level 2 EQF 6	Level 3 EQF 7	Level 4 EQF 8
Competence area: Communicator				
This area describes the officer's effectiveness as a communicator of organisational messages, conveying professional ideas and messages up and down the chain of command and in communication with the external world, the officer as a negotiator and mediator of conflictual situations.				
Knowledge	Comprehensive knowledge of the communication tools and procedures to engage with media, civilian and military audiences.	Advanced knowledge of the mediation and communication techniques for giving orders, expressing opinions on the theory and principles of the military science and art and reporting on the duties of a tactical unit commander in a branch / service.	Highly specialised knowledge of the mediation, negotiation and communication techniques for exercising command in peacetime or the full spectrum of operations to all sorts of audiences.	Most advanced knowledge of mediation, negotiation and communication techniques to all types of military and civilian audiences and all types of media.
Skills	Proven ability to set an interactive environment within a military structure.	Application of written and oral mediation and communication techniques making use of the existing media, with all levels of the hierarchy for peace time, high intensity and peace support operations.	Perform communication through all types of media with all branches of the military and with civilian audiences that interact in the missions of the armed forces, in peacetime or in operations. Perform local-scale mediation and negotiations with stakeholders of military operations.	Most advanced skills required to develop innovative mediation and negotiation theory / strategy to address highly complex issues across multiple stakeholders.
Responsibility and Autonomy	Take initiative to adjust communication for the relevant target audience and the tasks received.	Take responsibility for engaging in mediation and for the orders given to the subunits under command. Autonomous in communicating on the duties and the exercise of command of a tactical unit in peacetime, high intensity and peace support operations, to a professional audience.	Autonomously communicate on the military tasks and activities in accordance with the organisation's guidance. Take responsibility for mediation in different branches or military services and for negotiations with parties outside the organisation.	Demonstrate authority, innovation and autonomy in the development of strategies and plans for mediation, negotiation and communication by the military organisation at strategic level.

Levels	Level 1 EQF 5	Level 2 EQF 6	Level 3 EQF 7	Level 4 EQF 8
Competence area: Learner and Teacher / Coach				
This area covers lifelong learning, the management of personal and professional development requirements, for self and others.				
Knowledge	Comprehensive knowledge of military training organisation and procedures.	Advanced knowledge of learning and training methodologies applicable to individuals and military units / formations.	Highly specialised knowledge of education and training approaches required to prepare the armed forces for the modern and complex operating environment > Advanced knowledge of military training and educations systems relevant to multiple services at national and multinational levels applicable to full spectrum of scenarios in which armed forces could be employed.	n/a
Skills	Capacity to develop and explain options and plans to implement specific military tasks and actions.	Advanced skills to plan, develop, implement and evaluate military training sessions using different methods, techniques and instruments.	Highly-specialised skills required to plan and conduct training activities across multiple arms / branches / services, with different target audiences according to the needs identified by the forces.	n/a
Responsibility and Autonomy	Review performance and realises development of self and other team/ subunit members by reflecting on own performance results.	Take responsibility for engaging the pedagogical and professional development of subordinates and support them in improving their performance > Promote a climate of cooperation and professional development.	Demonstrate authority and autonomy in the development of highly innovative training strategies and solutions (for example, through information and communication technologies) as a way of responding to different military challenges. Take responsibility to implement military education and training policies, adapted to different contexts and scenarios to improve the military education and training system.	n/a

Levels	Level 1 EQF 5	Level 2 EQF 6	Level 3 EQF 7	Level 4 EQF 8
Competence area: Critical Thinker and Researcher				
This area describes the officer as a critical thinker and researcher, a pro-active interpreter of facts and situations, able to assess the impact of changes in the military domain and as a promoter of the military domain/science and art.				
Knowledge	Comprehensive knowledge of the future operating environment and new technologies with relevance to the military domain.	Advanced knowledge of research techniques, sources and data processing methods to innovate the military domain/science.	Highly specialised knowledge of research techniques, sources and data processing methods to innovate across multiple branches/services in the military domain/science.	Most advanced knowledge in research techniques, sources and data processing methods to understanding of complex cutting-edge issues in the military structures at strategic level.
Skills	Capacity to acquire and combine in-depth and detailed information on the military domain.	Advanced skills to analyse complex problems in an unpredictable context to produce new and innovated approaches to the military studies field.	Specialised skills to conceptualise, interpret, analyse and integrate data research from a variety of sources in order to develop new interdisciplinary knowledge and procedures to solve complex and non-routine problems in different branches in military services/domain.	Most advanced skills and techniques for methodologies in research and innovation projects, required to solve critical problems in the military structures at strategic level.
Responsibility and Autonomy	Demonstrate capacity to present accurate, reliable and valid research products.	Take initiative and responsibility for the information produced during the research process in uncertain and complex context.	Take responsibility for managing the internal research, development and innovation projects in complex and multinational contexts > Actively promote and implement new solutions that optimise military efficiency, and to convert complex problems into opportunities for medium-term improvement.	Demonstrate and supports substantial innovation and sustained commitment to develop innovative organisations capable of operating in dynamic, complex and uncertain environment.

Levels	Level 1 EQF 5	Level 2 EQF 6	Level 3 EQF 7	Level 4 EQF 8
Competence area: International Security / Diplomacy Actor				
This area covers the officer's diplomatic abilities and the officer's role in promoting an organisation's interests and objectives in the international context.				
Knowledge	Comprehensive knowledge on the functioning of international organisations and key principles of international relations theory.	Advanced knowledge of international relations theory and interdependencies among international governmental and non-governmental organisations, independent agencies and strategic partners around the world.	Highly specialised knowledge of the current international strategic and geopolitical environment as a framework for evolving international relations theories.	Most advanced knowledge of International relations theory and global security environment and architecture.
Skills	Comprehensive cognitive skills required to operate with concepts and terminology relevant to international context.	Advanced skills required to contextualise the military instruments within the national and global security environment, in an unpredictable international environment.	Highly specialised skills required to cooperate with allies, partners, and other entities within an international security context in pursuit for common goals and objectives.	Most advanced skills required to operate at the highest levels of interaction and to innovate the current conceptual framework of international cooperation in the security and defence domains.
Responsibility and Autonomy	Interrelate with a broad range of participants in a diverse multicultural, international environment by promoting recognised objectives and principles of international cooperation.	Take decisions and implement relevant actions necessary to promote an environment conducive to promotion of the objectives and principles of international cooperation.	Take responsibility for decision and actions taken in an international environment and actively promote the key principles guiding national/multinational approach to security, fragility and development.	Promote through innovation and research a common Euro-Atlantic security culture in a fast changing international context and unpredictable shifting balance of power among major state and non-state actors.

05. MILOF-CORE

(Reference to chapter 13.1.2. Core Curriculum for Military Officers (MILOF-CORE) Learning Outcomes, Volume 1)

For what purpose and who can use it?

- Design and develop new, or review existing, education or training programmes, by education and training providers;

- Level formal qualifications against SQF-MILOF and MILOF-CORE, by education and training providers, in accordance with the roadmap described in volume 1, chapter 14 "Levelling NMQs to SQF-MILOF and Defining their Military Focus to MILOF-CORE";

- Visualise how complex the understanding of military profession is, relative to a specific focus of the military organisational architecture or level of operations, by individual learners, in accordance with the roadmap described in volume 1, chapter 15 "Levelling Individual Learning to SQF-MILOF and MILOF-CORE Levels".

Competence Area (core): Military service member

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Employment of forces - Full Spectrum Operations				
Single Arm / Branch (tactical)	Distinguish between alternate options of employing small teams and subunits belonging to a single branch / arm as part of a subunit and in accordance with national procedures > Discuss the tactics, techniques and procedures specific to the particular branch for full spectrum of operations at national level.	Explain the principles of employing single arm/ branch subunits at the tactical level in accordance with national doctrine, across the full spectrum of operations > Explain the tactics, techniques and procedures specific to the particular branch for full spectrum of operations at national level.	Critically evaluate and prioritise the tasks and means assigned by the higher echelon taking into account the role of other branches and limitations imposed by external factors within the operating environment in full spectrum operations.	n/a
Single Service (tactical)	Discuss the organisation and basic principles of employing forces at the service level.	Explain the principles of employing combined arms forces at the tactical level in accordance with national / multinational doctrine, across the full spectrum of operations > Explain the tactics, techniques and procedures specific to the particular service for the full spectrum of operations at national / multinational levels with realistic consideration of the possibilities of the different branches.	Explore the requirements / conditions of integrating the effects of fire, influence and manoeuvre in joint operations > Balance own resources, the environment and the opponent to achieve the assigned tasks within a tactical framework, ensuring freedom of action for subordinate formations.	n/a

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Employment of forces - Full Spectrum Operations				
Joint / Multiple Services (operational)	Describe the possibilities of the different services, equally the composition and force enablers and multipliers at the operational level.	Explain the principles of employing units and formations at the operational level in a joint multinational context, in accordance with national / multinational doctrine, across the full spectrum of operations.	Critically assess the service-specific (land, maritime, air) forces capabilities, organization and specific activities that they conduct as part of a joint force, apportion / allocate resources accordingly and propose ways to implement objectives in coordination with all relevant actors > Apply the principles of operational art throughout the full spectrum of operations.	n/a
Pol Civ-Mil (strategic)	Explain the key elements of relevant multinational doctrines (UN, EU, NATO) for joint operations.	Analyse the strategic employment of armed forces as part of an integrated crisis response architecture at national and multinational levels.	Integrate the context / conditions and constraints of employing military organisations / formations at the strategic level, in national / multinational circumstances, in accordance with national / multinational doctrine, across the full spectrum of operations.	Critically evaluate the correlation between the force structure, military strategy and political objectives, the effectiveness of military architecture and redesign them accordingly in an interagency and international context.
Learning Area: Military Decision Making Process (MDMP)				
Single Arm / Branch (tactical)	Outline procedures of small teams and subunits belonging to a single branch / arm in peace time, high intensity and peace support operations.	Apply the military decision-making process (MDMP) specific to the arm / branch for full spectrum of operations at the low tactical level.	n/a	n/a

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area : Military Decision Making Process (MDMP)				
Single Service (tactical)	Describe the decision making process at the tactical level for full spectrum operations at national and multinational level as part of a formation headquarters.	Practice decision making under pressure, in dangerous and fluid situations to implement higher echelons decisions at the tactical level.	Critically evaluate and select the situations requiring advice and provide expertise to higher echelon commanders in accordance with their guidance.	n/a
Joint / Multiple Services (operational)	Describe the decision making process at the operational level for full spectrum operations in a national / multinational context as part of a combined joint headquarters.	Discuss the context of making decisions in a timely manner in complex and unpredictable environment at joint operational level for full spectrum of operations.	Critically evaluate various types of situations (peace and war time), analyse the key implications and propose feasible and timely options for the resolutions of problems/crisis/conflict from the multiple services perspective at joint operational and strategic level for full spectrum of operations.	n/a
Pol Civ-Mil (strategic)	Describe the decision making process at the strategic level for full spectrum operations in a national / multinational context as part of a whole of government / integrated approach context.	Practice decision making under pressure and lacking political-strategic direction to implement political-strategic objectives in national / multinational context.	Critically interpret the situations lacking political-strategic direction in a changing and complex environment, to implement military national / multinational strategies.	Determine innovative responses to crisis situations and complex interventions in high risk environments by defining the right mix of policies, instruments and tools to achieve national / multinational strategic objectives.
Learning Area : Operations planning				
Single Arm / Branch (tactical)	Describe tactical mission planning, at small teams / subunit level, making use of specific and relevant operational terms and graphics in order to achieve the higher echelon objectives.	Frame the military engagements at the low tactical level in national / multinational operations with regard to the legal use of force, Rules of Engagement (ROE) and security and safety of subordinate personnel and subunits.	n/a	n/a

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area : Operations planning				
Single Service (tactical)	Describe the operations planning process at the tactical level for a potential crisis situation in all spectrum of operations.	Develop creative, simple and flexible options to implement tactical plans for the most varied circumstances of full spectrum operations.	Devise and skilfully conduct military engagements for national / multinational operations with consideration of the legal use of force, Rules of Engagement, principles of Force Protection , by managing associated risks in an unknown but changeable operating environment.	n/a
Joint / Multiple Services (operational)	Describe the operations planning process at the operational level for a potential crisis situation in full spectrum of operations at national / multinational levels.	Implement the key steps of the joint operations planning process as part of a planning team under the direction and guidance of a senior planner / team leader.	Design innovative operational ideas and solutions for the resolution of a potential conflict with national / multinational dimensions, as part of a planning team at the operational level in a multinational HQ in unpredictable and fluid conditions of the operating environment.	n/a
Pol Civ-Mil (strategic)	Describe the operations planning process at the political-strategic level for a potential crisis situation in full spectrum of operations at national / multinational levels.	Evaluate the range of diplomatic, information, military and economic options available to implement the strategic objectives set by the higher competent authority.	Critically appraise the strategic environment for the deployment, employment, and sustainment of forces from the perspective of the joint / combined force commander > Exercise the operations planning process at the strategic level for standing and contingency operations in national or allied context, with considerations of political and civilian limitations.	Scrutinize the strategic horizon to forecast crisis situations; isolate and manage symptomatic precursors and prioritise responses in accordance with the strategic direction and guidance > Judge the implications of the military effects on the political and civilian domains of a conflict that is affected by contemporary threats and risks, affecting national / multinational situations at the strategic level.

SQF-MILOF Level	Level 1	Level 2	Level 3	Level 4
MILOF-CORE Focus				
Learning Area: National and International Law				
Common	Outline the range of national, EU and international law and military regulations with relevance to the military domain > Describe the basic norms of International Humanitarian Law and the application of its principles relevant to their responsibilities and positions, by emphasising the issues that might arise on the battlefield at a tactical level.	Define and interpret the range of national, EU and international law, military regulations with relevance to the military domain > Analyse the impact of the legal framework (international and national law, ROE,…) on the effectiveness of military operations in various types of conflict and how this is reflected in planning for military operations at all levels of operations.	Critically evaluate the impact of the legal framework (international and national law, ROE,…) on the effectiveness of military operations > Adapt relevant strategic measures required to tackle objective changes in the complex international security environment that affect the legal framework in which national and allied efforts are deployed.	Appraise situations that require changes and new provisions for relevant national law and regulations with regard to military profession.
Learning Area: National and international Security Policy and Strategy				
Common	List the national and international organisations structures and briefly describe their roles and responsibilities > Describe the process of strategy formulation at the international and national level.	Explain the relationship between the policy and strategy and between national interests, political objectives and military objectives and the link with the requirements of the armed forces > Explain the relationship between national and regional organizations' security strategies and their associated military strategies as they apply to Joint, interagency and multinational military operations.	Critically evaluate the national and regional organizations' security strategies and their associated military strategies as they apply to Joint, interagency and multinational military operations > Critically assess national instruments of power, their characteristics and limitations, integrate them in the analysis of strategic issues and the design of national military strategy > Formulate a national security and military strategy.	Transform and contextualise the national / multinational policies into military ends, ways and means and adapt them as the situation changes, by clearly articulating the integrated nature of actions.

SQF-MILOF Level	Level 1	Level 2	Level 3	Level 4
MILOF-CORE Focus				
Learning Area: Civilian-Military Relations				
Common	Describe the theory, principles and dynamics of civil-military relations / democratic control of armed forces of a nation.	Identify and position the military organisation as part of a broader social democratic construct, influenced by societal norms and values, legal systems and international law > Interpret the projection and representativeness of the military profession in the broader context of national legal framework.	Critically evaluate the distinct and overlapping roles between civilian and military institutions as part of the security sector of a nation, and at supranational level, under political supervision and civilian oversight.	Reflect on the changing and evolving configuration and roles of the military organisation of a nation / international organisation and their impact on the civilian-military relations under the standing nature of civilian oversight of the military.

Competence Area (core): Military Technician

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Employment of weapon / operating platform / systems				
Single Arm / Branch (tactical)	Describe the technical specifications of the operating platform (weapon system) specific to the arm / branch > Explain relevant measures required to exploit safely the weapon / operating systems > Operate military equipment of the military domain within a branch / arm for peacetime, high intensity and peace support operations.	Explain technical specifications of relevant operating platforms under his / her responsibility > Demonstrate the effective exploitation of the operating platform (weapon system) under their responsibility with due consideration of safety measures.	Critically evaluate the trends that influence the evolution and development of new generations of weapon / operating systems specific to a particular branch.	n/a
Single Service (tactical)	Operate military equipment of the military domain within a service for peacetime, high intensity and peace support operations.	Explain the inter-relationship of various weapons systems of the combined arms units, their limitations and effects on the modern battlefield > Describe the lifecycle and development requirements of weapons / operating systems specific to the service.	Critically evaluate the impact of new weapon / operating systems for the configuration of the combined arms operations within a specific service at the tactical level in full spectrum operations > Develop safety policies applicable to employment of weapon / operating platforms / systems specific to the service.	n/a
Joint / Multiple Services (operational)	n/a	n/a	n/a	n/a

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Employment of weapon / operating platform / systems				
Pol Civ-Mil (strategic)	n/a	n/a	n/a	n/a
Learning Area: Sustaining the Force				
Single Arm / Branch (tactical)	Describe the needs and requirements for replenishment, first aid and medical evacuation of individuals and small subunits in combat > Present, maintain, repair and sustain the operation of equipment under responsibility in all environments and situations.	Explain the combat service support capabilities of subunits during full spectrum operations > Define the logistics requirements of the (sub)units required to sustain full spectrum operations.	n/a	n/a
Single Service (tactical)	Describe the types, roles, responsibilities and procedures for service support at the tactical level in full spectrum of operations.	Explain the combat service support capabilities of units and formations specific to the service during full spectrum operations and take the logistics requirements into account during planning of full spectrum operations.	Assess the role of combat service support capabilities as force multiplier in conduct of operations of the singe service > Prioritise the scarce resources required by the force component in full spectrum operations.	n/a
Joint / Multiple Services (operational)	Outline a broad range of implications and limitations of scarce resources for sustaining campaigns and military activities at the operational level.	Apply a broad range of principles of sustaining military forces operating as part of a joint national / multinational force structure.	Critically evaluate the impact of logistics on the preparation, conduct and termination of joint operations in full spectrum of situations.	n/a

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Sustaining the Force				
Pol Civ-Mil (strategic)	n/a	Reflect on the place and dependencies of military logistics systems as part of a broader strategic, national / multinational economic architecture.	Critically evaluate the strategic national military industrial complex, its resilience and the role of the military organisation as a consumer and multiplier of resources.	Predict and anticipate the sustainment requirements and interdependencies of military organisation of a nation, multinational setting or alliance in the contemporary operating environment, as part of a broader civilian-economic context.
Learning Area: Command, control, communications, computers, intelligence, surveillance and reconnaissance systems & Cyber Defence				
Single Arm / Branch (tactical)	Operate information and communication technologies according to the procedures and tactics specific to their branch at individual and low tactical level.	Operate command, control, information and communication technologies according to the procedures and tactics specific to their branch.	n/a	n/a
Single Service (tactical)	Operate information and communication technologies according to the procedures and tactics specific to the service.	Explain the characteristics of command, control, communications, computers, intelligence, surveillance & reconnaissance systems specific to the service.	Critically evaluate the capabilities of command, control, communications, computers, intelligence, surveillance and reconnaissance and cyber defence systems, integrate their requirements in the planning and conduct of full spectrum operations at the tactical level.	n/a

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Command, control, communications, computers, intelligence, surveillance and reconnaissance systems & Cyber Defence				
Joint / Multiple Services (operational)	Operate information and communication technologies according to the procedures and tactics specific to the joint organisations at national and multinational levels.	Assess the requirements and needs of command, control, communications, computers, intelligence, surveillance and reconnaissance systems and cyber defence at joint operational national / multinational level for full spectrum operations.	Critically evaluate the capabilities of command, control, communications, computers, intelligence, surveillance and reconnaissance and cyber defence systems and integrate their requirements in the planning and conduct of full spectrum joint multinational operations at the operational level in an integrated environment.	n/a
Pol Civ-Mil (strategic)	n/a	n/a	n/a	n/a
Learning Area: Project management; resource & budget planning				
Single Arm / Branch (tactical)	Describe the procedures to manage subunit / unit's human and material resources in all circumstances, peace and crisis time.	Plan and organise the project management process relevant to the military organisation.	n/a	n/a
Single Service (tactical)	Explain general budget principles and construction procedures.	Plan, organise and supervise projects tasks or work packages in the service area in accordance with the procedures agreed by the organisation.	Critically evaluate and negotiate the needs and resources in the construction of the budget for a particular service at national level.	n/a

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Project management; resource & budget planning				
Joint / Multiple Services (operational)	Explain the principles and interdependencies between national and multinational / alliance defence planning / resource management systems.	Analyse the structures, features, functional principles and capability of defence systems and their central subsystems as well as possibilities offered by technology.	Apply innovative approaches to evaluate the impact of budget allocation on the performance of joint military organisation at national level.	Evaluate the strategic impact of the national budget on the military organisation at national level and develop innovative solutions to balance needs and resources.
Pol Civ-Mil (strategic)	n/a	Assess the national / multinational acquisition policies and regulations and their impact on the national / multinational security and military strategies.	Critically assess trends derived from financial planning cycles and defence acquisition processes.	Critically evaluate the implications of national / multinational defence planning processes on the implementation of the national / multinational strategies.

Competence Area (core): Leader and Decision-Maker

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Military leadership; command				
Single Arm / Branch (tactical)	Discuss the importance of internalising the principles and spirit of the military discipline necessary to execute military tasks in high-risk situations, as a member of the subunit / team, in unpredictable or changing environments.	Explain the leader's role in building cohesive, disciplined teams / subunits / units > Analyse the context and conditions of assuming higher level command / deputizing command in uncertain / short term situations.	n/a	n/a
Single Service (tactical)	Describe the context and the framework of leadership at tactical level.	Explain the importance of timely decisions in an unpredictable, potentially life-threating environments > Analyse the qualities required for the full and efficient employment of the commanders under the ethos of Mission Command.	Interpret higher commander's intent and the relevance of conceiving and conveying orders in a mission-oriented organisational culture context > Critically assess the complexity of professional activities or projects within the organisation and across arms / branches.	n/a
Joint / Multiple Services (operational)	Describe the context and the framework of the leadership at strategic and operational level.	Analyse the qualities required for leaders to develop innovative organisations capable of operating in dynamic and complex environments.	Critically analyse the constraints and advantages of Mission Command, to lead and manage resilient and efficient organisations under most stressful situations > Anticipate, communicate, and mitigate risks, surprise and uncertainty impacting on the organisation.	Innovatively adapt relevant strategies to new realities, changing contexts and new challenges that affect decisions with impact beyond military organisation.

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Military leadership; command				
Pol Civ-Mil (strategic)	Describe the complex conditions of exercising military command and seeking coordination within a broader, civilian-led integrated framework of activities.	Explain the context, dimensions and relevance of strategic leadership applied to military domain as part of a broader social construct > Analyse the social impact of the decisions made by strategic level military leaders and political actors in the history of various conflicts.	Make decisions within an integrated context, to meet the imperatives of adaptation and innovation in joint, combined operations > Develop a medium and long-term vision for the organisation > Critically appraise the strategic leadership qualities necessary for leading, influencing and motivating others to be creative, empowered and successful.	Reflect on the strategic implications of the current and future environment for strategic leadership, legitimacy and accountability in national and multinational settings.
Learning Area: OF-NCO relationship				
Single Arm / Branch (tactical)	Describe the importance of the command team and the division of labour between officers and Non-Commissioned Officers (NCOs) at the level of small team or subunits within a branch / arm.	Explain the ethical implications of developing confident, supportive, trustworthy, and loyal relationships between officers and NCOs at the tactical level.	n/a	n/a
Single Service (tactical)	Describe the means and ways through which officers communicate with and counsel NCOs at the tactical level.	Analyse the context and conditions of seeking advice from the senior NCO in making critical decisions for the organisation.	n/a	n/a
Joint / Multiple Services (operational)	n/a	Explain the contribution both officers and senior NCOs bring to develop cohesive command teams at the operational level.	n/a	n/a

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: OF-NCO relationship				
Pol Civ-Mil (strategic)	n/a	Investigate the dimension and discuss the context, scope and impact of command team's interaction with civilian / political entities.	n/a	n/a
Learning Area: Leadership and management theories				
Common	Relate leadership and management theories, concepts and principles to the military domain.	Describe relevant leadership concepts, theories, principles and good practices > Explain the theory of interpersonal behaviour within the organisation > Describe the context and the framework of the leadership at tactical level > Examine the theory and models of performance management of the military organisation.	Critically evaluate theoretical and cultural approaches to management and leadership theories in the context of the military domain > Examine the characteristics of leaders, leadership models and styles and their impact on the performance of the military organisation > Innovatively apply performance management in accordance with policies and key indicators set for a particular organisation.	Critically evaluate the leadership and management good practices across and within military organisations to develop new leadership models relevant to the military domain.
Learning Area: Change management				
Common	n/a	Explain the principles of change management and the effects on the military science / domain > Plan the use of all indicators of change to interpret the impact on the operating environment.	Critically evaluate the strategic dimensions and consequences of the military transformation and the impact of indicators of change on the operating environment > Selectively apply appropriate tools and techniques to diverse situations to optimise military efficiency in the operational environment.	Project strategic visions, set priorities and adopt strategic approaches for military science to promote the effectiveness of the military organisation as part of the broader society.

Competence Area (core): Combat-Ready Role Model

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Ethics. General, ethics of the use of force, ROE, protection of civilians				
Common	Promote and demonstrate commitment in decisions for the values and ethics of the military organisation in peace time, high intensity and peace support operations > Outline the core principles and ethical dimensions of various military profession related processes.	Explain the behaviour required in missions and operations (prevention of harassment, sexual violations and war crimes), ethics of the use of force and the role and importance of following ROE > Develop plans that streamline effective protection measures for the benefit of the civilian population affected by armed conflict > Analyse the ethical use of force and the legal aspects of planning military operations and reflect derived requirements in relevant ROE.	Judge the context and exercise responsibility, considering the social and ethical dimensions of decisions taken in various conditions in the full spectrum of operations.	Critically evaluate complex ethical and legal ramifications of national security decisions, including use of force issues and adapt national strategies accordingly.
Learning Area: Military norms and regulations				
Common	Describe a defined range of national military norms and regulations relevant to military profession.	Justify the importance of issuing and following orders, which are given in accordance with the principles of international humanitarian law, national law and military regulations.	Integrate and adapt the national legal framework with regard to military profession to the realities and needs of the military organisation.	Critically appraise the need and propose innovative changes to adapt or modernise relevant national law and regulations with regard to military profession in accordance with evolution and trends at the international level.

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Military history. Traditions				
Common	Recognise the achievements and discuss the history and its lessons to promote the traditions of the arm/ branch at national level.	Reflect on the evolution and history of the military organisation and the impact of its evolution on the modern employment of armed forces > Discuss the traditions of arms/ branches / units in the context of military operations in a national / international context > Reflect on the 20th century European military history and its impact on social behaviour from a geopolitical perspective.	Critically evaluate the impact of lessons learnt from military history for conflict resolution process at all levels of operations.	n/a
Learning Area: Military physical and psychological training				
Common	Describe the behaviour required from a military officer in high intensity and peace support operations.	Apply techniques to maintain and encourage a high level of morale and discipline of subordinates, and the physical and psychological fitness required for enduring a broad range of situations in difficult and dangerous conditions.	Design and refine innovative strategies to optimise the human potential (steadiness, liability) of military personnel that impacts on the military organisation' resilience and effectiveness.	n/a

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Gender Awareness				
Common	Outline the basic gender concepts, the agreed international policy framework for Human Rights and Gender and examine how attitudes and behaviour towards gender may impact one's own understanding, analysis and leadership in missions and operations.	Explain the impact of conflicts on men and women, as well as opportunities and challenges for women and streamline gender and human rights dimensions in planning for operations and all relevant policy areas > Recognize the influence of different cultures and gender related issues on the execution of a mission.	Resolve challenges and dilemmas facing military and civilian decision-makers in the field with regard to the protection of civilians and sexual violence, and integrate requirements to address these matters in the development of relevant strategies and policies.	n/a
Learning Area: Cultural Awareness				
Common	Manage differences between cultures and perform a basic cultural analysis of the operating environment of the subunit/team.	Analyse cultural aspects of contemporary security environment and their influence on the effectiveness of military operations > Integrate cultural dimensions and consider vulnerable categories of civilians in planning for military operations.	Critically reflect on the ethical implications and controversies that result from mixing culture and security in the context of multinational military operation in an international environment > Compare and contrast the effect and impact of different national values and cultural perspectives on international issues and strategy.	n/a

Competence Area: Communicator

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Influence operations; strategic communications and media				
Common	Describe the key principles of engaging with mass media and other types of communication means (e.g. social media) to reach a broad audience and convey relevant messages.	Explain the objectives, principles, components, effects and challenges of influence operations, of communications on the operating environment and of strategic communication > Communicate with cultural open mindedness within a group, in situations of work or in external environments, making effective use of current technical practices in the area of information management, programming and networking technologies.	Critically evaluate the role and strategic impact of influence operations, the information context and narratives of the media in national and international environments and the military decision-making process > Selectively communicate up and down the chain of command with regard to the military tasks and activities relevant to full-spectrum operations and with mass media and other types of communication means to reach a broad audience to convey relevant messages.	Conceptualise new knowledge, processes and methodologies for developing and disseminating narratives a part of strategic communication plans to the relevant audiences > Adapt strategies to fundamentally new situations and developments of the role and use of the military organisation and the security and defence policy at national or international level.

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Military writing, reporting, orders and directives				
Common	Structure and provide written and oral orders and instructions to the subunits under command.	Develop and implement logical, fluent, accurate and convincing written military documents (reports, messages) and relevant operational guidelines in accordance with the higher echelon's orders, instructions and guidance to subordinates units / subunits.	Manage organisational knowledge on contemporary issues, synthesising directives and guidance to subordinate formations and drafting papers addressing contemporary issues (defence research papers, essays and position papers) > Manage communication of complex issues clearly and effectively, both orally and in writing in support of joint force and component commander's decision making processes.	n/a
Learning Area: Speaking / military briefing techniques				
Common	Create and sustain an environment of free interaction and expression for the subordinates in support of subunit's / organisation's tasks and objectives.	Develop and promote opinion, arguments, orders and feedback, verbally and non-verbally in the military domain while adjusting the format of communication to audiences, under regular and stressful circumstances.	Anticipate explicit and implicit communication needs of the military organisation and develop messages, military briefings and speaking notes for decision makers, verbally and in written form, aimed at various audiences at the operational level > Manage complex two-way communication channels with key joint staff members.	n/a

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Mediation and negotiation techniques				
Common	Demonstrate tolerance and moderation when interacting with others, particularly during disputes.	Explain and exercise the alternative dispute resolution techniques, particularly mediation and negotiation techniques while maintaining personal integrity, independently with subordinates and under supervision in operational circumstances.	Cultivate relations of respect and confidence while chairing meetings that require consensus and persuasion of subordinates and supervisors > Take responsibility for mediation and negotiation in interagency and multinational configurations.	Develop and validate new mediation and negotiation strategies to address complex situations in which the armed forces may be involved in a political, civil-military contexts.
Learning Area: Vehicular languages				
Common	Demonstrate communication skills in the mother language and in a first foreign vehicular (e.g. English, French) language consistent with the professional duties (CEFR A2).	Demonstrate communication skills in the mother language and in a first foreign vehicular (e.g. English, French) language consistent with the professional duties (minimum CEFR B1) and at basic level in a second foreign language.	Convey effectively complex information to any military, civilian and/or public audience in the mother language and foreign vehicular languages (CEFR C1) > Take responsibility for actively searching to improve the language skills.	n/a

Competence Area: Learner and Teacher / Coach

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Professional development (mentoring, coaching)				
Common	Discuss the basic concepts of pedagogy and didactics as they apply to the military context > Take responsibility for managing the professional development of self.	Explain and adopt concepts of pedagogy and didactics and different techniques of mentoring, coaching, training and teaching adapted to the military context > Take responsibility for managing the professional development of subordinates and support them in improving their performance.	Adapt new education and training approaches to reflect the armed forces' operational challenges > Demonstrate authority and innovation to develop military education and training policies and strategies based on operational needs and the performance of forces.	n/a
Learning Area: Military training and education				
Common	Describe the organisation and procedures of basic military training, drills and exercises at team / subunit level or equivalent, in support of military tactical tasks specific to the arm/ branch.	Elaborate and review military training, by applying evaluation methods, training plans for the team / subunit members in accordance with the needs of the branch / arms and past performance of the individuals and the team / subunit. > Adopt and implement new learning methodologies and techniques and appropriate assessment tools according to the objectives, training contents and target audience.	Develop and implement new and innovative education and training methods using digital technologies and pedagogical resources, to simulate operational learning contexts > Critically evaluate the relationship and synchronisation of military education and training policies, at national level, with international strategies, at the strategic level.	n/a

Competence Area: Critical Thinker and Researcher

SQF-MILOF Level / MILOF-CORE Focus	Level 1	Level 2	Level 3	Level 4
Learning Area: Research, analysis, data processing methods				
Common	Formulate independent and well-informed opinions, as a basis for sound decision making at various levels of operations.	Explain and implement the research techniques, sources, resources and data processing methods to solve issues in the military domain / science.	Develop and promote creative solutions required to approach complex and unpredictable problems in the military domain / science > Anticipate and manage explicit and implicit issues in complex activities for internal research and development projects.	Conceptualise new knowledge, processes and methods of scientific research to innovate the military domain > Demonstrate and support substantial innovation and sustained commitment to develop innovative organisations capable of operating in dynamic, complex and uncertain environment.
Learning Area: Future operating environment				
Common	Discuss the main dimensions and drivers of the future operating environment and the impact on military operations.	Assess the main threats, types of conflict and implications on future activities in security and military environment operations.	Develop organisational strategies, hypotheses and scenarios in order to envisage future environments and conflict situations in which armed forces might be involved.	Critically evaluate the variables and influencing factors that impact in military environments and operations > Adapt strategies, trends and policies to the future operation environment required to predicted and solve critical problems in national and multinational military operations.
Learning Area: New technologies				
Common	List and categorise new technologies and their application to the military domain.	Analyse the effects and challenges of new technologies on military domain/science.	Critically evaluate the impact of new technologies on military organisations and operations > Develop and implement operational guidelines for new technologies' impact on military operations at the tactical level.	Conceptualise new knowledge, processes and methodologies for new technologies and predict the global implications for security / military domain/science.

Competence Area: International Security / Diplomacy Actor

SQF-MILOF Level	Level 1	Level 2	Level 3	Level 4
MILOF-CORE Focus				
Learning Area: International organisations				
Common	Describe the international security architecture, functioning and organisational structure of major organisations with responsibilities in the area of security and defence.	Distinguish the role of different international organisations with implications for security, defence and conflict management, by revealing the interdependencies among major international organisations.	Critically evaluate the relationships among national and multinational military forces, non-military, non-governmental organizations (NGOs) and intergovernmental organizations (IGOs) > Reflect on the size and range of cooperation and networking activities with various actors in the field and coordination with combined, joint and civilian governmental and non-governmental counterparts.	Promote through innovation and research a common Euro-Atlantic security culture by analysing the common threats and risks and capabilities required to tackle them on the long term.
Learning Area: International relations				
Common	Discuss the principles and characteristics of the major international relations theories > Examine current and historical examples of various conflicts and approaches of conflict resolution.	Analyse the security dimensions of different theories in International relations > Highlight the role and place of security elements by analysing the context, rationale and key principles of employing various power levers within an integrated / whole of government approach to conflict and crisis > Evaluate the role of the military instrument at the national and international levels within the national and global security environment.	Critically interpret the current international strategic and geopolitical environment by applying different conceptual tools and theoretical frameworks for analysis > Critically evaluate the political-military implications of national / international interests establishing security partnerships and political-military coalitions for full spectrum multinational operations > Conceptualise the key principles of the integrated approaches practiced by the international organisations to conflict and crises.	Express innovative concepts, challenge current and test new paradigms in the field of international relations theories with impact on security and defence > Adapt national and international security strategies to fundamentally new security policies re/shaped in the context of a security environment driven by multiple and continuously evolving risks and threats.

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