

APPROVED  
by ENDC Governing Council Resolution of 14 June 2016

AMENDED  
by ENDC Governing Council Resolution of 13 December 2018

## **ESTONIAN NATIONAL DEFENCE COLLEGE**

### **Statutes of Curriculum**

#### **I GENERAL PROVISIONS**

1. These Statutes of Curriculum (hereinafter *the Statutes*) of the Estonian National Defence College (ENDC) stipulate the requirements for the structure, content and quality of vocational, higher education, and continuing education curricula at the ENDC, as well as the procedures related to the preparation, opening, quality assessment, development and closure of curricula, and principles for the integration of study activities.
2. These Statutes are enacted on the basis of the ENDC Study Regulations.
3. These Statutes constitute an integral part of ENDC's organisation of studies and its quality assurance system. These Statutes aim to ensure systemic and sustainable curriculum development.
4. The ENDC's vocational education curricula are overseen by the Non-commissioned Officer School of the ENDC (hereinafter ENDC NCO School); the higher education curricula by the ENDC Department of Academic Studies, and the continuing education curricula by the ENDC Centre for Continuing Education.

#### **II CURRICULA and THEIR CONSTITUENT PARTS**

5. At the ENDC, studies are conducted on the basis of curricula. The ENDC's curricula comprise vocational, higher education (both professional higher education and master's studies), and continuing education curricula.
6. At the level of vocational education, a curriculum is the principal document that defines the objectives and tasks of vocational, specialised and professional training, expected learning outcomes, and alignment with the qualification framework stipulated in the Professions Act, as well as requirements for starting and completing studies, curriculum modules and their workloads with corresponding learning outcomes and assessment criteria, alternative modules and relevant requirements, as well as options for professional specialisation.
7. At the level of higher education, a curriculum is the principal document that defines at least the name of the curriculum, its nominal study period and workload, admission requirements, as well as expected learning objectives and outcomes, structure, professional specialisation, and graduation requirements.
8. At the level of continuing education, a curriculum is the principal document that defines the name and group of the curriculum, expected learning objectives and outcomes, total workload and contents (incl. subjects and their objectives and learning outcomes), admission requirements, description of the study environment, list of study materials, graduation requirements and document issued upon graduation, as well as the required qualifications and study/work experience for instructors at the level of continuing education.

9. Students admitted to the ENDC shall undergo their studies in accordance with the curriculum version that was in force at the time of their admission. During the study period, any changes to curricula are subject to the provisions laid down in these Statutes.
  10. At the level of higher education, the workload is calculated on the basis of the European Credit Transfer and Accumulation System (ECTS). One ECTS corresponds to 26 hours of work that an average student spends on studies (including independent work, examinations/tests, and feedback). At the level of vocational education, the workload is calculated on the basis of Estonian Vocational Education Credit Points (in Estonian *Eesti kutsehariduse arvestuspunkt*, EKAP/ ECVET) that is equivalent to the ECTS credit points. At the level of continuing education, the study workload is calculated in academic hours with one academic hour deemed equivalent to 45 minutes of study.
11. Learning objectives provide a brief description of the content of studies, outlining the knowledge and skills that will be taught to the students and a brief explanation of their importance ("*The aim is to provide the student with knowledge... and skills... in order to...*"). Learning objectives do not have to be measurable.
12. Learning outcomes are the knowledge, skills and attitudes acquired in the process of learning, and they are presented from the student's point of view (i.e. what the student knows, or is able to do etc.). Learning outcomes describe threshold competencies or the minimum level of positive results.
13. The content of learning outcomes is derived from the general learning outcomes of the respective level of education (defined in either the national vocational or higher education standard), the needs of the Estonian Defence Forces (EDF) and their professional standards. The wording of learning outcomes must allow for an uniform measurement (assessment) of their achievement for each individual student.
14. At the level of vocational and higher education, the primary constituent units of curricula are modules that are, in turn, further divided into individual subject courses. In continuing education, the primary constituent units of curricula are subject courses. Curricula shall include brief descriptions of the constituent subjects together with the form of final assessment.
15. As the primary constituent units of curricula, modules allow for thematic grouping of subject courses on the basis of the module's learning objectives.
16. At the level of vocational and higher education, the grouping of subject courses under one module heading is based on the professional functions of active service, i.e. active service member as a leader (commander and leadership), educator (training and instruction), diplomat (intercultural communicator), administrator (oversight of a peace-time unit), and technical specialist (weapons and equipment). The relative significance of these functions varies across different levels of education. At the level of higher education, the additional function of researcher (professional research) is introduced.
17. A subject course is a systemic constituent unit of curricula covering a specific area or part(s) thereof, enabling the achievement of the general learning objectives of the module and the curriculum through various assignments and assessment.
18. Subject courses are divided into compulsory and elective subjects.
19. Higher education curricula comprise elective subjects that students are free to choose from in the required amount based on personal preference. The total share of elective subjects within a curriculum shall be at least twice the required amount of those to be chosen by the student.
20. All subjects are assigned individual subject codes. These seven-character subject codes comprise the subject area code (two capital letters), a two-digit number indicating the year the subject was added to the curriculum, and a unique two-digit serial number. Two-digit number combinations are separated by a full stop.

21. The first two characters of subjects codes are two capital letters indicating the subject area:

| Higher education  | Vocational education | Continuing education |
|---|----------------------|----------------------|
| TK: land force combat planning, command, and tactics        | LK                   | TO                   |
| JP: leadership, educational and social sciences, psychology |                      |                      |
| ST: history, governance, law                                |                      |                      |
| LT: natural sciences, engineering, and technology           |                      |                      |
| KK: languages   |                      |                      |
| ÖV: aviation; air force planning, command, and tactics      |                      |                      |
| ME: navy, naval combat planning, command, and tactics       |                      |                      |
| VT: final theses  |                      |                      |

22. The assignment of individual subject codes and related record-keeping shall be the responsibility of the ENDC NCO School (at the level of vocational education), ENDC Department of Academic Studies (at the level of higher education), and ENDC Centre for Continuing Education (at the level of continuing education).

23. The syllabus outlines the course of studies in the framework of a specific subject. The syllabus must include the thematic plan of the course based on the summary description of the subject, and outlines, among other things, study forms and workloads, list of independent work and literature, as well as assessment methods and criteria. The template for ENDC syllabi is provided in Annex 4 to these Statutes.

24. In the case of general subjects, the share of contact learning and independent work shall be based, as a general rule, on the 50/50 principle (except in Master's studies where the share of independent studies may be up to 70% of total workload). In the case of practical subjects, the share of contact learning may be up to 85% of the total workload of the given subject.

25. The ENDC Governing Council is entitled to single out individual curricular subject courses that are deemed core curricular subjects that cannot be transferred in the framework of recognition of prior learning (RPL).

26. All ENDC higher education curricula must be in compliance with the following requirements:

- a. the workloads of higher education curricula shall be 180-240 ECTS for professional higher education, and 120 ECTS for master's degree programmes;
- b. as a general rule, the professional higher education curricula shall comprise 1/3 general subjects (subject codes: JP, LT, ST, KK) and 2/3 subjects related to the professional major and specialisation (subject codes: TK, ÖV, ME);
- c. the minimum subject workload at the ENDC shall be 2 ECTS. The workloads of subjects shall be indicated in integers.
- d. Comprehensive subjects with high workloads or those that comprise several interrelated topics shall be broken down into constituent parts. In such cases, the subject's description shall include: the titles of component subjects, their individual workloads, semester, and assessment method.
- e. professional higher education curricula shall include elective subjects in the amount of 3 ECTS;
- f. at the level of professional higher education the final thesis or examination shall comprise at least 5 ECTS;

- g. at the level of professional higher education the workload of practical placement or internship shall be at least 15% of the total workload of the curriculum;
  - h. as a general rule, the curricula of master's degree programmes shall comprise 1/2 general subjects (subject codes: JP, LT, ST, KK), and 1/2 subjects related to the professional major and specialisation (subject code: TK);
  - i. master's degree curricula shall include elective subjects in the amount of 9 ECTS;
  - j. at the level of master's studies the final thesis or examination shall be at least 15 ECTS;
  - k. at the level of master's studies the workload of practical placement or internship shall be at least 10% of the total workload of the curriculum;
27. All ENDC vocational education curricula must be in compliance with the following requirements:
- a. the minimum subject workload shall be 1 EKAP/ ECVET;
  - b. the workload of specialisation modules shall comprise up to 15-30% of the total workload of the curriculum;
  - c. the workload of practical placement or internship shall be at least 50% of the total workload of the curriculum.
28. At the level of continuing education, curricula shall be prepared in the cases specified in the 'ENDC Regulation on Continuing Education'.
29. At the level of vocational and higher education, curricular studies shall be governed by the ENDC Study Regulation, and at the level of continuing education by the ENDC Regulation on Continuing Education.

### **III DEVELOPMENT and OPENING of CURRICULA**

30. Depending on the objectives of the curriculum, the core development team of new curricula shall include at least the head of the ENDC structural unit responsible for the curriculum, teaching staff responsible for the subjects to be included in the curriculum, and representatives of the relevant service branch. In the event a new curriculum is prepared in collaboration with another higher education institution (e.g. Estonian Maritime Academy or Aviation Academy), the representatives of that partner institution shall be invited to take part in the curriculum drafting process.
31. At the ENDC, the drafting of new curricula shall take guidance from the following principles:
- a. all curricula shall be based on the descriptions of the professional function(s) and competencies ENDC graduates are expected to fulfil in their subsequent professional careers. To that end, analyses of the current needs and prior experience shall form the basis for identifying the best methods to develop these competences. Among other things, the working group shall consider as an alternative supplementing existing curricula or incorporating the planned curriculum into continuing education instead;
  - b. the development of new curricula shall take into account EDF's current competencies and capabilities, as well as anticipated future needs (in the perspective of the next 3-5 years). The guiding principle of curricula development shall be the requirement that it must include transferable competencies;

- c. the development of new curricula shall commence with the formulation of the curriculum's learning objectives and outcomes. At the level of vocational and higher education there are generally 6-10 learning outcomes; whereas continuing education curricula usually comprise 3-8 learning outcomes;
  - d. individual subjects are evaluated and added to the curriculum based on the professional function(s) and competencies expected from graduates, and taking into account the learning objectives and outcomes, as well as their respective workloads, and their potential for grouping into thematic/topical modules within the curriculum;
  - e. the objectives of curricular modules and individual subjects shall be formulated in 3-6 sentences;
  - f. subsequently, learning outcomes are formulated. At the level of vocational and higher education there are generally 5-8 learning outcomes per module and subject; whereas in the case of continuing education there are 3-6 learning outcomes;
  - g. the drafting of new curricula shall include the progression of subjects, indicating the temporal progression of subjects by academic term and year. The total workload of subjects per academic term must correspond to the duration of the respective academic term;
  - h. practical placements/internships shall be included in curricula;
  - i. all new curricula must be supplemented with implementation plans that shall indicate the needs related to additional teaching staff, infrastructure and resources.
32. The templates for ENDC curricula annexed to these Statutes (see Annexes 1-3).
33. Draft curricula for vocational education shall be coordinated with the commander of the respective service branch of the EDF, the Commander of EDF, and the ENDC Governing Council. Subsequently, the draft curriculum shall be submitted for approval to the Commandant of the ENDC.
34. Draft curricula for higher education shall be coordinated with the commander of the respective service branch of the EDF, the Commander of EDF, and any partner institutions involved in the drafting of the respective curriculum. Subsequently, the draft curriculum shall be submitted for approval to the Commandant of the ENDC.
35. Draft curricula for continuing education shall be coordinated, if necessary, with the commander of the respective service branch, or with the commander of centrally subordinate unit of the EDF. Subsequently, the draft curriculum shall be submitted for approval to the Commandant of the ENDC.
36. All new vocational or higher education curricula must be approved and registered in the Estonian Education Information System (in Estonian *Eesti Hariduse Infosüsteem*, EHIS)<sup>1</sup> no later than six months before the start of studies. All approved curricula shall be made available on the ENDC website.

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<sup>1</sup> Estonian Education Information System, in Estonian *Eesti Hariduse Infosüsteem*, EHIS <http://www.ehis.ee>  
<https://e-estonia.com/solutions/education/estonian-education-information-system/>

37. All approved vocational and higher education curricula shall be registered in the Estonian Education Information System (EHIS) in accordance with established procedure. New curricula entered into the EHIS registry shall be supplemented with the following documents: overview of the correspondence of the curriculum's learning outcomes with the national vocational or higher education standard; list of teaching staff and their qualifications; overview of funding and the availability of resources for teaching and research; and a justification for the need to open the curriculum.

#### **IV INTEGRATION of STUDIES**

38. The integration of studies (hereinafter also referred to as *integrated studies*) refers to the integration of different areas of study and subjects (including topics) in the overall study process.
39. Integrated studies are aimed at creating interdisciplinary interlinkages across individual subjects by integrating theoretical knowledge and practical experience. These interlinkages, analogies, differences, conflicts, etc., will provide students with an opportunity for motivated and meaningful learning, building a foundation for success in their subsequent service in the EDF.
40. At the ENDC, the integration of studies is in essence transdisciplinary. Depending on the objective and outcomes of the curriculum, integration is aimed at developing the competencies (incl. values and attitudes) arising from the main functions of non-commissioned officers (NCOs) and officers.
41. Integrated studies focus on warfare and the battlefield, military leadership, tactics and pedagogy, and must be supported by all subjects.
42. Among other things, integrated studies combine NCO and officer studies in accordance with their need for interoperability during peace- and war-time at the respective tactical level (incl. service branch). Integrated studies shall be supported by doctrinal sources, harmonised operational regulations, standard operating procedures and terminology.
43. Integrated studies shall be supported by inter-institutional exercises, enabling subdivisions at different levels to practice interoperability and military leadership.
44. Integration of studies shall also be supported by conferences that must be linked to ENDC curricular subjects, and/or ENDC's research and development activities.
45. The ENDC academic staff, under the leadership of heads of departments, shall be responsible for the integration of studies through collaboration and application of different methods, tools, teaching resources, etc.

#### **V QUALITY ASSURANCE and ASSESSMENT**

46. All curricula must be coherent both vertically and horizontally.
47. Vertical coherence means that the objective and learning outcomes of the curriculum inform those of the module, and the module's objective and learning outcomes constitute, in turn, the basis for the objectives and outcomes of individual subjects. However, this must also be true in reverse, i.e. the objectives and outcomes of individual subjects must support those of the module, and these, in turn, must support the objective and outcomes of the curriculum.

48. Horizontal coherence refers to:
- a. the integration of subjects that are taught in parallel for the purposes of meeting the objectives of the module and curriculum, and improved attainment of learning outcomes;
  - b. the achievement of the subjects' learning outcomes via prescribed topics, format, methodology and timeframe, including the uniform assessment of all students with regard to each learning outcome. In the case of assessment methods, the calculation of the final grade must be indicated transparently, including the percentage shares of independent work and component parts of the subject. The subject's summary description must provide an overview of the assessment methods that will be used to evaluate the achievement of each individual learning outcome.
49. The quality assessment of curricula shall be conducted both in the form of internal and external evaluations.
50. Internal evaluations of curricula shall aim to reduce the discrepancies between what is written, taught and learned. Internal evaluations shall analyse curricular/curriculum-based study activities and their results. The analysis shall focus on feedback from all stakeholders involved, i.e. teaching staff, students, alumni, employers. Internal evaluation of curricula shall be organised as a regularly recurring activity that constitutes an integral part of curriculum development at the ENDC.
51. Depending on the level of education and curricular objectives, internal evaluations of curricula, shall be conducted with the participation of at least the Head of the ENDC NCO School, Head of the ENDC Department of Academic Studies, head of the ENDC structural unit responsible for the continuing education curriculum, and heads of ENDC's academic departments.
52. External evaluation of curricula refers to the quality assessment of vocational and higher education curricula in accordance with the requirements established by the Estonian Quality Agency for Higher and Vocational Education.
53. The necessary preparations for external evaluations shall be made in accordance with the ENDC quality assessment plan.

## **VI CURRICULUM DEVELOPMENT**

54. Curriculum development is a type of development activity that involves the modification and amendment of existing curricula based on the results of quality assessment or feedback collected in the course of studies.
55. If necessary, vocational and higher education curricula shall be amended once per academic year, during the spring term. Any amendments must be approved before the start of the admissions period at the latest.
56. Continuing education curricula shall be amended as necessary, and approved at least one month before the start of the course.
57. Proposals for curricular amendments may be submitted by persons who are engaged in teaching and instruction activities at the ENDC (including students), partner universities, as well as EDF structural units and specialist training schools.
58. All proposals for curricular amendments must be submitted in writing to the structural unit responsible for the curriculum at the respective level of education. Proposals for amendments to individual subjects must be submitted to the head of the structural unit responsible for the subject.

59. Proposals for curricular amendments must include:
- a. direct reference to the element to be amended (i.e. name of the curriculum/module/subject);
  - b. reasons for the amendment (including its impact on the learning objectives and outcomes of the module and the curriculum);
  - c. the /precise formulation of the proposed amendment; in the case of amendments to the learning outcomes of a specific subject course, the amendment proposal must be supplemented with a thematic plan/schedule for the subject;
  - d. if the amendment aims to increase the workload, the proposal must indicate how the overall balance of the curriculum shall be maintained.
60. Proposals for adding new professional specialisation modules must include:
- a. the name of the module, its objective and learning outcomes, list of subjects and their summary descriptions;
  - b. the reason for adding the new module;
  - c. an assessment of the alignment of the proposed module's learning outcomes with those outlined in the national standard of vocational or higher education;
  - d. the approval from the inspector of the relevant service branch, i.e. their assessment on the need to open a new professional specialisation model and the number of state-commissioned study places to be provided.
61. At the level of vocational and higher education, subjects that have never been taught within one academic year since their incorporation in the curriculum, are not subject to amendments.
62. Depending on the level of education of the curriculum to be amended (i.e. vocational, higher, or continuing education), curricula amendment discussions shall be chaired by the ENDC NCO School, Head of ENDC Department of Academic Studies, or the head of the structural unit responsible for continuing education training/conducting the refresher course, respectively. All curricula amendment discussions must also seek to engage professional experts both from within and outside the ENDC. All submitted proposals shall be analysed in terms of relevance, applicability, practical suitability and wording.
63. The chairs of curricula amendment discussions shall be entitled to reject the submitted proposal, or return amendment proposals to their authors for modification. In case of rejection, the author of the proposal must be provided reasons for the rejection.
64. All approved amendments to vocational and higher education curricula shall be submitted to the ENDC Governing Council for coordination or final approval.
65. All approved amendments to continuing education curricula shall be submitted for approval by the head of the structural unit responsible for conducting the in-service training course.
66. In the event that an element of the summary description of a curricular subject is modified (i.e. name, workload, component parts, objective or learning outcomes), the subject shall be assigned a new subject code. If the changes to curricular subjects concern only the progression of subjects, the subject codes shall remain unchanged.



67. All amendments to ENDC curricula shall be approved, at the level of vocational and continuing education, by the ENDC Commandant; and at the level of higher education, by the ENDC Governing Council.
68. All approved amendments shall enter into force no sooner than the subsequent academic year following the approval of the amendments in question.
69. All amendments must be noted in the curricula, and the nature of the amendments shall be recorded in the curriculum amendment logbook. Additionally, the records must indicate when these amendments enter into force.
70. In the event that curricular amendments exceed 1/3 of its current total volume, a new curriculum shall be prepared.

## **VII CLOSURE of CURRICULA**

71. Upon the closure of a curriculum, no further studies shall be conducted on the basis of the curriculum in question. After curriculum closure, students shall not be able to take exams or tests, defend final theses or take final examinations stipulated in the closed curriculum.
72. At the level of vocational and higher education, the closure of curricula shall be decided by the ENDC Governing Council. The decision shall be coordinated with the Commander of the EDF and the Ministry of Defence.
73. Curricula can be closed only after one nominal study period has passed since the admission of the most recent class of students.
74. Students shall be informed of the closure of curricula via the ENDC website at least three academic years in advance.

## **VIII IMPLEMENTING PROVISIONS**

This document shall enter into force on 01 September 2016.

### **ANNEXES:**

- Annex 1. Template for Vocational Education Curricula
- Annex 2. Template for Higher Education Curricula
- Annex 3. Template for Continuing Education Curricula
- Annex 4. Syllabus Template

## ANNEX 1. Template for Vocational Education Curricula

|  |   |
|--|---|
| <b>Name of the Curriculum in Estonian</b>    | e.g. Sõjaväeline juhtimine vanemallohvitseridele  |
| <b>Name of the Curriculum in English</b>     | e.g. Military Leadership for Senior Non-commissioned Officers   |
| <b>Level of Education</b>                    | vocational education  |
| <b>Level of Qualification</b>                | indicates the professional level determined by the qualification framework as laid down in the Professions Act (e.g. EQF level 5)   |
| <b>Type of Curriculum</b>                    | please indicate, in accordance with the national standard of vocational education(?), either a) <b>initial vocational education and training (IVET)</b> , or b) <b>continuing vocational education and training (CVET)</b>              |
| <b>Educational Institution</b>               | Estonian National Defence College   |
| <b>Curriculum Workload</b>                   | ... <i>EKAP</i> (Estonian Vocational Education Credit Points (EVCP))  |
| <b>Nominal Study Period</b>                  | please indicate the time it takes to complete the studies (e.g. one year)   |
| <b>Curriculum Group</b>                      | military education and training (in accordance with Annex 2 to the Standard for Vocational Education)   |
| <b>Form of Study</b>                         | full-time studies   |
| <b>Target Group</b>                          |   |
| <b>EHIS<sup>2</sup> Registration Number</b>  |   |
| <b>EHIS Date of Registration</b>             |   |
| <b>Language of Instruction</b>               | Estonian  |
| <b>Admission Requirements</b>                | if applicable, please list the requirements that a candidate must meet in order to be eligible for consideration (e.g. Estonian citizenship, secondary education, completed conscription service)                                       |
| <b>Additional Admission Requirements</b>     | N/A, unless the ENDC has established additional requirements (e.g. entrance/admission tests).   |
| <b>Main Specialisation and Workload</b>      | e.g. Military Leadership, workload in credit points ( <i>EKAP</i> )   |
| <b>Professional Specialisation</b>           | list of professional specialisation options (i.e. service branch) and their workload in credit points ( <i>EKAP</i> ). Provide a brief description for the opening and selection of professional specialisation modules.                |
| <b>General Objectives</b>                    | provide a summary description of the curriculum's objective providing an answer to questions what and why (e.g. " <i>This curriculum aims to provide the student with the following knowledge ... and skills ... in order to...</i> "). |
| <b>Learning Outcomes</b>                     | outline the curriculum's main learning outcomes (6-10)<br><i>Upon completing this curriculum the student will: 1) ...; 2) ... etc.</i>  |
| <b>Graduation Documents</b>                  | list the documents to be issued to the student upon graduation  |
| <b>Professional Qualification</b>            | please indicate the professional qualification awarded upon the completion of the curriculum  |
| <b>Military Rank Awarded upon Graduation</b> | please indicate if the students are awarded a military rank upon the completion of the curriculum   |
| <b>Rights Acquired upon Graduation</b>       | please indicate if the students are granted any special rights upon the completion of the curriculum (e.g. the right to conduct live firing exercises, commence studies at the next level of education, etc.)                           |
| <b>Summary Description</b>                   | provide a brief overview of the curriculum's structure, e.g. <i>The curriculum comprises the following modules: 1)... module (... EKAP) 2) ... etc.</i>   |
| <b>Completion of the Curriculum</b>          | provide a brief overview of the requirements for completing the curriculum, e.g. students must complete all the subjects listed in the curriculum, subjects shall be completed in accordance with the prescribed progression of studies |

<sup>2</sup> Estonian Education Information System, in Estonian *Eesti Hariduse Infosüsteem*, EHIS

|                                |  |
|--------------------------------|--|
| <b>Graduation Requirements</b> | please indicate the requirements for completing the curriculum. For example: <i>in order to complete the curriculum in full, the student must complete the curricular subjects in the total amount of 58 EKAP, and pass the final examination (2 EKAP), etc.</i>   |
| <b>Governing Regulations</b>   | please indicate, e.g. Standard for Vocational Education  |
| <b>Additional information</b>  | please indicate the person responsible for the curriculum in question (incl. first and last name, position, telephone number and e-mail address), as well as the Internet addresses for additional information about the ENDC and its study programmes, e.g. ENDC webpage <a href="http://www.ksk.edu.ee">www.ksk.edu.ee</a> |

## VOCATIONAL EDUCATION CURRICULUM TEMPLATES for MODULES and SUBJECTS

| <i>Name of Module (e.g. Basic? Studies Module – Military Leadership)</i> |   | <b>Workload<br/>... EKAP</b> |
|--|---|------------------------------|
| <b>Objective</b>   | <i>The aim of this module is to provide students with the following knowledge ... and skills... in order to ...</i>   |                              |
| <b>Learning Outcomes</b>   | <i>Upon completing this module, the students will: 1 ...; 2) ... et cetera.</i>   |                              |
| <b>Admission Requirements</b>  | please provide a list or indicate N/A   |                              |
| <b>Assessment</b>  | provide an overview of the method of assessment used for the subjects under this module (e.g. module-based vs subject-based assessment). In case of modul-based assessment, please indicate the relevant assessment criteria. |                              |

| <b>Subject Code</b> | <b>Name of Subject</b>   | <b>Workload (EKAP)</b> | <b>Assessment (differentiated/ non-differentiated)</b> |
|---------------------|--|------------------------|--|
| LK15.XX             | <i>as stipulated in the curriculum (indicate if necessary)</i> |                        |  |
| LK...               | ...  |                        |  |
| LK...               | ...  |                        |  |

*Provide an overview of the procedure and requirements for completing the subjects under this module.*

*Indicate the subjects in the order they are outlined in the module, including summary descriptions.*

|                     |   |
|---------------------|---|
| Subject Code        |   |
| Name of Subject     |   |
| Workload            |   |
| Type of Assessment  |   |
| Objective           | <i>This subject aims to give the students the following knowledge ... and skills ... in order to...</i> |
| Learning Outcomes   | <i>Upon completing this subject, the students will: 1 ...; 2) ... et cetera.</i>                        |
| Study Methods       |   |
| Assessment Methods  |   |
| Assessment Criteria |   |

*Add modules and subjects as stipulated in the curriculum.*

## ANNEX 2. Template for Higher Education Curricula

|  |   |
|--|---|
| <b>Name of the Curriculum in Estonian</b>    | e.g. Sõjaväeline juhtimine maaväes  |
| <b>Name of the Curriculum in English</b>     | e.g. Military Leadership in the Land Forces   |
| <b>Level of Higher Education</b>             | <b>professional higher education or master's studies</b>  |
| <b>Form of Study</b>                         | e.g. full-time studies, external studies, etc.  |
| <b>Educational Institution</b>               | Estonian National Defence College   |
| <b>Workload</b>                              | ... ECTS  |
| <b>Nominal Study Period</b>                  | indicate the time it takes to complete the studies (in years)   |
| <b>Curriculum Group</b>                      | national defence  |
| <b>EHIS Registration Number</b>              |   |
| <b>Language of Instruction</b>               | Estonian  |
| <b>Additional Language Requirements</b>      | indicate other language(s) of instruction (e.g. English, French).   |
| <b>Date of Approval</b>                      | indicate the date the curriculum was approved by the ENDC Governing Council   |
| <b>EHIS Date of Registration</b>             | indicate the date the curriculum was entered into the EHIS registry   |
| <b>Admission Requirements</b>                | if applicable, please list the requirements that a candidate must meet in order to be eligible for consideration (e.g. Estonian citizenship, secondary education, entrance tests).  |
| <b>Additional Admission Requirements</b>     | N/A, unless additional requirements have been established by the ENDC (e.g. completed conscription service, active service contract with the EDF, etc.)   |
| <b>Main Specialisation and Workload</b>      | Military Leadership in ... [indicate <i>service branch</i> ], workload in ECTS (main specialisation, professional specialisation, and practical placement subjects)   |
| <b>Professional Specialisation</b>           | indicate specialisation by type of weapon, workload in ECTS   |
| <b>General Objective</b>                     | provide a summary description of the curriculum's objective in the following manner: <i>This curriculum aims to provide the student with the following knowledge ... and skills ... in order to...</i>  |
| <b>Learning Outcomes</b>                     | outline the curriculum's main learning outcomes (6-10): <i>Upon completing this curriculum the student will 1)....; 2) ...etc.</i>  |
| <b>Degree Awarded upon Graduation</b>        | please indicate academic degree, if applicable  |
| <b>Graduation Documents</b>                  | list the documents to be issued to the student upon graduation (e.g. diploma of professional higher education, academic transcript, diploma supplement)   |
| <b>Military Rank Awarded upon Graduation</b> | please indicate if the students are awarded a military rank upon the completion of the curriculum   |
| <b>Summary Description</b>                   | provide a brief overview of the curriculum's structure, e.g. <i>The curriculum comprises the following modules: 1) ...module (... ECTS); 2) ... module (... ECTS), etc.</i>   |
| <b>Completion of the Curriculum</b>          | provide a brief overview of the requirements for completing the curriculum, e.g. students must complete all the subjects listed in the curriculum, subjects shall be completed in accordance with the prescribed progression of studies, etc.                             |
| <b>Graduation Requirements</b>               | please indicate the requirements for completing the curriculum. For example: <i>in order to complete the curriculum in full, the student must complete the curricular subjects in the total amount of 174 ECTS, and successfully defend a final thesis (6 ECTS), etc.</i> |
| <b>Additional information</b>                | please indicate the web addresses for additional information about the ENDC, e.g. ENDC webpage <a href="http://www.ksk.edu.ee">www.ksk.edu.ee</a>   |

**HIGHER EDUCATION CURRICULUM  
TEMPLATES for MODULES and SUBJECTS**

|                          |   |
|--------------------------|---|
| <b>NAME of MODULE</b>    | <b>Workload<br/>... ECTS</b>  |
| <b>Objective</b>         | <i>The aim of this module is to provide students with the following knowledge ... and skills... in order to ...</i> |
| <b>Learning outcomes</b> | <i>Upon completing this module, the students will: 1 ...; 2) ... et cetera.</i>                                     |
| <b>Assessment</b>        | provide an overview of the method of assessment   |

| Subject Code                         | Name/Title of Subject  | Workload<br>(ECTS) | Assessment<br>(differentiated/<br>non-differentiated) | Term<br>(Autumn/Spring) |
|--------------------------------------|--|--------------------|---|-------------------------|
| TK, JP, LT,<br>ST, KK,<br>ÖV, ME, VT | <i>as stipulated in the curriculum<br/>(indicate if necessary)</i> |                    |   |                         |

*Provide an overview of the procedure and requirements for completing the subjects under this module.*

*Please indicate the subjects in the order they are outlined in the module, including summary descriptions.*

|   |   |
|---|---|
| <b>Subject Code</b>   |   |
| <b>Name of Subject</b>                                      |   |
| <b>Workload</b>   |   |
| <b>Type of Assessment</b>                                   |   |
| <b>Component Parts<br/>(Workload, Term,<br/>Assessment)</b> |   |
| <b>Objective</b>  | <i>This subject aims to give the students the following knowledge ... and skills ... in order to...</i> |
| <b>Learning Outcomes</b>                                    | <i>Upon completing this subject, the students will: 1 ...; 2) ... et cetera.</i>                        |

*Add modules and subjects as stipulated in the curriculum.*

### ANNEX 3. Template for Continuing Education Curricula

|   |  |
|---|--|
| <b>Name of the Curriculum in Estonian</b>         | e.g. Katastroofimeditsiini baaskursus  |
| <b>Name of the Curriculum in English</b>          | e.g. Disaster Medicine Basic Course  |
| <b>Level of Education</b>                         | continuing education, in-service training  |
| <b>Curriculum Group</b>                           | e.g. national defence  |
| <b>Form of Study</b>                              | full-time studies; indicate e-learning, if applicable  |
| <b>Educational Institution</b>                    | Estonian National Defence College  |
| <b>Workload</b>                                   | please indicate in academic hours  |
| <b>Nominal Study Period</b>                       | please indicate the number of days, weeks or months  |
| <b>Date of Approval</b>                           | directive No ... of ... (date) issued by the Commandant of the ENDC  |
| <b>Language of Instruction</b>                    | Estonian   |
| <b>Additional Language Requirements</b>           | indicate other language(s) of instruction (e.g. English, French)   |
| <b>Admission Requirements</b>                     | if applicable, please list the requirements that a candidate must meet in order to be eligible for consideration (e.g. NATO STANAG 6001 level 1211, completion of Specialist Officer Basic Course)   |
| <b>Additional Admission Requirements</b>          | indicate N/A, unless additional requirements have been established by the ENDC (e.g. admission tests, etc.)  |
| <b>Professional Specialisation</b>                | indicate if the curriculum includes professional specialisation, e.g. air force, infantry, anti-tank, etc.   |
| <b>General Objective</b>                          | provide a summary description of the curriculum's objective in the following manner: <i>This curriculum aims to provide the student with the following knowledge ... and skills ... in order to...</i>   |
| <b>Learning Outcomes</b>                          | outline the curriculum's main learning outcomes (3-8): <i>Upon completing this curriculum the student will: 1) ...; 2) ... etc.</i>  |
| <b>Study Environment</b>                          | e.g. auditorium, simulation centre, terrain, etc.  |
| <b>Graduation Documents</b>                       | list the documents to be issued to the student upon graduation   |
| <b>Military Rank Awarded upon Graduation</b>      | please indicate if the students are awarded a military rank upon the completion of the curriculum  |
| <b>Rights Acquired/Granted(?) upon Graduation</b> | please indicate if the students acquire any special rights upon the completion of the curriculum, e.g. the right to conduct live firing exercises  |
| <b>Summary Description</b>                        | provide a brief overview of the curriculum's structure, e.g. <i>The curriculum comprises the following modules: 1)...module (... ECTS) 2) etc. The curriculum comprises of the following subjects: 1) ... 2 ECTS; 2) ... 4 ECTS; 3)... ECTS, etc.</i>    |
| <b>Completion of the Curriculum</b>               | provide a brief overview of the requirements for completing the curriculum, e.g. students must complete all the subjects listed in the curriculum, subjects shall be completed according to schedule, etc.   |
| <b>Graduation Requirements</b>                    | indicate the requirements for completing the curriculum. For example: <i>in order to complete the curriculum in full, the student must complete the curricular subjects in the total amount of 10 ECTS, and successfully pass the final examination.</i> |
| <b>Additional information</b>                     | please indicate the Internet addresses for additional information, e.g. ENDC webpage <a href="http://www.ksk.edu.ee">www.ksk.edu.ee</a>  |

**CONTINUING EDUCATION CURRICULUM  
TEMPLATES for SUBJECTS**

| <b>Subject Code</b> | <b>Name of Subject</b>   | <b>Workload<br/>(academic hours)</b> | <b>Assessment</b>                     |
|---------------------|--|--------------------------------------|---------------------------------------|
| TO                  | <i>name of the subject<br/>(as stipulated in the curriculum)</i> | e.g. 40 hours                        | differentiated/<br>non-differentiated |
| TO                  | <i>name of the subject<br/>(as stipulated in the curriculum)</i> | e.g. 56 hours                        | differentiated/<br>non-differentiated |

*List the subjects and include summary descriptions as stipulated in the curriculum.*

|                           |   |
|---------------------------|---|
| <b>Subject Code</b>       |   |
| <b>Name of Subject</b>    |   |
| <b>Workload</b>           |   |
| <b>Type of Assessment</b> |   |
| <b>Objective</b>          | <i>This subject aims to give the students the following knowledge ... and skills ... in order to...</i> |
| <b>Learning Outcomes</b>  | <i>Upon completing this subject, the students will: 1 ...; 2) ... et cetera.</i>                        |

## ANNEX 4. Syllabus Template

|                                |  |
|--------------------------------|--|
| <b>Subject Code</b>            | as stipulated in the curriculum  |
| <b>Name of Subject</b>         | as stipulated in the curriculum  |
| <b>Workload</b>                | as stipulated in the curriculum (in ECTS or EKAP)  |
| <b>Type of Assessment</b>      | as stipulated in the curriculum: <i>differentiated/non-differentiated</i>  |
| <b>Term (Autumn/Spring)</b>    | as stipulated in the curriculum  |
| <b>Final Assessment</b>        | as stipulated in the curriculum: <i>differentiated/non-differentiated</i>  |
| <b>General Objectives</b>      | as stipulated in the curriculum. The objective of the subject is derived from the curriculum, i.e. why is this subject taught (e.g. to provide in-depth professional knowledge, to obtain practical skills, etc.). As a general rule, these objectives are provided as a summary description (ca 4–6 sentences). Please note that learning objectives are neither the list of topics to be covered nor reiteration of learning outcomes. Learning objectives shall be formulated as follows: <i>This subject aims to give the students the following knowledge ... and skills ... in order to...</i>                     |
| <b>Learning Outcomes</b>       | as stipulated in the curriculum. Learning outcomes shall be formulated from the perspective of the student. Learning outcomes comprise the knowledge, skills and attitudes that all students are expected to acquire in the course of undergoing this particular module. This brief list should outline ca 5–8 learning outcomes. All learning outcomes must support the objectives and learning outcomes of both the curriculum and the respective module. Learning outcomes shall be formulated as follows: <i>Upon completing this subject, the students will: 1) verb...; 2) verb ...; 3) verb ...; 4) ..., etc.</i> |
| <b>Subject Component Parts</b> | as stipulated in the curriculum.<br>1) name of the component part, workload, term (autumn/spring), assessment (differentiated/non-differentiated);<br>2) name of the component part, workload, term (autumn/spring), assessment (differentiated/non-differentiated);<br>3) ...   |
| <b>Language of Instruction</b> |  |
| <b>Prerequisites</b>           | please indicate prerequisite subjects/courses, language proficiency levels, etc.   |

### THEMATIC PLAN of the SUBJECT or its COMPONENT PARTS

The thematic plans/schedules of individual subjects must directly support the achievement of the learning objectives and outcomes of the subject or its component part(s). Among other things, the thematic plan must include the final feedback regarding the subject (up to 2 academic hours), including filling in/out the student feedback questionnaire in the ENDC Study Information System, instructor feedback on students' participation, and feedback on the results of final examination/test.

| No | Topic | Location  | Teacher | Workload (in hours) | Study Method  |
|----|-------|-----------|---------|---------------------|---|
| 1  |       | classroom | P. Uba  | 2                   | <i>e.g. lecture, exercise, field exercise, IT, etc.</i> |
| 2  |       |           |         |                     |   |



|  |  |
|--|--|
| <b>ENDC Officer School Course Number (KSK)</b>     | e.g. 13 <sup>th</sup> Land Forces Basic Officer Course   |
| <b>Academic Year and Term</b>                      | e.g. 2009/2010 autumn term   |
| <b>Assessment Method(s)</b>                        | please indicate by subject component parts, if applicable.<br>e.g. <i>peer assessment(?) in seminars, essay, written test</i>  |
| <b>Calculation of the Final Grade</b>              | What kinds of assignments shall be taken into account in the calculation of the final grade and how, incl. the weight(?) of different tests, essays, map exercises, field exercises, component parts, etc., e.g. <i>Students will be assessed on the basis of their active participation in seminars (3), analytical essay (10), and written test (10) where they can collect up to 23 points. The minimum passing score for a positive result is 14 points. The final grade shall be differentiated as follows: 14-15 points =&gt; 1; 16-17 points =&gt; 2; 18-19 points =&gt; 3; 20-21 points =&gt; 4; 22-23 points =&gt; 5.</i> |
| <b>Grading of Component Parts (if applicable)</b>  | N/A, EXCEPT in the cases the subject's component parts are stipulated in the curriculum, e.g. <i>military pedagogy</i>   |
| <b>Responsible Instructor</b>                      | i.e. the person who shall sign the records of the final examination/test; please indicate their military rank, name, qualification/academic degree   |
| <b>Instructors(?)</b>                              | all instructors who will teach this subject; please indicate their military rank, name, qualification/academic degree  |
| <b>Study Methods and Workload (academic hours)</b> | e.g. 10 lectures, 6 group works, 10 hours of independent work based on the subject's thematic plan/schedule as outlined in the course syllabus.<br><br>NB! Must correspond to the total workload of the subject (incl. IT, TS, E/A, etc.). In case of component parts, indicate only the workload of the respective component part.  |
| <b>Final Examination Requirements</b>              | e.g. participation in 75% of the lectures, and 100% seminars   |
| <b>Independent Work</b>                            | please list and provide a summary overview of what shall be expected of students, e.g. essay, 2000-3001 characters, formatted in accordance with relevant ENDC regulations <sup>3</sup>  |
| <b>Retake Procedure</b>                            | please indicate any restrictions with regard to redressing incomplete coursework, incl. if the instructor should increase the minimum passing requirements for re-take examinations  |
| <b>Required Reading</b>                            | please indicate the author, year of publication, title, and the publisher, e.g. Erelt, T. 2007. <i>Terminiõpetus</i> . Tartu: Tartu Ülikooli Kirjastus.<br><br>NB! The workload related to required reading must correspond to the total workload of the subject course  |
| <b>Recommended Reading</b>                         | please indicate the author, year of publication, title, and the publisher,   |

<sup>3</sup> For more detailed guidance regarding formatting, see *ENDC Guidelines for Written Papers*.

## ASSESSMENT CRITERIA

Assessment criteria are the detailed descriptions for levels of achievement, indicating the level of knowledge and skills students shall acquire for each learning outcome. In the case of differentiated assessment, the grading scale shall be from 1 to 5 (“pass” – “excellent”).

When choosing the method of assessment, the instructor shall choose from among the four alternatives listed below, selecting the one that is best suited for assessing the achievement of the learning outcomes of the subject in question.

Starting from the 2017/2018 academic year, all assessment criteria must be described methodically, and in accordance with the method of final assessment (differentiated or non-differentiated). Regardless of the number of assessment methods, the table/grading scale must address all learning outcomes. All learning outcomes are not required to be evaluated using the same assessment method. The minimum requirements laid down in the assessment criteria must be in alignment learning outcomes (i.e. learning outcomes must not set higher requirements than the assessment criterion, and the assessment criterion must not be formulated at a lower level compared to the learning outcome).

### 1. NON-DIFFERENTIATED ASSESSMENT BASED on ASSESSMENT METHOD

| Assessment Method   | Assessment Criteria   |
|---------------------|---|
| Written examination | Please indicate the minimum requirements for the achievement of learning outcomes, and specified by the assessment criterion, e.g. how, at what level, etc:<br><i>Upon completing this subject, the students will have acquired the knowledge about:</i><br>1) the particularities of modern military conflicts;<br>2) the types of military operations;<br>3) the main characteristic features of terrorism;<br>4) the principles and methods of insurgent tactics;<br>5) the principles of counter-insurgency (COIN);<br>6) the tactics of peacekeeping operations. |
| Exercise            | The student is able to plan and lead a unit up to the size of an infantry platoon in the framework of peacekeeping operations, and command their activities in the inspection(?) of risk area, and the setup of checkpoints.<br><i>What are the minimum requirements for such planning and command?</i>   |
| etc.                |   |

### 2. DIFFERENTIATED ASSESSMENT BASED on ASSESSMENT METHOD

| Assessment Method   | GRADING SCALE  |   |   |   |   |
|---------------------|--|---|---|---|---|
|                     | 1 (minimum)  | 2 | 3 | 4 | 5 |
| Written examination | <i>Upon completing this subject, the students will have acquired the knowledge about:</i><br>1) the particularities of modern military conflicts;<br>2) the types of military operations;<br>3) the main characteristic features of terrorism;<br>4) the principles and methods of insurgent tactics;<br>5) the principles of counter-insurgency (COIN);<br>6) the tactics of peacekeeping operations.<br><br><i>Please provide MORE DETAILED content-based description.</i> |   |   |   |   |
| Exercise            | The student is able to plan and lead a unit up to the size of an infantry platoon in the framework of peacekeeping operations, and command their activities in the inspection of risk areas, and the setup of checkpoints.<br><i>What are the minimum requirements for such planning and command?</i>  |   |   |   |   |

### 3. NON-DIFFERENTIATED ASSESSMENT BASED on LEARNING OUTCOMES

| <b>Learning Outcomes</b><br><i>Upon completing this subject, the students will be able to:</i>               | <b>Assessment Criteria</b>               |
|--|--|
| name the different elements of the battlespace, and their specific functions in the planning of combat tasks | <i>description based on the content!</i> |
| list the objectives of tactical activities, as well as recognise their interlinkages                         | <i>description based on the content!</i> |
| list combat functions, as well as basic functions, and describe their nature and structure                   | <i>description based on the content!</i> |
| understand the fundamentals of manoeuvre warfare, and relevant requirements                                  | <i>description based on the content!</i> |
| name different types of orders, and knows the structure of an operation order                                | <i>description based on the content!</i> |

### 4. DIFFERENTIATED ASSESSMENT BASED on LEARNING OUTCOMES

| <b>Learning Outcomes</b>   | <b>GRADING SCALE</b>  |                         |        |        |        |
|--|---|-------------------------|--------|--------|--------|
|  | 1 (minimum)   | 2                       | 3      | 4      | 5      |
| name the different elements of the battlespace, and their specific functions in the planning of combat tasks | comprehensive and more detailed description of expected learning outcomes | minimum level<br>1 +... | 2 +... | 3 +... | 4 +... |
| list the objectives of tactical activities, as well as recognise their interlinkages                         |   |                         |        |        |        |
| list combat functions, as well as basic functions, and describe their nature and structure                   |   |                         |        |        |        |
| understand the fundamentals of manoeuvre warfare, and relevant requirements                                  |   |                         |        |        |        |
| name different types of orders, and knows the structure of an operation order                                |   |                         |        |        |        |