



Micro-Credential Curriculum in Countering Hybrid Threats



Title of the study programme	Micro-Credential in Countering Hybrid Threats
Study level	Master's studies
European Qualifications Framework Level	Level 7
ECTS Credits	21 ECTS
Language of instruction	English

1. Aim of the Curriculum and Expected Learning Outcomes

The curriculum aims to develop students' strategic thinking skills to be able to comprehend and cope with challenges and controversies related to hybrid threats in the internal security area in the light of European Union policy and societal contexts.

Upon completion of this curriculum, the student:

- has a systematic overview and broad knowledge of contemporary hybrid threats, forms of their appearance, risks, challenges and trends arising from globalisation and their influence on regional and national internal and border security;
- promotes respect for fundamental rights, professional and ethical standards, while ensuring internal security;
- demonstrates the capacity to work in positions requiring strategic thinking, comprehends and copes with challenges and controversies related to hybrid threats.

2. Target Group and Entry Requirements

The target group of the course comprises managers, officials and employees of Border Guard, Internal Security, Police Institutions and related fields of the Nordic and Baltic, Schengen and Associated countries, as well as other European Union Member States who wish to acquire a broader knowledge of European Union internal security and hybrid threats and who envision their future careers in this field.

Entry requirements:

The admission requirements for this course are that those candidates must possess, at a minimum:

- Bachelor's degree (BA) or Diploma of Professional Higher Education or a corresponding qualification;
- English proficiency at B2 level;
- motivation and willingness to study in an international environment.

Two years of professional work experience in internal security or a related field is an advantage.

Selection procedure:

The suitability and matriculation of the nominated candidates are decided by the Course Program Committee. Candidates are required to submit a motivation letter.

3. Terms of Completion and Documents to be Issued upon Completion

The micro-credential Certificate in Countering Hybrid Threats is awarded to a student who has been officially registered on the Programme and has fulfilled the assessment requirements of the Curriculum comprising 21 ECTS credits.

4. Curriculum Structure

	Modules	Volume (ECTS)	Assessment of the module
1	Phenomena of hybrid threats	10	Graded
2	Management and leadership in the context of hybrid threats and hybrid crises	11	Pass/Fail

5. Modules

5.1 Module 1. Phenomena of Hybrid Threats

Pre-requisite Modules:	No	ECTS Credits	10
Contact learning hours	Independent learning hours	Total	
60	200	260	
Assessment of the module: Graded			

Module Aim and Module Learning Outcomes

Module aim: the student develops a critical understanding of how hybrid threats can affect global and European security, and skills to design solutions to respond to hybrid threats.

Upon completion of this module, the student will be able to:

- critically analyse hybrid threats in the context of global, European and national security;
- analyse international and European Union policies, legal framework and security strategies aiming to ensure sustainable security concepts in the contemporary hybrid threats environment;
- critically analyse tendencies of contemporary warfare, information warfare and their impact on fundamental rights;

- independently and creatively identify problems related to hybrid threats and develop and design solutions to respond to hybrid threats.

5.1.1 Module 1 Sessions

Session 1. Hybrid threats: concept, definitions and wider interpretations

Session aim: The session aims to create opportunities for students to develop skills to analyse hybrid threats in the context of global, European and national security

Session duration: 46 hours: 36 independent learning hours and 10 contact learning hours

Learning environment(s) and requirements

eLearning environment and classrooms for contact learning.

Learner resources

PCs and/or mobile devices with the latest versions of browsers

Session topics

1. Global and European Union definitions of hybrid threats
2. Hybrid threats and models of their appearance
3. Conspiracy theories
4. Influence of hybrid threats to internal security, economy, and international relations

Learning activities

During independent learning hours, students will perform learning activities in the Moodle course where selected readings and eLearning tools will be available. It is mandatory to read the entire reading list and go through all eLearning tools. After that, students must complete self-assessment tasks.

Students are online assisted by the module lecturers. They can contact the lecturers to discuss issues related to the contents of study materials in the forums.

During the independent learning phase, the student will compile the draft outline of the written analysis, that includes the security strategy, international and European Union policies, legal framework and hybrid threats to analyse, and a preliminary list of references reviewed. In the analysis, the student will demonstrate content knowledge of Sessions 1, 2, 3 and 6. The writing process will be tutored by an academic staff member. The written analysis will be completed after the contact learning phase.

In the online contact learning phase, essential contents delivered previously in the independent learning phase will be discussed in depth in a set of lectures/seminars.

Session 2. Hybrid threats and security strategies

Session aim: The session aims to create opportunities for students to develop competencies to evaluate the security strategies in the contemporary hybrid threats environment

Session duration: 35 hours: 27 independent learning hours and 8 contact learning hours

Learning environment(s) and requirements

eLearning environment and classrooms for contact learning.

Learner resources

PCs and/or mobile devices with the latest versions of browsers

Session topics

1. Direct and indirect threats to the security environment
 2. European Union strategies about internal security
 3. Socio-cultural approach to security
-

Learning activities

During independent learning hours, students will perform learning activities in the Moodle course where selected readings and eLearning tools will be available. It is mandatory to read the entire reading list and go through all eLearning tools. After that, students must complete self-assessment tasks.

Students are online assisted by the module lecturers. They can contact the lecturers to discuss issues related to the contents of study materials in the forums.

During the independent learning phase, the student will compile the draft outline of the written analysis, that includes the security strategy, international and European Union policies, legal framework and hybrid threats to analyse, and a preliminary list of references reviewed. In the analysis, the student will demonstrate content knowledge of Sessions 1, 2, 3 and 6. The writing process will be tutored by an academic staff member. The written analysis will be completed after the contact learning phase.

In the online contact learning phase, essential contents delivered previously in the independent learning phase will be discussed in depth in a set of lectures/seminars.

Session 3. Policy and regulation

Session aim: The session aims to create opportunities for students to develop knowledge in strategical approach to hybrid threats and provisions of fundamental rights

Session duration: 41 hours: 33 independent learning hours and 8 contact learning hours

Learning environment(s) and requirements

eLearning environment and classrooms for contact learning.

Learner resources

PCs and/or mobile devices with the latest versions of browsers

Session topics

1. International legal framework and legal responses to hybrid threats
 2. European Union policies and concepts addressing hybrid threats
 3. Fundamental rights in the context of hybrid threats
-

Learning activities

During independent learning hours, students will perform learning activities in the Moodle course where selected readings and eLearning tools will be available. It is mandatory to read the entire reading list and go through all eLearning tools. After that, students must complete self-assessment tasks.

Students are online assisted by the module lecturers. They can contact the lecturers to discuss issues related to the contents of study materials in the forums.

During the independent learning phase, the student will compile the draft outline of the written analysis, that includes the security strategy, international and European Union policies, legal framework and hybrid threats to analyse, and a preliminary list of references reviewed. In the analysis, the student

will demonstrate content knowledge of Sessions 1, 2, 3 and 6. The writing process will be tutored by an academic staff member. The written analysis will be completed after the contact learning phase.

In the online contact learning phase, essential contents delivered previously in the independent learning phase will be discussed in depth in a set of lectures/seminars.

Session 4. Warfare in the context of hybrid threats

Session aim: The session aims to create opportunities for students to develop skills to analyse tendencies of contemporary warfare regarding hybrid threats

Session duration: 47 hours: 33 independent learning hours and 14 contact learning hours

Learning environment(s) and requirements

eLearning environment and classrooms for contact learning.

Learner resources

PCs and/or mobile devices with the latest versions of browsers

Session topics

1. Hybrid warfare
2. Russian warfare as a new type of hybrid threat
3. Russian lawfare and ignorance of fundamental rights
4. Grey-zone conflicts, asymmetric warfare, terrorism as a hybrid threat
5. Countering hybrid warfare

Learning activities

During independent learning hours, students will perform learning activities in the Moodle course where selected readings and eLearning tools will be available. It is mandatory to read the entire reading list and go through all eLearning tools. After that, students must complete self-assessment tasks.

Students are online assisted by the module lecturers. They can contact the lecturers to discuss issues related to the contents of study materials in the forums.

During the independent learning phase, students will prepare for the case study about tendencies of contemporary warfare regarding hybrid threats.

In the contact learning phase, essential contents delivered previously in the independent learning phase will be discussed in depth in a set of lectures/seminars, students will solve the case study and make the presentations.

Session 5. Information warfare

Session aim: The session aims to create opportunities for students to develop skills to identify problems related to information warfare

Session duration: 47 hours: 33 independent learning hours and 14 contact learning hours

Learning environment(s) and requirements

eLearning environment and classrooms for contact learning.

Learner resources

PCs and/or mobile devices with the latest versions of browsers

Session topics

1. Modern information environment and its vulnerabilities
2. Global knowledge warfare: the impact of strategic narratives produced by Russia, China, and the United States on the changing security environment
3. Information advocacy activities such as fake news, disinformation campaigns, alternative reality, and use of radicalisation on the internet
4. Culture as a Soft Power and Hybrid Threat
5. Russian Trolls and fake news as a security threat

Learning activities

During independent learning hours, students will perform learning activities in the Moodle course where selected readings and eLearning tools will be available. It is mandatory to read the entire reading list and go through all eLearning tools. After that, students must complete self-assessment tasks.

Students are online assisted by the module lecturers. They can contact the lecturers to discuss issues related to the contents of study materials in the forums.

During the independent learning phase, students will prepare for the case study about problems related to information warfare.

In the contact learning phase, essential contents delivered previously in the independent learning phase will be discussed in depth in a set of lectures/seminars, students will solve the case study and make the presentations.

Session 6. Common response to hybrid threats and strategies for tackling them

Session aim: The session aims to create opportunities for students to develop and design solutions to respond to hybrid threats

Session duration: 44 hours: 38 independent learning hours and 6 contact learning hours

Learning environment(s) and requirements

eLearning environment and classrooms for contact learning.

Learner resources

PCs and/or mobile devices with the latest versions of browsers

Session topics

1. Developing a common strategic approach to tackling hybrid threats
2. Countering hybrid threats: steps for Europe

Learning activities

During independent learning hours, students will perform learning activities in the Moodle course where selected readings and eLearning tools will be available. It is mandatory to read the entire reading list and go through all eLearning tools. After that, students must complete self-assessment tasks.

Students are online assisted by the module lecturers. They can contact the lecturers to discuss issues related to the contents of study materials in the forums.

During the independent learning phase, the student will compile the draft outline of the written analysis, that includes the security strategy, international and European Union policies, legal framework and hybrid threats to analyse, and a preliminary list of references reviewed. In the analysis, the student will demonstrate content knowledge of Sessions 1, 2, 3 and 6. The writing process will be tutored by an academic staff member. The written analysis will be completed after the contact learning phase.

In the online contact learning phase, essential contents delivered previously in the independent learning phase will be discussed in depth in a set of lectures/seminars.

5.1.2 Module 1 assessments and assessment criteria

The learning outcomes to be assessed	Assessment methods	Assessment criteria
critically analyse hybrid threats in the context of global, European and national security	Written analysis	<p>Distinctive assessment</p> <p>The areas to be assessed are:</p> <ul style="list-style-type: none"> - Explanation of the nature of the analysed hybrid threat within the global, European, and national security context; - Identification of the problem(s) related to the hybrid threat; - Analysis of measures of the security strategy, relevant policy and legal framework; - Solutions to respond to hybrid threats; - Formatting of the analysis. <p>The assessment criteria are given in the table below.</p>
analyse international and European Union policies, legal framework and security strategies aiming to ensure sustainable security concepts in the contemporary hybrid threats environment		
independently and creatively identify problems related to hybrid threats, develop and design solutions to respond to hybrid threats		
critically analyse tendencies of contemporary warfare, information warfare and their impact on fundamental rights	Case study. Group work and presentation	<p>Non-distinctive assessment (fail/pass)</p> <p>Threshold criteria:</p> <ul style="list-style-type: none"> - The theoretical concepts of a case study are critically evaluated. The causes and consequences of the problem in a case study are analysed. - The background of a case study is explained by using information from 3-4 different sources. The author has explained how reliable they are and why. - The conclusions are clearly justified. All questions are properly addressed. Recommendations are relevant. - Presentation is structured based on the assessment criteria. Important information is presented using visual means. Effective application of relevant vocabulary. The duration of the presentation is 10-15 minutes. - The feedback given to peer groups is constructive and essential. - The questions about the peers' case study are appropriate and presented orally. - The answers to the questions are relevant and sufficient.
Requirements and formation of the final grade:	A positive grade is achieved if both assessments are graded at least with the grade "E" or "Pass". The final grade of the module is the grade of the written analysis.	

Written analysis grading criteria

Grading criteria	Grade E criterion	Grade D criterion	Grade C criterion	Grade B criterion	Grade A criterion
	Pass				
	<p>Work that just only meets the passing (threshold) standards.</p> <p>Performance demonstrates an understanding of the basic concepts of the subject; evidence of limited additional reading/ research/ work</p>	<p>Work of fair quality</p> <p>Considerable but incomplete understanding of the subject matter.</p> <p>Evidence of a fair amount of reading/ research/ work</p>	<p>Work of good quality.</p> <p>Above average performance, with a good working knowledge of subject matter.</p> <p>Evidence of sufficient reading/ research/ work</p>	<p>Work of very good quality. Performance is typified by a very good working knowledge of subject matter. Evidence of a considerable amount of reading/ research/ work</p>	<p>Work of excellent quality.</p> <p>Superior performance showing a comprehensive understanding and application of the subject matter. Evidence of considerable additional reading/research/work</p>
<p>Explanation of the nature of the analysed hybrid threat within the global, European, and national security context</p> <p>Identification of the problem(s) related to the hybrid threat;</p>	<p>The explanation of the nature of the analysed hybrid threat within the global, European, and national security context is general and forms a loosely connected referential review.</p> <p>The problems related to hybrid threat is formulated but is general and vague, lacking a clear definition of the phenomenon under investigation.</p>	<p>The explanation of the nature of the analysed hybrid threat within the global, European, and national security context is general and contains some deficiencies.</p> <p>The problems related to hybrid threat is formulated in a way that partially defines the investigated phenomenon but lacks strong links to the actuality and novelty of the work.</p>	<p>The explanation of the nature of the analysed hybrid threat within the global, European, and national security context is specific and adequate.</p> <p>The problem related to hybrid threats is formulated in a way that defines the phenomenon under investigation and is generally associated with the actuality and novelty of the work.</p>	<p>The explanation of the nature of the analysed hybrid threat within the global, European, and national security context is specific and comprehensive.</p> <p>The problems related to hybrid threat is formulated concretely and is clearly related to the actuality and novelty of the work.</p>	<p>The explanation of the nature of the analysed hybrid threat within the global, European, and national security context is exceptional, unique, and comprehensive.</p> <p>The problems related to hybrid threat is formulated concretely and linguistically precisely and clearly defines the phenomenon under study, which is appropriately and comprehensively associated with the actuality and novelty of the work.</p>
<p>Analysis of measures of the security strategy, relevant policy</p>	<p>The work contains a small amount of analysis (interpretation) of the suitability of security strategy measures,</p>	<p>The work includes a moderate analysis of the suitability of security strategy measures, relevant policies, and legal</p>	<p>The work includes a considerable analysis of the suitability of security strategy measures, relevant policies, and</p>	<p>The work includes a thorough analysis, interpretation, and application of the theory to the suitability of</p>	<p>The work includes a thorough analysis and interpretation of the results, associating them with theory and a critical approach, of the suitability of</p>

Grading criteria	Grade E criterion Pass	Grade D criterion	Grade C criterion	Grade B criterion	Grade A criterion
and legal framework;	<p>relevant policies, and legal frameworks to tackle the hybrid threat.</p> <p>The result of the analysis lacks complete logical coherence and clarity. The author own views are limited.</p>	<p>frameworks to tackle the hybrid threat.</p> <p>The results of the analysis are presented generally logically. The author own views are limited.</p>	<p>legal frameworks to tackle the hybrid threat.</p> <p>The results of the analysis are presented logically and comprehensibly. The author has presented their own views.</p>	<p>security strategy measures, relevant policies, and legal frameworks to tackle the hybrid threat.</p> <p>The results of the analysis are presented logically and comprehensibly. The author own views contain original perspectives.</p>	<p>security strategy measures, relevant policies, and legal frameworks to tackle the hybrid threat.</p> <p>The analysis demonstrates masterful logical coherence and clarity, with transformative original perspectives.</p>
Solutions to respond to hybrid threats	<p>Designed solutions and conclusions are weakly related to the results of the analysis.</p>	<p>Designed solutions and conclusions are partly related to the results of the analysis.</p>	<p>Designed solutions and conclusions are related to the results of the analysis and are applicable.</p>	<p>Designed solutions and conclusions are clearly related to the results of the analysis and are applicable.</p>	<p>Designed solutions and conclusions are applied, clearly related to the results of the analysis, and contain, among other things, recommendations on the implementation of the results.</p>
Formatting of the analysis.	<p>The format of the paper generally corresponds to the guidelines for the preparation and formalization of student papers.</p> <p>The sources used are cited, but there are several minor inaccuracies in the references and source entries. Sentence structure and spelling are</p>	<p>The format of the paper corresponds to the guidelines for the preparation and formatting of student papers.</p> <p>The sources used are cited, but there are a few minor inaccuracies in the references and source entries. Sentence structure and spelling are</p>	<p>The format of the paper corresponds to the guidelines for the preparation and formatting of student papers.</p> <p>The sources used are correctly cited, and the source entries are correct. Sentence structure and spelling are correct. The work is</p>	<p>The format of the paper corresponds to the guidelines for the preparation and formatting of student papers.</p> <p>The sources used are correctly cited, and the entries are correct. Sentence structure and spelling are correct. The</p>	<p>The format of the paper corresponds to the guidelines for the preparation and formatting of student papers.</p> <p>The sources used are correctly cited, and the entries are correct. Sentence structure and spelling are correct. The work is written in very good scientific language.</p>

Grading criteria	Grade E criterion Pass	Grade D criterion	Grade C criterion	Grade B criterion	Grade A criterion
	<p>mostly correct, but there are some errors. Non-scientific language is used throughout, but the work is generally comprehensible.</p> <p>The analysis lacks a clear and effective structure that aligns with the work's purpose.</p> <p>The volume of the paper is 2000 - 3000 words.</p>	<p>correct. In several places, non-scientific language is used, but the work is understandable.</p> <p>The analysis follows a structure that generally aligns with the work's purpose.</p> <p>The volume of the paper is 2000 - 3000 words.</p>	<p>mostly written in scientific language, with non-scientific language used in some places.</p> <p>The analysis follows a well-structured format that aligns with the work's purpose.</p> <p>The volume of the paper is 2000 - 3000 words.</p>	<p>work is written in scientific language.</p> <p>The analysis follows a well-structured format that aligns with the work's purpose.</p> <p>The volume of the paper is 2000 - 3000 words.</p>	<p>The analysis follows a well-structured format that aligns with the work's purpose.</p> <p>The volume of the paper is 2000 - 3000 words.</p>

5.2 Module 2. Management and Leadership in the Context of Hybrid Threats and Hybrid Crises

Pre-requisite Modules:	No	ECTS Credits	11
Contact learning hours	Independent learning hours	Experiential learning (contact learning)	Total
50	220	16	286
Assessment of the module: Pass/Fail			

Module Aim and Module Learning Outcomes

Module aim: the student develops competencies of leadership in a hybrid environment.

Upon completion of this module, the student will be able to:

- critically analyse the European Union's external dimension in countering hybrid threats, internal and border security management and the role of fundamental rights in it;
- selectively identify and present good practices related to the protection of critical infrastructure and strategic objects;
- critically evaluate actions countering information advocacy and influence activities and apply strategic communication skills in a hybrid context based on ethical values and evaluates its efficiency;
- analyse and interpret psychological aspects related to radicalisation and different forms of extremism on social media;
- employ appropriate tools and techniques to strategically manage civilian, human and technical resources, and make decisions in case of hybrid crises, and critically evaluate their peers' problem-solving performance.

Sessions of Module 4:

- Session 1. European Union's external dimension in countering hybrid threats
- Session 2. Border security and management
- Session 3. Protection of critical infrastructure
- Session 4. Countering information advocacy and influence activities
- Session 5. Management and leadership in the context of hybrid challenges

5.2.1 Module 2 Sessions

Session 1. European Union's external dimension in countering hybrid threats

Session aim: The session aims to create opportunities for students to develop knowledge about the European Union's external dimension in countering hybrid threats.

Session duration: 13 learning hours. 11 independent learning hours and 2 contact learning hours

Learning environment(s) and requirements

eLearning environment and classrooms for contact learning.

Learner resources

PCs and/or mobile devices with the latest versions of browsers

Session topics

1. European Union's external dimension in countering hybrid threats. Cooperation with third countries in the context of hybrid crises.

Learning activities

During independent learning hours, students will perform learning activities in the Moodle course where selected readings and eLearning tools will be available. It is mandatory to read the entire reading list and go through all eLearning tools. After that, students must complete self-assessment tasks (a multiple-choice test). The self-assessment tasks will serve as a prerequisite for participating in the contact week. Feedback about the test will be provided in Moodle.

Students are online assisted by the module lecturers. They can contact the lecturers to discuss issues related to the contents of study materials in the forums.

In the contact week, essential contents delivered previously in the independent learning phase will be discussed in depth in a set of lectures/seminars.

Session 2. Border security and management

Session aim: The session aims to create opportunities for students to develop skills to critically analyse the European Union's approach to internal and border security management and evaluate the role of fundamental rights in it

Session duration: 67 learning hours. 44 independent learning hours, 7 contact learning hours, 16 hours experiential learning.

Learning environment(s) and requirements

eLearning environment and classrooms for contact learning. Possibility to visit the European Union's external border.

Learner resources

PCs and/or mobile devices with the latest versions of browsers

Session topics

1. European Union's approach to internal and border security management. Fundamental rights as a horizontal component of border security management
2. Situational awareness and the role of intelligence in situational awareness
3. The most common types of intelligence used in border management
4. Migration as a tool for hybrid attacks. Protection of fundamental rights of migrants

Learning activities

During independent learning hours, students will perform learning activities in the Moodle course where selected readings and eLearning tools will be available. It is mandatory to read the entire reading list and go through all eLearning tools. After that, students must complete self-assessment tasks.

Students are online assisted by the module lecturers. They can contact the lecturers to discuss issues related to the contents of study materials in the forums.

During the contact week, essential contents delivered previously in the independent learning phase will be discussed in depth in a set of lectures/seminars.

Session 3. Protection of critical infrastructure

Session aim: The session aims to create opportunities for students to develop skills to identify and analyse good practices related to the protection of critical infrastructure and strategic objects

Session duration: 27 learning hours. 22 independent learning hours, 5 contact learning hours

Learning environment(s) and requirements

eLearning environment

Learner resources

PCs and/or mobile devices with the latest versions of browsers

Session topics

1. Threats and *modus operandi* for affecting critical infrastructure and strategic objects of the state
2. Supporting the resilience of the European Union and neighbours' critical infrastructure

Learning activities

During independent learning hours, students will perform learning activities in the Moodle course where selected readings and eLearning tools will be available. It is mandatory to read the entire reading list and go through all eLearning tools. After that, students must complete self-assessment tasks.

Students are online assisted by the module lecturers. They can contact the lecturers to discuss issues related to the contents of study materials in the forums.

During the contact week, essential contents delivered previously in the independent learning phase will be discussed in depth in a set of lectures/seminars.

Session 4. Countering information advocacy and influence activities

Session aim: The session aims to create opportunities for students to develop skills to critically evaluate actions countering information advocacy and influence activities and to analyse psychological aspects related to radicalisation and different forms of extremism on social media

Session duration: 54 learning hours. 44 independent learning hours, 10 contact learning hours

Learning environment(s) and requirements

eLearning environment and classrooms for contact learning

Learner resources

PCs and/or mobile devices with the latest versions of browsers

Session topics

1. Planning and management of information advocacy and influence activities
-

-
2. Nonviolent struggle and *modus operandi* of radical organisations
 3. Psychological protection against radicalisation and different forms of extremism
 4. State and non-state actors' activities related to hybrid threats
-

Learning activities

During independent learning hours, students will perform learning activities in the Moodle course where selected readings and eLearning tools will be available. Students are online assisted by the module lecturers. They can contact the lecturers to discuss issues related to the contents of study materials in the forums.

It is mandatory to read the entire reading list and go through all eLearning tools. After that, students will participate in two forum discussions about:

- actions countering information advocacy and influence activities;
- psychological aspects related to radicalisation and different forms of extremism on social media.

If a student did not participate in forum discussions, they will need to take an online test before the contact week.

In the contact week, essential contents delivered previously in the independent learning phase will be discussed in depth in a set of lectures/seminars.

Session 5. Management and leadership in the context of hybrid challenges

Session aim: The session aims to create opportunities for students to develop skills to manage and lead human and technical resources for encountering challenges and threats based on modern theories, considering professional ethics, fundamental rights and principles of equal treatment of diverse groups.

Session duration: 125 learning hours. 99 independent learning hours and 26 contact learning hours

Learning environment(s) and requirements

eLearning environment, classrooms for contact learning and simulation centre

Learner resources

PCs and/or mobile devices with the latest versions of browsers

Session topics

1. Modern theories and concepts of management and leadership
 2. Professional ethics
 3. Equal treatment of diverse groups
 4. Principles of management and leadership for encountering modern security challenges and threats
 5. Leadership and management in case of hybrid crises. Solving ethical dilemmas and following principles of equal treatment of diverse groups
 6. Strategic management of civilian human resources, balancing organisational goals in case of modern crises and the role of fundamental rights in it
 7. Strategic management of modern technical resources (military, paramilitary, civilian)
 8. Strategic communication in case of hybrid crises following principles of professional ethics
 9. Hybrid threats' impact on decision-making
-

Learning activities

During independent learning hours, students will perform learning activities in the Moodle course where selected readings and eLearning tools will be available. Students are online assisted by the module lecturers. They can contact the lecturers to discuss issues related to the contents of study materials in the forums.

It is mandatory to read the entire reading list and go through all eLearning tools. After that, students are expected to complete a self-assessment test (a multiple-choice test) on modern theories and concepts of management and leadership. The self-assessment tasks will serve as a prerequisite for participating in the contact week. Feedback about the test will be provided in Moodle.

In the contact week, essential contents covered during the independent learning phase will be discussed in depth in a set of lectures/seminars and the tabletop exercise will take place (15 hours).

5.2.2 Module 2 Assessments and assessment criteria

Learning outcomes to be assessed	Assessment methods	Assessment criteria
critically analyse the European Union's external dimension in countering hybrid threats, internal and border security management and the role of fundamental rights in it	Tabletop exercise (consist of a border security case and at least 3 other cases related to hybrid threats). Group work and presentation)	<p>Non-distinctive assessment (fail/pass) Threshold criteria for border security case:</p> <ul style="list-style-type: none"> - All relevant components of a European Union IBM case study are listed and explained in the context of the current situation. - The underlying causes and potential consequences of each stage of the problem in the case study are analysed. - The background of a case study is explained by using various types of intelligence information from 3-4 different sources. The explanation includes the reliability of the sources and justification for their use. - The link between principles of risk analyses based on CIRAM and situational awareness is presented. - The tools for obtaining and maintaining situational awareness are relevant and justified. - The decisions about primary activities and operational activities are relevant, justified and compliant with the protection of fundamental rights. - The conclusions are clearly justified. All questions are properly addressed. Recommendations are relevant. - The presentation is structured based on the assessment criteria. Important information is presented using visual means. Effective application of relevant vocabulary. The duration of the presentation is 10-15 minutes. - Feedback given to peer groups is constructive and essential. - The questions about the peers' case study are relevant and on the topic. - The answers to the questions are relevant and sufficient.
selectively identify and present good practices related to the protection of critical infrastructure and strategic objects		<p>Non-distinctive assessment (fail/pass) Threshold criteria for other cases related to hybrid threats:</p> <ul style="list-style-type: none"> - The assessment of the situation is based on European Union policies and legal framework related to hybrid threats and models of their appearance. - The list of responsible parties is complete and their responsibilities are clearly defined. - The tools and techniques to strategically manage civilian, human, and technical resources are appropriate and balance organisational goals with stakeholders' expectations. - The ways to protect critical infrastructures and mitigate hybrid threats are identified.

critically evaluate actions countering information advocacy and influence activities, and apply strategic communication skills in a hybrid context based on ethical values and evaluate its efficiency		<ul style="list-style-type: none"> - The good practices related to the protection of similar critical infrastructure and/or strategic objects are identified and discussed. - The actions countering information advocacy and influence activities are critically evaluated. The causes and consequences of the problem are analysed. - Psychological aspects related to radicalisation and different forms of extremism on social media are critically evaluated. The causes and consequences of the problem are analysed. - The message delivered to the right target groups is well thought through, clear and supports ethical values. - The decisions and solutions of the case are clearly justified. The recommendations for measures to prevent and counter hybrid threats are relevant. - All provided solutions and analyses consider fundamental rights, professional ethics, and equal treatment of diverse groups. - Presentation is structured based on the assessment criteria. Important information is presented using different visual means if applicable. Effective usage of relevant vocabulary. The duration of the presentation is 20-25 minutes. - The feedback given to peer groups is constructive and essential. - The questions about the peers' case study are relevant, on the topic and presented orally. - The answers to the questions are relevant and provide sufficient information.
analyse and interpret psychological aspects related to radicalisation and different forms of extremism on social media		
employ appropriate tools and techniques to strategically manage civilian, human and technical resources, and make decisions in case of hybrid crises, and critically evaluate their peers' problem-solving performance		
Requirements and formation of the final grade:	A positive grade, "Pass", is achieved if solutions of all the cases meet threshold criteria.	

