



# Course Plan 2024-2025



Baltic Defence College  
*Ad Securitatem Patriarum*

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**Civil Servants'  
Course**



Approved Amendments by BALTDEFCOL Commandant:  
M9 Assessment [Order number 019/27.02.2025]  
M12 assessment [Order number 046/27.05.2025]



## **Civil Servants' Course**

### **Course Plan 2024-2025**



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## Course Director's Foreword

Dear CSC students,

Congratulations on being selected for the Civil Servants' Course (CSC) of the 2024-2025 academic year, and welcome to the Baltic Defence College (BALTDEFCOL) in Tartu!

The BALTDEFCOL has been established by Estonia, Latvia and Lithuania to support your authorities' expectations and provide you with quality residential studies that are delivered as intensive, face-to-face academic seminars. The BALTDEFCOL is a mature, internationally respected educational institution that recently celebrated its twenty-fifth Anniversary. In these twenty-five years, the college has developed a good experience in teaching various topics and topics related to the military field and in preparing future military leaders. The BALTDEFCOL is internationally recognised as a Professional Military Education institution with expertise in the realms of NATO regional security and Russia.

The college consists of a team of likeminded, study-oriented people – faculty and staff, both civilian and military – all of whom you will meet on the premises during lectures and other events and activities. As you are all aware, the war in Ukraine, millions of refugees fleeing to Europe, hybrid warfare waged in the region by Russia and Belarus, and COVID-19 have had a significant impact on the current environment and all educational settings, pushing us all out of the norm. The BALTDEFCOL faculty were able to adapt to this new world and continue the educational process using blended contact and distance learning methods. Please be prepared for changes throughout your course, as similar events may occur unexpectedly, and you may receive some of your education via distance learning. Whatever may happen, please expect challenges, be ready to adapt, and stay focused on your education.

I would like to encourage you to be active during the course, share your experience and insights, and be open to learning from your military counterparts. Civilian-military interaction and closer cooperation are essential in addressing contemporary security challenges. Your presence at the college and your course of study with your military peers from the Joint Command and General Course (JCGSC) is an essential factors in developing and enhancing the whole-of-government approach for defence and security in our respective countries.

In addition to the CSC main curriculum and with the approval of your national authorities, you are welcome to participate in the Combined Joint Staff Exercise with the JCGSC students to practice complex problem-solving at the operational level based on a NATO Article 5 scenario.

While studying, do not forget to enjoy the opportunity to relax and spend quality time with your colleagues and families, explore the region, and learn more about local and diverse national cultures represented in the college. After all, the friendships and relationships you form at the BALTDEFCOL will stay with you for a long time.

I wish you success and look forward to welcoming you to the college!

IVO MÜRMANIS  
Colonel (LVA A)  
Course Director

## 1.0 About the Baltic Defence College

### 1.1 Mandate of the Baltic Defence College

The Baltic Defence College (BALTDEFCOL) was founded in 1999 by Estonia, Latvia, and Lithuania with support from their allies and partners. The mandate of the College was set out in the founding document. In 2019, the Baltic States Ministerial Committee approved BALTDEFCOL Development Plan for 2019-2027, which provides political guidance for the development and future operations in the college and sets strategic goals and ways how to achieve them. It ensures that the College remains responsive to the evolving character of academic best practices and remains a Professional Military Education (PME) institution of choice in a strategic environment that is in constant evolution.

The vision for BALTDEFCOL is to be a modern, future-oriented, attractive, competitive, and English-language-based international defence college with both a regional focus and Euro-Atlantic scope. The BALTDEFCOL functions as a PME institution at the operational and strategic levels, applying latest educational principles, effective management, and the most efficient use of intellectual and material resources.

The mission of the college is to educate military and security related civilian personnel of the Framework Nations, allies, and partners while also promoting international cooperation, networking, and contribution to research in security and defence policy to meet the long-term defence and security needs of Estonia, Latvia, and Lithuania.

In July 2022, the NATO Allied Command of Transformation (ACT) granted the BALTDEFCOL unconditional institutional accreditation status recognising it as an Educational and Training Facility. This marks yet another historic milestone in the recognition of BALTDEFCOL's high-quality standards in delivering education and BALTDEFCOL's relevance for NATO and its partners.

#### **BALTDEFCOL's major geographical scope in educational matters is on:**

- The Baltic region;
- The wider Baltic Sea region with particular focus on Russia;
- NATO/EU; and
- The wider NATO/EU area of interest.

#### **As a core program, BALTDEFCOL delivers for Officers and Civil Servants two PME courses:**

- Higher Command Studies Course (HCSC) – a five-month senior-level course;
- Joint Command and General Staff Course (JCGSC) – a ten-month general staff officer operational level course.

#### **For the mid-level governmental organisations and agencies officials (civil servants):**

- Civil Servants' Course (CSC) – an operational level security and defence course.

#### **In addition to its core PME programme, the BALTDEFCOL delivers the following continuing education courses:**

- Senior Leaders' Course (SLC) – a one-week course for General/Flag officers and civilian equivalents.
- Command Senior Enlisted Leaders' Course (CSELC) – a three-month strategic level course for top-level Senior Enlisted Leaders working directly for General/Flag Officers.



## 1.2 Professional Military Education (PME) System for Officers

The Professional Military Education System of the Framework Nations divides officer education into four development levels (Figure 1). The first two levels, which are concerned with the basic training and education of junior officers, are national responsibilities. The Baltic Defence College's Joint Command and General Staff Course and Higher Command Studies Course (or their equivalents) are the third and fourth level of military education in Estonia, Latvia, and Lithuania.

Development level 1	Development level 2	Development level 3	Development level 4	Continuing Education	
Basic	Junior	Advanced	Senior	Executive	
Tactical	Tactical	Operational	Strategic	Strategic - Political	
Basic and specialist courses	Captain career and intermediate courses	Civil Servants' Course	Joint Command and General Staff Course	Higher Command Studies Course	Senior Leaders' Course
National or international military academies		BALTDEFCOL or international staff/war colleges			
OF-1	OF-1 – OF-2	OF-3 – OF-4 and selected civil servants	OF-4 – OF-5 (P) and selected civil servants	OF-6 / (P) – OF-7 and CIV equivalents	OR-9

**Figure 1** Diagram of the Professional Military Education (PME) System for Officers of the Framework Nations.

## 1.3 Policy on Equal Treatment and Code of Conduct

In 2019, the BALTDEFCOL implemented its Policy on Equal Treatment. This policy will be introduced and explained to the students at the beginning of the course. The aim of this policy is to ensure a pleasant working environment and learning conditions and protection from unfair and unequal treatment. Mutual trust and respect for the dignity and rights of all people are important characteristics of this environment, and they are directly related to the BALTDEFCOL's Code of Conduct, which all members of staff and students are expected to follow. The Code of Conduct contains the following principles:

### RESPECT:

- People (listen to everyone)
- The multinational environment
- Students/course participants – as colleagues
- The chain of command:
  - Make decisions at the right level
  - Show loyalty to decisions

### OPENNESS:

- Have no hidden agendas
- Get input before decision
- Talk to -and not about -people

### RESPONSIBILITY:

- Be professional – a lifetime learning
- Express your opinion
- Use common sense

### HAVE FUN:

- Involve families
- Encourage socialising together

## 2.0 About the Civil Servants' Course

### 2.1 Outline and History

The CSC was established in 2001 to educate government officials on a wide range of challenges concerning the adaptation of defence institutions at the national and international levels in order for them to be better able to participate in the full spectrum of 21st-century operations. After the Baltic states acceded to NATO, the course emphasised in-depth knowledge and practical advice on NATO procedures, policies, and decision-making. Gradually, the CSC programme became more integrated with the JCGSC, and both courses' civil-military interaction and mutual learning were recognised as significant components of both courses. The core rationale for the course has always been to ensure that the defence of the Baltic states is effective and meets today's and tomorrow's strategic challenges. Furthermore, the CSC will help security and defence sector employees to understand the broader picture and prepare them to contribute to their respective nations and NATO. Thus far, the college has held eighteen CSCs.

The CSC is highly engaging; students will be expected to conduct individual studies and participate in various educational activities and discussions. Students are also expected to complete online preparatory material and reading prior to their arrival. During the residential period, each working day comprises an average of six academic hours of classroom activities. Students are also expected to spend an average of three hours per day on individual and preparatory work. Civil servants may participate in the Combined Joint Staff Exercise Joint Resolve with the JCGSC, focusing on the Planning and Execution of Operations by using NATO planning processes. The exercise will be conducted in partnership with the War Studies University of Poland (WSU) and the Finnish National Defence University (FNDU). Completing the Operational Level Planning and Allied Joint Operations modules is a prerequisite to participating in the exercise.

### 2.2 Aim

The aim of the CSC is to enable civil servants from security and defence-related governmental organisations to contribute to the development and implementation of security and defence policies.

The course provides unique networking opportunities and facilitates civil-military interaction and interagency cooperation, thus enhancing students' skills and readiness for future assignments in national and international positions.

### 2.3 Learning Outcomes

The course learning outcomes are as follows:

- 1) Apply critical thinking skills within a multinational professional context when evaluating and creating solutions to complex national and international issues.
- 2) Employ proven management methods and tools for capability planning and policy development.
- 3) Apply knowledge of operational planning procedures within the legal framework in a constantly changing environment in national and/or NATO institutions.
- 4) Analyse the political and non-military aspects of modern warfare and their implications in the context of civil-military cooperation.

Each module has a module aim and a detailed set of learning outcomes achievable at the end of the specific module. See module aims and learning outcomes in Annexes A-C.

## 3.0 Educational Framework

### 3.1 Course Target Audience

The course is designed for civil servants in their junior positions (desk officers/senior desk officers, experts) and more experienced professionals in mid-level positions (section chiefs, project leaders, and advisors). Estonia, Latvia, and Lithuania will be the primary beneficiaries of the CSC. During AY 2024-2025, only civil servants from the FNs will participate in the second trial of CSC. Other NATO and EU countries and partner countries will be invited to send selected civil servants to attend the CSC and benefit from the unique learning and networking environment after the second trial.

### 3.2 Admission Criteria

The course's students are selected and nominated by their respective Ministries of Defence or other government agencies. They should have already acquired several years of experience working with defence and security-related issues. Additionally, students should:

- A sufficient understanding of English (Level 3333, according to NATO STANAG 6001 or an equivalent test). A proficiency certificate should be provided to the Registrar upon arrival.
- Security clearances (NATO secret) may be required for participation in selected exercises or study trips.

At the beginning of the course, the BALTDEFCOL will conduct English language assessments using an English language placement test. The minimum score based on which the test is considered passed is 40.

### 3.3 Graduation Criteria

The CSC programme consists of mandatory modules, mandatory specialisation modules (at least one), a specialisation RP, and additional optional modules/events, i.e., a minimum of 16 weeks based on the lengths of the modules in the JCGSC curricula AY 2024-2025.

The number of weeks within the course for each CSC student varies and could extend beyond 16 weeks depending on individual professional interests (e.g., in accordance with the chosen additional modules) and agreements with his or her employer.

The CSC students should complete all of the required mandatory modules of the programme, including one compulsory specialisation module and the specialisation Research Paper in the same academic year as the CSC. Each chosen optional module must be completed in accordance with the stated requirements and assessment methods to be included in the final diploma supplement.

In case a CSC student has signed up for additional supplementary modules but has not completed them, these CSC students can still graduate from the CSC course without these optional modules included in his or her diploma supplement.

### 3.4 Method of Delivery / Methodology

The course is delivered mainly on-site with additional online educational activities and blended teaching methods. Before the course starts, CSC students must complete an online ADL session, "Initial Unit" (for more detailed information, see para 5.0 and Annex A).

The curriculum is delivered by the three departments at the college: the Department of Military Studies (DMS); the Department of Political and Strategic Studies (DPS), and the Department of Leadership and Management Studies (DLMS) and is supported by guest speakers. Several modules and electives are conducted in close cooperation with the University of Tartu, Centres of Excellence, and numerous other long-term cooperation partners.

The CSC course has several breaks between the residential modules during which additional online tutoring sessions could be provided, including tutoring sessions for the Research Project.

Before starting each residential module, students are expected to familiarise themselves with its content and requirements and to complete assigned reading or preparatory courses by accessing the BALTDEFCOL information platform - ILIAS.

Due to pandemics or other intervening factors, the whole module, or parts of it, could be delivered using an MST platform or similar online information platforms. If a CSC student cannot attend the mandatory modules residentially, online participation could be offered if applicable. Some modules and electives may require the completion of the online courses.

### **3.5 CSC Course Identity**

The CSC course students follow a portion of the JCGSC curriculum and have the flexibility to choose a specialisation and additional content that JCGSC students do not. However, CSC students are embedded in JCGSC syndicates and JOPGs during their residential time at the BALTDEFCOL.

The CSC has the designated/double-hatted CSC Course Director, elected CSC Class Leader, and CSC 'Best Student' Award. CSC will have a course opening and graduation ceremony with the JCGSC.

### **3.6 Team Building Athletics**

It is important that officers and civil servants are able to maintain their physical standards and develop team spirit and leadership. During the first semester, team-building athletics are organised with the purpose of developing students in teams (syndicates). This mandatory activity offers sports events usually scheduled on Thursday afternoons. There are numerous other activities organised by the college that support team building.

## 4.0 Educational Framework

### 4.1 Introduction

The CSC's educational framework is predicated on a combined educational approach, including lectures, seminars, and small group (syndicate) activities and exercises to facilitate adult learning. Consequently, the primary responsibility for learning and achieving the specified learning outcomes is placed on the student. To help facilitate this process, the Baltic Defence College aims to provide the students of the CSC with the best possible educational environment for learning.

The CSC program is built to maximise the experience and knowledge already found at the Baltic Defence College and is bolstered with specific additional skills and expertise from the outside. Moreover, ADL methods and tools, such as Microsoft Teams (MST), are used whenever applicable and suitable to achieve these adult learning objectives. Thus, active learning and the full participation and contribution of all students is encouraged, which allows students to share their knowledge, experience, and learning with others in an open and positive environment.

In summary, the CSC is designed for self-motivated, competitive, and experienced professionals who have the required language skills in English to engage with their peers and want to excel during their time at the college.

### 4.2 Educational Charter

The delivery of education at the Baltic Defence College is guided by an 'Educational Charter', which includes six principles related to both students and faculty:

1. **Education is not received but achieved:** education is the basis for professional and individual self-improvement; students are therefore encouraged to devote themselves to their studies, understanding that the effort they put in will be rewarded with what they get out of the educational process.
2. **Minds are not vessels to be filled, but fires to be kindled:** faculty should not simply provide facts for students to learn; through small group learning methods, they should seek to mentor students to help them develop their ability to think for themselves. The objective is not to educate students on what to think, but rather to show them how to think.
3. **Knowledge is a potent weapon, so arm yourself well:** research facilitates the acquisition and transmission of knowledge. Whilst knowledge is not necessarily power, power can only be wielded effectively with knowledge. Students are inspired to research information in support of their own interests and requirements. Equally, the development of education requires continuous research and self-development on the part of the faculty.
4. **Professionalism is the key to education and research:** responsible faculty must be experts in their respective fields, capable of enacting quality management over the educational process, able to maintain excellent educational materials, and ready to devote themselves to their students and work.
5. **Assessment should be rigorous and fair:** assessment should be understood and designed as a productive learning experience for students, meaning that faculty should always endeavour to provide professional, meaningful, and constructive feedback. Meanwhile, students should receive this feedback in the positive way it is intended — as a learning tool to facilitate self-improvement.
6. **Voices should not be raised, arguments should be improved:** in keeping with an ethos of free inquiry and transparency, the Baltic Defence College will always foster an open atmosphere where staff and students can engage – sometimes even robustly – in discussion and debate.

### 4.3 Learning Levels – Bloom's Taxonomy

Like other institutions practicing Professional Military Education, the Baltic Defence College employs a system that incorporates Bloom's taxonomy of learning to provide structure to its educational products. This taxonomy was developed by Dr. Benjamin Bloom in 1956 as a way of delineating various aspects of learning. Bloom identified three components of learning, namely the Cognitive (mental), Affective (emotional) and Psychomotor (physical) domains of intelligence, though the cognitive has been by far the most influential. Indeed, Figure 2 depicts the latest revision of 'Bloom's Taxonomy' – by a team of academics led by Dr. Lorin Anderson, a student of Bloom, in 2000 – illustrating the cognitive domain progression of learning.

Learning Level	Alternatives	Explanation	Examples
<b>6. Create</b>	Assemble, Formulate, Generate, Modify, Plan	A cognitive process through which elements are linked together or reorganised to form a coherent or functional whole or a new pattern or structure.	<ul style="list-style-type: none"> <li>• Formulate security strategy</li> <li>• Generate a campaign plan</li> <li>• Create defence policy</li> </ul>
<b>5. Evaluate</b>	Assess, Appraise, Justify, Rank, Validate	A cognitive process whereby theories, concepts, ideas, or phenomena are scrutinised and judged in relation to their relevance or superiority.	<ul style="list-style-type: none"> <li>• Assess the best weapon</li> <li>• Justify a budget</li> <li>• Validate a procedure</li> </ul>
<b>4. Analyse</b>	Consider, Contrast, Distinguish, Examine, Investigate	A cognitive process whereby a piece of information is split into its component parts, with each relationship is articulated in relation to the others.	<ul style="list-style-type: none"> <li>• Investigate a campaign plan</li> <li>• Distinguish components</li> <li>• Consider problems</li> </ul>
<b>3. Apply</b>	Classify, Demonstrate, Employ, Use, Utilise	A cognitive process whereby information is articulated in relation to a particular situation (often to overcome an issue or problem).	<ul style="list-style-type: none"> <li>• Employ a doctrine</li> <li>• Use a field manual</li> <li>• Apply legal protocol</li> </ul>
<b>2. Understand</b>	Convert, Describe, Estimate, Explain, Identify	A cognitive process whereby the meaning of various theories, concepts, ideas, or phenomena is obtained and articulated.	<ul style="list-style-type: none"> <li>• Identify analogies</li> <li>• Explain phenomena</li> <li>• Explain historical dates</li> </ul>
<b>1. Remember</b>	List, Outline, Recall, Reproduce, State	A cognitive process whereby information – previously discovered – is recalled and articulated.	<ul style="list-style-type: none"> <li>• Outline a policy</li> <li>• Recall a doctrine</li> <li>• List important individuals</li> </ul>

**Figure 2** Bloom's Updated Taxonomy (adapted from Anderson and Krathwohl, 2001). Expanded version is presented in BALTDEFCOL SOP for the Planning of Education, Annex G.

Bloom's Updated Taxonomy helps the lecturer to ascertain the correct level students should be capable of achieving in relation to the proposed educational activity. In sum, generally:

- Before a concept can be understood, it must be remembered;
- Before a concept can be applied, it must be understood;
- Before a concept can be analysed, it must be applied (either in practice or theory);
- Before a concept can be evaluated, it must be analysed;



- Before a new concept can be created, other concepts must be remembered, understood, applied, analysed and evaluated.
- Since then, several attempts have been made to develop a more detailed taxonomy, incorporating several 'levels of knowledge' alongside Bloom's six different levels of cognition. These include:
  - **Facts** – Actualities, Data, Events, Objects, Phenomena, Realities, Truths;
  - **Concepts** – Conceptions, Designs, Ideas, Models, Notions, Theories;
  - **Procedures** – Measures, Methods, Practices, Tactics, Techniques;
  - **Processes** – Frameworks, Plans, Policies, Schemes, Strategies;
  - **Principles** – Attitudes, Doctrines, Charters, Ideologies, Philosophies, Rules, Values.

	Remember	Understand	Apply	Analyse	Evaluate	Create
Facts	List	Describe	Classify	Consider	Rank	Assemble
Concepts	Recall	Explain	Use	Differentiate	Assess	Modify
Procedures	Reproduce	Identify	Employ	Examine	Validate	Plan
Processes	Outline	Estimate	Utilise	Investigate	Justify	Formulate
Principles	State	Convert	Demonstrate	Distinguish	Appraise	Generate

**Figure 3.** Levels of Knowledge Integrated with Bloom's Updated Taxonomy.

The Baltic Defence College integrates these levels of knowledge with Bloom's Updated Taxonomy to better help define which keywords should be used in the generation of particular Learning Outcomes, i.e., those statements relating to what students should be able to do after completing a course or module (Figure 3).

The CSC utilises these learning levels in the identification of particular learning outcomes, which are deemed necessary both for the course and for its modules. In keeping with the Course's educational philosophy and the character of the students attending the course, a large portion of teaching is provided between cognition levels four and six.

## 4.4 Educational Components and Methods

The Baltic Defence College follows the guidelines and principles of the Bologna Process, initiated within the European Higher Education Area, to standardise the duration of European educational courses and assessment procedures to facilitate the easy transfer of qualifications between academic institutions. At the Baltic Defence College, one academic hour corresponds to 45 minutes of work; 26 academic hours correspond to 1 ECTS credit. The total student workload, which forms the basis for ECTS calculation, is the sum of contact hours (CH) and individual preparation hours (IPH).

**The CSC is individually tailored. The college has worked out a new concept for the CSC consisting of mandatory modules, a mandatory module of a specialist nature (each participant must choose one), and additional optional modules and electives: a minimum of 16 weeks according to the lengths of the modules in the JCGSC 2024-2025 curricula (see curriculum flow of CSC 2024-2025). The total number of ECTS credit points may vary based on the choice of specialisation and additional content. The exact number of ECTSs will be counted for every student individually and included in the diploma supplement.** The time allocated should be sufficient for the average student to pass each module and, therefore, the course, but those seeking to gain the highest grades should expect to put in more time and effort. Each week, an average of 44 hours of study time is allocated, which is typically divided into two basic formats:

1. **Contact Hours (CH):** within the curriculum, this includes the time spent in lectures, syndicate activities, exercises, and study trips, during which students are expected to be integrated with faculty or acting under the direct supervision of faculty. Lectures, plenary discussions, and syndicate work via e-learning methods are counted as CH:
  - a. **Conferences** provide opportunities to share scientific knowledge and in-depth expertise on a specific topic. Students will be provided an opportunity to participate in such events, including the Annual Conference on Baltic Military History 2024 and the Annual Conference on Russia 2025, organised by the BALTDEFCOL.
  - b. **Exam:** an assessment intended to measure the test-taker's knowledge and analytical skills. An exam can take place in many forms (e.g., written, oral, online tests, or an open book exam). Written exams have a variety of formats, including short answers, long answers, multiple-choice, or a combined approach.

**Open Book Exam:** A type of examination in which various study materials, including notes, books, textbooks, and other information, can be utilised by the student in answering the questions. It is used to assess the ability to interpret, analyse, and critically think about the module's topics.
  - c. **Exercises** are (the military) analysis of a situation coupled with a role-based interactive application of previously covered curriculum material within a formatted, simulated scenario. Exercises are conducted to allow students to apply the theories and concepts studied throughout the curriculum and demonstrate leadership and other qualities and capabilities. All exercises are well connected to the relevant learning outcomes and are a major aspect of the educational experience during the course.
  - d. **Extra Curriculum Activities** involve high-level visitors or distinguished guests who will deliver a lecture for all the courses present and the faculty, providing an opportunity to be updated on contemporary issues or gain unique personal and professional insights. These types of activities are often not planned and thus require adjustments in the course schedule and weekly plans.
  - e. **Joint Operations Planning Group (JOPG)** is a functional staff team composed with the purpose of performing operations planning tasks at an operational level. JOPGs are formed during college exercises to replicate the operational staff environment. For exercises, each student is assigned a specific leadership or staff function within the JOPG.
  - f. **Lectures** is a presentation on the topic or curriculum material delivered by a faculty member or guest speaker. Lectures are one of the ways through which adult education is provided, allowing all students to congregate with an expert – either a member of the faculty or a guest speaker – who presents a topic to stimulate students' thinking and convey key facts, experiences, or ideas whilst simultaneously drawing students into debate and discussion.
  - g. **Plenary Discussions** are group discussions or syndicate presentations moderated by either a member of the faculty or a guest speaker. Plenary discussions may take place after the lecture or as syndicate work presentations.
  - h. **Seminars** are organised by the faculty or students. They usually consist of group discussions chaired by an assigned faculty member and may also be structured around briefings, presentations, or preliminary readings. This method facilitates the exchange of views, trains analytical skills and critical thinking, and fosters an ability to reflect on given subject area.

- i. **Staff Ride** is an educational activity outside the college that places students on actual terrain and expands upon their knowledge and analysis of the significance of the location or events across this terrain. Staff rides support the JCGSC curriculum. The college aims to organise 1-2 staff rides per academic year.
  - j. **Study Trips** are collective visits to institutions, organisations, and agencies outside of the BALTDEFCOL. As such, they constitute an essential and integral part of the JCGSC and are planned to meet the relevant learning outcomes for selected modules. These trips provide students with an excellent opportunity to meet national, regional, and global practitioners in the environment in which decisions are made, allowing students to obtain first-hand knowledge of Allied, European, and national policies, as well as armed forces and cultural values.
  - k. **Supervision** is the key means for students to complete selected written assignments through regular meetings with a supervisor. It is vital to note that the role of the supervisor is not to write a student's assignment for them but rather to offer critical feedback and advice on drafts of their paper, which can then be used to make improvements and amendments to future versions.
  - l. **Syndicate Work/Activities** allow students to develop and present briefings on particular topics to one another. The students are divided into syndicates (approximately 10 to 20 students per syndicate). Syndicate activities generally consist of a preparatory reading, a presentation, and a discussion. These discussions are intended to encourage students to consider course material at a higher cognitive level. They are chaired, in rotation, by students (the Syndicate Leader or Task Leader), who are expected to carry out additional work in preparation for this role.
2. **Individual Preparation Hours (IPH):** time allocated for individual study and research, preparation for syndicate activities, and reflection, as well as work on assignments. When the IPH is foreseen beyond the daily schedule, students should plan to spend, on average, three hours from Monday-Thursday engaged in such activities as well as five hours over the weekends.
- a. **Individual Research Project** is a work of individual research carried out by a student on a topic related to the course curriculum, which consists of required reading, tutoring, a written paper, and a presentation. During the course, students will be tasked to produce a research paper (up to 5000 words) involving detailed research and applying academic standards.
  - b. **Preparatory Readings** are **mandatory** readings to be completed in advance for particular educational activities. Preparatory readings are intended to provide students with a broad overview of the topics identified to reach the learning outcomes specified.
  - c. **Supplementary Readings** are supplied to **support** each educational activity, providing additional insight into certain aspects of the curriculum. The complete list of supplementary reading material will often be well in excess of that which can be reviewed in the time available. Students will thus have to make choices as to what they consider of greatest value to their personal goals and interests.
3. **Additional educational components, methods, and assignments - individual or group activity:**
- a. **Advanced Distributed Learning (ADL)** – An educational or training course delivered over a computer network using a standard web browser.
  - b. **Blog post:** a short and purposely written short article expressing views or opinions on a specific and up-to-date subject based on analysis or syndicate work.

- c. Case study:** a researched and detailed analysis of a historic or current event, battle, campaign, or other real-life situation for the purpose of applying gained knowledge or reinforcing previously covered material. It allows learners to participate actively following the guidance of an instructor in applying the concepts or principles under study and to foster problem-solving, higher-level learning, and respect for other opinions.
- d. Closed book exam:** an exam during which students are not allowed to consult their own material or external resources.
- e. Decision Forcing Case:** a type of case study that requires participants to provide timely decisions and/or orders.
- f. E-Learning** – all structured educational activities, such as ADL and video lectures, that are delivered electronically through a computer or other devices.
- g. Essay:** a written work on a specific topic that includes the author's own personal assessment based on arguments drawn on individual research; the four main types of essays are narrative, descriptive, expository, and argumentative.
- h. Group Research Project** is carried out by student teams on an issue related to the course curriculum and within the context of a historical scenario, a research question, analytical tasks such as a case study or comparative study, or other appropriate activities. A team research project or task consists of required reading, discussions, tutoring, and a written paper or verbal presentation.
- i. Learning Diary:** A learning diary is a written tool of reflection the student uses to assess and analyse what they learned. It can also reflect on the meaning of that learning with respect to past experiences and future challenges that may arise.
- j. Online test:** a domain of e-learning aimed at assessing the learner's knowledge on a given topic using online means.
- k. Point-Paper** is a written product that presents information by listing facts, assessments, and recommendations.
- l. Policy Paper** (policy brief, policy memo) is a short report on a problem that requires a decision or must be presented to policymakers. The typical structure is as follows: a) issue (title); b) executive summary; c) background information; d) discussion of policy options; and e) actionable recommendations.
- m. Presentation:** a formal speech aiming to describe or explain a specific subject to a group of people. There are different formats and aims for presentations (e.g., informative or persuasive). At the college, presentations are usually the result of an individual or a group assignment and often represent the findings of discussions or solutions to given problems.
- n. Quiz:** a short test on a particular subject. A quiz could also be conducted in the form of a competition between individuals or teams.
- o. Staff Paper:** a short and focused paper often produced in military organisations that follows a predefined structure. It serves two functions: to impart information and to obtain direction. To achieve such a purpose, a staff paper must present facts and be unambiguous, concise, and direct in its style so that the reader can easily understand it.

## 5.0 Content of the Course

### 5.1 Mandatory Modules

The ADL Initial Unit serves the purpose of facilitating preparation for the CSC and creating a common knowledge base between the CSC and the JCGSC. The unit provides the fundamentals for the residential modules, focusing on Components and Domains, Security and Strategy, Research Project, and Cyber Hygiene.

The mandatory modules are chosen from the JCGSC curricula, in which the CSC students jointly participate. In addition to the in-processing week, foundation module, and graduation week, the BALTDEFCOL has selected one key module for each semester of the AY (see description of the Mandatory modules in Annex A).

The following modules and sections are **mandatory** (See Annex A for more details):

- **1<sup>st</sup> SEM: Initial Unit:** an ADL course designed to help CSC students prepare for the course by familiarising them with primarily military subjects. It also includes a Cyber Hygiene course.
- **1<sup>st</sup> SEM: In-processing week/Foundation Module [M0]:** this is conducted at the beginning of the course together with JCGSC; this provides the students with administrative information and guidance regarding the study process at a Professional Military Education Institution.
- **1<sup>st</sup> SEM: Components and Domains [M2], including Staff Ride “Albion”:** This module sets the foundation for understanding military theory, terminology, capabilities, and command control arrangements. This module provides the basis for understanding the joint operational environment and operational level planning through the modules in the second semester.
- **2<sup>nd</sup> SEM: Contemporary Crisis Management [M8], including Annual Conference on Russia:** this module focuses on interagency cooperation within crisis management and comprehensive defence; thus, most suitable for the security and defence experts from different institutions.
- **2<sup>nd</sup> SEM: Elective 2 Topics:** these electives allow the tailored approach to continue focusing on operational, conceptual, or policy topics.
- **2<sup>nd</sup> SEM: Graduation week:** this week will be conducted together with the JCGSC, and thus it will mirror the JCGSC programme for the last week, including providing time for the CSC to prepare and perform their end-of-course feedback/AAR.
- **Research Project**

### 5.2 Mandatory Specialisation (choice-based) Modules

These mandatory specialisations provide the necessary flexibility to tailor CSC content to the students' professional interests while preserving some predictability for educational planning. The specialisation areas correspond to the CSC course-level learning outcomes in four major fields: security policy domain and civil-military environment, defence management, and operational planning and military capabilities (see course learning outcomes on p.8). Each CSC student chooses one mandatory specialisation. After a student has chosen one specialisation, he or she can take an additional specialisation module with employer approval.

The BALTDEFCOL suggested the following **specialisation** modules/areas (see Annex B for more details):

- **Security & Strategy [M3], including Baltic Defence Study Trip and The Annual Military History Conference (1<sup>st</sup> SEM).**
- **Defence Management and Planning [M4] (1<sup>st</sup> SEM)**
- **Project Management [M5] (2<sup>nd</sup> SEM).**
- **Operational Level Planning [M7] (2<sup>nd</sup> SEM).**
- **Allied Joint Operations [M9] (2<sup>nd</sup> SEM).**

### 5.3 Mandatory: Research Project and Specialisation

The aim of the research project is to generate original analytical arguments on an operational or strategic level issue and communicate them effectively in both written and oral form.

The RP is meant to develop the skills needed to carry out original independent research on a topical subject. It allows the students to perform an in-depth critical analysis on a topic of their choice and improve argumentation and professional communication skills. “Original” in the context of a Research Project (RP) means that it is written specifically for the purposes of the RP in the JCGSC and has not been presented/published elsewhere.

**Upon completion of the RP, students will be able to:**

1. Use principles of critical thinking and critical argumentation.
2. Find and analyse information and draw logical conclusions based on the data gathered.
3. Demonstrate the standards, ethical principles, and formal requirements of professional communication.
4. Generate a logically flowing research paper.
5. Deliver a presentation and defend conclusions and recommendations with arguments.

Assessment method	Assessment
<ul style="list-style-type: none"> <li>• Research Paper</li> <li>• Verbal presentation</li> </ul>	Summative (Fail/Pass/Pass with Distinction)
<b>Credits: 8 ECTS</b>	

### 5.4 Supplementary Modules

All other JCGSC modules are offered as additional non-mandatory educational components of the CSC programme. That means, for example, that the remaining mandatory specialisation modules could be chosen as supplementary modules in addition to the chosen specialisation.

The total number of the supplementary modules (if any) is agreed upon between the CSC student and the employer before informing the BALTDEFCOL of these choices during the application process. The selection of additional supplementary modules means that the course duration of a particular CSC student could extend beyond 16 weeks.



Below is the list of all supplementary modules (if they were not already chosen as a specialisation). See Annex C for more details:

- Leadership and Command [M1]
- Security & Strategy [M3] (*if not selected as specialisation*)
- Defence Planning and Management [M4] (*if not chosen as specialisation*)
- Project Management [M5] (*if not chosen as specialisation*)
- Operational Law [M6] (*recommended if specialisation is Operational Level Planning*)
- Operational Level Planning [M7] (*recommended if the specialisation is Allied Joint Operations; prerequisite module for participating in JR*)
- Allied Joint Operations [M9] (*recommended if the specialisation is Operational Level Planning; prerequisite module for participating in JR*)
- Media and Communications [M10]
- Combined Joint Staff Exercise JOINT RESOLVE [M11] (*Operational Level Planning [M7] and Allied Joint Operations [M9] are prerequisite modules for participating in JR*)
- Innovations and Military Technology [M12] (*recommended if the specialisation is Defence Planning and Management*)
- International Study Trip (IST)

## 6.0 Student Assessment System

### 6.1 Introduction

Assessment is a continuous process intended to support the student's progress throughout the CSC and to enable the College to report to sending states on his or her performance. The Course Director is ultimately accountable for student evaluation. The Senior Mentor, Department Directors, and Module Coordinators assist the Course Director in assessing students. The following form of assessment is utilised at the Baltic Defence College for the CSC:

	Purpose	Form	Sequence
<b>Diagnostic</b>	To assesses what students already know and/or the difficulties they might have, which may limit their engagement in new learning.	Ungraded feedback	Before a module or course
<b>Formative</b>	To provide feedback during an educational activity or module. To achieve this, students may be given the opportunity to complete tasks during modules to assist with their learning, which will always result in feedback.	Ungraded feedback.	During a module or course.
<b>Summative</b>	To determine whether students have met the prescribed aim and learning outcomes for modules. To achieve this, students are required to complete one summative activity – an assignment, sometimes consisting of various components – for each module and elective.	Graded feedback resulting in Pass with Distinction / Pass / Fail grading (anonymous or 'blind' assessment where applicable).	End of a module, elective, or course.

These forms of assessment are used to identify students' academic abilities and leadership proficiencies throughout the course. Students must pass all assignments associated with a particular module in order to pass that module as a whole. A student who for any reason receives a Fail grade in one or more of the summative assignments will not graduate from the JCGSC but will receive a 'Letter of attendance' instead

### 6.2 Assessment Procedure and Graduation

The student assessment system procedure consists of two parts. Firstly, all modules include an assignment that will be formally assessed – these are known as summative assessments. This assessment and feedback are intended to assist the students' development throughout the course and will not be available to sending states. Summative assessment is designed to formally assess the performance and knowledge of students in relation to the learning outcomes for the different CSC modules. Each module and elective include a summative assessment using Pass/Fail criteria.

Secondly, student performance during all course activities will be observed and evaluated, forming the basis of a report to be issued to both the student and his or her sending state. This evaluation form is conducted through dialogues with the Course Director and SGO and, at the end of CSC, through a written Performance Review. The Course Director will monitor the student's progress and performance throughout the CSC and will also provide them with informal feedback when appropriate:

- **Performance Review:** at the end of the course, the respective SGO prepares a Performance Review of each student based on the assessments they have collected and the inputs of other faculty members. A copy will be issued to the student and sent to the student's nominating authority. This review identifies the evaluation areas and criteria used to describe the range of competencies the Course Director has considered in evaluating student performance.

- **Course Director's Dialogue:** The Course Director provides informal feedback and mentoring throughout the CSC. At the end of CSC, the JCGSC/CSC Course Director, through SGO, will conduct an evaluation dialogue with each student, using the Performance Review as the basis of discussion. The student's performance will be discussed, and he or she will be given the opportunity to add comments to the Performance Review.
- **Graduation:** students graduate from the CSC with a Final Report, which includes a Diploma, a Diploma Supplement, and a Performance Review. The Diploma certifies the qualifications obtained because of successful graduation. At the same time, the Diploma Supplement is designed to facilitate the transfer of academic credit into civilian degree programmes at colleges of higher education and universities should a CSC graduate decide to study at such an organisation in the future. It provides explanations about the course and the course details (modules/electives, module/elective hours, and indication of credit points in accordance with ECTS required by universities).

### 6.3 The BALTDEFCOL Grading Scale

The Baltic Defence College uses an assessment system compatible with the European Credit Transfer and Accumulation System (ECTS). However, the application of the assessment system and use of the grading depends on each course's requirements and the lengths of courses. CSC students will only receive a summative assessment in their assignments using Pass with Distinction/Pass/Fail criteria. Each Module/Elective Coordinator will define a more detailed matrix for the 'Fail' or 'Pass' assessment in the CSC assignments. In case of exceptional performance, the student might receive 'Pass with Distinction'.

<b>Pass with Distinction</b>	The student displays an outstanding grasp of the subject matter and a very broad level of achievement of learning outcomes.
<b>Pass</b>	The student has met most of the module's aim by displaying a satisfactory grasp of the subject matter and attainment of a learning outcome at a satisfactory level.
<b>Fail</b>	The student has failed to meet the module's aim due to an inadequate grasp of the subject matter, and acquired knowledge and skills are below the minimum level.

### 6.4 Re-Assessment and Appeal Policy

Summative assessments also represent an opportunity for continued learning and improvement. To achieve this, students will receive feedback on their performance from faculty. This feedback includes the refinements required to improve performance in the future.

In some cases, a student might receive a 'Fail' for an assignment. Should this occur, he or she will be afforded one opportunity to undertake a reassessment. The student has the responsibility to work actively through their SGO or directly with appropriate faculty to support their educational requirements. After failing to pass the assignment during the reassessment process, an Academic Misconduct Board will be called to make recommendations to the Commandant. Based on the recommendation of the Academic Misconduct Board, the Commandant will inform the sending nations of further actions.

The reason for an appeal must be adequately justified in writing to the relevant authority. The criteria for appealing and the process are outlined in the academic regulations of the Baltic Defence College.

## 6.5 Academic Misconduct

In the event of academic or personal misconduct, students may be expelled from the JCGSC and returned to their home country in accordance with procedures approved by the Framework Nations and set out in the BALTDEFCOL Regulations.

There are three levels of warning if a student's overall course performance does not meet the required level:

**Level 1 – Course Director's Dialogue:** when the Course Director is concerned that a student is not making satisfactory progress or contributing insufficiently to the course, he or she will discuss this with the Commandant and the Senior National Representative (SNR) (if appointed). The Course Director will inform the student that progress is below standard and requires swift improvement, and that the Commandant and SNR have been notified.

**Level 2 – Course Director's Report:** should performance not improve, a Student Report will be compiled by the Course Director and read to the student, who will sign it as a matter of acknowledgement, not agreement. At this stage, the Course Director will again inform the Commandant and the SNR.

**Level 3 – Commandant:** if progress continues to be unsatisfactory, the Commandant may decide to recommend to the sending/sponsoring state that the student be removed from the JCGSC.

## 6.6 Mentoring by Syndicate Guiding Officers

The purpose of SGO Dialogue is to facilitate professional exchange between an SGO and a student as part of the coaching, mentoring, and teaching process. During the Dialogue, the SGO should present a holistic picture (the 'whole person concept') to the student about their performance according to the qualities and capabilities and overall progress of the student.

At the end of each semester, the SGO will prepare a written summary of the progress of each student within their syndicate according to the format provided in the SGO Handbook. The mid-course report – following the first semester and the final performance report – will be provided to the student and the national authorities to document their development/performance.

An SGO may, at any time, provide additional written feedback if a student's progress and/or professional conduct and behaviour have been observed. This feedback will include the observed behaviour and performance as well as the necessary corrective actions in order to bring the student back to normal standards of academic or professional performance.

### 6.6.1 Performance Review

Formal evaluation of students' performance is done through written performance reviews. This is an essential process in two aspects:

- Periodic reports offer an indication to faculty and students of the strengths and weaknesses of a student as a basis for their performance. This indication is important for developing a student's potential.
- For those outside the college concerned with career development, the Performance Review provides information about the relative achievement of the student.

During the academic year, the following reports will be prepared and delivered:

- **Initial Counselling:** during counselling, the students will begin to develop the Individual Development Plan. The purpose of the Individual Development Plan is for the person, with support from their SGO, to determine what he or she wants to improve during the CSC and how to assess such progress. Counselling is conducted throughout the course as required and guided by the CD and SGO.
- **Mid-Course Performance Review:** this serves as a basis for the Final Performance Review, compiled taking into consideration the students' academic performance and an evaluation of their qualities and capabilities. It provides feedback on the students' performance to their nations (Estonia, Latvia, and Lithuania) and to the students. SGOs draft the document guided by the CD and submit it to the Commandant by the end of January 2025.
- **Final Performance Review:** the final Performance Review is a written record of each student's performance that gives relevant information for the student's future career management to their national authorities and provides recommendations for possible areas for future postings. The Performance Review will be marked for official use only and handled so that only appropriate BALTDEFCOL faculty and sending nations have access. Final students' counselling sessions are conducted to discuss and complete the Performance Review, including a review of the results of their Individual Development Plan.

## 6.6 Graduation Process and Requirements

To graduate, students must meet the following graduation requirements: all assignments for modules and electives must receive a 'Pass.' In cases of failure to achieve the required academic standards for graduation, the Commandant recommends sending and/or sponsoring nation that the student be withdrawn, or this student would be provided with a 'Letter of Attendance' declaring that the student 'attended' the CSC but did not meet the graduation requirements.

## 6.7 Best Student Award

The Best Student Award will be granted to the student who received a pass on all assignments and demonstrated outstanding performance as a student of CSC, especially by contributing to the overall success and learning environment of the CSC and JCGSC. In addition to his or her individual academic results, the student should show exceptional leadership and comradeship throughout the course. He or she will have also enriched the educational experiences of his or her colleagues, contributed extensively to the course, and reflected the values and expectations of the Baltic Defence College. This exceptional student will be recognised with the award during the Graduation Ceremony.

At the end of the course, the Course Director will invite students to nominate a faculty member who has contributed to their success and who best epitomised the precepts of the BALTDEFCOL Educational Charter, including professional competence in subject matter, pedagogical and communication skills, and are animated by a strong desire to mentor students. The nomination consists of a large wooden plaque with the mention 'Best Faculty Member Nomination for CSC' and includes a brass plate with the name of the nominee along with the year.

## 7.0 Course Evaluation Process

### 7.1 General

The students' opinions and feedback are important to refine our current course plan and develop future curricula. Curriculum development is a continuous process, involving a review of the current course programme, planning and authorship of new or revised material, the approval of changes, and the production and distribution of course material.

The BALTDEFCOL will continuously endeavour to make the curriculum more effective, relevant, flexible, and responsive to new challenges.

To improve and develop the course, upon graduation, a survey will be sent to the Baltic states and other countries to gather your evaluation of the course. Please take the time to answer the feedback request critically and constructively.

### 7.2 Course Evaluation System

Operational-level officers are expected to share their constructive feedback and recommendations publicly or individually, and the JCGSC feedback mechanisms represent one opportunity to develop this critical skill. There are several ways students can evaluate the education they have received:

1. **Module/Elective Feedback:** during and at the end of a module/elective, everyone will submit their feedback to the information management system. A Module/Elective Coordinator will review it and discuss the results in a separate meeting with students and faculty as required.
2. **Course Feedback:** students provide mid-course and end-of-course feedback after the first semester and at the end of the course. The Class Leader, supported by the other students, will be responsible for organising these sessions and producing the results. A discussion with faculty follows the briefings.
3. **After course evaluation/questionnaires:** course evaluation continues after graduation when students have taken new positions and tasks in their countries or international postings. The former students and their direct superiors (senior leaders) will be asked to provide feedback/fill in a questionnaire on the relevance of the course and learning outcomes in relation to their new tasks and job requirements.



## 8.0 Organisation of the CSC

### 8.1 Faculty

Faculty and Guest Speakers deliver educational content for the CSC. They have specific – but often complimentary and sometimes overlapping – roles:

#### a. Course Director JCGSC/CSC

The Course Director is directly responsible to the Commandant for the development, planning, and execution of the course. The CD is supported, when requested, by the Dean, the Curriculum Developer, Module Coordinators, SGOs, and any other relevant faculty members. The CD JCGSC/CSC mentors CSC students by conducting CD's dialogue during the course.

#### b. Module and Elective Coordinators

Module and Elective Coordinators are responsible for implementing the academic subjects by planning, conducting, and assessing various educational activities. They are responsible for liaising with, using, and administering matters related to external support, e.g., guest speakers, study trips, and event timings.

#### c. Faculty

Faculty delivers the academic content for specific lectures, syndicate activities, and other educational activities during the JCGSC/CSC. The faculty consists of civilian and military personnel deployed by their nations or hired directly by the college, planning and implementing educational activities and assessing student assignments. The faculty implements educational activities as Module/Elective coordinators, supervisors of research papers, assessors, lecturers, and Syndicate Guiding Officers. The Dean, Directors of Departments, and other Management Group members are also part of the faculty.

#### d. Syndicate Guiding Officers

A Syndicate Guiding Officer (SGO) is a faculty member who is assigned to a specific syndicate with the primary role of facilitating the development of the assigned students according to the course aims and learning outcomes. It requires them to act primarily as a mentor to syndicate members. SGOs are to monitor and evaluate student progress during a course and provide feedback and guidance. SGOs support the Course Director of JCGSC/CSC in mentoring and assessing the CSC by providing their observations to the CD JCGSC/CSC and their written mid/final course Performance Reviews of each student.

#### e. Guest Speakers and SMEs

Guest Speakers and Subject Matter Experts (SME) are supplemental contributors to the CSC, delivering education based on their expertise in specific areas when faculty requires additional subject-matter support.

## 8.2 Students

There are several important roles for students during the CSC:

### 8.2.1 CSC Class Leader

CSC students will elect one individual to be the Class Leader. The Class Leader is the CSC students' voice and represents them in educational and administrative issues or in relation to extracurricular activities. He or she will disseminate information to the CSC students, collect their views on significant issues, and pass opinions to the CD JCGSC/CSC and other faculty members. He or she may act as a CSC spokesperson for the JCGSC and interact with the class leader and academic representative of JCGSC in this role. One of the main tasks of the Class Leader is to organise the course feedback briefing at the end of the course.

### 8.2.2 Syndicate Leader

Students will be divided into syndicates to facilitate small group learning and experience exchange. The composition of these syndicates may be fixed for the duration of the course or rearranged at the end of the first semester, as determined by the CD JCGSC/CSC. Each syndicate will have a Syndicate Guiding Officer (SGO). The Civil Servants' Course students will be integrated into the JCGSC syndicates to generate civil-military interaction and a mutually beneficial learning environment.

Each syndicate has a Syndicate Leader. The Syndicate Leader is one of the syndicate's students and is selected by the SGO in close cooperation with the syndicate students within two weeks after the course starts. The Syndicate Leader's tasks are twofold: first, in their external role, the Syndicate Leader assists the SGO, the Class Leader, and the Course Office in administrative and other matters. In their second role internally, the Syndicate Leader is responsible for the syndicate's inner synergy and internal atmosphere. For example, the Syndicate Leader assists in selecting and coordinating social, sports, and other activities outside the scheduled programme.

### 8.2.3 Task Leader

Usually designated by the SGO, the Task Leader is responsible for the assigned task or project and plays a critical role in ensuring that it is completed to the desired standard. The Task Leader might be appointed for syndicate work or for another task performed by a larger group. CSC students will be appointed to perform the role of a task leader for a designated day or task. This is an opportunity for CSC students to develop their leadership and staff skills in an international environment and to contribute to the overall success of a given educational activity.

### 8.2.4 Class Assistant

The Class Assistant is a rotational duty, usually performed by a JCGSC student. The Class Assistant is responsible for notifying the class when lessons start and notifying the lecturer that the class is ready. It is also the responsibility of the Class Assistant to provide a written attendance report every working day by 09:45 to the Course Office. After daily teaching is completed, the Class Assistant is responsible for restoring Von Sydow Hall and other academic rooms to their original configuration. When there is more than one course gathered in the lecture room, the Class Assistant of the JCGSC will act for all courses. As required by the Module Coordinator or CD JCGSC/CSC, the Class Assistant could be responsible for introducing and thanking lecturers/guest lecturers if not otherwise decided by the Class Leader JCGSC.

### 8.3 Student Responsibilities

While participating in the CSC, students have several responsibilities for academic rigour and individual propriety. Students should:

- Conduct themselves with good manners both at the college and in public places.
- Respect Guest Speakers, faculty, support staff, and other students.
- Act in a scholarly way during class, syndicate, and extra-curricular activities.
- Meet with their supervisors on a regular basis.
- Undertake the necessary preparation to engage fully with syndicate activities.
- Ensure compliance with the applicable academic regulations and standards during all oral and written assignments.
- Take responsibility in familiarising with college Educational SOPs and Regulations and follows them.
- Use Artificial Intelligence applications in individual and group tasks only, and in a range being authorised by the respective Module/Elective coordinator, and in-line with the BALTDEFCOL Policy on the use of Artificial Intelligence.

## Annexes

## ANNEX A | Mandatory Modules

## CSC Initial Unit

To ensure students reach a common standard before attending the JCGSC, an Initial Unit should be completed in ILIAS – the College's Advanced Distributed Learning System. The unit provides an introduction or a review of knowledge for the residential modules, focused on Leadership, Components and Domains, Security and Strategy, the Research Project, and additional information to facilitate students' preparation for the first semester.

The Cyber Hygiene course is a mandatory prerequisite as part of the in-processing at the beginning of the course. History of the Baltic States is an optional course that is especially recommended to students coming from outside the three Baltic states; however, it is part of an in-processing week.

By the end of the unit, students should be able to:

- a. Components and Domains (3 hours, DMS):**
  1. Identify basic elements of military theory.
  2. Recognise military services/components/domains and their tasks.
- b. Leadership and Command (3 hours, DLMS):**
  1. Describe the differences between direct and organisational leadership.
  2. Recognise why it is necessary that gender perspective is integrated into military decision making.
- c. Security and Strategy (4 hours, DPS):**
  1. Recall the key concepts of international security and strategy formulation.
- d. Research Project (10 hours, DPS):**
  1. Summarise the process and requirements of Research Paper writing.
  2. Recognise the structural requirements for the Research Paper.
- e. Cyber Hygiene (2 hours, DoS):**
  1. Observe the risks and threats in the cyber domain and apply best practises to mitigate potential damages.
- f. History of the Baltic States: (2 hours, DPS)**
  1. Describe the basics of the history of the Baltic states.

Assessment method	Assessment
Essay, Multiple Choice/Fill in the Blanks test.	Diagnostic
Time distribution is counted as Individual Preparation Hours (IPH) in the following modules: Leadership and Command, Components and Domains, Security and Strategy, and the Research Project.	

The total estimated time to complete this unit is 24 hours. It will be available before the students' arrival at the college and must be completed in accordance with the deadlines set in the instructions on ILIAS (SGOs will confirm the completion of the JCGSC Initial Unit).

The **in-processing week** will be conducted during the first week of the course to provide the students of the JCGSC with information on policies, procedures, and protocols necessary to succeed during the course. In addition, the students will receive introductory lectures on the course flow and the academic settings of the college, Baltic States History, take an English language test, get to know one another, and foster team building by forming their syndicate groups.

## Foundation Module (M0)

**Date:** 1<sup>st</sup> semester AY 2024-2025

August 2024 (1 week long)

The aim of the Foundation module is to learn to apply the skills and concepts required for Professional Military Education (PME).

Students will become broadly familiar with the tools and practices of academic research and be introduced to the requirements of assessments, effective communication, and course assignments. Through a series of lectures and seminar activities, students will learn the required standards of the JCGSC and will be introduced to academic research, written and oral communication, and critical thinking. In addition, the module will refresh teamwork skills and give opportunities to prepare for group work in the syndicates.

By the end of the module, students should be able to use various resources for independent study and group tasks. They should also be aware of the importance of being able to assess, analyse, and evaluate information and communicate their arguments effectively.

### Learning Outcomes:

At the end of this module, students should be able to:

1. Utilise key concepts of critical thinking, being able to assess, analyse, and evaluate information, as well as effectively communicate arguments.
2. Explain the required JCGSC standards, the tools, and practices of academic research and writing, as well as the requirements of assessments and course assignments.
3. Identify team roles and utilise teamwork skills in group activities.

Assessment method	Assessment
Syndicate Presentation	Summative (Pass with Distinction/Pass/Fail)
Seminar discussion	Qualitative Feedback
<b>Credits: 1 ECTS</b>	

## Components and Domains (M2), including Staff Ride “Albion”

**Date:** 1<sup>st</sup> semester AY 2024-2025

16 September – 28 October 2024, 6 weeks, including staff ride (3 days)

The aim of module 2 is to establish a common understanding of military components across operational domains and their contribution to NATO Joint Operations.

The main topics of this module are focused on components and domains (Land, Maritime, Air, Special Operations, Space, Cyberspace, and Logistics), and their role in countering contemporary threats and contribution to NATO Joint operations.

A Staff Ride to Saaremaa is an integral part of module 2. The staff ride is focused on Operation ALBION, the German landing on Saaremaa in October 1917. The staff ride provides students with an intellectual and transitional bridge between the theory and practice of planning and executing Joint Operations. It also creates an ideal opportunity to analyse the major roles of the individual components and their contribution to Joint Operations through a historical context and contemporary application.

At the end of the module, a written exam will be administered to determine whether students have sufficient knowledge to understand the upcoming modules.

### Learning Outcomes

At the end of this module, students should be able to:

1. Understand fundamentals and principles of employment of military power, elements of operational art and science.
2. Recognise the roles, tasks, structure, combat effects, capabilities, and limitations of military components across operational domains.
3. Describe the historical employment of different components and their contribution to Joint operations.

Assessment method	Assessment
Written short answer exam (closed book; short answer questions).	Summative (Pass with Distinction/Pass/Fail)
<b>Credits: 9 ECTS</b>	

## Managing Contemporary Crisis (JCGSC Module 8), including The Baltic Defence College Annual Conference on Russia

**Date:** 2<sup>nd</sup> semester AY 2024-2025

25 February – 7 March 2025, 2 weeks, including The Baltic Defence College Annual Conference on Russia (2 days)

The aim of module 8 is to examine crisis response systems and processes on national and multinational levels, focusing particularly on comprehensive crisis management approaches.

The main topics covered in M8 are as follows: Modern threats and challenges, crisis trends and drivers, concepts of crisis management, and the role and contribution of different actors. The essence of crisis communication and cyber crises. Crisis management on the international level: an overview of international organisations and NGOs, doctrinal basics, mandate, legitimacy, and host nation support for international missions and operations. Specific attention is paid to the NATO crisis response system and process, including practical examples. Crisis management on the national level: comprehensive approach and interagency cooperation, resilience, disaster response, and risk management.



## Learning outcomes

At the end of this module, students should be able:

1. Consider the nature and main features of contemporary crises and conflicts and the requirements for national readiness and resilience.
2. Examine the NATO crisis response process and cooperation with external actors.
3. Assess the role of regional, international, and non-governmental organisations in managing crises.
4. Utilise the comprehensive approach to assess the crisis environment.

Assessment method	Assessment
The assessment consists of: <ul style="list-style-type: none"> <li>• Syndicate staff paper 60%</li> <li>• Syndicate presentation 40%</li> </ul>	Summative (Pass with Distinction/Pass/Fail)
<b>Credits: 3 ECTS</b>	

## The Baltic Defence College Annual Conference on Russia

The aim of the Annual Conference on Russia is to provide a forum for the discussion of Russia's foreign, security, defence, and military policies as well as the responses of the Euro-Atlantic community to those challenges. As the flagship academic event of the BALTDEFCOL, the Annual Conference on Russia, attracts high-level experts from both military and academic circles. The Conference has become an integral part of the curriculum at the BALTDEFCOL and provides students with the newest insights on developments in Russia and beyond. Given its high attendance (approximately 300 in person and 500 online participants in 2024) and numerous speakers, it serves as a unique networking opportunity and an important professional development event during the course.

## Elective 2 (Elective 2 of JCGSC)

**Date:** 2<sup>nd</sup> semester AY 2024-2025  
17-21 March 2025 (1x week)

### Selection

Students will participate in one elective based on their choice, which should reflect the needs and interests of the students. Prior to the beginning of the elective, students will prioritise the top three electives they would like to take.

The Course Director will review their selection and ensure that each elective group has enough students in the group to conduct the education. The Course Director reserves the right to re-assign students' choices to maintain balance and critical mass in each elective. There are ten Electives to choose from.

### 2.1 Operational Level Energy Security Course (ENSEC/DLMS)

The aim of the course is to apply energy security factors relevant to NATO by introducing fundamental concepts and analysing energy security developments in the current geopolitical situation and their potential impact on alliance security and military operations at the operational level.



In accordance with the NATO ACT approved Course Control Documents III:

- Day 1 Energy Security Awareness: NATO's role in energy security, NATO ENSEC COE: introduction and activities, military aspects of energy security, geopolitics of energy security.
- Day 2 & 3 Critical Energy Infrastructure Protection (CEIP): power production and distribution in the Baltic states, energy in conflicts, hybrid warfare and energy security, critical energy infrastructure protection (CEIP), energy infrastructure in the maritime domain, intersection of cyber security and Critical Energy Infrastructure (CEI).
- Day 4 Energy Efficient Operations: energy efficiency in military operations, energy behaviour changes with military application, NATO operational energy concept.
- Day 5 Syndicate Presentations/Assessment.

### Learning Outcomes

At the end of the elective, students should be able to:

1. Analyse energy security developments and their potential impact on military operations.
2. Analyse risks to Critical Energy Infrastructure (CEI) by focusing on the entire energy system.
3. Apply innovative energy efficiency approaches to improve NATO capabilities.

### 2.2 NATO Intermediate Strategic Communications (STRATCOM) (DMS)

The aim of the elective is to develop an understanding of the information environment and apply a STRATCOM mind-set when planning and conducting operations; ensure STRATCOM integration and execution occurs at all levels within their headquarters.



**Audience:** This elective is for non-communicators (not STRATCOM/PAO staff) and familiarises staff officers with STRATCOM activities at strategic level organisations.

### Educational Method

- The elective/course will consist of lectures, seminars, and group work, and involves the students' individual work and presentations.
- Lectures provided by specialists from the NATO Strategic Communications COE, LVA NAF, EST NAF, SHAPE and STRATCOM academy.

The elective/course is certified as a NATO course and consists of Advanced Distributed Learning (ADL) as an online course, lectures, seminars, and group work, involving students' individual work and preparation. Lectures will be delivered in cooperation with specialists from the NATO Strategic Communications Centre of Excellence, the Baltic states, the NATO Force Structure, and the NATO Command Structure.

The elective/course is open to external students. The course can be organised as an online course depending on the necessity and time available. Pre-requisite course (optional): Introduction to Strategic Communications (Online course on ACT Joint Advance Distance Learning Portal)

The main topics of this elective are the STRATCOM framework, the STRATCOM narrative, the implementation of STRATCOM, and the information environment – challenges and opportunities for a military leader.

### Learning Outcomes

At the end of the elective, students should be able to:

1. Understand the fundamentals of NATO Strategic Communications.
2. Understand NATO STRATCOM policy and its relationship to Political-Military (POLMIL) Direction and Guidance (D&G).
3. Understand the information environment in relation to STRATCOM.
4. Understand the role, function, utility, and limitations of STRATCOM related functions and capabilities.
5. Implement STRATCOM considerations into the processes and products of their branch/department.

## 2.3 Resistance Operating Concept (DMS)

The aim of the elective is to enhance students' ability to utilise the Resistance Operating Concept to develop a national, organised resistance capability, implementing a whole-of-government approach to deter external actors.

### Educational Method

- In-class lectures and VTCs.
- Individual preparation & discussions based on required reading and video materials.
- SME Instructors. 3Bs, POL, UKR, USA perspective.

The main topics of this elective are Total Defence (Resilience and Resistance), the Resistance Operating Environment, Structure, Supporting concepts, and National approaches to ROC.

### Learning Outcomes

At the end of the elective, students should be able to:

1. Examine the organisation of a total defense program, building resilience and planning resistance before a conflict.
2. Use resistance planning considerations in the discussion of the operating environment, threats that lead to instability, and programs to counter these effects.
3. Employ interagency functions and considerations for the development of an organised resistance.
4. Demonstrate an understanding of resistance operating concepts in the review of a historical case study.

## 2.4 Joint Logistics and HNS (DMS)

The aim of the elective is to provide students with an understanding of NATO Joint Logistics and Host Nation Support (HNS) at the operational level.

The elective consists of lectures, group work, round tables, and daily plenary discussions. The CJSE 'JOINT RESOLVE' scenario will be used throughout the elective.

### Educational Method

- Lectures (max 30%), including guest speakers from key NATO Joint logistics HQs and agencies. Also, 3B Joint HQs will be engaged with HNS topics.
- Mix of syndicate work and roundtables will cover most of available timetable (overall min 70%).
- Self-guided reading and research but synchronised and shared within the group and recommended by the lecturer/instructor.
- Each theme will be worked out in groups (number of students in each depends on the theme and total number of students).
- Presentations (in PPT, white boards, charts on the maps) must be prepared and explained at least once per each student during the elective.
- Each theme is requesting participation of all students.

The main topics of this elective are: NATO Joint Logistics capabilities and organisational forms, logistics inputs to the situational awareness of a potential crisis in Baltic sea region countries (EST, LVA, LTU), Comprehensive Understanding of Operational Environment factor analysis (from a logistics perspective), use of host nation support (HNS) in the planning and conduct of operations, development of a basic logistics concept of operations, and the purpose and the role of Resource Coordination Working Group/Resource Coordination Board in the Joint Task Force Headquarters' (JTFHQ) daily Battle Rhythm.

### Learning Outcomes

At the end of the elective, students should be able to:

1. Apply the principles of Operational Planning Process in Comprehensive Understanding of Operational Environment (CUOE) from logistics perspective.
2. Describe joint logistics challenges in the provision of logistical support to Joint Operations.
3. Estimate necessary requirements for the provision of HNS in the Joint Operations Area.
4. Identify the key principles and practices for effective planning, execution, and control of the logistics concept of operations.

## 2.5 Intelligence and Counter-Intelligence (DMS)

The elective aim is to develop and enhance students' knowledge regarding Human Intelligence (HUMINT) and Counter-Intelligence (CI), including other intelligence disciplines, within the framework of the Joint Intelligence, Surveillance, and Reconnaissance (JISR).

The elective consists of lectures, adult learning via the JADL online courses, work in small groups, student presentations, and plenary discussions.

The elective mainly focuses on the role of staff officers in support of the intelligence process. The main topics to be covered are Tools and Techniques of Intelligence Analysis, Basics of Counterintelligence,

TESSOC, and Elicitation, OSINT, HUMINT as an intelligence asset, History lessons of Operational Intelligence during the WWII, RUS AF, and the war in UKR.

### Learning Outcomes:

At the end of the elective, students should be able to:

1. Examine the intelligence process, linking the tactical, operational, and strategic levels by utilising tools and techniques of intelligence analysis and processing.
2. Identify the role of HUMINT and CI as the contributions of intelligence collection disciplines to military operations.
3. Analyse historical and recent examples of Russian armed forces operational level intelligence, including their HUMINT and CI aspects.

## 2.6 Law of Visiting Forces (DPS)

The aim of the elective is to introduce the law of visiting forces in the contexts of both peacetime and for an armed conflict.

The elective focuses on the status of forces agreements relevant not only in planning and conduct of contemporary military operations but also when serving in international headquarters or participating in military exercises abroad.

### Educational Method

- Individual preparation (audio files and PowerPoint slides, prep readings).
- Discussion sessions following individual preparation, almost no lectures. EC asks questions from students, adds necessary knowledge, and answers questions.
- Group assignments implementing knowledge previously acquired. The assignments are scenario-based and complex, require similar approach as in real life. Every assignment ends with student presentations (EC chooses presenters) and discussion.

The main topics of this elective are the essence of the law of visiting forces, NATO status of forces agreements, the European Union's and United Nations' status of forces agreements, and the law of visiting forces in an operational context.

### Learning Outcomes

At the end of the elective, students should be able to:

1. Explain the international legal frameworks established for visiting forces.
2. Employ the law of visiting forces in a peacetime environment.
3. Employ the law of visiting forces in the environment of an armed conflict.

## 2.7 Cyber Defence Policy on National and International Levels (DPS)

The aim of the elective is to analyse the strategic aspects of cybersecurity in national and international security contexts through the evaluation of comprehensive cyberspace policies and approaches. The elective will underscore the multidimensional character of cyber defence.



### Educational Method

Stress the importance of the comprehensive (whole of nation) approach specifically regarding the cyber defence and to emphasise the crucial role of coordination between public, private and civil society stakeholders.

The conduct of the elective is practical/case driven and on top of the cyber related knowledge is focused on sharpening skills of the course participants:

- Policy Analysis
- Strategy Formulation
- Critical thinking, communication, presentation and teamwork

Guest speakers representing diverse opinions from the political, military, academic, and private sectors will stress the importance of cyberspace for the contemporary security environment and its effects on conventional and hybrid warfare. The Elective is EU certified and will be delivered in cooperation with the European Security and Defence College (ESDC).

The main topics of the Elective are key concepts - cyberspace, cybersecurity, and cyber defence; Threat environment and threat actors in cyberspace; Laws, norms, and responsible behaviour in cyberspace; Cyber diplomacy; Practical aspects of cybersecurity: vulnerabilities and responses; Cyber policy dilemmas; Military considerations: deterrence, defence, or defence forward; and Comprehensive approach and resilience in cyberspace.

### Learning Outcomes

At the end of the elective, students should be able to:

1. Consider the strategic aspects of cybersecurity.
2. Analyse trends in the cybersecurity environment.
3. Apply cybersecurity terminology, concepts, issues, and components.
4. Assess the role of cybersecurity in national and international security contexts.

The elective is designed to provide general awareness of the importance of cyberspace considerations for operational and strategic aspects of contemporary defence and security and does not require any IT related skills or knowledge.

## 2.8 Russian History and Strategic Mindset (DPS)

The aim of the elective is to identify the core historical developments and cultural properties of Russia that shape its politics today and are used constantly for the making of strategic decisions.

### Educational Method

- Lectures.
- Presentations by the students.
- Group discussions.

Students will be provided with an overview of Russian history and its geopolitical aspects influencing its military-strategic decisions. At the end of the course, students will be familiarised with the development of Russian thought and the formulation of its cultural identity. This elective will be structured as a seminar with student presentations. The task will consist of the analysis of a contemporary speech from the Russian political elite, looking for cultural and historical references within them, and identifying them and their importance in the speech.

The lecture series takes us briefly through Russian history. Defining the key events building up what we now consider Russia. Emphasising key identity and country building core events. Including the beginning of Kievan Rus, the Rule of the Mongols, Moscow, and Muscovites and onwards to the end of the Russian Empire. The elective does not cover XX century Russian history. The elective sets certain limits on the topics covered, but at the same time allows the group to delve deeper into the topic.

### Learning Outcomes

At the end of this elective, a student should be able to:

1. Explain the importance of the core historical events in Russia's history.
2. Express an understanding of Russian political and strategic culture, as well as its cultural identity.
3. Express the importance and the development of Russian thought and formulation of Russian history.
4. Categorise and be able to explain the importance of large conflicts before the 20th century that have influenced Russia's strategic mind-set.

## 2.9 Strategic Decision Making in NATO (Listed ETOC)

The aim of this elective is to expose students to the processes, methods, and best practises of NATO Decision Making processes and procedures at the highest level (NATO HQ). Students will appraise NATO planning and decision-making processes that take place at the military-political level using realistic but artificial documents. The elective will use a combination of lectures and simulated processes (exercise "Consensus Building").

At the successful conclusion of each course, each student should be able to evaluate the knowledge and practical experience obtained regarding the political-military processes in NATO. The students should also have first-hand experience on how to evaluate the challenges of building consensus in a realistic scenario.

### Learning outcomes

At the end of this Elective, a student should be able to:

1. Appraise NATO political-military decision-making processes, methods, and best practices.
2. Assess the challenges of consensus building during operations planning at the NATO strategic levels.



## 2.10 Project Management Certification (DLMS)

The aim of the elective is to extend the elective participant's knowledge of how project management and leadership principles support the process of problem-solving and prepare them for formal project management certification examination.

### Educational Method

- Lectures/Online studies/Internal exam.
- Lectures covering theory coming from M1, M5 and elements of M4.
- Required reading.
- Online – according to a certification authority methodology.
- Mentoring.
- Exam – internal exam as a rehearsal before online one.

The main topics covered during this elective are Introduction to elective; rehearsal / refreshment of M1 and M5; On-line course (combination of online materials prepared by BDC and course provided by certification authority – 29 modules\*), mentoring.

Certification exam – to be taken independently by students

\*Each module covers a Competence Element in the IPMA International Competence Baseline (same set of modules as part of knowledge base to pass a written exam at certification levels from D-A).

### Learning outcomes

At the end of this Elective, a student should be able to:

1. Understanding the organisational, societal, and political context of a project.
2. Understanding the personal and social competences required to manage a project.
3. Understanding organisational influences and demands on the management of a project.

## 2.11 JOP Leaders' Course

The aim of this elective is to prepare JOPG leaders and deputies to seamlessly manage a planning team during a planning event.

### Educational Method

- 30% lecture vs. 70% practical exercises.
- Scenario based vignettes throughout the course to enable discussion.
- Syndicate work based on vignettes and pre-readings.
- Heavy participation from TA is required.
- Learn from each other's experience.

The main topics that are covered during this elective are Review of the OPP, Intro to scenario, Planning-to-Plan, JOPG Composition, JOPG Battle Rhythm, Practical exercises., Review Phase 2 of OPP, CUOE, SSA, MRO, Framing the Problem, Practical exercises., Review Phase 3 of OPP, Key Factor Analysis, CCIR and Decision Support Matrix, Practical exercises, Wargaming, COA Analysis, Risk Analysis, Practical exercises.

**Learning outcomes**

At the end of this Elective, a student should be able to:

1. Arrange JOPG activities and how to synchronise them with the Battle Rhythm.
2. Manage different personalities to form a successful planning team.
3. Consider main requirements for the different planning phases.
4. Utilise different critical thinking techniques to facilitate operational level planning.

**2.12 Joint Targeting**

The aim of the elective is to provide students with fundamentals of Joint Targeting process in operational level campaign planning process.

**Education Method**

- The elective consists of in-class lectures, group works and discussions.
- BALTDEFCOL faculty members/Instructors from National & NATO Entities.

The main topics that are covered during this elective are introduction to Joint Targeting, Joint targeting at the Operational (Joint) level, Joint targeting process (synchronisation), and Target preparation (analysis)

**Learning outcomes**

At the end of this Elective, a student should be able to:

1. Recall Joint targeting fundamentals.
2. Describe the Joint targeting cycle.
3. Explain Joint targeting synchronisation process (WG&Boards).
4. Produce initial target folder.

**2.13 Strategic Foresight and Backcasting (DPS)**

The aim of this elective is to equip students with a comprehensive understanding of strategic foresight concepts and methodologies within defence contexts. Participants will delve into the practical application of strategic foresight in envisioning and back-casting future scenarios, enabling them to generate strategic policy recommendations for high-level defence stakeholders. The module seeks to foster critical thinking and analytical skills, preparing participants to navigate the complexities of future defence landscapes.

**Educational Method**

- Online and on-site lectures combined with plenary discussions.
- Back casting exercise run by UK DCDC (Development Concepts and Doctrine Centre) experts: syndicate work on scenario development.
- Minimum requirement of 12 students (4 working groups).
- Exercise phases: 1) Scenario feasibility analysis, 2) Back casting method: how would scenarios materialise, 3) Policy recommendations on how to prevent negative developments and stimulate positive developments.

The main topics that are covered during this elective are concepts and methods of strategic foresight, its historical and contemporary applications, potential trends developments in various domains and technologies, developments in Russia, China, NATO, and the EU.

### Learning outcomes

At the end of this Elective, a student should be able to:

1. Understand the strategic foresight concept, theories, and their comprehensive application in defence contexts.
2. Apply critical analytical skills to assess the implications of strategic foresight within defence planning, considering global trends and regional perspectives.
3. Apply knowledge of practical foresight methodologies to analyse and envision future scenarios fostering a more dynamic and strategic mindset.
4. Compile and present policy recommendations based on future scenarios, targeting high-level stakeholders.

## 2.14 The Russian Threat (DPS)

The aim of the elective is to analyse the contemporary Russian state and Russian society, especially regarding regional and international security challenges stemming from Russian revisionism and aggression. This elective will engage students at both the theoretical and empirical levels of analysing the Russian threat to the Euro-Atlantic community.

### Educational Method

- Lectures.
- Group discussions and teamwork.
- Article presentations and peer reviews.
- SYNAs.

The main topics of this elective are Domestic Dynamics, Elites and Decision-making, Imperial Legacies, Security and Defence Policy, Non-linear Warfare, Russia and the West, Russia and the Rest, Scenarios of the Future.

### Learning Outcomes

At the end of the elective, students should be able to:

1. Consider the kinds of power that Russia wields in regional and wider international relations in comparison with its ambitions.
2. Explain Russia's security strategy, including towards the Baltic states, from the collapse of the Soviet Union until today.
3. Examine whether Russia can be changed or reformed from the outside in a predictable and stable way.
4. Investigate methods for deterring Russia in the post-Soviet space or its self-declared areas of special interest.

Assessment method	Assessment
All Elective (EL) 2 assignments are based on <b>individual</b> participation/engagement and <b>contribution to</b> syndicate/team/ <b>group work</b> throughout the elective ( <b>ICGW</b> ) but may vary. Additionally, the assessment is based on:	Summative (Pass with Distinction/Pass/Fail)
<b>E 2.1</b> Contribution and engagement throughout the elective; including NATO JADL courseware, classroom, and syndicate activities.NA	
<b>E 2.2</b> Test (open book) (pass level 70%) 30% participation in syndicate work and discussions. <ul style="list-style-type: none"> <li>• contribution to group work and activities,</li> <li>• participation in lectures and debates,</li> <li>• quality of individual briefings.</li> </ul> NATO certificate for successful accomplishment of NATO Intermediate STRATCOM Course (STC-ST-25529).	
<b>E 2.3</b> Students assigned a case study from ROC manual for analysis and presentation on day 5.	
<b>E 2.4</b> At the end of this elective each student will receive an individual report on their performance based on two components: <ul style="list-style-type: none"> <li>• presentation and explanation of their individual assignment topics, and</li> <li>• contribution to the classwork, discussion, and teamwork.</li> </ul>	
<b>E 2.5</b> The completion of the JADL online courses (20%). Participant's activity during plenary sessions and discussions (40%). Participant's contribution to work in small groups with the following presentations of its results (40%).	
<b>E 2.6</b> ICGW and group presentations.	
<b>E 2.7</b> ICGW and two group presentations (50% each).	
<b>E 2.8</b> ICGW with seminar presentations.	
<b>E 2.9</b> ICGW	
<b>E 2.10</b> Written certification examination.	
<b>E 2.11</b> Contribution and active engagement throughout the elective.	
<b>E 2.12</b> Contribution and active engagement throughout the elective.	
<b>E 2.13</b> Individual participation/engagement and contribution to syndicate work throughout the elective; Presentation of syndicate work results.	
<b>E 2.14</b> Article presentation and Participation (Qualitative Feedback).	
<b>Credits: 2 ECTS</b>	

## ANNEX B | Specialisation Modules

### Specialisation 1: Security and Strategy (JCGSC M3), including Baltic Defence Study Trip and The Annual Military History Conference

**Date:** 1st semester AY 2024-2025

29 October – 29 November 2024, 5 weeks, including Baltic Defence Study Trip (BDST) if student selects M3 as specialisation.

The aim of module 3 is to examine the dynamics in the contemporary security environment and their impact on the defence policies, with a focus on Estonia, Latvia, and Lithuania.

The main topics of this module are the Euro-Atlantic community, global powers and struggles, the UN, the US, the EU, deterrence, resilience, and containments.

#### Learning Outcomes

At the end of this module, students should be able to:

1. Explain how international, regional, and domestic political developments affect national security and defence policies.
2. Assess the threats and challenges to security and the strategic responses that states, and international organisations implement to address them.
3. Explain the process of strategy formulation and the relationship among ends, ways, and means.
4. Distinguish key concepts in International Relations.

Assessment method	Assessment
<ul style="list-style-type: none"> <li>• Policy Paper</li> <li>• BDST Group Presentation</li> </ul>	Summative (Pass with Distinction/Pass/Fail)
<b>Credits: 7 ECTS</b>	

### Specialisation 2: Defence Planning and Management (JCGSC M4)

**Date:** 1st semester AY 2024-2025

3-20 December 2024, 3 weeks

The aim of module 4 is to employ the methods and practices of defence planning and management tools to maximise the role and performance of armed forces to achieve a particular desired (institutional) objective by developing pragmatic solutions.

The main topics of this module are: What is Defence Planning and Management; Principles of Defence Planning & Management; NATO Defence Planning Process (NDPP) Overview; EU Common Security and Defence Policy process; Defence planning methodologies, the links and correlations between National and Alliances Defence Planning; Planning Programming and Budgeting Systems; Defence Planning & Management Toolkits and additional Round table: 3-Baltic countries; and small-group Syndicate Activities (including fourteen case studies).

#### Learning Outcomes

At the end of this module, students should be able to:

1. Explain the main defence planning and management concepts by providing advice to future force development.
2. Employ defence management methods and tools to make recommendations for effective and efficient defence organisation.

3. Examine the decision-making of a defence organisation in resource planning, programming, budgeting, and execution.
4. Apply the defence management toolkits (Problem Identification, Stakeholders, SWOT, and DOTMLPF-I analysis) to the roles of the armed forces and interests.

Assessment method	Assessment
<ul style="list-style-type: none"> <li>Group Staff Paper (50%)</li> <li>Group Presentation (50%)</li> </ul>	Summative (Pass with Distinction/Pass/Fail)
<b>Credits: 4 ECTS</b>	

### Specialisation 3: Project Management (JCGSC M5)

Date: 2nd semester AY 2024-2025

6-17 January 2025, 2 weeks

The aim of module 5 is to apply the best practices, practical tools, and processes to utilise critical success factors in each of the project management lifecycle phases by applying these concepts effectively in project planning.

The main topics of this module are an introduction to Project Management, Fundamentals of Project Management, Project Initiation, Work Breakdown Structure (WBS) and Logical Framework (LogFram), WBS and Work Packages, Technical Modernisation Plan, Acquisition Process in relation to the current security situation, Scheduling, Budgeting and Project Management in Operational Support, Quality, Risk, Stakeholders, Launching & Monitoring, Closing Projects, Practitioner Day, and Case study.

#### Learning Outcomes

At the end of this module, students should be able to:

1. Identify the fundamentals of project management.
2. Estimate the critical elements in successful project management to maintain the scope aligned with objectives and goals.
3. Employ project management concepts to solve staff and organisational problems.
4. Translate the concept of project management across the breadth of military management duties.

Assessment method	Assessment
<ul style="list-style-type: none"> <li>Student's contribution to a syndicate small group case study work (staff paper – project plan, proposal) 50%</li> <li>Project Brief 50%</li> </ul>	Summative (Pass with Distinction/Pass/Fail)
<b>Credits: 3 ECTS</b>	

### Specialisation 3: Operational Level Planning (JCGSC M7)

**Date:** 2nd semester AY 2024-2025

3-21 February 2025, 3 weeks (with extended daily working hours)

The aim of module 7 is to prepare students to contribute to NATO's operational level planning process, either at the operational level or as a functional area planner, while serving within a joint operational level headquarters, applying the principles of the Comprehensive Operations Planning Directive (COPD) to investigate the components of Operations Planning Process (OPP).

The main topics of this module are SACEUR's Strategic Assessment and Military Response Options analysis, Factor Analysis, Centre of Gravity analysis, Operational Design, Mission Analysis Briefing, War Gaming, and Course of Action development/comparison, Decision Briefing.

This module develops the basic knowledge and skills for planning at the operational level within the context of joint operations. A series of lectures and discussions will be used to review each of the OPP phases focussing on the Operational Estimate. This will lead to a wider discussion on the Centre of Gravity, Operational Design, and the development of Courses of Actions. This knowledge will be applied within practical activities during which students will form Joint Operations Planning Groups (JOPGs) to various products along the planning process.

#### Learning Outcomes

At the end of this module, students should be able to:

1. Distinguish the main characteristics and phases of NATO's operational level planning process.
2. Examine the strategic level documents that facilitate operational level planning.
3. Explain the concept of the Centre of Gravity and its relationship to the other elements of Operational Design.
4. Apply operational planning methods, particularly War Gaming and Course of Action Comparison, in order to design and compare Course of Actions.
5. Analyse the elements of Operational Design.

Assessment method	Assessment
<ul style="list-style-type: none"> <li>An open-book exam: <ul style="list-style-type: none"> <li>Individual Tasks 80%</li> </ul> </li> <li>Online Test 20%</li> </ul>	Summative (Pass with Distinction/Pass/Fail)
<b>Credits: 5 ECTS</b>	

### Specialisation 4: Allied Joint Operations (JCGSC M9)

**Date:** 2nd semester AY 2024-2025

10-14 March, and 24 March – 11 April 2025, 4 weeks (with extended daily working hours)

The aim of module 9 is to analyse the preparation and execution of Allied Joint Operations, utilising the joint functions, principles, and operational considerations.

The main topics of this module are the application of joint principles and operational considerations in connection with joint functions: Manoeuvre, Fires, Command and Control, Intelligence, Information, Sustainment, Force Protection, and Civil-Military Cooperation, and their relationship across the theatre components: Maritime, Land, Air, Special Operations, Space, and Cyberspace and their interaction between domains: Land, Air, Maritime, Space, and Cyberspace.



## Learning Outcomes

At the end of this module, students should be able to:

1. Distinguish the contributions of components to joint operations with special attention to unique capabilities, requirements, and operational seams.
2. Examine the joint functions across components, focused on interdependency, component requirements, and external support capability.
3. Contrast NATO Command and Control principles, degrees of authority, and the supported/supporting relationships in designing NATO task organisations.
4. Examine the considerations to integrate and project an Allied Joint Force into a Joint Operational Area.
5. Investigate the Joint Task Force Headquarters operations and management processes to achieve efficiency, effectiveness, and synergy of the joint force components.

Assessment method	Assessment
An Open-Book Exam	Summative (Pass with Distinction/Pass/Fail)
<b>Credits: 6 ECTS</b>	

## ANNEX C | Supplementary Modules

The following mandatory specialisation modules are supplementary if not chosen as specialisation:

- Security and Strategy [M3],
- Defence Planning and Management [M4],
- Project Management [M5],
- Operational Level Planning [M7],
- Allied Joint Operations [M9].

**Additional supplementary modules and International Study Trip (IST) are listed below.**

### Leadership and Command (JCGSC M1)

**Date:** 1<sup>st</sup> semester AY 2024-2025

26 August – 13 September 2024, 3 weeks

The aim of this module is to analyse leadership theories and practices in order to contribute to the development of students as adaptive leaders capable of assuming positions of organisational level commanders and operational level staff officers.

The main topics of this module are the fundamentals of leadership, concepts of self-leadership, and organisational leadership.

#### Learning Outcomes

At the end of this module, students should be able to:

1. Analyse the main elements and concepts of leadership in order to improve their leadership abilities.
2. Examine the characteristics of self-leadership to improve their ability to positively influence themselves, their subordinates, and their colleagues.
3. Apply organisational leadership-related aspects in order to improve their performance in organisational command and operational level staff positions.

Assessment method	Assessment
<ul style="list-style-type: none"> <li>• Individual Essay (75%)</li> <li>• Student's participation (25%)</li> </ul>	Summative (Pass with Distinction/Pass/Fail)
<b>Credits: 5 ECTS</b>	

### Operational Law (JCGSC M6)

**Date:** 2<sup>nd</sup> semester AY 2024-2025

20-31 January 2025, 2 weeks

The aim of module 6 is to examine the legal frameworks relevant for planning and conducting military operations.

The main topics of this module are the legal framework of the use of force, principles of the law of armed conflict and human rights law, direct participation in hostilities, prohibited / restricted use of weapons and methods of warfare, the legal framework of naval and air operations, the enforcement of international criminal law, essence, and key concepts of NATO rules of engagement, development / application of rules of engagement documentation.

## Learning Outcomes

At the end of this module, students should be able to:

1. Explain the rules of international law related to the use of armed force.
2. Explain the concept of command responsibility and enforcement of international criminal law.
3. Analyse the application of principles of law of armed conflict and human rights law in a joint operational environment.
4. Identify and employ rules of engagement for a joint military operation.

Assessment method	Assessment
Written exam (open-book, scenario-based)	Summative (Pass with Distinction/Pass/Fail)
<b>Credits: 3 ECTS</b>	

## Media and Communications (JCGSC M10)

**Date:** 2<sup>nd</sup> semester AY 2024-2025

14-25 April 2025, 1.5 weeks

The aim of module 10 is to identify ways how contemporary information environment, as a 'new' battlespace, affects modern societies and apply communication skills to operate within it.

The main topics of this module are media in democracy, characteristics of the contemporary information environment, the role of media in contemporary conflicts, the probable future developments of information, and interviews/press conference/or other practical media related tasks.

## Learning Outcomes

At the end of this module, students should be able to:

1. Explain the dynamics of the contemporary information environment, including the role of social media and the challenges and opportunities it presents for governments and the military.
2. Demonstrate communication skills during interviews, press conference, and other practical tasks.

Assessment method	Assessment
Written Examination	Summative (Pass with Distinction/Pass/Fail)
<b>Credits: 2 ECTS</b>	

## Innovation and Military Technology (JCGSC M12)

**Date:** 2<sup>nd</sup> semester AY 2024-2025

29 May – 6 June 2025, 1,2 week

The aim of module 12 is to describe how innovations have transformed warfare and explain how technology is shaping the future character of war and the development of military capabilities.

The main topics of this module are theoretical innovation models, historical perspective on innovations, technology's role in traditional and new forms of warfare, Technology diffusion, Obsolete weapons and military innovation, Technology at war-the challenge of peer adversary, Blog assumptions, Military innovations – industry perspective; Disruptive technologies and their applications (nanotech; Quantum computing), Disruptive technologies (AI, robotics, 5G, sensors, effectors, etc.), Disruptive technologies and their applications (Drones, EW), EU, NATO and small countries perspective, Military innovations – regional and organisational perspectives (R&D, Threats, Doctrine).

### Learning Outcomes

At the end of this module, students should be able to:

1. Identify how and why innovations have affected the development of warfare in history, the present, and the future.
2. Recognise the roles and dynamics between NATO, EU, military, R&D, and industry in fostering innovations and capability development.
3. Explain the possibilities and challenges that automation, robotics, and AI could pose to the armed forces.

Assessment method	Assessment
Group Blog Post	Summative: Pass with Distinction/Pass/Fail
<b>Credits: 2 ECTS</b>	

### Combined Joint Staff Exercise JOINT RESOLVE (JCGSC M11)

**Date:** 2<sup>nd</sup> semester AY 2024-2025

28 April – 23 May 2025, 4 weeks

The aim of module 11 is to prepare students to apply operational estimate methods, define the operational-level problem and determine the necessary operational conditions to be achieved, and operational level planning methods to design, analyse and compare operational Courses of Action.

The module is conducted as a hybrid version of the NATO standard Command Post Exercise (CPX) format with a Joint Task Force HQ, established and supported by a fictitious Article 5 scenario (OCCASUS Modified). The exercise is conducted under joint tri-lateral arrangements with the Polish War Studies University (WSU) in Warsaw and the Finnish National Defence University (FNDU) with a timeline spread over four weeks and including weekends.

As potential future members of the Joint Operational Planning Group, students are required to analyse the operational exercise environment and strategic guidance, develop multiple military Courses of Action, and present a Mission Analysis Briefing and a Decision Briefing to the Commander.

## Learning Outcomes

At the end of this module, students should be able to:

1. Utilise the roles, tasks, and capabilities of each component within Joint Operations.
2. Employ the joint functions into the execution of Allied Joint Operations.
3. Utilise operational estimate methods, particularly Centre of Gravity analysis and Operational Design in order to define the problem and determine the necessary conditions to be achieved.
4. Convert operational level planning methods in order to design, analyse, and compare courses of action.
5. Employ Rules of Engagement for a Joint Operation.
6. Practice horizontal and vertical functional, command, and cross-staff coordination procedures, principally through select Boards & Working Groups, and support to the Commanders' decision-making process.

Assessment method	Assessment
The assessment will be based on individual contribution or group assignments considering the students' allocation to operational level staff duties within the exercise.	Summative (Pass with Distinction/Pass/Fail)
<b>Credits: 7 ECTS</b>	

## International Study Trip

**Date:** 2<sup>nd</sup> semester AY 2024-2025

9-13 June 2025, 1 week

The aim of the International Study Trip (IST) is to provide students with understanding about a real-world example of a staff's roles in the joint environment, and interaction between lower and higher command levels, emphasising the operational level.

The IST includes a relevant military historical case study, during which students investigate their knowledge in operational level planning.

Students should view the IST as the summary and culmination of all topics covered throughout their time at BALTDEFCOL and a reward for their efforts throughout the academic year.

## Learning Outcomes

At the end of the IST, students should be able to:

1. Estimate the joint operational environment and linkages between the NATO Command Structure (NCS) and NATO Force Structure (NFS).
2. Relate to the operational planning process and procedures of the NATO decision-making process.
3. Recognise the roles of components and their contribution to achieving desired operational effects.

Assessment method	Assessment
Active participation in briefings and discussions throughout the trip.	Summative (Pass/Fail)
<b>Credits: 1 ECTS</b>	

## ANNEX D | Abbreviations

AAR	After Action Review
ACH	Admiral Cowan Hall
ACT	Allied Command Transformation
ADL	Advanced Distance Learning
AE	Argumentative Essay
BALTDEFCOL	Baltic Defence College
BDST	Baltic Defence Study Trip
BDU	Battle Dress Uniform
BWR	Baltic Way Room
CDT	Commandant
CD	Course Director
CH	Contact Hours
CL	Class Leader
CP	Course Plan
CTC	Critical Thinking and Communication
Credits	Credit Points assigned based on ECTS
CSC	Civil Servants Course
CSELC	Command Senior Enlisted Leaders' Course
DCDT/COS	Deputy Commandant/Chief of Staff
DLMS	Department of Leadership and Management Studies
DMS	Department of Military Studies
DOS	Director of Support
DPS	Department of Political and Security Studies
EC	Elective Coordinator
ECTS	European Credit Transfer System
ELS	English Language Seminar
ETOC	Education and Training Opportunities Catalogue
EU	European Union
EST	Estonia
EXE	Exercise
GS	Guest Speaker
HCSC	Higher Command Studies Course
IPH	Individual Preparation Hours
ISD	Individual Study Day
IST	International Study Trip
JCGSC	Joint Command and General Staff Course
JOPG	Joint Operations Planning Group

LVA	Latvia
LTU	Lithuania
MC	Module Coordinator
NATO	North Atlantic Treaty Organisation
P2P	Peer-to-Peer Development
PME	Professional Military Education
SGO	Syndicate Guiding Officer
SL	Syndicate Leader
SLC	Senior Leaders Course
SNR	Senior National Representative
STRATCOM	Strategic Communications
SM	Senior Mentor
SME	Subject Matter Expert
SYNA	Syndicate Activity
SYN	Syndicate
TBA	Team Building Athletics
VSH	Von Sydow Hall



**ANNEX E/1 |****CSC Key Deliverables/Assessments/Mandatory Modules/Electives**

Module / Elective	Deliverables/ Assignments	Date Due or Assessment	Department
<b>Mandatory Modules/Electives</b>			
Diagnostic/Pre-Course	<b>CSC Initial Unit</b>	See instructions on ILIAS	All/CD
English Language	<b>English Language Assessment (In-processing week)</b>	During In-processing	CD
M0: Foundation Module	<b>Syndicate Presentation</b>	22 or 23 AUG 24	DPS
M2: Components and Domains	<b>Written Exam</b>	28 OCT 24	DMS
M8: Managing Contemporary Crisis	<b>Syndicate Presentation Syndicate Staff Paper</b>	04 MAR 25 05 MAR 25	DPS
Elective 2	<b>ELE 2 Assignments/Exam</b>	20 or 21 MAR 25	DLMS/DPS/ DMS
Research Project	<b>Selection of Research Project topics</b>	28 AUG 24	DPS RP supervisors
	<b>Research Paper outline and literature overview to supervisor</b>	30 SEPT 24	
	<b>Introduction and Ch 1</b>	02 DEC 24	
	<b>First full draft of Research Paper presented to supervisor</b>	06 JAN 25	Supervisors
	<b>Research paper submitted Presentation</b>	27 MAR 25 27-28 MAY 25	All Faculty

**ANNEX E/2 |****CSC Key Deliverables/Assessments/Specialisation Modules**

Module / Elective	Deliverables/ Assignments	Date Due or Assessment	Department
<b>Specialisation Modules</b>			
M3: Security and Strategy	<b>Policy Paper</b> <b>BDST Presentations</b>	9 DEC 24 22 NOV 24	DPS
M4: Defence Planning and Management	<b>Group Work:</b> <b>Staff Paper/Presentation</b>	18/19 DEC 24	DLMS
M5: Project Management	<b>Group Work:</b> <b>Staff Paper and Project Brief</b>	16/17 JAN 25	DLMS
M7: Operational Level Planning	<b>Open Book Exam:</b> <b>Individual Task</b>	20-21 FEB 25	DMS
M9: Allied Joint Operations	<b>An Open-Book Exam</b>	11 APR 25	DMS

**ANNEX E/3 |****CSC Key Deliverables/Assessments/Supplementary Modules**

Module / Elective	Deliverables/ Assignments	Date Due or Assessment	Department
<b>Supplementary Modules</b>			
M1: Leadership and Command	<b>Individual Essay</b>	13 SEPT 24	DLMS
M6: Operational Law	<b>Written Exam</b>	31 JAN 25	DPS
M10: Media Communication	<b>Written Examination</b>	25 APR 25	DLMS
M12: Innovations and Military Technology	<b>Individual Blog Post</b>	06 JUNE 25	DLMS
M11: CJSE JR	<b>Individual Contribution or Group Assignments</b>	28 APRIL-23 MAY	DMS

## ANNEX C | CSC MID-COURSE / FINAL PERFORMANCE REVIEW

Civil Servants' Course 2024-2025		
Rank:	Name:	Syndicate:
Overall Assessment of Performance (AUG-DEC)		
Qualities and Capabilities:		
Personal Attributes:		
Recommendations (for Individual Development):		
Additional Responsibilities and Activities:		

GRADES (SUMMATIVE FOR MODULES) - EXAMPLE	
Grades for the 1 <sup>st</sup> Semester	
Foundation Module	Pass
Leadership and Command	Pass
Components and Domains	Pass
Security and Strategy (including BDST)	Pass
Defence Planning and Management	Pass with Distinction
Grades for the 2 <sup>nd</sup> Semester	
Project Management	
Operational Law	
Allied Joint Operations	
Managing Contemporary Crisis	
Operational Level Planning	
Media Communications	
Combined Joint Staff Exercise Joint Resolve	
Innovations and Military Technology	
International Study Trip	
Elective 2 [Name]	
Research Project [Topic]	

ANNEX D | Curriculum Flow 1<sup>st</sup> SEM

CSC 2024-2025 1st Semester																																										
August	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
	Faculty Development							Faculty Development							JCGSC/ CSC Open Cerem.	In-Processing			M0				M0	Restor. of Indep. of EST	Foundation (how to learn) (M0)				Leadership and Command (M1)													
																In-Processing (possible extended days)																22 AUG EKE Shield / Ice- Breaker Event				SF, ELE1 Intro, RP topics		RP and ELE1 selected				TBA
September	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30												
	Leadership and Command								M1	Leadership and Command (M1)						Components and Domains (M2)								Components and Domains (M2)		ISD / Fac. Dev.				M2												
	TBA					TBA				TBA					TBA										TBA		IST	TBA		IST	RP outline due											
October	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											
	Components and Domains (M2)						Components and Domains (M2)							IST	Components and Domains (M2)						F&C (M2)	Staff Ride Albion (M2)			ISD			F&C (M2)	Security and Strategy (M3)		Mil. Hist. Conf.											
	TBA				TBA					TBA					TBA										TBA		IST	TBA		IST	TBA		IST	TBA								
November	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30												
	ISD			Security and Strategy (M3)							Security and Strategy (M3)						Travel Day for LTU Group	BDST [EST, LVA, LTU]		BDST Back-Briefs					Security and Strategy (M3)			ISD / Fac. Dev.														
	LVA Indep.																																									
December	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											
		Indiv. Study Time	Defence Planning and Management (M4)							Defence Planning and Management (M4)							Defence Planning and Management (M4)				Mid. AAR	Christmas Break																				
		RP Intro + 1 ch.	11-12 DEC Mid AAR prep.											18-19 DEC Mid AAR prep.																												
<div><div>DMS</div><div>DPS</div><div>DLMS</div><div>ELE</div><div>TBA - Team Building Athletics BDST - Baltic Defence Study Trip ELE1 - Elective 1 SF - Supervisors' Fair IST - Individual Study Time</div><div>ISD - Individual Study Day ELS - English Language Seminar RP - Research Project IST - Individual Study Time</div><div>NOTE! *Without any frame - mandatory Modules/Elective to participate *Green frame - mandatory only 1x Module for a specialist nature *Brown frame - available, additional choice, not mandatory</div></div>																																										

ANNEX D | Curriculum Flow 2<sup>nd</sup> SEM

CSC 2024-2025 2nd Semester																																									
January	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
	Christmas Break							RP draft due (11:00) CD Brief	Project Management (M5)							Project Management (M5)								Operational Law (M6)							Operational Law (M6)										
													HCSC Open.																NY gath.									Int. ELE2; RP cons.			
February	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28													
			Operational Level Planning (M7)							Operational Level Planning (M7)							Operational Level Planning (M7)							EST Indep. Day	Managing Contemporary Crisis (M8)																
												LTU Indep. Day										BDC B-Day																			
March	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31										
			Managing Contemporary Crisis (M8)			Conf. on Russia				Allied Joint Ops (M9)							Elective 2							Allied Joint Ops (M9)				ISD			M9										
												Intern Prep										RP due Inter. Night																			
April	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30											
	Allied Joint Ops (M9)						Allied Joint Ops (M9)						Media Communication (M10)				Good Friday		Easter Sunday	ISD	Media Communication (M10)					Prep. for CJSE JR (M11)															
May	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31										
	EST Spring Day	ISD			Combined Joint Staff Exercise JOINT RESOLVE (M11)																						ISD / Faculty Dev.	RP ppts		IMT (M12)											
June	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30											
	Innovations and Military Technology (IMT) (M12)							International Study Trip (IST)								Out-proc. Prep for AAR	Out-proc. prep for AAR	Course AAR	GRAD					EST Victory Day	EST Mids. Day																
													EST Whit Sunday											Grad. din.	Out-proc. AY AAR																
<div><div>DMS</div><div>DPS</div><div>DLMS</div><div>ELE</div></div> <div>ELE2 - Elective 2 ISD - Individual Study Day HCSC - Higher Command Studies Course</div> <div>IST - Individual Study Time RP - Research Project</div> <div><b>NOTE!</b> *Without any frame - mandatory Modules/Elective to participate *Green frame - mandatory only 1x Module for a specialist nature *Brown frame - available, additional choice, not mandatory</div>																																									







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