



Command Senior Enlisted Leaders Course

Course Plan 2025

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Course Director's Foreword



Dear course participants, comrades in arms, and fellow

Command Senior Enlisted Leaders,

Welcome to the Command Senior Enlisted Leaders Course 2025!

Welcome to Tartu!

This is the seventh time, since 2019, that we have greeted a new CSELN class. Seven years in a row, the Baltic Defence College NATO Accredited Education and Training Facility has fulfilled its commitment not only to the armed forces of the Baltic Sea region but also to the larger enlisted community. It became an unwritten tradition that every time in a course we have 15+ Nations' participants, including NATO members and Allies not only from Europe but from other continents as well. That makes CSELN very multinational and diverse. Tons of diverse experiences and perspectives are being brought in numerous discussions, reflections, and QA sessions. Most lecturers not only deliver a subject, but also interactively engage with the audience, asking their opinion. Therefore, I believe that the experience and expertise of participants and course staff would enrich the learning process and experience for all course participants, staff, and faculty members. I look forward to the opportunity to engage with all of you in meaningful discussions during the upcoming course. Let us make our diversity our strength – let us make it cultural strength of the multinational-NCO's intellect and experience to optimize existing processes and innovate new solutions¹.

This year, Lithuania and Latvia are celebrating the 35th anniversary of their Restoration of Independence. Lithuania declared its independence on March 11, 1990, and Latvia followed on May 4, 1990. These declarations led to extensive negotiations and culminated in the Soviet Union's violent attempts to halt the independence movements in January 1991, events known as the "Vilnius TV Tower Massacre" and "The Barricades." Despite these efforts, the drive for independence could not be stopped. Consequently, Estonia declared full independence on August 21, 1991. On September 6, 1991, the Soviet Government finally recognized the independence of all three Baltic states. That also can be considered as a collapse of the Soviet Union. This is just one of many regional historical contexts to be discussed and analyzed during the course, as numerous strategic decisions have been made to build a strong, solid, and united global and regional economic and security architecture.

There is no doubt that the increasing diversity of each class's composition had a positive impact on the content and the quality of the CSELN. The content delivers broader and deeper insights into the global security environment from various perspectives. The War in Ukraine, tensions in other regions, recent NATO enlargement and integration of new members, and an increasing number of complex tasks have put pressure on the course agenda to be relevantly adaptable. The fact that this course always fills to capacity reflects and proves that an appropriate high level of curriculum quality has been reached, which we as representatives of the BALTDEFNOL are immensely proud of. The course will provide you with credible and critical knowledge that will let you better understand and support strategic levels commander's intent and translate it into action.

Dear colleagues, congratulations on your selection to this course, once again welcome to BALTDEFNOL NATO Accredited Education and Training Facility, to Tartu, to Estonia and to this part of Baltic Sea region and best wishes for a fruitful and rewarding CSELN 2025!

Command Sergeant Major Alvydas Tamosiunas

Course Director

Baltic Defence College

NATO Accredited Education and Training Facility

¹ NATO NON-COMMISSIONED OFFICER AND JUNIOR OFFICER Bi-STRATEGIC COMMAND EMPLOYMENT AND DEVELOPMENT STRATEGY, ACT/CG/CSEL/22-5424, 19 DEC 2023, p.4.

1.0 About the Baltic Defence College

1.1 Baltic Defence College Mandate

The Baltic Defence College (BALTDEFCOL) was founded in 1999 by Estonia, Latvia, and Lithuania with support from their allies and partners. The mandate for the College was set out in the founding document. In 2023, the Baltic States Ministerial Committee approved BALTDEFCOL Development Plan for 2024-2032, which provides political guidance for the development and future operations of the college and sets strategic goals and ways 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, and competitive, English-language-based international defence college with a regional focus and Euro-Atlantic scope. The BALTDEFCOL serves as a PME institution teaching at the operational and strategic levels, applying the latest educational principles, effective management, and the best use of intellectual and material resources.

The mission of the college is to educate military and security-related civilian personnel of the Framework Nations and their allies and partners while promoting international cooperation, networking, and contributing to research in security and defence policy to meet the 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 a NATO Accredited Education and Training Facility. This marks yet another historic milestone in the recognition of BALTDEFCOL's high-quality standards in education and BALTDEFCOL's relevance for NATO and its partners.

BALTDEFCOL's primary geo-strategic scope centres on:

- The Baltic region
- The wider Baltic Sea region with particular focus on Russia
- NATO/EU
- The wider NATO/EU area of interest, particularly the transatlantic link

As a core programme, BALTDEFCOL delivers 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 civil servants from governmental organisations and agencies:

- 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 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 / course participants at the beginning of the course. The aim of this policy is to ensure a pleasant working and learning environment 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. These qualities are directly related to the BALTDEFCOL's Code of Conduct, which all members of staff and students / course participants are expected to follow. The Code of Conduct contains the following principles:

RESPECT:

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

OPENNESS:

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

RESPONSIBILITY:

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

HAVE FUN:

- Involve families
- Encourage socialising to do things together



Figure 1: The Baltic Defence College

2.0 About the Command Senior Enlisted Leaders Course

2.1 Outline

In May 2017, the concept of creating a strategically focused CSEL (Command Senior Enlisted Leaders) Course (CSEL) was raised during the Northern Europe Chiefs of Defence Conference in Stockholm. It was agreed that instead of creating the course based on one nation, the project would be handed over to the BALTDEFCOL as a multinational professional military educational institution that has proved its quality throughout its 25 years of existence.

An international working group consisting of representatives from various key regional stakeholders had identified a critical gap in top-level Senior Enlisted Leaders (SEL) education, specifically for those SELs who selected to assignments directly in support of Flag/General Officers. Since the national needs per nation are limited the 1-2 SELs a year, the working group agreed that the BALTDEFCOL, as the most logical and resourceful military educational institution, would take the lead on this CSEL initiative.

The current iteration of the CSEL is the seventh in a row since 2019. It has grown from 13 course participants from 8 nations to a course with more than twenty course participants from more than 15 Nations. Now there are 119 graduates from 23 nations. Such growth indicates the CSEL's necessity as well as its achieved quality.

The CSEL 2025 will be held from the 1st of September to the 26th of November for 12.5 weeks (about 3 months), and delivery is planned to be in a blended mode while combining online studies with two residential periods. From the 1st of September to the 14th of September, course participants are expected to spend time preparing for residential studies while studying assigned publications and video lectures prior to their arrival. During the time between the two residential periods, course participants devote themselves to preparing for the second residential study block and composing an argumentative essay, which is the most important individual assignment throughout the course.

The educational program will be complemented by one cultural trip, introduction of International Study Trip to Finland and, at the end of the course, by the Baltic Defence Study Trip, which will visit selected political, diplomatic, and military institutions in Lithuania.

2.2 The Aim of the CSEL

The aim of the CSEL is to provide Command Senior Enlisted Leaders with the knowledge that will enable them to advise, support, and enhance strategic level leadership's decision-making process to meet anticipated challenges within a dynamic and complex Baltic Sea Region environment and beyond.

2.3 Learning Outcomes

The delivery of education through the CSEL is organized to achieve learning outcomes that delineate critical fields of knowledge and appropriate skills for the course participants to master.

The curriculum of the CSEL 2025 is designed to equip graduates with the skills and knowledge to:

1. **Distinguish** contemporary theories of leadership and mission command in the context of the evolving security environment at a strategic level. This course objective is supported and achieved through all educational components, particularly by: Module 1 - Strategic Leadership, Annual Military History Conference, Study Trip – Introducing Estonia, and Argumentative Essay if relevant.

2. **Assess** complex strategic phenomenon, utilizing - where appropriate - the relevant theories or models of strategic leadership. This course objective is supported and achieved through all educational components, particularly Module 1-Strategic Leadership, Annual Military History Conference, International Study Trip, and Argumentative Essay if relevant.
3. **Examine** the impact of resource constraints on Political Planning and Resources Management; This course objective is supported and achieved through all educational components, particularly by: Module 2 - National Security, Baltic Defence Study Trip, and Argumentative Essay if relevant.
4. **Investigate** recent developments in defence policy and planning at the national, regional, and international levels; This course objective is supported and achieved through all educational components, particularly by: Module 2 - National Security, International Study Trip, Baltic Defence Study Trip, and Argumentative Essay if relevant.
5. **Analyze** the significance of the challenges posed by Russia, its strategic allies, and other rising geopolitical powers and challenges, the threats arising from various geopolitical theatres and functional areas and identify their impact on security; This course objective is supported and achieved through all educational components, particularly by: Module 3 - International Security Challenges, Study Trip – Introducing Estonia, International Study Trip, Baltic Defence Study Trip, and Argumentative Essay if relevant.
6. **Describe** the main characteristics of the future warfighting environment, and the concept of Multidimensional Warfare as a framework for future warfare. This course objective is supported and achieved through all educational components, particularly by: Module 3 International Security Challenges, and Argumentative Essay if relevant.

2.4 Admission Requirements

To successfully contribute to the course and to ensure the achievement of the course learning objectives, course participants should:

- Have a rank of OR-9/E-9.
- At a minimum, have a current position at the level of Brigade Command Sergeant Major/Regimental Sergeant Major or equivalent.
- Have a current or next planned position immediately subordinated to General or Flag Officer (GO/FO).
- Have English language level of 3232 according to the NATO STANAG 600.

At the beginning of the course, the BALTDEFCOL will conduct English language verification using the Oxford Online Placement Test:

- The minimum score based on which the test is considered passed is 40.
- Failure to reach at least the minimum score may lead to withdrawal from the course.

2.5 Recognition of the CSEL

In designing and implementing the CSEL, the BALTDEFCOL aims to meet the standards and requirements of civilian postgraduate degree programs. However, the CSEL is designed primarily as a senior professional military education course, and it is up to the educational institutions to determine which, if any, module(s) of the CSEL may be accredited towards any academic programs. The value of the CSEL, composed of the individual tasks and group activities, is **17 European Credit Transfer and Accumulation System (ECTS) points**. Upon successful completion of CSEL, graduates will receive a Diploma Supplement as a constituent of graduation documentation, which includes the earned number of ECTS.

3.0 Educational Framework

3.1 Introduction

The CSELC's educational framework is based on a variety of educational approaches, including lectures, panel discussions, seminars, and small group (syndicate) activities and to facilitate adult learning at an advanced level. Consequently, the primary responsibility for learning and achieving the specified learning outcomes is placed on the course participants. To aid in this, the CSELC and the BALTDEF COL aim to provide the best possible educational environment for learning to take place. The course is built to maximise the experience and knowledge already found at the Baltic Defence College and is bolstered with specific additional skills and intelligence from outside. Thus, active learning and the full participation and contribution of all course participants is expected; this allows them to share their knowledge, experience, and learning with others in an open and positive environment.

In principle, the Course is designed for self-motivated and experienced professionals who have the requisite language skills in English to engage with their peers and who want to excel during their time in Tartu.

3.2 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:** as education is the basis of 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 by 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 also 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. And while 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 faculty.
4. **Professionalism is the key to education and research:** a 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 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 enquiry 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.

3.3 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	Explanation
6. Create <i>(highest level)</i>	A cognitive process through which elements are linked together or reorganised to form a coherent or functional whole or a new pattern or structure.
5. Evaluate	A cognitive process whereby theories, concepts, ideas, or phenomena are scrutinised and judged in relation to their relevance or superiority.
4. Analyse	A cognitive process whereby a piece of information is split into its component parts, where each relationship is articulated in relation to the others.
3. Apply	A cognitive process whereby information is articulated in relation to a particular situation (often to overcome an issue or problem).
2. Understand	A cognitive process whereby the meaning of various theories, concepts, ideas, or phenomena is obtained and articulated.
1. Remember <i>(lowest level)</i>	A cognitive process whereby information – previously discovered – is recalled and articulated.

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 Learning Outcomes, i.e. those statements relating to what course participants should be able to do after completing a course or educational component (Figure 3).

The CSELC utilises these learning levels in the identification of Learning Outcomes, which are deemed necessary both for the course and for its educational components. In keeping with the Course’s educational philosophy and the character of the course participants attending the course, a substantive portion of teaching is provided between cognition levels four and six.

3.4 Course Documents

The key documents of the CSELC, which cover all aspects related to the course and the curriculum, consist of the Course Plan, module guides, and Weekly Timetables. Course participants should also be familiar with the BALTDEFCOL Regulations, which describe the mission, rules, and norms of the BALTDEFCOL.

a. Course Plan

The CSELC Course Plan provides an overview – down to the educational component level – of the entire curriculum and offers a concentrated overview on BALTDEFCOL and its educational regulations.

b. Module Guides

A module guide will be assigned for each module of the CSELC curriculum. Published electronically, these guides describe the curriculum down to the level of a single lecture or other classroom activities. They are the most detailed description of the curriculum content and are designed to be:

- Reference documents for the course participant, outlining what will be taught, how to prepare for it, and the relevant reading material;
- Guidance documents for faculty in the preparation of lectures.

Module guides will be issued throughout the course before the start of each Module. Each will contain the following information:

- Module Overview: Aim, Learning Outcomes;
- Module Content by event;
- Assignments and Assessment;
- Preparatory Reading;
- Supplementary Reading.

c. Weekly Timetable

The Timetable provides a weekly overview of lectures, group activities, and other events related to the CSEL. This Timetable, issued at least two weeks in advance of each week, is subject to the change, might be amended, and reissued, as necessary. CSEL extracurricular activities may include formal and informal dinners with guest speakers and visiting mentors, and other academic and recreational activities. Additionally, the 'Introducing Estonia' trip is scheduled as a component of the extracurricular activities.

3.5 Educational Methods

The Baltic Defence College has chosen to follow the Bologna Process, which was initiated within the European Higher Education Area to standardise the duration of European educational courses and assessment procedures to facilitate easy transfer of qualifications between academic institutions. In Estonia, 26 hours corresponds to 1 ECTS credit. The CSEL includes 450 hours (192 contact hours and 243 hours of preparatory and individual studies) which makes 17 ECTS credit points in total. The time allocated should enable the average student to pass each educational component. Of course, those students seeking to gain the highest grades should expect the need to put in more time and effort. Each week contains an average of 48 hours of study time, 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 Russia and the Annual Conference on Baltic Military History, organised by the BALTDEFCOL.
 - b. **Exam:** an assessment intended to measure the student'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.
 - 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** are presentations 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. 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 CSEL, providing 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 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 discussion, and a delivery of a result. 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 three hours each day 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 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 voluntary readings in **support** of an 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 methods and assignments – individual or group activity:**

- a. **Advanced Distributed Learning (ADL):** a course or a part of a 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. Opposite is an **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 topics covered.
- 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** 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.

4.0 Organization of the CSELC

4.1 Faculty Organization

a. Course Director

The Course Director is directly accountable to the Commandant for the development, planning, and execution of the course and its Study Modules. The Course Director is assisted by the Dean, Curriculum Developer, Senior Mentor, External Module Coordinators, (Visiting) Mentors, a Course Secretary, and any other faculty members.

b. External Module Coordinator

External Module Coordinators (EMC) are primarily selected CSELC graduates from the BALTDEFCOL Framework Nations of Estonia, Latvia, and Lithuania, as a backup can be graduates from other nations. They are responsible for developing, planning, and conducting educational modules for the CSELC. During the Final Planning workshop for EMCs in mid AUG, the Course Director transfers all status of agreements, contacts, and data of briefers / guest speakers to EMCs. It becomes the final practical preparatory stage to deliver module. EMCs will contact briefers / guest speakers for final coordination, will remind goals, expectation, duration, other practicalities. EMCs oversee his / her module content in ILIAS to be up to date, upload briefers / guest speakers' material. Each EMC in the beginning of module introduces his / her module to class, highlights curriculum flow, tasks, goals, key events. Each EMC at the end of module wraps up and summarizes it, as well as evaluates course participants. They are responsible for the liaison with, use of, and administration matters related to external support, e.g., Visiting Mentors, Guest Speakers, the International Study Trip, or the Baltic Defence Study Trip, etc.

c. CSELC Senior Mentor and Visiting Mentors

The CSELC Senior Mentor is a CSELC graduate, preferably former External Module Coordinator, whose primary task is related to the facilitation of active adult learning methods while injecting his or her practical experience, guiding discussions, and advising the course participants in achieving their learning objectives. He or she oversees the learning-teaching process and provides feedback to the External Module Coordinators and Course Director. Additionally, he or she offers mentoring and feedback to the course participants and facilitates syndicate activities. Moreover, the Senior Mentor is a member of the Argumentative Essay Presentation Board. The goal is to provide course participants with realistic feedback and discussion from the perspective of a General/Flag Officers' level command team. He or she contributes to the Course Director's Reports based on individual observations within educational processes. Senior mentor oversees that timetables are followed by EMCs and Course participants. Senior mentor in class organizes morning routine sessions, shares administrative updates and advice, when needed makes wrap up of the day.

Visiting Mentors are the Strategic level CSEs posted in respective organizations, who directly contribute to the CSELC education throughout the course. They provide practical insights based on their experiences and provide advice to the course participants throughout their lectures, group discussions, and syndicate activities at the BALTDEFCOL.

d. Faculty

The faculty consists of civilian and military personnel deployed by the nations or hired directly by the College to plan and implement educational activities and to assess the course participants' assignments. The faculty implements educational activities in their roles as supervisors of argumentative essays, assessors, and

lecturers. The Dean, Directors of the Departments, and other College Management Group members are also part of the faculty.

e. Supervisor/Assessor

The Supervisor/Assessor is a BALTDEFCOL faculty member who has been assigned to evaluate and guide the development of the Argumentative Essay. Simultaneously, the same person is responsible for providing documented input to the course participants' Argumentative Essay final assessment form.

In respect of the specific topics, the Course Director could accept an external Subject Matter Expert (SME) as supervisor/assessor. An external SME could be proposed by the nation which has sent a respective course participant, based on the specific area of expertise.

The supervisor can recommend a student for the Academic Writing Award nomination as well.

f. External Assessor

An External Assessor is an external expert or academic responsible for assessing course participants' Argumentative Essays in case of academic misconduct or an appeal initiated by the course participant. In addition, an External Assessor contributes to the process of validating the selection of the best Argumentative Essay(s) for the Academic Writing Award nomination.

g. Course Secretary

The Course Secretary is responsible for all daily secretarial and administrative duties for the CSELCL.

4.2 Course Participants (Students) Organization

a. Class Leader

The course participants will elect one of their peers to act as the Class Leader from their own cohort. In conducting their official duties, the Course Director will delegate authority to the Class Leader regarding their fellow CSELCL course participants.

The Class Leader is the voice of the course participants and represents them in all issues, both educational and those related to life outside the College. He or she will disseminate information to the course participants, collect their views on significant issues, and pass these opinions to the Course Director and faculty members. This includes organizing and conducting the course feedback session at the end of the course.

The Class Leader's responsibilities include, but are not limited to:

- Maintaining direct communication with and takes guidance from the Course Director regarding CSELCL initiatives;
- Disseminating information to CSELCL course participants;
- Acting as the nexus in collecting overall views of the course on significant issues and passing these opinions to the Course Director;
- Organizing the planning and execution of CSELCL social and other events, both inside and outside of the College;
- Organizing the planning and preparation of end-of-course mementos on behalf of CSELCL course participants;
- Organizing a CSELCL feedback briefing at the end of the course.

b. Syndicates

For small group tasks, course participants will be divided into syndicates, which are composed based on every individual group task. Throughout different syndicate activities, the focus is on peer-to-peer learning and organizing tasks without the need for external guidance.

c. Class Assistant

The Course Director will nominate one of the course participants to the role of Class Assistant. The person will guide the course participants about the preparation for the respective day. During the day, the Class Assistant will meet, accompany, introduce, and thank Guest Speakers on behalf of the CSELC. Class Assistant will also be ready to ask in advance prepared a few questions to the Guest Speaker to keep continues discussion while classmates getting ready to ask their questions.

The Class Assistant should also ensure that the classroom is properly prepared before and tidied up after use. Course participants must follow the Class assistance schedule for the CSELC 2025. The sequence is arranged in participant's surnames alphabetical order.

4.3 Course Participants Responsibilities

While in the CSELC, course participants have several responsibilities pertaining to the maintenance of academic rigor and individual propriety. Course participants should:

- Conduct themselves with propriety both at the College and in public places;
- Respect guest speakers, academic faculty, and other course participants in an appropriate manner;
- Act in a scholarly way during class, syndicate, and extracurricular activities;
- Meet with their supervisors regularly;
- Undertake the necessary preparation to fully engage with syndicate activities;
- Ensure compliance with the applicable academic regulations and standards during all assignments.

5.0 Curriculum and Curriculum Flow

5.1 General

The BALTDEFCOL delivers the CSELCL through a Curriculum Flow (see Annex B). Regarding the educational process, a blended learning model is used, including distance learning based on ADL and residential periods. The curriculum is delivered through the modules, which are smaller units of education, lasting one to two weeks.

Module Coordinators are responsible for modules in the CSELCL; they organize and/or facilitate their modules' teaching and with the assessment process. Faculty or Guest Speakers provide education and are assisted by the Course Director, External Module Coordinators, and Visiting Mentors.

The Course and each Module have predefined learning outcomes that are linked with Bloom's taxonomy. These are statements relating to what each course participant *should* know or be able to do at the end of the course or each Module. The assignments of the Modules are designed to test the achievement of these outcomes.

5.2 Study Modules and Supporting Activities

M0	ADL – preparation phase
M1	Strategic Leadership
M2	National Security
M3	International Security Challenges

Modules 1 to 3 encapsulate key learning outcomes, which contribute to meeting the CSELCL-level learning outcomes. This does not mean that each learning outcome – at the specified level of the CSELCL – is mutually exclusive, as the CSELCL utilizes an integrated course outcome design.

The CSELCL comprises one preparatory Advance Distance Learning module and three discrete and sequential core modules containing various curriculum activities. These activities are optimized for residential delivery and are designed to attain the desired level of learning in the applicable subject. The modules are delivered as follows:

Module 0: Advanced Distance Learning (ADL)

Module 0's main aim is to prime Command Senior Enlisted Leaders for the same level of understanding in overarching topics like International Security Challenges, formal writing skills, and critical thinking.

At the beginning of the course, selected pre-readings for upcoming study modules will be included so that course participants can start to familiarize themselves with issues that will later be covered during the course. For this Module, the BALTDEFCOL online platform ILIAS will be utilized to distribute the relevant online lectures, preparatory and supplementary readings, and to provide the desired outcome for the Argumentative Essay. There are no contact hours during this Module, so the CSELs will complete the mandatory pre-recorded online lectures and familiarize themselves with preparatory readings at their own convenience. The Module can be completed in a manner that will not hinder the course participants' normal routine duty tasks. The estimated time for completion of the Module is 2-3 hours per day, depending on individual reading speed and prior familiarity with the covered subjects.

Module 0 will end with the online test as a summative assessment in an ILIAS environment. Three attempts will be allowed to pass the test.

Learning Outcomes

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

1. **Explain** the contemporary International Security Challenges and the principles of Strategic Leadership and National Security.
2. **Describe** the basic principles of critical thinking and academic writing in conjunction with the development of the argumentative essay.

Assessment:

Purpose and method	Grading
Summative: <ul style="list-style-type: none"> • Online test 	Pass / Fail
Credits: 1 ECTS	

Module 1: Strategic Leadership

The aim of Module 1 is to reintroduce Command Senior Enlisted Leaders to the theoretical and conceptual tools necessary to function effectively within a Command Team at the strategic level.

The Module's overall aim is achieved through two mutually reinforcing components. First, it provides course participants with the knowledge required to research and effectively and creatively communicate both verbally and in writing. Second, it enhances course participants' understanding of complex strategic decision-making processes to broaden leadership capabilities. This Module also provides a basic overview of the key concepts and theories of critical thinking, military theory, strategic communication, and mission command that will be used as practical tools throughout the course. It includes the virtual participation at the Annual Baltic Military History Conference, a Military Theory seminar, and a collective review on the Role of the Joint Operational and Strategic CSEL.

Learning Outcomes

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

1. **Distinguish** the significance of the role of a CSEL as a key contributor to the Command Team structure, exploring effective ways to express higher-level ideas and provide options to support, shape, and assist with decision-making at a higher level.
2. **Investigate** frameworks of higher command and the skills required for leadership roles utilized to overcome real world Command Team challenges at the Strategic Level.
3. **Estimate** the impact of various elements that contribute to the success or failure of higher leadership, especially at the Allied or coalition levels.

Assessment:

Purpose and method	Grading
Summative: <ul style="list-style-type: none"> • Constructive participation Active contribution to the Syndicate activity addressing the following topics: <ol style="list-style-type: none"> 1) CSEL Role in Joint Operational Command Team. 2) CSEL Role in Strategic Command Team. The assignment is related to developing and presenting a commonly agreed and briefed vision related to the focus of the syndicate activity.	Pass / Fail
Credits: 4 ECTS	

International Study Trip

The final stage of the Module 1, the International Study Trip (IST), this year will be conducted in Finland.

This visit is an integral and important part of the course's curriculum. It occurs in between the Strategic Leadership module and the National Security module and supports our course participants' understanding of the Baltic Sea Region contemporary strategic environment. This is also an opportunity to better understand the roles, functions and responsibilities of a new NATO member and its inputs and roles and security concerns in regional security, and the status of its integration. The visit will give the Finland Command senior enlisted leader the opportunity to enrich their understanding and integration into the NATO international community, to learn and discuss NATO and allies' Professional Military Education programs.

This study trip supports the learning outcomes of Modules 1 and 2, as it exposes the course participants to Finnish national and Baltic Sea region perspectives on the security environment and regional threats.

Module 2: National Security

The aim of Module 2 is to survey the key actors, institutions, interactions, and procedures that contribute to the national security system and the elements of national power.

The Module begins with a study of the national security system, the elements of national power, and strategic level planning. Later, course participants will study resource management and national security document systems. As an individual task or a team assignment, course participants will prepare and present their respective national security strategy presentations. The presentation is built on the concept of Multidimensional Warfare and is to present the national threat assessment through its prism. This Module concludes with a panel discussion of speakers representing different elements of national power.

The week-long Module is designed so that having studied elements of national power and political-level planning and having received national security briefings from all nations in the course, course participants will be prepared for the next Module, which will be focused on international security challenges.

Learning Outcomes

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

1. **Examine** the respective country's national security aims and identify key concepts, processes, and relationships both internally and regionally.

2. **Distinguish** the relationships between respective national security objectives, defence strategies, and military capabilities along with the associated resource constraints.
3. **Consider** the elements of national power that are foundational to national security documents.
4. **Explain** key partner nations' security concerns and challenges and relate them to their respective country's national aims.

Assessment:

Purpose and method	Grading
Summative: <ul style="list-style-type: none"> • Presentation A national security strategy briefing composed and presented individually or in pairs if there is more than one course participant from the same Nation.	Pass / Fail
Credits: 2 ECTS	

Module 3: International Security Challenges

The aim of Module 3 is to identify contemporary trends related to evolution of the international security perspective, lessons learned from current conflicts, and the main trends of the future security environment.

The Module's overall aim has the following reinforcing components:

First, the Module will provide an overview of the security environment in the Baltic Sea Region, including the Far North as an area directly influencing regional security and current challenges, including Russia's activities and NATO's response to the changing situation. Moreover, tools of power, such as economic pressure, the use of energy, and the cyber domain, and propaganda, are explored. A regional overview will be followed by a global overview, covering major hotspots in Europe, Asia, and Africa.

Following this global overview, the different concepts of Multidimensional Warfare are explained to the course participants. The theoretical overview will be followed by a deeper dive into Space as an element of Multidimensional Warfare. A panel discussion is followed by an exercise that allows the course participants to realize its practical values for the conventional battlespace.

It will be followed by the exercise '*Common Shield*,' which offers course members the opportunity to work on regional analyses of multidomain threats and to develop potential regional countermeasures to confront them. The exercise prelude gives an opportunity to work with different Elements of National Power, national threat assessments, and other aspects of the complex Baltic Sea Regional Security Environment. Hence, the exercise verifies previously covered topics within the course and allows the course members to use the skills of critical thinking and analysis.

Finally, the future security environment and conflicts will be discussed. It includes aspects such as changes in global demographics, urbanization, climatic change and climate refugees, extremism, artificial intelligence, and unmanned high-tech weapon systems. As a result, course members will be able to distinguish potential characteristics of future conflicts, enabling CSELs to effectively advise their strategic level superiors and to familiarize themselves with future challenges in the field of Professional Military Education of the enlisted personnel.

The residential period of the Module ends with Baltic Defence Study Trip (BDST) to Lithuania. The graduation to be co-conducted with the BALTDEFCOL Senior Leaders Course in Vilnius, Lithuania.

Learning Outcomes

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

1. **Appraise** the significance of the challenges posed by Russia, its strategic allies, and other rising powers and challenges and threats arising from various geopolitical theatres and functional areas, analyzing their impact on the security environment.
2. **Assess** recent developments in defence policy and planning at the bilateral and multilateral levels.
3. **Explain** the perception of Multidimensional Warfare as a concept to counter and defeat an adversary by joint force in all the domains of a future armed conflict.
4. **Identify** the main characteristics of current and future conflicts, types of warfare, and the utility of armed force in the wider Baltic region and beyond.

Assessment:

Purpose and method	Grading
Summative: <ul style="list-style-type: none"> • Constructive participation Assessment consists of two tasks: first is SYNA related to Space as an element of Multi-Domain Operations. The practical aspects of the Space capabilities are utilized to solve the tasks given in the exercise scenario. The assignment ends with a briefing. Second task is exercise “Common Shield.” In groups, a commonly agreed upon priority list of regional multidomain threats and a list of cross regional countermeasures are to be developed and presented.	Pass / Fail
Credits: 5 ECTS	

Argumentative Essay

This assignment allows course participants to employ the principles of critical thinking on a topic related to the future development of the national and/or NATO NCO (Non-Commissioned Officers) corps or to address the strategic aspects of the security environment, security and defence policy, defence strategy, or defence management. The research process is intended to improve course participants' argumentation and self-expression skills through authoring an Argumentative Essay. For the successful completion of the Module, course participants must prepare an Argumentative Essay following BALTDEFCOL academic standards as provided in ILIAS. Argumentative Essays must be completed individually.

The assignment is expected to be in the range of around 3000 words, and it is supervised by selected BALTDEFCOL faculty members or external Subject Matter Experts. Also, course participants will compose an executive summary in a BALTDEFCOL 1 page speaking note for the Presentation Board ahead of AE brief to support their preparations.

Within two working days during Module 3, all the course participants will have the opportunity to present their topic, its importance, the essence of the problem, and potential solution(s)/recommendations. For this purpose, an Argumentative Essay Presentation Board consisting of Course Director, Senior Mentor and BALTDEFCOL 1-2 faculty members will be composed.

While the writing process of the course paper promotes critical thinking, synthesis, and the analytical skills of the course participants, the Argumentative Essay defence in front of the board assesses presentation skills and gives a sense of a realistic multinational strategic level working environment.

Lastly, the chosen topic allows course participants to mention real-life shortcomings in the national or NATO military system and offer potential recommendations and solutions based on their analyses.

The Presentation Board will select the best essay(s), which are the subject of potentially being published in the BALTDEFCOL collection of the best course participant(s) essays in *Ad Securitatem*.

Learning Outcomes

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

1. **Assess** contemporary strategic phenomena, utilizing – where appropriate – the relevant strategic theories or models of strategic leadership.
2. **Apply** the academic standards, principles of ethical and critical thinking, and the formal requirements of conducting research.
3. **Present** the key aspects of a strategic level challenge and defend its conclusions and recommendations.

Assessment:

Purpose and method	Grading
Summative: <ul style="list-style-type: none"> • Argumentative Essay (70%) • Executive Summary (10%) • Presentation (20%) 	Pass / Fail
Credits: 5 ECTS	

Baltic Defence Study Trip

The final stage of the CSEL, the Baltic Defence Study Trip (BDST), this year will be conducted in Lithuania. As the BDST is also an integral part of CSEL curriculum, the next 2026 BDST is preplanned to take part in Estonia.

During the trip throughout Lithuania, course participants will interact with security, defence, and communication planners and experts to validate the knowledge obtained during the course, based on the sample of one sovereign nation in the Baltic Sea Region. Within a few days, the course participants will be familiarized with the elements of Lithuania national power and its perception of regional security. Also, NATO's response to the Baltics' emerging security situation will be addressed while visiting enhanced Forward Presence (eFP) Lithuania.

Finally, course participants will attend the concluding panel session of the Senior Leaders Course (SLC) dedicated to the General Officers/Flag Officers and attend the joint graduation of the CSEL and the SLC.

This study trip supports the learning outcomes of Modules 2 and 3, as it exposes course participants to national and regional perspectives on the security environment and regional threats.

6.0 Course Participants Assessment System

6.1 Introduction

Assessment is a continuous process intended to support the course participant progress throughout the CSELC and to enable the College to report to participating states on their course participants' performance if required so. The Course Director is responsible for the final assessment of course participants. A Senior Mentor, External Module Coordinators, and Visiting Mentors assist the Course Director in the assessment.

The assessment process follows the BALTDEFCOL Standard Operating Procedure (SOP) for Student Assessment. However, the allocation of grades is planned according to the SOP for the Planning of Education, and the key points from this SOP are outlined below.

By its purpose, assessment is divided into diagnostic, formative or summative:

Grade	Description	Result
Diagnostic	To assess what students already know and/or the difficulties that they might have that may limit their engagement in new learning.	Ungraded narrative feedback
Formative	To provide feedback to students during an educational component or activity. To achieve this, students may be given the opportunity to complete tasks during educational components to assist with their learning. Can be conducted once or be continuous. The result does not affect the final grade of the educational component.	Ungraded narrative feedback
Summative	To determine whether students have met the prescribed learning outcomes for educational component (criterion-referenced), or on what level their accomplishment is compared to the effort of the group (norm-referenced). Can be conducted once at the end of educational component or be continuous. For assessment, students are required to complete either one summative activity – an assignment, sometimes consisting of various components – or a series of activities for each educational component.	Grade, numeric or pass/fail

6.2 Assessment Process

The procedure for the course participant assessment system consists of two parts. First, all modules, except Introductory Module, include an assignment that will be formally assessed, through a process known as summative assessment. The assessment, together with feedback, is intended to assist the students' development throughout the course and will not be made available to sending states. Summative assessments are intended to formally assess the performance and knowledge of students in relation to the learning outcomes for the different CSELC modules. Course participants must pass all summative assessments to pass the Course.

Second, the Course Director and External Module Coordinators will monitor course participant progress and performance throughout the CSELC and will provide them with personalized informal feedback. In the case of the Course Director, it is called **Course Director's Counselling**. This is the time scheduled for individual counselling between the Course Director and each course participant during the second residential study block. If deemed necessary, the Course Director can invite a course participant for ad-hoc counselling if the performance of the course participant during the CSELC so requires.

6.3 Assessment of Academic Ability

The Baltic Defence College uses an assessment system that is compliant with the European Credit Transfer and Accumulation System (ECTS). However, the implementation of the system and use of the grading depends on each course's requirements and the length of courses.

A summative assessment is conducted for each CSELC module to formally assess the performance and knowledge of course participants in relation to the module learning outcomes. Participants in CSELC course are graded on the Pass / Fail grading scale.

In the **pass / fail grading scale**, "Distinction" may be awarded to a student, who displays the highest levels of academic achievements, or whose efforts have considerably exceeded expectations. In this case distinction is added to the pass grade (e.g. Pass with Distinction).

Grade	Criteria
Pass	Meeting expectations at least at a satisfactory level. The student displays at least a satisfactory grasp of the subject matter and attainment of learning outcomes at least at a satisfactory level.
Fail	Not meeting expectations. The student displays an inadequate grasp of the subject matter and attainment of learning outcomes below the minimum level.

Just like each staff member, involved in teaching and assessing the students' work, every student also has responsibilities regarding assessment. According to SOP for Student Assessment, a student:

1. Participates in the introduction of educational component or any other activity where the assessment requirements are explained.
2. Clarifies the assessment requirements, as necessary.
3. Participates in the assessment event as required by the assessor and / or submits the required work on time.
4. Completes the assignments according to the requirements set by the educational component coordinator.
5. Informs CD as soon as possible on any delays in completing the task and / or any information that restricts him/her handing in the work or participate in relevant events.

6.4 Reassessment and Course Participant Appeals

Summative assessments also represent an opportunity for continued learning and improvement. To achieve this, participants will receive feedback on their performance from the faculty. This feedback includes recommendations for improving performance in the future.

Not reaching the predetermined level of achievement constitutes failing the assignment and is graded with Fail (failing grade). If a participant receives a failing grade for a summative assessment, (s)he is subject to a re-assessment process (except AE). The participant has the responsibility to work actively through Course Director or directly with appropriate faculty to support their educational requirements.

1. For each failure, the re-assessment is held only once, and the result cannot be appealed.
2. In general, re-assessment must take place within ten working days of receipt of a failing grade for a summative assignment.
3. During that period, the student has the right to approach the respective ECC and agree on the ways and means of supplementary education.
4. The re-assessment assignment issued by the ECC must measure the learning outcomes equal to the level of the original assignment.
5. A passing grade is not subject for re-assessment.

A failed reassessment results in a failure of the educational component, which is to be considered as an academic failure.

If participants are dissatisfied with the assessment of a summative assignment, they have the right to appeal their grade but only if they can provide evidence showing why they believe they have been assessed **unfairly** or **inappropriately**. The process for appealing is outlined in the SOP for Student Assessment. It is important to note that any new assessment conducted due to an appeal may result in a lower, higher, or the same grade as the original assessment.

6.5 Misconduct

In the case of academic or personal misconduct, course participants may be expelled from the CSELC and return to their home country in accordance with procedures approved by the Framework Nations and set out in the BALTDEFCOL Regulations.

Should a course participant's general course performance not meet the required level, there are three stages of warning:

- **Level 1 – Course Director's Dialogue:** when the Course Director is made aware that a course participant is not making satisfactory progress or contributing insufficiently to the course, he will discuss it with the respective course participant, informing that his or her progress is below standards and requires a swift improvement.
- **Level 2 – Course Director's Report:** should performance not improve, a report will be compiled by the Course Director and read by the course participant, who will sign it. At this stage, the Course Director will inform the Commandant and the Senior National Representative (SNR) (if appointed).
- **Level 3 – Commandant:** if progress continues to be unsatisfactory, the Commandant may decide that the course participant should be removed from the CSELC and recommends the Sending Nation that he/she should be withdrawn from the course.

6.6 Graduation Documents

Upon the completion of the course, each CSELC course participant will receive a Course Diploma and Diploma Supplement. An academic failure, defined as receiving a 'Fail' as a final grade in one or more summative assessments, may result in the issuance of a 'Letter of Attendance' instead of graduation documents.

6.7 Course Participant Awards

The CSELC has established two awards for course participants:

1. The Commandant's Award to Course Leader (Top Student);
2. Academic Writing Award.

Awarded course participants will be recognized during the Graduation Ceremony.

1. The Commandant's Award to Course Leader (Top Student)

This award recognizes the course participant whom the CSELC leadership believes has demonstrated the most outstanding overall creativity, insight, rigor, leadership, and comradeship. This course participant will have achieved exceptional academic results in all assignments while showing excellent leadership and comradeship throughout the course. He or she will also enrich the educational experiences of his or her colleagues, contribute extensively to the course, and reflect the values and expectations of the

BALTDEFCOL. The Course Director will nominate a course participant worthy of the Commandant's consideration for the award in close coordination with the Dean and Mentors/ External Module Coordinators.

2. Academic Writing Award

The course participant who demonstrates the highest excellence on the CSELC for his/her Argumentative Essay and defends it in the best quality in front of the Presentation Board will receive an Academic Award and will be offered the opportunity to publish an Essay in BALTDEFCOL online collection of the best course participants/students' papers '*Ad Securitatem.*'

6.8 CSELC Notable Alumni page

The Director of the CSELC is authorized to identify the Notable Alumni and arrange their display on, and if necessary, removal from BALTDEFCOL's web page. The display and removal shall be subject to a reasoned and objective decision and shall include informing of the individual concerned.

For the display of Notable Alumni on BALTDEFCOL's web page, the individual will be asked to grant his/her consent (does not apply to the inductees to previous virtual Hall of Fame) and provide an electronic version of the parade portrait (with upper body and decorations visible), latest his/her biography and his/her original quotation on military education promotion preferably in connection with CSELC.

When identifying the Notable Alumni, the Course Director will consider the following criteria: graduates of the CSELC who have attained through military merit the highest non-commissioned officer's position in their nation's armed forces, or who have held the equivalent position within NATO Command Structure and/or NATO Force Structure.

7.0 Course Evaluation Process

7.1 General

The course participants' opinions and feedback are important to refine our current course plan and develop the curriculum further. 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.

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

To develop the course further, evaluation and feedback systems are used. This system involves course participants, faculty, the management group, and others involved in the delivery of education. In addition, a survey will be sent to the Baltic states and other countries to gather graduates' evaluation of the course.

7.2 Course Feedback System

Both course participants and the College Leadership (Academic Board) evaluate the CSELC. The Course Evaluation System consists of four separate elements: Module Feedback, Course Feedback, and an After-Action Evaluation. Given this unique course development procedure, the tri annual International After-Action Review Conference is added to the Course Feedback System.

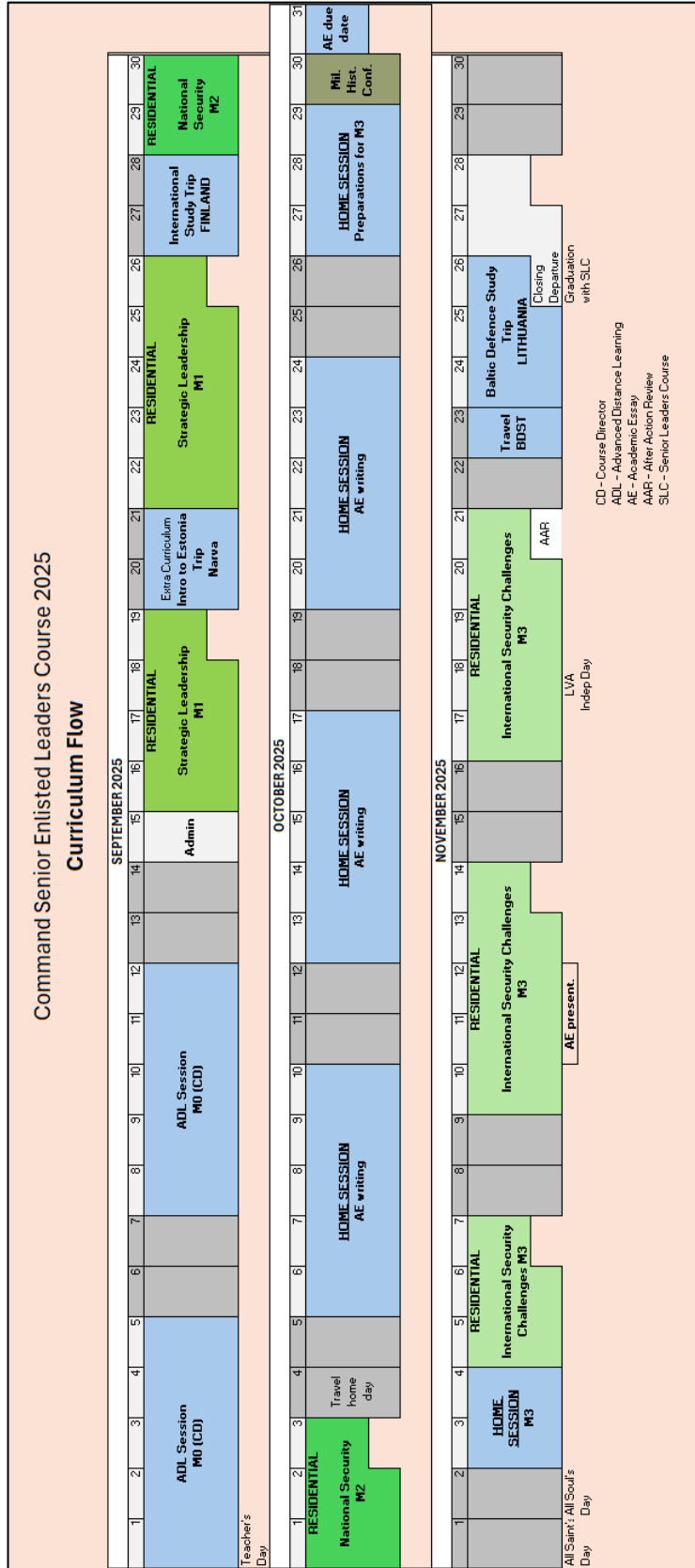
1. **Module Feedback:** The objective of Module Feedback is to receive immediate feedback from course participants by the respective Module Coordinators and the Course Director on each Module to monitor the learning process, make any necessary adjustments to the ongoing Module, and gather data for the overall evaluation.
2. **Course Feedback:** The objectives of Course Feedback of the course participants is to provide an overall evaluation of the course to the members of the College Management Group and to receive recommendations on the areas that need improvement and more attention in the future. The Course Feedback of the course participants consists of two parts – individual feedback submitted by every course participant and subsequent discussion and the preparation of a joint briefing by the CSEL. Members of the College Management Group are to attend the Course Feedback briefing, allowing them to draw Lessons Identified within their respective areas of responsibilities.
3. **After-Action Evaluation: The objective of After-Action Evaluation is to gain course participant views about the CSEL after graduation, focusing on how their participation has met their current position's requirements.** An online questionnaire is sent to CSEL graduates once every three years to support the further development of the CSEL concept in the framework of the BALTDEF COL tri-annual cycle of Educational Requirements Seminar (ERS).
4. **After Action Review Conference:** This is a forum that brings together representatives of the BALTDEF COL Framework Nations, the CSEL Founding Nations, NATO entities that have been supporting CSEL development, and other nations sending Course Participants to attend the CSEL. The goal of the event is to summarize the previous period and to seek recommendations about the future course content. The Conference is conducted once in every three years. The next AAR Conference is scheduled to take place at the beginning of 2026.

ANNEX A | 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	Educational Component
ECC	Educational Component Coordinator
ECTS	European Credit Transfer System
ELE	Elective
ELEC	Elective Coordinator
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
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 B | Curriculum Flow





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