



Course Plan 2024-2025



Baltic Defence College
Ad Securitatem Patriarum

**Joint Command and
General Staff Course**



Joint Command and General Staff Course

Course Plan 2024-2025



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Course Director's Foreword

Dear JCGSC students,

Congratulations on being selected for the Joint Command and General Staff Course (JCGSC) of the 2024-2025 academic year, and welcome to the Baltic Defence College (BALTDEFCOL) in Tartu.

You have undoubtedly worked hard to reach this point; however, please keep in mind that this is not an end goal but rather a significant step forward in your career. You must now concentrate your efforts on studying to successfully complete the course and move on to your future careers. Your national authorities view the completion of the course as an investment in strengthening your respective country's defence. As a result, your superiors expect you to do everything possible to obtain a joint-level education that will ensure the continuity and progress of your military organisations.

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 like-minded, study-oriented people – faculty and staff, both civilian and military – all of whom you will meet in corridors, during lectures, on field trips, and at countless other events and activities. As JCGSC students, you will have the opportunity to enrol in a Master's programme in Military Leadership Studies provided by BALTDEFCOL in cooperation with the National Defence Academy of Latvia. With the support of the faculty, mainly with the help of your designated Syndicate Guiding Officers (SGO), you will develop your leadership, communication, critical thinking, problem-solving, and military writing skills throughout the course. More information will be provided to you in due time.

Let me briefly elaborate on what is expected of you in order to succeed throughout the course:

- 1. Read.** If you do not read, you are an ineffective participant in your syndicate activities. Reading builds a foundation for being active and provides you with ideas and factual information. Reading efficiently with comprehension and healthy criticism is an essential skill and competency for those who make decisions and provide informed recommendations to others.
- 2. Be active,** ask questions, and share what you know and/or discover with your fellow course mates and instructors. Assist other students and faculty by offering advice, support, and feedback. If no one else steps forward, take the lead.
- 3. Write.** Do not be afraid to make mistakes in your writing. Practice makes perfect. Before you start writing, make sure that you understand all the requirements. The ability to write purposefully, clearly, and precisely reflects the quality of one's thinking. Leaders must be able to formulate well-reasoned arguments that are supported by evidence and analysis to enable a particular action, decision, or course of action.
- 4. Avoid** plagiarism and other forms of cheating because the consequences are severe. Do not use or present the work of others as your own. Academic misconduct will be defined at the start of the course and monitored throughout.
- 5. Expect the unexpected.** The current environment is often characterised as volatile, uncertain, complex, and ambiguous (VUCA). The war in Ukraine, millions of refugees fleeing to Europe, intimidation, propaganda, and hybrid warfare waged in the region by Russia and Belarus, the conflict in Nagorno-Karabakh, and a world in quarantine due to COVID-19 are all perfect examples of VUCA. The BALTDEFCOL faculty has had to adapt to this changing world and continue education through various modes and methods of education other than solely sitting in the classroom and listening to lectures.

Be prepared for active teaching that involves challenging discussions, research, case studies, and various syndicate activities. Prepare to be exposed to different learning environments, including distance learning, via interactive internet-based intellectual settings. Whatever may happen, expect challenges, be prepared to adapt, and focus on your education.

While studying, do not forget to relax and spend quality time with your colleagues and families, explore the region, and learn more about the local culture as well as those of other nations represented in the college. After all, the professional relationships you forge in the BALTDEFCOL will stay with you for a long time.

I am looking forward to personally welcoming you to the college!

IVO MŪRMANIS
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	Command Senior Enlisted 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 Joint Command and General Staff Course

2.1 Outline

The JCGSC is a uniquely multinational course that brings many nations together each year. The course lasts ten months.

The main focus of the course is at the operational level, with a strong emphasis on Allied Joint Operations across a full spectrum of operations. The JCGSC is highly demanding, and students will be required to conduct individual research and participate in a range of lectures, discussions, and syndicate activities. Two study trips complement the main modules of the curriculum, and one staff ride is organised during the year. The staff ride is embedded in the module Components and Domains, and one of the Study trips, the Baltic Defence Study Trip, is embedded into the Module Security and Strategy. The course culminates in a major exercise (Combined Joint Staff Exercise JOINT RESOLVE) that centres on NATO Article 5 operational planning and execution. Exercise JOINT RESOLVE will be conducted in partnership with the War Studies University of Poland (WSU) and the Finnish National Defence University (FNDU). In addition, students will participate in two electives (one for each semester) conferences and roundtable seminars organised by the college and may have the opportunity to attend other academic events outside college premises.

Students are expected to spend approximately 24 hours preparing for the course by completing an Advance Distributed Learning (ADL) online module called 'Initial Unit', reading specific material prior to their arrival, and during the course according to the deadlines specified on the Learning Management System (ILIAS).

During the course, each working day comprises an average of six academic hours of classroom activities (1 academic hour = 45 minutes), and the average week in total consists of 27 contact hours. Students are also expected to spend an average of three hours a day and five hours on weekends on individual and preparatory work. The duration of classroom activities and plenary sessions is modified to meet the requirements of specific educational activities (for example, during exercises or the Operational Level Planning Module) or provide the opportunity for students to meet high-level officials or academics. Such changes will be reflected in the weekly timetables.

For most of the course, students follow a core curriculum, which includes topics such as leadership and command, operations, international security and strategy, defence, project management, and others. The course also offers electives on various topics, which have proved to be an attractive element of adult education. There are two periods and types of electives – the first focuses on the strategic environment and international security challenges in the region, and the second is used to facilitate preparation for the upcoming combined joint staff exercise by concentrating on some functional areas and specific topics. Electives are delivered by the college faculty and in close cooperation with the Centres of Excellence in the Baltic states and beyond.

As previously stated, students can earn a Master's degree in Military Leadership and Security. The programme, accredited by the Latvian Ministry of Education and Science, is implemented by the BALTDEFCOL in close partnership with the National Defence Academy of Latvia (more information can be found on page 46).

2.2 The Aim of the JCGSC

The JCGSC provides Professional Military Education (PME) focused on the operational level. The purpose of the course is to develop and educate officers and civil servants to thrive in multi-service and international joint staff and command positions, addressing complex security challenges from the Baltic and Euro-Atlantic perspectives.

2.3 Course Objectives and Learning Outcomes

The delivery of education through the JCGSC is organised to help students develop a set of skills, competencies, and knowledge that build upon each other, enabling graduates to:

Apply proven military and business leadership and management methods to solve complex, relevant, and current problems in the contexts of operational art, defence planning, and project management within multinational staffs and organisations.

This course objective is supported by and achieved through all educational components, particularly by: Leadership and Command, Research Project, Security and Strategy, Defence Planning and Management, Project Management, Operational Level Planning, Managing Contemporary Crisis, Combined Joint Staff Exercise JOINT RESOLVE, Innovations and Military Technology (IMT), selected topics from Elective 1, and the Annual Conference on Baltic Military History.

Apply the fundamentals of critical thinking within academic and professional contexts in order to evaluate and solve complex problems and apply effective communication skills.

This course objective is supported by and achieved through all educational components, particularly by Leadership and Command, Security and Strategy, Research Project, Defence Planning and Management, Media Communications, Combined Joint Staff Exercise JOINT RESOLVE, the Annual Conference on Baltic Military History, and the Annual Conference on Russia.

Evaluate the driving forces of the international security environment and the contemporary forms of war and violence and analyse the national and international dimensions of the Baltic states' security and defence policies.

This course objective is supported by and achieved through the following educational components: Research Project, Security and Strategy, Baltic Defence Study Trip, Managing Contemporary Crisis, Elective 1, selected topics from Elective 2, Annual Conference on Russia and International Study Trip.

Analyse the manifold dimensions of the conduct of combined, joint operations in national and allied environments and apply the Operational Planning Process principles in NATO Article 5.

This course objective is supported by and achieved through the following educational components: Components and Domains, Operational Level Planning, Allied Joint Operations, Operational Law, Managing Contemporary Crisis, Combined Joint Staff Exercise JOINT RESOLVE, Leadership and Command, Research Project, Security and Strategy, Elective 2 and the International Study Trip.

Each module, elective, and additional educational component has a predefined aim, learning outcomes, and educational methods that facilitate the achievement of the module-level aims and learning outcomes, enabling students to reach higher course-level objectives and seek synergies between modules and educational components.

2.4 Admission Requirements

Students attending the course should:

- ☒ Hold the rank of:
 - Army/Air Force/Special Operations Forces: Major (OF-3) or Lieutenant Colonel (OF-4).
 - Navy: Lieutenant Commander (OF-3) or Commander (OF-4).
- ☒ Have successful leadership experience.
- ☒ Have strong promotion potential.
- ☒ Be proficient in battalion/squadron-level operations with a strong understanding of combined arms.
- ☒ NATO countries: hold at least NATO Secret clearance.
- ☒ Non-NATO countries: PfP Secret clearance.
- ☒ Have computer skills – proficiency in Microsoft Windows, Word, PowerPoint, and Excel.
- ☒ Have English language level 3232 (according to NATO STANAG 6001 or an equivalent test).

A proficiency certificate should be provided to the Registrar upon arrival (mandatory).
- ☒ Meet respective states' armed forces physical and medical requirements.

Security clearances 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 the Oxford Online Placement Test:

1. The minimum score based on which the test is considered passed is 40. Failure to pass language screening may result in mandatory English language classes and reassessment.
2. The minimum score to enrol in the Master's Program is at least 61.

3.0 Curriculum and Curriculum Flow

3.1 General

The JCGSC lasts one academic year, including administration and vacation time. The curriculum is divided into two semesters (August-December; January-June), which includes 13 modules, two elective periods, an International Study Trip, and the Research Project. During the elective periods, students will be able to choose from a variety of topics to tailor their educational experiences. In addition, there is an Initial Unit (e-learning) that must be completed in accordance with the stated deadlines. Additionally, two study trips and one staff ride supplement the educational requirements of selected modules by providing discussions with various experts, as well as visits to the military, academic, and historical sites.

The curriculum is delivered through structured modules and electives, which are designed units of a particular subject of education that last between one and six weeks. Module and Elective Coordinators are responsible for the course modules; they organise and/or facilitate the teaching and assessment of their modules/electives. For the key deliverables, see Annex B, and for the exact curriculum flow, see Annex D.

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, Subject Matter Experts (SME) and Senior Mentors. Several modules and electives are conducted in close cooperation with the University of Tartu, Centres of Excellence, and numerous other long-term cooperation partners.

3.2 JCGSC Modules and Other Educational Components

M0	Foundation Module
M1	Leadership and Command
M2	Components and Domains
M3	Security and Strategy
BDST	Baltic Defence Study Trip
M4	Defence Planning and Management
M5	Project Management
M6	Operational Law
M7	Operational Level Planning
M8	Managing Contemporary Crisis
M9	Allied Joint Operations
M10	Media Communications
M11	Combined Joint Staff Exercise JOINT RESOLVE
M12	Innovations and Military Technology
IST	International Study Trip
RP	Research Project

The course objectives and learning outcomes are achieved through the modules and other educational activities (for example, electives, conferences, study trips, and the research project). The objectives are developed with the intention of designing and implementing more focused skills, competencies, and knowledge. Regarding some modules and electives, objectives are not limited to a single module/elective. For example, critical thinking and leadership skills are required and assessed throughout the entire course and form an important part of the assessment in several modules. Each module and elective has an aim and learning outcomes; the outcomes from different modules are interlinked and reinforce one another. The educational methods and assignments during the modules are designed in order to achieve the desired learning outcomes.

3.3 JCGSC 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.

3.4 JCGSC Modules

Module 0: Foundation

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 (graded 1-10)
Seminar Discussion	Qualitative Feedback
Credits: 1 ECTS	

Module 1: Leadership and Command

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"> • Individual Essay (75%) • Student's participation (25%) 	Summative (graded 1-10)
Credits: 5 ECTS	

Module 2: Components and Domains

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 (graded 1-10)
Credits: 9 ECTS	

Module 3: Security and Strategy

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"> • Policy Paper • BDST Group Presentation 	Summative (graded 1-10)
Credits: 7 ECTS	

Module 4: Defence Planning and Management

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"> • Group Staff Paper (50%) • Group Presentation (50%) 	Summative (graded 1-10)
Credits: 4 ECTS	

Module 5: Project Management

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"> • Student's contribution to a syndicate small group case study work (staff paper – project plan, proposal) 50% • Project Brief 50% 	Summative (graded 1-10)
Credits: 3 ECTS	

Module 6: Operational Law

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 (graded 1-10)
Credits: 3 ECTS	

Module 7: Operational Level Planning

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 OPP phase, focusing on the operational estimate. This will lead to a wider discussion on the Centre of Gravity, Operational Design, and the development of Courses of Action. This knowledge will be applied to practical activities during which students will form Joint Operations Planning Groups (JOPGs) for various products during 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 Action.
5. Analyse the elements of Operational Design.

Assessment method	Assessment
<ul style="list-style-type: none"> An open-book Exam: <ul style="list-style-type: none"> Individual Tasks 80% Online Test 20% 	Summative (graded 1-10)
Credits: 5 ECTS	

Module 8: Managing Contemporary Crisis

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"> • Syndicate staff paper 60% • Syndicate presentation 40% 	Summative (graded 1-10)
Credits: 3 ECTS	

Module 9: Allied Joint Operations

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
Individual Case Study Analysis	Summative (graded 1-10)
Credits: 6 ECTS	

Module 10: Media Communications

The aim of module 10 is to identify ways the 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 conferences/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 conferences, and other practical tasks.

Assessment method	Assessment
Written Examination	Summative (graded 1-10)
Credits: 2 ECTS	

Module 11: Combined Joint Staff Exercise JOINT RESOLVE

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 (graded Passed with Distinction/Pass/Fail)* <i>*Pass with Distinction equals 10, Pass equals 8, and Fail equals 3. For detailed information see SOP for the Planning of Education.</i>
Credits: 7 ECTS	

Module 12: Innovation and Military Technology

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
Individual Blog Post	Summative (graded 1-10)
Credits: 2 ECTS	

International Study Trip (IST)

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 (graded Pass/Fail)
Credits: 1 ECTS	

Research Project (RP)

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"> • Research Paper • Verbal Presentation 	Summative (graded 1-10)
Credits: 8 ECTS	

3.5 Electives

The primary focus of students' education is on developing the necessary skills and knowledge to excel in an unknown future where the only constant is change. Electives are the key means of achieving this, which makes them an essential component of the course. They allow students to take greater ownership of their development and receive a broader education. There are two periods of electives, each with different organisation and different content:

Elective 1 runs throughout the first semester, takes place on Mondays, and is mostly conducted by the college faculty. This elective covers theoretical and academic subjects on selected topics of international security, history, and leadership, and is an integral part of the MA programme. This elective is intellectually demanding and requires preparatory reading, active engagement, and the accomplishment of a specific assignment in the selected elective.

Elective 2 is conducted during the second semester and runs for one week. As a result, it allows integration of external participation. Several electives have been certified as NATO courses. The attractiveness and high quality of these electives are also due to close cooperation with Centres of Excellence in the Baltic states and beyond.

One of the objectives of Elective 2 is to facilitate preparation for the Combined Joint Staff Exercise through the exploration of some functional areas and specific topics. The other objective is familiarisation with topics such as Energy Security and similar contemporary security issues.

Elective Topics and Selection

Students will participate in one elective of their choice in each elective period. The choice of electives reflects the needs and interests of the students. Prior to the beginning of the elective, students will provide a ranked list of the preferred three electives that 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 education. The Course Director reserves the right to re-assign students' choices to maintain balance and critical mass in each elective.

3.6 Elective 1

1.1 Military Security of Estonia, Latvia, and Lithuania (DPS)

The aim of the elective is to analyse how current international security environment is influencing security of the Baltic region, particularly the three Baltic states, including both soft security and military security. Is new security strategy needed for Baltic states vis-à-vis Russian aggression against Ukraine and NATO Nordic enlargement?

Educational Method

- The Elective consists of group discussions/seminars and involves students' individual work and preparations.
- Selected seminars will be supported by guest speakers.

Students will summarise their findings in a Staff Paper related to the respective topics during exam.

The main topics of this elective are the Past, Present and Future of Baltic Military Cooperation – Framing the Military Security of Estonia, Latvia, and Lithuania, Assessing the Effectiveness of NATO response to the changing security environment, The Nordic Factor – the Region viewed from new NATO members, Defending Baltic states, the role of Poland, Western Powers and Baltic Cooperation – NATO Units, Host Nation Support, Western Powers and Baltic Cooperation: US, UK, France and Germany, Western Powers and Baltic Cooperation – the Key to credible defense, military capabilities of Belarus, Ukraine, and Moldova, and their posture and influence in the Baltic Region.

Learning Outcomes

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

1. Examine how the Baltic states (Estonia, Latvia, and Lithuania) have responded to the recent developments in the military security environment in Europe.
2. Examine the aspects of the Baltic States' (Estonia, Latvia, and Lithuania) future cooperation.
3. Investigate the importance and effect of Sweden and Finland regarding Baltic region military security and their accession to NATO.
4. Examine the strategic postures of the United States and United Kingdom in relation to Baltic region military security.
5. Examine the effectiveness of NATO's response to the changing security environment after Russian aggression against Ukraine.
6. Investigate neighbouring countries' (BEL, UKR, MDA) situation regarding Baltic region military security.

1.2 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.

Education 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.

1.3 Practice (Psychology) of Leadership (DLMS)

The aim of this elective is to examine leadership from a psychological perspective, giving students necessary knowledge and methods to analyse themselves and others as leaders.

Educational Method

- The basic method of contact hours is seminar (active involvement from all participants), which is based on the students' pre-readings, introduction of theory from the faculty and in-class activities.
- In-class activities will include different methods such as video, picture and/or other format of texts, small experiments etc.
- Critical part of learning of each topic is the individual reflection, which is also a part of the assessment.

The main topics of this elective are psychological aspects of leadership, personality related aspects of leadership, social (psychology) aspects of leadership, organisational (psychology) aspects of leadership and case studies 1 and 2 (self-analyses).

Learning Outcomes

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

- Examine the psychological aspects of self-leadership.
- Evaluate the social psychology aspects of leadership.
- Interpret the psychological aspects of organisational leadership.

1.4 Military History (DPS)

The aim of this elective is to examine history as a tool to aid professional judgment, exploring the evolution of war, strategy, and operational art in the Baltic context.

Educational Method

- Lectures.
- Presentations by students.
- Group discussions.
- Comparative analysis of the historical events of the Baltic states.

The main topics of this elective are the Role of Military History, the Baltic states in the First World War, Baltic Defence Cooperation during Interwar years, the Baltic States and the Second World War, the Soviet-German War, Proxy Wars, and the nature of the War after World War II.

Learning Outcomes

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

1. Analyse historical contexts and understand how Baltic countries were influenced by historical events.
2. Explain the background of the Baltic countries from a historical military perspective to analyse modern trends in professional military judgment.
3. Explain military conflicts using a historical approach.
4. Analyse the causes, nature, and consequences of the societal, economic, and political aspects on military institutions and battlefield performance and assess the role of technology in warfare.

1.5 Foreign Policy Analysis and Decision Making (DPS)

The aim of the elective is to introduce students to foreign policy analysis and decision making to enable them to examine the fundamental tenets of this process.

Educational Method

- Lectures.
- Class discussion and group discussion.
- Short paper.
- Group presentation and peer assessment.

This elective focuses on the following topics Overview and Evolution of Foreign Policy Analysis, Leaders and Foreign Policy, Foreign Policy Analysis and the Use of Force: Case Studies, The Domestic Sources of Foreign Policy & Bureaucracies and Foreign Policy, MFA Poland, Institutions, International Structure and Foreign Policy, The role of political party foundations in international relations, The Foreign Policy of Latvia (MFA LVA).

Learning Outcomes

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

1. Explain the foreign policy decision-making process of great powers.
2. Examine theoretical approaches to foreign policy decision-making from both IR theory and the wider social sciences.
3. Consider theoretical and policy debates in foreign policy decision-making.
4. Explain and evaluate how the nature of domestic political systems as well as the international system impact which type of decisions are taken, under different circumstances.
5. Comprehend how foreign policy issues and problems are recognised as such by different groups of policymakers.

1.6 Political Analysis of Modern Warfare (DPS)

The aim of this elective is to examine the phenomenon of modern warfare, including its initiation, conduct, and termination, by relying on political (social science) investigation tools and perspectives.

Educational Method

- Lectures, clarifying the reading material and related concepts.
- Group discussions and teamwork, examining case studies.
- Article presentations and peer reviews, to develop students' presentation skills.

The main topics covered during this elective are differences in civilian and military perspective on modern warfare, levels of analysis, cost of war in a historical perspective, systemic theories of war, examining war escalation and its significance, war conduct (from political perspective) and its significance, war termination and its significance, factors affecting military operations depending on political regime: duration, domestic audience, casualties (military and civilian), intensity of coercion, explanations for war victory in asymmetric armed conflicts, impact of modern science on war costs (medical, logistics, technology), factors affecting combat attrition: speed vs exposure vs resolve vs preponderance vs firepower (an examination of combat dynamics) and comparative costs/impact of various operational domains of war.

Learning Outcomes

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

1. Examine the relevant political research related to modern warfare and how (civilian) policymakers think about war.
2. Explain modern warfare using key political science concepts and analytic tools.
3. Explain political decision-making related to war.

1.7 NATO Operations Planning Process

The aim of the elective is to develop student's ability to plan joint operations at the operational level across the spectrum of conflict in accordance with NATO Operations Planning Procedures (OPP).

Educational Method

- During the first session of the elective will be introduced the regulations for this elective and later the faculty will brief on overall NATO Operations Planning Procedures.
- NATO publications and different case study readings will be required to be read prior to the start of each session.
- The role of faculty is to facilitate discussion on provided topics.
- Training Audience, both individually and in small groups, will have to provide findings/results of the analysis or develop required planning products.
- Strong participation from the Training Audience is required to achieve elective aims.

The main topic of this elective is NATO Operations Planning Process Overview, Understanding of Operational Environment (OE) and Problem Framing, Selection and Analysis of relevant Factors, Analysis of Center of Gravity, Main elements and key requirements to build operational design, Development of operational design to provide a case study, Development of COAs for Joint Operations, and Requirements for preparation and execution of Wargaming.

Learning Outcomes

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

1. Comprehend the NATO OPP complexity as it pertains to operational level planning and apply it to plan military operations across all domains up to and including Phase 3.
2. Examine the doctrinal concept of the Center of Gravity (CoG), focusing on the analysis of the associated critical elements to provide clarity in a complex operational environment.
3. Understand the doctrinal methodology for the development of operational design and how a correctly defined problem leads to potential solution mechanisms.
4. Analyse COM's guidance and build COAs in line with Ops. design to solve operational level dilemmas.

Assessment method	Assessment
Elective (E) 1 assignment and assessment methods in each elective will vary. Students will be graded based on:	Summative (graded Distinction/Pass/Fail) Passed with
E 1.1 Individual participation/engagement (40%) and staff paper (60%)	
E 1.2 Article presentation and participation (Qualitative Feedback)	
E 1.3 Students' preparation for every contact session (all together 7x sessions) + reflection after each session (6x reflections)	
E 1.4 Long answer exam	
E 1.5 Group presentations	
E 1.6 (Take-home) written exam – 80%; class engagement and preparation – 20%	
E 1.7 Training Audience, both individually and in small groups, have to provide findings/results of the analysis or develop required planning products.	
Credits: 2 ECTS	

3.7 Elective 2

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 individual participation/engagement and contribution to syndicate/team/ group work throughout the elective (ICGW) but may vary. Additionally, the assessment is based on:	Summative (graded Passed with Distinction Pass/Fail)
E 2.1 Contribution and engagement throughout the elective; including NATO JADL courseware, classroom, and syndicate activities.NA	
E 2.2 Test (open book) (pass level 70%) 30% participation in syndicate work and discussions <ul style="list-style-type: none"> • contribution to group work and activities • participation in lectures and debates • quality of individual briefings NATO certificate for successful accomplishment of NATO Intermediate StratCom Course (STC-ST-25529).	
E 2.3 Students assigned a case study from ROC manual for analysis and presentation on day 5.	
E 2.4 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"> • presentation and explanation of their individual assignment topics, and • contribution to the classwork, discussion, and teamwork. 	
E 2.5 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%).	
E 2.6 ICGW and group presentations	
E 2.7 ICGW and two group presentations (50% each)	
E 2.8 ICGW with seminar presentations	
E 2.9 ICGW	
E 2.10 Written certification examination	
E 2.11 Contribution and active engagement throughout the elective.	
E 2.12 Contribution and active engagement throughout the elective.	
E 2.13 Individual participation/engagement and contribution to syndicate work throughout the elective; presentation of syndicate work results.	
E 2.14 Article presentation and participation (Qualitative Feedback).	
Credits: 2 ECTS	

3.8 Conferences

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.

Annual Conference on Baltic Military History

The aim of the Annual Conference on Baltic Military History is to explore how lessons from the past can offer examples for the development of more effective defence policies for the region. History is of crucial importance in the professional development of officers and has been used as a source of knowledge and inspiration since the establishment of professional military education. Since 2018, the Conference has become an integral part of the curriculum of the JCGSC and affords students unique insights into the interaction between military history and current-day decision-making. The 2023 Conference was dedicated to military thought in small states, particularly the Baltic states in the interwar period. The 2024 Conference is dedicated to history of the Professional Military Education in the Baltic region.

The college provides additional opportunities for students and faculty to attend both academic events and roundtable seminars organised at the college and facilitates participation in seminars and regular conferences on a range of topics organised by cooperation partners in the region, academic institutions, and Centres of Excellence.

4.0 Educational Framework

4.1 Introduction

The JCGSC educational framework is based on a variety of educational approaches, including lectures, panel discussions, seminars, and small group (syndicate) activities and exercises to facilitate adult learning at an advanced level. Consequently, the primary responsibility for learning and achieving the specified learning outcomes is placed on the student. To aid in this, the JCGSC and the Baltic Defence College aim to provide the best possible educational environment for learning to take place. The JCGSC 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 students is heavily encouraged; this allows students to share their knowledge, experience, and learning with others in an open and positive environment.

In summary, 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.

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:** 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:** the 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. 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 faculty 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
6. Create	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"> • Formulate security strategy • Generate a campaign plan • Create defence policy
5. Evaluate	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"> • Assess the best weapon • Justify a budget • Validate a procedure
4. Analyse	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"> • Investigate a campaign plan • Distinguish components • Consider problems
3. Apply	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"> • Employ a doctrine • Use a field manual • Apply legal protocol
2. Understand	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"> • Identify analogies • Explain phenomena • Explain historical dates
1. Remember	List, Outline, Recall, Reproduce, State	A cognitive process whereby information – previously discovered – is recalled and articulated.	<ul style="list-style-type: none"> • Outline a policy • Recall a doctrine • List important individuals

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 JCGSC 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 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 JCGSC includes 70 ECTS credit points in total. The time allocated should enable the average student to pass each module – and therefore, the course – but those students seeking to gain the highest grades should expect the need 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 Russia 2025 and the Annual Conference on Baltic Military History 2024, 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.

4.5 Master's Degree Programme in Military Leadership and Security

The JCGSC curriculum is part of the voluntary based Master's Studies programme accredited by the Ministry of Education of Latvia and conducted with the National Defence Academy of Latvia (NDAL). Thus, the JCGSC forms the first two semesters (counting as 60 ECTS) of a three-semester Master of Arts study in Military Leadership and Security (with a total of 90 ECTS).

The students enrolled in the Master's degree programme have, in addition to the JCGSC programme, separate sessions after class hours following the MA programme requirements. MA students are required to write a research dissertation of 60-80 pages. Enrolment requirements and the principles of the programme can be found at www.naa.mil.lv and will be explained in detail at the beginning of the JCGSC.

4.6 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 is a mandatory activity, offering sports events usually scheduled on Thursday afternoons. There are numerous other activities organised by the college that support team building.

5.0 Organisation of the Joint Command and General Staff Course

5.1 Faculty Organisation

a. Course Director

The Course Director is directly responsible to the Commandant for the development, planning, and execution of the course. The Course Director is supported by the Dean, the Curriculum Developer, Module/Elective Coordinators, Syndicate Guiding Officers (SGOs), and any other relevant Faculty members.

b. Module and Elective Coordinators

Module Coordinators oversee the development, planning, conduct, and assessment of various modules of the JCGSC. They are responsible for liaising with, utilising, and administering matters related to external support, e.g., Senior Mentor, Guest Speakers, and study trips.

c. Faculty

Faculty are civilian and military personnel who are deployed by nations or hired directly by the College to plan and implement educational activities as well as assess students' assignments. The Faculty implements educational activities in their roles as Module Coordinators, supervisors of research papers, assessors, and lecturers. Directors of the Department, Dean, and other Management Group members are also part of the Faculty.

d. Guest Speakers and SME

Guest Speakers and Subject Matter Experts (SMEs) are supplemental contributors to the JCGSC, delivering education and mentoring students based on their expertise in a specific area.

e. Syndicate Guiding Officers

An 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 course aims and learning outcomes. It requires them to act primarily as a mentor to students. SGOs monitor and evaluate student progress during the course and provide feedback and recommendations to optimise their learning experience. SGOs perform their duties under the supervision of the Course Director.

f. Senior Mentor

Senior Mentors assist with the supervision of student work, offer advice on how they might tackle particular tasks, and assist in evaluating their achievements and assignments. For operational planning module and exercises, a Senior Mentor could serve as an operational level commander and a Subject Matter Expert.

g. Course Office

The Course Office is represented by the Course Secretary and the Registrar. The Course Secretary is responsible for all daily secretarial and administrative duties. One of the main duties of the Course Secretary is publishing and updating weekly plans with the Course Director's approval. The Registrar is responsible for receiving all official student assignments, evaluations, documents, and records, issuing all the grades and other official documents to the students, and preserving them in databases.

5.2 Student Organisation

There are several important roles for students attending the JCGSC. Specific roles that support the educational and developmental process within the student body are:

5.2.1 Class Leader

The students will elect one of their peers as the Class Leader. To conduct his/her official duties, the Course Director will delegate authority to the Class Leader with respect to fellow JCGSC students.

The Class Leader is the students' voice to the Course Director and faculty. An initial Class Leader from one of the Baltic states will be selected by the Course Director after the course starts. This officer will perform these duties until a permanent Class Leader is elected by the students. The Class Leader is usually selected from nominees from Estonia, Latvia, or Lithuania, but this is not a predetermined rule.

The Course Director approves the results of the election (as sometimes a run-off is necessary) and officially appoints the Class Leader. The Class Leader represents the students in any matters not covered by other functional representations of the course. They will act as a representative in collecting the corporate view of the class on significant issues, passing these opinions to the Course Director and staff members. These duties include organising and conducting course feedback sessions at the end of the first and second semesters.

In the conduct of official duties, the Class Leader can delegate his or her authority with respect to the fellow students. The Class Leader's responsibilities include, but are not limited to:

- Maintaining direct communication with and taking guidance from the Course Director regarding course initiatives.
- Disseminating information to students.
- Acting as the focal point in collecting the corporate view of the class on significant issues and passing the opinions to the faculty.
- Contributing to the college's representation and course's formal events.
- Ensuring proper decorum and discipline are maintained by students.
- Organising and executing course social events (e.g., Course Farewell Reception, International Night).
- Assisting the faculty in planning and executing athletic events.
- Organising and preparing end-of-course tokens (digital photo album, contact list, etc.) on behalf of JCGSC students.
- Organising course feedback briefings in the middle and at the end of the course.
- Supporting faculty in the preparation and execution of activities outside of the college (e.g., study trips).
- Overseeing the administration of the 'Best Coursemate' Award.
- Appointing deputies as necessary (Academic Advisor, Social/Welfare Officer, Athletic Officer, Public Officer, and Community Service Officer) and overseeing their efforts.
- Organising the election for the Best Faculty Member of the Year honourable nomination.

5.2.2 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 Course Director. Each syndicate will have an SGO.

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 during the first two weeks after the beginning of the course.

The Syndicate Leader's tasks are twofold. First, in their external role, the Syndicate Leader assists the SGO, the Class Leader, and Course Office in administrative and other matters. In their second role internally, the Syndicate Leader is responsible for the inner synergy and internal atmosphere of the syndicate. For example, the Syndicate Leader assists in selecting and coordinating social, sport, and other activities outside the scheduled programme.

The Syndicate Leader is also responsible for selecting a Class Assistant when the syndicate is responsible for this role according to the weekly plans. The Syndicate Leader supports the Class Leader in conducting his or her duties. As it is not a permanent position, the SGO can rotate the Syndicate Leader during the course.

5.2.3 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 according to the desired standard. The Task Leader might be appointed for syndicate work, or another task performed by a larger group.

5.2.4 Class Assistant

The Class Assistant is a rotational duty. 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 the daily course of teaching is completed, the Class Assistant is responsible for the restoration of 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 Course Director, the Class Assistant could be responsible for introducing and thanking lecturers/guest lecturers if not otherwise decided by the Class Leader.

5.2.5 Additional Functional Roles and Representation

Students fulfil other functional and representational duties either academically or outside curriculum activities. These functions are permanent throughout the course. Additionally, a student may volunteer to facilitate an external activity.

The students will elect a Class Leader and deputies as necessary in the following functions: Academic Representative, Social/Welfare Officer, Athletic Officer, Public Affairs Officer, and Community Service Officer. Student functions can be divided by syndicate, except for the Academic Representative, who will represent the entire course position on academic matters. The main tasks of deputies are:

- Academic Advisor: represents the course opinion regarding the quality of academic content and achievement of learning outcomes, approaches the Dean with respect to academic matters.
- Social/Welfare Officer: coordinates social events for the class.
- Athletic Officer: coordinates extra-curricular sports activities.
- Public Affairs Officer: provides the content to the College Information Manager such as websites entries, news articles, images, gathers/records student events, etc.
- Community Service Officer: coordinates community support activities, such as volunteer service, charity events, etc.

5.3 Student Responsibilities

While attending the JCGSC, students have several responsibilities pertaining to both 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 BALTDEF COL Policy on the use of Artificial Intelligence.

6.0 Student Assessment System

6.1 Introduction

Assessment is a continuous process intended to support the student's progress throughout the JCGSC, 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 the assessment of students. The following form of assessment is utilised at the Baltic Defence College for the JCGSC:

	Purpose	Form	Sequence
Diagnostic	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
Formative	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
Summative	To determine whether students have met the prescribed aim and learning outcomes for modules and electives. 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 either in numeric 1-10 or non-numeric Pass with Distinction/Pass/Fail gradings	End of a module, elective, or 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 Process

The procedure for the student 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 JCGSC modules.

Second, students' performance during all course activities will be monitored and evaluated, and the results will be used to create a report that will be sent to both the student and his or her sending state. This type of evaluation is conducted both through counselling conducted by the Course Director and at the end of JCGSC through a written Performance Review. The SGOs in close cooperation with the Course Director will monitor the students' progress and performance throughout the Course and will provide them with informal feedback when appropriate. More details are provided in section 6.4.

6.3 Assessment of Student 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 assessment system and use of the grading depends on each course's requirements and the length of courses.

Summative assessments will be administered out for each JCGSC module to formally assess the performance and knowledge of students in respect to the modular learning outcomes. The type of assessment used in each module is decided during the course planning process to ensure the best way to assess the achievement of the learning outcomes and evaluate students' performance.

Each Module Coordinator will define a more detailed matrix for all summative assessments in the JCGSC assignments. The students will be given the grading matrices prior to the commencement of each module.

The following grade scale will be applied for summative assessments graded 1-10*:

9-10	The student displays an outstanding grasp of the subject matter and a very broad level of achievement of learning outcomes.
7-8	The student has fully met the module's aim by displaying a strong grasp of the subject matter and attainment of learning outcomes at a very high level.
5-6	The student has met most of the module's aim by displaying a satisfactory grasp of the subject matter and attainment of learning outcomes at a satisfactory level.
4	The student has not quite met the module's aim due to a deficient grasp of the subject matter and attainment of learning outcomes at a minimal level.
1-3	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.

*Remark: for Module 11 assessment see SOP for the Planning of Education.

The following grade scale will be applied for the summative assessments graded **Fail/Pass/Pass with Distinction**:

Pass with Distinction	The student displays an outstanding grasp of the subject matter and a very broad level of achievement of learning outcomes.
Pass	The student has met most of the module's aim by displaying a satisfactory grasp of the subject matter and attainment of learning outcomes at a satisfactory level.
Fail	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.

6.3.1 Re-Assessment Policy

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

If a student receives a 'Fail' for an assignment, they will be afforded a single 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. A student who receives 'Grade 0-3' or 'Fail' for the original assignment will, upon the successful completion of the reassessment, receive re-examination result one grade lower. After failing to pass an assignment during the reassessment process, the Academic Misconduct Board will be called to make a recommendation for the Commandant. Based on the recommendation of the Academic Misconduct Board, the Commandant will inform the Sending/Sponsoring Nation of further action.

6.3.2 Student Appeals

If students 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 treated irregularly or unfairly. The criteria for appealing and the process of appeal are outlined in the academic regulations of the Baltic Defence College.

6.3.3 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.

6.4 Evaluation of Qualities and Capabilities

Along with students’ academic enhancement and performance, the students’ individual and leadership development on selected qualities and capabilities (outlined in the matrix below) are observed, coached, and evaluated throughout the course. More details will be provided by SGOs.

Students’ development and counselling is achieved through the utilisation of the following key tools:

- Mentoring by SGO (SGO Dialogue).
- Individual Development Planning.

Leadership	<p>This is a measure of the student's ability to influence others whilst holding a leadership position. The leader's approach to leading others depends on the environment, the team, and the task. It is the ability to influence others by providing purpose, direction, and motivation depending on the situation at hand.</p> <p>A student in a leader's position is expected to:</p> <ul style="list-style-type: none"> • understand the circumstances and variables of the operating environment; • provide subordinates with a sound and nested purpose; • guide the process by providing clear direction; • keep subordinates focused and engaged through the application of motivational tools.
Character	<p>This is a measure of the student's ethics, morals, and values as an individual and as a leader. It is their ability to exercise wise judgment while in a leadership position. It requires a student to accept and embrace the values and standards of the BALTDEFCOL's Code of Conduct.</p> <p>A student should be able to demonstrate:</p> <ul style="list-style-type: none"> • honour and discipline that adhere to the Code of Conduct; • integrity that is beyond reproach, possessing high moral standards, and honesty in word and deed; • moral courage in the face of adversity and opposition, manifesting in self-confidence that leads to physical and moral bravery; • loyalty and allegiance to his or her nation, to this college, and to peers and subordinates; • respect for self and for others that promotes dignity, diversity, and equal opportunity; • selfless service that places the organisation and welfare of others above one's self; • duty in fulfilling professional, legal, and moral obligations.
Ability to apply Critical Thinking	<p>This is a measure of the student's ability to evaluate key facts, content, logic, and motives simultaneously in order to arrive at reasoned deductions and conclusions that are beyond one's own mental limitations and biases. Critical thinking describes the mental processes, strategies, and representations people use to solve problems, make decisions, and learn/develop new concepts. It is the ability to apply distinctive cognitive skills to identify, analyse and solve complex problem sets.</p> <p>As a result, a student:</p> <ul style="list-style-type: none"> • is able to identify key factors; • can apply sound reasoning to facts, understand contexts and motives, and draw rational deductions and conclusions; • is able to understand the capabilities and limitations of their own thought process.
Professional Competence	<p>This is a measure of the student's ability to demonstrate a professionally disciplined interest in expanding their knowledge both within their specialised functional area and across the wider aspects of defence and security.</p> <p>Students should demonstrate the ability to:</p> <ul style="list-style-type: none"> • research and comprehend current global and regional security issues and their impact on the operational environment; • gain thorough knowledge and understanding of national force/service level components and capabilities and applicable NATO military doctrines; • seek enhanced knowledge and understanding of new technology, force developments, and their implementation/integration into contemporary military affairs.

Verbal and non-verbal Communication Skills	<p>This is a measure of the student's ability to express themselves verbally and non-verbally to include written form.</p> <p>A student should be able to deliver:</p> <ul style="list-style-type: none"> • written and oral assignments that follow prescriptive standards and style; • written work/oral presentation proficiency that meets Joint Operational Staff Officer requirements using grammatically correct English language; • written and oral assignments that exercise proper terminology and use of vocabulary.
Organisational Skills	<p>This a measure of the student's ability to plan and organise individual and team tasks whether assigned as a task leader or acting as a member of a team.</p> <p>A student should demonstrate the ability to:</p> <ul style="list-style-type: none"> • plan and organise the tasks and delegate when in position of authority; • take appropriate action without being prompted by peers or faculty; • develop clear priorities and apply time management in both individual work and syndicate work/assignments.
Relational Behaviour	<p>This is a measure of the student's personal relations and interactions with other students and faculty.</p> <p>Relational Behaviour is demonstrated by:</p> <ul style="list-style-type: none"> • clear and respectable cooperation with others, regardless of cultural, religious, or social experience or bias; • the ability to modify personal behaviour appropriately and proportionately to circumstances; • the ability to adapt to the corresponding environment in order to improve personal cultural and social awareness whilst enhancing the multinational diversity that enriches life-long relationships.

6.4.1 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.

6.4.2 Individual Development Planning

Individual Development Planning is all about creating a long-term goal for professional and personal development. From the start of the course, students will be afforded the opportunity to become familiar with the concept of individual development and practice by preparing an Individual Development Plan at least for the period of study.

SGOs will be the main facilitators for this concept, advising students in their individual development. Upon planning individual development, the following sequence should be followed:

- Students must understand their own needs so they can set meaningful goals.
- Students define these goals in terms of what they want to achieve and the steps necessary to get there.
- Finally, students identify gaps in their skills and experiences in order to create an action plan that will fill them so that they can start to move towards their end goal.

6.4.3 Performance Review

Formal evaluation of students' performance are 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 JCGSC 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.

6.5 Graduation Process and Requirements

To graduate, students must meet the following graduation requirements:

- Receive at a minimum either a "Bare Pass" (Grade 4) or a "Pass" (for Pass/Fail assignments) for all summative assignments in the modules and electives.
- Demonstrate proper "character" during their time in the course, which are related to no recognised issues in respect to academic misconduct or general misconduct outside of the college.

Should they meet these requirements; students will receive graduation documents. The graduation documents will include a Diploma, Diploma Supplement, and the Performance Review. The Diploma certifies the qualifications obtained as a result of successful graduation. The Diploma Supplement documents the ECTS credits earned during the course and is designed to enable the transfer of academic credit should students seek to pursue further qualifications at colleges of higher education and/or universities.

In cases of failure to achieve the required academic standards for graduation, the Commandant recommends that the Sending and/or Sponsoring Nation to withdraw a student or provide him/her a *Letter of Attendance* declaring that they *attended* the JCGSC but did not meet the graduation requirements.

6.6 JCGSC Awards

JCGSC graduates are eligible to receive the following academic awards – the Commandant’s Award, the Academic Writing Award, the Joint Operations Award, Class Leader Recognition, and the ‘Best Coursemate’ Award. All awards will be presented during the graduation ceremony:

- The **Commandant’s Award** is given to a student with the highest overall performance in all areas of education.
- The **Academic Writing Award** is meant for a student who writes the best Research Paper. This student’s thesis will also be considered for publication in *Ad Securitatem*.
- The **Joint Operations Award** recognises a student who demonstrates superior application of knowledge during Module 2: Components and Domains, Module 7: Operational Level Planning, Module 9: Allied Joint Ops, and Module 11: Combined Joint Staff Exercise JOINT RESOLVE.
- The **Class Leader Recognition** is presented to a student who has performed the Class Leader’s tasks.
- The **‘Best Coursemate’ Award** is given by JCGSC students to a student who has demonstrated exemplary officership and teamwork and contributed the most to the overall success and reputation of the JCGSC and the BALTDEFCOL.

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 Course Director may allow up to three faculty members to be elected and publicly recognised, but only the top candidate will receive the honourable nomination.

The nomination consists of a large wooden plaque with the mention “Best Faculty Member Nomination for JCGSC” and includes a brass plate with the name of the nominee along with the year.

The nominee will also receive a personalised course shield plaque bearing his/her name with the mention “Best Faculty Member of the Year (year of award)”.

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 develop further the course, evaluation and feedback systems are used. This system involves course participants, faculty, the management group, and others involved in the delivery of education.

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 in 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:** after the first semester and at the end of the course, students provide mid-course and end-of-course feedback. The Class Leader, supported by the other students, will be responsible for organising these sessions and producing the results. The briefings are followed by discussion with faculty.
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.

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	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 B1 | JCGSC Key Deliverables/Assessment

Module/ Elective	Deliverables/ Assessments*	Date Due or Assessment	Department
FIRST SEMESTER			
Diagnostic/Pre-Course	JCGSC Initial Unit	See instructions on ILIAS	All/CD
English Language	English Language Assessment (In-processing week)	During In-processing	CD
Research Project	Selection of Research Project topics	28 AUG 24	DPS RP supervisors
	Research Paper Outline and literature overview to supervisor	30 SEPT 24	
	Introduction and Chapter 1	02 DEC 24	
M0: Foundation Module	Syndicate Presentation	22 or 23 AUG 24	DPS
M1: Leadership and Command	Individual Essay	13 SEPT 24	DLMS
M2: Components and Domains	Written Exam	28 OCT 24	DMS
M3: Security and Strategy	Policy Paper BDST Presentations	9 DEC 24	DPS
		22 NOV 24	
Elective 1	ELE 1 Assignments/Exam	02 DEC 24	DLMS/DPS/ DMS
M4: Defence Planning and Management	Group Work: Staff Paper/Presentation	18/19 DEC 24	DLMS

ANNEX B2 | JCGSC Key Deliverables/Assessment

Module/ Elective	Deliverables/ Assignments*	Date Due or Assessment	Department
SECOND SEMESTER			
M5: Project Management	Group Work: Staff Paper and Presentations	16/17 JAN 25	DLMS
M6: Operational Law	Written Exam	31 JAN 25	DPS
Research Project	First full draft of Research Paper presented to supervisor	06 JAN 25	Supervisors
	Research paper submitted	27 MAR 25	All Faculty
	Presentation	27-28 MAY 25	
M7: Operational Level Planning	Open Book Exam: Individual Task	20-21 FEB 25	DMS
M8: Managing Contemporary Crisis	Syndicate Presentation & Staff Paper	04 MAR 25 05 MAR 25	DPS
M9: Allied Joint Operations	Online Test Open Book Exam: Group Task and Individual Task	10-11 APR 25	DMS
M10: Media Communication	Written Examination	25 APR 25	DLMS
M11: CJSE JR	Individual Contribution or Group Assignments	TBC	DMS
M12: Innovations and Military Technology	Individual Blog Posts	06 JUNE 25	DLMS
Elective 2	ELE 2 Assignments/Exam	20 or 21 MAR 25	DLMS/DPS/ DMS

*Assessment standards are being developed by each Elective/Module Coordinator and will be reviewed and approved by the Course Director prior to the module/elective going active.

ANNEX C | JCGSC MID-COURSE / FINAL PERFORMANCE REVIEW

Joint Command and General Staff Course (JCGSC) 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 1st Semester**

Foundation Module	10 [Distinction]
Leadership and Command	10 [Distinction]
Components and Domains	8 [Merit]
Security and Strategy (including BDST)	5 [Pass]
Defence Planning and Management	9 [Distinction]
Elective 1 [Name]	Pass with Distinction

Grades for the 2nd 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 – First Semester

August-December 2024

JCGSC 2024-2025 1st Semester

JCGSC 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		MO				MO	Restor. of Indep. of EST	Foundation (how to learn) (MO)				Leadership and Command (M1)					
																In-Processing (possible extended days)								22 AUG EXE Shield / Ice-Breaker Event			SF, ELE1 Intro, RP topics		ELS		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				
	ELS					TBA		ELS					TBA		ELS				TBA		ELS			TBA								ELE1		
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)							Components and Domains (M2)							F&C (M2)	Staff Ride Albion (M2)		ISD				F&C (M2)	Security and Strategy (M3)		Mil. Hist. Conf.			
	ELS		TBA			ELS					TBA		ELS				TBA		ELS ind. prep			ELS												
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]			Back-Briefs						Security and Strategy (M3)			ISD / Fac. Dev.					
				ELS				ELS										LVA Indep. Day	ELS Ind. Prep				ELS											
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												
		ELE1 Assess.	ELS				ELS					11-12 DEC Mid AAR prep.				ELS				18-19 DEC Mid AAR prep.														
RP Intro + 1																																		
<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</div><div>ISD - Individual Study Day ELS - English Language Seminar RP - Research Project</div></div>																																		

ANNEX D | Curriculum Flow – Second Semester

January-June 2025

JCGSC 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									
																										Intern Prep			RP Due Intern. 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 [together with CSC]		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)						Possible Travel Day	International Study Trip (IST)								Out proc. Prep for AAR Out-proc.	Out-proc. prep for AAR Out-proc.	Course AAR Course AAR AY AAR	GRAD						EST Victory Day	EST Mids. Day									
	EST Whit Sunday															Grad. din.																				
<div><div>DMS</div><div>DPS</div><div>DLMS</div><div>ELE</div><div>ELE2 - Elective 2 ISD - Individual Study Day HCSC - Higher Command Studies Course</div><div>IST - International Study Trip RP - Research Project</div></div>																																				



Baltic Defence College

12 Riia St, 51010 Tartu, Estonia | info@baltdefcol.org | Phone: +372 717 6400 | www.baltdefcol.org