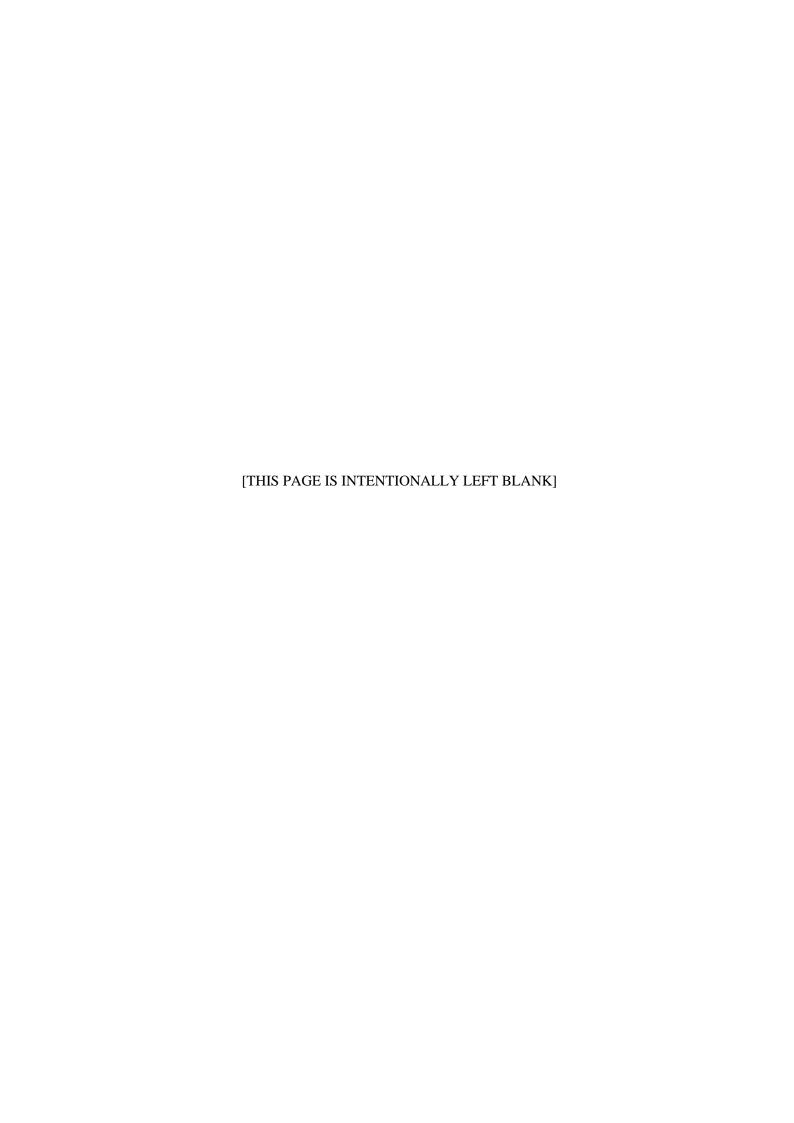# Course Plan
2025-2026

Baltic Defence College
Ad Securitatem Patriarum

Joint Command and General Staff Course

Joint Command and General Staff Course

Course Plan 2025-2026

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Course Director's Foreword

Dear JCGSC students,

Congratulations on being selected for the Joint Command and General Staff Course (JCGSC) for the 2025-2026 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 complete the course successfully and advance in your future careers. Your national authorities view the completion of this course as an investment in strengthening your respective countries' 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 was 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 an internationally respected educational institution that recently celebrated its twenty-fifth anniversary. In these twenty-five years, the college has developed an excellence in teaching various topics related to the military field and in preparing future military leaders. The BALTDEFCOL is internationally recognised as a Professional Military Education institution with specific expertise in NATO regional security and Russia.

The college consists of a team of like-minded and studious faculty and staff, both civilian and military – all of whom you will meet in the 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.

Allow me to elaborate on what is expected of you to succeed in this 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 information. Reading efficiently with comprehension and healthy criticism is an essential skill necessary to 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, 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 Baltic Defence College Mandate

The Baltic Defence College (BALTDEFCOL) was founded in 1999 by Estonia, Latvia, and Lithuania with support from their allies and partners. The mandate for the College was set out in the founding document. In 2023, the Baltic States Ministerial Committee approved BALTDEFCOL Development Plan for 2024-2032, which provides political guidance for the development and future operations of the college and sets strategic goals and ways to achieve them. It ensures that the College remains responsive to the evolving character of academic best practices and remains a Professional Military Education (PME) institution of choice in a strategic environment that is in constant evolution.

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

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

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

BALTDEFCOL's primary geo-strategic scope centres on:

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

As a core programme, BALTDEFCOL delivers two PME courses:

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

For the mid-level civil servants from governmental organisations and agencies:

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

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

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

1.2 Professional Military Education (PME) System of the Framework Nations

The Professional Military Education System of the Framework Nations divides officer education into four development levels (Figure 1). The first two levels, concerned with officers' tactical training and education, 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 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 and learning environment and protection from unfair and unequal treatment. Mutual trust and respect for the dignity and rights of all people are important characteristics of this environment. These qualities are directly related to the BALTDEFCOL's Code of Conduct, which all members of staff and students are expected to follow. The Code of Conduct contains the following principles:

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

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

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

HAVE FUN:
- Involve families
- Encourage socialising to do things 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 primary 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. 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. The exercise is 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 an opportunity to attend other academic events outside college premises.

Students are expected to spend approximately 20 hours preparing for the course by completing an online module called "Initial Unit". Completion of the unit informs students about the study environment, guides them to use the learning systems safely, and enables them to demonstrate their academic readiness. Mandatory tasks are explained in college's learning management system, "ILIAS".

During the course, each week includes 28 contact hours (CH) and 20 individual preparation hours (IPH, three hours a day and five hours on weekends) on average. However, classroom activities and plenary sessions can be modified to meet the requirements of specific educational components (e.g. 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 consisting of 13 modules, two elective periods, two study trips, and a research project. The electives are offered on various topics, which have been proven to be an attractive element of adult education. Electives are delivered by the college faculty and in close cooperation with the Centres of Excellence in the Baltic states and beyond.

There is also an opportunity to obtain an academic degree for JCGSC course students on a voluntary basis. This opportunity is provided by BALTDEFCOL in close partnership with the National Defence Academy of Latvia. The offered master's degree programme in Military Leadership and Security is accredited by the Latvian Ministry of Education and Science (more information can be found on page 43).

2.2 The Aim of the JCGSC

The JCGSC provides Professional Military Education (PME) focused on the operational level. The aim 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 JCGSC is designed to foster the development of interrelated skills, competencies, and knowledge, 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 achieved through the following educational components: 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 to evaluate and solve complex problems and apply effective communication skills.

> This course objective is achieved through the following educational components: 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, 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 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 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 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 educational component has a predefined aim, set of learning outcomes, and educational methods that facilitate the achievement of said aims and learning outcomes. Educational components enable 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:
  - Major (OF-3) or Lieutenant Colonel (OF-4): Army/Air Force/Special Operations Forces.
  - Lieutenant Commander (OF-3) or Commander (OF-4): Navy.
- 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-level security clearance.
- Non-NATO countries: hold at least PfP Secret-level security 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.

BALTDEFCOL also accepts governmental civil servants for the JCGSC who are selected and nominated by their respective Ministries of Defence or other government agencies. Applicants should have already acquired several years of experience working with defence and security-related issues.

Additionally, students should:

- Have a sufficient understanding of English (Level 3232, according to NATO STANAG 6001 or an equivalent test).
- Hold at least NATO Secret-level security clearance.

Security clearances may be required for participation in selected exercises or study trips. Aside from these instances, the BALTDEFCOL operates within an unclassified environment.

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

- The minimum score required to pass is **40**. Failure to pass language screening may result in mandatory English language classes and reassessment.
- The minimum score to enrol in the master's programme is **60**.

3.0 Curriculum and Curriculum Flow

3.1 General

The JCGSC curriculum is divided into two semesters (August-December; January-June), includes 17 educational components, that is, 13 modules, two elective periods, an International Study Trip, and the Research Project. During the elective periods, students will choose from a variety of topics to tailor their educational experiences. One more study trip 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. In addition to contact learning, there is an Initial Unit (e-learning) that must be completed prior to attending the course in accordance with the stated deadlines.

The curriculum is delivered through structured educational components, which are units of a particular subject that last between one and six weeks. Educational Component Coordinators (ECCs) are responsible for organising and facilitating both the teaching and assessment activities within an educational component. For the key deliverables and related dates, see Annex B, and for the exact curriculum flow, see Annex D.

The curriculum is delivered by the three departments of 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

IU	Initial Unit
M0	Foundation Module
M1	Leadership and Command
M2	Components and Domains (including Staff Ride "Ablion")
M3	Security and Strategy
BDST	Baltic Defence Study Trip (part of M3)
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

Conferences: Annual Baltic Military History Conference and Annual Conference on Russia

The course objectives and learning outcomes are achieved through a variety of educational activities (e.g., lectures, seminars, discussions, individual or group work activities). The objectives are developed with the intention of designing and implementing skills, competencies, and knowledge. Regarding some educational components, objectives are not limited to a single component. For example, critical thinking and leadership skills are required and evaluated throughout the entire course and form an important part of the assessment in several modules. Each educational component has an aim and learning outcomes; the outcomes from different modules are interlinked and reinforce one another. The educational methods and assignments within the educational components are meticulously designed to achieve the desired learning outcomes.

3.3 JCGSC Initial Unit and in-processing

Before attending the JCGSC, the students are expected to complete an Initial Unit in the College's learning management system, ILIAS. Instructions for this will be sent to each student's email address provided upon registration.

The aim of the Initial Unit is to prepare students for upcoming studies and enable them to demonstrate their academic readiness.

The Initial Unit consists of an information package and mandatory pre-course tasks. It introduces the physical and digital learning environment, includes tasks to ensure students are aware of and adhere to cyber hygiene principles, and allows future supervisors to gain insight into the student's analytical and expressive skills through a written assignment.

Learning Outcomes

After completing the Initial Unit, the students should be able to:

1. Use the College's digital environment safely and smoothly.
2. Express themselves in writing while following the College's formal requirements.
3. Find additional information about the region and opportunities offered by the College.

Assessment

Purpose and method	Grading
Diagnostic: • Essay • Combined Online Test	Ungraded
Credits: no ECTS credit points	

The total estimated time to complete this unit is approximately 20 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 confirm completion of the JCGSC Initial Unit by each student).

Additionally, an **in-processing time** will be provided during the first week of the course to familiarise the students with policies, procedures, and protocols necessary to succeed during the course. This will include some introductory lectures on the course flow and the academic settings of the College, the history of Baltic states, as well as an English language test. This in-processing time is specifically used to let the students get to know one another and foster team building by forming their syndicate groups.

3.4 JCGSC Modules, Study Trips and Research Project

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 familiar with the tools and practices of academic research and be introduced to the requirements of assessments, course assignments, and effective and constructive communication. Through a series of lectures and seminar activities, students will learn the required standards of the JCGSC, including the use of AI, 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. Additionally, they should be able to apply AI according to BALTDEFCOL rules and become familiar with how to deliver a presentation to Flag Officers.

Learning Outcomes:

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

1. Utilise key concepts of critical thinking.
2. Articulate well-founded arguments to peers and mentors.
3. Understand the applicability of JCGSC standards.

Assessment:

Purpose and method	Grading
Formative: • Seminar Discussion • Learning Diary • SYN Presentation	Ungraded Feedback
Credits: 1 ECTS	

Module 1: Leadership and Command

The aim is to analyse leadership theories and practices 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 components of this module are the fundamentals of leadership, concepts of self-leadership, and organisational leadership. However, topics such as mission command, leadership resilience, biases in decision-making, coaching and mentoring, organisational culture and climate will be discussed mentioning some of them. During the module, flag officers from 3B countries will share their leadership experience.

Learning Outcomes

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

1. Analyse the main elements and concepts of leadership 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 to improve their performance in organisational command and operational level staff positions.

Assessment:

Purpose and method	Grading
Summative: • Constructive Participation (30%) • Individual Essay (70%)	1-10
Credits: 5 ECTS	

Module 2: Components and Domains

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

Learning Outcomes

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

1. Understand fundamentals and principles for employing military power and elements of operational art and science.
2. Apply the roles, tasks, structures, actions, effects, capabilities and limitations of military components across operational domains.
3. Examine the historical implementation of different military components and their contribution to Joint operations.

Assessment:

Purpose and method	Grading
Summative: • Closed Book Exam	1-10
Credits: 9 ECTS	

Module 3: Security and Strategy

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

This module provides a comprehensive overview of international relations, security, and strategy, beginning with foundational methods and approaches to studying global power dynamics, as well as key concepts and theories in strategy-making, alliances, containment, deterrence, resilience, and hybrid warfare. This module also explores the role of disruptive actors, with a case study of Russia, and analyses the responses the EU, NATO and Baltic countries take for these challenges. The module enhances critical thinking, communication skills, and the ability to effectively analyse current and future security challenges.

Learning Outcomes

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

1. Use key concepts of International Relations in a practical context.
2. Explain how international, regional, and domestic political developments affect national security strategy and defence policies.

3. Analyse and evaluate Russia as a disruptive actor in the international system, focussing on the role of state and society in policy formulation, its military and security policy, and its international relations.
4. Assess the threats and challenges to security and the strategic responses international actors implement to address them.

Assessment:

Purpose and method	Grading
Formative: tests, presentations, simulation Summative: • Constructive participation (20%) • Policy Paper (80%)	Ungraded Feedback 1-10
Credits: 8 ECTS	

Module 4: Defence Planning and Management

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

The main topics of this module include 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, covering also the emerging technologies. The course includes a round table with representatives from 3-Baltic countries and is built on the extensive use of small-group activities (fourteen case studies) for developing students' critical thinking and communications skills.

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:

Purpose and method	Grading
Summative: • Group Staff Paper (50%) • Group Presentation (50%)	1-10
Credits: 4 ECTS	

Module 5: Project Management

The aim is to apply the best practices, 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 module introduces the most popular Project Management (PM) approaches and basic concepts, tools, and techniques. Main topics are discussed both based on theoretical concepts and from the perspective of practitioners, including the implications of AI use. The course is largely built on group activities and seeks gradual development of a project thus developing the students' critical thinking, communication, and leadership skills.

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 a wide variety of military management duties.

Assessment:

Purpose and method	Grading
Formative: Individual Tests Summative: • Group Staff Paper (50%) • Group Presentation (50%)	Ungraded Feedback Pass / Fail
Credits: 3 ECTS	

Module 6: Operational Law

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

The main topics of this module are the legal framework for the use of force, principles of the law of armed conflict and human rights law, direct participation in hostilities, prohibited or 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 and 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:

Purpose and method	Grading
Summative: • Written exam	Pass / Fail
Credits: 3 ECTS	

Module 7: Operational Level Planning

The aim is to prepare students to contribute to NATO's operational level planning process, either as operational level planners or functional area specialists, within a joint operational level headquarters applying the principles outlined in the Comprehensive Operations Planning Directive (COPD) for the NATO Operations Planning Process.

This module is designed to address the evolving operational environment and provide students with the knowledge and skills necessary to develop operational level planning products aligned with the NATO Operations Planning Process. It emphasises the Comprehensive Operations Planning Directive (COPD) for the development of an operations plan that enables more comprehensive integration across all domains (MDO) and ensures the synchronisation of efforts among various component commands.

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 strategic level documentation that facilitates operational level planning.
3. Explain the concept of Centre of Gravity (CoG) and its relationship to the other elements of operational design.
4. Apply operational planning methods, particularly war gaming and Course of Action Comparison, to design and compare courses of actions.
5. Analyse the elements of operational design.

Assessment:

Purpose and method	Grading

Summative:
 	
    • Online Test (20%)
    • Individual Task (80%)
	1-10

Credits: 5 ECTS	

Module 8: Managing Contemporary Crisis

The aim is to examine crisis response systems and processes on national as well as multinational levels focussing particularly on comprehensive crisis management approaches.

The module focusses on crisis management on national and international levels, and describes the process of defining, analysing, and responding to modern threats and challenges with emphasis on NATO crisis management procedures. Main topics are discussed both based on theoretical concepts and from the perspective of practitioners, including the view on possible implications of AI employment.

The course addresses the role of emerging technologies across different domains through the lens of lessons learned from contemporary conflicts and seeks to develop the students' critical thinking and communication skills.

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:

Purpose and method	Grading
Summative: • Group Staff Paper (60%) • Group Presentation (40%)	Pass / Fail
Credits: 3 ECTS	

Module 9: Allied Joint Operations

The aim is to provide a unified and well-founded basis for comprehending the preparation and execution of Allied Joint Operations, utilising the joint functions, principles, and operational considerations.

This module is designed to address the joint principles and operational considerations in conjunction with joint functions. This module will focus on components' contribution to joint operations across different domains. The organisation of joint headquarters, its battle rhythm, boards and working groups are also discussed using methods that develop students' leadership, critical thinking and communication skills.

Learning Outcomes

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

1. Consider component contributions to joint operations with special attention to unique capabilities, requirements, and operational seams.
2. Relate joint functions to components, focussing on interdependency, component requirements, and external support capability.
3. Distinguish between NATO Command and Control principles, degrees of authority, and supported or supporting relationships employed in designing NATO task organisations.
4. Identify Joint Task Force Headquarters operations and management processes meant to achieve efficiency, effectiveness, and synergy of the joint force components.

Assessment:

Purpose and method	Grading
Summative: • Written Exam	1-10
Credits: 6 ECTS	

Module 10: Media Communications

The aim 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 contemporary information environment, the role of media in contemporary conflicts, and the possible further developments in the information environment, including the impact of emerging technologies. The course develops students' critical thinking and communication skills by providing them with theoretical insight and practical activities in giving interviews and participating in press conferences.

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. Apply communication skills during interviews, press conference and other tasks.

Assessment:

Purpose and method	Grading
Summative: • Constructive Participation	Pass / Fail
Credits: 2 ECTS	

Module 11: Combined Joint Staff Exercise JOINT RESOLVE

The aim is to provide students with an opportunity to practice applying operational estimate and planning methods, as well as applying horizontal and vertical functional, command, and cross-staff coordination procedures through select Boards & Working Groups and support to the Commanders' decision-making process.

The exercise 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). In the first part, the students, as potential future members of the Joint Operational Planning Group, 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.

In the second part the students run an operation by applying horizontal and vertical functional, command, and cross-staff coordination procedures through select Boards & Working Groups and support to the Commanders' decision-making process. Exercise settings allow students to practice their leadership and communication skills and require ability to think critically when applying acquired knowledge in a multidimensional and multinational environment, including lessons learned from recent conflicts.

The exercise is conducted under joint tri-lateral arrangements with the Polish War Studies University (WSU) and the Finnish National Defence University (FNDU) with a timeline spread over four weeks and including some weekends.

Learning Outcomes

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

1. Plan the roles and tasks of each component within the joint operation, considering their capabilities.
2. Consider the joint functions in the planning and execution of Allied Joint Operation.
3. Apply operational estimate methods to define the problem and determine the necessary conditions to be achieved.
4. Apply operational level planning methods to design, analyse and compare alternative operational plans.
5. Employ rules of engagement for a joint operation.
6. Apply horizontal and vertical functional, command, and cross-staff coordination procedures through select Boards & Working Groups and support to the Commanders' decision-making process.

Assessment:

Purpose and method	Grading
Formative: Involvement and Contribution Summative: • Constructive Participation	Ungraded Feedback Pass / Fail*
Credits: 8 ECTS	

* For students enrolled in the Master Studies, the Pass / Fail grade will be converted to numeric grade equating the Fail with the number 3, Pass with the number 8, and for those students whose exceptional contribution is recognised with a distinction, their Pass is equated with number 10.

Module 12: Innovation and Military Technology

The aim 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 module consists of three layers, theoretical approaches to innovation and warfare, the role of institutions in bringing about innovation in the defence sector, and emerging and disruptive technologies applications in warfare. The main topics of this module are theoretical innovation models, historical perspective on innovations, the role of technology in traditional and new forms of warfare, technology diffusion, obsolete weapons and military innovation, technology at war and the challenge of peer adversary, industry perspective on military innovations, disruptive technologies (AI, robotics, 5G, sensors, effectors, etc.), and their applications (nanotech; quantum computing, drones, EW etc), the perspectives of the EU, NATO and small countries, 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, and how they affect present and the future.
2. Distinguish between the roles and dynamics of NATO, EU, nations, military, universities and industry in creating innovations and capability development.
3. Explain the possibilities and challenges automation, robotics, AI and other disruptive technologies considered could pose for armed forces.

Assessment:

Purpose and method	Grading
Summative: • Constructive Participation	Pass / Fail
Credits: 2 ECTS	

International Study Trip (IST)

The aim is to familiarise participants with a real-world example of staff roles in the joint environment and coordination across lower and higher command levels, emphasising the operational level.

The IST expands and deepens knowledge gained during the course, emphasising cooperation across NATO entities and nations. Students will have the opportunity to meet practitioners in an environment where decisions are made, allowing students to gain first-hand knowledge of how allies operate at the operational level.

The IST also includes relevant historical military case studies, during which students continue to develop their leadership, critical thinking and communication skills.

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 operational planning process and procedures to the NATO decision-making process.
3. Recognise the roles of components and their contribution to achieving desired operational effects

Assessment:

Purpose and method	Grading
Summative: • Constructive Participation	Pass / Fail
Credits: 1 ECTS	

Research Project (RP)

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

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:

Purpose and method	Grading
Summative: • Research Paper (80%) • Individual Presentation (20%)	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 important 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, named 'Elective 1' and 'Elective 2', both with different organisation and 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. 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 whole week. Several electives are conducted in close cooperation with other organisations in the Baltic states and beyond, some have been certified as NATO courses and incorporated into the NATO's electronic training opportunities catalogue (ETOC). The attractiveness and high quality of these electives have aroused widespread interest also among external participants.

Elective Topics and Selection

Students participate in one elective topic of their choice during both elective periods. The choice of topics reflects the needs and interests of students, often driven by the necessities related to their next assignment. Prior to the beginning of an elective period, students will provide a ranked list of the preferred three elective topics that they would like to take.

Course Director will review their selection and ensure that each elective group has enough students to conduct education. By doing so, the Course Director is guaranteed 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 is to analyse how the current international security environment is influencing security of the Baltic region, particularly the three Baltic states, including both soft security and military security.

This elective focusses on the question whether there is a need for a new security strategy for Baltic states vis-à-vis Russian aggression against Ukraine and NATO-Nordic enlargement. This will be done through the discussion on Baltic Military Cooperation, assessment of effectiveness of NATO response to the changing security environment and impact of the Nordic Factor, as well as the role of Poland and wider Western Powers. The military capabilities of Belarus, Ukraine, and Moldova, and their posture and influence in the Baltic Region will also be examined. Group discussions and individual tasks seek to develop participants' critical thinking and communication skills.

Educational Method

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

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, both in cooperation and individually.
2. Investigate neighbouring countries' position regarding Baltic region military security.
3. Examine the effectiveness of strategic postures of the Global Powers and NATO in relation to Baltic region military security.

1.2 Leadership Practices in Innovation (DLMS)

The aim is to examine the role of leadership in bringing about innovation – technological, conceptual or organisational – and giving students necessary knowledge and methods to analyse themselves and others as leaders of innovation.

The focus of the elective is related to the leadership practices that foster innovation in organisations. The elective covers topics such as innovation models, innovative organisational culture, innovation management and leadership in innovation.

During the elective, students analyse cases that touch, among other things, the innovative application of technologies in contemporary conflicts.

Educational Method

- Seminar with active student involvement from all participants.

Learning Outcomes

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

1. Evaluate leadership practices for different innovation models.
2. Examine critical aspects of self-leadership in innovation.
3. Interpret conducive aspects for technological, conceptual and organisational change.

1.3 Military History (DPS)

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

This elective focusses on describing the developments in society through military historical perspective. 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 Forest Brothers after the Second World War. Group discussions and presentations seek to develop participants' critical thinking, leadership and communication skills.

Educational Method

- Lectures, group discussions, and presentations by students.
- Comparative analysis of the historical events of the Baltic states.

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. Analyse the causes, nature, and consequences of the societal, economic, and political aspects on military institutions and battlefield performance using historical approach.
3. Assess the role of technology in warfare and influence of modern trends in professional military judgment.

1.4 Foreign Policy Analysis and Decision Making (DPS)

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

This elective focusses 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, selected MFAs, Institutions, International Structure and Foreign Policy, The role of political party foundations in international relations, The Foreign Policy of Baltic states. Group discussions and presentations seek to develop participants' critical thinking and communication skills.

Educational Method

- Lectures and group discussion.
- Short paper, group presentation, and peer assessment.

Learning Outcomes

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

1. Explain the foreign policy decision-making process of great powers and small states.
2. Examine theoretical approaches to foreign policy decision-making and how those inform policy decisions.
3. Explain how the nature of domestic political systems as well as the international system impacts which decisions are taken, under different circumstances.
4. Comprehend how foreign policy issues and problems are recognised as such by different groups of policymakers.

1.5 Political Analysis of Modern Warfare (DPS)

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

Taught through a series of seminars and lectures and using the assistance of state-of-the-art political research on warfare, this elective will explore the concepts, interpretations, and tools that affect and guide war-related political decisions in both democratic and authoritarian regimes.

A major focus of the elective is to provide complementary and augmenting perspectives on warfare to the existing military (strategic) framework of the analysis on war, which should be more familiar to military students. It will explore systemic theories of war, as well as the stages of the war process, including the escalation of an interstate dispute into violent confrontation, the conduct of war as a process continuously affecting political negotiations, and finally, the understanding of how the battlefield situation impacts political decisions and activities relating to war termination.

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.

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.

1.6 Operational Art (DMS)

The aim is to equip students with a comprehensive understanding of operational art, enabling them to analyse, plan, and execute military operations effectively through historical case studies and theoretical concepts.

This elective provides a comprehensive exploration of operational art, focussing on the theoretical and practical aspects of military operations. Through a combination of lectures and historical case studies, students will delve into the fundamental concepts of war, military genius, friction, and the elements of major operations and campaigns. The course aims to equip students with the skills to analyse, plan, and execute military operations effectively across different domains. Group discussions, role-play, and strategic stimulations seek to develop participants' critical thinking, leadership and communication skills.

Educational Method

- Lectures, interactive Case Studies.

Learning Outcomes

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

1. Understand and articulate the fundamental concepts of war as described by Carl von Clausewitz.
2. Analyse and evaluate historical case studies to identify key operational factors and strategies.
3. Apply theoretical concepts to practical scenarios in military operations.

Elective 1 Assessment

Elective (ELE) 1 assessment purpose is summative and the methods in each elective will vary. Students will be graded based on:

Assessment method	Grading
ELE 1.1 • Constructive Participation 40% • 2x Individual Presentations 60%	Pass/Fail
ELE 1.2 • Personal Reflection (continuous)	
ELE 1.3 • Constructive Participation 30% • Written Exam 70%	
ELE 1.4 • Individual Presentation	
ELE 1.5 • Constructive Participation 30% • Open Book Exam 70%	
ELE 1.6 • Constructive Participation 50% • Open Book Exam 50%	
Credits: 2 ECTS	

3.7 Elective 2

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

The aim is to apply Energy Security factors relevant to NATO by introducing the fundamentals and analysing energy security developments in the current geopolitical situation and their potential impacts on Alliance security and military operations at the operational level.

The elective consists of a JADL course, lectures, seminars, reading tasks, presentations, group work and the students' individual work, which, in addition to developing subject-specific knowledge, also allows for the development of critical thinking skills. The lectures will be delivered in cooperation with specialists from the NATO Energy Security Centre of Excellence and their network of subject matter experts. Syndicate work will focus on the collective defence of NATO's Baltic Region Eastern Flank from hybrid threats and NATO's three pillars: RED TEAMING – BLUE TEAMING – ENERGY EFFICIENCY.

Educational Method

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 and 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 and 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 focussing on the entire energy system.
3. Apply innovative energy efficiency approaches to improve NATO capabilities.

2.2 NATO Intermediate Strategic Communications Course (DMS)

The aim 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.

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.

This 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.

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.

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 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.

This elective focusses on Total Defence (Resilience and Resistance) aspects, discusses the possible roles of different national components, including official state level and public or voluntary level components. The Resistance Operating Environment, structure and supporting concepts will be highlighted and different National approaches are introduced. Ukraine's experience in the ongoing war is also touched upon during discussions. Analysis of a practical case in Resilience & Resistance will support development of participants' critical thinking and communication skills.

Educational Method

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

Learning Outcomes

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

1. Examine the organisation of a Total Defence programme, building resilience and planning resistance pre-conflict.
2. Use resistance planning considerations in the discussion of the operating environment, threats that lead to instability, and programmes to counter these effects.
3. Employ interagency functions and considerations for developing an organised resistance.
4. Demonstrate an understanding of resistance operating concepts in the review of a historical case study.

2.4 Intelligence and Counterintelligence (DMS)

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

This elective mainly focusses 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 intelligence assets, lessons learned from Operational Intelligence during WWII, RUS AF, and the contemporary war in UKR.
The main topics are also discussed within the Multi-Domain Operations (MDO) environment. Study utilises distance learning and Artificial Intelligence (AI) tools. Discussions and work in small groups support development of participants' leadership, critical thinking, and communication skills.

Educational Method

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

Learning Outcomes:

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

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

2.5 Law of Visiting Forces (DPS)

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

This elective focusses 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. 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.

Educational Method

- Individual preparation (e.g., audio files, PowerPoint slides, 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.

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.

2.6 Cyber Defence Policy on National and International Levels (DPS)

The aim is to equip participants with a conceptual framework for strategic thinking in cyber defence and to enhance their understanding of the integration of cyber considerations into both national and international security policies and strategies.

Audience: 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.

The elective will provide foundational skills and knowledge to analyse and design effective policy frameworks and strategies for cyber defence. The curriculum offers an integrated overview of contemporary geopolitical affairs and security issues, encouraging participants to think creatively and critically about strategically important topics. 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. This elective will be delivered in cooperation with the European Security and Defence College (ESDC).

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. The conduct of the elective is practical, and case driven. Among other topics, it discusses the impact of emerging technologies and AI on policy generation. Additionally, alongside cyber-related knowledge, it focusses on sharpening the course participants' skills in policy analysis, strategy formulation, critical thinking, communication and teamwork.

Educational Method

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).

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.

2.7 Strategic Decision-Making in NATO (DMS)

The aim is to expose students to the processes, methods, and best practices 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. At the successful conclusion of the 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 in evaluating the challenges of building consensus in a realistic scenario.

Educational Method

- This elective will use a combination of lectures and simulated processes (exercise "Consensus Building").

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.

2.8 Project Management Certification (DLMS)

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

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 BALTDEFCOL and course provided by certification authority – 29 modules*), mentoring. Module develops participants' critical thinking, communication and leadership skills.

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).

Educational Method

- Lectures covering theory coming from M1, M5 and elements of M4.
- Required reading.
- Online – according to a certification authority's methodology.
- Mentoring.
- Exam – internal exam as a rehearsal before online one.
- Certification exam – to be taken independently by students

Learning Outcomes

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

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

2.9 Strategic Foresight and Backcasting (DLMS)

The aim 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 backcasting future scenarios, enabling them to generate strategic policy recommendations for high-level defence stakeholders. The main topics that are covered during this elective are concepts and methods of strategic foresight, its historical and contemporary applications, potential trends and developments in various domains and technologies, developments in Russia, China, NATO, and the EU. The elective seeks to foster critical thinking and analytical skills, preparing participants to navigate the complexities of future defence landscapes.

Educational Method

- Online and in-person lectures combined with plenary discussions.
- Backcasting 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) Backcasting method: how scenarios materialise, 3) Policy recommendations on how to prevent negative developments and stimulate positive developments.

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, including implications for defence planning.
3. Apply knowledge of the backcasting foresight methodology to analyze 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.

Elective 2 Assessment

Elective (ELE) 2 assessment purpose is summative and the methods in each elective will vary. Students will be graded based on:

Assessment method	Grading
ELE 2.1 • Constructive Participation	Pass / Fail
ELE 2.2 • Constructive Participation (30%) • Open Book Test (70%)	
ELE 2.3 • Constructive Participation (50%) • Group Presentation (50%)	
ELE 2.4 • Constructive Participation (50%) • Group Presentation (50%)	
ELE 2.5 • Group Presentation	
ELE 2.6 • Group Presentation	
ELE 2.7 • Constructive Participation	
ELE 2.8 • Constructive Participation • IPMA exam – optional for receiving the official certificate (NLT the end of the JCGSC)	
ELE 2.9 • Constructive Participation (40%) • Group Presentation (60%)	
Credits: 2 ECTS	

3.8 Conferences

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. The presents of high-level speakers and participants representing political, military and academia are making the conference 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 conference is dedicated to military thought in small states, particularly the Baltic states, and facilitates discussions on the significant contributions of Professional Military Education to the security and development of both civil and military professionals.

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 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 expected; this allows students to share their knowledge, experience, and learning with others in an open and positive environment.

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

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:** faculty should not simply provide facts for students to learn; through small group learning methods, they should also seek to mentor students to help them develop their ability to think for themselves. The objective is not to educate students on *what* to think but rather to show them *how* to think.

3. **Knowledge is a potent weapon, so arm yourself well:** research facilitates the acquisition and transmission of knowledge. And while knowledge is not necessarily power, power can only be wielded effectively with knowledge. Students are inspired to research information in support of their own interests and requirements. Equally, the development of education requires continuous research and self-development on the part of faculty.

4. **Professionalism is the key to education and research:** a responsible faculty must be experts in their respective fields, capable of enacting quality management over the educational process, able to maintain excellent educational materials, and ready to devote themselves to their students and work.

5. **Assessment should be rigorous and fair:** assessment should be understood and designed as a productive learning experience for students, meaning faculty should always endeavour to provide professional, meaningful, and constructive feedback. Meanwhile, students should receive this feedback in the positive way it is intended, as a learning tool to facilitate self-improvement.

6. **Voices should not be raised, arguments should be improved:** in keeping with an ethos of free enquiry and transparency, the Baltic Defence College will always foster an open atmosphere, where staff and students can engage – sometimes even robustly – in discussion and debate.

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

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

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

- Before a concept can be understood, it must be remembered.
- Before a concept can be applied, it must be understood.
- Before a concept can be analysed, it must be applied (either in practice or theory).
- Before a concept can be evaluated, it must be analysed.
- Before a new concept can be created, other concepts must be remembered, understood, applied, analysed and evaluated.

Since then, several attempts have been made to develop a more detailed taxonomy, incorporating several 'levels of knowledge' alongside Bloom's six different levels of cognition.

These include:

- **Facts** – Actualities, Data, Events, Objects, Phenomena, Realities, Truths.
- **Concepts** – Conceptions, Designs, Ideas, Models, Notions, Theories.
- **Procedures** – Measures, Methods, Practices, Tactics, Techniques.
- **Processes** – Frameworks, Plans, Policies, Schemes, Strategies.
- **Principles** – Attitudes, Doctrines, Charters, Ideologies, Philosophies, Rules, Values.

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

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

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

The JCGSC utilises these learning levels in the identification of Learning Outcomes, which are deemed necessary both for the course and for its educational components. In keeping with the Course's educational philosophy and the character of the students attending the course, a substantive 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 72 ECTS credit points in total. The time allocated should enable the average student to pass each educational component – 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 48 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 and the Annual Conference on Baltic Military History, organised by the BALTDEFCOL.

   b. **Exam:** an assessment intended to measure the student's knowledge and analytical skills. An exam can take place in many forms (e.g., written, oral, online tests, or an open book exam). Written exams have a variety of formats, including short answers, long answers, multiple-choice, or a combined approach.

   c. **Exercises** are (the military) analysis of a situation coupled with a role-based interactive application of previously covered curriculum material within a formatted, simulated scenario. Exercises are conducted to allow students to apply the theories and concepts studied throughout the curriculum and demonstrate leadership and other qualities and capabilities. All exercises are well connected to the relevant learning outcomes and are a major aspect of the educational experience during the course.

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[*] European Credit Transfer and Accumulation System

d. **Extra Curriculum Activities** involve high-level visitors or distinguished guests who will deliver a lecture for all the courses present and the faculty, providing an opportunity to be updated on contemporary issues or gain unique personal and professional insights. These types of activities are often not planned and thus require adjustments in the course schedule and weekly plans.

e. **Joint Operations Planning Group (JOPG)** is a functional staff team composed with the purpose of performing operations planning tasks at an operational level. JOPGs are formed during college exercises to replicate the operational staff environment. For exercises, each student is assigned a specific leadership or staff function within the JOPG.

f. **Lectures** are presentations on the topic or curriculum material delivered by a faculty member or guest speaker. Lectures are one of the ways through which adult education is provided, allowing all students to congregate with an expert – either a member of the faculty or a guest speaker – who presents a topic to stimulate students' thinking and convey key facts, experiences, or ideas whilst simultaneously drawing students into debate and discussion.

g. **Plenary Discussions** are group discussions or syndicate presentations moderated by either a member of the faculty or a guest speaker. Plenary discussions may take place after the lecture or as syndicate work presentations.

h. **Seminars** are organised by the faculty or students. They usually consist of group discussions chaired by an assigned faculty member and may also be structured around briefings, presentations, or preliminary readings. This method facilitates the exchange of views, trains analytical skills and critical thinking, and fosters an ability to reflect on given subject area.

i. **Staff Ride** is an educational activity outside the college that places students on actual terrain and expands upon their knowledge and analysis of the significance of the location or events across this terrain. The college aims to organise 1-2 staff rides per academic year.

j. **Study Trips** are collective visits to institutions, organisations, and agencies outside of the BALTDEFCOL. As such, they constitute an essential and integral part of the JCGSC, providing students with an excellent opportunity to meet national, regional, and global practitioners in the environment in which decisions are made, allowing students to obtain first-hand knowledge of Allied, European, and national policies, as well as armed forces and cultural values.

k. **Supervision** is the key means for students to complete selected written assignments through regular meetings with a supervisor. It is vital to note that the role of the supervisor is not to write a student's assignment for them but rather to offer critical feedback and advice on drafts of their paper, which can then be used to make improvements and amendments to future versions.

l. **Syndicate Work/Activities** allow students to develop and present briefings to one another. The students are divided into syndicates (approximately 10 to 20 students per syndicate). Syndicate activities generally consist of a preparatory reading, a discussion, and a delivery of a result. Discussions are intended to encourage students to consider course material at a higher cognitive level. They are chaired, in rotation, by students (the Syndicate Leader or Task Leader), who are expected to carry out additional work in preparation for this role.

2. **Individual Preparation Hours (IPH):** time allocated for individual study and research, preparation for syndicate activities, and reflection, as well as work on assignments. When the IPH is foreseen beyond the daily schedule, students should plan to spend three hours each day from Monday-Thursday engaged in such activities as well as five hours over the weekends.

    a. **Individual Research Project** is a work of individual research carried out by a student on a topic related to the course curriculum, which consists of required reading, tutoring, a written paper, and a presentation. During the course, students will be tasked to produce a research paper (up to 5000 words) involving detailed research and applying academic standards.

    b. **Preparatory Readings** are **mandatory** readings to be completed in advance for educational activities. Preparatory readings are intended to provide students with a broad overview of the topics identified to reach the learning outcomes specified.

    c. **Supplementary Readings** are voluntary readings in **support** of an educational activity, providing additional insight into certain aspects of the curriculum. The complete list of supplementary reading material will often be well in excess of that which can be reviewed in the time available. Students will thus have to make choices as to what they consider of greatest value to their personal goals and interests.

3. **Additional educational methods and assignments – individual or group activity:**

    a. **Advanced Distributed Learning (ADL):** a course or a part of a course delivered over a computer network using a standard web browser.

    b. **Blog post:** a short and purposely written short article expressing views or opinions on a specific and up-to-date subject based on analysis or syndicate work.

    c. **Case study:** a researched and detailed analysis of a historic or current event, battle, campaign, or other real-life situation for the purpose of applying gained knowledge or reinforcing previously covered material. It allows learners to participate actively following the guidance of an instructor in applying the concepts or principles under study and to foster problem-solving, higher-level learning, and respect for other opinions.

    d. **Closed book exam:** an exam during which students are not allowed to consult their own material or external resources. Opposite is an **open book exam:** a type of examination in which various study materials, including notes, books, textbooks, and other information, can be utilised by the student in answering the questions. It is used to assess the ability to interpret, analyse, and critically think about the topics covered.

    e. **Decision Forcing Case:** a type of case study that requires participants to provide timely decisions and/or orders.

    f. **E-Learning:** all structured educational activities, such as ADL and video lectures, that are delivered electronically through a computer or other devices.

    g. **Essay:** a written work on a specific topic that includes the author's own personal assessment based on arguments drawn on individual research; the four main types of essays are narrative, descriptive, expository, and argumentative.

    h. **Group Research Project** is carried out by student teams on an issue related to the course curriculum and within the context of a historical scenario, a research question, analytical tasks such as a case study or comparative study, or other appropriate activities. A team research project or task consists of required reading, discussions, tutoring, and a written paper or verbal presentation.

i. **Learning Diary** is a written tool of reflection the student uses to assess and analyse what they learned. It can also reflect on the meaning of that learning with respect to past experiences and future challenges that may arise.

j. **Online test:** a domain of e-learning aimed at assessing the learner's knowledge on a given topic using online means.

k. **Point-Paper** is a written product that presents information by listing facts, assessments, and recommendations.

l. **Policy Paper** (policy brief, policy memo) is a short report on a problem that requires a decision or must be presented to policymakers. The typical structure is as follows: a) issue (title); b) executive summary; c) background information; d) discussion of policy options; and e) actionable recommendations.

m. **Presentation:** a formal speech aiming to describe or explain a specific subject to a group of people. There are different formats and aims for presentations (e.g., informative or persuasive). At the college, presentations are usually the result of an individual or a group assignment and often represent the findings of discussions or solutions to given problems.

n. **Quiz:** a short test on a particular subject. A quiz could also be conducted in the form of a competition between individuals or teams.

o. **Staff Paper:** a short and focused paper often produced in military organisations that follows a predefined structure. It serves two functions: to impart information and to obtain direction. To achieve such a purpose, a staff paper must present facts and be unambiguous, concise, and direct in its style so that the reader can easily understand it.

4.5 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 thesis 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 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 (CD)

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 and Coordinator, Educational Component Coordinators (ECCs), Syndicate Guiding Officers (SGOs), and any other relevant Faculty members.

b. Educational Component Coordinators (ECCs)

ECCs develop, plan, conduct, and evaluate the educational components of JCGSC. They are also responsible for liaising with, utilising, and administering matters related to external support and activities, e.g., Senior Mentors, 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 Educational Component 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. Syndicate Guiding Officers (SGO)

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.

e. Guest Speakers and Subject Matter Experts

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

f. Senior Mentor

Senior Mentors assist with the supervision of student work, offer advice on how they might tackle 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.

For each syndicate a Syndicate Leader is assigned. 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 Educational Component 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 Advisor, 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 follow them.
- Use Artificial Intelligence applications in individual and group tasks only, and in a range being authorised by the respective Educational Component Coordinator, and in-line with the BALTDEFCOL Policy on the use of Artificial Intelligence.

6.0 Student Assessment and Evaluation System

6.1 Introduction

The procedure for the student assessment system consists of two parts. First is the assessment of student academic ability. Each educational component, except Initial Unit and Foundation Module, include an assignment that will be assessed through a process known as summative assessment. Summative assessments are intended to assess the performance and knowledge of students in relation to the learning outcomes of the JCGSC educational components. The assessment, together with feedback, is intended to assist the students' development throughout the course and will not be made available to sending states. More details are provided in section 6.2.

Second is the evaluation of qualities and capabilities. This type of evaluation is conducted both through counselling, conducted by the Course Director, and through a written Performance Review, compiled at the end of the JCGSC. 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. For this, students' performance will be monitored and evaluated throughout the course, and the results will be used to create a report that will be sent to both the student and his or her sending state. More details are provided in section 6.3.

6.2 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 system and use of the grading depends on each course's requirements and the length of courses. The assessment method used in each educational component is decided during the course planning process to ensure the best way to assess the achievement of the learning outcomes and evaluate students' performance.

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

6.2.1 Assessment Types

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

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

6.2.2 Grading Scale

Summative assessment can be graded on a numeric or pass / fail scale. The grading scale used to assess a particular educational component is stated in the respective Course Plan and specified in the component's description.

In case of **numeric grading**, the passing level starts from grade 4, grade below means failure to meet pre-scribed criteria or perform at the required level:

Grade	Criteria
10	Considerably exceeding expectations. The student displays more than an **outstanding grasp** of the subject matter, and knowledge well beyond the set level of learning outcomes.
9	Exceeding expectations. The student displays an **outstanding grasp** of the subject matter, and knowledge beyond the set level of learning outcomes.
8	Meeting expectations at a nearly exceeding level. The student displays a very **strong grasp** of the subject matter and attainment of learning outcomes at a prominent level.
7	Meeting expectations at a high level. The student displays a **strong grasp** of the subject matter and attainment of learning outcomes at a high level.
6	Meeting expectations at a medium level. The student displays a more than **satisfactory grasp** of the subject matter and attainment of learning outcomes at an above satisfactory level.
5	Meeting expectations at a satisfactory level. The student displays a **satisfactory grasp** of the subject matter and attainment of learning outcomes at a satisfactory level.
4	Meeting expectations at a bare minimum level. The student displays a **deficient grasp** of the subject matter and attainment of learning outcomes at a minimum level.
3	Not meeting expectations. The student displays **an inadequate grasp** of the subject matter and attainment of learning outcomes below the minimum level.
2	Not meeting expectations. The student displays **unsatisfactory grasp** of the subject matter and attainment of learning outcomes well below the minimum level.
1	Judgement is not possible. The student does not hand in any student work or attend an assessment, or maintains himself/herself inappropriately during an assessment

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

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

6.2.3 Student responsibilities regarding Assessment

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

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

6.2.4 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.

Not reaching the predetermined level of achievement constitutes failing the assignment and is graded whether with 1-3 or Fail (failing grade). If a student receives a failing grade for a summative assessment, (s)he is subject to a re-assessment process (except RP). The student has the responsibility to work actively through their SGO or directly with appropriate faculty to support their educational requirements.

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

A failed reassessment results in a failure of the educational component, which is to be considered as an academic failure. An academic failure may lead to the withdrawal of a student from the course or receival of a Letter of Attendance instead of graduation documents.

6.2.5 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 assessed **unfairly** or **inappropriately**. The process for appealing is outlined in the SOP for Student Assessment. It is important to note that any new assessment conducted due to an appeal may result in a lower, higher, or the same grade as the original assessment.

6.2.6 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.

6.3 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.

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

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

Leadership	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. A student in a leader's position is expected to: - 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	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. A student should be able to demonstrate: - 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 oneself. - Duty in fulfilling professional, legal, and moral obligations.
Ability to apply Critical Thinking	This is a measure of the student's ability to evaluate key facts, content, logic, and motives simultaneously 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. As a result, a student should be able to: - Identify key factors. - Apply sound reasoning to facts, understand contexts and motives, and draw rational deductions and conclusions. - Understand the capabilities and limitations of their own thought process.

Professional Competence	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. Students should demonstrate the ability to: • 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	This is a measure of the student's ability to express themselves verbally and non-verbally to include written form. A student should be able to deliver: • 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	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. A student should demonstrate the ability to: • 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	This is a measure of the student's personal relations and interactions with other students and faculty. Relational Behaviour is demonstrated by: • Clear and respectable cooperation with others, regardless of cultural, religious, or social experience or bias. • Modify personal behaviour appropriately and proportionately to circumstances. • Adapt to the corresponding environment to improve personal cultural and social awareness whilst enhancing the multinational diversity that enriches life-long relationships.

6.3.1 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 to bring the student back to normal standards of academic or professional performance.

6.3.2 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 to create an action plan that will fill them so that they can start to move towards their end goal.

6.3.3 Performance Review

Formal evaluations 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. For students from Estonia, Latvia, and Lithuania, your Mid-Course Performance Review is provided to both you and your national representative. SGOs draft the document guided by the CD and submit it to the Commandant by the end of January 2026.

➢ **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.

6.4 Graduation Requirements

To graduate, students must meet the following graduation requirements:

- Receive at a minimum either a numeric grade 4 or a "Pass" on the summative assessment of each educational component.
- Demonstrate proper "character" throughout the course, which includes no academic or general misconduct outside of 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 sending and/or sponsoring nation that the student be withdrawn, or this student would be provided with a 'Letter of Attendance' declaring that the student 'attended' the JCGSC but did not meet the graduation requirements.

6.5 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 and leadership skills during Module 2: Components and Domains, Module 7: Operational Level Planning, Module 9: Allied Joint Operations, 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 curriculum further. Curriculum development is a continuous process, involving a review of the current course programme, planning and authorship of new or revised material, the approval of changes, and the production and distribution of course material.

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

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

7.2 Course 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. **Educational Component Feedback:** during and at the end of an educational component, everyone will submit their feedback in the information management system. An ECC 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	Educational Component
ECC	Educational Component Coordinator
ECTS	European Credit Transfer System
ELE	Elective
ELEC	Elective Coordinator
ELS	English Language Seminar
ETOC	Education and Training Opportunities Catalogue
EU	European Union
EST	Estonia
EXE	Exercise
GS	Guest Speaker
HCSC	Higher Command Studies Course
IPH	Individual Preparation Hours
ISD	Individual Study Day
IST	International Study Trip
JCGSC	Joint Command and General Staff Course
JOPG	Joint Operations Planning Group
LVA	Latvia
LTU	Lithuania

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

ANNEX B1 | JCGSC Key Deliverables / Assessment, first semester

Educational Component	Deliverables Assessments*	Period for accomplishment and / or Due Date	Department
Initial Unit	**Essay, Combined Online Test**	See instructions on ILIAS	DPS CD
In-processing	**English Language Test**	During in-processing days	CD
Research Project	**Selection of RP Topics**	27 AUG 25	DLMS / DPS / DMS / RP Supervisors
	Outline and Literature List	29 SEP 25	
	Introduction & First Chapter	1 DEC 25	
M0: Foundation Module	**Seminar Discussion Learning Diary Syndicate Presentation**	18-22 AUG 25	DPS
M1: Leadership and Command	**Constructive Participation Individual Essay**	25 AUG-12 SEP 25 12 AUG 25	DLMS
M2: Components and Domains	**Closed Book Exam**	27 OCT 25	DMS
M3: Security and Strategy	**Constructive Participation Policy Paper**	28 OCT-27 NOV 25 1 DEC 25	DPS
Elective 1	**ELE 1 Assignments**	1 DEC 25	DLMS / DPS / DMS
M4: Defence Planning and Management	**Group Staff Paper Group Presentation**	17-18 DEC 25	DLMS

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

ANNEX B2 | JCGSC Key Deliverables / Assessment, second semester

Educational Component	Deliverables Assessments*	Period for accomplishment and / or Due Date	Department
M5: Project Management	**Group Staff Paper Group Presentation**	15-16 JAN 26	DLMS
M6: Operational Law	**Written Exam**	30 JAN 26	DPS
Research Project	**First draft of RP, presented to Supervisor**	5 JAN 26	DLMS / DPS / DMS / RP Supervisors
	Research Paper submitted	27 MAR 26	
	RP Presentation**	26-27 MAR 26	
M7: Operational Level Planning	**Online Test Individual Task**	20 FEB 26	DMS
M8: Managing Contemporary Crisis	**Group Staff Paper Group Presentation**	4 MAR 26	DLMS
Elective 2	**ELE 2 Assignments**	9-13 MAR 26	DLMS / DPS / DMS
M9: Allied Joint Operations	**Written Exam**	14 APR 26	DMS
M10: Media Communication	**Constructive Participation**	15-24 APR 26	DLMS
M11: CJSE JR	**Constructive Participation**	4-22 MAY 26	DMS
M12: Innovations and Military Technology	**Constructive Participation**	28 MAY-5 JUN 26	DLMS
IST: International Study Trip	**Constructive Participation**	8-12 JUN 26	DMS

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

** Additional flexibility for the RP presentations will be coordinated, for example during Media and Communications, Exercise preparations, etc., after hours for the students.

ANNEX C | Joint Command and General Staff Course (JCGSC) Mid/Final-Course Performance Review

PERFORMANCE REVIEW		JCGSC 2025-2026
Rank:	**Name:**	**Syndicate:**

Overall Assessment of Performance (AUG-DEC)

Qualities and Capabilities:

Personal Attributes:

Recommendations (for Individual Development):

Additional Responsibilities and Activities:

Course Director's comments:

GRADES (SUMMATIVE FOR MODULES) - EXAMPLE	
Grades for the 1st Semester	
Leadership and Command	**10**
Components and Domains	**8**
Security and Strategy (including Baltic Defence Study Trip)	**5**
Defence Planning and Management	**9**
Elective 1 [Name]	**Pass**
Grades for the 2nd Semester	
Project Management	
Operational Law	
Operational Level Planning	
Managing Contemporary Crisis	
Allied Joint Operations	
Media Communications	
Combined Joint Staff Exercise JOINT RESOLVE	
Innovations and Military Technology	
International Study Trip	
Elective 2 [Name]	
Research Project [Topic]	

Syndicate Guiding Officer: —————————————————— Date: ——————

Student: —————————————————— Date: ——————

Course Director: —————————————————— Date: ——————

ANNEX D | Curriculum Flow – First Semester
August-December 2025

JCGSC 2025-2026 1st Semester

August (28, 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)
- Staff Development
- Staff Development
- JCGSC/CSC Open Cerem.
- In-Processing
- In-Processing (possible extended days)
- M0
- M0
- Foundation (how to learn) (M0)
- Restor. of Indep. of EST
- 21 AUG EXE Shield / Ice-Breaker Event
- SF, ELE1 Intro, RP topics
- Leadership and Command (M1)
- ELS
- RP and ELE1 selected
- TBA

September (1–30)
- Leadership and Command (M1)
- ELE1
- Leadership and Command (M1)
- ELE1
- Components and Domains (M2)
- ELE1
- Components and Domains (M2)
- ISD / Staff Dev.
- M2
- ELE1
- RP outline due
- ELS, TBA (multiple)

October (1–31)
- Components and Domains (M2)
- Components and Domains (M2)
- ELE1
- Components and Domains (M2)
- F&C (M2)
- ISD
- Staff Ride Albion (M2)
- F&C (M2)
- ELE1
- Security and Strategy (M3)
- Mil. Hist. Conf.
- ISD
- TBA, ELS, ELS ind. prep

November (1–30)
- Security and Strategy (M3)
- ELE1
- Travel Day
- BDST [EST, LVA, LTU]
- Security and Strategy (M3)
- ELE1
- Security and Strategy (M3)
- ISD / Staff Dev.
- ELS, ELS (ind), LVA Indep. Day, ELS

December (1–31)
- Indiv. Study Time
- ELE1 Assess.
- RP 1st Chapt, Policy Paper
- Defence Planning and Management (M4)
- Defence Planning and Management (M4)
- Defence Planning and Management (M4)
- Mid. AAR
- Christmas Break
- ELS, 11-12 DEC Mid AAR prep., 18-19 DEC Mid AAR prep.

Legend:
- DMS
- DPS
- DLMS
- ELE

- **TBA -** Team Building Athletics
- **BDST -** Baltic Defence Study Trip
- **ELE1 -** Elective 1
- **SF -** Supervisors' Fair
- **ISD -** Individual Study Day
- **ELS -** English Language Seminar
- **RP -** Research Project

ANNEX D | Curriculum Flow – Second Semester
January-June 2026

JCGSC 2025-2026 2nd Semester

January (days 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)
- Christmas Break
- CD Br.
- Project Management (M5)
- Project Management (M5)
- Operational Law (M6)
- Operational Law (M6)
- RP dra. due 11:00
- HCSC Open.
- NY gath.
- Int. ELE2; RP cons.

February (days 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)
- M8
- EST Indep. Day
- Managing Contemporary Crisis (M8)
- LTU Indep. Day
- BDC B-Day
- Intern. Night

March (days 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
- Elective 2
- Allied Joint Ops (M9)
- Allied Joint Ops (M9)
- M9
- RP Due

April (days 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)
- Good Friday
- Easter Sunday
- ISD
- Allied Joint Ops (M9)
- Allied Joint Ops (M9)
- Media Communication (M10)
- Media Communication (M10)
- Prep. for CJSE JR (M11)
- ISD

May (days 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
- Combined Joint Staff Exercise JOINT RESOLVE (M11)
- ISD
- RP ppts [together with CSC]
- IMT (M12)
- EST Whit Sunday

June (days 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 proces. / Prep for AAR / Out-proc.
- Out-proc. / prep for AAR / Out-proc.
- Course AAR / Course AAR / AY AAR
- GRAD
- EST Mids. Day
- EST Victory Day
- Grad. din.

Legend:
- DMS
- DPS
- DLMS
- ELE

ELE2 - Elective 2
ISD - Individual Study Day
HCSC - Higher Command Studies Course
IST - International Study Trip
RP - Research Project

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Baltic Defence College