



Course Plan 2026-2027



Baltic Defence College
Ad Securitatem Patriarum

**Reserve Officers'
Course**

Approved by
BALDEFCOL CDT
Order 054/07.05.2026



Reserve Officers' Operational Level Course

Course Plan 2026-2027

The Pilot Course



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Course Director's Foreword

Dear ROC students,

Congratulations on being selected for the Pilot Reserve Officers' Operational Level Course (ROC) of the 2026-2027 academic year, and welcome to the Baltic Defence College (BALTDEFCOL) in Tartu.

The BALTDEFCOL has been established by Estonia, Latvia, and Lithuania to meet your authorities' expectations and provide you with high-quality residential studies delivered through 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 achieved excellence in teaching a range of 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, and at other events and activities. As you are all aware, the war in Ukraine, millions of refugees fleeing to Europe, hybrid warfare waged in the region by Russia and Belarus, and COVID-19 have had a significant impact on the current environment and all educational settings, pushing us all out of the norm. The BALTDEFCOL faculty adapted to this new world and continued the educational process using blended contact and distance learning methods. Please be prepared for changes throughout your course, as similar events may occur unexpectedly, and you may receive some of your education via distance learning. Whatever may happen, please expect challenges, be ready to adapt, and stay focused on your education.

I would like to encourage you to be active during the course, share your experience and insights, and be open to learning from your peers in active military service and civil servants. Your presence at the College and your course of study alongside your peers from active military service from the Joint Command and General Staff Course (JCGSC) and civil servants from the Civil Servants' Course (CSC) are essential factors in developing and enhancing the whole-of-government approach to defence and security in our respective countries.

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

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

RAUL KÜTT
Colonel (EST 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 the 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.
- Reserve Officers' Operational Level Course (ROC) – an operational-level programme for officers in reserve.

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

OPENNESS:

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

RESPONSIBILITY:

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

HAVE FUN:

- Involve families
- Encourage socialising to do things together

2.0 About the Reserve Officers' Operational Level Course

2.1 Outline

The Reserve Officers' Operational Level Course (ROC) is an operational-level Professional Military Education (PME) programme delivered by the Baltic Defence College (BALTDEFCOL). The course is designed specifically for reserve officers from Framework Nations who are or will be appointed to wartime positions in joint or operational-level headquarters.

While the Joint Command and General Staff Course (JCGSC), lasting over 11 months, prepares the officers in active duty and civil servants in service to thrive in multi-service and international joint staff and command positions as everyday assignments, the ROC focuses on wartime preparation only. Therefore, the ROC is not equivalent to the full JCGSC. Instead, it selectively integrates essential operational-level educational components of the JCGSC curriculum to ensure reserve officers can credibly and effectively fulfil wartime staff roles, while recognising national responsibility for career management, employment conditions, and long-term professional development.

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

2.2 Aim

The aim of the Reserve Officers' Operational Level Course is to provide essential operational-level education to enable Reserve Officers to fill wartime roles in joint headquarters within national and allied operational environments.

This aim emphasises preparedness for employment, not career progression or full operational command qualification, and is achieved through focused exposure to NATO operational planning and joint operations.

2.3 Learning Outcomes

Graduates of the Reserve Officers' Operational Level Course will be able to:

- 1) **Apply** fundamental principles of operational art and military components across operational domains to support planning, coordination, and execution of operations.
- 2) **Employ** operational planning procedures within the applicable legal and political framework for multinational joint operations, including NATO Article 5 contexts.
- 3) **Analyse** the conduct of combined, joint operations in national and allied environments to inform operational-level planning and decision-making.

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. See the aims and learning outcomes in Annexes A-B.

3.0 Course Framework

3.1 Target Audience

The ROC is designed for reserve officers, defined as personnel who are militarily trained, hold an officer's rank, and serve in the reserve component of the armed forces, but are not in continuous active duty. In addition, the course is intended specifically for these reserve officers who are appointed, or planned to be appointed, to wartime positions in an operational level headquarters.

3.2 Admission Requirements

The course's students are selected and nominated by their respective Ministries of Defence or other government agencies. Additionally, 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.
- Be proficient in battalion/squadron-level operations with a strong understanding of combined arms.
- Hold at least NATO 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.
- Be appointed or planned to be appointed to wartime positions in joint headquarters.

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.

3.3 Programme Requirements

The ROC Curriculum Flow is outlined in Annex F. The course does not have its own individual start-and end-date through one coherent curriculum flow but follows the JCGSC programme lay-out. Therefore, the participation in the course is stretched over 11 months with breaks between required blocks. However, the ROC must normally be **completed within one academic year**. Only in exceptional and justified cases, completion may be extended to **two consecutive academic years**, provided that **educational components remain intact and are not divided**.

The length of the course altogether is 19 weeks as a minimum and programme consist of next 5 mandatory Educational Components:

1. Module 2 (M2) Components and Domains (5 weeks including exam, excluding Staff Ride ALBION)
2. Module 6 (M6) Operational Law (2 weeks)
3. Module 7 (M7) Operational Level Planning (3 weeks)
4. Module 9 (M9) Allied Joint Operations (4,5 weeks)
5. Module 11 (M11) Combined Joint Staff Exercise JOINT RESOLVE (4 weeks)

All other elements of the JCGSC curriculum are optional for ROC students. Participation in additional JCGSC educational components is subject to the prior approval and funding of the sending nation and does not constitute a graduation requirement for the ROC.

Before the course starts, ROC students must complete an online session named "**Initial Unit**" (for more detailed information, see para 5.1 and Annex A).

3.4 Method of Delivery

Mandatory educational components are delivered in a **residential format** at BALTDEFCOL. Being present at the joint opening and graduation ceremony with the JCGSC is also required. During residential modules ROC participants are embedded within JCGSC syndicates and Joint Operational Planning Groups (JOPGs).

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

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.

The ROC has several breaks between the residential modules during which the Syndicate Guiding Officers remain available for additional online tutoring sessions.

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

3.5 ROC Course Identity

Although ROC students are embedded in JCGSC syndicates and the course identity may therefore be less visible in daily delivery, the ROC maintains its own symbols and graduation documentation. It remains a clearly defined and separate course, with a distinct aim, target audience, and learning objectives, as described in the course plan.

3.6 Team Building Athletics

It is important that officers, whether serving on active duty or in the reserve, maintain appropriate physical standards while also developing team spirit and leadership. During the first semester, team-building athletics are organised to foster cohesion and teamwork within student groups (syndicates). These activities are mandatory and typically consist of organised sports events scheduled on Thursday afternoons.

4.0 Educational Framework

4.1 Introduction

The ROC's educational framework is based on a variety of educational approaches, including lectures, panel discussions, seminars, and small group (syndicate) activities to facilitate adult learning. Consequently, the primary responsibility for learning and achieving the specified learning outcomes is placed on the student. To aid in this, the Baltic Defence College aim to provide the best possible educational environment for learning to take place.

The ROC program is built to maximise the experience and knowledge already found at the Baltic Defence College and is bolstered with specific additional skills and expertise from outside. Moreover, ADL methods and tools, such as Microsoft Teams (MST), are used whenever applicable and suitable to achieve the learning objectives. 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 <i>(highest level)</i>	A cognitive process through which elements are linked together or reorganised to form a coherent or functional whole or a new pattern or structure.
5. Evaluate	A cognitive process whereby theories, concepts, ideas, or phenomena are scrutinised and judged in relation to their relevance or superiority.
4. Analyse	A cognitive process whereby a piece of information is split into its component parts, where each relationship is articulated in relation to the others.
3. Apply	A cognitive process whereby information is articulated in relation to a particular situation (often to overcome an issue or problem).
2. Understand	A cognitive process whereby the meaning of various theories, concepts, ideas, or phenomena is obtained and articulated.
1. Remember <i>(lowest level)</i>	A cognitive process whereby information – previously discovered – is recalled and articulated.

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

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

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

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

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

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

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

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

The ROC 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 substantial portion of teaching is provided between cognition levels three and six.

4.4 Educational Components and Methods

The Baltic Defence College follows the guidelines and principles of the Bologna Process, initiated within the European Higher Education Area, to standardise the duration of European educational courses and assessment procedures to facilitate the easy transfer of qualifications between academic institutions.

At the Baltic Defence College, one academic hour corresponds to 45 minutes of work; 26 academic hours correspond to 1 ECTS credit. The total student workload, which forms the basis for ECTS calculation, is the sum of contact hours (CH) and individual preparation hours (IPH).

The time allocated should be sufficient for the average student to pass each module and, therefore, the course, but those seeking to gain the highest grades should expect to put in more time and effort. Each week, an average of 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.
- 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 the 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 a course, 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 Artificial Intelligence in Education

The ROC curriculum prepares reserve officers to operate effectively in an environment where AI-enabled systems shape the speed, scope, and complexity of decision-making. Like leadership and critical thinking, AI literacy is a professional competency that must be built. At BALTDEFCOL, AI education reflects a clear principle: command authority remains human. AI augments control functions – information processing, pattern recognition, option generation – while leadership, judgment, and accountability remain the domain of the leader. Developing the competence to apply this distinction is a core purpose of AI integration across the ROC.

Students are expected to develop AI literacy across the course – not familiarity with specific tools, but the competency to employ AI responsibly and effectively as a professional capability. Evaluating AI outputs – questioning recommendations, testing embedded assumptions, and recognising the limits of algorithmic judgment – requires and develops the same critical thinking competencies that run throughout the ROC. This includes understanding where AI enhances decision support, where human judgment is essential and non-delegable, and how to maintain ethical accountability when AI accelerates the pace of analysis and planning. AI use is governed by BALTDEFCOL policy and, within each educational component, by the standards established by the respective Educational Component Coordinator.

5.0 Content of the Course

5.1 Mandatory Educational Components

The mandatory modules for the ROC are drawn from the JCGSC curriculum and are undertaken jointly with JCGSC students. The following modules and components are mandatory for ROC students (see **Annex A** for further details):

- **1st SEM:**
 - **Initial Unit [IU]:** it is delivered through an Advanced Distributed Learning (ADL) environment. Its purpose is to support preparation for the ROC and to establish a common foundational knowledge base shared by ROC and JCGSC students. The unit provides essential preparation for the studies, with a particular focus on **academic writing** and **cyber hygiene**.
 - **Course Opening:** this formally marks the commencement of the course together with the JCGSC. During this day, ROC students are issued the necessary equipment and provided with guidance related to subsequent course activities.
 - **Components and Domains [M2],** excluding Staff Ride “ALBION”: this module provides a comprehensive overview of military theory, terminology, capabilities, and command and control arrangements. It also establishes the conceptual foundation for understanding the joint operational environment and operational-level planning, which are addressed in greater depth during the second-semester modules

- **2nd SEM:**
 - **Operational Law [M6]:** this module focuses on the legal framework governing the use of force in military operations
 - **Operational Level Planning [M7]:** this module prepares students to contribute to NATO’s operational-level planning process within a joint operational-level headquarters. Students apply the principles set out in the Comprehensive Operations Planning Directive (COPD) in the context of the NATO Operations Planning Process
 - **Allied Joint Operations [M9]:** this module focuses on components’ contribution to joint operations across different domains. The organisation of joint headquarters, its battle rhythm, boards and working groups are also discussed.
 - **Combined Joint Staff Exercise JOINT RESOLVE [M11]:** this module is conducted in an exercise environment; this module provides students with the opportunity to practise operational estimation and planning methods. It further develops students’ ability to apply horizontal and vertical functional coordination, command relationships, and cross-staff procedures through selected boards and working groups, in support of the commander’s decision-making process
 - **Graduation day:** graduation is conducted jointly with the JCGSC and formally marks the completion of the course. The event includes the presentation of graduation documents and provides students with the opportunity to complete final administrative requirements at the College

All other JCGSC modules are offered as additional non-mandatory educational components of the ROC programme and are explained in the next paragraph.

5.2 Optional Educational Components

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

Below is the list of optional modules (Annex B for more details):

- **1st SEM:**
 - Foundation Module [M0]
 - Leadership and Command [M1]
 - Security & Strategy [M3]
 - Baltic Defence Study Trip [BDST, part of M3]
 - Defence Planning and Management [M4]

- **2nd SEM:**
 - Project Management [M5]
 - Managing Contemporary Crisis [M8]
 - Media and Communications [M10]
 - Innovations and Military Technology [M12]
 - International Study Trip [IST]
 - Elective 2 [ELE2]

Throughout both semesters

- Research Project [RP]

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 ROC 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 ROC. 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 6.6.

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

The grading scale used to assess a particular educational component is stated in the respective Course Plan and specified in the component's description. Participants in ROC course are graded on the Pass / Fail grading scale.

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

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

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.

6.3 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 with 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 receipt of a Letter of Attendance instead of graduation documents.

6.4 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.

6.5 Misconduct

In the event of academic or personal misconduct, students may be expelled from the ROC 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 ROC.

6.6 Evaluation of Qualities and Capabilities

Along with students' academic enhancement and performance, the students' individual and leadership development on selected qualities and capabilities 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.

6.7 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 concerns around 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.

6.7.1 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 course 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 2027.
- **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.

6.8 Graduation Requirements

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

7.0 Course Evaluation Process

7.1 General

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

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

High-level officials are expected to share their constructive feedback and recommendations publicly or individually, and the ROC 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.

8.0 Organisation of the ROC

8.1 Faculty

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

a. Course Director JCGSC/CSC/ROC

The Course Director (CD) 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. The CD JCGSC/CSC/ROC mentors ROC students by conducting CD's dialogue during the course.

b. Educational Component Coordinators

Educational Component Coordinators (ECCs) ECCs develop, plan, conduct, and evaluate the educational components of ROC. 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

A Syndicate Guiding Officer (SGO) is a faculty member who is assigned to a specific syndicate with the primary role of facilitating the development of the assigned students according to 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 CD.

e. Guest Speakers and Subject Matter Experts

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

8.2 Students

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

8.2.1 ROC Class Leader

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

8.2.2 Syndicate Leader

Students of JCGSC will be divided into syndicates, where the ROC participants will be embedded, 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.

8.2.3 Task Leader

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

8.2.4 Class Assistant

The Class Assistant is a rotational duty, usually performed by a JCGSC student. The Class Assistant is responsible for notifying the class when lessons start and notifying the lecturer that the class is ready. It is also the responsibility of the Class Assistant to provide a written attendance report every working day by 09:45 to the Course Office.

After 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.

8.3 Student Responsibilities

While attending the ROC, 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 the College Educational SOPs and Regulations and follow them.
- Use Artificial Intelligence applications in individual and group tasks within the scope authorised by the respective Educational Component Coordinator, and in line with the BALTDEFCOL Policy on the Use of Artificial Intelligence.

Annexes

ANNEX A | Mandatory Educational Components

ROC Initial Unit

Before attending the ROC, 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 the College 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: <ul style="list-style-type: none"> • Essay • Cyber Hygiene 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 (Syndicate Guiding Officers (SGOs) confirm completion of the ROC Initial Unit by each student).

Course Opening Day

Date: 1st semester, 10 August 2026 (1 day)

Unlike JCGSC and CSC students, who are allocated a dedicated in-processing period, ROC students are expected to complete all administrative requirements during the **course opening day**. ROC students should therefore be prepared to use this day effectively to address administrative matters, gain an overview of the course, and obtain all necessary guidance for the conduct of their studies. To support this process, ROC students are expected to familiarise themselves also with the introductory ADL materials provided for the College's newcomer. For more information on specific in-processing period, please see the last remark of Foundation Module in Annex B, Optional Educational Components.

Components and Domains (M2), excluding Staff Ride “ALBION”

Dates: 1st semester, 14 September – 16 October 2026, 5 weeks, including exam (1 day)

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.

For ROC students, the staff ride to Saaremaa, focused on Operation ALBION, the German landing on Saaremaa in October 1917, is excluded.

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: <ul style="list-style-type: none"> • Written Exam 	Pass / Fail
Credits: 9 ECTS	

Operational Law (JCGSC M6)

Dates: 2nd semester, 18-29 January 2027, 2 weeks

The aim is to examine the legal frameworks relevant to the planning and conduct of military operations.

The main topics of this module are the legal framework for the use of force, the principles of the law of armed conflict and of human rights law, the concept of direct participation in hostilities, the prohibited or restricted use of weapons and methods of warfare, the legal framework governing naval and air operations, the enforcement of international criminal law, the essence and key concepts of NATO Rules of Engagement, and the 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 the enforcement of international criminal law.
3. Analyse the application of the principles of the 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: <ul style="list-style-type: none"> Written exam 	Pass / Fail
Credits: 3 ECTS	

Operational Level Planning (JCGSC M7)

Dates: 2nd semester, 1-19 February 2027, 3 weeks (with extended daily working hours)

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: <ul style="list-style-type: none"> Online Test (20%) Individual Task (80%) 	Pass / Fail
Credits: 5 ECTS	

Allied Joint Operations (JCGSC M9)

Dates: 2nd semester, 15 March – 13 April 2027, 4,5 weeks (with extended daily working hours)

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: <ul style="list-style-type: none"> • Written Exam 	Pass / Fail
Credits: 6 ECTS	

Combined Joint Staff Exercise JOINT RESOLVE (JCGSC M11)

Dates: 2nd semester, 26 April-21 May 2027, 4 weeks (with extended daily working hours, the location rotates on an annual basis between Tartu, Estonia; Helsinki, Finland; and Warsaw, Poland.)

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 multi-lateral arrangements with the Polish War Studies University (WSU), the Finnish National Defence University (FNDU) and the Swedish Defence University (SDU), with a timeline spread over four weeks, 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 selected Boards & Working Groups and support to the Commanders' decision-making process.

Assessment:

Purpose and method	Grading
Formative: Involvement and Contribution	Ungraded Feedback
Summative: <ul style="list-style-type: none"> • Constructive Participation 	Pass / Fail
Credits: 8 ECTS	

Course Graduation Day

Date: 2nd semester, 17 June 2027 (1 day)

As ROC students are not allocated a separate out-processing period comparable to that of JCGSC and CSC students, they are expected to complete all administrative requirements on the graduation day. Students should be prepared to use this day effectively to address administrative matters and finalise their course participation.

ANNEX B | Optional Educational Components

Foundation Module (JCGSC M0)

Dates: 1st semester, 13–19 August 2026, 5 days; if the in-processing (11-12 August) is included than 7 days, 11-19 August.

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 a BALTDEFCOL course, 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: <ul style="list-style-type: none"> • Seminar Discussion • Learning Diary • SYN Presentation 	Ungraded Feedback
Credits: 1 ECTS	

If a student chooses to participate in the full lead-in process, it is recommended that the **in-processing** period (10-12 August) is included in that selection. The 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.

Leadership and Command (JCGSC M1)

Dates: 1st semester, 24 August–11 September 2026, 3 weeks

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: <ul style="list-style-type: none"> • Constructive Participation (30%) • Individual Essay (70%) 	Pass / Fail
Credits: 5 ECTS	

Security and Strategy (JCGSC M3), including Baltic Defence Study Trip and the Annual Military History Conference

Dates: 1st semester, 27 October – 30 November 2026, 5 weeks, including BDST (1 extended week, 8-13 NOV), and Military History Conference (1 day, 29 OCT). 30 November may need specific arrangement (e.g. ADL based solution).

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.

The Baltic Defence Study Trip (BDST) is an integral part of Module 3. During the BDST, students will gain knowledge on the national (Estonian, Latvian, and Lithuanian) defence policies, decision-making principles, and defence planning priorities. The BDST also contributes to familiarisation with international military structures, including NATO's presence in the region.

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:	Ungraded Feedback
<ul style="list-style-type: none"> • Constructive participation (30%) • BDST Learning Diary (10%) • Policy Paper and discussion (60%) 	Pass / Fail
Credits: 8 ECTS	

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.

Defence Planning and Management (JCGSC M4)

Dates: 1st semester, 1-17 December 2026, 3 weeks

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 communication skills.

Learning Outcomes

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

1. Explain key defence planning and management concepts and how they support the development of future forces.
2. Employ defence management methods and tools to develop recommendations that improve the effectiveness and efficiency of defence organisations.
3. Examine defence organisations' decision-making with respect to resource planning, programming, budgeting, and execution.
4. Apply defence management toolkits – Problem Identification, Stakeholder Analysis, SWOT, and DOTMLPF-I – to assess capability needs and support armed forces roles and interests.

Assessment:

Purpose and method	Grading
Summative: <ul style="list-style-type: none"> • Group Staff Paper (50%) • Group Presentation (50%) 	Pass / Fail
Credits: 4 ECTS	

Project Management (JCGSC M5)

Dates: 2nd semester, 5-16 January 2027, 2 weeks

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: <ul style="list-style-type: none"> Group Staff Paper (40%) Group Presentation (60%) 	Ungraded Feedback Pass / Fail
Credits: 3 ECTS	

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

Dates: 2nd semester, 22 February – 5 March 2027, 2 weeks, including the Baltic Defence College Annual Conference on Russia (2 days)

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: <ul style="list-style-type: none"> Group Presentation 	Pass / Fail
Credits: 3 ECTS	

The Baltic Defence College Annual Conference on Russia

The aim of the Annual Conference on Russia is to provide a forum for the discussion of Russia's foreign, security, defence, and military policies as well as the responses of the Euro-Atlantic community to those challenges. As the flagship academic event of the BALTDEFCOL, the Annual Conference on Russia, attracts high-level experts from both military and academic circles.

The Conference has become an integral part of the curriculum at the BALTDEFCOL and provides students with the newest insights on developments in Russia and beyond. The presence 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.

Media Communications (JCGSC M10)

Dates: 2nd semester, 14-23 April 2027, 1,5 weeks

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: <ul style="list-style-type: none"> • Constructive Participation 	Pass / Fail
Credits: 2 ECTS	

Innovation and Military Technology (JCGSC M12)

Dates: 2nd semester, 27 May – 4 June 2027, 1,5 weeks

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: <ul style="list-style-type: none"> • Constructive Participation 	Pass / Fail
Credits: 2 ECTS	

International Study Trip (IST)

Dates: 2nd semester, (6)7-11 June 2027, 1 week with the possibility of one additional travel day

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: <ul style="list-style-type: none"> • Constructive Participation 	Pass / Fail
Credits: 1 ECTS	

Research Project (RP)

Dates: runs across both semesters; presentations on 25–26 May 2027 (ADL option available for presentations, where appropriate). If this option is selected, participation in the Foundation Module is also recommended, as it provides relevant preparatory guidance.

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 BALTDEFCOL course and has not been presented/published elsewhere.

Learning Outcomes

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: <ul style="list-style-type: none"> • Research Paper (60%) • Defence of the paper arguments (40%) 	Pass / Fail
Credits: 8 ECTS	

Electives (Elective 2 of JCGSC)

Dates: 2nd semester, 8-12 February, 1 week

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. Elective selection will be conducted in ILIAS using the “First-come, first-served” principle.

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 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, OSINT, HUMINT as intelligence disciplines, lessons learned from Operational Intelligence during WWII and the contemporary wars in UKR and Middle East. The main topics are also discussed within the Multi-Domain Operations (MDO) environment. Study utilises distance learning and Artificial Intelligence (AI) tools and principle of critical thinking. 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 across the tactical, operational, and strategic levels, applying tools and techniques of intelligence analysis and processing.
2. Evaluate the roles of key intelligence disciplines and their contributions to joint military operations.
3. Assess historical and contemporary cases of intelligence success and failure, identifying underlying causes and operational implications.

2.5 Russian History and Strategic Mindset (DPS)

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

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

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

Educational Method

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

Learning Outcomes

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

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

2.6 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 BALTDEFCOL Operational Level Energy Security Course (ENSEC/DLMS) <ul style="list-style-type: none"> • Constructive Participation 	Pass / Fail
ELE 2.2 NATO Intermediate Strategic Communications Course (DMS) <ul style="list-style-type: none"> • Constructive Participation (30%) • Open Book Test (70%) 	
ELE 2.3 Resistance Operating Concept (DMS) <ul style="list-style-type: none"> • Constructive Participation (50%) • Group Presentation (50%) 	
ELE 2.4 Intelligence and Counterintelligence (DMS) <ul style="list-style-type: none"> • Constructive Participation (50%) • Group Presentation (50%) 	
ELE 2.5 Russian History and Strategic Mindset (DPS) <ul style="list-style-type: none"> • Constructive Participation (40%) • Group Presentation (60%) 	
ELE 2.6 Cyber Defence Policy on National and International Levels (DPS) <ul style="list-style-type: none"> • Group Presentation 	
ELE 2.7 Strategic Decision-Making in NATO (DMS) <ul style="list-style-type: none"> • Constructive Participation 	
ELE 2.8 Project Management Certification (DLMS) <ul style="list-style-type: none"> • Constructive Participation • IPMA exam – optional for receiving the official certificate (NLT the end of the ROC) 	
ELE 2.9 Strategic Foresight and Backcasting (DLMS) <ul style="list-style-type: none"> • Constructive Participation (40%) • Group Presentation (60%) 	
Credits: 2 ECTS	

ANNEX C/1 | 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

ANNEX C/2 | Abbreviations

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
ROC	Reserve Officers' Operational Level Course
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
WOC	Wartime Operational Level Officers' Course

ANNEX D/1 | ROC Key Deliverables according to JCGSC Course Flow / First Semester

Educational Component	Deliverables Assessments*	Period for accomplishment and / or Due Date	Department
Initial Unit	Cyber Hygiene Test Individual Essay	1 AUG 26 (prior arrival) 31 AUG 26	CD DPS
In-processing	English Language Test	During in-processing days	CD
Research Project	Selection of RP Topics	26 AUG 26	DLMS / DPS / DMS / RP Supervisors
	Outline and Literature List	30 SEP 26	
	Introduction & First Chapter	7 DEC 26	
M0: Foundation Module	Seminar Discussion Learning Diary Syndicate Presentation	13-19 AUG 26 17 AUG 26 18 AUG 26	DPS
M1: Leadership and Command	Constructive Participation Individual Essay	24 AUG-11 SEP 26 21 SEP 26	DLMS
M2: Components and Domains	Written Exam	26 OCT 26	DMS
M3: Security and Strategy	Constructive Participation BDST Learning Diary Policy Paper	27 OCT-30 NOV 26 16 NOV 26 23 NOV 26	DPS
Elective 1	ELE 1 Assignments	30 NOV 26	DLMS / DPS / DMS
M4: Defence Planning and Management	Group Staff Paper Group Presentation	16-17 DEC 26	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 D/2 | ROC Key Deliverables according to JCGSC Course Flow / Second Semester

Educational Component	Deliverables Assessments*	Period for accomplishment and / or Due Date	Department
M5: Project Management	Group Staff Paper Group Presentation	14-15 JAN 27	DLMS
M6: Operational Law	Written Exam	29 JAN 27	DPS
Research Project	First draft of RP, presented to Supervisor	18 JAN 27	DLMS / DPS / DMS / RP Supervisors
	Research Paper submitted	30 MAR 27	
	RP Presentation**	25-26 MAY 27	
M7: Operational Level Planning	Online Test Individual Task	18-19 FEB 27	DMS
M8: Managing Contemporary Crisis	Group Presentation	3 MAR 27	DPS
Elective 2	ELE 2 Assignments	8-12 MAR 27	DLMS / DPS / DMS
M9: Allied Joint Operations	Written Exam	13 APR 27	DMS
M10: Media Communication	Constructive Participation	14-23 APR 27	DLMS
M11: CJSE JR	Constructive Participation	3-21 MAY 27	DMS
M12: Innovations and Military Technology	Constructive Participation	27 MAY-4 JUN 27	DLMS
IST: International Study Trip	Constructive Participation	7-11 JUN 27	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 E | ROC Mid/Final-Course Performance Review

Picture

PERFORMANCE REVIEW		ROC 2026-2027
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:		

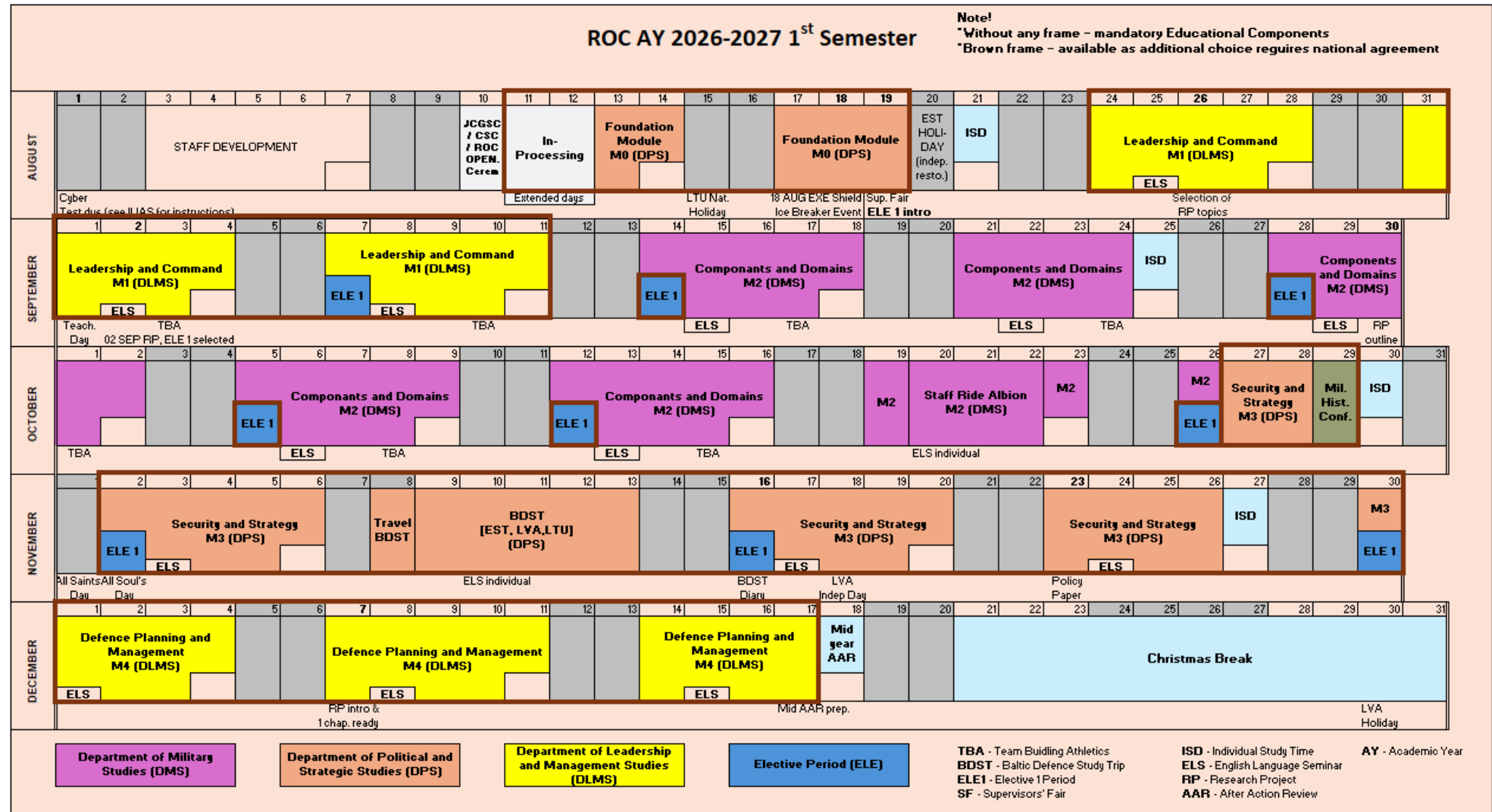
GRADES (SUMMATIVE FOR MODULES) - EXAMPLE	
Grades for the 1st Semester	
Leadership and Command	-
Components and Domains	Pass
Security and Strategy (including BDST)	Pass
Defence Planning and Management	-
Grades for the 2nd Semester	
Project Management	-
Operational Law	-
Allied Joint Operations	-
Managing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

Syndicate Guiding Officer: _____ Date: _____

Student: _____ Date: _____

Course Director: _____ Date: _____

ANNEX F/1 | Curriculum Flow 1st SEM



ANNEX F/2 | Curriculum Flow 2nd SEM

ROC AY 2026-2027 2nd Semester

Note!
 *Without any frame - mandatory Educational Components
 *Brown frame - available as additional choice requires national agreement

Month	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		
JANUARY	HOLI-DAY			CD Brief	Project Management M5 (DLMS)					HCSC open	Project Management M5 (DLMS)					Operational Law M6 (DPS)					Operational Law M6 (DPS)												
	RP draft 11:00																		Ele 2 intro RP consultations			International Night											
FEBRUARY	Operational Level Planning M7 (DMS)					Operational Level Planning M7 (DMS)					Operational Level Planning M7 (DMS)					Managing Contemporary Crisis M8 (DPS)			EST HOLI-DAY	Managing Contemporary Crisis M8 (DPS)													
	LTU Indep. Day																							EST		BDC							
MARCH	Managing Contemporary Crisis M8 (DPS)		CONFERENCE ON RUSSIA		ELE2					Allied Joint Ops M9 (DMS)					Allied Joint Ops M9 (DMS)					GOOD FRIDAY	HOLY SATUR DAY	EASTE R SUNDAY	ISD	Allied Joint Ops M9 (DMS)									
	LTU Indep. Restor.																		EST		B-Day		Easter Monday		RP Dec Date								
APRIL	M9		Allied Joint Ops M9 (DMS)					Allied Joint Ops M9 (DMS)		Media Communication M10 (DLMS)		Media Communication M10 (DLMS)					Prep for CJSE JR M11 (DMS)					ISD											
	Optional days for RP presentations																																
MAY	SPRING HOLIDAY			Combined Joint Staff Exercise JOINT RESOLVE (DMS)																							ISD	RP presentations (DPS)		M12 (DLMS)			
	Labor Day		LVA Indep. Restor.		LVA Mothers' Day					EST Whit Sunday																							
JUNE	Innovations and Military Technology M12 (DLMS)			Possible Travel Day		IST (DMS)					Outprocessing, prep for AAR		Course AAR AY AAR		JCGS C CSC ROC HCSC GRAD		EST HOLI-DAY		EST HOLI-DAY														
	Grnd Dinner																																

Department of Military Studies (DMS)

Department of Political and Strategic Studies (DPS)

Department of Leadership and Management Studies (DLMS)

Elective Period (ELE)

CD - Course Director
 IST - International Study Trip
 ELE2 - Elective 2 Period
 HCSC - Higher Command Study Course

ISD - Individual Study Time
 RP - Research Project
 AAR - After Action Review
 AY - Academic Year



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