

**Civil Servants' Course**  
**Course Plan 2021 [Revise 1](#)**



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## Purpose of Revise 1

The purpose of this Course Plan Revise 1 is to communicate the changes to the course imposed through an evaluation of the restrictions related to the COVID-19 pandemic. This evaluation occurred on 12 January 2021 and affects the curriculum flow of the course. All changes to the original course plan are highlighted in bold-blue for ease of document navigation. Revisions can be found at sections 2.4, 4.1, 4.3, 4.4 and at Annexes B and C.

## Course Director's Foreword

Dear CSC students,

Congratulations on being selected for the Civil Servants' Course (CSC) academic year 2021 and welcome to the Baltic Defence College (BALTDEFCOL) in Tartu!

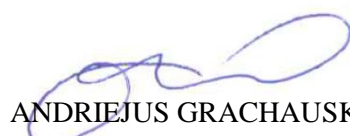
The BALTDEFCOL is organised to provide you with quality resident type studies which are intensive, face-to-face academic venues delivered in a seminar format. BALTDEFCOL is mature, internationally respected educational institution with over 20 years of experience in teaching various military related topics and themes, such as NATO regional security and Russia. The College constitutes a team of likeminded, study-oriented people, faculty and staff, civilian and military, all of whom you will meet in premises, during lectures and other events and activities. As you know, phenomena of COVID-19 heavily affected current environment and educational settings, pushed us all out of the normal. Fortunately, BALTDEFCOL faculty was able to adapt to changed world in quarantine and continued education through means of distance learning. Please be prepared for challenges during your course as similar event may occur unexpectedly and you may receive at least part of your education through means of distance learning. Whatever is going to happen expect challenges, be ready to adapt and focus on education.

I would like to encourage you to be active during the course and share your experience and insights and likewise – to be open for learning from your military counterparts. Civil-military interaction and closer cooperation are essential dealing with current security challenges. Your presence here in the College and studying together with your military peers from the Joint Command and General Course (JCGSC) is very important factor towards developing and enhancing whole-of-government approach for defence and security in our respective countries.

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

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

I wish you success and looking forward to personally welcome you to the College!



ANDRIEJUS GRACHAUSKAS  
Colonel (LTU A)  
Course Director

## 1.0 About the Baltic Defence College

### 1.1 Mandate of the Baltic Defence College

The Baltic Defence College (BALTDEFCOL) was founded in 1999 by Estonia, Latvia and Lithuania (Framework Nations) with support from their allies and partners. The College's mandate was set out in a Memorandum of Understanding between the Defence Ministers of Estonia, Latvia and Lithuania. In 2019, the Baltic states' Ministerial Committee approved the BALTDEFCOL Development Plan 2019-2027, which provides political guidance for development and future operations at the College and sets strategic goals and ways to achieve them.

A couple of years ago, the College celebrated its 20-year anniversary. This was marked by several academic and high-level events, including a special publication devoted to the College's development during its 20 years of existence and the inauguration of a new College flag. As the College enters a new phase of maturity, it remains committed to continue its development and strive towards a higher quality of education standards. Recent examples of these efforts include certification by NATO of selected BALTDEFCOL electives – Operational Level Energy Security Course and NATO Intermediate Strategic Communications Course. Both courses are open for BALTDEFCOL students and as well as external participation. The next step is a NATO institutional accreditation that will provide recognition of the BALTDEFCOL high-quality standards.

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. BALTDEFCOL serves as a Professional Military Education (PME) institution at the operational and strategic level, applying the latest educational principles, effective management and best use of intellectual and material resources.

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

BALTDEFCOL's major geo-strategic scope in educational matters cover:

- Security and defence of the Baltic Sea region with a particular focus on Russia
- The wider NATO/EU area with a specific centre of attention, in priority order:
  - Eastern Europe
  - Western Europe and the Transatlantic Link

BALTDEFCOL is thus responsible for the delivery of the following courses:

- The Higher Command Studies Course (HCSC) – a five-month senior-level course providing senior education for Colonels and civilian equivalents for executive responsibilities at the strategic level.
- The Joint Command and General Staff Course (JCGSC) – a ten-month senior staff officers' course providing mid-level education for Lieutenant Colonels and Majors and selected security-related civil servants for command and staff assignments at the operational level.
- The Civil Servants' Course (CSC) – a three-month security and defence course for junior and mid-ranking civil servants providing education for security-related civil servants from governmental organisations and agencies, focusing on areas required for future assignments.

- Senior Leaders' Course (SLC) – a week-long course for general and flag officers and their 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.
- Various short courses, seminars and roundtable events at the request of the Baltic States.

## 1.2 Professional Military Education (PME) System

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

### Framework Nations' PME System

Development level 1	Development level 2	Development level 3	Development level 4
Basic	Junior	Advanced	Senior
Tactical	Tactical	Operational	Strategic
Basic and specialist courses	Captain career and intermediate courses	Joint Command and General Staff Course	Higher Command Studies Course
National or international military academies	National or international military academies	BALTDEFCOL or international staff/war colleges	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

Figure 1: Diagram of Professional Military Education in the Baltic states

The CSC is not directly integrated into this professional development system. However, civilians can attend the JCGSC entirely or are part of CSC that is conducted in close synergy with the JCGSC. More experienced civilian employees or government officials are invited to the HCSC, which is a Level 4 course.

## 1.3 Code of Conduct

While students and faculty are expected to support and use the military chain of command as practised in the College, BALTDEFCOL maintains an open-door policy and students are free to take advantage of this policy as needed.

The Baltic Defence College has a Code of Conduct which all members of staff and students are expected to abide by. The Code of Conduct holds the following principles:

### **Respect**

- People (listen to everyone)
- The multinational environment
- Remember that students are colleagues
- Use the chain of command
- Make decisions at the right level
- Show loyalty to decisions

### **Openness**

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

### **Responsibility**

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

### **Having Fun**

- Involve families
- Encourage socialising to do things together



## 2.0 About the Civil Servant's Course

### 2.1 Outline and History

The CSC was created in 2001 to educate government officials on the wide range of challenges related to the adaptation of defence institutions at the national and international levels so that they become better able to participate in the full spectrum of twenty-first-century operations. After the Baltic states joined NATO, the emphasis of the course was on deepening knowledge and getting practical advice on NATO procedures, policies and decision-making. Gradually, the CSC programme became more integrated with the JCGSC and civil-military interaction and mutual learning were seen as a major component for both courses. The core rationale for the course has always been to ensure that the Baltic states' defences are effective and meet today's and tomorrow's strategic challenges. Further, the CSC will help security and defence sector employees to understand the broader picture and to be ready to provide a valuable contribution to their respective nations and to NATO. Thus far, the college has conducted fifteen CSCs. 140 students, representing twelve countries, have graduated from these courses. Many have since received important and demanding postings in their home countries or international organisations.

The CSC is highly engaging, and students will be required to conduct individual studies, and to participate in a range of 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. There is also a possibility for civil servants to participate in an exercise together with the JCGSC, focusing on the Planning and Execution of Operations by using NATO planning processes.

The CSC 2021 is open to Allied and partner nations as always, yet the main effort continues to lay with the development of civil servants from Estonia, Latvia and Lithuania. The CSC is aimed for participants from variety of security related institutions and defence establishments.

### 2.2 Admission Requirements

Students attending the course are selected and nominated by their respective Ministries of Defence or other government agencies and should have acquired already a couple of years' experience from working with defence and security-related issues. Additionally, students should:

- Have sufficient computer skills – proficiency in Microsoft Windows, Word, Excel and PowerPoint.
- Have a sufficient understanding of the English language (Level 3333, according to NATO STANAG 6001 or an equivalent test). A proficiency certificate should be provided to the Registrar upon arrival.

At the beginning of the course, the college will conduct an English language assessment to establish the ability of CSC students to follow the course. This is carried out by a computer assisted English language placement test.

## 2.3 Aim

The aim of CSC is to enable civil servants from security and defence related governmental organisations to contribute to the development and implementation of security and defence policies. The course provides unique networking opportunities, facilitates civil-military interaction and interagency cooperation, thus enhancing students' skills and readiness for their future assignments in national and international positions.

The course is designed for civil servants in their junior positions (desk officers/senior desk officers, experts) up to more experienced professionals in mid-level positions (section chiefs, project leaders, and advisors). Estonia, Latvia, Lithuania are main beneficiaries of the CSC, but also other NATO, EU countries and partner-countries are invited to send their selected civil servants to attend the CSC and to benefit from the unique learning and networking environment.

## 2.4 Learning Outcomes

The delivery of education through the CSC is organised around four key learning outcomes. By the end of the course, civil servants should be able to:

1. **Apply** processes and procedures of NATO Crisis Response in a range of contemporary NATO Non-Article five operations.
2. **Understand** the principles of the NATO Operation Planning Process from planner's or functional area specialist's perspective.
3. **Analyse** operational level problems and apply the capabilities of individual joint functions, as well as Operations Assessment, Battlespace Management, Joint HQ to contribute to the desired joint effects of Allied Joint Operations.
4. **Apply** legal frameworks relevant for planning and conducting military operations.

To achieve these learning outcomes, the course is organised through one online module, five residential modules, **one elective and one activity**:

- ADL Initial Unit
- Foundation Module
- NATO Crisis Response
- Operational Law
- **Operational Level Planning**
- Allied Joint Operations
- Elective
- **Critical Thinking and Research Project activity**
- **Media Communications**

Elective topics are: Energy Security, Strategic Communications, Operational Level Cyber, Joint Logistics and HNS, Joint Intelligence.

## 3.0 Educational Framework

### 3.1 Introduction

The CSC's educational framework is predicated on a combined educational approach, including lectures, seminars and small group (syndicate) activities and exercises, to facilitate adult learning. Consequently, the primary responsibility for learning and achieving the specified learning outcomes is placed on the student. To help facilitate this process, the Baltic Defence College aims to provide the students of the CSC the best possible educational environment for learning. The construct of the CSC is built so that it will maximise the experience and knowledge already found at the Baltic Defence College and is bolstered with specific additional skills and knowledge from outside. Moreover, ADL methods and tools, such as Microsoft Teams, are used whenever applicable and suitable to achieve adult learning objectives. Thus, active learning and the full participation and contribution of all students is encouraged; this allows students to share their knowledge, experience and learning with others in an open and positive environment.

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

### 3.2 Educational Charter

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

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

### 3.3 Learning Levels – Bloom's Taxonomy

Like other institutions practising Professional Military Educational, the Baltic Defence College deploys a system incorporating Bloom's Taxonomy 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 version of 'Bloom's Taxonomy', updated by a team of academics led by Dr Lorin Anderson, a student of Bloom, in 2000, illustrating the progression of learning within the **cognitive domain**.

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

Figure 2: Bloom's Updated Taxonomy (adapted from Anderson and Krathwohl, 2001)

The CSC utilises these learning levels in the identification of learning outcomes, which are deemed necessary for both the course and its modules. According to the CSC's aim and educational philosophy and the prior knowledge of the students attending the course, most of the teaching is provided between levels three and five.

### 3.4 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 bases for ECTS calculation, is the sum of contact hours (CH) and individual preparation time (IPT). The CSC includes 494 hours or 19 ECTS credit points in total. The time allocated should enable the average student to pass each module and therefore, the course, but those students seeking to gain the highest grades should expect to put in more time and effort. Each week contains an average of 44 hours of study time (total CH and IPT), which is commonly divided as follows:

- 1. Contact Hours (CH):** within the curriculum, this includes time spent in lectures, syndicate activities, exercises, exams and study trips, during which students are expected to interact with faculty or act under the direct supervision of faculty. Lectures, plenary discussions and syndicate work via ADL means are counted as CH.
  - a. A lecture** is a presentation on the topic or curriculum material delivered by a faculty member or guest speaker. Lectures are one of the ways through which adult education is provided, allowing all students to congregate with an expert – either a member of the faculty or a guest speaker – who presents on a topic to stimulate students' thinking and convey key facts, experiences or ideas whilst simultaneously drawing students into debate and discussion.
  - b. 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 2021 and the Annual Conference on Baltic Military History 2020 organised by BALTDEFCOL.
  - c. Exam:** an assessment intended to measure the test-taker's knowledge and analytical skills. An exam can take place in many forms (e.g. written, oral, online tests or open book exam). Written exams have a variety of formats, including short answers, long answers, multiple choice or a combined approach.
  - d. 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.
  - e. 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 a unique personal and professional insight. These types of activity are often not planned and thus require adjustments in the course schedule and weekly plans.
  - f. Joint Operations Planning Group (JOPG)** is a functional staff team composed with a purpose to perform operations planning tasks at the operational level. JOPGs are formed during College exercises to replicate the operational staff environment. For exercises, each student is assigned a specific leadership or staff function within the JOPG.
  - g. 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 on the topics of the module.

- h. 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.
  - i. Seminars** are organised by the faculty or students. They typically involve group discussions chaired by an assigned faculty member and may be structured around briefings, presentations or preliminary readings. This method facilitates the exchange of views, develops analytical skills and critical thinking and the ability to reflect on the given subject area.
  - j. 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 the terrain. Staff rides are usually volunteer activities conducted during weekends and they support the JCGSC curriculum. The College organises 2-3 staff rides per academic year.
  - k. Study Trips** are collective visits to institutions, organisations and agencies outside the Baltic Defence College. There might be ad-hoc study trips organised for the CSC. These trips provide students with an excellent opportunity to meet national, regional and global practitioners in the environment in which decisions are made, allowing students to obtain first-hand knowledge of allied, European and national policies as well as armed forces and cultural values.
  - l. 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 the 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.
  - m. Syndicate Work/Activities** allow students to develop and present briefings on particular topics to one another. The students are divided into syndicates (approximately 10 to 12 students per syndicate). Syndicate activities generally consist of preparatory reading, a presentation and a discussion. These discussions are intended to encourage students to consider course material at a higher cognitive level. They are chaired, in rotation, by students (the Syndicate Leader or Task Leader), who are expected to carry out additional work in preparation for this role.
- 2. Individual Preparation Time (IPT):** time allocated for individual study and research, preparation for syndicate activities and reflection as well as work on assignments. Students should plan to spend, on average, three hours from Monday-Thursday engaged in such activity as well as five hours over the weekends. There is specifically designated Individual Study Days (ISD) in the curriculum for individual studies at home.

The CSC includes two varieties of reading, but could include additional tasks:

- a. Preparatory Readings** are **mandatory** reading to be completed in advance for particular educational activities. Preparatory readings are intended to provide students with a broad overview of the topics identified to reach the learning outcomes specified.
- b. Supplementary Readings** are provided to **support** each educational activity, providing additional insight into certain aspects of the curriculum. The complete list of supplementary reading material will often be well in excess of that which can be reviewed in the time available. Students will thus have to make choices as to what they consider of greatest value to their personal goals and interests.



### 3. Additional educational components and assignments - individual or group activity:

- a. **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 of other opinions.
- b. **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 another appropriate activity. A team research project or task consists of required reading, discussions, tutoring and a written paper or verbal presentation.
- c. **Essay:** a written work on a specific topic accomplished by the inclusion of the author's personal assessment based on their opinions founded by individual research; the four main types of essays are narrative, descriptive, expository and argumentative.
- d. **Online test:** a domain of e-learning aimed at assessing the learner's knowledge on a given topic using online means.
- e. **Point-paper** is a written product which conveys information by listing facts, assessments and recommendations.
- f. **Policy paper** (policy brief, policy memo) is a short report on a problem for decision or policymakers. The typical structure is as follows: a) issue (title); b) executive summary; c) background information; d) discussion of policy options; and e) actionable recommendation.
- g. **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.
- h. **Staff paper:** a short and focused paper often produced in military organisations and following a predefined structure. It has two main purposes: to impart information or to obtain direction. To achieve its purpose, a staff paper must present facts and be unambiguous, concise and direct in its style so that the reader can understand them easily.

## 4.0 Curriculum and Curriculum Flow

### 4.1 General

The Baltic Defence College delivers the CSC 2021 through a curriculum, which runs from 11 January to ~~20~~<sup>13</sup> April – a total of ~~fourteen~~<sup>thirteen</sup> weeks. In addition, there is one Advanced Distributed Learning (ADL) Initial Unit, which must be completed prior to the start of the course.

The curriculum is delivered by the three departments at the college: the Department of Political and Strategic Studies (DPS); the Department of Military Studies (DMS); and the Department of Leadership and Management Studies (DLMS), as well as by guest speakers. Several modules and Electives are conducted in a close cooperation with Tartu University and Centres of Excellence, and many other permanent cooperation partners.

In addition to five modules, students have the possibility to choose one of the Electives. These allow students to take greater ownership of their development, to receive broader education and achieve a deeper understanding on an area of interest.

## 4.2 ADL Initial Unit

ADL Initial Unit serves the purpose of facilitating preparation for CSC and creating a common knowledge base between the CSC and the JCGSC. The unit provides the fundamentals for the residential modules, with components focused on Fundamentals and Allied Joint Operations, and Cyber Hygiene.

## 4.3 Modules

The CSC comprises of five modules containing a variety of curriculum activities to achieve their overall aims. Most of these activities are optimised for residential delivery and are designed to attain the desired level of learning in the applicable subject.

### 4.3.1 Foundation Module

The course will start with an opening and in-processing programme that will be followed by the foundation block containing an overview of the online modules from “Initial Unit”/Fundamentals and Components, and other introductory lectures.

The aim of this Module is to provide the students with a common understanding of the principles of the educational environment at the BALTDEFCOL, outline and discuss the basic principles of Fundamentals and Components.

#### Learning Outcomes

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

1. Understand the regulations and procedures at the Baltic Defence College.
2. Apply techniques of teamwork and collaboration to syndicate work activities.
3. Describe the role, tasks and structure of the military components and their contribution to joint effects.

Assignment	Assessment
Students' participation in discussion and assigned tasks.	Formative
<b>Credits: 1 ECTS</b>	

### 4.3.2 Module: NATO Crisis Response (DMS)

The aim of this Module is to apply the processes and procedures of NATO Crisis Response in a range of contemporary NATO Non-Article 5 operations. The module includes theoretical lectures and syndicate discussions on NATO Crisis Response, NATO decision making and the responsibilities of the North Atlantic Council (NAC), Military Committee and nations. The Module includes discussions on types of Crisis Response Operations and the interagency approach as the key to the successful resolution of crises.

The main topics of this module are NATO Crisis Response, NATO Crisis Response System (NCRS), NATO decision making, EU-NATO cooperation and interagency approach: legislative and doctrinal framework, support of civilian authorities and international organisations and trends in areas which may lead to a crisis (up to NATO Article 5).

#### Learning Outcomes



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

1. Understand NATO Crisis Response mechanisms.
2. Explain the doctrinal basics and characteristics of NATO Crisis Management.
3. Utilise the comprehensive approach to security and national resilience.
4. Demonstrate the legal and political dimension of Crises Response Operations (CRO).
5. Analyse the trends, actors and scenarios which may lead to a crisis for NATO.
6. Examine the role of the main political and humanitarian actors and the importance of host nation support (HNS).

Assignment	Assessment
The assessment is broken down into two parts: individual assignment and staff paper.	Summative (graded from 0-10)
<b>Credits: 4 ECTS</b>	

#### ~~4.3.3 Module: Operational Level Planning (DMS)~~

~~The aim of this Module is to prepare students to understand and apply the principles of the NATO Operation Planning Process from the perspective of a planner or functional area specialist.~~

~~The main topic and method of this module is COPD-based Operational Level Planning, including Comprehensive Preparation of Operational Environment, Centre of Gravity analysis and Operational Design, War Gaming and Course of Action development.~~

#### ~~Learning Outcomes~~

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

- ~~1. Describe the main characteristics and phases of NATO's operational level planning process.~~
- ~~2. Utilise strategic level documentation that facilitates operational level planning.~~
- ~~3. Apply operational estimate methods, particularly Centre of Gravity analysis and Operational Design in order to define the problem and determine the necessary conditions to be achieved.~~
- ~~4. Apply operational level planning methods, particularly War Gaming and Course of Action Comparison, in order to design, analyse and compare courses of action.~~

Assignment	Assessment
<del>The Assessment consists of multiple individual and group assessments:</del> <ul style="list-style-type: none"> <li><del>• Online test</del></li> <li><del>• Open book exam</del></li> </ul>	<del>Summative (graded from 0-10)</del>
<del>Credits: 4.5 ECTS</del>	

### 4.3.3. Module: Allied Joint Operations (DMS)

The aim of this Module is to analyse operational level problems and apply the capabilities of individual joint functions as well as Operations Assessment, Battlespace Management and Joint HQ to contribute to the desired joint effects of Allied Joint Operations.

The main topics of this module are the concept of Joint Functions: Joint Command and Control, Civil-Military Cooperation Joint Intelligence, Strategic Communication, Joint Targeting, Joint Force Protection, Joint Air Defence, Joint Sustainability, Battlespace Management, JHQ and Operations Assessment.

#### Learning Outcomes

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

1. Apply the theory, tools and procedures for planning and orchestrating Allied Joint Operations.
2. Employ operational design and management concepts and tools in selected case studies.
3. Analyse the roles of components and functions and examine how these contribute to the desired operational effects.

Assignment	Assessment
Written Exam (consisting of several parts)	Summative (graded from 0-10)
<b>Credits: 5 ECTS</b>	

### 4.3.4. Module: Operational Law (DPS)

The aim of this Module is to apply legal frameworks relevant for planning and conducting military operations.

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

#### Learning Outcomes

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

1. Explain the rules of international law related to the use of armed force.
2. Explain the concept of command responsibility and enforcement of international criminal law.
3. Apply 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.
- 5.

Assignment	Assessment
Open book exam, scenario based	Summative (Fail/Pass)
<b>Credits: 3 ECTS</b>	

#### 4.3.5. Module: Media Communications (DLMS)

The aim of Module 10 is to analyse the contemporary information environment as a new battlespace and investigate ways of operating in it and its effect on modern societies. It will be achieved by elaborating on strategic goals, influence operations, and media principles and by developing personal communications skills.

The main topics of this module are media in democracy and war, characteristics of contemporary information environment, the role of visuals in contemporary conflicts, the role of narratives and interview and press conference practical exercises.

##### Learning Outcomes

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

1. Identify the role of media in democracy and the challenges of the military (media relations).
2. Analyse the dynamics of the contemporary information environment, including the role of social media and the challenges and opportunities it presents for the governments and military.
3. Recognise the importance of narrative for effective communication in supporting strategic or operational goals and how actions communicate themselves.
4. Apply communications skills and storytelling during interviews, press conferences and other tasks.

Assignment	Assessment
Individual engagement and performance and contribution to syndicate work/presentation	Summative (Fail/Pass)
<b>Credits: 1.5 ECTS</b>	

#### 4.4 Electives

The Elective offered to CSC is the Elective 2 of JCGSC: it is conducted during the second semester and runs for one week. Thus, it allows for external participation. Several electives are chosen to be certified as NATO courses. The attractiveness and high quality of these electives are based on the close cooperation with the Centres of Excellence from the Baltic states and beyond. One of the aims of Elective 2 is to facilitate preparation for the following exercise by exploring some functional areas and specific topics. The other aim is familiarisation with topics such as energy security, hybrid warfare and similar complex issues.

The CSC students will participate in one elective of their own choice that will reflect their needs and interests. Prior to the beginning of the elective, students will prioritise the top three elective topics they would like to take. The Course Director will review their selection and ensure each elective group has enough students in the group to conduct the classes.

#### 4.4.1 Operational Level Energy Security (DLMS)

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

The elective consists of ADL, individual preparation, lectures, seminars, reading tasks, presentations and group work. The lectures will be delivered in cooperation with the specialists' network from NATO Energy Security Centre of Excellence.

The main topics of the elective are NATO's role in energy security, NATO ENSEC COE: introduction and activities, military aspects of energy security, geopolitics of energy security, power production and distribution in the Baltic states, energy conflicts, hybrid warfare and energy security, critical energy infrastructure protection (CEIP), energy infrastructure in the maritime domain, intersection of cybersecurity and critical energy infrastructure (CEI), energy efficiency in military operations, energy behaviour changes with military application.

##### Learning Outcomes

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

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

#### 4.4.2 Intermediate Strategic Communications (STRATCOM) (DMS)

The aim of the elective/course is to educate planners in order for them to ensure StratCom integration and execution occurs at all levels within their headquarters.

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

The elective/course is open for external students. The course can be organised as an online course depending on necessity and time available.

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

##### Learning Outcomes

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

1. Understand the fundamentals of NATO Strategic Communications.
2. Understand NATO StratCom policy and its relationship to Political Military (POLMIL) Direction and Guidance (D&G).
3. Understand 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 processes and products of their branch/department.

### 4.4.3 Operational Level Cyber (DMS)

The aim of the elective is to develop an understanding of cyberspace as an operational domain as well as how cyber elements enable desired effects or military objectives to be achieved at the operational level.

The lectures will be delivered in cooperation with specialists from NATO Cooperative Cyber Centre of Excellence.

The main topics of this elective are cyberspace as an operational domain, cyber threats and actors, cyber intelligence and OSINT, legal considerations, NATO perspective on cyber operations: cyber intelligence in NATO, NATO technical cyber capabilities.

#### Learning Outcomes

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

1. Understand the limitations, tools and procedures applied for planning cyber operations as part of Allied Joint Operations.
2. Differentiate between defensive and offensive cyber operations and understand legal ramifications.
3. Demonstrate how cyber elements could support achievement of desired joint effects at the operational level.

### 4.4.4 Joint Logistics and HNS (DMS)

The aim of the elective is to provide students with a deep understanding of NATO Joint Logistics and Host Nation Support (HNS) in the Joint Operations Area (JOA).

The elective consists of lectures, group work and daily plenary discussions. The 'Mare Suebicum' scenario will be used throughout the elective.

The main topics of this elective are the geographical and infrastructure analysis of Baltic Sea region countries in the 'Mare Suebicum' scenario, deployment of NATO forces into the area of the Baltic States, reception, staging, onward movement and integration of NATO forces into the Baltic states area (RSOM/I), Joint Logistics Support Group (JLSG) and Host Nation Support (HNS).

#### Learning Outcomes

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

1. Describe the strategic deployment process and the principles of Detailed Deployment Plan (DDP) generation.
2. Explain the Reception, Staging, Onward Movement and Integration (RSOM/I) process, its principles and timings.
3. Describe the specific role of the Joint Logistics Support Group (JLSG) and explain its role within joint operations.
4. Describe the purpose and role of Host Nation Support (HNS) in joint operations and estimate the necessary requirements for the provision of HNS.
5. Describe joint logistics capabilities, explain all organisational forms and identify logistics challenges in the Joint Operations Area.

#### 4.4.5 Intelligence and Counter - Intelligence (DMS)

The aim of the elective is to develop students' knowledge of operational level intelligence and counter-intelligence, including aspects of the Human Intelligence (HUMINT) Function in Combined Joint Staff (CJ2X) and Joint Intelligence, Surveillance and Reconnaissance (JISR).

The main topics of this elective are the role of staff officers in supporting the Intelligence Process in an Operational Staff, formulation of intelligence requirements and timeline of when they should be formulated, Counter-Intelligence in NATO, HUMINT as an Intel asset during the Execution phase.

#### Learning Outcomes

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

1. Examine the intelligence process at the operational level.
2. Describe the processes and activities related to Counter-Intelligence measures for joint operations.
3. Identify the role of HUMINT for support of the Execution phase during an operation.

Assignments	Assessment
All Elective 2 assignments in each EL may vary. The assessment will be based on students' contribution throughout the elective.	Summative (Fail/Pass)
<b>EL Operational Level Energy Security:</b> the assessment is based on students' contribution and engagement throughout the elective.	
<b>EL Intermediate Strategic Communications (STRATCOM):</b> the assessment is based on a test and students' contribution and engagement throughout the elective in SYNA and individual assignments.	
<b>EL Operational Level Cyber:</b> the assessment is based on students' contribution to syndicate work and participation in discussions.	
<b>EL Joint Logistics and HNS:</b> the assessment is based on students' contribution and engagement throughout the elective.	
<b>EL Intelligence and Counter-Intelligence:</b> the assessment is based on students' contribution and engagement throughout the elective.	
<b>Credits: 1.5 ECTS</b>	

#### 4.4.6 Critical Thinking and Research Project activity

The Critical Thinking and Research Project activity aims to provide the JCGSC students with independent peer's feedback to their work in the form of an academic essay and verbal presentation.

Upon completion of the activity, students will be able to:

1. Use principles of critical thinking and critical argumentation.
2. Familiarise with various JCGSC RPs topics and students' findings.
3. Provide independent feedback to peers based on evaluation of the Research Project and presentations.

Assignment	Assessment
<ul style="list-style-type: none"> <li>• Critique Research paper</li> <li>• Critique Verbal presentation</li> </ul>	Summative (Fail/Pass)

## 4.5 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. The flagship academic event of the Baltic Defence College, 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 BALTDEFCOL and provides students with the newest insights on developments in Russia and beyond. Given its high attendance (317 participants for the 2020 edition of the conference) and many speakers, it serves as a unique networking opportunity and important professional development event during the course.

## 4.6 Exercise

The CSC students have a possibility to participate in a Combined Joint Staff Exercise after their graduation by taking part in the executive phase of the JCGSC exercise. This is a unique chance for civil servants to test their expertise, staff skills and ability to work together with their military counterparts in formulating solutions to complex Article 5 operational problems by following NATO procedures. CSC students usually perform tasks of legal and political advisers or civil-military cooperation experts (CIMIC).

## 5.0 Student Assessment System

### 5.1 Introduction

Assessment is a continuous process intended to support students' progress throughout CSC and to enable the college to report to sending states on their performance. Guided by the Dean, the Course Director, supported by BALTDEFCOL faculty, is responsible for the student assessment process.

The assessment system aims to be comprehensive and systematic. The Course Director will assess those areas he or she reasonably can (e.g., analytical ability, certain personal skills), but will avoid comment on areas that cannot be adequately demonstrated within the context of the CSC. Two forms of assessment are utilised by the CSC:

	Purpose	Form	Sequence
<b>Formative</b>	To provide feedback during an educational activity or module. To achieve this, students may be given the opportunity to complete tasks during modules	Ungraded feedback.	During a module or course.

	to assist with their learning, which will always result in feedback.		
<b>Summative</b>	To determine whether students have met the prescribed aim and learning outcomes for modules. To achieve this, students are required to complete one summative activity – an assignment, sometimes consisting of various components – for each module.	Pass / Fail with feedback (anonymous or 'blind' assessment where applicable).	End of a module or course.

These forms of assessment are used to identify students' academic abilities, as well as their leadership proficiencies throughout the course.

## 5.2 Assessment Procedure and Graduation

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

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

- **Performance Review:** at the end of the course, Performance Review for each student will be written by the JCGSC/CSC Course Director, based on the inputs from SGOs and other faculty members. A copy will be provided to the student and it will be sent to the student's nominating authority. This review sets out the assessment areas and criteria used to describe the range of competencies the Course Director has considered in assessing student performance.
- **Course Director's Dialogue:** Course Director provides informal feedback and mentoring throughout the CSC. At the end of CSC the Course Director JCGSC/CSC will conduct an assessment dialogue with each student, using the Performance Review as the basis of discussion. The student's performance will be discussed and he or she will be given the opportunity to add comments to the Performance Review.
- **Graduation:** students graduate from the CSC with a Final Report, which includes a Diploma, Diploma Supplement and Performance Review. The Diploma certifies the qualifications obtained as a result of successful graduation, while the Diploma Supplement is designed to facilitate transfer of academic credit into civilian degree programmes at colleges of higher education and universities, should a CSC graduate decide to study at such an organisation in future. It provides explanations about the course and the course details (modules, module hours and indication of credit points in accordance with ECTS) required by universities.



### 5.3 BALTDEFCOL Grade Scale

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

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

### 5.4 Re-Assessment and Appeal Policy

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

In some cases, a student might earn a 'Fail' for an assignment. Should this occur, they will be afforded one opportunity to undertake a reassessment. After failing to pass the assignment during the reassessment process, Academic Board will be called for making recommendation for the Commandant. Based on the recommendation of the Academic Board, the Commandant will inform the sending/sponsoring nations on further actions.

A student may appeal if he or she receives assessment 'Fail' for the assignment during their studies on the CSC. The reason for an appeal must be adequately justified in writing to the relevant authority. The criteria for appealing and the process are outlined in the academic regulations of the Baltic Defence College.

### 5.5 Academic Misconduct

The Baltic Defence College is proud of its academic integrity and will not tolerate any academic misconduct. All students and faculty are expected to read and abide by the academic integrity policy (including the description of various forms of academic misconduct) as provided in the academic regulations of the Baltic Defence College. Case in the event of academic misconduct, students may face expulsion from the CSC and return to their home country in accordance with procedures approved by the Baltic states and set out in the Baltic Defence College Regulations.

### 5.6 Graduation Process and Requirements

To graduate, students must meet the following graduation requirement: all assignments for modules must receive 'Pass'. In cases of failure to achieve the required academic standards to allow graduation, the Commandant recommends to sending and/or sponsoring nation to withdraw a student or provide them with a "Letter of Attendance" declaring that they "attended" the CSC, but did not meet the graduation requirements.

## 5.7 Best Student Award

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

## 6.0 Course Evaluation Process

### 6.1 General

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

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

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

### 6.2 Course Evaluation System

Students are expected to share their constructive feedback and recommendations, and the CSC feedback mechanisms represent an opportunity to develop this critical skill. There are several ways through which students can evaluate the education they have received:

1. **Weekly feedbacks** are collected depending on the lengths of the modules and additional requirements either through the information management system, questionnaires or the student's representation (CSC/JCGSC Class Leader).
2. **Module Feedback:** at the end of a module, everyone will submit their feedback in the information management system. The Module Coordinator will review it and discuss the results in a separate meeting with students and faculty as required.
3. **Course Feedback:** after the end of the course, students are asked to provide an end of course review and feedback. This is done individually or as a group feedback. A seminar type feedback session with the faculty's participation will be organised at the end of course to provide a group feedback and to discuss improvements of the course.
4. **Informal feedback:** students are also encouraged to contact their SGOs, CD CSC and faculty directly during the course to make comments and suggestions for improvement for the CSC and the college in a direct and frank way.
5. **After course assessment/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 a relation to their new tasks and job requirements. This type of assessment is not implemented yet for CSC graduates, but may be within couple of years.

## 7.0 Organisation of the CSC

### 7.1 Faculty

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

#### a. Course Director JCGSC/CSC

The Course Director is directly responsible to the Commandant for the development, planning and execution of the course. The CD is supported, when requested, by the Dean, the Curriculum Developer, Module Coordinators, SGOs and any other relevant faculty members. CD JCGSC/CSC acts as the main mentor for CSC students by conducting CD's dialogue during the course and, in the end of the course – by writing Performance Review of each student in cooperation with SGOS.

#### b. Module and Elective Coordinators

Module and Elective Coordinators are responsible for implementing the academic subjects by planning, conducting and assessing various educational activities. They are responsible for the liaison with, use of and administration matters related to external support e.g. Guest Speakers, Study Trips, event timings.

#### c. Faculty

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

#### d. Syndicate Guiding Officers

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

#### e. Guest Speakers and SME

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

### 7.2 Students

There are several important roles for students during the CSC:

### **7.2.1 CSC Class Leader**

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

### **7.2.2 Syndicate Leader**

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

As members the JCGSC syndicates, CSC students will follow established procedures for syndicate work. CD JCGSC/CSC, faculty, SGO and syndicate members will facilitate a smooth integration of the CSC students in already established groups. The College is supporting it by organising outside-curriculum activities and team building events.

Each syndicate has a Syndicate Leader. The Syndicate Leader is one of the syndicate's students and is selected by the SGO in close cooperation with the syndicate students within two weeks after the course starts. The Syndicate Leader's tasks are twofold: first, in their external role, the Syndicate Leader assists the SGO, the Class Leader and 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, sports and other activities outside the scheduled programme.

### **7.2.3 Task Leader**

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

### **7.2.4 Class Assistant**

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

### 7.3 Student Responsibilities

Whilst on the CSC, 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.
- Assist in organising CSC feedback briefing at the end of the course.

## Annexes

### ANNEX A | Abbreviations

ACH	Admiral Cowan Hall
ADL	Advanced Distributed Learning
BALTDEFCOL	Baltic Defence College
BDU	Battle Dress Uniform
BDST	Baltic Defence Study Trip
BWR	Baltic Way Room
CDT	Commandant
CD	Course Director
CSELC	Senior Enlisted Leaders' Course
CL	Class Leader
CP	Course Plan
CSC	Civil Servants' Course
CTC	Critical Thinking and Communication
DCDT/COS	Deputy Commandant/Chief of Staff
DOS	Director of Support
DMS	Department of Military Studies
DLMS	Department of Leadership and Management Studies
DPS	Department of Political and Strategic Studies
ELS	English Language Seminar
EC	Elective Coordinator
EXE	Exercise
IST	International Study Trip
GS	Guest Speaker
HCSC	Higher Command Studies Course
HHH	Hans Haekkerup Hall
ISD	Individual Study Day
IPT	Individual Preparation Time
JCGSC	Joint Command and General Staff Course
JOPG	Joint Operations Planning Group
MC	Module Coordinator
P2P	Peer-to-Peer Development
PME	Professional Military Education
SGO	Syndicate Guiding Officer
SL	Syndicate Leader
SLC	Senior Leaders' Course
SNR	Senior National Representative
SM	Senior Mentor
SME	Subject Matter Expert
SYNA	Syndicate Activity
SYN	Syndicate
TBA	Team Building Athletics
VSH	von Sydow Hall

## ANNEX B | CSC Key deliverables/Assignments

Module / Elective	Deliverables/ Assignments	Date Due or Assessment	Department
Diagnostic/ Pre-Course	CSC Initial Unit	See instruction on ILIAS	All/CD
NATO Crisis Response	<b>Individual Assignment Staff paper</b>	25.01.2021 02.02.2021	DMS
<del>Operational level Planning</del> CT and RPs	<del>Online Test</del> <del>Open book Exam</del> Feedback/ Critique	<del>22.02.2021</del> <del>23.02.2021</del> 29-31.03.2021	<del>DMS</del> <del>DPS</del>
Allied Joint Operations	<b>Written exam</b>	<del>01.04.</del> 19.03.2021	DMS
Operational Law	<b>Written exam (Open book)</b>	<del>16.04.</del> 15.02.2021	DPS
<b>Media Communications</b>	<b>Individual interviews, contribution to syndicate work/presentation</b>	12.04.2021	<b>DLMS</b>

# ANNEX C|

## Curriculum Flow **Revise 1**

CSC 2021 course flow Revision 1 (20210122)																																			
JCGSC																																			
HCSC																																			
January	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					
										C & CSC Open.	Foundation week						NATO Crisis Response (M6)						NATO Crisis Response (M6)												
February	JCGSC																																		
	HCSC																																		
	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							
	NATO Crisis Response (M6)	Operational Law (M9)						Operational Law (M9)						Operational Law (M9)	ISD	Allied Joint Ops (M8)							Allied Joint Ops (M6)			EST Indep. Day	ELE II	CT and RP							
															LTU Indep.											BDC	B-Day								
March	JCGSC																																		
	HCSC																																		
	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				
	Allied Joint Ops (M8)			Conf on Russia				Allied Joint Ops (M8)							ISD	Allied Joint Ops (M6)							Elective II							Critical Thinking and RP					
April	RP due																																		
	JCGSC																																		
	HCSC																																		
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	ISD	Good Friday		Easter Sunday	ISD	Media & Communications (M10)							M10	-process																					
May	-process																																		
	CSC Graduat																																		
	JCGSC																																		
	HCSC																																		
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																							Planning and Execution of Allied Joint Operations (M12)												
June	JCGSC																																		
	HCSC																																		
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<div><div>DMS</div><div>DPS</div><div>DLMS</div><div>ELE</div></div> <div>E2 - Elective ISD - Individual Study Day HCSC - Higher Command Studies Course</div> <div>CSC - Civil Servants Course RP - Research Project</div>																																			