



Course Plan (Syllabus) 2016



Baltic Defence College
Ad Securitatem Patriarum

**Civil Servants
Course**

Civil Servants Course

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Commandant's Foreword

Looking to the future, we will never be able to accurately predict the exact threat in the security environment we will face next. The Global security situation has taken a turn to the worse, threats around us are evolving quickly and so are our adversaries. Therefore, the difference between success and failure in the future will be our adaptation to the environment and as one of the best regional professional military education institution we are bound to keep improving the quality of our future leaders – particularly our civilian leaders.

The College must enable success by equipping these future leaders with a comprehensive education and a capacity for innovative thinking. Our efforts and educational processes should be concentrated to help them to be prepared to deal with the operational challenges they will face and to lead the necessary transformations of their respective defence systems.

We must provide our future leaders with the appropriate knowledge, skills, and confidence to deal with the full spectrum of possible contingencies, whether in the planning and execution of high intensity conflict, peace support operations, or some new, unforeseen type of contingency. More than ever before our rapidly changing world will require from us to introduce more mental agility and critical thinking into the process of preparation of the future leaders. As such, these requirements must be better reflected in the proper distribution of our educational efforts. In short, we have to help tomorrow's leaders become more comfortable in dealing with uncertainty.

Therefore the Baltic Defence College will endlessly strive to perfect itself to provide the most up-to date education to all learners at our institution. We position BALTDEFCOL so as to address the security challenges of the future. My vision is to solidify the College's reputation as a future-oriented, progressive, modern, attractive and competitive military educational institution. I have no doubts we can successfully achieve this together.

The BALTDEFCOL will start its 13th Civil Servants Course (CSC) in September 2016. This year, CSC 2016 will be integrated with the Joint Command and General Staff Course (JCGSC). Integration of the JCGSC and Civil Servants Course is important for a number of reasons. First and foremost, modern conflict makes it clear that the future pursuit of national interests requires a comprehensive approach. No longer is it sufficient for a single instrument of power to be engaged without the others. Rather, a whole-of-government approach is the key – as borne out in Kosovo, Iraq, Afghanistan, and Libya. Thus, through this shared educational programme, you will have opportunities to better understand NATO's operational planning procedures, and become familiar with the theory and practice of crisis response and counterinsurgency operations. Also you will develop a more well-rounded understanding of the environment that surrounds you in everyday life, how your ministry works, how it is lead and how does the system fit together. You will also hopefully take part, alongside your military counterparts, in exercises to enhance your understanding of the intricacies associated with planning for operations and civil-military crisis management. Finally, you will benefit from studying within the Baltic Defence College's unique multinational environment and be able to develop an extensive network of contacts to draw upon later in your career.

This Syllabus provides a detailed description of the CSC and the instructional methodology employed at the College. The Syllabus should be seen as authoritative, but may be amended in-stride by the Course Director to meet emerging requirements or the dynamic security environment.

The BALTDEFCOL looks forward to working with you. We pledge to ensure that each Civil Servant receives the maximum opportunity to learn and develop as a professional during the Course.




VITALIJUS VAIKŠNORAS
Major General (LTU A)
Commandant

Abbreviations

BALTDEFCOL	Baltic Defence College
CSC	Civil Servants Course
ECTS	European Credit Transfer System
EU	European Union
FST	Field Study Trip
ISD	Individual Study Day
ISP	Individual Study Period
JCGSC	Joint Command and General Staff Course
NATO	North Atlantic Treaty Organisation
R/ISP	Reflection and Individual Study Period
SNR	Senior National Representative



Figure 1: The Baltic Defence College

1.0 About the Baltic Defence College

1.1 Mandate of the Baltic Defence College

The Baltic Defence College (BALTDEFCOL) was founded in 1999 by Estonia, Latvia and Lithuania with support from their allies and partners. The college's mandate, which is set out in a Memorandum of Understanding between the defence ministers of Estonia, Latvia and Lithuania, requires it to provide professional military education for Development Levels 3-4 of the Baltic states' Combined Officer Professional Development Programme.

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

- The Higher Command Studies Course (HCSC) – a senior-level course of five months' duration;
- The Joint Command and General Staff Course (JCGSC) – a general staff officer course of eleven months' duration;
- The Civil Servants Course (CSC) – a security and defence course for civil servants of twelve weeks' duration; and
- Various short courses at the request of the Baltic States.

1.2 Civil Servants Development Programme

Although civil servants in the three Baltic States lack a well-defined list of mandatory courses and trainings to reach certain levels in their respective government institutions, BALTDEFCOL's CSC does offer an opportunity for defence and security related ministries and institutions to educate their personnel jointly. The CSC provides students in-depth knowledge on defence and international politics and security and helps develop a better understanding of their future military counterparts. In addition, networking opportunities have been mentioned frequently as a great benefit by previous students.

1.3 Code of Conduct

Respect

- People (listen to everyone)
- The Multinational Environment
- Remember that Students are colleagues
- Use the Chain of Command
- Make decisions at right level
- Show loyalty to decisions

Openness

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

Responsibility

- Be professional – Life time learning
- Express your opinion
- Use Common sense

Having Fun

- Involve families
- Encourage socialising to do things together

2.0 About the Civil Servants Course

2.1 Outline

The CSC was created in 2004 to educate government officials on the wide range of challenges regarding the adaptation of the defence institutions at the national, Allied and European levels, so that they become better able to participate in the full spectrum of twenty-first century operations. The core rationale for the course is to ensure that the Baltic States' defences are effective and meet Today's and Tomorrow's strategic challenges. Also, that security and defence sector employees will understand the broader picture and will be ready to provide a valuable contribution to their respective nations and to the Alliance. Thus far, the college has conducted thirteen CSCs. Over 150 students, representing more than thirty countries, have graduated from these courses. Many have since received important and demanding postings in their home countries or international organisations.

The CSC 2016 will be open to Allied and partner nations as always, yet the main effort continues to lay with the development of Baltic Civil Servants. The level and kind of education achieved at the BALTDEFCOL is not feasible at other institutions. Although the Baltic States hire very high quality personnel, their specific and necessary professional development with regards to defence management, military operations, leadership, international security environment and law is simply not possible elsewhere in the Wider Baltic region.

In 2015, the Baltic Defence College decided that the CSC needed to be updated to face new strategic realities and bring the education provided at the college up to modern standards and the learning outcomes to better reflect the Baltic States' requirements. In 2016, the CSC was thus postponed for one semester to allow for an overhaul of the curriculum and the better positioning of the course in relation to the JCGSC. The CSC 2016 will therefore follow a new and updated pilot curriculum, in an effort to bring the JCGSC and CSC curriculums towards a higher level of synthesis and integration. The updated CSC will now be conducted from 26th September to 16th December 2016, a total of twelve weeks.

The CSC's underlying philosophy is to provide an education that focuses on subjects related to defence and security, by transferring ideas and points-of-view from military to civil servants and vice versa. Students are required to be able to employ the teaching in a wider context and better place the newly acquired knowledge in the international relations and politics framework.

The CSC is highly engaging and students will be required to conduct individual research, and to participate in a range of collective research projects and discussions. Students are also expected to spend a week preparing for the course and reading provided materials prior to their arrival. During the residential period, each working day comprises an average of five academic hours of classroom activities. Students are also expected to spend an average of three hours per day on individual and preparatory work. One individual study day will be granted to the students in 2016. There is also a potential for civil servants to return in early 2017 for major practical exercise together with the JCGSC, focussing on planning Allied Defence Operations. One field study trip to the Baltic Capitals will complement classroom activities.

Upon graduation, civil servants will have enhanced their ability to work together with their military counterparts to plan the development of military capabilities and to ensure their effective use in operations. They will also be able to contribute to the planning and conduct of military and non-military operations. Importantly, they will have established a network of relations with their counterparts in the defence forces and in the civil services of other nations, which can be leveraged in their future work.

2.2 Aim

The aim of the CSC is to educate creative and proactive government officials from the Baltic States, as well as their allies and partners. The design of CSC education is focused on allowing civil servants to take an effective and active role in the development and implementation of national security and defence policies through successful civil-military partnership and cooperation at the operational and strategic levels.

2.3 Learning Outcomes

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

1. **Utilise** the processes of defence management to develop military capabilities at the operational level.
2. **Generate** original analytical arguments, and communicate them effectively in both written and oral form, using the relevant theories to research strategic, leadership and operational issues;
3. **Rank** by significance the geopolitical challenges, threats and opportunities affecting the security of small- and medium-sized countries in the contemporary international environment

4. **Demonstrate** the competence to utilise the relevant principles of international law when planning and executing military operations;
5. **Explain** the evolution of military theories, current capabilities, the tasks and limitations of the air, land, maritime and Special Forces components, the concept of NATO Joint Functions and Operational Design;
6. **Examine** in detail the fundamentals, functions and command of components to show how they contribute to achieving desired joint effects in a contemporary operating environment;

2.4 External Students

The presence of external students (i.e. students from other educational institutions) on the CSC will add more perspectives to discussions. Postgraduate students (or, by exception, senior undergraduate students) may therefore be accepted to attend the course and are welcomed to do so provided that the Baltic Defence College's requirements on safety and security are followed and that the Baltic states agree on the inclusion of those students.



Figure 2: The Graduation Photo of the Civil Servants Course 2015

3.0 Educational Framework



We shall teach each other; first because we have a vast amount of war experience behind us; secondly because, in my opinion, it is only through free criticism of each other's ideas that the truth can be thrashed out. Mere swallowing of either food or opinions does not of necessity carry with it digestion, and without digestion, swallowing is but labour lost and food wasted.

– **Major General J. F. C. Fuller** to students at Staff College, Camberley, United Kingdom, 1926

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, the CSC – and the wider Baltic Defence College – aims to provide the best possible educational environment for learning to take place. 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 wits from outside. Thus, active learning and the full participation and contribution of all students is heavily encouraged; this allows students to share their knowledge, experience and learning with others in an open and positive environment.

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

3.2 Educational Charter

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

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.

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.

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.

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.

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.

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

3.3 Learning Levels – Bloom's Taxonomy

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

Figure 3: Bloom’s Updated Taxonomy (adapted from Anderson and Krathwohl, 2001)

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

The Baltic Defence College integrates these levels of knowledge with Bloom’s Updated Taxonomy to better help define which keywords should be used in the generation of particular Learning Outcomes, i.e. those statements relating to what students should be able to do after completing a course or module (see Figure 4).

	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 4: Levels of Knowledge Integrated with Bloom’s Updated Taxonomy

The CSC utilises these learning levels in the identification of particular learning outcomes which are deemed necessary both for the course and for its modules. In keeping with the JCGSC's educational philosophy and the character of the students attending the course, the vast majority of teaching is provided between levels two and five.

3.4 Course Documentation

The key documents of the CSC, which cover all aspects related to the course and the curriculum, consist of the Syllabus, Academic Regulations and Interactive Weekly Timetable. Students should also be familiar with the General Regulations, which describe the tasks, rules and norms of the Baltic Defence College.

3.4.1 Syllabus

The Syllabus provides a strategic overview – down to the modular level – of the entire curriculum.

➤ Syllabus

The JCGSC Syllabus provides a strategic overview – down to modular level – of the entire curriculum.

➤ Standard Operating Procedures

Academic regulations for the CSC are outlined in the relevant Standard Operating Procedures.

➤ Interactive Weekly Timetable

The information about educational activities will be displayed on weekly basis in a Weekly Timetable (see Figure 5) and will include the following:

- Overall aim/focus area of week (what will be studied);
- Related JCGSC Enabling Objectives (what will achieve the learning outcomes);
- Teaching approach (teaching methods and time allocated);
- Faculty and Guest Speakers;
- Weekly agenda.

By clicking on interactive link student will be redirected to the lecture page inside specific module guide in ILIAS.

	08:20-08:30	08:30-09:20	09:40-10:30	10:40-11:30		12:30-13:20	13:30-14:20	14:30-17:00	Comments
MON 11.01	SGO Admin Time	Elective Introduction Resurgent Russia LEC/V Mr Hanes Möllits	Latvia Defence Strategy Missing Links LEC/V LTC (ret) Ugis Romanovs	SYW/V Task 1 Assessment of the operational environment	L U N C H	SYW/V Assessment of the operational environment			
TUE 12.01	SGO Admin Time	SYW/V Syndicate presentation/discussion	Task 2 Definition of critical capabilities			Task 2 Definition of critical capabilities			
WED 13.01	SGO Admin Time	SYW/V Syndicate presentation/discussion	Task 3 Revision of capabilities and plans of three Baltic states			Task 3 Revision of capabilities and plans of three Baltic states			
THUR 14.01	SGO Admin Time	SYW/V Syndicate presentation/discussion	SYW/V Preparations for Q&A			Officer's club Q&A with representatives from Baltic states			
	08:20-08:30	08:30-09:20	09:40-10:30	10:40-11:30		11:40-12:30	13:30-14:20		Comments
FRI 15.01	SGO Admin Time	SYW/V Final preparations for round table		Officer's club Round table with the representatives from three Baltic states		L U N C H			
	V - Von Sydow Hall C - Cowan Hall H - Hans Hækkerup Hall S - Syndicate Room			Uniform: Daily Uniform (Unless specified) Responsible Syndicate:			COL Mark Hollis Course Director		

Figure 5: Example of a Weekly Interactive Timetable

3.5 Educational Components

The Baltic Defence College has opted to adopt the Bologna Process, initiated within the European Higher Education Area to standardise the duration of European educational courses and assessment procedures to facilitate easy transfer of qualifications between academic institutions. In Estonia, 26 hours corresponds to 1 ECTS credit. The CSC includes 528 hours or 18 ECTS credit points in total. Each week contains 44 hours of study time, which is commonly divided into:

1. **Contact Time (CT):** within the curriculum, this includes the time spent in lectures, syndicate activities, exercises and field study trips, during which students are expected to be integrated with faculty or acting under the direct supervision of faculty:
 - a) **Lectures** are one of the ways through which adult education is provided, allowing all students to congregate together 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, while simultaneously drawing students into debate and discussion.
 - b) **Plenary Discussions** are group discussion or syndicate presentations in Von Sydow Hall moderated by either a member of the faculty or a guest speaker.
 - c) **Syndicate Activities** allow students to present and provide briefings on particular topics to one another. Civil servants are inserted into JCGSC syndicates to generate more opportunities for civil-military interaction. Each syndicate will have a Syndicate Guiding Officer (SGO). 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.
 - d) **Supervision** is the key means for students to complete selected written assignments, through regular meetings with an academic 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.
 - e) **Field Study Trip** is a collective visit to institutions, organisations and agencies outside the Baltic Defence College. The trip constitutes an essential and integral part of the CSC and provides students with an excellent opportunity to meet national and regional practitioners in the environment in which decisions are made, allowing students to obtain first-hand knowledge of other Baltic States' national policies, as well as armed forces and cultural values.
2. **Individual Preparation Time (IPT):** time allocated for individual study, preparation for syndicate activities and reflection, as well as Advanced Distributed Learning. Students should plan to spend, on average, three hours from Monday-Friday engaged in such activity, as well as five hours over the weekends. The amount of time required for individual preparation is calculated using a rate of 10-15 pages per hour for reading. Typically, IPT will include two varieties of reading:
 - a) **Preparatory Readings** are **mandatory** reading to be completed in advance of 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.

3.6 Team building athletics

Civil servants will be afforded the same opportunities as their JCGSC classmates to undertake physical training during the CSC. During the first semester, team building athletics is organised with the purpose to develop themselves in teams (syndicates).

4.0 Organisation of the CSC

4.1 Faculty

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

4.1.1 Course Director

The Course Director answers directly to the Commandant for the development, planning and execution of the course. The Course Director is empowered by the Dean and supported by the Course Secretary, as well as by relevant supporting staff.

4.1.2 Module Coordinators

Allocated by their Director of Department, Module Coordinators are responsible for coordinating various modules for the CSC, as well as liaison with Guest Speakers.

4.1.3 Lecturers and Instructors

Lecturers and instructors deliver the academic content for specific lectures, syndicate activities and other educational activities during the CSC.

4.1.4 Syndicate Guiding Officers

Syndicate Guiding Officers (SGO) are members of faculty who are assigned to specific syndicates with the primary role of facilitating the educational and professional development of assigned students. Thus, the SGO's principal roles are to facilitate the learning process of students within the respective syndicates by guiding, coaching, and mentoring, thereby supporting the Directors of Departments and Module Coordinators in achieving CSC learning outcomes.

4.1.5 Guest Speakers

Guest Speakers are supplemental contributors to the CSC, delivering education based on their expertise in specific areas when faculty require additional subject-matter support.

4.2 Students

There are several important roles for students on the CSC:

4.2.1 Class Leader

Students will elect from themselves one individual to be Class Leader. In the conduct of their official duties, the Course Director will delegate authority to the Class Leader with respect to fellow CSC students.

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

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

- Maintains direct communication with and takes guidance from the Course Director regarding CSC initiatives;
- Disseminates information to CSC students;
- Acts as the focal point in collecting the overall view of the class on significant issues and passes the opinions to the Academic Board;
- Maintains accountability of personnel during trips outside the college;
- Ensures proper decorum and discipline is maintained by students;
- Organises the planning and execution of CSC social and other events, both inside and outside of the college;
- Organises the planning and preparation of end-of-course mementos on behalf of CSC students;
- Organises CSC feedback briefing at the end of the course;

4.2.2 Task Leader

Usually designated by the SGO, the Task Leader is responsible for a particular task or project, and plays a critical role in ensuring that it is completed to the expressed standard. The Task Leader might be appointed for syndicate work or for accomplishing a task by a larger group.

4.2.3 Class Assistant

The Class Assistant is a rotational duty. The Class Assistant is responsible for the notification to the class when lessons start and notification to the lecturer that the class is ready. It is also the responsibility of the Class Assistant to provide a written attendance report every day by 09:30 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.

4.3 Student Responsibilities

While on the CSC, students have a number of responsibilities, pertaining to both academic rigour and individual propriety. In particular, students should:

- Conduct themselves with propriety both at the college and in public places;
- Respect guest speakers, academic faculty and other students in an appropriate manner;
- 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 assignments.



Figure 6: Student discussion during a Syndicate Activity

5.0 Curriculum and Curriculum Flow

5.1 General

The Baltic Defence College delivers the Civil Servants Course (CSC) through a curriculum, which is taught from 26th September-16th December, a total of twelve 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 Operations Department (OPD); and the Department of Leadership (DOL), as well as by guest speakers.

5.2 Modules

The CSC comprises of six 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. The curriculum is integrated so that all of those four separate modules would form a whole in students' minds.

		Bloom's Updated Taxonomy					
		Remember	Understand	Apply	Analyse	Evaluate	Create
Levels of Knowledge	Facts	List	Describe	Classify	Consider	Rank (Module 3)	Assemble
	Concepts	Recall	Explain (Module 5)	Use	Differentiate	Assess	Modify
	Procedures	Reproduce	Identify	Employ	Examine (Modules 6)	Validate	Plan
	Processes	Outline	Estimate	Utilise (Module 1)	Investigate	Justify	Formulate
	Principles	State	Convert	Demonstrate (Module 4)	Distinguish	Appraise	Generate (Module 2)

Figure 7: The CSC in relation to Bloom's Updated Taxonomy and the Levels of Knowledge

5.2.1 ADL Initial Unit

This ADL Initial Unit serves the purpose of creating a common knowledge base between the CSC and the JCGSC and will focus on Joint Services teaching.

Assignment	Assessment
N/A	N/A

5.2.2 Module 1: Defence Management for Civil Servants (Civil Servant Specific Education and Leadership)

This module is piloted for CSC 2016 and is designed in a manner to complement the already important shift from second semester of JCGSC to the first. Civil Servants should acquire deeper knowledge on defence management, to include the judicial aspects pertaining to their work, budgeting at ministries, civil-military relations on the strategic level and other truly civil servant specific matters. This module will rely heavily on guest speakers from Baltic States.

Assignment	Assessment
Short Answer Exam (100% – 5 short answer questions)	Summative – Graded from 0-10

- **ECTS Credit Points: 1.3 [Leadership classes together with JCGSC]**
- **Time allocated - 35 hours**
- **ECTS Credit Points: 3.0 [Civil Servants Specific Education]**
- **Time allocated - 79 hours**

5.2.3 Module 2: Critical Thinking and Communication

This module strives to refresh students' knowledge about how to think critically and communicate effectively. Students are required to use their skills and generate original analytical arguments. Also they should communicate those arguments effectively in both written and oral form. They are required to write an **argumentative essay** of **2,000 words** on a relevant contemporary issue and present the findings to their peers. The module is taught by the Department of Political and Strategic Studies.

Assignment	Assessment
Argumentative Essay (80%) Argumentative Essay Presentation (20%)	Summative – Graded from 0-10

- **ECTS Credit Points: 2.1**
- **Time allocated - 55 hours**

5.2.4 Module 3: Military Fundamentals and Components

During military operations module, military domains are briefly introduced to the civil servants, building on the knowledge gained during the ADL module. Effort to facilitate civilian students' interactions with military officers in other parts of the course when JCGSC and CSC students work shoulder-by-shoulder is made. The students should be able to explain the evolution of military theories, current capabilities, the tasks and limitations of the air, land, maritime and Special Forces components, the concept of NATO Joint Functions and Operational Design by the end.

Assignment	Assessment
Blended Exam (100% – 10 multiple choice questions; 2 short answer questions)	Summative – Graded from 0-10

- **ECTS Credit Points: 2**
- **Time allocated - 52 hours**

5.2.5 Module 4: International Security

This module includes lectures on current status of International Security, the main actors in International relations, including International Organisations, more notably NATO and EU. Even more importantly, lectures will focus on what are the regional and global political and strategic 'hot' issues and what is their significance to the Baltic States. The module is mostly taught by the Department of Political and Strategic Studies. The module will also include the Field Study Trip.

Assignment	Assessment
Short Answer Exam (100% – 5 short answer questions)	Summative – Graded from 0-10

- **ECTS Credit Points: 3.2**
- **Time allocated - 57 hours**

5.2.6 Module 5: International Law

Students will be educated how to utilise principles and other core rules of international humanitarian law in land, air and maritime environments. Also how are rules of international law related to use of force applied and what is the impact of international human rights law during military operations. Lastly, the concept of command responsibility, and enforcement of international criminal law is discussed. All the above mentioned to enable the students to demonstrate the ability to utilise the relevant principles of international law when planning and executing military operations by the end of the module.

Assignment	Assessment
Short Answer Exam (100% – 5 short answer questions)	Summative – Graded from 0-10

- **ECTS Credit Points: 1.8**
- **Time allocated - 48 hours**

5.2.7 Module 6: Allied Joint Operations

Main learning outcome for the students is to examine in detail the fundamentals, functions and command of components to show how they contribute to achieving desired joint effects in a contemporary operating environment. During this module students will learn how to differentiate between the roles of components and examine how they contribute to achieving desired joint effects, distinguish between the component capabilities by using concept of joint functions and employ operational management concepts and tools in selected combined joint case studies.

Assignment	Assessment
Staff Paper Exam (60%) Presentation (40%)	Summative – Graded from 0-10

- **ECTS Credit Points: 4.6**
- **Time allocated - 119 hours**

5.3 Exercises

The CSC students are invited to participate in JCGSC's exercises in the second semester. Students of CSC-2016 are invited to return to BALTDEFCOL from 6 to 10 March 2017 to take part in a Joint Command and General Staff Course exercise. Also other JCGSC exercises occurring in May and June could potentially be open to CSC participation.

6.0 Student Assessment System

6.1 Introduction

Assessment is a continuous process intended to support students' progress throughout the CSC and to enable the college to report to sending states on their performance. 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, or where national standards may vary (e.g., the potential for promotion).

6.2 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 graded – these are known as summative assessments. The grades awarded to students are intended to assist with their development throughout the course and will not be made available to sending states.

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 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:

1. **Performance Review (Annex B):** towards the end of the course, a Performance Review will be written by the Course Director. A copy will be provided to the student. 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.
2. **Course Director's Dialogue:** using the Performance Review as the basis of discussion, the Course Director will conduct an assessment dialogue with each student. The student's performance will be discussed and he or she will be given the opportunity to add comments to the Performance Review.
3. **Graduation:** students graduate from the CSC with a Final Report, which includes a Diploma, Diploma Supplement and Performance Review (see Annex A). The Performance Review within the Final Report will be sent to the student's nominating authority when completed. 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. The Diploma is signed by the Commandant and the Diploma Supplement is signed by the Course Director and the Dean.

6.3 Assessment Criteria

6.3.1 Summative Assignments

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, which is either graded from 0-10 or Pass/Fail.

6.3.2 CSC Grade Scale

The Baltic Defence College uses an assessment system compatible with the European Credit Transfer and Accumulation System (ECTS). The following grade scale will be applied for all summative assessments:

Distinction 9-10	The student has exceeded the aim for the module by displaying an outstanding grasp of the subject matter and an excellent ability to – where applicable – remember; understand; apply, analyse; evaluate and create information.
Merit 7-8	The student has fully met the aim for the module by displaying a strong grasp of the subject matter and a clear ability to – where applicable – remember; understand; apply, analyse; evaluate and create information.
Pass 5-6	The student has met most of the aim for the module by displaying a satisfactory grasp of the subject matter and a reasonable ability to – where applicable – remember; understand; apply, analyse; evaluate and create information.
Bare Pass 4	The student has not quite met the aim for the module due to a deficient grasp of the subject matter and a limited ability to – where applicable – remember; understand; apply, analyse; evaluate and create information.
Fail 0-3	The student has failed to meet the aim for the module due to an inadequate grasp of the subject matter and an inability to – where applicable – remember; understand; apply, analyse; evaluate and create information. There may also be evidence of various forms of academic misconduct, including plagiarism.

Those assignments assessed using Pass/Fail criteria will use the 'Pass' and 'Fail' grades outlined above. In addition, grading matrixes (see Figure 8) will be used in conjunction with the grade scale.

	Fail (0-3)	Bare Pass (4)	Pass (5-6)	Merit (7-8)	Distinction (9-10)
Content	The structure of the presentation is messy, while the flow and clarity of explanation are inadequate. Terminology and concepts are used, but with little understanding. The information presented is often of little relevance.	The structure of the presentation is disorderly, while the flow and clarity of explanation are deficient. Terminology and concepts are used, but occasionally with significant errors. The relevance of the information presented is often found wanting.	The structure of the presentation is satisfactory, while the flow and clarity of explanation are adequate. Terminology and concepts are used, but occasionally with some errors. With those partial exceptions, the relevance of the information presented is sufficient.	The structure of the presentation is robust, while the flow and clarity of explanation are very good. Terminology and concepts are used relatively confidently, often reinforcing the relevance of the information presented.	The structure of the presentation is tight and highly developed, while the flow and clarity of explanation are excellent. Terminology and concepts are used confidently, greatly reinforcing the relevance of the information presented.
Delivery	Confidence and credibility are inadequate: the student cannot hold the attention of the audience, and frequently loses their attention. PowerPoint Slides (or handouts) are messy and confusing, while times are not kept.	Confidence and credibility are deficient: the student cannot hold the attention of the audience, and often loses their attention. PowerPoint Slides (or handouts) are unclear, while times are mostly not kept.	Confidence and credibility are satisfactory: the student holds the attention of the audience mostly with success, although sometimes loses their attention. PowerPoint Slides (or handouts) are sufficiently clear, even if marred by small errors, while times are mostly kept.	Confidence and credibility are very good: the student holds the attention of the audience mostly with success. PowerPoint Slides (or handouts) are very clear, while times are mostly kept with accuracy.	Confidence and credibility are crystal clear: the student holds the attention of the audience with great success. PowerPoint Slides (or handouts) are near perfect, while times are kept with great accuracy.
Engagement	Abruptness and little enthusiasm may occur during the presentation, as well as during the question and answer period at the end. Answers to questions are provided with no attention to detail and without any clarity and precision.	Courtesy during the presentation and during interaction with the audience is deficient, while enthusiasm is generally unclear. Answers to questions are provided with little attention to detail and most responses lack clarity and precision.	Courtesy during the presentation and during interaction with the audience is satisfactory, while enthusiasm is generally clear. Answers to questions are provided with some attention to detail and precision, though occasionally inaccurately.	Courtesy during the presentation and during interaction with the audience is very good, while enthusiasm is clearly expressed. Answers to questions are provided with attention to detail and some clarity and precision.	Courtesy during the presentation and during interaction with the audience is exemplary, while enthusiasm is in abundance. Answers to questions are provided with attention to detail and with great clarity and precision.

Figure 8: Example of a Grading Matrix (for presentations)

These matrixes are generated by Module Coordinators to ascertain how the grade scale will correspond to the assessment of a specific assignment and will be made available to students after assessment is completed.

6.3.3 Re-Assessment Policy

Summative assessments represent an opportunity for learning to occur. To achieve this, students will receive high quality 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 the opportunity to undertake a reassessment. Students, who receive 'Grade 0-3' or 'Fail' for the original assignment can, upon successful completion of the subsequent assignment, receive a maximum of 'Grade 4' or 'Bare Pass'.

6.3.4 Appeal Policy

Students may appeal any grade they receive 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 are outlined in the relevant Standard Operating Procedure.

6.3.5 Academic Misconduct

In the case 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 General Regulations. The various forms of academic misconduct are specified in Annex C.

6.4 Graduation Requirements

To graduate, students must meet the following graduation requirement: all assignments for modules must receive at least a Bare Pass (Grade 4) or Pass (depending on the form of assessment). A student who receives a 'Near Fail' in any summative assignment will pass the course, but the grade will be recorded in their Final Report. A student who for any reason receives a 'Fail' grade in one or more of the summative assignments or who fails to pass a formative assignment will not graduate from the CSC, but will receive an attendance certificate.

6.5 Best Student Award

The Best Student Award will be granted to the student who shows overall the best results in the CSC examination process. This student has demonstrated the best overall creativity, insight, rigour, creativity, leadership and comradeship. This particular student will have achieved outstanding academic results in all summative and formative assignments while showing 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. Graduate selected for academic award will receive the following: a certificate signed by the Commandant; his/her name inscribed on the CSC Academic Awards plaque; and a personal gift.

7.0 Course Evaluation Process

7.1 General

Curriculum development is a continuous process involving the 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, agile and responsive to new challenges.

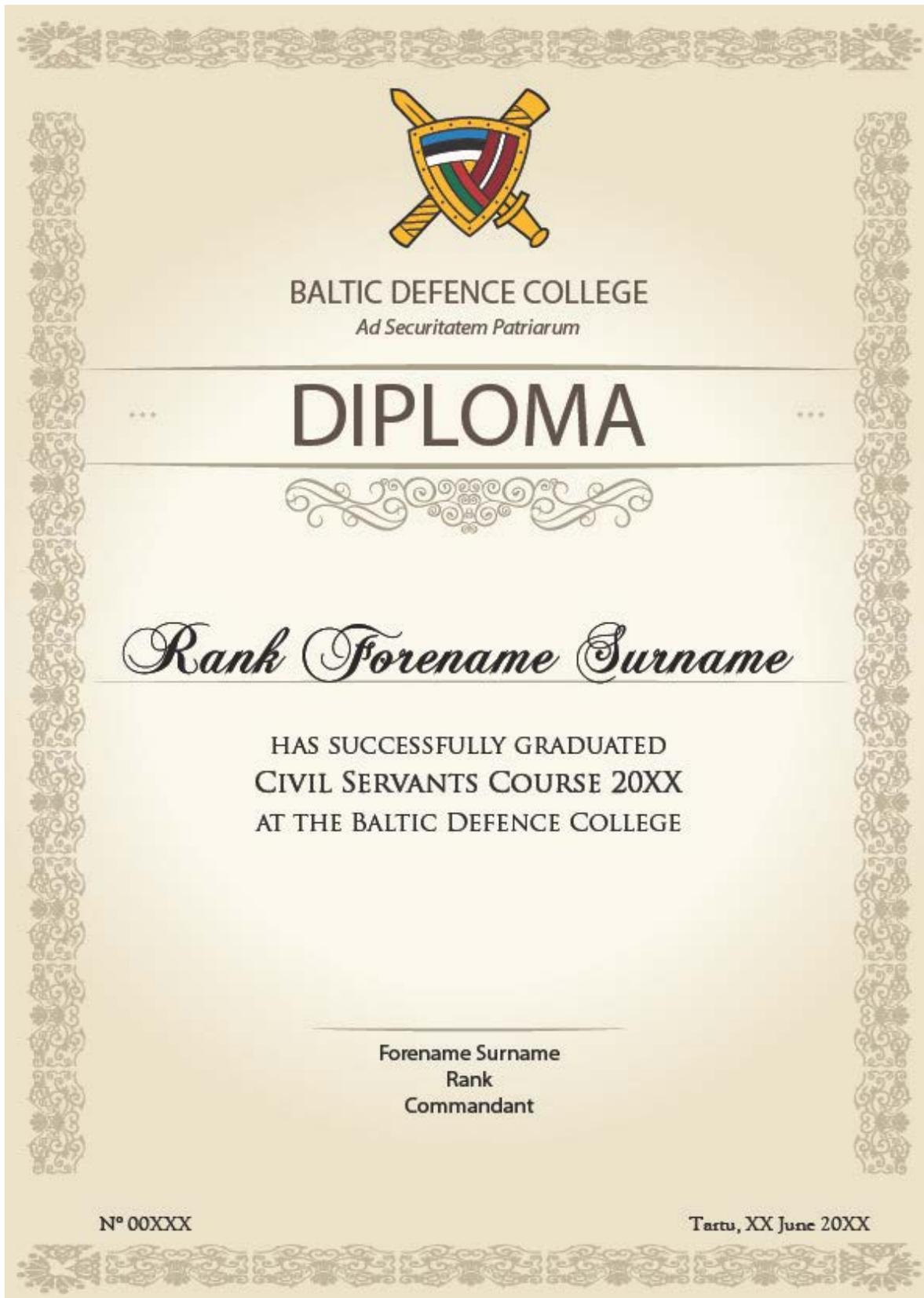
To improve and develop the course, an evaluation system is used. This system involves students, faculty, the management group and others involved in the delivery of education.

7.2 Course Evaluation System

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

1. **Weekly Feedback:** at the end of each week, students will be afforded the opportunity to provide module feedback by filling in an electronic feedback questionnaire, which is not anonymous;
2. **Module Feedback:** at the end of module, each syndicate will prepare a feedback brief. Representatives from each syndicate and the Module Coordinator will discuss syndicate feedback in a separate meeting; The only exception is the Defence Management for Civil Servants Module, the feedback for this will be discussed in a separate session between the Course and its Director.
3. **Course Feedback:** after the end of the course, students are asked to provide an end of course review. Class Leader supported by other students on the course will be responsible for organising and producing course reviews based on individual students' feedback. Students are also encouraged to contact their SGOs and faculty directly to make comments and suggestions for improvement in a direct and frank way for the CSC and the college.

Annex A [CSC Final Report]



CSC 2016 – Diploma Supplement

This Diploma Supplement model was developed by the European Commission, Council of Europe and the United Nations Educational, Scientific and Cultural Organisation-European Centre for Higher Education. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. Information identifying the holder of the qualification
1.1 Surname
1.2 First name(s)
1.3 Date of birth
1.4 Student identification number
2. Information identifying the qualification
2.1 Name of qualification
Diploma
2.2 Main fields of study for the qualification
Joint Combined Operations, International Security, International Law, Critical Thinking and Communication, Defence Management for Civil Servants
2.3 Name and status of the awarding institution
Baltic Defence College
2.4 Language of instruction and examination
English
3. Information on the level of the qualification
3.1 Level of the qualification
Civil Servants Course is an optional course for government officials. The course is considered to be at European Qualifications Framework Level 7
3.2 Official length of course
Twelve weeks of residential study
3.3 Access requirements
<ul style="list-style-type: none"> • 1.5 to 3 years of working experience in the civil service. • NATO countries: should hold a NATO Confidential clearance. • Non-NATO countries: should hold a PFP Confidential security clearance. • Computer skills – proficiency in MS Windows, Word, Excel, and PowerPoint. • English language level 3333 (according to NATO STANAG 6001 or an equivalent test). A proficiency certificate should be provided to the Registrar upon arrival. • Meet respective states' physical and medical requirements.
4. Information on the contents and results gained
4.1 Mode of study
Full time with residency
4.2 Course requirements
Full attendance of lectures and seminars; active contribution in syndicate works; submission of written assignments
4.3 Course details
Please see below
4.4 Grading scheme and, if available, grade distribution guidance
The grading scheme used by the course is 0-10 and Pass/Fail
5. Information on the function of the qualification

5.1 Access to further study
The qualification may be used for further post-graduate study in other educational institutions.
5.2 Professional status
Graduate of a Civil Servants Course
6. Additional information
6.1 Additional information
N/A
6.2 Further information sources
For further information, please refer to the website of the Baltic Defence College: https://www.baltdefcol.org

Commencement of study: 26th September 2016

4.3 Course details (Modules and the grade obtained, whether summative or formative)				
Module	Title	Grade	Position in class*	ECTS Credits
M1	Defence Management for Civil Servants			
M2	Critical Thinking and Communication			
M3	Fundamentals and Components			
M4	International Security			
M5	International Law			
M6	Allied Joint Operations			

Termination of study: 15th December 2016 | Diploma of Civil Servants Course

5. Certification of the Diploma Supplement	
[Stamp here]	Contact Details: The Registrar Baltic Defence College Riia 12 51013 Tartu Estonia Email: info@baltdefcol.org

6. Information about the Baltic Defence College

The Baltic Defence College is an international organisation established in 1999 by the ministries of defence of the three Baltic states – Estonia, Latvia and Lithuania – to facilitate the pooling and sharing of their resources in professional military education at development periods three (advanced) and four (senior). The college's courses are considered to be the capstone of the Baltic States' Combined Officer Professional Development Programme.

Development Period 1		Development Period 2		Development Period 3	Development Period 4
Basic		Junior		Advanced	Senior
Basic Officer Training Course	Specialist Training	Captain's Course	AICSC AISOC NISOC	Joint Command and General Staff Course The Civil Servants Course is integrated in a substantial manner with the JCGSC	Higher Command Studies Course
Defence Management Training					
English Language Training					
National Military Academies		National Military Academies		Baltic Defence College Foreign Staff Colleges	Baltic Defence College Foreign War Colleges
Lieutenant		Captain	Major	Lieutenant Colonel	Colonel/General
Tactical				Operational	Strategic

Qualifications

The Baltic Defence College, in keeping with its mandate – issued as a Memorandum of Understanding by the three Baltic States – provides professional military education at the graduate and post-graduate levels through three different courses: a Higher Command Studies Course; a Joint Command and General Staff Course; and a Civil Servants Course. All courses lead to diplomas, which are underpinned by rigorous academic procedures. Students taking the Joint Command and General Staff Course can also opt for a higher tract, which terminates in a master's degree, awarded in conjunction with the Latvian National Defence Academy.

Quality Assurance

Academic standards at the Baltic Defence College are maintained by the college itself using a sophisticated range of quality assurance structures comparable to those offered in civilian and professional military educational institutions elsewhere in the European Higher Education Area. Standards are maintained through the use of grading matrices and indicators, and external assessors.

Credit System

In accordance with the Bologna Process, the Baltic Defence College utilises the European Credit and Transfer System (ECTS) for all modules taught on its three courses, i.e. the Higher Command Studies Course; Joint Command and General Staff Course; and Civil Servants Course. This enables accumulation and transfers between higher educational institutions within the European Higher Education Area, should they wish to recognise each other's qualifications.

7. Information about the Civil Servants Course

The aim of the Joint Command and General Staff Course is to provide professional military education focused on the operational level to prepare commanders and general staff officers for joint, service, interagency and multinational environments to confront the complex security challenges from Baltic and Euro-Atlantic perspectives.

Learning Outcomes

At the end of the course, leaders should be able to:

1. **Utilise** the processes of defence management to develop military capabilities at the operational level.
2. **Generate** original analytical arguments, and communicate them effectively in both written and oral form, using the relevant theories to research strategic, leadership and operational issues;
3. **Rank** by significance the geopolitical challenges, threats and opportunities affecting the security of small- and medium-sized countries in the contemporary international environment
4. **Demonstrate** the competence to utilise the relevant principles of international law when planning and executing military operations;
5. **Explain** the evolution of military theories, current capabilities, the tasks and limitations of the air, land, maritime and Special Forces components, the concept of NATO Joint Functions and Operational Design;
6. **Examine** in detail the fundamentals, functions and command of components to show how they contribute to achieving desired joint effects in a contemporary operating environment;

Admission

Students must have attained an English language level 3333 according to NATO STANAG 6001 or an equivalent test.

Annex B [CSC Performance Review]

Personal Qualities
Leadership, professionalism and integrity
Criteria: Does the student display leadership skills? Does he or she demonstrate the ability to command and to exert authority, confidence and determination? And does he or she know how to encourage others, who may be subordinate in status? Does the student conduct his or herself appropriately and is his or her appearance in keeping with professional protocol? Does the student behave ethically, both as a team player and/or a leader? Can he or she communicate with tact and discretion?
Openness and participation
Criteria: Is the student open to transformation and new ideas? Does the student contribute to group activities, such as syndicates and discussion? Does he or she add 'added-value' to any activity, as well as the course itself?
Academic Capacities
Creativity and rigour
Criteria: Is the student a creative, critical thinker? Does he or she actively seek to generate new ideas? Is the student's work neat and rigorous?
Insight and expertise
Criteria: Does the student have the necessary insight to evaluate and analyse information? Has he or she actively sought to develop a good institutional and strategic knowledge?

Student's Comments

Student

Course Director Date

Annex C [CSC 2016 - Academic Misconduct]

The Baltic Defence College attaches great importance to ensuring high academic standards and integrity in all its educational and research activities and will punish any activities – either deliberate or accidental – that may tarnish its reputation. Therefore, it is vital that both students and faculty understand the potential for academic misconduct, so that it might be prevented. Generally, academic misconduct takes two forms:

Plagiarism

Plagiarism occurs when an author cites another authors' work without attribution, i.e., by copying others' work or failing to provide an adequate reference. Particular examples of plagiarism can include:

1. Copying word for word another piece of text, without attribution;
2. Paraphrasing words or ideas commonly associated with a particular author, with-out attribution;
3. Using diagrams, graphs or figures by others, without attribution;
4. Copying from the notes and assignments of another student from current or pre-vious courses, without attribution.

Plagiarism does not include:

1. Mentioning a commonly known fact, such as an historical date, without attribution, e.g., no reference is needed for the fact that the Second World War began in September 1939;
2. Copying ideas that are not 'owned' by any particular individual, i.e., no reference would be required should one wish to argue that democratic states tend not to go to war with one another, as many academics have made this argument through-out history.

While plagiarism is often deliberate, it can also be accidental, resulting from careless writ-ing or formatting mistakes. Therefore, plagiarism can also be of varying degrees, ranging from fully plagiarised work at one end of the spectrum to a few single non-attributed sen-tences at another. Proper attribution and acknowledgment are achieved by using proper citation, using quotation marks, references and a correctly formatted bibliography as(i.e., outlined in the Baltic Defence College's Guide for Communication).

Students should be aware that the Baltic Defence College submits all assignments through a plagiarism checking and prevention application called Turnitin.

Fraud

In addition to plagiarism, fraud is another form of academic misconduct. Academic fraud can include:

1. The purchase (or acquisition for free) of essays from others (i.e., from essay writ-ing companies or oth-er students), with the intention of submitting them as one's own work;
2. Using work received from other students via electronic means (i.e., smartphones) during examinations, etc.;
3. The fabrication of information or data, which is then passed off as truth;
4. The unauthorised submission of an assignment, which has already been submitted elsewhere for as-sessment;
5. Collusion with other individuals, i.e., by asking friends, coursemates or lecturers to draft the entire as-signment or its parts, with or without the knowledge of that person of the purpose of such a request;
6. Copying other people's work during the creation of assignments.

Declaration on Academic Integrity

To try and prevent academic misconduct, each student, on arrival at the Baltic Defence College, must read, sign and submit to the Registrar a Declaration on Academic Integrity, stating that they understand the characteristics

of academic misconduct and that they will not engage in the practice. The signed declaration is kept in the student's file by the Registrar.

Disciplinary Procedures for Academic Misconduct

Academic misconduct will never be left unpunished. If students are suspected of having engaged in academic misconduct, the relevant section of the *Regulations of the Baltic Defence College* will be applied.

Annex D [CSC Curriculum Flow]

CSC 2016																																				
September																										26	27	28	29	30						
																										Install. Day/ Admin	Critical Thinking (M2)			CSE (M3)						
TBA																																				
October	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
	IS (M4) CSE (M1)			Fundamentals and Components (M3) CSE (M1)				IS (M4) CSE (M1)				Fundamentals and Components (M3) CSE (M1)				Exam (M3) BDST Travel		Baltic Defence Study Tour (BDST) (M4)				Leadership (M1) CSE (M1)		BDST 88 (M4) Intern. Law (M5)		IL (M5) Travel to Riga (CSE 1)		Conference in Riga (CSE 1) Travel back		IL (M5) CSE (M1)						
TBA																																				
November	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
	International Law (M5) CSE (M1)			IL Exam		IS (M4) CSE (M1)		Allied Joint Operations (M6) CSE (M1)			ISD		IS (M4) CSE (M1)		Allied Joint Operations (M6) LS (M1)			ISD		IS (M4) CSE (M1)		Allied Joint Operations (M6) LS (M1)		LS (M1)		IS (M4) CSE (M1)		Allied Joint OPS (M6) LS (M1)								
Int'l Night																																				
18 Nov. LVA Indep. Day																		TBA																		
December	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
	Allied Joint OPS (M6) TBA		ISD			AE Present (M2)		Allied Joint Operations (M6) CSE (M1)			Exam		IS Exam CSE (M1)		Sec-Def (M6) CSE (M1)		CSE Exam (M1) CSC GRAD		out-processing																	
TBA																																				
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="display: flex; gap: 20px;"> <div style="border: 1px solid black; padding: 5px; background-color: #f080f0;">OPD</div> <div style="border: 1px solid black; padding: 5px; background-color: #ff8c00;">DPS</div> <div style="border: 1px solid black; padding: 5px; background-color: #ffff00;">DOL</div> </div> <div style="font-size: small;"> <p>TBA = Team Building Athletics</p> <p>AE= Argumentative Essay</p> </div> <div style="font-size: small;"> <p>CSE = Civil Servant Specific Education (CSC only)</p> <p>Together with JGSC</p> <p>Integrated / CSC specific</p> <p>IS = International Security (together with JGSC)</p> <p>ISD = Individual Study Day</p> </div> </div>																																				



Baltic Defence College

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