



Course Plan 2019



Baltic Defence College
Ad Securitatem Patriarum

**Civil Servants
Course**

Civil Servants Course

Course Plan 2019



[THIS PAGE IS INTENTIONALLY LEFT BLANK]



In 2019, the Baltic Defence College (BALTDEF COL) will celebrate its 20th anniversary. The aim of the anniversary celebrations is to showcase the progress made by the College in the past two decades as a forward-thinking and unique education institution at the service of the Baltic states. The story of the BALTDEF COL begins already in the 1990s. After regaining independence, the defence ministers of Estonia, Latvia and Lithuania agreed on the need for, and desirability of common training for the three national defence forces, as well as closer cooperation. This cooperation was formalised in 1998 with the signing of Memorandum of Support establishing the Baltic Defence College in Tartu, Estonia. On 25th of February 1999 the Inauguration Ceremony of the BALTDEF COL took place. Danish Brigadier General Michael H. Clemmesen became the first Commandant of the BALTDEF COL. In August 1999, the Baltic Defence College welcomed its first students from eight countries to the Senior Staff Course. As part of the anniversary celebrations, a room will be named in honour of the BALTDEF COL's first commandant.

20th anniversary celebrations will include a programme of activities that will culminate with the joint graduation of the Higher Command Studies Course, the Joint Command and General Staff Course and the Civil Servants Course in June 2019. For the first time in the history of the College these three courses will graduate together. A special programme will also take place in February 2019 to observe the anniversary day. BALTDEF COL will publish an edited History Book specially dedicated to the 20th anniversary. The anniversary theme will also be reflected in various other academic events and activities of the BALTDEF COL.

[THIS PAGE IS INTENTIONALLY LEFT BLANK]

Contents	2
Commandant's Foreword	3
1.0 About the Baltic Defence College	4
1.1 Mandate of the Baltic Defence College.....	4
1.2 Professional Military Education System.....	5
1.3 Code of Conduct.....	5
2.0 About the Civil Servants Course	6
2.1 Outline and History.....	6
2.2 Admission Requirements.....	6
2.3 Aim.....	7
2.4 Learning Outcomes.....	7
3.0 Educational Framework	9
3.1 Introduction.....	9
3.2 Educational Charter.....	9
3.3 Learning Levels – Bloom's Taxonomy.....	10
4.0 Curriculum and Curriculum Flow	13
4.1 General.....	13
4.2 ADL Initial Unit.....	13
4.3 Modules.....	13
4.3.1 Module: Leadership and Command (DLMS).....	13
4.3.2 Module: Operational Law (DPS).....	14
4.3.3 Module: Defence Planning and Management (DLMS).....	14
4.3.4 Module: Contemporary Information Environment (DLMS).....	14
4.3.5 Module: NATO Crisis Response (DMS/DPS).....	15
4.3.6 Research Project.....	16
4.4 Elective.....	16
2.1 Energy Security (DLMS).....	16
2.2 Strategic Communications (STRATCOM) (DMS).....	17
2.3 Operational Level Cyber (DMS).....	17
2.4 Hybrid Warfare (DPS).....	17
4.5 Baltic Defence College Annual Conference on Russia.....	20
4.6 Exercises.....	20
5.0 Student Assessment System	21
5.1 Introduction.....	21
5.2 Assessment Procedure and Graduation.....	21
5.3 BALTDEFCOL Grade Scale.....	22
5.4 Re-Assessment and Appeal Policy.....	22
5.5 Academic Misconduct.....	22
5.6 Graduation Requirements.....	23
5.7 Best Student Award.....	23
6.0 Course Evaluation Process	24
6.1 General.....	24
6.2 Course Evaluation System.....	24
7.0 Organisation of the CSC	25
7.1 Faculty.....	25
7.1.1 Course Director CSC.....	25

7.1.2 Module and Elective Coordinators.....	25
7.1.3 Faculty.....	25
7.1.4 Syndicate Guiding Officers.....	25
7.1.5 Guest Speakers and SMS.....	25
7.2 Students.....	25
7.2.1 CSC Class Leader.....	25
7.2.2 The Syndicate Leader.....	26
7.2.3 Task Leader.....	26
7.2.4 Class Assistant.....	26
7.3 Student Responsibilities.....	26
Annex A – Abbreviations.....	27
Annex B – Glossary.....	28
ANNEX C – CSC Key deliverables / Assignments.....	29
Annex D – College Key Events.....	30
Annex E – Curriculum Flow.....	31

Commandant's Foreword

Dear Civil Servants Course students,

On behalf of the whole BALTDEFCOL faculty and support staff, I would like to welcome you to the College and to express my congratulations to you on being selected for the Civil Servants Course (CSC) 2019!

This will be another exciting year in the BALTDEFCOL history, marking its 20th anniversary. Over these years, the College has been providing excellence in the professional military education and it continues evolving and improving its educational quality standards.

I truly hope that this will be a unique and eventful year also for each of you personally and that you will take a full advantage of both academic and social activities dedicated to the College's anniversary. In addition to demanding and diverse curriculum and studying shoulder to shoulder with the students of Joint Command and General Staff Course (JCGSC), you will also experience *International Night* in February, which celebrates multi-national character of the College, and attend the Conference on Russia -our annual academic flagship event. For the first time in the history of College, CSC students will share moments of joy and excitement with their military counterparts from JCGSC and their more senior colleagues from Higher Command Study Course (HCSC) at their joint graduation event bringing together also many supporters of the College and key leaders of the Baltic states and participating countries. In addition to CSC main curriculum, you have a possibility to participate in the Combined Joint Staff Exercise together with the JCGSC students in order to practise complex problem solving at operational level based on Article 5 scenario. This exercise, for the first time, will take place in Poland in May 2019.

I would like to encourage you to actively take part in the course and in all academic activities by sharing your experience and insights and likewise – to be open for learning from your military counterparts. Civil-military interaction and closer cooperation is essential for tackling current security challenges. Your presence here in the College and studying together with military peers from JCGSC is an important factor towards developing and enhancing whole-government approach for defence and security in our countries.

The Baltic Defence College will continue to sustain and educate the leaders of tomorrow - success-oriented officers and civilians prepared for challenges of the 21st century regionally, nationally and internationally. Don't forget, you are part of that future.

I wish you a lot of success during your stay in Tartu and to accomplish your professional development goals!



ANDIS DILĀNS
Major General (LVA A)
Commandant

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 was set out in a Memorandum of Understanding between the defence ministers of Estonia, Latvia and Lithuania. In 2016, the Baltic states Ministerial Committee approved BALTDEFCOL Development Plan 2017-2025, which provides political guidance for the development and future operations in the college, and sets strategic goals and ways how to achieve them. In 2018, the college continues its efforts to strengthen its position as leading Professional Military Education institution at the Baltic region by turning into reality the strategic guidance of the Baltic Ministers of Defence.

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 institution at the operational and strategic level, applying up-to-date educational principles, effective management and best use of intellectual and material resources.

In the academic year 2018-2019, the college is celebrating its 20 years anniversary. The college will keep implementing new initiatives to show its continued development, up-to date curriculum and strive towards higher quality in educational standards, including by selecting couple of electives or modules for NATO certification. This initiative will facilitate a full institutional accreditation of the college by NATO in the upcoming years.

BALTDEFCOL's mission is to:

- Educate military and security related civilian personnel of the Baltic states, allies and partners;
- Promote international cooperation and encourage networking;
- Contribute to security and defence policy related research.

BALTDEFCOL's major geographical scope in educational matters is on:

- The Baltic region;
- The wider NATO/EU Baltic region, including the Nordic area and Central Europe;
- Western Europe and the transatlantic link to the United States;
- Russia.

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 ten months' duration;
- The Civil Servants Course (CSC) – a security and defence course for civil servants of three months' duration;
- Senior Leaders' Course (SLC) – a course for flag officers and their civilian equivalents of one week's duration;
- Executive Senior Enlisted Leader Course (CSEL)
- Various short courses, seminars and roundtable events at the request of the Baltic states.

1.2 Professional Military Education System

The Professional Military Education system of the Baltic states divides officer education into four development levels. The first two levels 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 level of military education in Estonia, Latvia and Lithuania.

Development level 1	Development level 2	Development level 3	Development level 4	continuing education
Basic	Junior	Advanced	Senior	Executive
Tactical	Tactical	Operational	Strategic	Strategic - Political
Basic and specialist courses	Captain career and intermediate courses	Joint Command and General Staff Course	Higher Command Studies Course	Senior Leaders' Course
National or international military academies	National or international military academies	BALTDEFCOL or international staff/war colleges	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 5 / (P) and CIV equivalents	OF 6 / (P) – OF 9 and CIV equivalents

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

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

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 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 was 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 will be ready to provide a valuable contribution to their respective nations and to NATO. Thus far, the college has conducted thirteen CSCs. 122 students, representing eleven countries, have graduated from these courses. Many have since received important and demanding postings in their home countries or international organisations.

In 2015, the Baltic states 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. The CSC 2016 did 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 CSC 2016 and 2017 was conducted during the first semester of JCGSC and was about twelve weeks long. The CSC 2019 will experience another modification - it will be organized during the second semester of the JCGSC and will reach even a higher level of synergy with JCGSC. The curriculum of the CSC will reflect changes in the JCGSC curriculum, by including many new modules and electives (Contemporary Information Environment, NATO Crises Response, elective on Hybrid Warfare). It will also include traditional modules and subjects of the CSC - defence management, leadership and international law. Students will have an opportunity to participate in the Conference on Russia and to attend several social and academic events devoted to the College 20th Anniversary.

The CSC is highly engaging and students will be required to conduct individual research, and to participate in a range of educational activities 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 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 a major practical exercise together with the JCGSC, focusing on the Planning and Execution of Operations by using standard NATO processes.

The CSC 2019 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 has been open for external participants not related to security and defence establishments. The presence of external students (i.e. students from other educational institutions) is accepted case-by-case basis. 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 college's requirements on safety and security are followed and that the Baltic states agree on the inclusion of those students.

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 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.



Graduation of the Civil Servants Course 2017

2.4 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. **Utilize** leadership theories and practices in command and staff positions within combined joint environment and in the ministries and civilian agencies.
2. **Apply** legal frameworks relevant for planning and conducting military operations.
3. **Employ** defence planning and management methods and practices applicable for capability planning, development and sustainment in order to maximize the operational performance of Armed Forces and achieve desired objectives by evolving pragmatic solutions.
4. **Analyse** the contemporary information environment as a new battle space, investigate ways of operating in it and its effects on modern societies.
5. **Apply** processes and procedures of NATO Crisis Response in a range of contemporary NATO Non-Article five operations.
6. **Generate** original analytical and critical arguments, and communicate them effectively in both written and oral form by assessing strategic level issues.

To achieve these learning outcomes, the course is organised through one online module, 5 residential modules, one elective and Research Project:

- ADL Initial Unit
- Leadership and Command
- Operational Law
- Defence Planning and Management
- Contemporary Information Environment
- NATO Crisis Response
- Research Project

Elective topics are: Energy Security, Strategic Communications, Operational Level Cyber, Hybrid Warfare, Joint Logistics and HNS, Joint Intelligence, Law of Visiting Forces.



Distinguished Visitor's lecture in newly renovated Brjörn von Sydow Hall

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, 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 its 'Educational Charter', which includes six principles, related to both students and faculty:

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

3.3 Learning Levels – Bloom’s Taxonomy

Like other institutions practicing Professional Military Education, the college uses a system incorporating Bloom’s Taxonomy provided 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 2 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 articulated in relation to the others.	<ul style="list-style-type: none"> • Investigate a campaign plan • Distinguish components • Consider problems
3. Apply	Classify, Demonstrate, Employ, Use, Utilise	A cognitive process whereby information is articulated in relation to a particular situation (often to overcome an issue or problem).	<ul style="list-style-type: none"> • Employ a doctrine • Use a field manual • Apply legal protocol
2. Understand	Convert, Describe, Estimate, Explain, Identify	A cognitive process whereby the meaning of various theories, concepts, ideas or phenomena is obtained and articulated.	<ul style="list-style-type: none"> • Identify analogies • Explain phenomena • Explain historical dates
1. Remember	List, Outline, Recall, Reproduce, State	A cognitive process whereby information – previously discovered – is recalled and articulated.	<ul style="list-style-type: none"> • Outline a policy • Recall a doctrine • List important individuals

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

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 3).

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

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

The 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 CSC's educational philosophy and the character of the students attending the course, the vast majority of teaching is provided between levels three and six.

3.4 Educational Components

The Baltic Defence College follows the guidance 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 and 26 academic hours corresponds 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 624 hours or 24 ECTS credit points in total. Each week contains average of 44 hours of study time (total of CH and IPT), which is commonly divided into:

1. **Contact Hours (CH):** within the curriculum, this includes the time spent in lectures, syndicate activities, exercises, exams and study trips, during which students are expected to be integrated with faculty or acting under the direct supervision of faculty:
 - a. **Lecture** is a presentation of the topic or curriculum material delivered by a faculty or guest speaker. 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 discussions or syndicate presentations moderated by either a member of the faculty or a guest speaker. Plenary discussion may either take place after the lecture or syndicate work presentations.
 - c. **Syndicate Work/Activities** allow students to present and provide briefings on particular topics to one another. The students will be 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.
 - d. **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.
 - e. **Conferences** provide opportunities to share scientific knowledge and in-depth expertise on a specific topic. Students will be provided with an opportunity to participate in such events, including the 2019 Conference on Russia organized by BALTDEFCOL.
 - f. **Seminars** are organised by the faculty or students. They typically involve group discussions chaired by an assigned faculty member and may also be structured around brief-

ings, presentations or preliminary readings. This method facilitates exchange of views, develops analytical skills and critical thinking, and ability to reflect on given subject area.

- g. **Exercises** is (military) analysis of a situation coupled with a role based, interactive application of previously covered curriculum material within a formatted, simulated scenario. Exercise 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.
 - h. **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 the college exercises to replicate the operational staff environment. Each student is assigned to perform specific leadership or staff function within the JOPG.
 - i. **Staff Ride** is an education activity outside the college by placing students on the actual terrain and expanding 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 are in support of JCGSC main curriculum. The college organizes 2-3 staff rides per academic year.
 - j. **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 get an update on contemporary issues or unique personal and professional insight. These type of activities are often not pre-planned, and thus require adjustments in the course schedule and weekly plans.
 - k. **Open Book Exam:** A type of examination in which various study materials including notes, books, textbooks and other information can be utilized 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.
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 are specifically designated Individual Study Days (ISD) in the curriculum for individual studies at home.

Individual Research Project (Research Paper) is a work of individual research carried out by a student on a topic related to the course curriculum, which consists of required reading, tutoring, a written paper and a presentation. During the course, students will be tasked to produce a research paper (3000 words) involving detailed research and applying academic standards. Individual Study Days (ISD) and Research Project (RP) designated days support work on the research paper either by providing additional lectures or allowing time for meeting with RP supervisors and visiting library.

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

- 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. **Additional educational components and assignments - individual or group activity:**
- a. **Presentation:** a formal talk in which you describe or explain something to a group of people. There are different formats and aims of presentation (e.g. informative or persuasive). In the College, presentations are usually the result of individual or group assignment and often represent the findings of discussions or solution to the given problem.
 - b. **Quiz:** a short test on a particular subject. Quiz also could be conducted in the form of competition between the individuals and teams.

4.0 Curriculum and Curriculum Flow

4.1 General

The Baltic Defence College delivers the CSC 2019 through a curriculum, which runs from 7 January to 12 April – a total of fourteen weeks. In addition, there is one Advanced Distributed Learning (ADL) Initial Unit, which must be completed prior to the start of the course. The students will be invited to return to the College for the course graduation on 20 June that will be conducted together with JCGSC and HCSC.

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. They 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

This 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, Critical Thinking and Communication, Research Project 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 Module: Leadership and Command (DLMS)

The aim of this Module is to develop the knowledge and skills necessary to utilize leadership theories and practices in command and staff positions within combined joint environment and in the ministries and civilian agencies.

The main topics of this module are mission command, staff work: tools and dynamics, leadership ethics.

Learning Outcomes

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

1. Validate the appropriateness of applying mission command in operational environment;
2. Apply leadership concepts and tools of staff work at operational level staff, considering small group dynamics;
3. Identify necessary means to create appropriate ethical environment during military operations.

Assignment	Assessment
Essay	Summative- Pass/Fail
Credits: 4,5 ECTS	

4.3.2 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: introduction to international law; legal framework of use of force; principles of law of armed conflict and human rights law; prohibited/restricted use of weapons and methods of warfare; legal framework of naval, air and cyber operations; 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 use of armed force;
2. Explain the concept of command responsibility, and enforcement of international criminal law;
3. Apply the principles of law of armed conflict and human rights law in joint operational environment;
4. Identify and employ rules of engagement for a joint military operation.

Assignment	Assessment
Open-book exam	Summative - Pass/ Fail
Credits: 3 ECTS	

4.3.3 Module: Defence Planning and Management (DLMS)

The aim of this Module is to employ defence planning and management methods and practices applicable for capability planning, development and sustainment in order to maximize the operational performance of Armed Forces and achieve desired objectives by evolving pragmatic solutions.

The main topics of this module are: defence planning, defence policy influence on defence planning; defence planning theories; NATO defence planning process, EU capability development process, Permanent Structured Cooperation (PESCO); defence management; case studies and team role play (Belbin).

Learning Outcomes

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

1. Explain the main defence planning and management concepts;
2. Consider the relationship between security objectives, strategies and capabilities;
1. Estimate the links and correlations between NATO/EU and national defence planning systems as framework for development and sustainment of military capabilities;
2. Employ defence management methods and tools to make recommendations on effective defence management.

Assignment	Assessment
The Assessment is broken down into three parts. <ul style="list-style-type: none"> • Part 1: Written Staff Paper (35%) • Part 2: Presentation (35%) • Part 3: Individual contribution (30%) 	Summative – Pass/Fail
Credits: 5 ECTS	

4.3.4 Module: Contemporary Information Environment (DLMS)

The aim of this Module is to analyse the contemporary information environment as a new battle space, investigate ways of operating in it and its effects on modern societies. It will be achieved by

elaborating on the strategic goals, influence operations, media principles, and by developing personal communications skills.

The main topics of this module are: media in democracy, military- media relations, challenges of contemporary information environment, social and digital media, media literacy and building societal resilience, role of Public Affairs, Public Diplomacy and Strategic Communications, narratives, stories and development of messages, application of communication skills in inter-views, press conferences.

Learning Outcomes

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

1. Understand the role of media in democracy and challenges of military - media relations;
2. Analyse dynamics of contemporary information environment, including the role of social media and the challenges and opportunities it presents for the governments and military;
3. Analyse the principles of societal resilience and the media and journalists role in it;
4. Understand the role and principles of Public Affairs, Public Diplomacy and Strategic Communications;
5. Understand the importance of narrative for effective communication in support of strategic or operational goals and how actions communicate themselves;
6. Apply the understanding of communication effects of actions and other principles of strategic communications in the practical scenario or case;
7. Apply communications skills and story- telling during interviews, press conference and other tasks.

Assignment	Assessment
Individual engagement and performance and contribution to syndicate work/presentation	Summative – Pass/Fail
Credits: 3 ECTS	

4.3.5 Module: NATO Crisis Response (DMS/DPS)

The aim of this Module is to apply 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 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 organizations, 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. Utilize 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.

Assignment	Assessment
The Assessment is broken down into two parts: <ul style="list-style-type: none"> • Part 1: Contribution to syndicate work (40%) • Part 2: Written exam (60%) 	Summative - Pass/Fail
Credits: 4 ECTS	

4.3.6 Research Project

The aim of the research project is to generate original analytical and critical arguments, and communicate them effectively in both written and oral form by assessing strategic level issues. Research Project is supported by lectures and seminars, conducted on Tuesday afternoons or Thursday mornings, covering topics on critical thinking and communications and other significant aspects of conducting research. Additionally, Critical Thinking and Communication and Research Project modules on ADL Initial Unit aim to help students with this particular task as well as with other assignments throughout the course.

Learning Outcomes

Upon completion, students will be able to:

1. Generate innovative solutions to complex problems through in-depth research
2. Justify the selection of problem, approach and proposed solutions;
3. Demonstrate the ability to analyse, synthesize and evaluate information;
4. Use argument structure to present research in written format and verbally.

Assignment	Assessment
Written research paper (80%) Presentation (20%)	Summative – Pass/Fail Summative – Pass/Fail
Credits: 3 ECTS	

4.4 Elective

The Elective offered to CSC is 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 is also due to 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 familiarization with topics such as energy security, hybrid warfare and similar complex issues.

Students will participate in one elective of their choice in each elective period. The choice of electives reflects the needs and interests of the students. Prior to the beginning of the elective, students will prioritize the top three electives 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 education.

2.1 Energy Security (DLMS)

The aim of the elective is to provide the students with knowledge of the importance of the energy and energy security in the current geopolitical situation and its influence on the military operations.

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

The main topics of the elective are NATO's role in energy security, military aspects of energy security, energy conflicts, energy efficiency in military operations, critical energy infrastructure protection, hybrid warfare dimension: military activities hindering energy infrastructure in the maritime domain, energy behaviour changes and their military application, power production and distribution in the Baltic states, intersection of cyber security and Critical Energy Infrastructure (CEI) in the Baltic states, A2/AD challenges for the security of energy supplies.

Learning Outcomes

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

1. Understand energy security awareness, Critical Energy Infrastructure Protection and Energy Efficiency in military operations;

2. Analyse the links between energy and crisis (conflict / Hybrid warfare) as well as energy and geopolitics;
3. Analyse energy developments and vulnerabilities as part of new challenges to security and the crosscutting nature of emerging threats in Baltic Sea region.

2.2 Strategic Communications (STRATCOM) (DMS)

The aim of the elective is to develop an understanding about the information environment and apply a STRATCOM mind-set when planning and conducting operations.

The elective consists of lectures, seminars and group work and involves the students' individual work and preparation. The lectures will be delivered in a cooperation with the specialists from NATO Strategic Communications Centre of Excellence.

The main topics of this elective are STRATCOM framework, STRATCOM narrative; implementation of STRATCOM, information environment 2019 – challenges and opportunities for military leader.

Learning Outcomes

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

1. To understand the Information Environment and STRATCOM requirements, terms, definitions, organizations;
2. To explain the purpose of STRATCOM Framework and Implementation plan;
3. To apply STRATCOM mind-set in planning and conducting of military operations.

2.3 Operational Level Cyber (DMS)

The aim of elective is to develop an understanding of the cyberspace as an operational domain, guide operational planners in the integration of cyber elements in the Comprehensive Operations Planning Process.

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

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

Learning Outcomes

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

1. Understand the limitations, tools and procedures applied for planning cyber operations as a part of Allied Joint Operations;
2. Differentiate between the defensive and offensive cyber operations and explain how they contribute to achieving desired joint effects;
3. Apply cyber elements in Operational Planning Process.

2.4 Hybrid Warfare (DPS)

The aim of the elective is to analyse the construct of hybrid warfare (HW) and apply elements of strategic response to a hybrid scenario.

The elective consists of lectures, guided discussion and cases studies. The students will take part in a collective exercise: each student will represent a given agency in the framework of an exercise postulating a response to a hybrid scenario. The assessment is individual, in the form of a brief oral intervention during a fictitious response meeting.

The main topics of this elective are genesis of the concept of hybrid warfare, normative discourses to designate Russia's actions in Ukraine and Europe, the practical relevance of HW, resilience and the comprehensive approach, table top exercise "Comprehensive response".

Learning Outcomes

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

1. Understand the genesis of the discourse on hybrid warfare and hybrid threats;
2. Understand hybrid warfare / threats as a set of discourses that have evolved to carry a negative normative charge in relation to Russia's actions in Ukraine and the wider Europe;
3. Evaluate the practical relevance of the hybrid warfare discourse in relation to contemporary forms of international violence;
4. Consider the interrelated and integrated dimensions of potential responses to hybrid threats in relation to the comprehensive approach and the notion of resilience;
5. Apply the main elements of a strategic response in a fictitious given hybrid scenario in the framework of the elective's final exercise for assessment.

2.5 Joint Logistics and HNS (DMS)

The aim of the elective is to provide the students with 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 terrain and infrastructure analysis of Baltic Sea region countries; deployment of NATO forces; reception, staging, onward movement and integration (RSOM/I); Joint Logistics Support Group (JLSG); and Host Nation Support (HNS).

Learning Outcomes

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

1. Describe strategic deployment process and 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 the role of Host Nation Support (HNS) in Joint operations, and estimate necessary requirements for provision of the HNS;
5. Describe Joint logistics capabilities, explain all organizational forms, and identify logistics challenges in the Joint Operations Area.

2.6 Joint Intelligence (DMS)

The aim of the elective is to develop students' knowledge about operational level intelligence including aspects of CJ2X and JISR. The elective consists of lectures, group work and daily plenary discussions. The lectures will be delivered in a cooperation with the specialists from NATO Counter Intelligence Centre of Excellence.

The main topics of this elective are fundamentals of intelligence and JISR, INTEL and JISR cycles; INTEL contribution to Operational Planning Process and execution of an operation; basics and challenges for Counter-Intelligence at the operational level; counter-intelligence support to COPD and execution of an operation; HUMINT as an intel asset during Execution phase.

Learning Outcomes

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

1. Understand the importance of INTEL aspects for NATO COPD;
2. Explain the process of INTEL and JISR procedures during executing of an operation;
3. Describe the processes and activities related to Counter Intelligence measures during conducting operations;
4. Identify the role of HUMINT for support of the Execution phase during an operation.

2.7 Law of Visiting Forces (DPS)

The aim of the elective is to introduce the law of visiting forces in a peacetime and in an armed conflict context.

The elective focuses on status of forces agreements that are relevant not only in the context of planning and conducting contemporary military operations, but also when serving in international headquarters or participating in military exercises abroad. The elective consists of lectures, seminars, group work and also involves the students' individual work and preparation.

The main topics of this elective are: the essence of law of visiting forces; NATO status of forces agreements; European Union's and United Nation's status of forces agreements; and the law of visiting forces in an operational context.

Learning Outcomes

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

1. Understand the international legal frameworks established for visiting forces;
2. Employ law of visiting forces both in a peace-time;
3. Employ law of visiting forces in an armed conflict context.

Assignments	Assessment
All Elective 2s will be assessed. Although, the assignments in each EL may vary, the assessment will be often based on the students' contribution throughout the elective.	Summative – Pass/ Fail
EL 2.1 The Assessment is based on students' contribution and engagement throughout the elective.	
EL 2.2 The Assessment is based on students' contribution and engagement throughout the elective.	
EL 2.3 The Assessment is based on students' contribution to syndicate work, participation in the discussions.	
EL 2.4 The Assessment consists of collective exercise "Comprehensive Response" and overall participation during the elective.	
EL 2.5 The Assessment is based on students' contribution and engagement throughout the elective.	
EL 2.6 The Assessment is based on students' contribution and engagement throughout the elective.	
EL 2.7 Open book exam, scenario based.	
Credits: 1.5 ECTS	

4.5 Baltic Defence College Annual Conference on Russia

The aim of the conference is to provide a forum for the discussion of Russia's foreign, security, defence and military policies as well as responses of the Euro-Atlantic community to those challenges. The flagship academic event of the Baltic Defence College, annual conference on Russia attracts high-level experts from both military and academic circles. The conference has become an integral part of curriculum of the BALTDEFCOL courses and provides the students with the newest insights on the developments in Russia and beyond. Given its high attendance (more than 300 people in the 2018 conference) and a large number of speakers (45 presenters in 2018) it serves as a unique networking opportunity and important professional development event during the course.



The Fourth Annual Conference on Russia 2018

4.6 Exercises

The CSC students have a possibility to participate in a Combined Joint Staff Exercise after their residential period by taking part in the execution phase of the JCGSC exercise in Poland in May. 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 of civil-military cooperation joint function (CIMIC).



Civil-Military Interaction during BALTDEFCOL in-house exercise

5.0 Student Assessment System

5.1 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. 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
Formative	To provide feedback during an educational activity or module. To achieve this, students may be given the opportunity to complete tasks during modules to assist with their learning, which will always result in feedback.	Ungraded feedback.	During a module or course.
Summative	To determine whether students have met the prescribed aim and learning outcomes for modules. 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:

- 1. Performance Review:** at the end of the course, Performance Review for each students will be written by the 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.
- 2. Course Director's Dialogue:** Course Director provides informal feedback and mentoring throughout the CSC. At the end of CSC the Course Director 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.
- 3. 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 the 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'.

Pass with Distinction	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.
Pass	The student has fully or largely met 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.
Fail	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.

Figure 4: Grading with Pass/Fail

5.4 Re-Assessment and Appeal Policy

Summative assessments represent an opportunity for learning to occur. 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 description of various forms of academic misconduct) as provided in the academic regulations of the Baltic Defence College. In case of academic misconduct, students may face expulsion from the JCGSC 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 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.



Recipient of the Civil Servant Award 2017

6.0 Course Evaluation Process

6.1 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.

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 information management system, questionnaires or through the student's representation (CSC/JCGSC Class Leader).
2. **Module Feedback:** at the end of module, each individual will submit his/her feedback in the information management system. The Module Coordinator will review the feedback and discuss feedback 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 in a direct and frank way for the CSC and the college.
5. **After course assessment/questionnaires:** course evaluation continues after the 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 out questionnaire of the relevance of the course and learning outcomes in a relation with their new tasks and job requirements. This type of assessment is not implemented yet for CSC graduates, but may be launched 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:

7.1.1 Course Director CSC

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. CD CSC works in a close synergy with the CD JCGSC, especially regarding schedule and organizational aspects of the course. CD 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.

7.1.2 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, etc.

7.1.3 Faculty

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

7.1.4 Syndicate Guiding Officers

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

7.1.5 Guest Speakers and SMS

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 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 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 organize the course feedback briefing at the end of course.

7.2.2 The Syndicate Leader

Students are divided into syndicates to facilitate small group learning environments 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 CD JCGSC. Each syndicate will have a Syndicate Guiding Officer (SGO). The Civil Servants Course students will be integrated in the JCGSC syndicates to generate civil-military interaction and mutually beneficial learning environment.

As members the JCGSC syndicates, CSC students will follow established procedures for syndicate work. Both course directors, faculty, SGO and syndicate members will facilitate a smooth integration of the CSC students in already established groups. The College is supporting it by organizing 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, the Syndicate Leader assists the SGO, the Class Leader and Course Office in administrative and other matters and second, the Syndicate Leader is responsible for the internal atmosphere within 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 or the Syndicate Leader, 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. 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 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 09:45 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 JCGSC will act for all courses. As required by the Module Coordinator or CD JCGSC, Class Assistant could be responsible for introducing and thanking lecturers/guest lecturers if not decided another way by the Class Leader JCGSC.

7.3 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, 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;
- Assist in organising a CSC feedback briefing at the end of course.

Annex A – Abbreviations

ADL	Advanced Distributed Learning
BALTDEFCOL	Baltic Defence College
CD CSC	Course Director CSC
CD JCGSC	Course Director JCGSC
CDT	Commandant
CD	Course Director
CH	Contact Hours
CL	Class Leader
CSC	Civil Servants Course
DLMS	Department of Leadership and Management Studies
DMS	Department of Military Studies
DPS	Department of Political and Strategic Studies
E	Elective
EC	Elective Coordinator
ECTS	European Credit Transfer System
GS	Guest Speaker
HCSC	Higher Command Studies Course
IPT	Individual Preparation Time
ISD	Individual Study Day
JCGSC	Joint Command and General Staff Course
M	Module
MC	Module Coordinator
SGO	Syndicate Guiding Officer
SLC	Senior Leaders' Course
SNR	Senior National Representative
SYNA	Syndicate Activity
TBA	Team Building Athletics

Annex B – Glossary

Small power (or small state)

A ‘small power’ is generally considered to be a country that lacks national capabilities – financial, economic, population, armed forces, ideology, culture – and/or the political will to affect change in the international system. Small powers are generally considered to lack the autonomy to generate security for themselves, without recourse to a sponsor, either in the form of a Great Power or an alliance system (or both). However, if a small power can evaluate effectively the prevailing geopolitical conditions in its own neighbourhood, it is possible for it to develop a well-considered strategy to enhance its own security. As quintessential small powers, the Baltic states – Estonia, Latvia and Lithuania – are often considered to have capitalised on their strategic situation through their decision to join the North Atlantic Treaty Organisation.

- For further explanation, see: Clive Archer, Alyson J. K. Bailes and Anders Wivel [eds.]. 2014. *Small States and International Security: Europe and Beyond*. Abingdon: Routledge, 2014.

Great power (or major power)

First used as a term after the Congress of Vienna in 1815, a ‘great power’ is widely considered to be a country with vast capabilities – financial, economic, population, armed forces, ideology, culture – at its disposal, as well as the political will to use them for some kind of strategic purpose. Three additional components often define a great power: 1. That it can defend itself against any other great power or combination of great powers in the event of war; 2. That it acts as a regulatory power, establishing norms and legal constraints for the international system, either in whole or part; and 3. That it has a regional or even global presence. Examples of contemporary great powers include: China, France, Russia, the United Kingdom and the United States.

Wider Baltic

The Wider Baltic is a geopolitical term, which can be used to define the growing linkages between the countries of the Baltic Sea region and a number of external larger powers, whose security interests have become progressively entwined with the region, not least since the rise of Russia’s destabilising and revisionist behaviour. Through their direct geographic location, the Wider Baltic can be said to include the Baltic states, the Nordic states, Poland, Germany and Russia, as well as – through their strategic presence – Canada, the United Kingdom and the United States.

ANNEX C – CSC Key deliverables / Assignments

Module / Elective	Deliverables/ Assignments*	Date Due or Assessment	Department
SECOND SEMESTER			
Diagnostic/Pre-Course	CSC Initial Unit	See instruction on ILIAS	All/CD
Leadership and Command	Test/Essay	25.01.2019	DLMS
Operational Law	Written exam	08.02.2019	DPS
Defence Planning and Management	Staff paper and Team work (presentation)	28.02.2019 – presentations	DLMS
		01.03.2019 – staff Paper	
Contemporary Information Environment	Preparation for interviews Syndicate work/presentations	11.-13.03.2019	DLMS
		12.-14.03.2019	
Elective 2.4 Hybrid Warfare	Collective Exercise	22.03.2019	DPS
Elective 2.7 Law of Visiting Forces	Written exam	22.03.2019	DPS
NATO Crisis Response	Written exam	11.04.2019	DMS
Research Project	Research Paper 1. Research paper 2. Presentation	01.04.2019 (written) 02.-05.04.2019 (verbal)	DPS / All

Annex D – College Key Events

Event	Date	Comments
SECOND SEMESTER (JANUARY – JUNE)		
HCSC and CSC opening	07.01. 2019	Group photo, Faculty introduction, social event- ice breaker
Lithuanian Independence Day	16.02.2019	
International Night	22.02.2019	Food & Culture programme
Estonian Independence Day	24.02.2019	
College's 20 th Anniversary	25.02.2019	
Conference on Russia	07.-08.03.2019	Students, faculty and external participants
Elective 2	18.-22.03.2019	CSC, HCSC, JCGSC and external participants
Out-processing/Course Review/Counselling	11.-12.04.2019	
"Joint Resolve Exercise" Execution phase	05.-24.05.2019 20.-24.05.2019	Possibility for CSC, TBC
Course Graduation / Inauguration new flag / Culmination 20 th Anniversary programme	20.06.2019	

Annex E – Curriculum Flow

CSC 2019																																									
HCSC																																									
January	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30										
	Christmas Break						In Pr.	Leadership and Command (M1)						Leadership and Command (M1)						Leadership and Command (M1)						Operational Law (M7)															
	RP							RP							RP							RP																			
February	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27													
	Operational Law (M7)				Operational Law (M7)						Defence Planning and Management (M8)				ISD			Defence Planning and Management (M8)						24 FEB EST Inaug. Day	Def. Plan. & Man. (M8)																
	RP							RP							16 FEB LTU Indsp. Day							RP							Intern. Night							College's 20th Anniv.					
March	28	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										
	Def. Plan. & Man. (M8)				Contemporary Information Environment (M9)				Russ. Conf.			Contemporary Information Environment (M9)						Elective 2						NATO Crisis Response (M10)				ISD													
	RP							RP							RP							RP																			
April	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29											
	NATO Crisis Response (M10)						NATO Crisis Response (M10)				Out Pr.			Project Management (M11)				Blood Friday		Easton Sunday	ISD	Project Management (M11)																			
	01 Apr. RP Due							CSC possibility							CSC possibility							CSC possibility																			
May	30	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										
	RP	Spring Day	Planning And Execution Of Allied Joint Ops. (Pres. (M12))				Travel				Planning And Execution Of Allied Joint Operations (M12)									Planning And Execution Of Allied Joint Operations (M12)				Suwalki Corridor Staff Ride		ISD															
	RP							RP							RP							RP							29-30 May, SGO Final Evaluation Seminar												
June	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29											
	ISD		Innovation Military Technology (M13)						International Study Trip						Course AAR / Counselling				G R A D																						
	04-05 June End of Course Review Board							10-14 June Course Close Out / Prep for Next Yr							17-19 June End of Course PD Counselling							G R A D																			

DMS

DPS

DLMS

ELE

E2 = Elective
 ISD = Individual Study Day
 HCSC = Higher Command Studies Course

RP = Research Project
 CSC = Civil Servants' Course
 Out/In Pr. = Out/In Processing



Baltic Defence College

12 Riia St, 51013 Tartu, Estonia | info@baltdefcol.org | Phone: +372 717 6000 | www.baltdefcol.org