Course Plan
2017

Baltic Defence College
Ad Securitatem Patriarum

Civil Servants Course

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Course Plan 2017

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Commandant's Foreword

I would like to use this opportunity to welcome you to the Civil Servants Course (CSC) 2017 and briefly highlight some of the important aspects of this course.

The CSC, since its establishment in 2001, has been organised for civil servants and civilian employees of the defence and security establishments to better equip them for their daily tasks, both nationally and for international positions.

Contemporary warfare in all aspects is joint and comprehensive, where military officers work with and for each other with civil servants, being able to provide the best advice for their military and political leadership. Therefore, to be ready for the full spectrum of challenges military officers and civil servants need to be educated together. A deeper mutual comprehension between military and civilians, especially in the Baltic region, has become a new norm. We should appreciate it and continue deepening this relationship. It appeared that Georges Clemenceau was right when saying that: 'War is too important to be left to the generals.'

Therefore, this approach will not only enhance the quality of our civil servants and militaries, but it will also improve education here, at the Baltic Defence College, because only through interactions between educators and students, and between military and civilian students, will new aspects of global and national issues be revealed.

In 2016, the CSC was conducted in even closer synergy with the Joint and General Staff Course (JCGSC) during the first semester. This year's course follows the same approach: four out of six modules and one study trip will be organised together.

The military instrument is just one of many to deal with contemporary threats and challenges in the complex security environment, which requires involving all national resources and international cooperation. NATO's Enhanced Forward Presence units in Estonia, Latvia, Lithuania and Poland are helping to further deterrence and to strengthen military capabilities in the region.

However, there is still much work ahead to both build our societies' resilience and address non-military aspects of threats. This includes the development of a better understanding of these issues and the necessity of partnerships with civilian agencies, non-governmental and private organisations. Therefore, the Baltic Defence College especially welcomes the participation of students from other governmental agencies – ministries of the interior, justice, foreign affairs and others as well as participants from other NATO and EU countries.

I encourage you to take the full advantage of this unique international and civil-military environment. The friendships and networks you will develop during your studies at the Baltic Defence College may last for many years ahead and contribute to your future careers.

I am looking forward to welcoming you personally to the Baltic Defence College and to seeing your active participation throughout the CSC.

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. Thus, 2017 marks the beginning of the next stage in the development of BALTDEFCOL. Based on the Development Plan 2017-2025 the first steps will be turned into reality according to 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.

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;
   • 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

Figure 2: The Baltic Defence College

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 under- stand 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 twelve CSCs. 115 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 updated CSC 2016 was conducted during the first semester of JCGSC and was twelve weeks long.

The CSC 2017 is 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 college 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 to achieve in other educational institutions in the Baltic states.

The CSC's underlying philosophy is to provide an education that focuses on subjects related to defence and security, by trans- ferring 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 prepar- atory work. There is also a potential for civil servants to return in early 2018 for a major practical exercise together with the JCGSC, focusing on the Planning and Execution of Operations by using standard NATO processes. One 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.

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) in 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 college's requirements on safety and security are followed and that the Baltic states agree on the inclu- sion of those students.

2.2 Admission Requirements

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

- Students should hold national security clearance;
- 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. Based on test results, the college may offer the opportunity for English language classes and reassessment.

2.3 Aim

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

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

2.4 Learning Outcomes

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

1. **Utilise** the knowledge on defence management to develop defence capabilities and to implement complex investment and procurement projects;
2. **Use** relevant theories and academic databases to collect, integrate and critically analyse data and construct structured and logical written/oral discussion that demonstrates an understanding of the information collected;
3. **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;
4. **Rank** by significance the geopolitical challenges, threats and opportunities affecting the security of the 'Wider Baltic' region in the contemporary international environment;
5. **Demonstrate** the competence to utilise the relevant principles of international law when planning and executing military operations;
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.

To achieve these learning outcomes, the course is organised around six modules:

M1 Defence Management
M2 Critical Thinking and Communication
M3 Fundamentals and Components
M4 International Security
M5 International Law
M6 Allied Joint Operations

Figure 3: The photo of the Civil Servants Course 2016

3.0 Educational Framework

The key to healthy civil-military relations is trust on both the civilian and military sides of the negotiation: the civilians must trust the military to provide its best and most objective advice but then carry out any policy that the civilian decision makers ultimately choose. The military must trust the civilians to give a fair hearing to military advice and not reject it out of hand, especially for transparently political reasons. Civilians must also understand that dissent is not the same as disobedience.

– Jim Mattis, US Secretary of Defence,
Warriors and Citizens: American Views of Our Military

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:

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 Education, the 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 4 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.	• 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.	• 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.	• 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).	• 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.	• 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.	• Outline a policy • Recall a doctrine • List important individuals

Figure 4: 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 5).

	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

Levels of Knowledge

Figure 5: 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 two and five.

3.4 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 464 hours or 18 ECTS credit points in total. Each week contains average of 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 study trips, during which students are expected to be integrated with faculty or acting under the direct supervision of faculty:

a) **Lectures/seminars** 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 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 integrated 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. The syndicates 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) **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 per day 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.

3.5 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 Curriculum and Curriculum Flow

4.1 General

The Baltic Defence College delivers the CSC through a curriculum, which runs from 31st August to 1 December 2017 – a total of thirteen weeks. In addition, there is one Advanced Distributed Learning (ADL) Initial Unit, which must be completed prior to the start of the course.

The curriculum is delivered by the three departments at the college: the Department of Political and Strategic Studies (DPS); the Department of Military Studies (DMS); and the Department of Leadership and Management Studies (DLMS), as well as by guest speakers.

In addition to six 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 if 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, Direct Leadership, International Security and other subjects.

4.3 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 six separate modules would form a whole in students' minds.
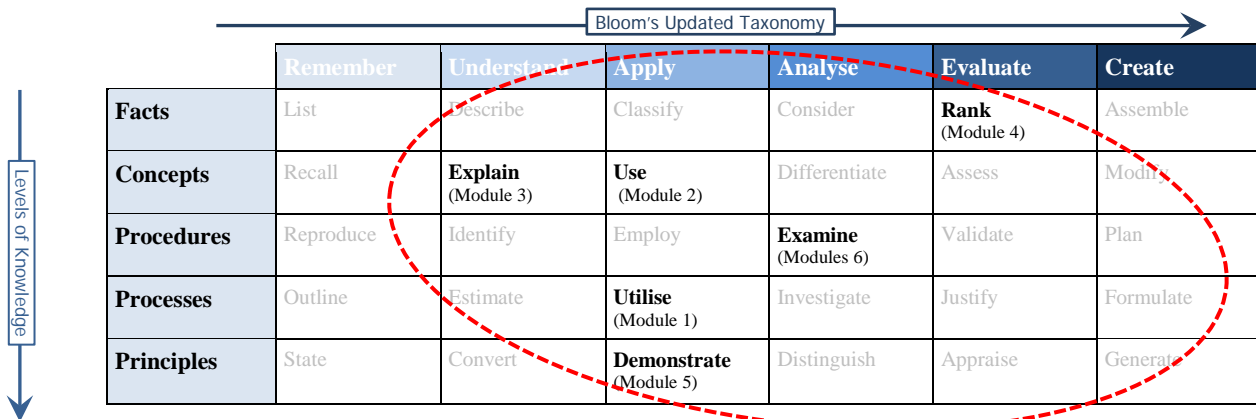
	Remember	Understand	Apply	Analyse	Evaluate	Create
Facts	List	Describe	Classify	Consider	**Rank** (Module 4)	Assemble
Concepts	Recall	**Explain** (Module 3)	**Use** (Module 2)	Differentiate	Assess	Modify
Procedures	Reproduce	Identify	Employ	**Examine** (Modules 6)	Validate	Plan
Processes	Outline	Estimate	**Utilise** (Module 1)	Investigate	Justify	Formulate
Principles	State	Convert	**Demonstrate** (Module 5)	Distinguish	Appraise	Generate

Bloom's Updated Taxonomy (top arrow), Levels of Knowledge (side arrow)

Figure 6: The CSC in relation to Bloom's Updated Taxonomy and the Levels of Knowledge

4.3.1 Module 1: Defence Management

The aim of Module 1 is to show students how to utilise the fundamentals of defence management to develop military capabilities and to implement complex investment and procurement projects. During the module students will analyse a case study and particular examples of a small state defence management. They will also have discussions with practitioners working with complex procurement projects starting with planning of projects till their implementation on the ground.

The main topics of this module are defence planning and management; military capability-based planning (composition and development process); military budget management; military materiel management; military personnel management; and investment and procurement.

Learning Outcomes

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

1. Explain the fundamentals of defence management (defence planning, finance, manpower and material management) and investment and procurement process;
2. Demonstrate how defence management fundamentals can be utilised to develop defence capabilities;
3. Identify the fundamentals of investment and procurement procedures and how they are employed.

Assignment	Assessment
Oral Group Exam (100%)	Summative – Pass/Fail

Time Distribution:
Contact Hours: 22 h
Individual Preparatory Time: 15 h
Credits: 1.4 ECTS

4.3.2 Module 2: Critical Thinking and Communication

The aim of Module 2 is to use relevant theories and academic databases to collect, integrate and critically analyse data and construct structured and logical written/ oral discussion that demonstrates an understanding of the information collected.

The module consists of lectures, seminars, group and individual work. Key aspects of the module are understanding how to adhere to intellectual standards, analysis of elements of reasoning, reflection and rewriting. Students will be expected to present their Argumentative Essay preliminary theses and essay outline for peer assessment and will receive feedback also from the module coordinator. This process supports the essay writing and reflection process. Students will have an opportunity to give a preliminary essay presentation, outlining key findings and recommendations to help with preparation of the final presentation.

The main topics of this module are critical thinking; research in different databases; written and oral communication; and academic integrity and plagiarism.

Learning Outcomes

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

1. Generate an argumentative essay formulating a clear and relevant thesis answering the essay question, explaining and integrating appropriate terminology and theory, incorporating and analysing credible evidence in support of the thesis and drawing logical conclusions;
2. Generate a persuasive and informative presentation formulating a clear and relevant thesis answering the essay question, explaining and integrating appropriate terminology and theory, incorporating and analysing credible evidence in support of the thesis, drawing logical conclusions and defend one's position convincingly;
3. Demonstrate the standards, ethical principles and formal requirements of professional communication in the argumentative essay and presentation;
4. Use critical thinking methods to evaluate texts;
5. Use different databases and search methods to find relevant information.

Assignment	Assessment
Formative: 1. Argumentative Essay preliminary thesis and essay outline; 2. Argumentative Essay revised thesis and outline + 1 paragraph following the claim-evidence-analysis format; 3. Argumentative Essay preliminary presentation.	Teacher feedback and peer assessment
Summative: Argumentative Essay (60%) Argumentative Essay Presentation (40%)	Summative – Pass/Fail

Time Distribution:
Contact Hours: 19 h
Individual Preparatory Time: 36 h
Credits: 2.1 ECTS

4.3.3 Module 3: Fundamentals and Components

The aim of Module 3 is to provide students with knowledge about military fundamentals and components to describe the military theories, the tasks, roles, capabilities and limitations of the land, air, maritime and special forces (SOF) components, cyber defence and the basic concept of the Comprehensive Operations Planning Directive.

The main topics of this module are military history and theory; Comprehensive Operations Planning Directive (COPD); factor analysis; centre of gravity; components (land, air, maritime, special forces) combat power and effects; Command and Control (C2); Intelligence (INTEL) and Intelligence Surveillance Request (ISR); Combat Service and Support (CSS) contribution to joint operations; and cyber defence.

Learning Outcomes

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

1. Describe operational art, principles of war, combat functions and their relevance to contemporary military operations;
2. Describe land, and special forces tasks, roles, combat effects and limitations;
3. List and describe the main air and maritime tasks, roles, combat effects and limitations;
4. Describe land and special forces component support and capabilities within joint operations;
5. List and describe the main air and maritime component support and capabilities within joint operations;
6. Describe Communication and Information System (CIS), Forward Air Controller (FAC), Information Security and Communications Security (INFOSEC/COMSEC), cyber capabilities and integration OPP planning;
7. Describe basic concepts and tools of COPD.

Assignment	Assessment
Short Answer Exam, staff paper format Five questions with equal weight: 1. Land power, 140-160 words, staff paper format. 2. Air power, 140-160 words, staff paper format. 3. Navy power, 140-160 words, staff paper format. 4. SOF power, 140-160 words, staff paper format. 5. Cyber defence, 140-160 words, staff paper format.	Summative – Pass/Fail

Time Distribution:
Contact Hours: 76 h
Individual Preparatory Time: 51 h
Credits: 4.9 ECTS

4.3.4 Module 4: International Security

The aim of Module 4 is to rank by significance the geopolitical challenges, threats and opportunities affecting the security of the 'Wider Baltic' region in the contemporary international environment.

The main topics of this module are power in international politics; security; contemporary strategic trends; future operating environment; strategy, deterrence, conflict prevention, and intervention; Euro-Atlantic Structures; Russia's foreign, security and defence policies; and the great powers and the Wider Baltic.

Learning Outcomes

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

1. Consider the character of the contemporary geopolitical environment, including the challenge from Russia, with a focus on the 'Wider Baltic' region;
2. Differentiate between the levels of war and generations of war;
3. Examine the strategic responses which the Euro-Atlantic community has implemented to reduce threats and challenges;
4. Describe the security strategies of the Baltic states, their allies and partners, and the Euro-Atlantic structures, particularly in relation to the 'Wider Baltic' region;
5. Explain key concepts in politics and international relations.

Assignment	Assessment
Roundtable presentations and discussion Integrated assessment together with Elective 1	Summative – Pass/Fail

Time Distribution:
Contact Hours: 34 h
Individual Preparatory Time: 18 h
Credits: 2 ECTS

4.3.5 Module 5: International Law

The aim of Module 5 is to introduce different well selected issues under international law relevant for planning and conducting military operations at the operational level. As a whole, it constitutes a package of legal knowledge that a civil servant is expected to understand and apply in their everyday work.

The main topics of this module are introduction to international law; legal framework of use of force; principles of International Humanitarian Law and International Human Rights Law; participation in hostilities; prohibited/restricted use of weapons and methods of warfare; legal framework of naval and air operations; typical operational law issues; and enforcement of International Humanitarian Law.

Learning Outcomes

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

1. Demonstrate the ability to utilise principles of international humanitarian law and human rights law in joint operational environment;
2. Explain the concept of superior responsibility, and enforcement of international criminal law;
3. Explain the rules of international law related to use of force.

Assignment	Assessment
Open Book Exam (100%)	Summative – Pass/Fail

Time Distribution:
Contact Hours: 22 h
Individual Preparatory Time: 15 h
Credits: 1.4 ECTS

4.3.6 Module 6: Allied Joint Operations

The aim of Module 6 is to provide students with the knowledge and skills required to examine complex operational level problems and understand how components contribute to the achievement of joint effects during Allied Joint Operations. The module consists of lectures, discussions, syndicate work and individual analysis of Allied Joint Operations. To facilitate learning, a case study will be used. This module includes an online course on Russia's military capabilities and military doctrine.

The main topics of this module are concept the joint functions; joint command and control; theory of joint intelligence; theory of joint logistics; theory of joint targeting; theory of joint information operations; electronic warfare; cyber security; public information; civil-military cooperation (CIMIC) at the operational level; theory of operational level force protection; and operational-level planning concepts and methods (COPD based).

Learning Outcomes

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

1. Understand the theory, tools and procedures applied for planning and orchestrating Allied Joint Operations;
2. Differentiate between the role of components and examine how they contribute to achieving desired joint effects;
3. Employ operational design and management concepts and tools in selected combined joint case studies.

Assignment	Assessment
Staff Paper Exam (80%) Presentation (20%)	Summative – Pass/Fail

Time Distribution:
Contact Hours: 45 h
Individual Preparatory Time: 45 h
Credits: 3.5 ECTS

4.4 Elective 1

4.4.1 Military Security of Estonia, Latvia and Lithuania (DMS)

The aim of the elective is to provide students with an overview and in-depth analysis of the geopolitical and other aspects influencing military security environment of the Baltic Region, particularly three Baltic states, i.e., Estonia, Latvia and Lithuania.

The elective consists of group discussion and seminars and also involves the students' individual work and preparation.

The main topics of this elective are military security of Estonia, Latvia and Lithuania, Russia's security strategy, doctrine and military capabilities, the Baltic states' defence strategy, doctrine and military capabilities; Baltic military co-operation, the role of Poland; the Nordic factor, Western powers and Baltic cooperation, the effectiveness of NATO response to the changing security environment.

4.4.2 European Security (DPS)

The aim of the elective is to provide students with an overview and in-depth analysis of the geopolitics of European security; the history of the Euro-Atlantic structures; the European Union; and the future of the European geopolitical environment. In particular, the elective will help students to understand the geopolitical *raison d'être* of both the Atlantic Alliance and the European Union (and its foreign, security and defence policies) and the foreign and strategic interests of Europe's major powers (France, Germany, Russia, the United Kingdom and the United States), as well as the potential issues likely to face countries in the 'Wider Baltic' region.

The elective is based on a series of roundtable seminars, with interaction between the lecturer and students.

The main topics of this elective are European security after the Cold War; the role of the European great powers; the influence of the United States and Russia; the Euro-Atlantic institutions; the interests of the British and French in the Indo-Pacific region; threats to European security; and the role of the Baltic states.

4.4.3 The Challenge from Russia (DPS)

The aim of the elective is to present students with a broad structured perspective on Russia's contemporary geostrategy as well intertwined regional and international security challenges stemming from its' growing resurgence and geopolitical revisionism. The module will engage students on both theoretical and empirical level in analysing different types of Russia's challenge to the Euro-Atlantic structures and societies – from classical hard and soft power projection to normative and structural power competition.

The elective consists of lectures and discussions. It also involves students' individual work and preparation.

The main topics of this elective are Russia's geopolitical thinking and geostrategy; Russia's political regime and ideology; Russia's economic, political, strategic communication and information (i.e., 'non-linear') warfare; Russian security and defence policies; Russian military doctrine, military modernisation and technologies; and the security challenges posed to the Euro-Atlantic structures by Russia.

4.4.4 Strategic Theory (DPS)

The aim of this elective is to outline the key ideas, trends and factors that occupy strategic thinkers from the very beginning of human history up until the present time. It will focus on the crucial texts that shaped our thinking about strategy and it will link these texts to universal principles of analysing strategic environment with help of real world examples.

The elective consists of lectures and discussions. It also involves the students' individual work and preparation.

The main topics of this elective are Clausewitz and chance; Mahan and isolation; Thucydides and power; Lawrence and Mao; Machiavelli and morality; Sun Tzu and war; containing the absolute weapon; culture of intervention; the American century; role of individuals; and the next war.

4.4.5 From Narva to NATO – Lessons Learned from a Century of Warfare, 1917-2017 (DPS)

The aim of the elective is to provide students with knowledge about the geopolitical, economic, technological and ideological factors which have influenced the key changes and essential continuities in the conduct of warfare since the end of the First World War, and the skills to determine how lessons from the past can provide a guideline for present day armed forces, and facilitate their efforts to develop the capabilities which are necessary to cope with ongoing threats.

The elective consists of lectures and discussions. It also involves the students' individual work and preparation.

Main topics of this elective are: Baltic military cooperation during the First Independence Period, 1918-1940; World War II: Europe; World War II: Asia and the Pacific; Containment and the origins of the Cold War, 1945-1953; the nuclear arms race and Cuban Missile Crisis, 1953-1962; the failure of containment: Vietnam, c.1960-1975; the rise and fall of detente, c.1970-1979; the end of the Cold War, 1980-1991; war and conflict since 1991; the War on Terror, 2001 to present; and Russia's wars since 1999.

Assignment	Assessment
Roundtable presentations and discussion Integrated assessment together with M4	Summative – Pass/Fail

Time Distribution:
Contact Hours: 20 h
Individual Preparatory Time: 20 h
Credits: 1.5 ECTS

4.5 Baltic Defence Study Trip (BDST) conducted by DLMS

After completion of this trip, students will better understand the principles and procedures of strategic decision-making, as well as the defence plans, of Estonia, Latvia and Lithuania. The BDST supports the aims of Module 3 'Fundamentals and Components', Module 4 'International Security', and Module 9 'Defence Management' by providing insights on respective topics from an Estonian, Latvian and Lithuanian perspective.

At the end of study trip, JCGSC and CSC students are required to prepare a short back brief, followed by discussion on their key findings in cooperation with their syndicate groups. Thereafter a representative from each syndicate will present their findings at a plenary session.

Assessment	
Presentations and syndicate work. Each student will be assessed based on student's contribution to the syndicate work and discussions.	Summative – Pass/Fail

Time Distribution:
- Contact Hours: 18 h
- Individual Preparation Time: 8 h
- **Credits: 1 ECTS**

4.6 Exercises

The CSC students are invited to participate in JCGSC's exercises in the second semester. Students of CSC-2017 are invited to return to BALTDEFCOL in March 2018 to take part in a Joint Command and General Staff Course exercise. Also other JCGSC exercises occurring in March and April 2018 could potentially be opened to CSC participation.

Figure 7: 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. 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:** 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:** 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 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.

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 my 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 8: 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 the opportunity to undertake a reassessment.

A student may appeal if he or she receive 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 re-assessment and appeal process are outlined in the Standard Operating Procedure for Assessing Students' assignments.

5.5 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.

5.6 Graduation Requirements

To graduate, students must meet the following graduation requirement: all assignments for modules must receive 'Pass'. 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.

5.7 Best Student Award

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

6.0 Course Evaluation Process

6.1 General

Curriculum development is a continuous process involving the review of the current course programme, planning and author-ship 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. **Module Feedback:** at the end of module, each student will be afforded the opportunity to provide module feedback by filling in an electronic feedback questionnaire.

2. **Course Feedback:** after the end of the course, students are asked to provide an end of course review and feedback. This is done individually and 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.

3. **Informal feedback:** students are also encouraged to contact their SGOs, CD 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.

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

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.

7.1.2 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.

7.1.3 Lecturers

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

7.1.4 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.

7.1.5 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.

7.2 Students

There are several important roles for students during the CSC:

7.2.1 Class Leader

CSC 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. The Class Leader may appoint a class assistant to help him or her in carrying out the Class Leader's tasks and responsibilities related to CSC.

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 Course Director;
- Maintains accountability of personnel during trips outside the college;
- Responsible for the notification to the class when lessons start and notification to the lecturer that the class is ready in CSC specific modules and teaching activities;
- 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.

7.2.2 The Syndicate Leader

CSC students will be integrated in the JCGSC syndicates and 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.

In the CSC has a big number of students and in case the CSC specific teaching and curriculum activities require that, there is a possibility to select Syndicate Leaders for the CSC.

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.

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 09:30 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.

For CSC specific teaching activities, the Class Leader performs these tasks with involvement of the other course members or by appointing a class assistant.

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
CDT	Commandant
CSC	Civil Servants Course
CD	Course Director
CH	Contact Hours
CL	Class Leader
DLMS	Department of Leadership and Management Studies
DMS	Department of Military Studies
DPS	Department of Political and Strategic Studies
E	Elective
EC	Elective Coordinator
ST	Study Trip
BDST	Baltic Defence Study Trip
GS	Guest Speaker
HCSC	Higher Command Studies Course
ECTS	European Credit Transfer System
ELS	English Language Seminar
ISD	Individual Study Day
IPT	Individual Preparation Time
M	Module
MC	Module Coordinator
JCGSC	Joint Command and General Staff Course
SLC	Senior Leaders' Course
SNR	Senior National Representative
SGO	Syndicate Guiding Officer
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 – Academic Misconduct

The Baltic Defence College attaches great importance to ensuring high academic standards and integrity in all its educational and research activities. 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 previous 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 writing 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 sentences 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 Professional Writing .

Students should be aware that the Baltic Defence College submits all assignments through a plagiarism checking and prevention application called Turnitin. Students will have the opportunity to run their work through Turnitin before submission of the Argumentative Essay and make necessary amendments.

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 writing companies or other 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 assessment;
5. Collusion with other individuals, i.e., by asking friends, course mates or lecturers to draft the entire assignment 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.

Disciplinary Procedures for Academic Misconduct

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 – Curriculum Flow

CSC 2017

August	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

August row: CSC In-Proc. (31)

September row: 1–30. CSC In-Proc. (1); Critical Thinking and Communication (M2) (4); International Security (M4) (6–7); IS (M4) (8); M3 (11); Fundamentals and Components (M3) (12–15); M3 (17); Fundamentals and Components (M3) (18–21); co-sgo Dialogue (22); M3 (25); Fundamentals and Components (M3) (26–28); ISD (29). ELS, TBA, M2, TBA, ELS, TBA, ELS. 29–30 Riga Conference.

October row: 1–31. Air / Maritime (CSC Specific) (M3); M2 / ISD (6); Defence Management (M1) (9–13); International Security (M4) (16–19); M2 (20); Baltic Defence Study Trip (M3,4,1) (23–29); Int Law (M5) (30–31). ELE1, ELS, TBA, ELS, TBA, ELS, ELS. 31 OCT AE Due.

November row: 1–30. Int Law (M5); ISD (6); Allied Joint Operations (M6); AE Present; Allied Joint Operations (M6); Allied Joint Operations (M6); ISD (24); Assessment / End of Course week. TBA, ELS, TBA, ELS, TBA, 18 Nov. LVA Indep. Day, ELS, TBA.

December row: 1–31. CSC GRAD (1).

TBA = Team Building Athletics   **ISD** = Individual Study Day
BDST = Baltic Defence Study Trip   **ELS** = English Language Seminar
CSC = Civil Servants Course
ELE = Elective

DMS   **DPS**   **DLMS**   **ELE**