

Joint Command and General Staff Course

Course Plan 2019-2020 **Revise 1**



Tartu, March 20th 2020

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Contents

| | |
|---|-----------|
| Contents | 3 |
| Commandant’s Foreword | 5 |
| 1.0 About the Baltic Defence College..... | 5 |
| 1.1 Mandate of the Baltic Defence College | 5 |
| 1.2 Professional Military Education (PME) System | 7 |
| 1.3 Code of Conduct | 7 |
| 2.0 About the Joint Command and General Staff Course | 7 |
| 2.1 Admission Requirements | 8 |
| 2.2 Outline | 8 |
| 2.3 Aim of the JCGSC | 9 |
| 2.4 Course Objectives and Learning Outcomes..... | 9 |
| 3.0 Educational Framework..... | 9 |
| 3.1 Introduction..... | 9 |
| 3.2 Educational Charter | 9 |
| 3.3 Learning Levels – Bloom’s Taxonomy | 10 |
| 3.4 Educational Components and Methods | 12 |
| 3.5 Master’s Degree in Military Leadership and Security | 14 |
| 3.6 Team Building and Athletics | 14 |
| 4.0 Organisation of the Joint Command and General Staff Course | 15 |
| 4.1 Key Faculty..... | 15 |
| 4.2 Student Representation | 15 |
| 4.2.1 Class Leader..... | 15 |
| 4.2.2 Syndicate and Syndicate Leader | 16 |
| 4.2.3 Task Leader..... | 16 |
| 4.2.4 Class Assistant | 17 |
| 4.2.5 Additional Functional Roles and Representation | 17 |
| 4.3 Student Responsibilities..... | 17 |
| 5.0 Curriculum and Curriculum Flow | 18 |
| 5.1 General..... | 18 |
| 5.2 JCGSC Modules and other Educational Components | 18 |
| JCGSC Initial Unit..... | 18 |
| Module 1: Leadership and Command..... | 19 |
| Module 2: Critical Thinking and Communication..... | 20 |
| Module 3: International Security Environment | 20 |
| Module 4: Fundamentals and Components | 21 |
| Module 5: Defence Planning and Management..... | 22 |
| Module 6: Project Management..... | 22 |
| Module 7: Operational Law | 23 |
| Module 8: Allied Joint Operations..... | 23 |
| Module 9: NATO Crisis Response | 23 |
| Module 10: Media Communications | 24 |
| Module 11: Operational Level Planning..... | 25 |
| Module 12: Planning and Execution of Allied Joint Operations | 25 |
| Module 13: Innovation and Military Technology (IMT)..... | 26 |
| International Study Trip (IST) | 26 |

| | |
|---|-----------|
| 5.3 Research Project | 27 |
| 5.4 Electives | 27 |
| 5.4.1 Elective Topics and Selection | 27 |
| Electives 1 | 28 |
| Electives 2 | 30 |
| 5.5 Conferences | 34 |
| 6.0 Student Assessment System | 35 |
| 6.1 Introduction | 35 |
| 6.2 Assessment Process | 35 |
| 6.3 Assessment of Student Academic Ability | 35 |
| 6.3.1 Re-Assessment Policy | 36 |
| 6.3.2 Appeal Policy | 37 |
| 6.3.3 Academic Misconduct | 37 |
| 6.4 Assessment of Qualities and Capabilities | 37 |
| 6.4.1 Mentoring by Syndicate Guiding Officers | 38 |
| 6.4.2 Individual Development Planning | 38 |
| 6.4.3 Peer to Peer (P2P) Development | 39 |
| 6.4.4 Performance Review | 39 |
| 6.5 Graduation Process and Requirements | 40 |
| 6.6 JCGSC Awards | 40 |
| 7.0 Course Evaluation Process | 41 |
| 7.1 General | 41 |
| 7.2 Course Evaluation System | 41 |
| ANNEX A Abbreviations | 42 |
| ANNEX B Glossary | 43 |
| ANNEX C JCGSC Key deliverables / Assignments | 44 |
| ANNEX D College's Key Events | 46 |
| ANNEX E Curriculum Flow – First Semester | 48 |
| ANNEX E Curriculum Flow – Second Semester | 49 |

Commandant's Foreword

Dear JCGSC students,

Congratulations on your selection for the Joint Command and General Staff Course (JCGSC) academic year 2019-2020, welcome to Tartu and let me briefly highlight what awaits you during your studies at the Baltic Defence College (BALTDEFCOL).

BALTDEFCOL just celebrated its 20th Anniversary and, in human terms, I would see it as entering its maturity. And indeed you came to study in a mature and internationally respected organisation. It is reflected in the educational standards of the College programmes, delivered by experienced faculty members and in the international recognition as the Professional Military Education institution of choice for regional security in NATO and beyond. The newest addition to our long-lasting programmes or courses is a Command Senior Enlisted Leaders' Course (CSELC). This is a strategic-level course of three months' duration for top-level Senior Enlisted Leaders working directly for General/Flag Officers. With the exception of this new course, we do not foresee a major change in the content of the educational delivery in 2019-2020.

Maturity, however, does not only come with age. A team of people, faculty and staff, civilian and military, all of whom you will meet in corridors, during lectures, field trips and countless other events make the spirit of the College. But more than that, what makes BALTDEFCOL mature are the course members – first and foremost it means you.

Together with you in the coming year, we will focus on the education quality standards and create a more systematic approach to how we plan, conduct and assess our programmes in close cooperation with our main stakeholders. One of our key external stakeholders is the National Defence Academy of Latvia. We will continue our already established cooperation in the delivery of a Master programme in Military Leadership Studies. As JCGSC students, you have an opportunity to enrol in this programme. We will also retain close working ties with our three main stakeholders - the Ministries of (National) Defence/Armed Forces of Estonia, Latvia and Lithuania, to ensure that we deliver our courses in accordance with their needs and their political priorities- including outreach and partnership policies. This illustrates another aspect of the BALTDEFCOL maturity - the fact that the College is frequently addressed by different countries or by NATO to assist other partner countries in developing or reviewing their PME programmes. BALTDEFCOL fulfils these requests either bilaterally or through the NATO's Defence Education Enhancement Programme (DEEP).

As JCGSC students, you will take up assignments in altogether thirteen modules and two Electives. Moreover, you will be encouraged to develop your leadership, critical thinking and problem-solving skills throughout the course. The whole faculty, but especially designated Syndicate Guiding Officers - will be available to assist you. The Centre of Gravity and the synthesis of your studies will be your participation in the Combined Joint Staff Exercise "Joint Resolve" in Poland. In terms of Academic highlights, the Annual Conference on Russia and the Military History Conference devoted to the 15 years of Baltic states membership in NATO is worth mentioning.

Maturity, however, comes also with the ability to relax after a job well done. Enjoy this opportunity with your close ones to explore the region and learn more about the culture of your colleagues from various nations in the college. After all, winters in Tartu may be cold, but based on my own experience as an Alumni, all those professional relationships that you will forge in BALTDEFCOL will stay warm for a long time.

I'm looking forward to personally welcome you to the College!



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 (Framework Nations) with support from their allies and partners. The college's mandate was set out in a Memorandum of Understanding between the Defence Ministers of Estonia, Latvia and Lithuania. In 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 also sets strategic goals and ways how to achieve them.

During the academic year 2018-2019, the college celebrated its 20 years anniversary. This was marked by several academic events, including a special publication devoted to the College development and its courses during 20 years of its existence, several high-level key leaders' engagements and - not least- the inauguration of a new College flag. As the College enters a new phase of maturity, it remains committed to continue its development, update its curriculum and strive towards a higher

quality of education standards, including by selecting particular educational components (modules or electives) for NATO course certification. This initiative will facilitate a full NATO institutional accreditation in the coming years.

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 PME institution at the operational and strategic level, applying the latest educational principles, effective management and best use of intellectual and material resources.

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

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

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

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

- The Higher Command Studies Course (HCSC) – a senior-level course of five months' duration, providing senior education for Colonels and civilian equivalents for executive responsibilities at the strategic level;
- The Joint Command and General Staff Course (JCGSC) – a senior staff officer course of ten months' duration, providing mid-level education for Lieutenant Colonels and Majors and selected security-related civil servants for command and staff assignments at the operational level;
- The Civil Servants Course (CSC) – a security and defence course for junior and mid-ranking civil servants of three months' duration, providing education for security-related civil servants from governmental organisations and agencies, focussing on areas required for future assignments;
- Senior Leaders' Course (SLC) – a course for general and flag officers and their civilian equivalents of one week's duration;
- Command Senior Enlisted Leaders' Course (CSELC) – a strategic level course of three months' duration, for top-level Senior Enlisted Leaders working directly for General/Flag Officers.
- Various short courses, seminars and roundtable events at the request of the Baltic states.

1.2 Professional Military Education (PME) System

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

Framework Nations’ PME System

| Development level 1 | Development level 2 | Development level 3 | Development level 4 |
|--|--|--|--|
| Basic | Junior | Advanced | Senior |
| Tactical | Tactical | Operational | Strategic |
| Basic and specialist courses | Captain career and intermediate courses | Joint Command and General Staff Course | Higher Command Studies Course |
| National or international military academies | National or international military academies | BALTDEFCOL or international staff/war colleges | BALTDEFCOL or international staff/war colleges |
| OF 1 | OF 1 – OF 2 | OF 3 – OF 4 and selected civil servants | OF 4 – OF 5 (P) and selected civil servants |

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

1.3 Code of Conduct

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

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

Respect

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

Openness

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

Responsibility

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

Having Fun

- Involve families
- Encourage socialising to do things together

2.0 About the Joint Command and General Staff Course

2.1 Admission Requirements

Students attending the course should:

- Hold the rank of:
 - Army / Air Force/ Special Operations Forces: rank of Major (OF-3) or Lieutenant Colonel (OF-4);
 - Navy: rank of Lieutenant Commander (OF-3) or Commander (OF-4);
- Successful leadership experience at the OF-2 level;
- Strong promotion potential;
- Proficient in battalion / squadron-level operations with a strong understanding of combined arms;
- NATO countries: officer must hold a NATO Confidential clearance;
- Non-NATO countries: officer should hold a PfP Confidential security clearance;
- Computer skills – proficiency in Microsoft Windows, Word, Excel and PowerPoint;
- English language level 3232 (according to NATO STANAG 6001 or an equivalent test). A proficiency certificate should be provided to the Registrar upon arrival;
- Meet respective states' armed forces physical and medical requirements.

Security clearances may be required for participation in selected exercises or study trips.

At the beginning of the course, the Baltic Defence College will conduct English language assessments using an English language placement test. Failure to pass the language test shall lead to withdrawal from the course.

2.2 Outline

The JCGSC is a uniquely multinational course, bringing together many different nations each year. The course runs for ten months.

The main focus of the course is the operational level, with a strong emphasis on Allied Joint Operations across the full spectrum of operations. The JCGSC is highly demanding, and students will be required to conduct individual research, and to participate in a range of lectures, discussions and syndicate work. Two study trips complement main modules of the curriculum, and staff rides are organised during the year – one of them is embedded in the Module Fundamentals and Components. Another staff ride will be offered on a volunteer basis during the weekend. ~~The culmination of the course is a major exercise focused on NATO Article 5 operational planning and execution, which will be organised in Poland.~~ In addition, students will participate in the conferences and round-table seminars organised by the college and will have the opportunity to attend a number of academic events outside the college premises.

Students are expected to spend around 22h preparing for the course by completing an ADL online module called 'Initial Unit' and reading certain material prior to their arrival and during the course in accordance with the deadlines specified on ILIAS. During the residential period, each working day comprises an average of six academic hours of classroom activities (1 academic hour = 45 minutes) and the average week in total consists of 27 contact hours. Students are also expected to spend an average of three hours per day and five hours per weekend on individual and preparatory work. Duration of classroom activities and plenary sessions are modified to meet the requirements of specific educational activities (for example, during exercises or Operational Planning module) or to provide the opportunity for the students to meet high-level officials or academics. These changes will be reflected in the weekly schedules.

For most of the course, students follow a core curriculum, which includes topics such as leadership and command, operations, international security and strategy, defence and project management. The course also offers electives on various topics, which have proved to be an attractive element of adult education.

There are two periods and types of electives offered during the course – the first one focuses on the strategic environment and the international security challenges in the region, the second one is used to facilitate **understanding of the comprehensive operational planning process at the joint operational level**. Electives are delivered by the college faculty, and there are additional electives offered in close cooperation with the Centres of Excellence in the three Baltic states and beyond.

Students have the opportunity to earn a Master's degree in Military Leadership and Security. The program is implemented by BALTDEFCOL in a close partnership with the National Defence Academy of Latvia (see more information on p.14).

2.3 Aim of the JCGSC

The JCGSC provides Professional Military Education (PME) focused on the operational level. The purpose of the course is to develop and educate officers and civil servants to thrive in multi-service and international joint staff and command positions, addressing the complex security challenges from the Baltic and Euro-Atlantic perspective.

2.4 Course Objectives and Learning Outcomes

The delivery of education through the JCGSC is organised to develop a series of skills, competencies and knowledge that build upon each other towards the culmination point, enabling graduates to:

Apply proven military and business leadership and management methods to create solutions to complex, relevant, and current problems in the contexts of operational art, defence planning, and project management within multinational staffs and organisations.

This course objective is supported by and achieved through following educational components: Leadership and Command, Critical Thinking and Communication, International Security Environment, Defence Planning and Management, Project Management, Innovations and Military Technology (IMT), Research Project/Paper, selected topics from Elective 1, Baltic Military History Conference.

Apply the fundamentals of critical thinking within academic and professional contexts in order to evaluate and solve complex problems and apply effective communication skills.

This course objective is supported by and achieved through all educational components, and particularly, by Leadership and Command, Critical Thinking and Communication, Research Project/Paper, Planning and Execution of Allied Joint Operations, Baltic Military History Conference, Annual Conference on Russia.

Evaluate the driving forces of the international security environment and the contemporary forms of war and violence, and analyse the national and international dimensions of the Baltic states' security and defence policies.

This course objective is supported by and achieved through following educational components: Critical Thinking and Communication, International Security Environment, Research Project/Paper, Elective 1, selected topics from Elective 2, Annual Conference on Russia.

Analyse the manifold dimensions of the conduct of combined, joint operations in national and Allied environment and apply the Operational Planning Process principles in NATO Article 5 and Non-Article 5 scenarios / operations.

This course objective is supported by and achieved through following educational components: Fundamentals and Components, Operational Level Planning, Allied Joint Operations, Operational Law, NATO Crisis Response, Planning and Execution of Allied Joint Operations, Leadership and Command, Critical Thinking and Communication, International Security Environment, Elective 2, Annual Conference on Russia.

Each module, elective or additional educational component have a predefined aim, learning outcomes and educational methods that facilitate achievement of the module level aims and learning outcomes, but also enable reaching higher course-level objectives and seek synergies between different modules and educational components.

3.0 Educational Framework

3.1 Introduction

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

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

3.2 Educational Charter

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

1. **Education is not received, but achieved:** 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 the faculty.
4. **Professionalism is the key to education and research:** responsible faculty must be experts in their respective fields; capable of enacting quality management over the educational process; able to maintain excellent educational materials; and ready to devote themselves to their students and work.
5. **Assessment should be rigorous and fair:** assessment should be understood and designed as a productive learning experience for students, meaning faculty should always endeavour to provide professional, meaningful and constructive feedback. Meanwhile, students should receive this feedback in a positive way it is intended, as a learning tool to facilitate self-improvement.
6. **Voices should not be raised, arguments should be improved:** in keeping with an ethos of free enquiry and transparency, the Baltic Defence College will always foster an open atmosphere, where staff and students can engage – sometimes even robustly – in discussion and debate.

3.3 Learning Levels – Bloom's Taxonomy

Like other institutions practising Professional Military Education, the Baltic Defence College deploys a system incorporating Bloom's Taxonomy to provide structure to its educational products. This taxonomy was developed by Dr Benjamin Bloom in 1956 as a way of delineating various aspects of learning. Bloom 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 is articulated in relation to the others. | <ul style="list-style-type: none"> • Investigate a campaign plan • Distinguish components • Consider problems |
| 3. Apply | Classify, Demonstrate, Employ, Use, Utilise | A cognitive process whereby information is articulated in relation to a particular situation (often to overcome an issue or problem). | <ul style="list-style-type: none"> • Employ a doctrine • Use a field manual • Apply legal protocol |
| 2. Understand | Convert, Describe, Estimate, Explain, Identify | A cognitive process whereby the meaning of various theories, concepts, ideas or phenomena is obtained and articulated. | <ul style="list-style-type: none"> • Identify analogies • Explain phenomena • Explain historical dates |
| 1. Remember | List, Outline, Recall, Reproduce, State | A cognitive process whereby information – previously discovered – is recalled and articulated. | <ul style="list-style-type: none"> • Outline a policy • Recall a doctrine • List important individuals |

Figure 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 concerning 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).

| Levels of Knowledge | Remember | Understand | Bloom's Updated Taxonomy | | Evaluate | Create |
|---------------------|-----------|------------|--------------------------|---------------|----------|-----------|
| | | | Analyze | | | |
| 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 JCGSC utilises these learning levels in the identification of particular learning outcomes, which are deemed necessary both for the course and for its modules. According to the JCGSC's aim and educational philosophy, and the prior knowledge of the students attending the course, the vast majority of teaching is provided between levels two and four.

3.4 Educational Components and Methods

The Baltic Defence College follows the guidelines and principles of the Bologna Process, initiated within the European Higher Education Area to standardise the duration of European educational courses and assessment procedures to facilitate the easy transfer of qualifications between academic institutions. At the Baltic Defence College, one academic hour corresponds to 45 minutes of work; 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 JCGSC includes ~~1586 hours or 61 ECTS~~ credit points in total. **Due to the revision of the Course Plan brought about by the reduction of activities in support of COVID-19 pandemic mitigation strategies, the total awarded credit points is 59.** The time allocated should enable the average student to pass each module – and therefore, the course – but those students seeking to gain the highest grades should expect the need to put in more time and effort. Each week contains an 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. **Conducting lectures, plenary discussions and syndicate work via ADL means are counted as CH.**
 - a. **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 a 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 2020 Conference on Russia and Baltic Military History Conference organised 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 briefings, presentations or preliminary readings. This method facilitates the exchange of views, develops analytical skills and critical thinking, and the ability to reflect on the given subject area.
 - g. **Exercises** are (the military) analysis of a situation coupled with a role-based, interactive application of previously covered curriculum material within a formatted, simulated scenario. Exercises are conducted to allow students to apply the theories and concepts studied throughout the curriculum and demonstrate leadership and other qualities

and capabilities. All exercises are well connected to the relevant learning outcomes and are a major aspect of the educational experience during the course.

- 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 will be established virtually as required during the Operational Level Planning module. 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. Study Trips** are collective visits to institutions, organisations and agencies outside the Baltic Defence College. As such, they constitute an essential and integral part of the JCGSC and are planned to meet the relevant learning outcomes for selected modules. These trips provide students with an excellent opportunity to meet national, regional and global practitioners in the environment in which decisions are made, allowing students to obtain first-hand knowledge of allied, European and national policies, as well as armed forces and cultural values.
 - j. 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 organises 2-3 staff rides per academic year.
 - k. 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.
 - l. Oral Exam:** A type of examination where the student elaborates verbally the answers to the examination board and has an opportunity to discuss with the examiners their understanding of the questions during the discussion. The students will take part in the oral exam at the end of the 1st semester.
 - m. Open Book Exam:** A type of examination in which various study materials including notes, books, textbooks, and other information can be utilised by the student in answering the questions. It is used to assess the ability to interpret, analyse and critically think on the topics of the module.
 - n. Learning diary:** is a tool of reflection. The aim of a learning diary is to analyse and comment on the lectures, group work activities, and reading materials. The main task in the learning diary is to draw on the educational activities, not merely repeat what the lecturer has said or what was written in the course materials. It is important to indicate an understanding of the key points addressed but it should be done in own words and related to own thoughts and experience. Each diary is a subjective account of what has been learned and what insight has been gained regarding the key themes 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.

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 (4000-5000 words) involving detailed research and applying academic standards.

The JCGSC 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. **Group Research Project** is carried out by student teams on an issue related to the course curriculum and within the context of a historical scenario, research question, analytical tasks such as a case study or comparative study, or other appropriate activity. A team research project or task consists of required reading, discussions, tutoring, and a written paper or presentation.
- b. **Point-paper** is a written product, which conveys information in bullet form by listing facts, assessments, and recommendations.
- c. **Staff paper:** a short and focused format of writing often produced in the military organisations and following predefined structure. It has two main purposes: to impart information or to obtain direction. To achieve its purpose, a staff paper must present facts and be unambiguous, concise and direct in style so that the reader can understand them quickly and easily.
- d. **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 solutions to the given problems.
- e. **Quiz:** a short test on a particular subject. Quiz also could be conducted in the form of competition between the individuals and teams.
- f. **Case study:** a researched and detailed analysis of a historical event, battle, campaign or other real-life situation for the purpose to apply gained knowledge or reinforce previously covered material. It allows learners to actively participate with the instructor in applying the concepts or principles under study and to foster problem-solving, higher-level learning and respect of other opinions.

3.5 Master's Degree in Military Leadership and Security

The JCGSC curriculum is a part of the Master Studies programme that is approved by the Ministry of Education of Latvia and conducted together with the National Defence Academy of Latvia (NDAL). Thus, the JCGSC forms the first two semesters (with a minimum of ~~60~~ **59** ECTS) of a three-semester Master of Arts study in Military Leadership and Security (with a total of 90 ECTS). **The students enrolled in Master degree have in addition to JCGSC programme separate sessions after the class hours following the MA programme requirements. MA students ~~enrolled in the programme~~ will write a research dissertation of 60-80 pages in length. Enrolment requirements can be found at the following webpage: <http://www.naa.mil.lv/en/>**

3.6 Team Building Athletics

It is important that officers are able to maintain their physical standards and develop team spirit and leadership. During the first semester, team building athletics is organised with the purpose to develop officers in teams (syndicates). This is a mandatory activity offering sports events usually scheduled on Thursday afternoons. There are numerous other activities that college organises and support the students' team-building.

4.0 Organisation of the Joint Command and General Staff Course

4.1 Key Faculty

a. Course Director

The Course Director is directly responsible to the Commandant for the development, planning, and execution of the course. The Course Director is supported, when requested, by Dean, Curriculum Developer, Module Coordinators, SGOs and any other relevant faculty members.

b. Module and Elective Coordinators

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

c. Faculty

Faculty delivers the academic content for specific lectures, syndicate activities, and other educational activities during the JCGSC. The 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.

d. Guest Speakers and SME

Guest Speakers and Subject Matter Experts (SME) are supplemental contributors to the JCGSC, delivering education and mentoring students based on their expertise in specific areas of subject-matter expertise.

e. 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 syndicate members. SGOs are to monitor and evaluate student progress during a course and provide feedback and feedforward to the officers on a syndicate to support meeting requirements as determined by the appropriate Course Plan. SGOs are performing duties under the supervision of the Course Director. More detailed tasks are described in the SGO handbook.

f. Course Secretary

The Course Secretary is responsible for all daily secretarial and administrative duties for the JCGSC. One of the main duties of the Course Secretary is publishing and updating- with the CD's approval, weekly plans.

4.2 Student Representation

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

4.2.1 Class Leader

The Class Leader is the JCGSC students' voice to the Course Director and faculty. An initial Class Leader from one of the Baltic states will be selected by the Course Director after the course starts. This officer will perform his duties until a permanent Class Leader is elected by students and who is usually selected among the nominees from Estonia, Latvia or Lithuania, but this is not a predetermined rule.

The Course Director approves the results of the election (sometimes a run-off is necessary) and appoints the Class Leader officially. The Class Leader acts as a students' representative and represents JCGSC in any matters not covered by other functional representation of the course. He or she will act as the focal point in collecting the corporate view of the class on significant issues and passing that opinion to the Course Director and staff members. This includes organising and conducting the course feedback session in the middle and at the end of the course.

In the conduct of official duties, the Class Leader has delegation authority with respect to fellow JCGSC students. The Class Leader's responsibilities include, but are not limited to:

- Maintaining direct communication with and taking guidance from the Course Director regarding JCGSC initiatives;
- Disseminating information to JCGSC students;
- Acting as the focal point in collecting the corporate view of the class on significant issues and passes the opinions to the faculty;
- Contributing to the college's representation and course's formal events;
- Ensuring proper decorum and discipline is maintained by students;
- Organising the planning and execution of the course social events (e.g. Course Farewell Reception, International Night, etc.);
- Assisting the faculty in the planning and execution of athletic events;
- Organising the planning and preparation of end-of-the-course tokens (digital photo album, contact list, etc.) on behalf of JCGSC students;
- Organising the course feedback briefing in the middle and at the end of course;
- Supporting faculty in the preparation and execution of activities outside of the college (e.g. study trips);
- Overseeing administration of the 'Best Coursemate' award;
- Appointing deputies as necessary (Academic Representative, Social/Welfare Officer Officer, Athletic Officer, Public Officer, and Community Service Officer) and oversees their efforts.

4.2.2 Syndicate and Syndicate Leader

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

Each syndicate has a Syndicate Leader. The Syndicate Leader is one of the syndicate's students and is selected by SGO in close cooperation with the syndicate students within two weeks after the course starts. The Syndicate Leader's tasks are twofold: first, in his or her external role - the Syndicate Leader assists SGO, the Class Leader and Course Office in administrative and other matters. In his or her second role internally, the Syndicate Leader is responsible for the inner synergy and internal atmosphere within the syndicate. For example, the Syndicate Leader assists in selecting and coordinating social, sports and other activities outside the scheduled programme.

The Syndicate Leader is also responsible for selecting the Class Assistant, when the syndicate is responsible for this role according to the weekly plans. The Syndicate Leader supports the Class Leader in the conduct of their duties. As it is not a permanent position, SGO can rotate the Syndicate Leader during the course.

4.2.3 Task Leader

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

4.2.4 Class Assistant

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

4.2.5 Additional Functional Roles and Representation

Students fulfil other functional duties and represent JCGSC students during the course- academically or outside curriculum activities. These functions are permanent throughout the course. Additionally, a student may volunteer to facilitate an external activity.

The students will elect deputies as necessary in the following functions- Academic Representative, Social/Welfare Officer, Athletic Officer, Public Officer, and Community Service Officer. Student functions can be divided by syndicates except for Academic Representative who will represent entire course position on academic matters. Main tasks of the deputies are:

- Academic Representative: represents the course opinion regarding the quality of the academic content and meeting learning outcomes.
- Social/Welfare Officer: coordinates social events for the class.
- Athletic Officer: coordinates extra-curricular sports activities.
- Public Affairs Officer: updates websites, writes articles, gathers/records student events.
- Community Service Officer: coordinates community support activities such as volunteer service.

4.3 Student Responsibilities

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

- Conduct themselves with good manners both at the college and in public places;
- Respect guest speakers, faculty, support staff and other students;
- Act in a scholarly way during class, syndicate and extra-curricular activities;
- Meet with their supervisors on a regular basis;
- Undertake the necessary preparation to engage fully with syndicate activities;
- Ensure compliance with the applicable academic regulations and standards during all oral and written assignments.

5.0 Curriculum and Curriculum Flow

5.1 General

JCGSC spans one academic year, inclusive of administration time and holidays. The curriculum consists of two semesters (August-December; January-June), including thirteen modules, two elective periods and research project. The elective periods will have a series of topics for students to individually choose to tailor their educational experience. In addition, there is an Initial Unit (online course), which must be completed in accordance with the stated deadlines. Additionally, two study trips support educational requirements of selected modules and offer discussions with various experts and visits to the military, academic and historical sites.

The curriculum is delivered through a structure of modules, which are designed units of a particular subject of education, lasting between one and five weeks. Module and elective coordinators are responsible for the modules of JCGSC: they organise and/or facilitate their modules/electives teaching and the assessment process. For the curriculum flow, see Annex (E).

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

5.2 JCGSC Modules and other Educational Components

| | |
|----------------|--|
| M1 | Leadership and Command |
| M2 | Critical Thinking and Communication |
| M3 | International Security Environment |
| M4 | Fundamentals and Components |
| M5 | Defence Planning and Management |
| M6 | Project Management |
| M7 | Operational Law |
| M8 | Allied Joint Operations |
| M9 | NATO Crisis Response |
| M10 | Media Communications |
| M11 | Operational Level Planning |
| M12 | Planning and Execution of Allied Joint Operations |
| M13 | Innovations and Military Technology (IMT) |
| | Research Project/Paper |
| | International Study Trip |

The course objectives (p.9) are achieved through the modules and other educational activities (Electives, conferences, study trips). The objectives are formulated with a purpose to design and implement a more focused skills, competencies and knowledge. In regards to some modules and electives the objectives are not limited to a single module/ elective. For example, critical thinking and leadership skills are required and assessed throughout the course and form an important part of the assessment in several modules. Each module and elective has an aim and learning outcomes, and the outcomes from different modules are inter-linked and reinforce each other. The educational methods and assignments during module are designed in order to achieve these desired learning outcomes.

JCGSC Initial Unit

To prepare students to a common standard before attending the JCGSC, an Initial Unit will be completed using ILIAS – the college’s Advanced Distributed Learning System. The unit provides introduction or review of knowledge for the residential modules, focused on Leadership, Fundamentals and Components, International Security Environment, Research Project, Electives 1 and additional information to facilitate student’s preparation for the 1st semester.

Cyber Hygiene course is a mandatory prerequisite as part of the in processing at the beginning of the course. History of Baltic states is an optional module that is especially recommended to the students outside the three Baltic states, however, it is not part of any module or elective.

By the end of the unit, students should be able to:

- a. Fundamentals and Allied Joint Operations (6 hours):**
 1. State the basic components of military theory and joint operations;
 2. State the principles and structure of NATO doctrine;
 3. State the concept of the joint functions.
- b. Leadership and Command (4 hours):**
 1. Reflect on the skills needed to be a leader.
- c. International Security Environment (4 hours):**
 1. Recall the key concepts of international security and strategy formulation.
- d. Research Project (4 hours):**
 1. Understand the process and requirements of Research Paper writing and selected methodologies of research;
 2. Understand the structural requirements for the Research Paper.
- e. Cyber Hygiene (2 hours):**
 1. Understand the risks and threats in cyber domain and apply best practises to mitigate the potential damages.
- f. History of the Baltic States: (2 hours)**
 1. Understand the basics of the history of the Baltic states.

| Assignment | Assessment |
|--|------------------------|
| Essay, Multiple Choice / Fill in the Blank | Diagnostic (Fail/Pass) |
| Time distribution: counted as IPT in the Modules: Leadership and Command, Fundamentals and Components, International Security Environment, and Research Project. | |

Total estimated time to complete this unit is approximately 22 hours. It will be available before the students' arrival at the college and has to be completed in accordance with the deadlines set in the instructions on ILIAS. (SGOs will confirm completion of the JCGSC Initial Unit.)

In-processing week will be conducted during the first week of the course in order to provide the students of JCGSC with the information on policies, procedures and protocols necessary to succeed during the course. The students will also receive introductory lectures about course flow and academic settings of the college, conduct English language test and focus on familiarisation with each other and foster team building by forming their syndicate groups.

Module 1: Leadership and Command

The aim of Module 1 is to develop leaders who understand and are capable of employing the art and science of leadership in command and staff positions within the combined and joint operational environment. The main topics of this module are individual leader development, organisational leadership, analysis and decision making.

Learning Outcomes

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

1. Assess personal characteristics, visualise the problem-set and apply critical analysis shaped by accepted ethics and values in the operational environment;
2. Understand established processes and the application of individual and organisational leadership in a contemporary operational environment;
3. Apply mission / detailed command methodology providing purpose, direction and motivation utilising verbal and non-verbal communication skills.

| Assignment | Assessment |
|--------------------------|------------------|
| Part of Oral Exam (100%) | Summative (0-10) |
| Credits: 6 ECTS | |

Module 2: Critical Thinking and Communication

The aim of Module 2 is to consider the basic principles of critical thinking and communication. The main topics of this module are principles of accepting and/or rejecting claims, communication process.

Learning Outcomes

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

1. Outline the essence of critical thinking;
2. List the principles of effective communication;
3. Discuss the connections of critical thinking and communication to personal and/or professional life.

| Assignment | Assessment |
|------------------------|-----------------------|
| Learning diary | Summative (Fail/Pass) |
| Credits: 1 ECTS | |

Module 3: International Security Environment

The aim of Module 3 is to examine the dynamics and challenges in the contemporary strategic environment and their impact on national security strategies and defence policies of the Baltic states.

The main topics of this module are a strategy formulation, concepts of international relations, a concept of security, contemporary conflicts, international organisations, regional security, the dynamics of the Baltic Sea security.

Baltic Defence Study Trip (BDST) is an integral part of this module and its learning outcomes are presented below (LOUT 6 and 7). During BDST students will get the knowledge about the national (Estonia, Latvia and Lithuania) defence policies, the decision-making principles and defence planning priorities. BDST also contributes to the familiarisation with international military structures, including NATO's presence in the region, as well as getting better a understanding of national military installations and facilities.

Learning Outcomes

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

1. Consider ways to deal with contemporary strategic challenges from a Baltic regional perspective;
2. Investigate threats and challenges to security and the strategic responses, which states and international organisations implement to address those;
3. Demonstrate an understanding of how international, regional and domestic political developments affect national security and defence policies;
4. Explain key concepts in International Relations;
5. Understand the process of strategy formulation and the relationship between ends, ways and means;
6. Examine the coherence of the political ambitions, defence objectives and the force posture of the Baltic States;
7. Estimate the significance of Allied cooperation and integration in the Baltic region.

| Assignment | Assessment |
|---------------------------|------------------------------|
| Part of Oral Exam (100%). | Summative (graded from 0-10) |
| Credits: 6 ECTS | |

Module 4: Fundamentals and Components

The aim of Module 4 is to explain military theory, the roles, tasks, capabilities and limitations of the components (Land, Maritime, Air and Special operations), CIS & Cyber and their contribution into desired joint effects.

Main topics of this module are focusing on evolution in military theory, modern military doctrines, operational art, essential core capabilities, requirements and limitations of the individual services (Land, Maritime, Air and Special operations), with special attention on Command and Control (C2), Intelligence Surveillance Reconnaissance (ISR), operational effects, logistics, integration of different components and their role countering today's threats.

A staff ride to Saaremaa is an integral part of Module 4. The staff ride is devoted to "Operation Albion": The German landing on Saaremaa, October 1917. It provides the students with the intellectual and transitional bridge between the theory and the practice of planning and executing joint operations and creates great possibility to analyse the major roles of the individual services and their contribution to these.

Learning Outcomes

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

1. Explain basic military theories and their relevance to the contemporary military doctrine and operational art;
2. Understand the roles, tasks, structure, combat effects and limitations of the military components;
3. Describe the role and capabilities of each component within the joint operations;
4. Analyse the employment of different components and their contribution to joint operations (staff ride to Saaremaa, Operation "Albion").

| Assignment | Assessment |
|--------------------------|------------------------------|
| Part of Oral Exam (100%) | Summative (graded from 0-10) |
| Credits: 8.5 ECTS | |

Module 5: Defence Planning and Management

The aim of Module 5 is to employ defence planning and management methods and practices applicable for capability planning, development and sustainment in order to maximise 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 utilising 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;
3. Estimate the links and correlations between NATO/EU and national defence planning systems as a framework for development and sustainment of military capabilities;
4. Employ defence management methods and tools to make recommendations on effective defence management.

| Assignment | Assessment |
|---|------------------------------|
| The Assessment is broken down into three parts. Part 1: Written Staff Paper (35%) Part 2: Presentation (35%) Part 3: Individual contribution (30%) | Summative (graded from 0-10) |
| Credits: 4 ECTS | |

Module 6: Project Management

The aim of Module 6 is to employ conceptual approaches in Project Management and use practical tools to help manage critical success factors in each of the project management life-cycle phases. To develop the knowledge and skills necessary for project work and management to solve problems.

The main topics of this module are: leadership management, teams and roles, principles of project management, problem analysis, goals and objectives, stakeholders, risk and scenario analysis, budgeting, communication, evaluation and reporting.

Learning Outcomes

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

1. Identify the fundamentals of the Project Management;
2. Explain the concept of Project Management;
3. Estimate the key elements in successful Project Management to maintain the scope in line with objectives and goals;
4. Employ Project Management concepts to solve problems.

| Assignment | Assessment |
|--|-----------------------|
| The assessment for this module based on contribution to syndicate work, individual preparation and participation in learning activities. | Summative (Fail/Pass) |
| Credits: 3 ECTS | |

Module 7: Operational Law

The aim of Module 7 is to apply legal frameworks relevant for planning and conducting military operations.

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

Learning Outcomes

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

1. Explain the rules of international law related to the use of armed force;
2. Explain the concept of command responsibility and enforcement of international criminal law;
3. Apply the principles of the law of armed conflict and human rights law in a joint operational environment;
4. Identify and employ rules of engagement for a joint military operation.

| Assignment | Assessment |
|---------------------------------|-----------------------|
| Open-book exam, scenario based. | Summative (Fail/Pass) |
| Credits: 3 ECTS | |

Module 8: Allied Joint Operations

The aim of Module 8 is to analyse complex operational level problems and apply the capabilities of individual joint functions, as well as operational-level CIS and Cyber, to contribute to the desired joint effects of Allied Joint Operations.

The main topics of this module are the concept of the Joint Functions, Joint Command and Control, Joint Force Protection, Joint Intelligence, Joint Air Defence and Targeting, Battlespace Management, Joint Sustainability, Civil-Military Cooperation, Operational Assessment, Strategic Communication, Electronic Warfare, Operational-Level CIS and Cyber.

Learning Outcomes.

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

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

| Assignment | Assessment |
|------------------------|------------------------------|
| Two short answer exams | Summative (graded from 0-10) |
| Credits: 6 ECTS | |

Module 9: NATO Crisis Response

The aim of Module 9 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 organisations, and trends in areas which may lead to a crisis (up to NATO Article 5).

Learning Outcomes

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

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

| Assignment | Assessment |
|--|------------------------------|
| The Assessment is broken down into two parts: <ul style="list-style-type: none"> • Part 1: Contribution to syndicate work (40%) • Part 2: Open Book exam (60%) | Summative (graded from 0-10) |
| Credits: 3.5 ECTS | |

Module 10: Media Communications

The aim of Module 10 is to analyse the contemporary information environment as a new battlespace, 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 and in wars, characteristics of contemporary information environment, dynamics of information conflicts, role of visuals in contemporary conflicts, front organisations and fake events, radicalisation and recruitment online, the roles of narratives, psychological defence argument development and **exercising** interviews/~~press conference/practical exercise~~.

Learning Outcomes

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

1. **Understand Identify** the role of media in democracy and challenges of the military - media relations;
2. **Analyse Determine the** dynamics of the contemporary information environment, including the role of social media and the challenges and opportunities it presents for the governments and military;
3. **Understand Recognize** the importance of narrative for effective communication in support of strategic or operational goals and how actions communicate themselves;
4. Apply communications skills and storytelling during interviews, ~~press conference~~ and other tasks.

| Assignment | Assessment |
|---|-----------------------|
| Individual engagement and performance and contribution to online syndicate work/presentation | Summative (Fail/Pass) |
| Credits: 1.5 ECTS | |

Module 11: Operational Level Planning

The aim of Module 11 is to prepare students to understand and apply the principles of the NATO Operation Planning Process from planner’s or functional area specialist’s perspective.

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

Learning Outcomes

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

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

| Assignment | Assessment |
|---|--|
| The Assessment consists of multiple individual and group assessments: Online test (20 %) Open Book exam (80 %) | Summative (graded from 0-10): Online test 0-2 Open Book exam 0-8 |
| Credits: 4 ECTS | |

~~**Module 12: Planning and Execution of Allied Joint Operations**~~

~~The main focus of the module is to apply operational estimate methods, particularly Centre of Gravity analysis and Operational Design in order to define the operational level problem and determine the necessary operational conditions to be achieved. Apply operational level planning methods, particularly War Gaming and Course of Action Comparison, in order to design, analyse and compare courses of action. The planning phases will be followed by execution phase. Module is conducted in Command Post Exercise format at Joint Task Force HQ set up and supported by fictitious Article 5 scenario. Staff posts are assigned to students and staff work is led by students.~~

~~**Learning Outcomes**~~

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

- ~~1. Apply operational estimate methods to define operational level problems in the planning and execution of a high intensity combat operation;~~
- ~~2. Demonstrate leadership and efficient staff work principles acting as a members of an operational level staff;~~
- ~~3. Apply NATO doctrines and publications as an operational level planner or a functional area specialist within joint headquarter to execute Art.5 operations.~~

| Assignment | Assessment |
|---|---|
| The assessment will be based on contribution to group assignments and differs on students’ allocation to operational level staff duties at the exercise. | Verbal feedback based on mentoring the progress and performance. |
| Credits: 7 ECTS (not included in the total count of ECTS) | |

Module 13: Innovation and Military Technology (IMT)

The aim of Module 13 is to describe how innovations have transformed warfare and explain how technology is shaping the future character of war and military capabilities development.

The main topics of this module are theoretical innovation models, a historical perspective on innovation and their role on warfare, military, NATO and EU inputs for defence and security innovation and national capability development, Research and Development (R&D) and industry, technological trends - Artificial Intelligence (AI), robotics and automation, and future innovation landscape.

Learning Outcomes

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

1. ~~Understand~~ **Identify** how and why innovations have affected the development of warfare in history, present and in the future;
2. Explain the roles and dynamics between NATO, EU, military, R&D and industry in creating innovations and capability development;
3. Explain what kind of possibilities and challenges automation, robotics and AI could pose for armed forces.

| Assignment | Assessment |
|--|-----------------------|
| The assessment consists of online group work and individual contribution to the blog point-paper . | Summative (Fail/Pass) |
| Credits: 1.5 ECTS | |

~~International Study Trip (IST)~~

~~The aim of the International Study Trip is to focus on cooperation within NATO entities and member states in order to boost regional security. It aims also to provide an introduction to the role of the staff in a joint environment and coordination between lower and higher level of commands with emphasis on an operational level.~~

~~Moreover, it aims to receive better understanding of applicable processes and tools available within different NATO levels of command that transform operational thinking into a military application.~~

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

- ~~1. Understand joint operational environment and distinguish linkages amongst different levels of command.~~
- ~~2. Analyse defence planning on an operational level and procedures and tools used in NATO decision making process;~~
- ~~3. Analyse roles of components and examine how they contribute to achieving desired operational effects.~~

| Assignment | Assessment |
|--|----------------------------------|
| Group back briefs. Students are expected to take an active part in the briefings and discussions. | Summative (Fail/Pass) |
| Credits: 2 ECTS | |

5.3 Research Project

The aim of the research project is for the student to carry out original independent research on a topical subject and present it in the form of an argumentative essay and verbal presentation. “Original” in the context of research project (RP) means that it is written specifically for purposes of the RP in JCGSC and not presented/published anywhere else before.

Upon completion of RP, students will be able to:

1. Use principles of argumentation;
2. Explain the significance of the selected topic;
3. Formulate a succinct thesis;
4. Find and analyse academic information, and draw logical conclusions based on the data gathered;
5. Demonstrate the standards, ethical principles and formal requirements of professional communication;
6. Deliver a presentation outlining the key aspects of the research as well as defend with arguments their position and conclusions.

| Assignment | Assessment |
|--|---|
| Written research paper (90%) Presentation (10%) | Summative (graded from 0-10) Summative (graded from 0-10) Peer review of fellow students paper - pass/fail. |
| Credits: 7 ECTS | |

5.4 Electives

The primary focus of students’ education is on developing the necessary skills and knowledge to excel in an unknown future where the only constant is change. The Electives are the key means of achieving this, making them an essential part of the JCGSC. These allow students to take greater ownership of their development and to receive a broader education. There are two periods of Electives, with different ways of organising them and with different contents:

Elective 1: runs through the entire first semester and takes place on Monday mornings and is mostly conducted by the college faculty. This Elective provides theoretical and academic subjects on selected topics of international security, history and leadership and is an essential part of the MA program. This Elective is intellectually demanding and requires preparatory reading, active engagement and accomplishment on specific assignment in the selected Elective.

Elective 2 is conducted **using ADL tool Microsoft Teams** during the second semester and run for one week. Thus, it allows for **online** external participation. Several electives are chosen to be certified as NATO courses. The attractiveness and high quality of these electives are 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 combined joint staff exercise by exploring some functional areas and specific topics. The other aim is familiarisation with topics such as energy security and similar contemporary security issues.

5.4.1 Elective Topics and Selection

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 prioritise 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.

Electives 1

1.1 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 current international security environment influencing the Baltic region and in particular the three Baltic states, not least from a military point of view.

The elective consists of the group discussions/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.

Learning Outcomes

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

1. Examine how three Baltic states (Estonia, Latvia and Lithuania) have responded to the recent developments in the military security environment in Europe;
2. Examine aspects of the Baltic states' (Estonia, Latvia and Lithuania) future cooperation;
3. Investigate Sweden's and Finland's perspective with regard to Baltic Region military security;
4. Examine the Great Western powers' strategic postures in relation to the Baltic region military security;
5. Examine the effectiveness of NATO response to changing security environment.

1.2 Regional influences on European security (DPS)

The aim of the elective is to examine the key ideas, trends, factors and institutional arrangements of the regions of the world which affect the security of Europe. For example, post-colonial influences on the security dynamics in several selected regions will be studied. The role of the Armed Forces as one of the influential actors will also be explained.

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

The main topics of this elective are Middle East, Dynamics in African Security, Security dynamics in various regions of Europe, Asia-Pacific region, North-American security challenges.

Learning Outcomes

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

1. Explain the complexity of influences from various regions on European security;
2. Examine the importance of regional and subregional organisations for the region's security;
3. Analyse the principles, formative cleavages or factors, that influence the security dynamics in selected regions.

1.3 Russia challenge (DPS)

The aim of the elective is to analyse the intertwined regional and international security challenges stemming from Russia's growing resurgence and geopolitical ambitions.

The Elective 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 regional and international security challenges stemming from Russia; NATO perspective; Russian geopolitics and geostrategy; Russian strategic communication and information warfare; Russian economic and political warfare; Russian military doctrine and military modernisation.

Learning Outcomes

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

1. Identify the impact of Russia's political, economic and military ambitions for regional and international hegemony and what types of power it uses to achieve them;
2. Consider the implications of every aspect of Russia's power challenge or its immediate neighbourhood and the international security system;
3. Understand and explain Russia's security strategy, including towards the Baltic states, from the collapse of the Soviet Union through to the modern period;
4. Investigate how and if Russia can be deterred or distracted away from the former Soviet bloc;
5. Assess if the West has a strategy for improving the situation and achieving credible deterrence.

1.4 Practises of Leadership (DLMS)

The aim of the elective is to examine personal historical leadership practices in order to understand their influence on different leadership decisions or solutions.

The elective consists of a case study and preparations for round table discussion, individual preparations and video, followed by discussions.

The main topics of this elective are: integrity, innovation, and vision; communication, decision making, and humility; detailed command and mission command; the direct and indirect approach; risk taker and risk averse.

Learning Outcomes

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

1. Examine how leaders have solved problems on land, at sea and in the air, in SOF and in joint operations as well as on political arenas;
2. Analyse the leadership challenges which leader faced during his/her involvement in operations, and compare his/her approach with the main principles of mission command;
3. Identify the connections between the leader's role and change processes within the organisational and operational framework;
4. Analyse leader's behaviour descriptions and compare those with the attributes that enable a direct and indirect approach to leadership.

1.5 Military History (DPS)

The aim of the elective is to use, analyse and consider history as a tool to aid professional judgment, exploring the evolution of war, strategy, tactics, leadership and operational art in the Baltic context.

The elective consists of a case study and preparations for round table discussion, individual preparations and analysing the videos, followed by discussions.

The main topics of this elective are the role of military history, Baltic states from the First World War, Baltic Defence Cooperation, the Baltic states and the Second World War, the Soviet-German War, proxy wars and nature of the war after II World War.

Learning Outcomes

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

1. Analyse historical context and understand how to utilise it in the professional military judgment;
2. Understand the background of the doctrines from a historical perspective and analyse trends in modern warfare;
3. Explain contemporary military conflicts using a historical approach;
4. Analyse the causes, nature, and consequences of societal, economic, and political revolutions on military institutions and battlefield performance and assess the role of technology in warfare;
5. Estimate the relationship between civil authority and military power.

1.6 Hybrid Warfare (DPS)

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

The elective consists of the 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 the genesis of the concept of HW, normative discourses to designate Russia's actions in Ukraine and Europe, the practical relevance of HW, resilience and the comprehensive approach, tabletop exercise "Comprehensive response".

Learning Outcomes

At the end of this Elective, students 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.

| Assignments | Assessment |
|--|-----------------------|
| Elective (E) 1 assignments and assessment method in each E will vary. | Summative (Fail/Pass) |
| E 1.1 Students will be graded based on the quality of the seminar and participation (40%) and staff paper (60%) | |
| E 1.2 Students' oral presentations | |
| E 1.3 Research project | |
| E 1.4 Team: Group work (50 %) and individual essay (50 %) | |
| E 1.5 Long answer exam | |
| E 1.6 The Assessment consists of collective exercise "Comprehensive Response" and overall participation during the elective. | |
| Credits: 2.5 ECTS | |

Electives 2

2.1 Operational Level 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 military operations.

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

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

Learning Outcomes

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

1. Describe 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 mindset 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 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 2020 – challenges and opportunities for a military leader.

Learning Outcomes

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

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

2.3 Operational Level Cyber (DMS)

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

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; cyberthreats and actors, cyber intelligence and OSINT, legal considerations; NATO perspective on cyber operations: cyber intelligence in NATO, NATO technical cyber capabilities.

Learning Outcomes

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

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

2.4 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 geographical and infrastructure analysis of Baltic Sea region countries in Mare Suebicum scenario; deployment of NATO forces into the area of Baltic states; reception, staging, onward movement and integration of NATO forces into the Baltic states’ area (RSOM/I); Joint Logistics Support Group (JLSG) and Host Nation Support (HNS).

Learning Outcomes

At the end of this Elective, students 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 the provision of HNS;
5. Describe joint logistics capabilities, explain all organisational forms and identify logistics challenges in the Joint Operations Area.

2.5 Intelligence and Counter- Intelligence (DMS)

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

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

Learning Outcomes

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

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

2.6 Law of Visiting Forces (DPS)

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

The elective focuses on the 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 and group work, and involves the students' individual work and preparation.

The main topics of this elective are: the essence of the 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, students should be able to:

1. Understand the international legal frameworks established for visiting forces;
2. Employ law of visiting in peacetime;
3. Employ law of visiting forces in an armed conflict.

| Assignments | Assessment |
|---|------------------------------|
| All Elective 2 assignments in each EL may vary. The assessment will be based on the students' contribution throughout the elective. | Summative (Fail/Pass) |
| 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 is based on students' contribution and engagement throughout 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 a group discussion of selected scenarios during the final day of the elective. | |
| Credits: 1.5 ECTS | |

5.5 Conferences

Baltic Defence College Annual Conference on Russia

The aim of the annual conference on Russia is to provide a forum for the discussion of Russia's foreign, security, defence and military policies as well as responses of the Euro-Atlantic community to those challenges. The flagship academic event of the Baltic Defence College, the annual conference on Russia attracts high-level experts from both military and academic circles. The conference has become an integral part of the curriculum of BALTDEFCOL courses and provides the students with the newest insights on the developments in Russia and beyond. Given its high attendance (around 300 attendees for the 2019 edition of the conference) and a large number of speakers, it serves as a unique networking opportunity and important professional development event during the course.

Annual Conference on Baltic Military History

The aim of the annual conference on Baltic Military History is to explore how lessons from the past can offer guidelines for the development of more effective defence policies for the region. History is of crucial importance in the professional development of the officers and has been used as a source of knowledge and inspiration ever since the establishment of professional military education. From 2018, it has become an integral part of the curriculum of JCGSC and affords the students with a unique insight into the interaction between military history and current day decision making. The 2019 Conference will be devoted to the conjunction of the 70th anniversary of the North Atlantic Treaty Organisation and the 15th anniversary of the Baltic states' accession to the Alliance.

College provides additional opportunities for the students and faculty to attend both the academic events and roundtable seminars organised at the college, as well as facilitates the participation in seminars and regular conferences on a wide range of topics that are organised by cooperation partners in the region, academic institutions and the Centres of Excellence.

6.0 Student Assessment System

6.1 Introduction

Assessment is a continuous process intended to support students' progress throughout JCGSC and to enable the college to report to sending states on their performance. Guided by the Dean, the Course Director is ultimately responsible for the assessment of students. SGOs assist the Course Director in the assessment of students' Qualities and Capabilities. Module and Elective coordinators support Departmental directors in the meeting academic education requirements, including the students' assessment. The following forms of assessment are utilised by JCGSC:

| | Purpose | Form | Sequence |
|-------------------|---|--|---------------------------|
| Diagnostic | To assesses what students already know and/or the difficulties that they might have, which, may limit their engagement in new learning. | Ungraded feedback | Before a module or course |
| 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. | Graded feedback, (anonymous or 'blind' assessment resulting in either 0-10/Fail to Distinction or Pass/Fail) | End of a module or course |

6.2 Assessment Process

The process for the student assessment system consists of two parts. Firstly, all Modules and Electives 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. Summative assessment is designed to formally assess the performance and knowledge of students in relation to the learning outcomes for the different JCGSC Modules and Electives. Students have to pass all assignments associated with a particular module in order to pass the module as the whole. A student who for any reason receives a 'Fail' grade in one or more of the summative assignments will not graduate from JCGSC, but will receive a *Letter of Attendance*.

Secondly, students' performance during all course activities will be observed and assessed according to Qualities and Capabilities, forming the basis of a report (Performance Review) to be issued to both, the student and his or her sending state. This form of assessment is conducted both through counselling conducted by SGOs and the Course Director and at the end of JCGSC through a written Performance Review. SGOs and the Course Director will monitor the students' progress and performance throughout the course and will also provide them with informal feedback and feedforward when appropriate. More details are provided in section 6.4.

6.3 Assessment of Student Academic Ability

The Baltic Defence College uses an assessment system compatible with the European Credit Transfer and Accumulation System (ECTS) and follows the requirements of the MA program that is conducted together with the National Defence Academy of Latvia. These requirements state that each Module and Elective has to be assessed with summative assessment (Fail/Pass or graded 0-10).

The purpose of the assessment is to formally assess the performance and knowledge of students in relation to the aim and module learning outcomes. At the end of the 1st Semester, an oral exam will occur for Modules 1, 3 and 4 summarising education during the semester. The exam is an important assessment event, as its successful completion will prove every student's readiness to apply the knowledge during education in the 2nd Semester.

Other Modules, Electives and Research Project will have a separate assessment based on the stated requirement and grading matrix. These matrixes are generated by Module and Elective Coordinators to ascertain how the grade scale will correspond to the assessment of a specific assignment and will be made available to students.

The following grade scale will be applied for all summative assessments:

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

Those assignments assessed using Fail/Pass criteria will use the 'Fail' and 'Pass' grades outlined below.

| | |
|----------------------------------|--|
| 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 and learning outcomes 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 and learning outcomes 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. |

6.3.1 Re-Assessment Policy

Summative assessments also represent an opportunity for continues learning and improvements. 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 case a student receives a 'Fail' for an assignment, he/she will be afforded a single opportunity to undertake a reassessment. The student has the responsibility to actively work through their SGO or directly with appropriate faculty to support their educational requirements. Student, who receives 'Grade 0-3' or 'Fail' for the original assignment can, upon successful completion of the reassessment, receive a maximum of 'Grade 4' or 'Bare Pass'. After failing to pass the assignment during the reassessment process, the Academic Board will be called for making a recommendation for the Commandant. Based on the recommendation of the Academic Board, the Commandant will inform the sending/sponsoring nations on further actions.

6.3.2 Appeal Policy

Students may appeal any grade they receive during their studies on JCGSC. The appeal must include well-defined reasons showing why they believe they have been assessed incorrectly or treated unfairly.

The criteria for appealing and the process are outlined in the academic regulations of the Baltic Defence College.

6.3.3 Academic Misconduct

The Baltic Defence Collge is proud of its academic integrity and will not tolerate any academic misconduct. All students and faculty are expected to read and abide by the academic integrity policy (including the description of various forms of academic misconduct) as provided in the academic regulations of the Baltic Defence College. In case of academic misconduct, students may face expulsion from 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.

6.4 Assessment of Qualities and Capabilities

Along with students’ academic enhancement and performance, the students’ individual and leadership development on selected qualities and capabilities (outlined in the matrix below) are observed, coached and assessed throughout the course. More details will be provided by SGOs.

Students’ development and counselling is achieved through the utilisation of the following key tools:

- Mentoring by SGO (SGO Dialogue);
- Individual Development Planning;
- Peer to Peer Development.

| | |
|-------------------|--|
| Leadership | <p>This is a measure of the student’s ability to influence others while holding a leadership position. The leader’s approach to leading others depends on the environment, the team and the task. It is the ability to influence others by providing purpose, direction and motivation dependant on the situation at hand.</p> <p>A student in a leader’s position is expected to:</p> <ul style="list-style-type: none"> • understand the circumstances and variables of the operating environment; • provide subordinates with a sound and nested purpose; • guide the process by providing clear direction; • keep subordinates focused and engaged through the application of motivational tools. |
| Character | <p>This is a measure of student’s ethics, morals and values as an individual and as a leader. It is his/her ability to exercise wise judgement while in a leadership position. It requires a student to accept and embrace the values and standards of the Baltic Defence College’s Code of Conduct.</p> <p>A student should be able to demonstrate:</p> <ul style="list-style-type: none"> • honour and discipline that adhere to the Code of Conduct; • integrity that is beyond reproach; possessing high moral standards and honesty in word and in deed; • moral Courage in the face of adversity and opposition; manifesting in the self-confidence that leads to physical and moral bravery; • loyalty and allegiance to their nation, to this college and to their peers and subordinates; • respect for self and for others that promotes dignity, diversity and equal opportunity; • self-less Service that places the organisation and welfare of others above one’s self; • duty in fulfilling professional, legal and moral obligations. |

| | |
|---|---|
| Ability to apply Critical Thinking | This is a measure of the student's ability to evaluate key facts, content, logic, and motive simultaneously, in order to arrive at a reasoned deductions and conclusions, which is beyond one's own mental limitations and biases. Critical thinking describes the mental processes, strategies, and representations people use to solve problems, make decisions and learn / develop new concepts. It is the ability to apply distinctive cognitive skills to identify, analyse and solve complex problem sets. As the result, a student: <ul style="list-style-type: none"> • is able to identify key factors; • can apply sound reasoning to the facts, understand the context and motives, and draw rational deductions and conclusions; • is able to understand the capabilities and limitations of their own thought process. |
| Professional Competence | This is a measure of the student's ability to demonstrate a professionally disciplined interest in expanding their knowledge both within their specialised functional area and across the wider aspects of defence and security. Student's should demonstrate the ability to: <ul style="list-style-type: none"> • research and comprehend current global and regional security issues and their impacts on the operational environment; • gain a thorough knowledge and understanding of national force / service level components and capabilities and applicable NATO military doctrines; • seek enhanced knowledge and understanding of new technology, force developments and their implementation / integration into contemporary military affairs. |
| Verbal and non-verbal Communication Skills | This is a measure of a student's ability to express themselves verbally and non-verbally to include written form. A student should be able to deliver: <ul style="list-style-type: none"> • written and oral assignments that follow prescriptive standards and style; • written work / oral presentation proficiency that meets Joint Operational Staff Officer requirements using grammatically correct English language; • written and oral assignments that exercise proper terminology and use of vocabulary. |
| Organisational Skills | This a measure of the student's ability to plan and organise individual and team tasks whether assigned as a task leader or acting as a member of the team. A student should be able to demonstrate: <ul style="list-style-type: none"> • the ability to plan and organise the tasks and delegate when in position of authority; • the ability to take appropriate action without being prompted by peers or faculty; • the ability to develop clear priorities and apply time management; both in individual work and in syndicate work / assignments. |
| Relational Behaviour | This is a measure of a student's personal relations and interactions with other students and with faculty. Relational Behaviour is demonstrated by: <ul style="list-style-type: none"> • clear and respectable cooperation with others, regardless of cultural, religion or social experience or bias; • the ability to modify personal behaviour appropriately and proportionate to the circumstances; • the ability to adapt to the corresponding environment in order to improve personal cultural and social awareness while enhancing multinational diversity that enriches life-long relationships. |

6.4.1 Mentoring by Syndicate Guiding Officers

The purpose of the SGO Dialogue is to facilitate a professional exchange between SGO and a student as part of the coaching, mentoring, and teaching process. During the Dialogue, SGO should present a holistic picture ('whole person concept') to the student about their performance according to Qualities and Capabilities and overall progress of the student.

At the end of each semester, SGO will prepare a written summary on the progress of each student within their syndicates according to the format provided in the SGO handbook. The Mid-Course report – following the first semester and the Final Performance Report – will be provided to the student and the national authorities to document his or hers development/performance.

SGO may, at any time, provide additional written feedback in case student's progress and/or professional conduct and behaviour have been observed. This feedback will include the observed behaviour and performance as well as the necessary corrective actions to bring the student back into normal standards of academic or professional performance.

6.4.2 Individual Development Planning

Individual Development Planning is all about creating a long-term goal for professional and personal development. From the start of JCGSC, students will be afforded the opportunity to become familiar with the concept of individual development and to practice preparing an Individual Development Plan at least for the period of the studies in JCGSC.

SGOs will be the main facilitators for this concept and they advise students in their individual development. Planning individual development, the following sequence should be followed:

- Students need to understand their own needs so they can set meaningful goals;
- Students define these goals in terms of what they want to achieve and the steps necessary to get there;
- Finally, students identify gaps in their skills and experience and create an action plan that will fill them in, so that they start to move to their end goal.

6.4.3 Peer to Peer (P2P) Development

In addition to Individual Development Planning, JCGSC offers an extra tool for self-development – Peer-to-Peer (P2P) Development. This tool creates a framework, where students can receive feedback from their syndicate mates. The P2P feedback will occur at the end of 1st semester or immediately in the beginning of 2nd semester. At this point in the course, students will know each other to a great extent, and group dynamics will have matured to enable students to share observations about each other. Guidance and instructions on conduct of P2P feedback will be provided by SGOs.

6.4.4 Performance Review

Formal assessments of students' performance are made in written performance reviews. It is an essential process in two aspects:

- Periodic reports offer an indication to faculty and students about the student's strengths and weaknesses as a basis of their performance. This indication is important to develop the student's potential.
- For those outside the college concerned with career development, the Performance Review provides information about the relative achievement of the student.

During the academic year, the following reports will be prepared and delivered:

- **Initial Counselling:** during counselling, the students will begin to develop the Individual Development Plan. The purpose of the Individual Development Plan is for the person, with support from their SGO, to determine what they want to improve during JCGSC and how to assess progress. Counselling is conducted throughout the course as required and guided by CD and SGO.
- **Mid-Course Performance Review:** serves as a basis for the Final Performance Review, and it is compiled taking into account the students' academic performance and assessment of their qualities and capabilities. It provides feedback on the students' performance to their nations (Estonia, Latvia and Lithuania) and to the students. SGOs draft the document guided by CD and submitted to the Commandant by the end of January 2020.
- **Final Performance Review:** the last Performance Review is a written record of each student's performance, to give information useful for the student's future career management to their national authorities and provide recommendations for possible areas for future postings. The Performance Review will be marked for official use only and handled in such a way so only appropriate Baltic Defence College faculty and sending nations have access to. Final students' counselling is conducted to discuss and to complete Performance Review, including reviewing the results of their Individual Development Plan and input from P2P.

6.5 Graduation Process and Requirements

To graduate, students must meet the following graduation requirements:

- Receive at a minimum “Bare Pass” (Grade 4) or “Pass” (for Pass/Fail assignments) for all summative assignments in the Modules and Electives.
- Demonstrate proper “character” during their time in the course. Meaning – no issues with academic misconduct or general misconduct outside of the college.

Should they meet these requirements; students will receive graduation documents. The graduation documents will include a Diploma, Diploma Supplement and the Performance Review. The Diploma certifies the qualifications obtained as a result of successful graduation. The Diploma Supplement documents ECTS Credits earned during the course and designed to enable the transfer of academic credit should students seek to pursue further qualifications at colleges of higher education and/or universities.

In cases of failure to achieve the required academic standards to allow graduation, the Commandant recommends sending and/or sponsoring nation to withdraw a student or provide them with a “*Letter of Attendance*” declaring that they “*attended*” JCGSC, but did not meet the graduation requirements.

6.6 JCGSC Awards

JCGSC graduates may be awarded the following academic awards – Commandant’s Award, Academic Writing Award, Joint Operations Award, Class Leader and the ‘Best Coursemate’ Award. All awards will be presented during the graduation ceremony:

- The **Commandant’s Award** is given to the student with the highest overall performance in all areas of assessment.
- The **Academic Writing Award** is meant for the student who writes the best Research Paper. His or her thesis will also be considered for publication in *Ad Securitatem*.
- The **Joint Operations Award** recognises the student who demonstrates the superior application of the knowledge during Module 4: Fundamentals and Components, Module 8: Allied Joint Operations, Module 11: Operational Level Planning, ~~Module 12: Joint Planning and Execution~~.
- The **Class Leader Recognition** is presented to the student who has performed the Class Leader’s tasks.
- The **‘Best Coursemate’ Award** is given by JCGSC students to the student who has demonstrated exemplary officership, teamwork and contributed the most to the overall success and reputation of JCGSC and the Baltic Defence College.

7.0 Course Evaluation Process

7.1 General

Your opinion and feedback are important to refine our current course plan and to develop future curriculum. 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, upon graduation a survey will be sent through the capitals to gather your assessment of the course. Please take the time to answer critically and constructively the feedback request.

7.2 Course Evaluation System

Operational-level officers are expected to publicly or individually share their constructive feedback and recommendations, and the JCGSC feedback mechanisms represent one opportunity to develop this critical skill. There are several ways through which students can evaluate the education they have received:

1. **Weekly feedbacks** are collected depending on the lengths of the modules and additional requirements either through the information management system, questionnaires or through the student's representation (Syndicate Leaders or Academic Representative).
2. **Module Feedback:** at the end of the module, everyone will submit his/her feedback in the information management system. The Module Coordinator will review it and discuss the results in a separate meeting with students and faculty as required.
3. **Course Feedback:** after the first semester and at the end of the course, students provide a mid-course and end of course feedback. The Class Leader, supported by the other students, will be responsible for organising these sessions and producing the results. The discussion with the faculty follows the briefings.
4. **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 a questionnaire of the relevance of the course and learning outcomes in relationship with their new tasks and job requirements.

Annexes

ANNEX A | Abbreviations

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

ANNEX B | 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 the prevailing geopolitical conditions in its own neighbourhood effectively, 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.

Baltic states

Estonia, Latvia and Lithuania are commonly referred to as the Baltic states.

ANNEX C | JCGSC Key deliverables / Assignments

| Module / Elective | Deliverables/ Assignments* | Date Due or Assessment | Department |
|---|--|---------------------------|--------------|
| FIRST SEMESTER | | | |
| Diagnostic / Pre Course | JCGSC Initial Unit | See instructions on ILIAS | All / CD |
| Diagnostic | English Language Assessment (In-processing week) | 15.08.2018 | CD |
| Research Paper | Selection of research paper topics | 23.08.2019 | |
| Research Paper | Research paper outline and literature overview sent to the supervisor | NLT 09.10.2019 | Supervisors |
| M2: Critical Thinking and Communication | Learning diary | 27.09.2019 | |
| M1: Leadership and Command | Oral Exam | 27.-29.11.2019 | DLMS/DPS/DMS |
| M3: International Security Environment | | | |
| M4: Fundamentals and Components | | | |
| Elective 1 | ELE 1 assignments/exam | 15.12.2019 | DLMS/DPS/DMS |
| M5: Defence Planning and Management | Presentation | 18.12.2019 | DLMS |
| | Written Staff Paper | 19.12.2019 | |

| Module / Elective | Deliverables/ Assignments* | Date Due or Assessment | Department |
|--|---|---|-------------------------|
| SECOND SEMESTER | | | |
| M6: Project Management | Group work presentations | 17.01.2020 | DLMS |
| M7: Operational Law | Written exam | 30.01.2020 | DPS |
| Research Paper | First full draft of Research paper presented to supervisor | 06.01.2020 | Supervisors |
| | Preliminary presentation of RP | 03.02.2020 | Supervisors and faculty |
| | Second draft of Research paper presented to supervisor | 02.03.2020 | Supervisors |
| M8: Allied Joint Operations | Short answer exams | 14.02.2020 28.02.2020 | DMS |
| M9: NATO Crisis Response | Written exam | 20.03.2020 | DMS |
| M10: Media Communications | Preparation for interviews Online Syndicate work/presentations | 02.-03.04.2020 30.-01.04.2020 30.03-03.04.2020 | DLMS |
| M11: Operational level Planning | Online Test Presentation 1 Presentation 2 Open Book Exam | 29.04.2020 24.04.2020 30.04.2020 | DMS |
| M13: Innovations and Military Technology | The assessment consists of online group work and individual contribution to the blog. | 01.-02.06.2020 04.-08.05.2020 | DLMS |
| Research Paper | Research paper Presentation | 16.03.2020 (written) 07.-08.04.2020 (verbal via Microsoft Teams) | All |

* Assessment standards are being developed by each Elective/Module Coordinator and will be reviewed and approved by the Course Director before the Module/Elective going active.

ANNEX D | College's Key Events

| Event | Date | Comments |
|---|---|--|
| FIRST SEMESTER (AUGUST – DECEMBER) | | |
| JCGSC Opening | 14.08.2019 | Students, faculty and invited guests |
| Day of Restoration of Independence of Estonia | 20.08.2019 | Individual Study Day |
| Baltic Military History Conference | 17.09.2019 | External participants |
| Baltic Defence Study Trip | 14.-18.10.2019 | Students, Syndicate Guiding Officers and selected faculty members |
| Riga Conference | 11.-12.10.2019 | Possibility for limited number JCGSC students |
| Operational Level Planning | 02.-13.12.2019 | External participants |
| Latvian Independence Day | 18.11.2019 | |
| Command Senior Enlisted Leaders' Course (CSELC) | 23.09.2019-11.10.2019 18.11.2019-29.11.2019 04.12.2019 Graduation | |
| Lithuanian Armed Forces Day | 23.11.2019 | |
| Senior Leaders' Course (SLC) | 27.11-04.12.2019 | Flag officers and senior officials from the armed forces and government institutions of the Estonia, Latvia and Lithuania, their allies and partners |
| Oral Exam week / Oral exam | 27.-29.11.2019 | Time used for IPT/work on research project |
| JCGSC Mid-Course Review | 09.12.2019 | Students' brief to the faculty & discussion |
| End of Year Social Event | 19.12.2019 (TBC) | |
| SECOND SEMESTER (JANUARY – JUNE) | | |
| HCSC opening | 13.01.2020 | |
| CSC opening | 13.01.2020 | |
| Lithuanian Independence Day | 16.02.2020 | |
| Estonian Independence Day | 24.02.2020 | |

| | | |
|---------------------------------------|-------------------------------------|---|
| BALTDEFCOL Anniversary | 25.02.2020 | |
| International Night | 28.02.2020 | Food & Culture programme |
| Conference on Russia | 05.-06.03.2020 | Students, faculty and external participants |
| Elective 2 | 23.-27.03.2020 | CSC, HCSC, JCGSC and external participants |
| Good Friday | 10.04.2020 | |
| Restoration of Independence of Latvia | 04.05.2020 | |
| Spring Day | 01.05.2020 | |
| “Joint Resolve Exercise” | 04.-22.05.2020 | |
| International Study Trip | 08.-12.06.2020 | |
| End of course review | 17.06.2020 13.05.2020 | Students’ presentation & discussion via Microsoft Teams |
| Course Graduation | 19.06.2020 14.05.2020 | |

ANNEX E | Curriculum Flow – First Semester

August-December 2019

| JCGSC 2019-2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------|---|--------------------------------------|-------|-----------------------------|------------------------|---|--------------------------------|--------------------------------------|--|-----------------------------|------|----------------|--------------------------------|--------------------------------------|--------------------|-----------------------------|--|--------------------------------|----|--------------------|-----|---|--------------------------------|----|----|-----------|-----------------------------|------------|-------|----|----|----|----|
| August | 29 | 30 | 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 |
| | | | | Academic Review | | | | | Academic Review / BALTDEFCOL Faculty and Staff | | | | | | Departmental prep. | JCGSC Course Opening Cerem. | In-Processing | | | | RP | Restor. Of Indep. Of EST | Leadership and Command (M1) | | | | Leadership and Command (M1) | | | | | | |
| | | | | | | | | | | | | | | | | | | | SF | RP topics selected | | | | | | ELS Intro | ELE Intro | EXE Shield | | | | | |
| September | 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 | | |
| | | | ELE 1 | Leadership and Command (M1) | | | | | ELE 1 | Leadership and Command (M1) | | | | | ELE 1 | Mil Hist. Conf. | Critical Thinking and Communication (M2) | | | | ISD | International Security Environment (M3) | | | | | | | ELE 1 | | | | |
| | | | ELS | TBA | | | | | ELS | TBA | | | | ELS | TBA | | | | | ELS | TBA | | | | | | | | | | | | |
| October | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | |
| | International Security Environment (M3) | | | | ELE 1 | International Security Environment (M3) | | | | | BDST | | | | | | ISD | Fundamentals & Components (M4) | | | | | Fundamentals & Components (M4) | | | | | | | | | | |
| ELS | | TBA | | | | | ELS | RP Outline Due | | | | | | | | ELS | | | | | ELS | | | | | | | | | | | | |
| November | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 1 | | |
| | M4 | Fundamentals & Components (M4) | | | Albion Staff Ride (M4) | | Fundamentals & Components (M4) | | | | | ISD | Fundamentals & Components (M4) | | | | ISD | Oral Exam (M1/M3/M4) | | | | | | | | | | | | | | | |
| 01-03 NOV Staff Ride Kurzeme | | ELS | | | 07 Nov Travel | | ELS | | | | | LVA Indep. Day | ELS | | | | | | | | | | | | | | | | | | | | |
| December | 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 | 1 | | |
| | ELE 1 | Defence Planning and Management (M5) | | | | | ELE 1 | Defence Planning and Management (M5) | | | | | ELE 1 Exam | Defence Planning and Management (M5) | | Christmas Break | | | | | | | | | | | | | | | | | |
| | | ELS | | | | | ELS | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | |
|-----|-----|------|-----|--|--|
| DMS | DPS | DLMS | ELE | TBA - Team Building Athletics BDST - Baltic Defence Study Trip E1 - Elective SF - Supervisors' Fair | ISD - Individual Study Day ELS - English Language Seminar RP - Research Project CTC - Critical Thinking and Communication |
|-----|-----|------|-----|--|--|

ANNEX E | Curriculum Flow – Second Semester Revised January-June 2020

| JCGSC 2019-2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------|--|---------------------------|----------|------------------------------|---|---------------------------------|-------------------------|---------------------------|-----|------------------------------|----|---------------|-------------------------|----------------------------------|---------------------------|-------------------------|----|----|----|----------------------|----------------------------------|----|----|----|---------------|------------------------------|----------------------|----------------------------------|----|------------|-----|--|--|--|
| January | HCSC | | | | | | | | | | | | CSC | | | | | | | | | | | | | | | | | | | | | |
| | 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 | | | |
| | Christmas Break | | | | | CD Brief Due of RP 1st Draft | Project Management (M6) | | | | | | Project Management (M6) | | | | | | | Operational Law (M7) | | | | | | | Operational Law (M7) | | | | ISD | | | |
| | 24 Jan Students' Mid-Course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| February | HCSC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CSC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | | | | | |
| | | | RP Pres. | Allied Joint Operations (M8) | | | | | | Allied Joint Operations (M8) | | | | | | | | | | | | | | | EST Indep Day | Allied Joint Operations (M8) | | | | | | | | |
| | LTU Indep. Day | | | | | | | | | | | | | | | 25 Feb. BALDEFCOL B-Day | | | | | International Night | | | | | | | | | | | | | |
| March | HCSC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CSC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | | | |
| | | NATO Crisis Response (M9) | | Conf. on Russia | | | | NATO Crisis Response (M9) | | | | | | | NATO Crisis Response (M9) | | | | | Elective 2 | | | | | | Media Communications (M10) | | | | | | | | |
| | Due of RP 2nd | | | RP Due | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| April | HCSC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CSC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | 1 | | | |
| | Media Communications (M10) | | | | | RP Prep | RP Present. | | M11 | Good Friday | | Easter Sunday | ISD | Operational Level Planning (M11) | | | | | | | Operational Level Planning (M11) | | | | | | | Operational Level Planning (M11) | | Spring Day | | | | |
| May | HCSC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CSC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | | | | |
| | Innovation and Military Technology (M13) | | | | | | | | | Out-Processing | | | | GRAD | | | | | | | | | | | | | | | | | | | | |
| | Students' Final Performance Review Board | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| June | HCSC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CSC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

DMS

DPS

DLMS

ELE

E2 - Elective

ISD - Individual Study Day

HCSC - Higher Command Studies Course

CSC - Civil Servants' Course

RP - Research Project