Course Plan
2023-2024
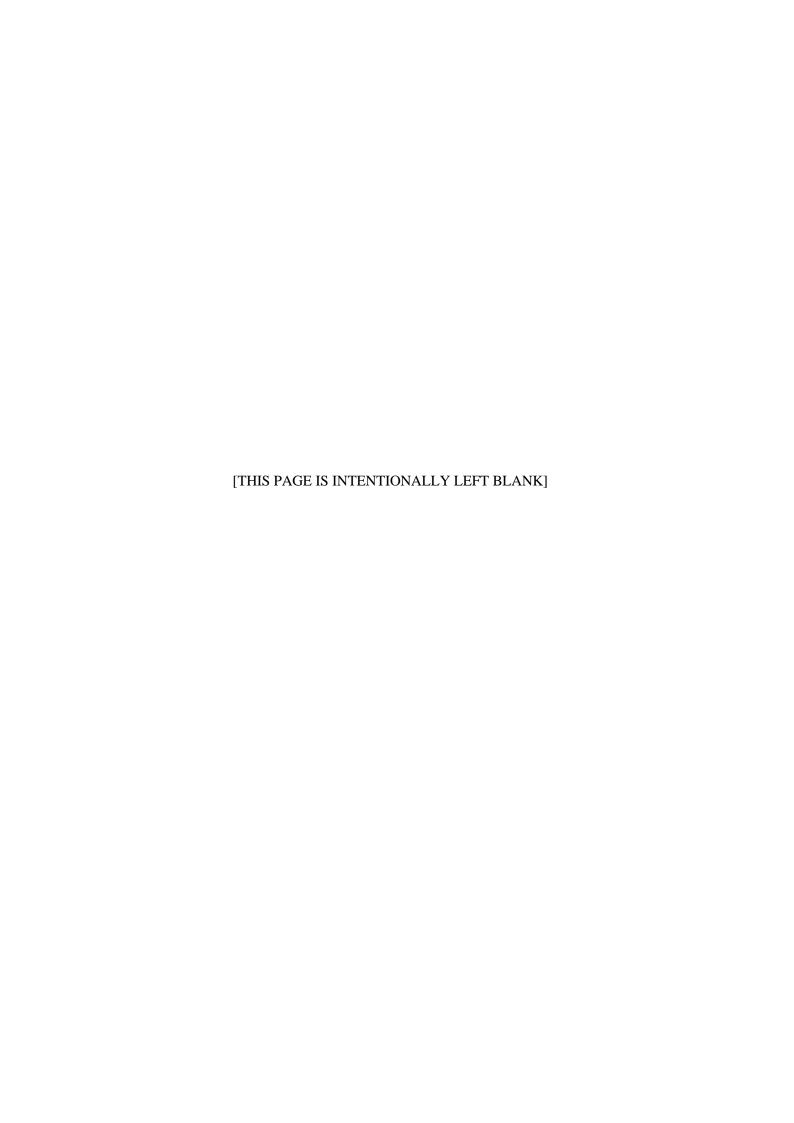
Baltic Defence College
Ad Securitatem Patriarum

Civil Servants' Course

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Course Plan 2023-2024

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Course Director's Foreword

Dear CSC students,

Congratulations on being selected for the Civil Servants' Course (CSC) of the 2023-2024 academic year, and welcome to the Baltic Defence College (BALTDEFCOL) in Tartu!

The BALTDEFCOL is organised to provide you with quality residential studies in intensive, face-to face academic settings delivered in a seminar format. The BALTDEFCOL is mature, internationally respected educational institution with over 20 years of experience teaching a wide range of military-related topics and themes, such as NATO regional security and Russia. The college consists of a team of likeminded, study-oriented people – faculty, and staff, both civilian and military – all of whom you will meet on the premises during lectures and other events and activities. As you all aware, the war in Ukraine, millions of refugees fleeing to Europe, hybrid warfare waged in the region by Russia and Belarus, and COVID-19 have had a significant impact on the current environment and all educational settings, pushing us all out of the norm. The BALTDEFCOL faculty were able to adapt to this new world and continue the educational process using blended contact and distance learning methods. Please be prepared for changes throughout your course, as similar events may occur unexpectedly, and you may receive some of your education via distance learning. Whatever may happen, please expect challenges, be ready to adapt, and stay focused on your education.

I would like to encourage you to be active during the course, to share your experience and insights, and likewise to be open to learning from your military counterparts. Civilian-military interaction and closer cooperation are essential in dealing with the contemporary security challenges. Your presence at the college, as well as your course of study together with your military peers from the Joint Command and General Course (JCGSC), is an important factor towards in developing and enhancing the whole-of-government approach for defence and security in our respective countries.

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

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

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

ANDRIEJUS GRACHAUSKAS
Colonel (LTU A)
Course Director

1.0 About the Civil Servants' Course

1.1 Outline and History

The CSC was established in 2001 to educate government officials on a wide range of challenges concerning the adaptation of defence institutions at the national and international levels in order for them to be better able to participate in the full spectrum of 21st-century operations. After the Baltic states' accession to NATO, the course emphasised in-depth knowledge and practical advice on NATO procedures, policies, and decision-making. Gradually, the CSC programme became more integrated with the JCGSC, and both courses' civil-military interaction and mutual learning were recognised as significant components of both courses. The core rationale for the course has always been to ensure that the defence of the Baltic states is effective and meets today's and tomorrow's strategic challenges. Furthermore, the CSC will help security and defence sector employees to understand the broader picture and prepare them to contribute to their respective nations and to NATO. Thus far, the college has held seventeen CSCs.

The CSC is highly engaging, and students will be expected to conduct individual studies as well as participate in various educational activities and discussions. Students are also expected to complete online preparatory material and reading prior to their arrival. During the residential period, each working day comprises an average of six academic hours of classroom activities. Students are also expected to spend an average of three hours per day on individual and preparatory work. Civil servants may choose to participate in the Combined Joined Staff Exercise Joint Resolve together with the JCGSC, focusing on the Planning and Execution of Operations by using NATO planning processes. The exercise will be conducted in partnership with the War Studies University of Poland. A prerequisite to participation in the exercise is the successful completion of the Operational Level Planning module.

1.2 Aim

The aim of the CSC is to enable civil servants from security and defence-related governmental organisations to contribute to the development and implementation of security and defence policies.

The course provides unique networking opportunities and facilitates civil-military interaction and interagency cooperation, thus enhancing students' skills and readiness for their future assignments in national and international positions.

1.3 Learning Outcomes

The course learning outcomes are as follows:

1) Apply critical thinking skills within a multinational professional context when evaluating and creating solutions to complex national and international issues.
2) Employ proven management methods and tools for capability planning and policy development.
3) Apply knowledge of operational planning procedures within the legal framework in a constantly changing environment in national and/or NATO institutions.
4) Analyse the political and non-military aspects of modern warfare and their implications in the context of civil-military cooperation.

Each module has a module aim and a detailed set of learning outcomes achievable at the end of the specific module. See module aims and learning outcomes in Annexes A-C.

2.0 Educational Framework

2.1 Course Target Audience

The course is designed for civil servants in their junior positions (desk officers/senior desk officers, experts), as well as more experienced professionals in mid-level positions (section chiefs, project leaders, and advisors). Estonia, Latvia, and Lithuania will be the primary beneficiaries of the CSC. During AY 2023-2024, only civil servants from the FNs will participate in the trial CSC. Other NATO and EU countries and partner countries will be invited to send selected civil servants to attend the CSC and benefit from the unique learning and networking environment after trial is over.

2.2 Admission Criteria

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

Have a sufficient understanding of the English language (Level 3333, according to NATO STANAG 6001 or an equivalent test). A proficiency certificate should be provided to the Registrar upon arrival.

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

At the beginning of the course, the BALTDEFCOL will conduct English language assessments using an English language placement test. Failure to pass the language test leads to withdrawal from the course.

2.3 Graduation Criteria

The CSC programme consists of mandatory modules, mandatory specialisation modules (at least one), a specialisation RP, and additional optional modules/events, i.e., a minimum of 16 weeks based on the lengths of the modules in the JCGSC curricula AY 2023-2024.

The number of weeks within the course for each CSC student varies and could extend beyond 16 weeks depending on individual professional interests (e.g., in accordance with the chosen additional modules) and agreements with his or her employer.

The CSC students should complete all of the required mandatory modules of the programme, including one compulsory specialisation module and the specialisation Research Paper in the same academic year as the CSC. Each chosen optional module must be completed in accordance with the stated requirements and assessment methods to be included in the final diploma supplement.

In case a CSC student has signed up for additional supplementary modules but has not completed them, these CSC students can still graduate from the CSC course without these optional modules included in his or her diploma supplement.

2.4 Method of Delivery / Methodology

The course is delivered mainly on-site with additional online educational activities and blended teaching methods. Before the course starts, CSC students must complete an online ADL session "Initial Unit" (for more detailed information see para 4.1 and Annex A).

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) and is supported by guest speakers. Several modules and electives are conducted in close cooperation with the University of Tartu, Centres of Excellence, and numerous other long-term cooperation partners.

The CSC course has several breaks between the residential modules during which additional online tutoring sessions could be provided, including tutoring sessions for the Research Project.

Before starting each residential module, students are expected to familiarise themselves with its content and requirements and to complete assigned reading or preparatory courses by accessing the BALTDEFCOL information platform - ILIAS.

Due to pandemics or other intervening factors, the whole module, or parts of it, could be delivered using an MST platform or similar online information platforms. If a CSC student cannot attend the mandatory modules residentially, online participation could be offered if applicable. Some modules and electives may require the completion of the online courses.

2.5 CSC Course Identity

The CSC course students follow a portion of the JCGSC curriculum and have the flexibility to choose a specialisation and additional content that JCGSC students do not. However, CSC students are embedded in JCGSC syndicates and JOPGs during their residential time at the BALTDEFCOL, the CSC has a distinct identity from the JCGSC as a separate course and has its own designated events, traditions, and symbols to strengthen it.

The CSC has its own logo, course name, designated/double-hatted CSC course director, elected CSC Class Leader and CSC 'Best Student' Award, and designated CSC events, such as the course opening and graduation ceremonies (together with the JCGSC).

2.6 Code of Conduct

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

3.0 Educational Framework

3.1 Introduction

The CSC's educational framework is predicated on a combined educational approach, including lectures, seminars, and small group (syndicate) activities and exercises to facilitate adult learning. Consequently, the primary responsibility for learning and achieving the specified learning outcomes is placed on the student. To help facilitate this process, the Baltic Defence College aims to provide the students of the CSC with the best possible educational environment for learning.

The CSC program is built to maximise the experience and knowledge already found at the Baltic Defence College and is bolstered with specific additional skills and expertise from the outside. Moreover, ADL methods and tools, such as Microsoft Teams (MST), are used whenever applicable and suitable to achieve these adult learning objectives. Thus, active learning and the full participation and contribution of all students is encouraged, which allows students to share their knowledge, experience, and learning with others in an open and positive environment.

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

3.2 Educational Charter

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

1. **Education is not received but achieved**: education is the basis for professional and individual self-improvement; students are therefore encouraged to devote themselves to their studies, understanding that the effort they put in will be rewarded with what they get out of the educational process.

2. **Minds are not vessels to be filled, but fires to be kindled**: faculty should not simply provide facts for students to learn; through small group learning methods, they should seek to mentor students to help them develop their ability to think for themselves. The objective is not to educate students on what to think, but rather to show them how to think.

3. **Knowledge is a potent weapon, so arm yourself well**: research facilitates the acquisition and transmission of knowledge. Whilst knowledge is not necessarily power, power can only be wielded effectively with knowledge. Students are inspired to research information in support of their own interests and requirements. Equally, the development of education requires continuous research and self-development on the part of the faculty.

4. **Professionalism is the key to education and research**: responsible faculty must be experts in their respective fields, capable of enacting quality management over the educational process, able to maintain excellent educational materials, and ready to devote themselves to their students and work.

5. **Assessment should be rigorous and fair**: assessment should be understood and designed as a productive learning experience for students, meaning that faculty should always endeavour to provide professional, meaningful, and constructive feedback. Meanwhile, students should receive this feedback in the positive way it is intended — as a learning tool to facilitate self-improvement.

6. **Voices should not be raised, arguments should be improved**: in keeping with an ethos of free inquiry 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 Educational Components and Methods

The Baltic Defence College follows the guidelines and principles of the Bologna Process, initiated within the European Higher Education Area, to standardise the duration of European educational courses and assessment procedures to facilitate the easy transfer of qualifications between academic institutions. At the Baltic Defence College, one academic hour corresponds to 45 minutes of work; 26 academic hours correspond to 1 ECTS credit. The total student workload, which forms the basis for ECTS calculation, is the sum of contact hours (CH) and individual preparation hours (IPH). The CSC is individually tailored, therefore, total amount of ECTS credit points may vary based on the choices of specialisation and additional content. The exact number of ECTSs will be counted for every student individually and included in the diploma supplement. The time allocated should be sufficient for the average student to pass each module and, therefore, the course, but those seeking to gain the highest grades should expect to put in more time and effort. Each week contains an average of 44 hours of study time (total CH and IPH), which is commonly divided as follows:

1. **Contact Hours (CH):** within the curriculum, this includes time spent in lectures, syndicate activities, exercises, exams, and study trips, during which students are expected to interact with faculty or act under the direct supervision of faculty. Lectures, plenary discussions, and syndicate work via ADL are counted as CH.

    a. **A lecture** is a presentation on a topic or curriculum material delivered by a faculty member or guest speaker. Lectures are one of the ways through which adult education is provided, allowing all students to congregate with an expert – either a member of the faculty or a guest speaker – who presents on a topic to stimulate students' thinking and convey key facts, experiences, or ideas whilst simultaneously drawing students into debate and discussion.

    b. **Conferences** provide opportunities to share scientific knowledge and in-depth expertise on a specific topic. Students will be provided an opportunity to participate in such events, including the Annual Conference on Baltic Military History 2023 and the Annual Conference on Russia 2024, organised by the BALTDEFCOL.

    c. **Exam:** an assessment intended to measure the test-takers' knowledge and analytical skills. An exam can take many forms (e.g., written, oral, online, or open-book exams). Written exams have a variety of formats, including short answers, long answers, multiple choice, or a combined approach.

    d. **Exercises** are (the military) analysis of a situation coupled with a role-based interactive application of previously covered curriculum material within a formatted, simulated scenario. Exercises are conducted to allow students to apply the theories and concepts studied throughout the curriculum and demonstrate leadership skills, as well as other qualities and capabilities. All exercises are connected to the relevant learning outcomes and are a major aspect of the educational experience during the course.

    e. **Extra Curriculum Activities** involve high-level visitors or distinguished guests who will deliver a lecture for all the courses present and the faculty, providing an opportunity to be updated on contemporary issues or gain unique personal and professional insight. These types of activities are often not planned and thus require adjustments in the course schedule and weekly plans.

    f. **Joint Operations Planning Group (JOPG)** is a functional staff team composed to perform operations planning tasks at the operational level. JOPGs are formed during college exercises to replicate the operational staff environment. For exercises, each student is assigned to a specific leadership or staff function within the JOPG.

g. **Open Book Exam:** A type of examination in which various study materials, including notes, books, textbooks, and other information, can be utilised by the student in answering the questions. It is used to assess the ability to interpret, analyse, and critically think about the module's topics.

h. **Plenary Discussions** are group discussions or syndicate presentations moderated by either a faculty member or a guest speaker. Plenary discussions may take place after the lecture or as a part of syndicate work presentations.

i. **Seminars** are organised by the faculty or students. They typically involve group discussions chaired by an assigned faculty member and may be structured around briefings, presentations, or preliminary readings. This method facilitates the exchange of views, develops analytical skills and critical thinking, and develops an ability to reflect on the given subject area.

j. **Staff Ride** is an educational activity outside the college that places a student on actual terrain and expands upon their knowledge and analysis of the significance of the location or events across the terrain. If organised, staff rides are usually volunteer activities conducted during weekends to support the curriculum.

k. **Syndicate Work/Activities** allows students to develop and present briefings on particular topics to one another. The students are divided into syndicates (approximately 10 to 20 students per syndicate). Syndicate activities generally consist of preparatory reading, a presentation, and a discussion. These discussions are intended to encourage students to consider course material at a higher cognitive level. They are chaired, in rotation, by students (the Syndicate Leader or Task Leader), who are expected to carry out additional work in preparation for this role.

2. **Individual Preparation Hours (IPHs)**: time allocated for individual study and research, preparation for syndicate activities, reflection, and work on assignments. When the IPH is foreseen beyond the daily schedule, 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 Study Days (ISD) are specifically designated in the curriculum for individual studies at home.

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

a. **Preparatory Readings** are **mandatory** reading to be completed in advance for particular educational activities. Preparatory readings are intended to provide students with a broad overview of the topics identified to reach the learning outcomes specified.

b. **Supplementary Readings** are provided to **support** each educational activity, providing additional insight into certain aspects of the curriculum. The complete list of supplementary reading material will often be well in excess of that which can be reviewed in time. Thus, students must choose what they consider to be of the greatest value to their personal goals and interests.

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

a. **Advanced Distributed Learning (ADL)** – an educational or training course delivered over a computer network using a standard web browser.

b. **A case study** is a researched and detailed analysis of a historic or current event, battle, campaign, or other real-life situation to apply gained knowledge or reinforce previously covered material. It allows learners to participate actively, following the guidance of an instructor, in applying the concepts or principles under study and to foster problem-solving, higher-level learning, and respect for other opinions.

c. **E-Learning** – all structured educational activities, such as ADL and video lectures that are delivered electronically through a computer or other devices.

d. **Essay:** a written work on a specific topic accomplished by the inclusion of the author's personal assessment based on their opinions founded by individual research; the four main types of essays are narrative, descriptive, expository, and argumentative.

e. **Group Research Project** is carried out by student teams on an issue related to the course curriculum and within the context of a historical scenario, a research question, analytical tasks such as a case study or comparative study, or another appropriate activity. A team research project or task requires reading, discussions, tutoring, and a written paper or verbal presentation.

f. **Online test:** a domain of e-learning aimed at assessing the learner's knowledge in a given topic using online means.

g. **Point-Paper** is a written product that conveys information by listing facts, assessments, and recommendations.

h. **Policy Paper** (policy brief, policy memo) is a short report on a problem that requires decision or must be presented to policymakers. The typical structure is as follows: a) issue (title); b) executive summary; c) background information; d) discussion of policy options; and e) actionable recommendations.

i. **Presentation:** a formal speech aiming to describe or explain a specific subject to a group of people. There are different formats and aims for presentations (e.g., informative or persuasive). At the college, presentations are usually the result of an individual or a group assignment and often represent the findings of discussions or solutions to given problems.

j. **Staff Paper:** a short and focused paper often produced in military organisations that follow a predefined structure. It serves two functions: to impart information and to obtain direction. To achieve such a purpose, a staff paper must present facts and be unambiguous, concise, and direct in its style so that the reader can easily understand it.

4.0 Content of the Course

4.1 Mandatory Modules

The ADL Initial Unit serves the purpose of facilitating preparation for CSC and creating a common knowledge base between the CSC and the JCGSC. The unit provides the fundamentals for the residential modules, focusing on Fundamentals and Components, Security and Strategy, Research Project, and Cyber Hygiene.

The mandatory modules are chosen from the JCGSC curricula, in which the CSC students jointly participate. In addition to the foundation week and graduation week The BALTDEFCOL has selected one key module for each semester of the AY (see description of the Mandatory modules in Annex A).

The following modules and sections are **mandatory** (See Annex A for more details):

- **1st SEM: Initial Unit:** an ADL course designed to help CSC students prepare for the course by familiarising them with primarily military subjects. It also includes a Cyber Hygiene course.
- **1st SEM: In-processing week/Foundation Module [M0]**: this is conducted at the beginning of the course together with JCGSC; this provides the students administrative information and guidance regarding the study process at a Professional Military Education Institution.
- **1st SEM: Fundamentals & Components [M2], including the Annual Conference on Military History**: this module sets the foundation of understanding for military theory, terminology, capabilities, and command control arrangements. This provides the basis of understanding the joint operational environment and operational level planning through the modules in the second semester.
- **2nd SEM: Contemporary Crisis Management [M8], including Annual Conference on Russia:** this module focuses on interagency cooperation within crisis management and comprehensive defence; thus, most suitable for the security and defence experts from different institutions.
- **2nd SEM: Elective 2 Topics**: these electives allow the continuation of the tailored approach with a focus on operational, conceptual, or policy topics.
- **2nd SEM: Graduation week/RP:** this week will be conducted together with the JCGSC, and thus it will mirror the JCGSC programme for the last week. However, a significant difference is the necessity of devoting time for the presentation of the RP (between half a day and a full day, depending on the organisation) and to provide time for the CSC to prepare and conduct their end-of-course feedback/AAR.

4.2 Mandatory Specialisation (choice-based) Modules

These mandatory specialisations provide the necessary flexibility to tailor CSC content to the students' professional interests while preserving some predictability for educational planning. The specialisation areas correspond to the CSC course-level learning outcomes in four major fields: security policy domain and civil-military environment, defence management, and operational planning and military capabilities (see course learning outcomes in p.6). Each CSC student chooses one specialisation as mandatory. After a student has chosen one specialisation, he or she can take an additional specialisation module with employer approval.

The BALTDEFCOL suggested the following **specialisation** modules/areas (see Annex B for more details):

- **Security& Strategy [M3], including Baltic Defence Study Trip** (1ˢᵗ SEM).
- **Defence Management and Planning [M4]** (1st SEM) + **Project Management [M5]** (2ⁿᵈ SEM).
- **Allied Joint Operations [M7]** (2ⁿᵈ SEM).
- **Operational Level Planning [M9]** (2ⁿᵈ SEM).

4.3 Mandatory: Research Project and Specialisation

The aim of the Research Project is to generate original analytical arguments on an operational or strategic level issue and communicate them effectively in both written and oral form.

This activity is meant to develop the skills needed to carry out original independent research on a topical subject. It allows the students to perform an in-depth critical analysis on a topic of their choice and improve argumentation and professional communication skills. "Original" in the context of Research Project (RP) means that it is written specifically for the purposes of the RP in the CSC and has not been presented/published elsewhere. See also Annex E/1.

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

1. Use principles of critical thinking and critical argumentation.
2. Find and analyse information and draw logical conclusions based on the data gathered.
3. Demonstrate the standards, ethical principles, and formal requirements of professional communication.
4. Generate a logically flowing research paper.
5. Deliver a presentation and defend conclusions and recommendations with arguments.

Assessment method	Assessment
• Research paper • Verbal presentation	Summative Pass/Fail/Pass with Distinction
Credits: 8 ECTS	

4.4 Supplementary Modules

All other JCGSC modules are offered as additional non-mandatory educational components of the CSC programme. That means, for example, that the remaining mandatory specialisation modules could be chosen as supplementary modules in addition to the chosen specialisation.

The total number of the supplementary modules (if any) is agreed upon between the CSC student and the employer before informing the BALTDEFCOL of these choices during the application process. The choice of additional supplementary modules means that a course duration of a particular CSC student could extend beyond 16 weeks.

Below is the list of all supplementary modules (if they were not already chosen as a specialisation). See Annex C for more details:

- Leadership and Command [M1]
- Security& Strategy [M3] *(if not selected as specialisation)*
- Defence Planning and Management [M4] & Project Management [M5] *(if not chosen as specialisation)*
- Operational Law [M6] *(recommended if specialisation is Operational Level Planning)*
- Allied Joint Operations [M7] *(recommended if the specialisation is Operational Level Planning)*
- Operational Level Planning [M9] *(recommended if the specialisation is Allied Joint Operations or if participating in JR)*
- Media and Communications [M10]
- Combined Joint Staff Exercise JOINT RESOLVE [M11] *(recommended if the specialisation is Operational Level Planning)*
- Innovations and Military Technology [M12] *(recommended if the specialisation is Defence Planning and Management)*

4.5 Supplementary Content/Activities

International Study Trip (IST)

The aim of the International Study Trip (IST) is to familiarise participants with a real-world example of a staff's role in the joint environment and coordination between lower and higher command levels, emphasising the operational level. The IST expands and deepens knowledge gained during the course, emphasising cooperation across NATO entities and nations.

The trip also aims to gain an understanding the processes and instruments available at the different levels of the NATO command structure for transforming operational planning into military implementation. Familiarisation with the NATO's training and education institutions and national professional military education (PME) institutions is an additional goal of this trip.

The tour also includes a relevant military historical case study, during which students investigate their knowledge in operational level planning.

Students should view the IST as the summary and culmination of all topics covered throughout their time at BALTDEFCOL and a reward for their efforts throughout the academic year.

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

1. Estimate the joint operational environment and linkages between the NATO Command Structure (NCS) and NATO Force Structure (NFS).

2. Analyse operational planning process and procedures of the NATO decision-making process.

3. Analyse the roles of components and their contribution to achieving desired operational effects.

Assessment method	Assessment
• Group back-briefs. • Participants participate actively in briefings and discussions throughout the trip.	Summative (Fail/Pass/Pass with Distinction)
Credits: 1 ECTS	

5.0 Student Assessment System

5.1 Introduction

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

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

	Purpose	Form	Sequence
Formative	To provide feedback during an educational activity or module. To achieve this, students may be given the opportunity to complete tasks during modules to assist with their learning, which will always result in feedback.	Ungraded feedback.	During a module or course.
Summative	To determine whether students have met the prescribed aim and learning outcomes for modules. To achieve this, students are required to complete one summative activity – an assignment, sometimes consisting of various components – for each module and elective.	Pass with Distinction / Pass / Fail with feedback (Anonymous or 'blind' assessment where applicable).	End of a module, elective or course.

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

5.2 Assessment Procedure and Graduation

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

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

➢ **Performance Review:** at the end of the course, a Performance Review for each student will be written by the JCGSC/CSC Course Director, based on inputs from SGOs and other faculty members. A copy will be issued to the student, and it will be sent to the student's nominating authority. This review sets out the assessment areas and criteria used to describe the range of competencies the Course Director has considered in assessing student performance.

> **Course Director's Dialogue:** Course Director provides informal feedback and mentoring throughout the CSC. At the end of CSC, the JCGSC/CSC Course Director through SGO will conduct an assessment dialogue with each student, using the Performance Review as the basis of discussion. The student's performance will be discussed, and he or she will be given the opportunity to add comments to the Performance Review.

> **Graduation:** students graduate from the CSC with a Final Report, which includes a Diploma, a Diploma Supplement, and the Performance Review. The Diploma certifies the qualifications obtained because of successful graduation, while the Diploma Supplement is designed to facilitate transfer of academic credit into civilian degree programmes at colleges of higher education and universities should a CSC graduate decide to study at such an organisation in future. It provides explanations about the course and the course details (modules/elective, module/elective hours, and indication of credit points in accordance with ECTS required by universities.

5.3 The BALTDEFCOL Grading Scale

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

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

5.4 Re-Assessment and Appeal Policy

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

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

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

5.5 Academic Misconduct

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

5.6 Graduation Process and Requirements

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

5.7 Best Student Award

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

At the end of the course, the Course Director will invite students to nominate a faculty member who has contributed to their success and who best epitomised the precepts of the BALTDEFCOL Educational Charter, including professional competence in subject matter, pedagogical and communication skills, and are animated by a strong desire to mentor students. The nomination consists of a large wooden plaque with the mention 'Best Faculty Member Nomination for CSC' and includes a brass plate with the name of the nominee along with the year.

6.0 Course Evaluation Process

6.1 General

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

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

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

6.2 Course Evaluation System

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

1. **Weekly feedbacks** are collected depending on the lengths of the modules and additional requirements through either the information management system, questionnaires, or the student's representation (CSC/JCGSC Class Leader).

2. **Module Feedback:** at the end of a module, everyone will submit his or 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 end of the course, students are asked to provide an end of course review and feedback. This is done individually or as group feedback. A seminar-type feedback session with the faculty participation will be organised at the end of course to provide group feedback and to discuss improvements of the course.

4. **Informal feedback:** students are also encouraged to contact their SGOs, CD CSC, and faculty directly during the course to make comments and suggestions for improvement for the CSC and the college in a direct and frank way.

5. **After course assessment/questionnaires**: course evaluation continues after graduation when students have taken new positions and tasks in their countries or international postings. The former students and their direct superiors (senior leaders) will be asked to provide feedback/fill in a questionnaire on the relevance of the course and learning outcomes in a relation to the former students' new tasks and job requirements. This type of assessment is not currently implemented for CSC graduates, but such feedback may be sent out within a couple of years.

7.0 Organisation of the CSC

7.1 Faculty

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

a. Course Director JCGSC/CSC

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

b. Module and Elective Coordinators

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

c. Faculty

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

d. Syndicate Guiding Officers

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

e. Guest Speakers and SME

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

7.2 Students

There are several important roles for students during the CSC:

7.2.1 CSC Class Leader

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

7.2.2 Syndicate Leader

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

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

7.2.3 Task Leader

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

7.2.4 Class Assistant

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

7.3 Student Responsibilities

Whilst participating in the CSC, students have several responsibilities pertaining to both academic rigour and individual propriety. Students should:

- Conduct themselves with good etiquette 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 extracurricular activities.
- Meet with their supervisors on a regular basis.
- Undertake the necessary preparation to engage fully with syndicate activities.
- Ensure compliance with the applicable academic regulations and standards during all oral and written assignments.
- Assist in organising CSC feedback briefing at the end of the course.

Annexes

ANNEX A | Mandatory Modules

CSC Initial Unit

To ensure students reach a common standard before attending the JCGSC/CSC, an Initial Unit should be completed in ILIAS – the College's Advanced Distributed Learning System. The unit provides an introduction or a review of knowledge for the residential modules, focusing on Leadership, Fundamentals and Components, Security and Strategy, the Research Project, and additional information to facilitate student preparation for the first semester.

The Cyber Hygiene course is a mandatory prerequisite as part of the in-processing at the beginning of the course. History of the Baltic States is an optional course that is especially recommended to students coming from outside the three Baltic states; however, it is part of in-processing week.

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

   a. **Fundamentals and components (3 hours, DMS):**
      1. Identify the basic elements of military theory.
      2. Recognise military services/components/domains and their tasks.

   b. **Leadership and Command (3 hours, DLMS):**
      1. Describe the differences between direct and organisational leadership.
      2. Recognise why a gender perspective is necessary to integrate into military decision-making.

   c. **Security and Strategy (4 hours, DPS):**
      1. Recall the key concepts of international security and strategy formulation.

   d. **Research Project (10 hours, DPS):**
      1. Summarise the process and requirements of Research Paper writing.
      2. Recognise the structural requirements for the Research Paper.

   e. **Cyber Hygiene (2 hours, DoS):**
      1. Observe risks and threats in the cyber domain and apply best practises to mitigate potential damage.

   f. **History of the Baltic States: (2 hours, DPS)**
      1. Describe the basics of the history of the Baltic states.

Assessment method	Assessment
Essay, Multiple Choice/Fill in the Blanks test.	Diagnostic
Time distribution: counted as an IPH in the following modules: Leadership and Command, Fundamentals and Components, Security and Strategy, and the Research Project.	

The total estimated time to complete this unit is 24 hours. It will be available before the students' arrival at the college and must be completed in accordance with the deadlines set in the instructions on ILIAS (SGOs will confirm the completion of the Initial Unit).

The **in-processing week** will be conducted during the first week of the course to provide the students of the JCGSC/CSC with information on policies, procedures, and protocols necessary to succeed during the course.

In addition, the students will receive introductory lectures on the course flow and the academic settings of the college, Baltic States History, take an English language test, get to know one another, and foster team building by forming their syndicate groups.

Foundation Module (M0)

Date: 1st semester AY 2023-2024
August 2023 (1 week)

The aim of the Foundation module is to learn to apply the skills and concepts required for Professional Military Education (PME).

Students will become broadly familiar with the tools and practices of academic research and be introduced to the requirements of assessments, effective communication, and course assignments. Through a series of lectures and seminar activities, students will learn the required standards of the CSC and will be introduced to academic research, written and oral communication, and critical thinking. In addition, the module will refresh teamwork skills and give opportunities to prepare for group work in the syndicates.

By the end of the module, students should be able to use various resources for independent study and group tasks. They should also be aware of the importance of being able to assess, analyse, and evaluate information and communicate their arguments effectively.

Learning Outcomes:

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

1. Utilise key concepts of critical thinking, being able to assess, analyse, and evaluate information, as well as effectively communicate arguments.
2. Explain the required JCGSC/CSC standards, the tools and practices of academic research and writing, as well as the requirements of assessments and course assignments.
3. Identify team roles and utilise teamwork skills in group activities.

Assessment method	Assessment
Participation in the Belbin Test	Formative
Seminar discussion	Summative
Credits: 1 ECTS	

Fundamentals and Components (M2), including Staff Ride and the Annual Conference on Baltic Military History

Date: 1st semester AY 2023-2024
September-October 2023, 6 weeks, including staff ride (1 week) & the Annual Conference on Baltic Military History

The aim of the module 2 is to correlate military theory and the art of war in a historical context and establish a common understanding of military components across operational domains and their contribution to NATO Joint force operations.

The main topics of this module are focused on providing the historical context regarding the development of military theory and art of war and its relevance to contemporary military doctrine, and roles, tasks, structure, the core capabilities, and limitations of individual components/domains (i.e., Land, Maritime, Air, Special Operations, Space, Cyberspace, and Logistics), and their role in countering contemporary threats and contribution to NATO Joint force operations.

A Staff Ride to Saaremaa is an integral part of module 2. The staff ride is focused on Operation ALBION, the German landing on Saaremaa in October 1917. The staff ride provides students with an intellectual and transitional bridge between the theory and practice of planning and executing joint operations and creates an ideal opportunity to analyse the major roles of the individual services and their contribution to joint operations through a historical context and contemporary application.

At the end of the module, a written exam will be administered to determine whether students have sufficient knowledge to understand the upcoming modules.

Learning Outcomes

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

1. Describe basic military theories and their relevance to contemporary military doctrines and the art of war.
2. Distinguish the roles, tasks, structure, combat effects, capabilities, and limitations of military components across operational domains and their contribution to NATO Joint operations.
3. Examine the historical employment of different components and their contribution to Joint operations.

Assessment method	Assessment
Written short answer exam (closed book; short answer questions).	Summative Pass/Fail/Pass with Distinction
Credits: 9 ECTS	

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 examples for the development of more effective defence policies for the region. History is of crucial importance in the professional development of officers and has been used as a source of knowledge and inspiration since the establishment of professional military education. Since 2018, the Conference has become an integral part of the curriculum of the JCGSC and affords students unique insights into the interaction between military history and current-day decision-making. The 2022 Conference was dedicated to the post-WWII resistance in the Baltics. The 2023 Conference is dedicated to military thought in small states, particularly the Baltic states in the interwar period.

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

Managing Contemporary Crisis (JCGSC Module 8), including The Baltic Defence College Annual Conference on Russia

Date: 2nd semester AY 2023-2024

March 2024, 1,5 weeks, including The Baltic Defence College Annual Conference on Russia (2 days)

The aim of module 8 is to examine crisis response systems and processes on national and multinational levels, focusing particularly on comprehensive crisis management approaches.

On the national level, the module will deal with crisis management systems, focusing on interagency cooperation and societal resilience. It will also address the notion and implementation of comprehensive defence and the basics of crisis communication. On the international level, the role of international organisations and other actors, such as NGOs, will be discussed. A particular emphasis will be put here on the NATO crisis management system. The module will be supported by case studies in crisis management and response. Case studies will be utilised for discussing trends, actors, and scenarios that may lead to a crisis and for developing comprehensive solutions to the analysed case studies.

Learning outcomes

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

1. Consider the nature and main features of contemporary crises and conflicts.
2. Examine national crisis management structures, decision-making processes, and interagency cooperation.
3. Assess the role of regional, international, and non-governmental organisations in managing crises.
4. Utilise the comprehensive approach to security and national resilience.

Assessment method	Assessment
The assessment consists of: • Syndicate staff paper 60% • Syndicate presentation 40%	Summative (Fail/Pass/Pass with Distinction)
Credits: 3 ECTS	

The Baltic Defence College Annual Conference on Russia

The aim of the Annual Conference on Russia is to provide a forum for the discussion of Russia's foreign, security, defence, and military policies as well as the responses of the Euro-Atlantic community to those challenges. As the flagship academic event of the BALTDEFCOL, the Annual Conference on Russia, attracts high-level experts from both military and academic circles. The Conference has become an integral part of the curriculum at the BALTDEFCOL and provides students with the newest insights on developments in Russia and beyond. Given its high attendance (approximately 300 in person and 250 online participants in 2023) and numerous speakers, it serves as a unique networking opportunity and an important professional development event during the course.

Elective 2 (Elective 2 of JCGSC)

Date: 2nd semester AY 2023-2024

March 2024 (1x week)

Selection

Students will participate in one elective based on their choice, which should reflect 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 that each elective group has enough students in the group to conduct the education. The Course Director reserves the right to re-assign students' choices to maintain balance and critical mass in each elective. There are ten Electives to choose from.

2.1 Operational Level Energy Security (DLMS)

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

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

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

Learning Outcomes

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

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

2.2 Intermediate Strategic Communications (STRATCOM) (DMS)

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

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

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

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

Learning Outcomes

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

1. Understand the fundamentals of NATO Strategic Communications.
2. Understand NATO StratCom policy and its relationship to Political-Military (POLMIL) Direction and Guidance (D&G).
3. Understand the information environment in relation to StratCom.

4. Understand the role, function, utility, and limitations of StratCom related functions and capabilities.

5. Implement StratCom considerations into the processes and products of their branch/department.

2.3 Resistance Operating Concept (DMS)

The aim of the elective is to utilise the Resistance Operating Concept to develop a national, organised resistance capability, implementing a whole-of-government approach to deter external actors.

The lectures will be delivered in cooperation with specialists from the NATO Special Operations Headquarters, the Swedish Defence University, US Special Operations Command Europe, and the US Joint Special Operations University.

The main topics of this elective are total defence (resilience and resistance), the resistance operating environment, and interagency coordination.

Learning Outcomes

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

1. Examine the organisation of a total defense program, building resilience and planning resistance before a conflict.

2. Use resistance planning considerations in the discussion of the operating environment, threats that lead to instability, and programs to counter these effects.

3. Employ interagency functions and considerations for the development of an organised resistance.

4. Demonstrate an understanding of resistance operating concepts in the review of a historical case study.

2.4 Joint Logistics and HNS (DMS)

The aim of the elective is to provide students with an understanding of NATO Joint Logistics and Host Nation Support (HNS) at the operational level.

The elective consists of lectures, group work, round tables, and daily plenary discussions. The 'JOINT RESOLVE' scenario will be used throughout the elective.

The main topics of this elective are: NATO Joint Logistics capabilities and organisational forms, logistics inputs to the situational awareness of a potential crisis in Baltic sea region countries (EST, LVA, LTU), factor analysis (from logistics perspective), use of host nation support (HNS) in the planning and conduct of operations, development of a basic logistics concept of operations, and the purpose and the role of Resource Coordination Working Group/Resource Coordination Board in the Joint Task Force Headquarters' (JTFHQ) daily Battle Rhythm.

Learning Outcomes

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

1. Apply the principles of Operational Planning Process in Comprehensive Understanding of Operational Environment from a logistics perspective.

2. Describe joint logistics challenges in the provision of logistical support to joint operations.

3. Estimate necessary requirements for the provision of HNS in the Joint Operations Area.

4. Identify the key principles and practices for effective planning, execution, and control of the logistics concept of operations.

2.5 Intelligence and Counter-Intelligence (DMS)

The elective aim is to develop and enhance students' knowledge regarding human intelligence (HUMINT) and counter-intelligence (CI), including other intelligence disciplines, within the framework of the Joint Intelligence, Surveillance, and Reconnaissance (JISR).

The elective consists of lectures, adult learning via the JADL online courses, work in small groups, student presentations, and plenary discussions.

The elective mainly focuses on the role of staff officers in support of the intelligence process.

Learning Outcomes:

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

1. Examine the intelligence process, linking the tactical, operational, and strategic levels by utilising tools and techniques of intelligence analysis and processing.
2. Identify the role of HUMINT and CI as the contributions of intelligence collection disciplines to military operations.
3. Analyse historical and recent examples of Russian armed forces operational level intelligence, including their HUMINT and CI aspects.

2.6 Law of Visiting Forces (DPS)

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

The elective focuses on the status of forces agreements relevant not only in planning and conduct of 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, the European Union's and United Nations' status of forces agreements, and the law of visiting forces in an operational context.

Learning Outcomes

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

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

2.7 Cyber Defence Policy on National and International Levels (DPS)

The aim of the elective is to analyse the strategic aspects of cybersecurity in national and international security contexts through the evaluation of comprehensive cyberspace policies and approaches. The elective will underscore the multidimensional character of cyber defence.

Guest speakers representing diverse opinions from the political, military, academic, and private sectors will stress the importance of cyberspace for the contemporary security environment and its effects on conventional and hybrid warfare. The Elective is EU certified and will be delivered in cooperation with the European Security and Defence College (ESDC).

The main topics of the Elective are key concepts - cyberspace, cybersecurity, and cyber defence; Threat environment and threat actors in cyberspace; Laws, norms, and responsible behaviour in cyberspace; Cyber diplomacy; Practical aspects of cybersecurity: vulnerabilities and responses; Cyber policy dilemmas; Military considerations: deterrence, defence or defence forward; and Comprehensive approach and resilience in cyberspace.

Learning Outcomes

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

1. Consider the strategic aspects of cybersecurity.
2. Analyse trends in the cybersecurity environment.
3. Apply cybersecurity terminology, concepts, issues, and components.
4. Assess the role of cybersecurity in national and international security contexts.

The elective is designed to provide general awareness of the importance of cyberspace considerations for operational and strategic aspects of contemporary defence and security and does not require any IT related skills or knowledge.

2.8 Russian History and Strategic Mindset (DPS)

The aim of the elective is to identify the core historical developments and cultural properties of Russia that shape its politics today and are used constantly for the making of strategic decisions.

Students will be provided with an overview of Russian history and its geopolitical aspects influencing its military-strategic decisions. At the end of the course, students will be familiarised with the development of Russian thought and the formulation of its cultural identity. This elective will be structured as a seminar with student presentations. The task will consist of the analysis of a contemporary speech from the Russian political elite, looking for cultural and historical references within them, and identifying them and their importance in the speech. The main topics are an overview of Russia's history, Imperial Russia, the 'Third Rome', wars, revolutions, and shocks in Russia, the Russian 'art of war', Russian culture, and Eastern European perspectives on these Russian historical implications.

Learning Outcomes

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

1. Explain the importance of the core historical events in Russia's history.
2. Express an understanding of Russian political and strategic culture, as well as its cultural identity.
3. Express the importance and the development of Russian thought and formulation of Russian cultural history.
4. Categorise and be able to explain the importance of large conflicts before the 20th century that have influenced Russia's strategic mind-set.

2.9 Strategic Decision Making in NATO

The aim of this elective is to expose students to the processes, methods, and best practises of NATO Decision Making processes and procedures at the highest level (NATO HQ). Students will appraise NATO planning and decision-making processes that take place at the military-political level using

realistic but artificial documents. The elective will use a combination of lectures and simulated processes (exercise 'Consensus Building'). At the successful conclusion of each course, each student should be able to evaluate the knowledge and practical experience obtained regarding the political-military processes in NATO. The students should also have first-hand experience on how to evaluate the challenges of building consensus in a realistic scenario.

Learning outcomes

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

1. Appraise NATO political-military decision-making processes, methods, and best practices.
2. Assess the challenges of consensus building during operations planning at the NATO strategic levels.

2.10 Project Management Certification (DLMS)

The aim of the elective is to extend the knowledge of how project management and leadership principles support the process of problem-solving and to prepare participants for formal project management certification examination. Participants will participate in lectures, interact with online material, and be mentored in the competencies specified by the chosen certification standard. (Only applicable after completion of JCGSC Module 5 Project Management.)

Learning outcomes

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

1. Recognise the organisational, societal, and political context of a project.
2. Categorise the personal and social competences required to manage a project.
3. Determine influences and demands on the management of a project.

Assessment method	Assessment
All Elective (EL) 2 assignments are based on **individual** participation/engagement and **contribution** to syndicate/team/**group work** throughout the elective (ICGW) but may vary. Additionally, the assessment is based on:	Summative (Fail/Pass/Pass with Distinction)
EL 2.1 ICGW, case study group presentation, and completion of pre-course ADL	
EL 2.2 ICGW and a test (open book)	
EL 2.3 ICGW	
EL 2.4 ICGW	
EL 2.5 ICGW (80%) and completion of JADL (20%)	
EL 2.6 ICGW and a group presentation	
EL 2.7 ICGW and two group presentations (50% each)	
EL 2.8 ICGW with seminar presentations	
EL 2.9 ICGW	
EL 2.10 Written certification examination	
Credits: 2 ECTS	

ANNEX B | Specialisation Modules

Specialisation 1: Security and Strategy (JCGSC M3), including BDST

Date: 1st semester AY 2023-2024

October-November 2023, 4 weeks, including Baltic Defence Study Trip (BDST) if student selects M3 as specialisation.

The aim of module 3 is to examine the dynamics in the contemporary security environment and their impact on the defence policies, with a focus on Estonia, Latvia, and Lithuania.

The main topics of this module are strategy formulation, concepts and theories of international relations, international organisations with a focus on NATO and the EU, contemporary threats to the Baltic region and NATO countries, approaches to domestic policy and civil-military relations, security and defence policy in the Baltic states, and deterrence vis-a-vis Russia.

Learning Outcomes

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

1. Explain how international, regional, and domestic political developments affect national security and defence policies.
2. Assess the threats and challenges to security and the strategic responses that states, and international organisations implement to address them.
3. Explain the process of strategy formulation and the relationship among ends, ways, and means.
4. Distinguish key concepts in International Relations.

Assessment method	Assessment
• Policy Paper (50%) • Individual presentation (50%)	Summative Pass/Fail/Pass with Distinction
Credits: **7 ECTS**	

Baltic Defence Study Trip

The aim of the BDST is to deepen the knowledge about the Framework Nations' respective defence policies, decision-making principles, and defence planning priorities, and to serve as a bridge between modules 3 and 4.

The BDST also contributes to a familiarisation with internal military structures, including NATO's presence in the region, as well as the attainment of a better understanding of national military installations and facilities.

Learning Outcomes

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

1. Recognise how international, regional, and domestic political developments affect national security and defence policies.
2. Investigate threats and challenges to security and the strategic responses that states, and international organisations implement to address them.
3. Examine the coherence of political ambitions, defence objectives, and force postures of the Baltic states.

4. Estimate the significance of allied cooperation and integration in the Baltic region.

5. Interpret how civilian and military leadership approach security.

Assessment method	Assessment
Group presentation 100%	Summative (Fail/Pass/Pass with Distinction)
Credits: 1 ECTS	

Specialisation 2: Defence Planning and Management & Project Management (JCGSC M4 & M5)

Defence Planning and Management (M4)

Date: 1st semester AY 2023-2024
December 2023, 3 weeks

The aim of module 4 is to employ the methods and practices of defence planning and management tools to maximise the role and performance of armed forces to achieve a particular desired (institutional) objective by developing pragmatic solutions.

The main topics of this module are: What is Defence Planning and Management; Principles of Defence Planning & Management; NATO Defence Planning Process (understanding the contribution of civilians and militaries in the process); EU Common Security and Defence Policy; Planning Methodologies; The link between National and Alliances Defence Planning; Planning Programming and Budgeting Systems; Defence Planning & Management Toolkits and additional Round table: 3-Baltic countries; and small-group Syndicate Activities (including an assessed case study).

Learning Outcomes

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

1. Explain the main defence planning and management concepts by providing advice to future force development.

2. Employ defence management methods and tools to make recommendations for effective and efficient defence organisation.

3. Examine the decision-making of a defence organisation in resource planning, programming, budgeting, and execution.

4. Apply the defence management toolkits (Problem identification, stakeholders, Strengths, Weaknesses, Opportunities, and Threats (SWOT), and Doctrine, Organisation, Training, Material, Leadership, Personnel, Facilities, and Interoperability (DOTMLPF-I) analysis) to the roles of the armed forces and interests.

Assessment method	Assessment
Group Staff Paper & Group Presentation (Case Study), individual preparation, and participation in educational activities.	Summative Pass/Fail/Pass with Distinction
Credits: 4 ECTS	

Project Management (M5)

Date: 2nd semester AY 2023-2024
January 2024, 2 weeks

The aim of module 5 is to employ the best practices of project management, practical tools, and processes to help manage the factors for critical success in each of the project management lifecycle phases by applying these concepts in project planning, as well as to develop the management knowledge and skills necessary to complete project work and to solve problems.

The main topics of this module are an introduction to project management, project lifecycles, agile and complex projects; project scoping, logical frameworks, work breakdown structure, work packages, engaging stakeholders, risk management and scenario analysis, controlling quality, cost and schedule, and project communication, evaluation, and reporting.

Learning Outcomes

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

1. Identify the fundamentals of project management.
2. Estimate the key elements in successful project management to maintain the scope in line with objectives and goals.
3. Employ project management concepts to solve staff and organisational problems.
4. Translate the concept of project management across the breadth of military management duties.

Assessment method	Assessment
Student's contribution to a syndicate small group case study work (staff paper – project plan, presentation) and participation in educational activities.	Summative (Fail/Pass/Pass with Distinction)
Credits: 3 ECTS	

Specialisation 3: Allied Joint Operations (JCGSC M7)

Date: 2nd semester AY 2023-2024
February-March 2024 (TBC), 4 weeks

The aim of module 7 is to analyse the preparation and execution of Allied Joint Operations, utilising the joint functions, principles, and operational considerations of AJP-1 and AJP-3.

The main topics of this module are the application of joint principles and operational considerations in connection with joint functions: Manoeuvre, Fires, Command and Control, Intelligence, Information, Sustainment, Force Protection, and Civil-Military Cooperation, and their relationship across the components: Maritime, Land, Air, Special Operations, and Space support.

Learning Outcomes

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

1. Distinguish the contributions of components to joint operations with special attention to unique capabilities, requirements, and operational seams.
2. Examine the joint functions across components, focused on interdependency, component requirements, and external support capability.
3. Contrast NATO Command and Control principles, degrees of authority, and the supported/supporting relationships in designing NATO task organisations.

4. Examine the considerations to integrate and project an Allied Joint Force into a Joint Operational Area.

5. Investigate the Joint Task Force Headquarters operations and management processes to achieve efficiency, effectiveness, and synergy of the joint force components.

Assessment method	Assessment
• Written exam (case study based) 60% • Group Work (presentation) 40%	Summative Pass/Fail/Pass with Distinction
Credits: 6 ECTS	

Specialisation 4: Operational Level Planning (JCGSC M9)

Date: 2nd semester AY 2023-2024
March-April 2024, 3.5 weeks (with extended daily working hours)

The aim of module 9 is to prepare students to contribute to NATO's operational level planning process, either at the operational level or as a functional area planner while serving within a joint operational level headquarters, applying the principles of the Comprehensive Operations Planning Directive (COPD) to investigate the components of Operational Planning Process.

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

This module develops the basic knowledge and skills for planning at the operational level within the context of joint operations. A series of lectures and discussions will be used to review each of the operational planning process phases focussing on the Operational Estimate. This will lead to a wider discussion on the centre of gravity, operational design, and the development of courses of actions. This knowledge will be applied within practical activities during which students will form JOPGs to develop operational designs and courses of actions for joint operations.

Learning Outcomes

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

1. Distinguish the main characteristics and phases of NATO's operational level planning process.

2. Examine the strategic level documents that facilitate operational level planning.

3. Explain the concept of the centre of gravity (COG) and its relationship to the other elements of operational design.

4. Apply operational planning methods, particularly war gaming and Course of Action Comparison, in order to design and compare course of actions.

5. Analyse the elements of operational design.

Assessment method	Assessment

A scenario-based open-book exam.
 The assessment consists of individual and group assessments and is broken into three parts:
     • Part 1 – Online test 10%
     • Part 2 – Group task 30%
     • Part 3 – Individual task 60%
	Summative Pass/Fail/Pass with Distinction

Credits: 5 ECTS	

ANNEX C | Supplementary Modules

The following mandatory specialisation modules are supplementary if not chosen as specialisation:

- Security and Strategy [M3],
- Defence Planning and Management [M4],
- Project Management [M5],
- Allied Joint Operations [M7],
- Operational Level Planning [M9].

Additional supplementary modules and International Study Trip (IST) are listed below.

Leadership and Command (JCGSC M1)

Date: 1st semester AY 2023-2024
August- September 2023 (TBC), 3 weeks

The aim of module 1 is to analyse leadership theories and practices in order to contribute to the development of students as adaptive leaders capable of assuming positions of organisational level commanders and operational level staff officers.

The main topics of this module are the fundamentals of leadership, concepts of self-leadership, and methods of organisational leadership.

Learning Outcomes

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

1. Analyse the main elements and concepts of leadership in order to improve their leadership abilities.

2. Examine the characteristics of self-leadership to improve their ability to positively influence themselves, their subordinates, and their colleagues.

3. Apply organisational leadership-related aspects in order to improve their performance in organisational command and operational staff positions.

Assessment method	Assessment
• Student's effective participation (50%) • Individual staff paper (50%)	Summative Pass/Fail/Pass with Distinction
Credits: 5 ECTS	

Operational Law (JCGSC M6)

Date: 2nd semester AY 2023-2024
January 2024 (TBC), 2 weeks

The aim of module 6 is to examine the legal frameworks relevant for planning and conducting military operations.

The main topics of this module are the functioning of international law, the 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, the enforcement of international criminal law, and the 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. Analyse the application of principles of 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.

Assessment method	Assessment
Written exam (open-book exam, scenario-based)	Summative (Fail/Pass/Pass with Distinction)
Credits: 3 ECTS	

Media and Communications (JCGSC M10)

Date: 2nd semester AY 2023-2024
April 2024, 1.5 weeks

The aim of module 10 is to identify the contemporary information environment as a 'new' battlespace and investigate ways how to operate in it and how it affects modern societies. This will be achieved by elaborating on strategic goals and media principles and developing personal communication skills.

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

Learning Outcomes

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

1. Describe the role of media in democracy and the challenges of the military regarding media relations.

2. Explain the dynamics of the contemporary information environment, including the role of social media and the challenges and opportunities it presents for governments and the military.

3. Apply communication skills and storytelling during interviews, press conferences, and other tasks.

Assessment method	Assessment
Individual engagement and performance and contribution to syndicate work/presentation.	Summative (Fail/Pass/Pass with Distinction)
Credits: 2 ECTS	

Innovation and Military Technology (JCGSC M12)

Date: 2nd semester AY 2023-2024

May-June 2024, 1 week

The aim of module 12 is to describe how innovations have transformed warfare and explain how technology is shaping the future character of war and the development of military capabilities.

The main topics of this module are theoretical innovation models, a historical perspective on innovation, technology's role in traditional and new forms of warfare, military, NATO, and EU inputs for defence and security innovation, national capability development in Research and Development (R&D), industry and technological trends such as Artificial Intelligence (AI), robotics and automation, 5G, etc., and the future of innovation.

Learning Outcomes

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

1. Identify how and why innovations have affected the development of warfare in history, present, and the future.

2. Distinguish the roles and dynamics between NATO, EU, military, R&D, and industry in fostering innovations and capability development.

3. Explain the possibilities and challenges that automation, robotics, and AI could pose to the armed forces.

Assessment method	Assessment
Student's contribution to syndicate activities (blog post), individual preparation and participation in educational activities.	Summative (Fail/Pass/Pass with Distinction)
Credits: 2 ECTS	

Combined Joint Staff Exercise JOINT RESOLVE (JCGSC M11)

Date: 2nd semester AY 2023-2024

May 2024, 4 weeks

The aim of module 11 is to formulate a solution to complex operational problems by developing and executing a viable joint operational plan using the NATO operational planning process.

As potential future members of the Joint Operational Planning Group, students are required to analyse the operational exercise environment and strategic guidance, develop multiple military courses of action, and present a Mission Analysis Briefing and a Decision Briefing to the Commander.

Learning Outcomes

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

1. Apply the roles, tasks, and capabilities of each component within Joint Operations.

2. Apply the joint functions into the execution of Allied Joint Operations.

3. Apply operational estimate methods, particularly Centre of Gravity analysis and Operational Design in order to define the problem and determine the necessary conditions to be achieved.

4. Apply operational level planning methods, particularly War Gaming and Course of Action Comparison, in order to design, analyse and compare courses of action.

5. Employ Rules of Engagement for a Joint Operation.

6. Apply the principles of horizontal and vertical functional, command, and cross-staff coordination procedures.

Assessment method	Assessment
The assessment will be based on individual performance and contribution to the group work.	Summative (Fail/Pass/Pass with Distinction)
Credits: 8 ECTS	

International Study Trip

Date: 2nd semester AY 2023-2024
June 2024, 1 week

The aim of the International Study Trip (IST) is to familiarise participants with a real-world example of a staff's role in the joint environment and coordination between lower and higher command levels, emphasising the operational level. The IST expands and deepens knowledge gained during the course, emphasising cooperation across NATO entities and nations.

The trip also aims to appreciate the processes and instruments available at the different levels of the NATO command structure for transforming operational planning into military implementation. Familiarisation with the NATO's training and education institutions and national professional military education (PME) institutions is an additional goal of this trip.

The tour also includes a relevant military historical case study, during which students investigate their knowledge in operational level planning.

Students should view the IST as the summary and culmination of all topics covered throughout their time at BALTDEFCOL and a reward for their efforts throughout the academic year.

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

1. Estimate the joint operational environment and linkages between the NATO Command Structure (NCS) and NATO Force Structure (NFS).

2. Analyse operational planning process and procedures of the NATO decision-making process.

3. Analyse the roles of components and their contribution to achieving desired operational effects.

Assessment method	Assessment
• Group back-briefs. • Participants participate actively in briefings and discussions throughout the trip.	Summative (Fail/Pass/Pass with Distinction)
Credits: 1 ECTS	

ANNEX D | 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
GS	Guest Speaker
HCSC	Higher Command Studies Course
HHH	Hans Haekkerup Hall
IST	International Study Trip
ISD	Individual Study Day
IPH	Individual Preparation Hour
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 E/1 |
CSC Key Deliverables/Assessments/Mandatory Modules/Electives

Module / Elective	Deliverables/ Assignments	Date Due or Assessment	Department
Mandatory Modules/Electives			
Diagnostic/Pre-Course	**CSC Initial Unit**	See instruction on ILIAS	All/CD
English Language	**English Language Assessment (In-processing week)**	During In-processing	CD
M2: Fundamentals and Components	**Written Exam**	27 OCT 23	DMS
M8: Managing Contemporary Crisis	**Syndicate Presentation & Staff Paper**	14 MAR 24 15 MAR 24	DPS
Elective 2	**ELE 2 Assignment**	22 MAR 24	DLMS/DPS/DMS
Research Project	**Selection of Research Project topics**	28 AUG 23	DPS RP supervisors
	Research Paper outline and literature overview to supervisor	02 OCT 23	
	Introduction and Ch 1	11 DEC 23	
	First full draft of Research Paper presented to supervisor	04 MAR 24	Supervisors
	Research paper submitted	02 MAY 24	All Faculty
	Presentation	28-29 MAY 24	

ANNEX E/2 |
CSC Key Deliverables/Assessments/Specialisation Modules

Module / Elective	Deliverables/ Assignments	Date Due or Assessment	Department
Specialisation Modules			
M3: Security and Strategy	**Policy Paper** **Individual Presentations**	26 NOV 23 TBC* *The exact dates of Students' Individual presentations will be provided and confirmed by the MC in coordination with the students.	DPS
M4: Defence Planning and Management	**Group Work: Staff Paper/Presentation**	20/21 DEC 23	DLMS
M5: Project Management	**Group Work: Staff Paper and Presentations**	18/19 JAN 24	DLMS
M7: Allied Joint Operations	**Exam:** **Group Work/Presentation Individual Case Study Assessment**	26-28 FEB 24	DMS
M9: Operational Level Planning	**Online Test** **Open Book Exam: Group Task and Individual Task**	15 – 16 APR 24	DMS

ANNEX E/3 |
CSC Key Deliverables/Assessments/Supplementary Modules

Module / Elective	Deliverables/ Assignments	Date Due or Assessment	Department
Supplementary Modules			
M1: Leadership and Command	**Staff Paper**	15 SEPT 23	DLMS
M6: Operational Law	**Written Exam**	02 FEB 24	DPS
M10: Media Communication	**Individual Interviews Group Presentations**	22-26 APR 24	DLMS
M12: Innovations and Military Technology	**Group Work and individual contribution to a Blog**	03-07 JUNE 24	DLMS

ANNEX F | Curriculum Flow 1st SEM

CSC 2023-2024 1st Semester

ANNEX F | Curriculum Flow 2nd SEM

CSC 2023-2024 2nd Semester

January
- Christmas Break
- Project Management (M5) — CD Brief
- HCSC Open.
- Project Management (M5)
- Operational Law (M6)
- Operational Law (M6)

February
- Operational Law (M6)
- M2
- Allied Joint Ops (M7)
- Allied Joint Ops (M7) — LTU Indep. Day
- Allied Joint Ops (M7)
- EST Indep. Day
- Allied Joint Ops (M7) — BDC B-Day, BDC Anniv. Recept.
- Int. ELE2; RP cons.
- IST — Intern. Night

March
- ISD / Faculty Dev.
- Managing Contemporary Crisis (M8) — RP draft due
- Conf. on Russia
- Managing Contemporary Crisis (M8)
- Elective 2
- Operational Level Planning (M9)
- Good Friday
- Easter Sunday

April
- ISD
- Operational Level Planning (M9)
- Operational Level Planning (M9)
- Operational Level Planning (M9)
- Media Communication (M10)
- Media Communication (M10)
- M3 / M6
- Prep. for CJSE JR (M11)

May
- EST Spring Day
- Prep. for CJSE JR (M11) — RP due
- Combined Joint Staff Exercise JOINT RESOLVE (M11)**
- ISD / Faculty Dev.
- JCGSC RP ppts
- M12

June
- Innovations and Military Technology (M12)
- International Study Trip (IST)
- CSC RP ppts — Grad. Dinner
- Out-processing prep for AAR / Out-processing
- Course AAR / AT AAR
- GRAD
- EST Victory Day
- EST Mids. Day

Legend:
- DMS
- DPS
- DLMS

DMS - Department of Military Studies
DPS - Department of Political and Strategic Studies
DLMS - Department of Leadership and Management Studies

TBA - Team Building Athletics
BDST - Baltic Defence Study Trip
IST - Individual Study Time
ISD - Individual Study Day
RP - Research Project

NOTE!
*Without any frame - mandatory Modules/Elective to participate
*Green frame - mandatory only 1x Module for a specialist nature
*Brown frame - available, additional choice, not mandatory