



Command Senior Enlisted Leaders' Course
Course Plan
2023

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Course Director's Foreword

Dear course participants, comrades in arms, and fellow CSELs,

Welcome to the Command Senior Enlisted Leader's Course 2023!

Welcome to Tartu!



This is the fifth time, since 2019, that we have had the opportunity to greet a new CSEL class. Five years in a row, the Baltic Defence College has fulfilled its commitment not only to the armed forces of Baltic Sea region but also to the larger enlisted community. Every year, the geography and the number of respective nations grew with each CSEL. There is no doubt that the increasing diversity of each class's composition had a positive impact on the content and the quality of the CSEL. The content delivers broader and deeper insights into the global security environment from various perspectives. The War in Ukraine, tensions in other regions, NATO enlargement, and an increasing number of complex tasks have put pressure on the course agenda to be relevantly adaptable. The fact that this course always fills to capacity reflects and proves that an appropriate high level of curriculum quality has been reached, which we as representatives of the BALTDEFCOL are very proud of. In addition, the diversity of this course is also in services you represent. We introduce topics and activities out of the four classical dimensions - land, sea, air, and space. The CSEL curriculum covers dimensions like the human domain, as well as the cyber or electromagnetic spectrum, and creates cases that requires a combination of few or all of these dimensions to solve. As a result, I encourage you to be integrative and multidimensional in your thinking and to take decisions from a regional or even broader security perspective.

The BALTDEFCOL leadership, as well as a large number of visiting lecturers, subject matter experts, distinguished officers, and CSELs will provide your class with speeches and various lectures, initiating and provoking discussion, asking for your opinion, your experience, your wisdom, your perspective and input, all of which will greatly enhance our ability to have a meaningful and productive course. Take this unique opportunity to learn from one another, and use it to achieve and discover new horizons of knowledge. Eventually, all these efforts will enable you to reach a common understanding and speak the same military/CSEL vocabulary, bringing our military cultures closer together. In today's rapidly changing security environment, it is critical to provide appropriate advice and objective insight to strategic leadership at your respective organizations. This CSEL will make that possible.

It is the fifth time when a course director has had the privilege to address to incoming CSEL staff and students. It is the fifth time when the that top enlisted leaders selected from various nations will be challenged and engaged through the CSEL curriculum and evaluation system. Finally, this will be the fifth time on which a huge network based on CSEL class acquaintanceship will become active and effective. Once again welcome to Tartu, welcome to our College, and best wishes for a fruitful and rewarding CSEL 2023!

Sergeant Major Alvydas Tamosiunas
Course Director
Baltic Defence College

Section 1 – Baltic Defence College

1.1 Mandate of the Baltic Defence College

The Baltic Defence College (BALTDEFCOL) was established in 1999 by the governments of Estonia, Latvia, and Lithuania, with support from their allies and partners. The mandate of the College was set out in a Memorandum of Understanding signed by the defence ministers of Estonia, Latvia, and Lithuania. In 2019, the Baltic States Ministerial Committee approved the BALTDEFCOL Development Plan 2019-2027, which provides political direction for the development and future operations in the College, as well as strategic goals and how to achieve them. It ensures that the College remains responsive to the evolving character of academic best practices and remains a Professional Military Education (PME) institution of choice in a constantly evolving strategic environment.

The BALTDEFCOL envisions itself as a modern, future-oriented, attractive, and competitive English language-based international defence college with a regional focus and Euro-Atlantic scope. The BALTDEFCOL serves as a PME institution at the operational and strategic levels, applying the latest educational principles, effective management, and the most efficient use of intellectual and material resources.

The mission of the College is to educate military and security-related civilian personnel of the Framework Nations, Allies, and Partners while promoting international cooperation, networking, and contribution to research in security and defence policy to meet the enduring defence and security needs of Estonia, Latvia, and Lithuania.

In July 2022, the NATO Allied Command of Transformation (ACT) granted the BALTDEFCOL with the status of NATO unconditional institutional accreditation. This marks yet another milestone in recognising the BALTDEFCOL's high-quality educational standards and relevance for NATO and its partners.

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

- The Baltic region;
- The wider Baltic Sea Region with a particular focus on Russia;
- NATO/EU;
- The wider NATO/EU area of interest.

BALTDEFCOL delivers a core PME programme consisting of three residential courses:

- The Higher Command Studies Course (HCSC) – a five month senior-level course;
- The Command Senior Enlisted Leaders' Course (CSELC) – a three month senior-level course;
- The Joint Command and General Staff Course (JCGSC) – a ten month general staff officer course;
- The Civil Servants' Course (CSC) – a security and defence course for civil servants.

In addition to its core PME programme, the BALTDEFCOL delivers the following continuing education courses:

- Senior Leaders' Course (SLC) – a one week course for flag officers and their civilian equivalent;
- Various short courses, seminars and roundtable events at the request of the Baltic states, including courses certified by the NATO Allied Command Transformation (ACT).

1.2 Policy on Equal Treatment and Code of Conduct

The BALTDEFCOL has introduced its Policy on Equal Treatment. The aim of this policy is to ensure a collegial working environment and learning conditions and to protect against unfair and unequal treatment. Mutual trust and respect for the dignity and the rights of all individuals are the key characteristics of such an environment and are directly linked to the BALTDEFCOL Code of Conduct, to which all members of staff and course participants are expected to adhere. The Code of Conduct contains the following principles:

Respect

- People (listen to everyone)
- The multinational environment
- Course participants – as colleagues
- The chain of command
 - Make decisions at the right level
 - Show loyalty to decisions

Responsibility

- Be professional – a lifetime of learning
- Express your opinion
- Use common sense

Openness

- Have no hidden agendas
- Get input before decisions
- Talk to -and not about -people

Have Fun

- Involve families
- Encourage socialising to do things together



Figure 1: *The Baltic Defence College*

Section 2 – Command Senior Enlisted Leaders' Course

2.1 Outline

In May 2017, the concept of creating a strategically focused CSEL Course (CSELC) was raised during the Northern Europe Chiefs of Defence Conference in Stockholm. It was agreed that instead of creating the course based on one nation, the project would be handed over to the BALTDEFCOL as a multinational professional military educational institution that has proved its quality throughout its 24 years of existence.

An international working group consisting of representatives from various key regional stakeholders had identified a critical gap in top-level Senior Enlisted Leaders (SEL) education, specifically for those SELs who selected to assignments directly in support of Flag/General Officers. Since the national needs per nation are limited the 1-2 SELs a year, the working group agreed that the BALTDEFCOL, as the most logical and resourceful military educational institution, would take the lead on this CSELC initiative.

The current iteration of the CSELC is the fifth in a row since 2019. It has grown from initial 13 course participants from 8 nations to a fully manned course with more than twenty course participants from more than 15 Nations. Such growth indicates the CSELC's necessity as well as its achieved quality.

The CSELC 2023 will be held from the 28th of August to the 22nd of November for a total of 12.5 weeks and delivery is planned to be in a blended mode while combining online studies with two residential periods. From the 28th of August to the 10th of September, course participants are expected to spend time preparing for the residential studies while studying assigned publications and video lectures prior to their arrival. During the time between the two residential periods, course participants devote themselves to preparing for the second residential study block and composing an argumentative essay, which is the most important individual assignment throughout the course.

The educational program will be complemented by one cultural trip and, at the end of the course, by the Baltic Defence Study Trip, which will visit selected political, diplomatic and military institutions in Estonia.

2.2 Admission Requirements

In order to successfully contribute to the course and to ensure the achievement of the course learning objectives, course participants should:

- Have a rank of OR-9/E-9;
- At a minimum, have a current position at the level of Brigade Command Sergeant Major/Regimental Sergeant Major or equivalent;
- Have a current or next planned position immediately subordinated to General or Flag Officer (GO/FO);
- Have English language skills on the level of 3232 according to the NATO STANAG 6001. At the beginning of the course, the English language placement test will be conducted. Failure to pass the test shall lead to withdrawal from the course;
- To be fully vaccinated against COVID-19.

2.3 Aim

The aim of the CSELC is to provide Command Senior Enlisted Leaders with the knowledge that will enable them to advise, support, and enhance strategic level leadership's decision-making process to meet anticipated political and security challenges within a dynamic and complex Baltic Sea Region environment and beyond.

2.4 Learning Outcomes

The delivery of education through the CSELC is organised to achieve learning outcomes that delineate critical fields of knowledge and appropriate skills for the course participants to master.

The curriculum of the CSELC 2023 is designed to produce graduates who are able to:

1. **Distinguish** contemporary theories of leadership and mission command in the context of the evolving security environment at a strategic level.
This course objective is supported and achieved through all educational components, particularly by: Module 1-Strategic Leadership, Annual Military History Conference, Study Trip – Introducing Estonia, and Argumentative Essay if relevant.
2. **Assess** complex strategic phenomenon, utilising - where appropriate - the relevant theories or models of strategic leadership.
This course objective is supported and achieved through all of the educational components, particularly by: Module 1-Strategic Leadership, Annual Military History Conference, Baltic Defence Study Trip, and Argumentative Essay if relevant.
3. **Examine** the impact of resource constraints on Political Planning and Resources Management;
This course objective is supported and achieved through all educational components, particularly by: Module 2-National Security, Baltic Defence Study Trip, and Argumentative Essay if relevant.

4. **Investigate** recent developments in defence policy and planning at the national, regional, and international levels;
This course objective is supported and achieved through all educational components, particularly by: Module 2- National Security, Baltic Defence Study Trip, and Argumentative Essay if relevant.
5. **Analyse** the significance of the challenges posed by Russia, its strategic allies, and other rising geopolitical powers and challenges, the threats arising from various geopolitical theatres and functional areas, and identify their impact on security;
This course objective is supported and achieved through all educational components, particularly by: Module 3- International Security Challenges, Study Trip – Introducing Estonia, Baltic Defence Study Trip, and Argumentative Essay if relevant.
6. **Describe** the main characteristics of the future warfighting environment, and the concept of Multidimensional Warfare as a framework for the future warfare.
This course objective is supported and achieved through all educational components, particularly by: Module 3- International Security Challenges, and Argumentative Essay if relevant

2.5 Recognition of the CSEL

In designing and implementing the CSEL, the BALTDEFCOL aims to meet the standards and requirements of civilian post-graduate degree programs. However, the CSEL is designed first and foremost as a senior professional military education course, and it is up to the educational institutions to determine which, if any, module(s) of the CSEL may be accredited towards any academic programs. The value of the CSEL, composed of the individual tasks and group activities, is **17 European Credit Transfer and Accumulation System (ECTS) points**.

All graduates will receive a Diploma Supplement as a constituent of graduation documentation.

Section 3 – Educational Framework

3.1 Introduction

The CSELC's educational framework is developed to act as a combination of educational approaches, including lectures, panel discussions, seminars, and small group (syndicate) activities and exercises to facilitate adult learning at an advanced level. Consequently, the primary responsibility for learning and achieving the specified learning outcomes is placed on the course participants. To facilitate this, the CSELC and the BALTDEFCOL aim to provide the best possible educational environment for learning. The CSELC is designed to enhance professional knowledge already possessed at the BALTDEFCOL faculty and is bolstered with specific teaching delivered by external sources. As a result, active learning and the full participation and contribution of all course participants is heavily encouraged; this contribution allows course participants to share their knowledge, experience, and learning with one another in an open and positive environment.

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

3.2 Educational Charter

The delivery of education at the BALTDEFCOL is guided by an 'Educational Charter,' which includes six principles applicable to both course participants and faculty:

1. **Education is not received but achieved:** as education is the basis of professional and individual self-improvement, course participants are therefore encouraged to devote themselves to their studies, understanding that the effort they put in will be rewarded by what they get out of the educational process.
2. **Minds are not vessels to be filled, but fires to be kindled:** the faculty should not simply provide facts for course participants to learn; through small-group learning methods, they should also seek to mentor course participants to help them develop their ability to think for themselves. The objective is not to educate course participants 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. While knowledge is not necessarily power, power can only be wielded effectively with knowledge. Course participants 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 course participants and work.
5. **Assessment should be rigorous and fair:** assessment should be understood and designed as a productive learning experience for course participants, meaning faculty should always endeavour to provide professional, meaningful, and constructive feedback. Meanwhile, course participants should receive this feedback in a positive way, as it is intended to serve 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 BALTDEFCOL will always foster an open atmosphere, where faculty and course participants can engage – sometimes even robustly – in discussion and debate.

3.3 Learning Levels – Bloom's Taxonomy

Like other Professional Military Educational institutions, the BALTDEFCOL incorporates Bloom's Taxonomy, allowing the provision of a common perception of educational learning objectives for teachers for the development of respective modules/electives learning and assessment methods and for the provision of an informed structure to educational products.

The BALTDEFCOL integrates the six levels of knowledge within Bloom's Updated Taxonomy to better define which keywords should be used in the generation of particular Learning Outcomes, i.e., those statements relating to what course participants should be able to do after completing a Course or Module.

The CSELC utilises these learning levels in the identification of particular learning outcomes, which are deemed necessary both for the course and for its modules. In keeping with the CSELC's educational philosophy and the character of the course participants attending the course, a major portion of teaching is conducted between cognition levels two and six.

3.4 Course Documents

The key documents of the CSEL, which cover all aspects related to the course and the curriculum, consist of the Course Plan, module guides, and Weekly Timetables. Course participants should also be familiar with the BALTDEFCOL Regulations, which describe the mission, rules, and norms of the BALTDEFCOL.

Course Plan

The CSEL Course Plan provides an overview – down to the modular level – of the entire curriculum.

Module Guides

A module guide will be assigned for each of the modules of the CSEL curriculum. Published electronically, these guides describe the curriculum down to the level of single lectures or other classroom activities. They are the most detailed description of the curriculum content and are designed to be:

- Reference documents for the course participant, outlining what will be taught, how to prepare for it, and the relevant reading material;
- Guidance documents for faculty in the preparation of lectures.

Module guides will be issued throughout the course before the start of each Module. Each will contain the following information:

- Module Overview: Aim, Learning Outcomes;
- Module Content by event;
- Assignments and Assessment;
- Preparatory Reading;
- Supplementary Reading.

Weekly Timetable

The Timetable provides a weekly overview of lectures, group activities, and other events related to the CSEL. This Timetable, issued at least two weeks in advance of each week, is subject for the change and might be amended and reissued as necessary. CSEL extracurricular activities may include both formal and informal dinners with guest speakers and visiting mentors, as well as other academic and recreational activities. Additionally, the 'Introducing Estonia' trip is scheduled as a component of the extracurricular activities.

3.5 Educational Components

The BALTDEFCOL has opted to adopt the Bologna Process, initiated within the European Higher Education Area to standardise the duration of European educational courses and assessment procedures to facilitate easy transfer of qualifications between academic institutions. In Estonia, 26 hours corresponds to 1 ECTS credit. The CSEL includes 450 hours (192 contact hours and 243 hours of preparatory- and individual studies) or 17 ECTS points in total. The time allocated should enable the average course participant to pass each Module. Each week contains an average of 44 hours of study time, which is commonly divided into two basic formats:

1. **Contact Hours (CH):** within the curriculum, this includes lectures, syndicate activities, exercises, and the International Study Trip, during which course participants are expected to be integrated with the faculty or acting under the direct supervision of faculty:
 - a. **Lectures** are one of the ways through which adult education is provided, allowing all course participants to congregate together with an expert – either a member of the faculty or a guest speaker – who presents on a topic to stimulate course participants' thinking and convey key facts, experiences, or ideas while simultaneously drawing course participants into debate and discussion.
 - b. **Panel/Plenary Discussions** are group discussions or syndicate presentations moderated by a member of the faculty or a Guest Speaker.
 - c. **Syndicate Activities** allow course participants to present and provide briefings on particular topics to one another. The CSEL course participants will be divided into syndicates. Their composition is adjusted for particular tasks. Syndicate activities generally consist of a preparatory phase, a presentation, and a discussion. These discussions are intended to encourage course participants to consider course material at a higher cognitive level.
 - d. **Supervision** is the key for course participants to complete selected written assignments through regular meetings with a supervisor. It is vital to note that the role of the supervisor is not to write the course participants' assignment for them but rather to offer critical feedback and advice on drafts of their paper, which can then be used to make improvements and amendments to future versions.

- e. **Conferences** provide opportunities to share scientific knowledge and in-depth expertise on a specific topic. CSELC course participants will virtually attend the Baltic Military History Conference during their home studies period in October. Also, after graduation from CSELC, access will be provided to the BALTDEFCOL Annual Conference on Russia, which takes place each year in March. Virtual participation of CSELC graduates will be free of charge. Associated cost to the physical participation to be covered by the Sending Nation/institution and are not subject for BALTDEFCOL reimbursement.
 - f. **Seminars** are organised by the Faculty or course participants. 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, trains analytical skills and critical thinking, and focuses the ability to reflect on a given subject area.
 - g. **Exercises** form is a part of the CSELC learning process and is conducted to allow course participants to apply the theories and concepts studied throughout the curriculum to solve problems within the strategic environment.
 - h. **Individual Research Project (Argumentative Essay)** is an individual research carried out by course participants on a topic related to the course curriculum, which consists of required reading, tutoring, a written paper, producing an Executive Summary/Speaking Note, and a presentation. During the course, course participants will be tasked to produce an argumentative essay (3000 words), involving research and applying academic standards.
 - i. **Study Trips** are collective visits to the institutions, organisations, and agencies outside of the BALTDEFCOL. CSELC course participants will attend the Study Trip-Introducing Estonia and the Baltic Defence Study Trip at the end of the course. These trips provide course participants with an excellent opportunity to meet national and regional practitioners in the environment in which decisions to be made, allowing course participants to obtain first-hand knowledge of Allied and national policies as well as with respect to armed forces and cultural values.
 - j. **Extra Curriculum Activities** involve high-level visitors or distinguished guests who will deliver a lecture for all the courses present and the faculty, providing an opportunity to get an update on contemporary issues or unique personal and professional insight. These types of activities are often not pre-planned and thus require adjustments in the course schedule and weekly timetables. In addition, social and cultural events, such as gatherings, unofficial visits, and trips, are considered extracurricular activities.
2. **Individual Preparation Hours (IPH):** this is time allocated for individual study, preparation for syndicate activities and reflection, as well as work on assignments. Course participants should plan to spend, on average, two to three hours from Monday-Thursday engaged in such activities, as well as five hours over the weekends. The CSELC includes four varieties of reading but could include additional tasks:
- a. **The Initial Unit** is a part of the Advance Distant Learning Module (Module 0) and is meant to introduce or review knowledge of the Academic Writing Project that course participants will undertake during the course. Moreover, the initial unit allows the course participants to get a general understanding about the forthcoming three residential study modules. It is mandatory for course participants to familiarise themselves with all the content of the Initial Unit before arriving at the BALTDEFCOL for the first residential period. The initial unit will end with the online test, measuring the general understanding of the subjects that will be covered during the following Study Modules.
 - b. **Pre-Readings** are mandatory readings to be completed in preparation for the course. These readings are considered essential for ensuring that all course participants start the CSELC with a similar level of elementary knowledge.
 - c. **Preparatory Readings** are mandatory and must be completed in advance of particular educational activities. Preparatory readings are intended to provide course participants with a broad overview of the topics identified to reach the learning outcomes specified.
 - d. **Supplementary Readings** are provided to support each educational activity, providing additional insight into certain aspects of the curriculum. The complete list of supplementary reading material will often be well in excess of that which can be reviewed in the time available. Course participants will thus have to make choices as to what they consider to be of the greatest value to their personal goals and professional areas of interest.

Section 4 – Organisation of the CSELC

4.1 Faculty Organization

Course Director

The Course Director is directly accountable to the Commandant for the development, planning, and execution of the course and its Study Modules. The Course Director is assisted, when requested, by the Dean, Curriculum Developer, Senior Mentor, External Module Coordinators, (Visiting) Mentors, and a Course Secretary as well as any other relevant faculty members.

External Module Coordinator

External Module Coordinators are selected CSELc graduates from the BALTDEFCOL Framework Nations of Estonia, Latvia, and Lithuania. They are responsible for developing, planning, and conducting educational modules for the CSELc. They are responsible for the liaison with, use of, and administration matters related to external support, e.g., Visiting Mentors, Guest Speakers, the Baltic Defence Study Trip, etc.

CSELc Senior Mentor and Visiting Mentors

The BALTDEFCOL Senior Mentor is a CSELc graduate, preferably former External Module Coordinator, whose primary task is related to the facilitation of active adult learning methods while injecting his or her practical experience, guiding discussions, and advising the course participants in achieving their learning objectives. He or she oversees the learning-teaching process and provides feedback to the External Module Coordinators and Course Director. Additionally, he or she offers mentoring and feedback to the course participants and facilitates syndicate activities. Moreover, the Senior Mentor is a member of the Argumentative Essay Presentation Board. The goal is to provide course participants with realistic feedback and discussion from the perspective of a General/Flag Officers' level command team. He or she contributes to the Course Director's Reports based on individual observations within educational processes.

Visiting Mentors are the Strategic level CSELs currently posted in respective organizations, who directly contribute to the CSELc education throughout the delivery of the course. They provide practical insights based on their experiences and provide advice to the course participants throughout their lectures, group discussions, and syndicate activities at the BALTDEFCOL.

Faculty

The Faculty consists of civilian and military personnel who are deployed by the nations or hired directly by the College to plan and implement educational activities as well as to assess the course participants' assignments. The faculty implements educational activities in their roles as supervisors of argumentative essays, assessors, and lecturers. The Dean, Directors of the Departments, and other College Management Group members are also part of the faculty.

Supervisor/Assessor

The Supervisor/Assessor is a BALTDEFCOL faculty member who has been assigned to evaluate and guide the development of the Argumentative Essay. Simultaneously, the same person is responsible for providing documented input to the course participants' Argumentative Essay final assessment form.

In respect of the specific topics, the Course Director could accept an external Subject Matter Expert (SME) as supervisor/assessor. An external SME could be proposed by the nation, which has sent a respective course participant, based on the specific area of expertise.

The supervisor can recommend a student for the Academic Writing Award nomination as well.

External Assessor

An External Assessor is an external expert or academic responsible for assessing course participants' Argumentative Essays in case of academic misconduct or an appeal initiated by the course participant. In addition, an External Assessor contributes to the process of validating the selection of the best Argumentative Essay(s) for the Academic Writing Award nomination.

Course Secretary

The Course Secretary is responsible for all daily secretarial and administrative duties for the CSELc.

4.2 Course Participants (Students) Organisation

Course Leader

The course participants will elect one of their peers to act as the Course Leader from their own cohort. In the conduct of their official duties, the Course Director will delegate authority to the Course Leader with respect to his or her fellow CSELC course participants.

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

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

- Maintaining direct communication with and takes guidance from the Course Director regarding CSELC initiatives;
- Disseminating information to CSELC course participants;
- Acting as the nexus in collecting overall views of the course on significant issues and passing these opinions to the Course Director;
- Organising the planning and execution of CSELC social and other events, both inside and outside of the College;
- Organising the planning and preparation of end-of-course mementos on behalf of CSELC course participants;
- Organising a CSELC feedback briefing at the end of the course.

Syndicates

For small group tasks, course participants will be divided into syndicates, which are composed based on every individual group task. Throughout different syndicate activities, the focus is on peer-to-peer learning and organising tasks without the need of external guidance.

Class Assistant

The Course Director will nominate one of the course participants to the role of Class Assistant. The respective person will be responsible for guiding the course participants concerning the preparation for respective day. During the day, the Class Assistant will meet, accompany, introduce, and thank Guest Speakers on behalf of the CSELC.

The Class Assistant should also ensure that the classroom is properly prepared before and tidied after use.

4.3 Course Participants Responsibilities

While in the CSELC, course participants have a number of responsibilities pertaining to the maintenance of both academic rigour and individual propriety. In particular, course participants should:

- Conduct themselves with propriety both at the College and in public places;
- Respect guest speakers, academic faculty, and other course participants in an appropriate manner;
- Act in a scholarly way during class, syndicate, and extracurricular activities;
- Meet with their supervisors regularly;
- Undertake the necessary preparation to fully engage with syndicate activities;
- Ensure compliance with the applicable academic regulations and standards during all assignments.

Section 5 – Curriculum

5.1 General

The BALTDEFCOL delivers the CSELCL through a Curriculum Flow (see Annex B).

Regarding the educational process, a blended learning model is used, including distance learning based on ADL and residential periods.

The curriculum is delivered through the modules, which are smaller units of education, with a duration of approximately one to two weeks.

Module Coordinators are responsible for particular modules in the CSELCL; they organise and/or facilitate their modules' teaching and with the assessment process.

Faculty or Guest Speakers provide education and are assisted by the Course Director, External Module Coordinators, and Visiting Mentors.

The Course and each Module have predefined learning outcomes that are linked with Bloom's taxonomy. These are statements relating to what each course participant *should* know or be able to do at the end of the course or each Module. Assignments of the Modules are designed to test the achievement of these outcomes.

5.2 Study Modules and Supporting Activities

M0	ADL – preparation phase
M1	Strategic Leadership
M2	National Security
M3	International Security Challenges

Modules 1 to 3 encapsulate key learning outcomes, which contributes to meeting the CSELCL-level learning outcomes. This does not mean that each learning outcome – at the specified level of the CSELCL – is mutually exclusive, as the CSELCL utilises an integrated course outcome design.

The CSELCL comprises one preparatory Advance Distance Learning module and three discrete and sequential core modules containing a variety of curriculum activities. These activities are optimised for residential delivery and are designed to attain the desired level of learning in the applicable subject. The modules are delivered as follows:

Module 0: Advanced Distance Learning (ADL)

The main aim of Module 0 is to prime Command Senior Enlisted Leaders for the same level of understanding in overarching topics such as various International Security Challenges, formal writing skills, and critical thinking. Additionally, selected pre-readings for upcoming study modules will be included so that course participants can start to familiarise themselves with issues that will later be covered during the course. For this Module, the BALTDEFCOL online platform ILIAS will be utilised to distribute the relevant online lectures, preparatory and supplementary readings, and to provide of the desired outcome for the Argumentative Essay. There are no contact hours during this Module, so the CSELs will complete the mandatory pre-recorded online lectures and familiarise themselves with preparatory readings at their own convenience. The Module can be completed in a manner that will not hinder the course participants' normal routine duty tasks. The estimated time for completion of the Module is 2-3 hours per day, depending on individual reading speed and prior familiarity with the covered subjects.

Module 0 will end with the online test with a summative assessment in an ILIAS environment. Three attempts will be allowed to pass the test.

Levels	Learning Outcomes
2	Explain the contemporary International Security Challenges, as well as the principles of the Strategic Leadership and National Security.
2	Describe the basic principles of critical thinking and academic writing in conjunction with the development of the argumentative essay.

Assignment	Assessment
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To pass an online test based on mandatory pre-readings.	Summative - Fail/Pass/Distinction
Credits: 1 ECTS	

Module 1: Strategic Leadership

The aim of Module 1 is to reintroduce Command Senior Enlisted Leaders to the theoretical and conceptual tools necessary to function effectively within a Command Team at the strategic level. The Module's overall aim has three mutually reinforcing components:

First, to provide course participants with the knowledge required to research and effectively and creatively communicate in both speech and writing;

Second, to enhance course participants' understanding of complex strategic decision-making processes to broaden leadership capabilities;

This Module also provides a basic overview of the key concepts and theories of critical thinking, military theory, strategic communication, and mission command that will be used as practical tools throughout the course. It includes the virtual participation at the Annual Baltic Military History Conference, a Military Theory seminar, and a collective review on the Role of the Joint Operational and Strategic CSEL.

At the end of the Module, course participants should be able to:

Levels	Learning Outcomes
4	Distinguish the significance of the role of a CSEL as a key contributor to the Command Team structure, exploring effective ways to express higher-level ideas and provide options to support, shape, and assist with decision-making at a higher level.
4	Investigate frameworks of higher command and the skills required for leadership roles utilized to overcome real-world Command Team challenges at the Strategic Level.
2	Estimate the impact of various elements that contribute to the success or failure of higher leadership, especially at the Allied or coalition levels.

Assignment	Assessment
Active contribution to the Syndicate activity addressing following topics: 1) CSEL Role in Joint Operational Command Team. 2) CSEL Role in Strategic Command Team. The assignment is related to developing and presenting a commonly agreed upon vision related to the focus of the syndicate activity.	Summative - Fail/Pass/Distinction
Credits: 4 ECTS	

Module 2: National Security

The aim of Module 2 is to survey the key actors, institutions, interactions, and procedures that contribute to the national security system and the elements of national power. The Module begins with a study of the national security system, the elements of national power, and strategic level planning. Later, course participants will study resource management and national security document systems. As an individual task or a team assignment, course participants will prepare and present their respective national security strategy presentations. The presentation is built on the concept of Multidimensional Warfare and is to present the national threat assessment through its prism. This Module concludes with a panel discussion of speakers representing different elements of national power.

The week-long Module is designed so that having studied elements of national power and political-level planning and having received national security briefings from all nations in the course, course participants will be prepared for the next Module, which will be focused on international security challenges.

At the end of this Module, course participants should be able to:

Levels	Learning Outcomes
4	Examine the respective country's national security aims and identify key concepts, processes, and relationships both internally and regionally.
4	Distinguish the relationships between respective national security objectives, defence strategies, and military capabilities along with the associated resource constraints.
4	Consider the elements of national power that are foundational to national security documents.
2	Explain key partner nations' security concerns and challenges and relate them to their respective country's national aims.

Assignment	Assessment
A national security strategy briefing, composed and presented individually or in pairs if there is more than one course participant from the same Nation.	Summative – Fail/Pass/Distinction
Credits: 2 ECTS	

Module 3: International Security Challenges

The aim of Module 3 is to identify contemporary trends related to evolution of the international security perspective, lessons learned from current conflicts, and the main trends of the future security environment. The Module's overall aim has following reinforcing components:

First, the Module will provide an overview of the security environment in the Baltic Sea Region, including the Far North as an area directly influencing regional security and current challenges, including Russia's activities and NATO's response to the changing situation. Moreover, tools of power, such as economic pressure, the use of energy, and the cyber domain, and propaganda, are explored. A regional overview will be followed by a global overview, covering major hotspots in Europe, Asia, and Africa.

Following this global overview, the different concepts of Multidimensional Warfare are explained to the course participants. The theoretical overview will be followed by the deeper dive into Space as an element of the Multidimensional Warfare. A panel discussion is followed by an exercise that allows the course participants to realise its practical values for the conventional battle-space.

It will be followed by the exercise '*Common Shield*,' which offers course members the opportunity to work on regional analyses of multidomain threats and to develop potential regional countermeasures to confront them. The exercise prelude gives an opportunity to work with different Elements of National Power, national threat assessments, and other aspects of the complex Baltic Sea Regional Security Environment. Hence, the exercise verifies previously covered topics within the course and allows the course members to use the skills of critical thinking and analysis.

Finally, the future security environment and conflicts will be discussed. It includes aspects such as changes in global demographics, urbanisation, climatic change and climate refugees, extremism, artificial intelligence, and unmanned high-tech weapon systems. As a result, course members will be able to distinguish potential characteristics of future conflicts, enabling CSELs to effectively advise their strategic level superiors and to familiarise themselves with future challenges in the field of Professional Military Education of the enlisted personnel.

The residential period of the Module ends with Baltic Defence Study Trip (BDST) to Estonia.

The graduation is expected to be co-conducted with the Senior Leaders Course in Tallinn, Estonia.

At the end of the Module, course participants should be able to:

Levels	Learning Outcomes
5	Appraise the significance of the challenges posed by Russia, its strategic allies, and other rising powers and challenges and threats arising from various geopolitical theatres and functional areas, analysing their impact on the security environment.
5	Assess recent developments in defence policy and planning at the bilateral and multilateral levels
2	Explain the perception of the Multidimensional Warfare as a concept to counter and defeat adversary by joint force in all the domains of a future armed conflict
2	Identify the main characteristics of current and future conflicts, types of warfare, and the utility of armed force in the wider Baltic region and beyond

Assignment	Assessment
Exercise on Space as an element of Multi-Domain Operations. The practical aspects of the Space capabilities are utilised to solve the tasks given in the exercise scenario.	Summative – Fail/Pass/Distinction
Exercise “Common Shield.” In groups, a commonly agreed upon priority list of regional multidomain threats and a list of cross-regional countermeasures are to be developed and presented.	Summative – Fail/Pass/Distinction
Credits: 5 ECTS	

Argumentative Essay

This assignment allows course participants to employ the principles of critical thinking on a topic related to the future development of the national and/or NATO NCO corps or to address the strategic aspects of the security environment, security and defence policy, defence strategy, or defence management. The research process is intended to provide the opportunity to improve course participants' argumentation and self-expression skills through authoring an Argumentative Essay. For the successful completion of the Module, course participants must prepare an Argumentative Essay following BALTDEFCOL academic standards as provided in ILIAS. Argumentative Essays have to be completed individually.

The assignment is expected to be in the range of around 3000 words, and it is supervised by selected BALTDEFCOL faculty members or external Subject Matter Experts. Additionally, course participants will compose an executive summary in the format of a BALTDEFCOL speaking note for the Presentation Board to support his or her presentation.

Within two working days during Module 3, all the course participants will have the opportunity to present their topic, its importance, the essence of the problem, and potential solution(s)/recommendations. For this purpose, an Argumentative Essay Presentation Board consisting of a general officer(s), the Dean of the BALTDEFCOL, the Senior Mentor of the CSEL, and the Course Director will be composed.

While the writing process of the course paper promotes critical thinking, synthesis, and the analytical skills of the course participants, the Argumentative Essay defence in front of the board assesses presentation skills and gives a sense of a realistic multinational strategic level working environment.

Lastly, the chosen topic allows course participants to bring up real-life shortcomings in the national or NATO military system and offer potential recommendations and solutions based on their analyses.

The Presentation Board will select the best essay(s), which are the subject of potentially being published in the BALTDEFCOL collection of the best course participant(s) essays in *Ad Securitatem*.

At the end of this Module, course participants should be able to:

No:	Learning Outcomes
6	Assess contemporary strategic phenomena, utilising – where appropriate – the relevant strategic theories or models of strategic leadership.
3	Apply the academic standards, principles of ethical and critical thinking, and the formal requirements of conducting research.
3	Present the key aspects of a strategic level challenge and defend its conclusions and recommendations.

Assignment	Assessment
An argumentative essay in Strategic Studies (70% written paper, 10% executive summary/speaking note, and 20% presentation)	Summative Fail/Pass/Distinction
Credits: 5 ECTS	

Baltic Defence Study Trip

The final stage of the CSELC, the Baltic Defence Study Trip (BDST), will be conducted in Estonia.

During the trip throughout Estonia, course participants will interact with security, defence, and communication planners and experts to validate the knowledge obtained during the course, based on the sample of one sovereign nation in the Baltic Sea Region. Within a few days, the course participants will be familiarised with the elements of Estonian national power and its perception of regional security. Also, NATO's response to the Baltics' emerging security situation will be addressed while visiting enhanced Forward Presence (eFP) Estonia.

Finally, course participants will attend the concluding panel session of the Senior Leaders' Course (SLC) dedicated to the General Officers/Flag Officers and attend the joint graduation of the CSELC and the SLC.

This study trip supports the learning outcomes of Modules 2 and 3, as it exposes course participants to national and regional perspectives on the security environment and relations with Russia.

Section 6 – Course Participants Assessment System

6.1 Introduction

Assessment is a continuous process intended to support the course participant progress throughout the CSELCL and to enable the College to report to participating states on their course participants' performance if required so. The Course Director is ultimately responsible for the assessment of course participants. A Senior Mentor, External Module Coordinators, and Visiting Mentors assist the Course Director in the assessment. The following form of assessment is utilised at the BALTDCLCOL for the CSELCL:

	Purpose	Form	Sequence
Formative	To provide feedback during an educational activity or module. To achieve this, course participants may be given the opportunity to complete tasks during modules to assist with their learning, which will always result in feedback.	Ungraded narrative feedback	During a module or course.
Summative	To determine whether course participants have met the prescribed aim and learning outcomes for the modules. To achieve this, course participants are required to complete a summative activity for each Module.	Fail/ Pass/Distinction	End of a module or course

Course participants have to pass all assignments associated with a particular module in order to pass the Course as a whole. A course participant who for any reason receives a 'Fail' in one or more of the summative assignments will not graduate from the CSELCL but will receive a 'Letter of Attendance.'

6.2 Assessment Procedure

The procedure for the course participant assessment system consists of two parts. First, all modules include an assignment(s) that will be formally assessed, known as summative assessments. The assessment, together with the feedback, are intended to assist in the course participant development throughout the course and will not be made available to the Sending Nations. Summative assessments are designed to formally assess course participant performance and knowledge in line with the learning outcomes of the different CSELCL modules.

Second, the Course Director and External Module Coordinators will monitor course participant progress and performance throughout the CSELCL and will provide them with personalised informal feedback:

1. **Course Director's Counselling:** time will be scheduled for individual counselling between the Course Director and each course participant during the second residential study block. If deemed necessary, the Course Director can invite a course participant for ad-hoc counselling if the performance of the course participant during the CSELCL so requires.
2. **Diploma and Diploma Supplement:** will be provided to the course participant prior to graduation from the course.

6.3 Assessment of Academic Ability

The BALTDCLCOL uses an assessment system compatible with the European Credit Transfer and Accumulation System (ECTS). However, the application of the assessment system and the use of the grading depends on each course's requirements and the length of each course.

A summative assessment will be carried out for every CSELCL module to formally assess course participant performance and knowledge in relation to the modular learning outcomes. CSELCL course participants will receive a summative assessment of assignments by using the Pass/Fail/Distinction criteria. In case of an exceptional Argumentative Essay and follow-on proceedings, the course participant may receive Distinction.

Assignments assessed using Fail/Pass/Distinction criteria will use grades outlined below:

Distinction	<p>The course participant displays an outstanding grasp of the subject matter and a very broad level of achievement of learning outcomes.</p> <p>The course participant has exceeded the aim for the Argumentative Essay by displaying an outstanding grasp of the subject matter and an excellent ability to remember, understand, apply, analyse, evaluate, and create information.</p>
Pass	The student has met most of the module aim by displaying a satisfactory grasp of the subject matter and an attainment of learning outcomes at a satisfactory level.
Fail	<p>The student has failed to meet the module aim due to an inadequate grasp of the subject matter and acquired knowledge and skills are below the minimum level.</p> <p>There may also be evidence of various forms of academic misconduct, including plagiarism.</p>

6.4 Reassessment and Course Participant Appeals

In some cases, course participants might receive a **Fail** for an assignment. Should this occur, they will be afforded one opportunity to undertake a reassessment within ten working days. In case of failing to pass the assignment during the reassessment process, an Appeal Board will be convened to determine the final unappealable grade. Based on the Appeal Board's final grade, the Commandant will inform the Sending/Sponsoring Nations of further actions.

If a course participant is dissatisfied with the assessment of a summative assignment, the course participant has the right to appeal their grade but only if they can provide evidence showing why they believe they have been treated irregularly or unfairly. The procedure for course participant appeals is outlined in the *Standard Operating Procedure for Student Assessment*.

6.5 Misconduct

In the case of academic or personal misconduct, course participants may face expulsion from the CSELC and return to their home country following procedures approved by the Baltic states and set out in the BALTDEFCOL Regulations. The various forms of academic misconduct are specified in Annex C.

Should a course participant's general course performance not meet the required level, there are three stages of warning:

- **Level 1 – Course Director's Dialogue:** when the Course Director is made aware that a course participant is not making satisfactory progress or contributing insufficiently to the course, he will discuss it with the respective course participant, informing that his or her progress is below standards and requires a swift improvement.
- **Level 2 – Course Director's Report:** should performance not improve, a report will be compiled by the Course Director and read by the course participant, who will sign it. At this stage, the Course Director will inform the Commandant and the Senior National Representative (SNR) (if appointed).
- **Level 3 – An Academic Board:** Led by the Dean, the Board determines the final assessment and reporting to the Commandant.
- **Level 4 – Commandant:** if progress continues to be unsatisfactory, the Commandant may decide that the course participant should be removed from the CSELC and recommends the to Sending Nation that he/she shall be withdrawn from the course.

6.6 Graduation Documents

Upon the completion of the course, each CSELC course participant will receive a Course Diploma and Diploma Supplement.

6.7 Course Participant Awards

The CSELC has established three awards for course participants:

The Commandant's Award;
Academic Writing Award;
Course Leader Recognition.

Awarded course participants will be recognised during the Graduation Ceremony.

Commandant's Award

This award recognises the course participant whom the CSELC leadership believes has demonstrated the most outstanding overall creativity, insight, rigour, leadership, and comradeship. This particular course participant will have achieved exceptional academic results in all assignments while also showing excellent leadership and comradeship throughout the course. He or she will also enrich the educational experiences of his or her colleagues, contribute extensively to the course, and reflect the values and expectations of the BALTDEFCOL.

The Course Director will nominate a course participant worthy of the Commandant's consideration for the award in close coordination with the Dean and Mentors/ External Module Coordinators.

Academic Writing Award

The course participant who demonstrates the highest excellence on the CSELC for his/her Argumentative Essay and defends it in the best quality in front of the Presentation Board will receive an Academic Award and will be offered the opportunity to publish an Essay in BALTDEFCOL online collection of the best course participants/students papers '*Ad Securitatem*'.

Course Leader Recognition

This recognition is presented to the course participant who the fellow course participants have selected to perform the tasks of the Course Leader.

Section 7 – Course Evaluation Process

7.1 General

Curriculum development is a continuous process involving the review of the current course programme, the planning and authorship of new or revised material, approval of changes, and the production and distribution of course material.

The BALTDEFCOL will continuously endeavour to improve the curriculum by making it more effective, relevant, agile, and responsive to new challenges.

To develop further the course, evaluation and feedback systems are used. This system involves course participants, faculty, the management group, and others involved in the delivery of education.

7.2 Course Feedback System

Both course participants and the College Leadership (Academic Board) evaluate the CSEL. The Course Evaluation System consists of four separate elements: Module Feedback, Course Feedback, and an After Action Evaluation. Given this unique course development procedure, the tri-annual International After Action Review Conference is added to the Course Feedback System.

Module Feedback

The objective of Module Feedback is to receive immediate feedback from course participants by the respective Module Coordinators and the Course Director on each Module to monitor the learning process, make any necessary adjustments to the ongoing Module, and gather data for the overall evaluation.

Course Feedback

The objectives of Course Feedback of the course participants is to provide an overall assessment of the course to the members of the College Management Group and to receive recommendations on the areas that need improvement and more attention in the future. The Course Feedback of the course participants consists of two parts – individual feedback submitted by every course participant and subsequent discussion and the preparation of a joint briefing by the CSEL.

Members of the College Management Group are to attend the Course Feedback briefing, allowing them to draw Lessons Identified within their respective areas of responsibilities.

After Action Evaluation

The objective of After Action Evaluation is to gain course participant views about the CSEL after graduation, focusing on how their participation has met the requirements of their current position in particular. An online questionnaire is sent to CSEL graduates once every three years to support the further development of the CSEL concept in the framework of the BALTDEFCOL tri-annual cycle of Educational Requirements Seminar (ERS).

After Action Review Conference

This is a forum that brings together representatives of the BALTDEFCOL Framework Nations, the CSEL Founding Nations, NATO entities that have been supporting CSEL development, and other nations sending Course Participants to attend the CSEL. The goal of the event is to summarise the previous period and to seek recommendations about the future course content. The Conference is conducted once in every three years. The next AAR Conference is scheduled to take place at the beginning of 2026.

ANNEX A | Abbreviations

ACT	Allied Command Transformation
AAR	After Action Review
ADL	Advanced Distance Learning
AE	Argumentative Essay
BALTDEFCOL	Baltic Defence College
BDST	Baltic Defence Study Trip
CH	Contact Hours
Credits	Credit Points assigned based on ECTS
CSELC	Command Senior Enlisted Leaders' Course
DLMS	Department of Leadership and Management Studies
DMS	Department of Military Studies
DPS	Department of Political and Security Studies
ECTS	European Credit Transfer System
EST	Estonia
HCSC	Higher Command Studies Course
IPH	Individual Preparation Hours
JCGSC	Joint Command and General Staff Course
LVA	Latvia
LTU	Lithuania
NATO	North Atlantic Treaty Organisation
PME	Professional Military Education
SLC	Senior Leaders Course
SNR	Senior National Representative

ANNEX B | Curriculum Flow

Removed intendedly. Please contact us for further information.

ANNEX C | Academic Misconduct

The Academic Misconduct is handled in line with the procedures described in BALTDEFCOL "SOP for Student Assessment."

BALTDEFCOL attaches great importance to ensuring high academic standards and integrity in all its educational and research activities. At BALTDEFCOL both plagiarism and fraud are considered academic misconduct. If a student work has been identified as plagiarised or academic fraud has been committed, disciplinary procedures will follow (e.g. as outlined in Regulations of BALTDEFCOL). Each case is treated individually and with due consideration of degree and intentionality of the academic misconduct. Students should be aware that BALTDEFCOL submits all assignments through a plagiarism checking and prevention application:

Plagiarism

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

1. Copying word for word a segment from someone else's text, without attribution;
2. Paraphrasing sentences or ideas commonly associated with a particular author, without attribution;
3. Using diagrams, graphs or figures made by others, without attribution;
4. Copying from the notes and assignments of another student from current or previous courses, without attribution.

Plagiarism **does not** include:

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

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

Fraud

Academic fraud can include:

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

Declaration on Academic Integrity

To prevent academic misconduct, each student, upon arrival at BALTDEFCOL, must read, sign and submit to the Registrar a Declaration on Academic Integrity, stating that they understand the characteristics of academic misconduct and that they will not engage in such practice. The signed declaration is kept in the student's file by the Registrar.

Disciplinary Procedures for Academic Misconduct

Suspicion of academic misconduct should always be acted upon. If a student is suspected of having engaged in academic misconduct, the relevant section of the Regulations of the Baltic Defence College must be applied to uncover the potential wrongdoing.