



Course Plan 2018



Baltic Defence College
Ad Securitatem Patriarum

**Higher Command
Studies Course**

Higher Command Studies Course
Course Plan
2018



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Commandant's Foreword



Dear students of the Higher Command Studies Course, congratulations on your selection to attend the Baltic Defence College HCSC 2018!

Since its establishment in 2004, this course has been an integral part of the Professional Military Education (PME) system of Estonia, Latvia and Lithuania, and a top platform for strategic level education for military and civilian officials, improving their ability to address strategic problems, challenges and issues.

The aim of this course is to enhance your understanding of the global and regional strategic environment, to frame your strategic leadership capacities, your ability to generate national security strategies and to manage resources for the enhancement of deterrence in the region and beyond. We will help you learn about the national security decision-making process and practice strategy-making skills by applying the instruments of national power through a series of exercises and international study trips (IST). We will focus on recent developments, so that you would be better equipped to operate and work in uncertain and ambiguous environments, as well as to find creative, inspirational and resourceful solutions.

It is quite a demanding programme, supported by a substantial amount of professional reading that you will be asked to complete prior the classes, amplified by a number of writing assignments, including research and policy papers, group (syndicate) work and presentations.

As adult learners, you will also have the opportunity to share your existing experience and knowledge with your peers and colleagues . The role of the College is to facilitate thoughtful and high-level engagements by highlighting the importance of critical thinking skills, while developing strategic analysis and synthesis. Our objective is to make you to succeed and graduate the HCSC 2018 with the abilities and skills you will need in your future military and/or civilian assignments at the strategic level, in service to your nation or multinational organizations dealing with security and defence matters.

Once again, congratulations and welcome to the BALTDEFCOL and to Tartu!

A handwritten signature in black ink, appearing to read "Andris Dilāns". The signature is fluid and cursive, with "Andris" on the left and "Dilāns" on the right.

– Major General Andis Dilāns
Commandant, Baltic Defence College

Section 1 – About the Baltic Defence College

1.1 Mandate of the Baltic Defence College

The Baltic Defence College (BALTDEFCOL) was founded in 1999 by Estonia, Latvia and Lithuania with support from their allies and partners. The college's mandate was set out in a Memorandum of Understanding between the defence ministers of Estonia, Latvia and Lithuania, recently revised. In 2016, the Baltic states Ministerial Committee approved BALTDEFCOL Development Plan 2017-2025, which provides political guidance for the development and future operations in the college, and sets strategic goals and ways how to achieve them. Thus, 2017 marked the beginning of the next stage in the development of BALTDEFCOL following the political guidance as given in the Development Plan, which includes periodical revision of the courses' curriculum.

The vision for BALTDEFCOL is to be a modern, future-oriented, attractive and competitive, English language based international defence college with a regional focus and Euro-Atlantic scope. BALTDEFCOL serves as a professional military education institution at the operational and strategic level, applying up-to-date educational principles, effective management and best use of intellectual and material resources.

BALTDEFCOL's mission is to:

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

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

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

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

- The Higher Command Studies Course (HCSC) – a senior-level course of five months' duration;
- The Joint Command and General Staff Course (JCGSC) – a general staff officer course of ten months' duration;
- The Civil Servants Course (CSC) – a security and defence course for civil servants of three months' duration;
- Senior Leaders' Course (SLC) – a course for flag officers and their civilian equivalents of one week's duration;
- Various short courses, seminars and roundtable events at the request of the Baltic states.

1.2 Professional Military Education (PME) System

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

Development Period 1		Development Period 2		Development Period 3		Development Period 4	
Basic		Junior		Advanced		Senior	
Basic Officer Training Course	Specialist Training	Captain's Course	AICSC AISOC NISOC	Joint Command and General Staff Course		Higher Command Studies Course	
Defence Management Training							
English Language Training							
National Military Academies		National Military Academies		Baltic Defence College	Baltic Defence College		
				Foreign Staff Colleges	Foreign War Colleges		
Lieutenant		Captain	Major		Lieutenant Colonel	Colonel/General	
Tactical				Operational		Strategic	

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

1.3 Code of Conduct

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

Respect

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

Responsibility

- Be professional – life time learning
- Express your opinion
- Use common sense

Openness

- Have no hidden agendas
- Get input before decisions

Have Fun

- Involve families
- Encourage socialising together



Figure 2: The Baltic Defence College

Section 2 – About the Higher Command Studies Course

2.1 Outline

The HCSC was created in 2004 to educate senior military officers and government officials on the wide range of challenges regarding the adaptation of the defence institutions at the national, Allied and European levels, such that they become better able to participate in the full spectrum of twenty-first century operations. The core rationale for the course is to ensure that the Baltic states' armed forces will be able to make an effective contribution to meet today's and tomorrow's strategic challenges, and their respective leaderships will understand the requirement for, and will be ready to lead, major defence development programmes. Thus far, the college has conducted ten HCSCs. Over 180 students, representing more than thirty countries, have graduated from these courses. Many have since received important and demanding postings in their home countries or international organisations.

The HCSC will be conducted from 15th January to the 21th June, a total of twenty-three weeks. Students are expected to spend around two weeks preparing for the course and reading certain material prior to their arrival. During the residential period, each working day comprises an average of six academic hours of classroom activities. Students are expected to spend an average of three hours per day on individual and preparatory work.

The HCSC is highly engaging and students will be required to conduct individual research and participate in a range of collective research projects and discussions. There are also practical exercises, including a major exercise on Long-Term Defence Planning – known as ‘Strategic Planner’. Two International study trips will complement classroom activities.

2.2 Aim

The aim of the HCSC is to educate military officers and civilian government officials from the Baltic states, their allies and partners, for executive responsibilities at the strategic level. It will enable comprehension of the multifaceted actions necessary for the accomplishment of national and Allied strategic objectives, within an uncertain international environment. It will produce creative, proactive and agile leaders, policymakers and top-level managers, capable of making sound, decisive and future-oriented strategic decisions.

2.3 Learning Outcomes

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

1. **Generate** research-based papers and oral presentations aimed at the strategic level, utilising – where appropriate – the relevant strategic theory or model of strategic leadership, to evaluate complicated strategic phenomena (Module 1 – Framing Strategic Leadership);
2. **Appraise** the key theories of international relations, geopolitics and power by determining their suitability and usefulness as analytical frameworks to examine contemporary global affairs, including the geopolitical situation in the Baltic Neighbourhood (Module 2 – International Security and the Russia Challenge);
3. **Examine** current and historical use of military power by dissecting examples of various conflict types and lessons learned from them to distinguish potential characteristics of future conflicts (Module 3 – Dealing with the Future Security Environment);
4. **Formulate** strategy at the national level and include the feasibility assessment of strategic policy options through risk assessment procedures while appraising multilateral, bilateral as well as national defence policy and planning (Module 4 – Generating National Security);
5. **Formulate** policy recommendations on effective defence management (Module 5 – Strategic Resource Management);
6. **Formulate** a proposal for the improvement of defence policies and force structures and apply them to the Baltic states by using the latest available information and present it to a group of senior military officials during Exercise Strategic Planner (Module 6 – Enhancing Deterrence though Cooperation).

2.4 Recognition of the HCSC

The HCSC was accredited by NATO Allied Command Transformation (ACT) in 2008. NATO ACT certified the HCSC as a ‘Listed’ course and included it in the Education and Training Opportunities Catalogue (ETOC NATO) in 2015. As a NATO-recognised course, the HCSC has established its position alongside other courses at a similar level and is able to deliver added-value education to military and civilian students from the Baltic states, as well as their allies and partners. The HCSC is also accredited by several NATO countries at the national level.

In designing and implementing the HCSC, the BALTDEFCOL aims to satisfy the standards and requirements of civilian post-graduate degree programmes. However, HCSC is designed first and foremost as a senior professional military education course and it remains entirely up to the universities to decide which, if any, modules of the HCSC may be accredited towards their Master's degree or any other programmes, and their value in ECTS credit points.



Figure 3: The Photo of the Higher Command Studies Course 2017

2.5 Module-based participation

The HCSC provides additional opportunities for external participants from governmental institutions or universities to attend parts of the HCSC curriculum by choosing a particular module or several modules. These participants, while benefitting from attendance at the HCSC, will not receive the Course Diploma. A comprehensive student assessment system that is used for HCSC students is not applicable for these participants. The presence of external participants (i.e. students from other educational institutions) on the HCSC will add more perspectives to discussions. Postgraduate students (or, by exception, senior undergraduate students) may therefore be accepted to attend the following modules: Module 2: International Security and the Russia Challenge; Module 3: Dealing with the Future Security Environment; Module 4: Generating National Security; and Module 5: Strategic Resource Management.

Section 3 – Educational Framework

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

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

3.1 Introduction

The HCSC's educational framework is predicated on a combined educational approach, including lectures, 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 student. To help facilitate this, the HCSC – and the Baltic Defence College – aims to provide the best possible educational environment for learning to take place. The HCSC is built to maximise the experience and knowledge already found at the Baltic Defence College and is bolstered with specific additional skills and wits from outside. Thus, active learning and the full participation and contribution of all students is heavily encouraged; this allows students to share their knowledge, experience and learning with others in an open and positive environment.

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

3.2 Educational Charter

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

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

3.3 Learning Levels – Bloom’s Taxonomy

Like other institutions practicing Professional Military Educational, the Baltic Defence College deploys a system incorporating Bloom’s Taxonomy provide structure to its educational products. This taxonomy was developed by Dr. Benjamin Bloom in 1956 as a way of delineating various aspects of learning. Bloom actually identified three components of learning, namely the Cognitive (mental), Affective (emotional) and Psychomotor (physical) domains of intelligence, though the cognitive has been by far the most influential. Indeed, Figure 4 depicts the latest update of ‘Bloom’s Taxonomy’ – by a team of academics led by Dr. Lorin Anderson, a student of Bloom, in 2000 – illustrating the **cognitive domain** progression of learning.

Learning Level	Alternatives	Explanation	Examples
6. Create	Assemble, Formulate, Generate, Modify, Plan	A cognitive process through which elements are linked together or reorganised to form a coherent or functional whole or a new pattern or structure.	<ul style="list-style-type: none"> • Formulate security strategy • Generate a campaign plan • Create defence policy
5. Evaluate	Assess, Appraise, Justify, Rank, Validate	A cognitive process whereby theories, concepts, ideas or phenomena are scrutinised and judged in relation to their relevance or superiority.	<ul style="list-style-type: none"> • Assess the best weapon • Justify a budget • Validate a procedure
4. Analyse	Consider, Contrast, Distinguish, Examine, Investigate	A cognitive process whereby a piece of information is split into its component parts, with each relationship is articulated in relation to the others.	<ul style="list-style-type: none"> • Investigate a campaign plan • Distinguish components • Consider problems
3. Apply	Classify, Demonstrate, Employ, Use, Utilise	A cognitive process whereby information is articulated in relation to a particular situation (often to overcome an issue or problem).	<ul style="list-style-type: none"> • Employ a doctrine • Use a field manual • Apply legal protocol
2. Understand	Convert, Describe, Estimate, Explain, Identify	A cognitive process whereby the meaning of various theories, concepts, ideas or phenomena is obtained and articulated.	<ul style="list-style-type: none"> • Identify analogies • Explain phenomena • Explain historical dates
1. Remember	List, Outline, Recall, Reproduce, State	A cognitive process whereby information – previously discovered – is recalled and articulated.	<ul style="list-style-type: none"> • Outline a policy • Recall a doctrine • List important individuals

Figure 4: Bloom’s Updated Taxonomy (adapted from Anderson and Krathwohl, 2001)

Bloom’s Updated Taxonomy helps the lecturer to ascertain the correct level students should be capable of achieving in relation to the proposed educational activity. In sum, generally:

- Before a concept can be understood it must be remembered;
- Before a concept can be applied, it must be understood;
- Before a concept can be analysed, it must be applied (either in practice or theory);
- Before a concept can be evaluated, it must be analysed;
- Before a new concept can be created, other concepts must be remembered, understood, applied, analysed and evaluated.

Since then, several attempts have been made to develop a more detailed taxonomy, incorporating several ‘levels of knowledge’ alongside Bloom’s six different levels of cognition. These include:

- Facts** – Actualities, Data, Events, Objects, Phenomena, Realities, Truths
- Concepts** – Conceptions, Designs, Ideas, Models, Notions, Theories
- Procedures** – Measures, Methods, Practices, Tactics, Techniques
- Processes** – Frameworks, Plans, Policies, Schemes, Strategies
- Principles** – Attitudes, Doctrines, Charters, Ideologies, Philosophies, Rules, Values

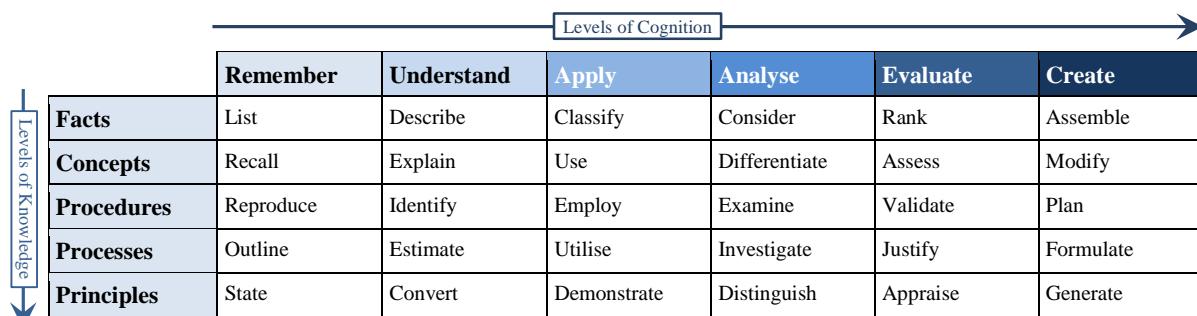


Figure 5: Levels of Knowledge Integrated with Bloom’s Updated Taxonomy

The Baltic Defence College integrates these levels of knowledge with Bloom's Updated Taxonomy to better help define which keywords should be used in the generation of particular Learning Outcomes, i.e. those statements relating to what students should be able to do after completing a course or module (see Figure 5 above).

The HCSC 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 HCSC's educational philosophy and the character of the students attending the course, a large portion of teaching is provided between cognition levels four and six.

3.4 Course Documents

The key documents of the HCSC, which cover all aspects related to the course and the curriculum, consist of the Course Plan, module guides and Weekly Timetables. Students should also be familiar with the BALTDEFCOL Regulations, which describe the tasks, rules and norms of the Baltic Defence College.

a. Course Plan

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

b. Module Guides

A module guide will be assigned for each of the modules of the HCSC 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 student, 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;
- Preparatory Reading;
- Supplementary Reading.

c. Timetable

The Timetable provides a weekly overview of lectures and group activities and other events related to the HCSC. This timetable, issued at least two weeks in advance of each week, is liable to change and might be amended and re-issued as necessary. HCSC extra-curricular activities may include roundtable seminars, formal dinners and fireside chats with guest speakers, as well as other academic and recreational activities.

3.5 Educational Components

The Baltic Defence College has opted to adopt the Bologna Process, initiated within the European Higher Education Area to standardise the duration of European educational courses and assessment procedures to facilitate easy transfer of qualifications between academic institutions. In Estonia, 26 hours corresponds to 1 ECTS credit. The HCSC includes 936 hours or 36 ECTS credit points in total. The time allocated should enable the average student to *pass* each module – and therefore, the course – but those students seeking to gain the highest grades should expect the need to put in more time and effort. Each week contains average of 44 hours of study time, which is commonly divided into two basic formats:

1. **Contact Time (CT):** within the curriculum, this includes the time spent in lectures, syndicate activities, exercises and International study trips, during which students are expected to be integrated with faculty or acting under the direct supervision of faculty:
 - a **Lectures** are one of the ways through which adult education is provided, allowing all students to congregate together with an expert – either a member of the faculty or a guest speaker – who presents on a topic to stimulate students' thinking and convey key facts, experiences or ideas, while simultaneously drawing students into debate and discussion.
 - b **Plenary Discussions** are group discussion or syndicate presentations in the Baltic Way Room moderated by either a member of the faculty or a guest speaker.

- c **Syndicate Activities** allow students to present and provide briefings on particular topics to one another. The HCSC students will be divided into two syndicates, whose composition shall be fixed for the duration of the course. Syndicate activities generally consist of preparatory reading, a presentation and a discussion. These discussions are intended to encourage students to consider course material at a higher cognitive level. They are chaired, in rotation, by students (the Syndicate Leader or Task Leader), who are expected to carry out additional work in preparation for this role.
 - d **Supervision** is the key means for students to complete selected written assignments, through regular meetings with an academic supervisor. It is vital to note that the role of the supervisor is not to write the student's assignment for them, but rather to offer critical feedback and advice on drafts of their paper, which can then be used to make improvements and amendments to future versions.
 - e **Conferences** provide opportunities to share scientific knowledge and in-depth expertise on a specific topic. Students will be provided with an opportunity to participate in such events, including the 2018 Russia Conference organized by BALTDEFCOL, which invites experts on Russia from around the world.
 - f **Seminars** are organised by the Faculty or students. They typically involve group discussions chaired by an assigned faculty member and may also be structured around briefings, presentations or preliminary readings. This method facilitates exchange of views, train analytical skills and critical thinking, and ability to reflect on given subject area.
 - g **Individual Research Project (Research Paper)** is a work of individual research carried out by a student on a topic related to the course curriculum, which consists of required reading, tutoring, a written paper and a presentation. During the course, students will be tasked to produce a research paper (5000 words) involving detailed research and applying academic standards.
 - h **Group Research Project** is carried out by student teams on an issue related to the course curriculum and within the context of a historical scenario, research question, analytical tasks such as a case study or comparative study, or other appropriate activity. A team research project or task consists of required reading, discussions, tutoring and a written paper or presentation.
 - i **Policy Paper** (policy brief, policy memo) is a short report on a problem for decision or policy makers. The typical structure is as follows: a) issue; b) executive summary, c) background information; d) discussion of policy options, and e) an actionable recommendation.
 - j **Point-paper** is a written product, which conveys information in bullet form by listing facts, assessments, and recommendations.
 - k **Exercises** form part of the HCSC learning process and are conducted to allow students to apply – reciprocally – the theories and concepts studied throughout the curriculum. All exercises are closely connected to the relevant learning outcomes, and are a major aspect of the educational experience during the course.
 - l **International Study Trips** are collective visits to institutions, organisations and agencies outside the Baltic Defence College. As such, they constitute an essential and integral part of the HCSC and are planned to meet the relevant learning outcomes for each module. These trips provide students with an excellent opportunity to meet national, regional and global practitioners in the environment in which decisions are made, allowing students to obtain first-hand knowledge of allied, European and national policies, as well as armed forces and cultural values.
 - m **Extra Curriculum Activities** involve high-level visitors or distinguished guests who will deliver a lecture for all the courses present and the faculty, providing an opportunity to get an update on contemporary issues or unique personal and professional insight. These type of activities are often not pre-planned, and thus require adjustments in the course schedule and weekly plans.
2. **Individual Preparation Time (IPT):** time allocated for individual study, preparation for syndicate activities and reflection, as well as work on assignments. Students should plan to spend, on average, three hours from Monday-Friday engaged in such activity, as well as five hours over the weekends. The HCSC includes three varieties of reading, but could include additional tasks:
- a. **Pre-Readings** are mandatory readings to be completed in preparation for the course. This reading is considered essential for ensuring that all students start the HCSC with a similar level of elementary knowledge.
 - b. **Preparatory Readings** are mandatory and must be completed in advance of particular educational activities. Preparatory readings are intended to provide students with a broad overview of the topics identified to reach the learning outcomes specified.
 - c. **Supplementary Readings** are provided to support each educational activity, providing additional insight into certain aspects of the curriculum. The complete list of supplementary reading material will often be well in excess of that which can be reviewed in the time available. Students will thus have to make choices as to what they consider of greatest value to their personal goals and interests.

Section 4 – Organisation of the HCSC

4.1 Faculty Organization

a. Course Director

The Course Director is directly accountable to the Commandant for the development, planning and execution of the course. The Course Director is supported, when requested, by Dean, Curriculum Developer, Module Coordinators, Senior Mentors and External Assessor as well as any relevant faculty members.

b. Module Coordinator

Module Coordinators are responsible developing, planning, conducting and assessing various modules for the HCSC. They are responsible for the liaison with, use of, and administration matters related to external support e.g. Senior Mentor, Guest Lectures, Study trips etc.

c. Senior Mentor

Senior Mentors assist with supervising students' work, to offer advice on how they might tackle particular tasks and what resources they might use, and to assist with the evaluation of their achievements. They will observe and participate in the students' discussions and will lecture on curriculum topics. They will also assist with the evaluation of the course.

d. Faculty

Faculty consists of civilian and military personnel who are deployed by the nations or hired directly by the College and who are planning and implementing educational activities, and assessment of the students' assignments. The faculty implements educational activities in their roles as Modules coordinators, supervisors of research papers, assessors and lecturers. Directors of the Department, Dean and other Management Group members are also part of the Faculty.

e. External Assessor

The External Assessor is an external expert or academic, who is responsible for assessing students' Research Paper.

f. Course Secretary

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

4.2 Student Organisation

a. Class Leader

The students will elect from themselves one individual to be Class Leader. In the conduct of their official duties, the Course Director will delegate authority to the Class Leader with respect to fellow HCSC students.

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

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

- Maintains direct communication with and takes guidance from the Course Director regarding HCSC initiatives;
- Disseminates information to HCSC students;
- Acts as the focal point in collecting the overall view of the class on significant issues and passes the opinions to the Academic Board;
- Organises the planning and execution of HCSC social and other events, both inside and outside of the College;
- Organises the planning and preparation of end-of-course mementos on behalf of HCSC students;
- Organises HCSC feedback briefing at the end of the course;

b. Class Assistant

The Course Director will nominate the Class Assistant on a weekly basis.

He or she will be responsible for introducing and thanking Guest Speakers on behalf of the HCSC. The Class Assistant should also ensure that the lecture room is properly prepared before and tidied after use.

c. Syndicates

Students will be divided into two syndicates, whose composition should be fixed for the duration of the course.

- **Syndicate Leader:** Each of the two syndicates will elect one of their members to be Syndicate Leader. The Syndicate Leaders will be responsible for representing the views of the syndicates, and for organisational and administrative issues related to the syndicates, in particular for organising and conducting module feedback sessions. The Syndicate Leader will also be responsible for organising the Syndicate members to carry out the rotational tasks of Syndicate Chair.
- **Syndicate Chair:** The Syndicate Chair, a rotating position, is responsible for preparing and chairing the Syndicate discussion activity.

d. Task Leader

The Course Director will appoint students to be Task Leaders for exercises and other tasks, who will be responsible for their fulfilment by subordinated teams.

4.3 Student Responsibilities

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

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



Figure 6: Student discussion during the HCSC

Section 5 – HCSC Curriculum 2018

5.1 General

The Baltic Defence College delivers the Higher Command Studies Course (HCSC) through a [curriculum](#) (see Annex E) for the Curriculum Flow).

The curriculum is delivered through a structure of modules, which are smaller units of education, lasting between three and five weeks. Module coordinators are responsible for particular modules on the HCSC: they organise and/or facilitate their modules' teaching and the assessment process.

Faculty or Guest Speakers provide education and are assisted by Senior Mentors.

The Course and each Module has pre-defined learning outcomes that are linked with the Bloom's taxonomy (see Figure 7). These are statements relating to what each student *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 Modules

- M1 Framing Strategic Leadership
- M2 International Security and the Russia Challenge
- M3 Dealing with the Future Security Environment
- M4 Generating National Security
- M5 Strategic Resource Management
- M6 Enhancing Deterrence through Cooperation

Each module has a key learning outcome, which becomes a HCSC-level learning outcome. This does not mean that each learning outcome – at the level of the HCSC – is mutually exclusive, insofar as the HCSC is an integrated course. The spread of the key modular learning outcomes in relation to Bloom's Taxonomy and the Levels of Knowledge is shown in Figure 7.

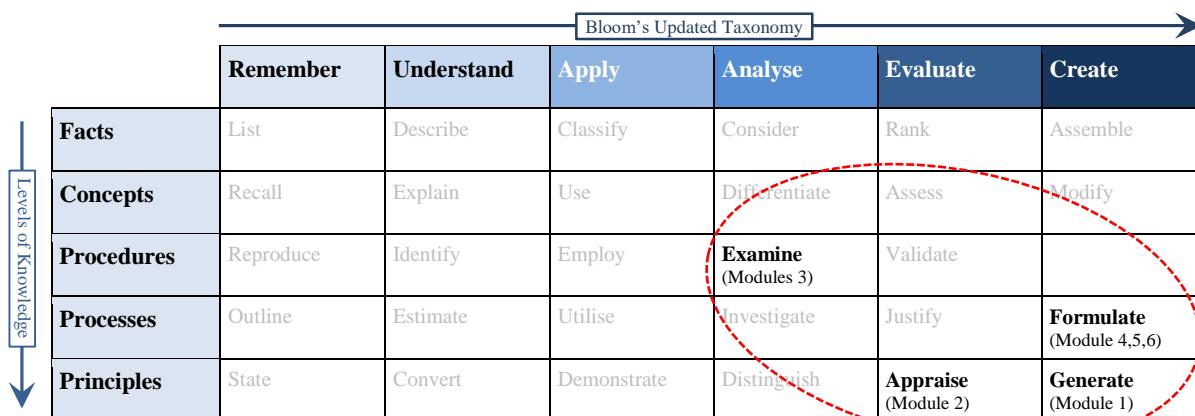


Figure 7: The HCSC in relation to Bloom's Updated Taxonomy and the Levels of Knowledge

The HCSC comprises six 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 1: Framing Strategic Leadership

The aim of Module 1 is to introduce students to the theoretical and conceptual tools available to leaders, top-level managers or policymakers when operating at the strategic level. The module's overall aim has three mutually reinforcing components: firstly, to provide students with the skills required to research and communicate effectively and creatively in speech and in writing; secondly, to acquaint students with the ways of coping with power and influence and the skills that are needed to perform the desired leadership roles, including team role management and handling conflicts of interest; and thirdly, to focus on the concepts and practices of leadership that are most applicable at the strategic level for twenty-first century missions, placing particular emphasis on complex Allied and coalition operations. This module also provides a basic overview of the key concepts and theories of international relations, security and geopolitics that will be used as analytical tools throughout the course. The module includes an exercise: Strategic Leader.

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

Lev-els	Learning Outcomes
6 (e)	Generate research-based papers and oral presentations aimed at the strategic level, utilising – where appropriate – the relevant strategic theory or model of strategic leadership, to evaluate complex strategic phenomena.
5 (e)	Appraise the key theories of international relations, geopolitics and power by determining their suitability and usefulness as analytical frameworks to examine contemporary global affairs.
5 (d)	Justify – as a strategic-level leader and commander – options for undertaking a military operation in a war-torn foreign country, to assist with decision-making at a higher level.
5 (b)	Assess the significance of particular critical thinking and research strategies, strategic theories and models of strategic leadership and higher command, while applying them to complicated phenomena at the strategic level.
4 (d)	Investigate frameworks of higher command and the skills required for leadership roles for their utilisation during real-world military challenges.
4 (c)	Examine mission command and other concepts and practices that shape higher command in peace and war – as well as within civil society – for the planning and execution of military operations.
2 (d)	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
<ul style="list-style-type: none"> Research Paper in Strategic Studies (70% written paper and 20% presentation)* 	<ul style="list-style-type: none"> Summative – Pass/Fail/Pass with Distinction
<ul style="list-style-type: none"> Strategic Leader (10%) challenges students to provide options to a higher authority for decision-making on a possible military operation in a war-torn foreign country 	<ul style="list-style-type: none"> Summative – Pass/Fail/Pass with Distinction

*This assignment is a 5,000-word supervised research exposition on a contemporary topic relating both to the future and the strategic level. This is the most important assignment issued to students during the HCSC. The best paper will be published in an edited volume of student essays entitled *Ad Securitatem*.

Time Distribution:

- Contact Hours: 96 h
- Individual Preparation Time: 190 h
- Credits: 11 ECTS

Module 2: International Security and the Russia Challenge

The aim of Module 2 is to survey the key actors, institutions and dynamics of international relations with a focus on their relevance to the politics and security of the Wider Baltic region. The module begins with analyses of the Great and European powers and key international security institutions, emerging global threats and strategic challenges, such as migration, terrorism, nuclear proliferation, etc. Later, it describes developments resulting from the interplay of the grand strategies of Russia and the transatlantic community, and drills down into core aspects of Russia's foreign, internal, security and defence policies. The aim of assessing Russia's challenge to regional security and the international order, and the response of the transatlantic community will be supported by the Baltic Defence College's Fourth Annual Conference on Russia, held within the framework of this module.

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

Lev-els	Learning Outcomes
5 (e)	Appraise the significance of challenges and threats arising from various geopolitical theatres, and analyse their impact on concrete political situations, particularly in the Wider Baltic Region.
5 (b)	Assess the drivers and dynamics of great, regional and smaller powers, as well as modern international institutions and alliances in order to provide decision makers with better advice and assistance.
5 (b)	Assess the utility of ad-hoc and strategic partnerships and membership in alliances and regional institutions for smaller states by looking at the implementation of their security and defence policies.
4 (c)	Examine Russia's security strategy from the collapse of the Soviet Union to the present, while assessing its implications for the formulation and development of security and defence policy in the Wider Baltic Region.
4 (d)	Examine the range of measures and approaches taken at national and multilateral levels to address Russia's challenge to transatlantic security and the international order, and assess their coherence, effectiveness and sustainability.

Assignment	Assessment
<ul style="list-style-type: none"> Short policy paper (issue, background, discussion, recommendation) on assigned topic 	<ul style="list-style-type: none"> Summative – Pass/Fail/Pass with Distinction

Time Distribution:

- Contact Hours: 102 h
- Individual Preparation Time: 54 h
- Credits: 6 ECTS

Module 3: Dealing with the Future Security Environment

The aim of Module 3 is identify historical and contemporary trends in international security and lessons learned from the conflict management strategies and to use them to explore the possible scenarios of the future. The module will first demonstrate historic examples of use of military power and the role that conflicts have played in the history of human civilisation, exploring the utility of force in these situations and its use in escalating or diffusing the tensions. It will then continue to investigate current conflicts and will dissect the various types of conflict management (i.e., collective defence, crisis response operations, etc.). Advanced innovative technologies will be covered next, since they have significantly altered the battlefield of today and will alter the future even more. Other tools of power, such as economic pressure, the use of energy and the cyber domain will also be explored. As an end result, students should be able to distinguish potential characteristics of future conflicts and to build on the knowledge gained in Module 2, while being prepared for Module 4.

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

Lev-els	Learning Outcomes
4 (c)	Examine current and historical uses of military power and distinguish the relevance of military supremacy in the future
4 (c)	Examine the employment of military and/or non-military means to achieve political objectives.
4 (d)	Investigate various actual and potential conflicts in the modern world by identifying major changes and opportunities
4 (e)	Distinguish potential characteristics of the future of conflicts and the utility of armed force in the Wider Baltic region and beyond.)
3 (e)	Demonstrate the potential impact of technology developments on future armed conflicts

Assignment	Assessment
<ul style="list-style-type: none"> Short Answer Exam (60%) 	<ul style="list-style-type: none"> Summative – Graded from 0-10
<ul style="list-style-type: none"> Strategic Warrior (40%) challenges students to develop and analyse a potential scenario where an aggressive country employs a variety of military and non-military means ('hybrid warfare') to achieve a political objective against a state in its perceived sphere of influence 	<ul style="list-style-type: none"> Summative – Graded from 0-10

Time Distribution:

- Contact Hours: 72 h
- Individual Preparation Time: 32 h
- Credits: 4 ECTS

Module 4: Generating National Security

The aim of Module 4 is to outline the environmental and procedural factors involved in strategy formulation and to assess recent developments in defence policy and planning at the national, bilateral and multilateral level. The module will start by reviewing theories of strategy formulation before moving on to look at various national and allied strategic documents. It will introduce the ends-ways-means framework by which strategy can be derived from national purposes and interests irrespective of the size of state. The module will involve a group exercise – Strategic Formulator – which will enable students to take part in the crafting of national defence strategy for a specific country. The module will also explore developments in NATO defence policy and planning; the evolution of the European Union's CSDP; and the rise of various regional cooperation groupings, as well as defence development programmes in particular countries. The International Study Trip will examine how the related efforts unfold in NATO, the EU, Germany and France.

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

Levels	Learning Outcomes
6 (d)	Formulate strategy at the national level and include the feasibility assessment of strategic policy options through risk assessment procedures while appraising multilateral, bilateral as well as national defence policy and planning.
5 (e)	Appraise the character, role and evolution of NATO, EU and national defence policy while taking into account domestic factors as well as other countries', alliances' and international organisations' strategies.
5 (b)	Assess the character of multilateral and bilateral defence initiatives in Europe as well as successes and failures of NATO, EU and national defence planning ambitions, processes and progress by investigating their policy life cycles.
4 (d)	Investigate the interplay between the national and international context, namely external stimuli, ends, ways and means, while formulating strategy based on national purposes.
4 (c)	Examine the challenges of defence planning in preparing armed forces for a wide spectrum of operations, often with different allies and partners by focusing on specific cases.

Assignment	Assessment
<ul style="list-style-type: none"> Strategic Formulator (100%) challenges students to practice the design and crafting of a strategy for a specific country with a national policy guidance, as well as to explain, justify and defend such a strategy before a simulated committee 	<ul style="list-style-type: none"> Summative – Graded from 0-10

International Study Trip:

- The ‘Euro-Atlantic Allies’ study trip goes to France, Germany and Belgium. The trip will provide a chance to review the defence policies of two of the great continental powers and partners of the Baltic states, and explore strategy making on a regional and global levels. The visit to EU and NATO headquarters will explore the development of NATO and the EU policies in general and the place of the Wider Baltic region in these policies.

Time Distribution:

- Contact Hours: 108 h
- Individual Preparation Time: 74 h
- Credits: 7 ECTS

Module 5: Strategic Resource Management

The aim of Module 5 is to provide students with the instruments to investigate, assess and formulate defence management strategies and planning. To this end, the module will conduct an overview of defence economics and resource management by analysing defence management theories, principles and processes. As a result, students will appraise how decisions about financial, material, infrastructure and personnel influence the ability to implement national security policies, thereby developing the ability to formulate policy recommendations on effective defence planning under resource constraints.

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

Levels	Learning Outcomes
6 (d)	Formulate policy recommendations on effective defence management.
5 (e)	Appraise the relationship between security objectives, defence strategies and military capabilities.
5 (b)	Assess the impact of resource constraints on effective defence planning.
4 (d)	Investigate the main processes of strategic resource management.
4 (a)	Consider the implications of different choices of resource allocation on defence capabilities.

Assignment	Assessment
<ul style="list-style-type: none"> Point Paper and Presentation 	<ul style="list-style-type: none"> Summative – Pass/Fail/Pass with Distinction

Time Distribution:

- Contact Hours: 57 h
- Individual Preparation Time: 47 h
- Credits: 4 ECTS

Module 6: Enhancing Deterrence through Cooperation

The aim of Module 6 is to focus on the Baltic states’ and Poland’s potential to cooperate and boost their own security in relation to NATO’s enhanced deterrence measures. It provides students with the opportunity to gain a thorough appreciation of deterrence in theory and practice, both in historical and contemporary contexts, before applying it to the current strategic situation. The module culminates with the exercise ‘Cooperative Deterrer’, which involves an International Study Trip to the three Baltic capitals and Poland. The purpose of this study trip is to evaluate the Baltic states’ and Poland’s national security, defence and resiliency systems in the context of challenges and threats from Russia and the renewed focus on deterrence by NATO. It is anticipated that – from this evaluation – students would create proposals to boost the cooperation and integration of Estonia, Latvia, Lithuania and Poland with NATO’s extended deterrence mechanisms.

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

Lev-els	Learning Outcomes
6 (d)	Plan and develop integrated NATO-Baltic-Polish deterrence in innovative, flexible and systematic way and format.
6 (d)	Formulate and present a proposal(s) to improve Baltic-Polish cooperation in order to achieve more efficient deterrence.
5 (b)	Define the gaps between contemporary needs of deterrence and actual level of deterrence in the Baltic states and Poland.
5 (b)	Assess the level and efficiency of current cooperation between Estonia, Latvia, Lithuania and Poland in generating regional deterrence.
4 (a)	Define and prioritize the most important activities of the Baltic states' and Poland's cooperation in terms of deterrence and defence.
4 (a)	Define and systematize the main sources of information needed to analyse the existing level and actual needs of deterrence in the Baltic states and Poland.
5 (a)	Rank regional security trends and threats and their impact on the Baltic states and Poland.

Assignment	Assessment
Policy paper and its presentation The assignment of Module 6 incorporates the skills and knowledge from previous modules to develop the ability to prepare comprehensive and future oriented integrated operational plans for deterrence in the Baltic states. The assignment requires defining and assessing the shortcomings and capability gaps (collecting information during study trip), pointing out the needs (analysing the information in syndicates) and offering the proposals (based on interviews in capitals and analysis).	<ul style="list-style-type: none"> • Summative – Pass/Fail/Pass with Distinction

International Study Trip:

During the study trip to the Baltic capitals and Warsaw, participants will visit the security, defence and communication planners and experts to identify the deterrence gaps and challenges, as well as their cooperation potential and to collect necessary information to improve deterrence and resilience related planning and propose practical solutions. The visits include ministries of defence, defence forces institutions, relevant experts in ministries of foreign affairs, ministries of interior, think tanks and specialized agencies. During the study trip participants will also analyse together the importance and function of new information and ideas when solving the research task.

Time Distribution:

- Contact Hours: 69 h
- Individual Preparation Time: 35 h
- Credits: 4 ECTS

Section 6 – Student Assessment System

6.1 Introduction

Assessment is a continuous process intended to support the student's progress throughout the HCSC and to enable the College to report to sending states on his or her performance. The Course Director is ultimately responsible for the assessment of students. The Senior Mentor, Department Directors and Module coordinators assist the Course Director in the assessment of students. The following form of assessment is utilised at the Baltic Defence College for the HCSC:

Purpose	Form	Sequence
Summative	To determine whether students have met the prescribed aim and learning outcomes for modules. To achieve this, students are required to complete at least one summative activity – an assignment, sometimes consisting of various components – for each module.	Graded feedback, (anonymous or 'blind' assessment resulting in either 0-10 (Fail to Distinction) or Pass/Fail/Pass with Distinction) End of a module or course

Students have to **pass** all assignments associated with a particular module in order to **pass** the module as the whole. A student who for any reason receives a 'Fail' grade in one or more of the summative assignments will not graduate from the HCSC, but will receive an certificate of attendance.

6.2 Assessment Procedure

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

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

1. **Course Director's Counselling:** time will be scheduled for two individual counselling between the Course Director and each student, the first during the Module 3 and the second at the end of Module 6.
2. **Diploma and Diploma Supplement:** will be provided to the student prior to graduation from the course.
3. **Performance Review (Annex C):** will be sent to the student's nominating authority when completed. This review sets out the assessment areas and criteria used to describe the range of competencies the Course Director will consider in assessing student performance.

6.3 Assessment of Academic Ability

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

Summative assessment will be carried out for every HCSC module to formally assess the performance and knowledge of students in relation to the modular learning outcomes. HCSC students will receive a summative assessment in their assignments by using two types of grading: grades from 0 to 10 and Pass/Fail. In case of exceptional performance, the student may receive 'Pass with Distinction'. The type of assessment used in each Module is decided during the course planning process to ensure the best way to assess the achievement of the learning outcomes and evaluate students 'performance'.

Each Module coordinator will define a more detailed matrix for all summative assessments in the HCSC assignments. The grading matrixes will be provide to the students prior to the start of each module.

The following grading scale will be applied for the summative assessments, using scale from 0 until 10:

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

Those assignments assessed using Fail/Pass /Pass with Distinction criteria will use grades outlined below:

Pass with Distinction	The student has exceeded the aim for the module by displaying an outstanding grasp of the subject matter and an excellent ability to – where applicable – remember; understand; apply, analyse; evaluate and create information.
Pass	The student has fully or largely met the aim for the module by displaying a satisfactory grasp of the subject matter and a reasonable ability to – where applicable – remember; understand; apply, analyse; evaluate and create information.
Fail	The student has failed to meet the aim for the module due to an inadequate grasp of the subject matter and an inability to – where applicable – remember; understand; apply, analyse; evaluate and create information. There may also be evidence of various forms of academic misconduct, including plagiarism.

6.4 Student Appeals

If a student is dissatisfied with the assessment of a summative assignment, the student 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 student appeals is outlined in the *Standard Operating Procedure for Assessing Students' Assignments*.

6.5 Misconduct

In the case of academic or personal misconduct, students may face expulsion from the HCSC and return to their home country in accordance with procedures approved by the Baltic states and set out in the BALTDEFCOL Regulations. The various forms of academic misconduct are specified in Annex D.

Should a student'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 concerned that a student is not making satisfactory progress or contributing insufficiently to the course, he or she will discuss this with the Commandant and the Senior National Representative (SNR) (if appointed). The Course Director will inform the student that his/her

progress is below standard and requires a swift improvement, and that the Commandant and SNR have been notified.

- **Level 2 – Course Director’s Report:** should performance not improve, a Student Report will be compiled by the Course Director and read to the student, who will sign it. At this stage, the Course Director will again inform the Commandant and the SNR.
- **Level 3 – Commandant:** if progress continues to be unsatisfactory, the Commandant may decide that the student will be removed from the HCSC and inform the sending state that he/she is no longer a student on the course.

6.6 Graduation Documents

Upon completion of the course, each HCSC student will receive a Diploma, a Diploma Supplement and a Performance Review (see Annex C). Only Performance Review is sent to the official authorities or employer of the student.

6.7 Academic Awards

The HCSC has established two academic awards for students:

1. The Best Student Award;
2. The Academic Writing Award – awarded for the most sophisticated *Research Paper in Strategic Studies*.

Those two exceptional students will be recognised with academic awards during the Graduation Ceremony.

a. Best Student Award

The Best Student Award recognises the student who the Academic Board believes has demonstrated the best overall creativity, insight, rigour, creativity, leadership and comradeship. This particular student will have achieved outstanding academic results in all summative and formative assignments while showing 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.

The Course Director will nominate students’ worthy of consideration for the award; the Academic Board will then assess each candidate’s merits, before making the final selection. The decision of the Academic Board must be unanimous.

b. Academic Writing Award

The student who achieves the highest grade on the HCSC for their *Research Paper in Strategic Studies* will receive an academic award and will have their paper published in *Ad Securitatem*, which is published after graduation.

Section 7 – Course Evaluation Process

7.1 General

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

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

To improve and develop the course, an evaluation system is used. This system involves students, faculty, the management group and others involved in the delivery of education.

7.2 Course Feedback System

Both students and the Academic Board evaluate the HCSC regularly. The Course Evaluation System consists of four separate parts: Lecturer Feedback; Module Feedback; Course Feedback and After Action Evaluation.

a. Module Feedback

The objective of Module Feedback is to receive immediate feedback from students and members of the Academic Board on each module to monitor the learning process, make any necessary adjustments to the ongoing course, and gather data for its overall evaluation. For longer modules, lasting several weeks, Module Feedback may be required on a weekly basis rather than at the end of the module.

b. Course Feedback

The objectives of Course Feedback are to obtain students' and members of the Academic Board's overall assessment of the course and to receive recommendations on the areas that need improvement and more attention in the future. Student Course Feedback, which takes place at the end of the HCSC, consists of two parts – individual feedback submitted by every student and subsequent discussion and preparation of a joint briefing by the students. Members of the Academic Board also complete a Course Feedback form electronically and attend the joint student briefing.

c. After Action Evaluation

The objective of After Action Evaluation is to gain students' views about the HCSC a short time after graduation, in particular how their participation had met the requirements of their current position. This evaluation should be submitted by the students three months after graduation.



Figure 10: The Baltic Way Room is used by the Higher Command Studies Course for lectures and other academic activities. The room is named in honour of the human chain formed by Estonians, Latvians and Lithuanians in August 1989, to signal their demand for re-independence from the Soviet Union.

ANNEX A | Abbreviations

ACT	Allied Command Transformation
AICSC	Army Intermediate Command and Staff Course
AISOC	Air Intermediate Staff Officer Course
BALTDEFCOL	Baltic Defence College
CSC	Civil Servants Course
CH	Contact Hours
Credits	Credit Points assigned based on ECTS
ECTS	European Credit Transfer System
ETOC	Education and Training Opportunities Catalogue
EU	European Union
EST	Estonia
IST	International Study Trip
HCSC	Higher Command Studies Course
ISD	Individual Study Day
IPT	Individual Preparation Time
JCGSC	Joint Command and General Staff Course
LVA	Latvia
LTU	Lithuania
NATO	North Atlantic Treaty Organisation
NISOC	Naval Intermediate Staff Officer Course
PME	Professional Military Education
SNR	Senior National Representative

ANNEX B | Glossary

Small power (or small state)

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

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

Great power (or major power)

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

Wider Baltic

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

Baltic states

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

ANNEX C | Performance Review

Personal Qualities**Leadership, professionalism and integrity**

Criteria: Does the student display leadership skills? Does he or she demonstrate the ability to command and to exert authority, confidence and determination? And does he or she know how to encourage others, who may be subordinate in status? Does the student conduct his or herself appropriately and is his or her appearance in keeping with professional protocol? Does the student behave ethically, both as a team player and/or a leader? Can he or she communicate with tact and discretion?

Openness and participation

Criteria: Is the student open to transformation and new ideas? Does the student contribute to group activities, such as syndicates and discussion? Does he or she add ‘added-value’ to any activity, as well as the course itself?

Academic Capacities**Creativity and rigour**

Criteria: Is the student a creative, critical thinker? Does he or she actively seek to generate new ideas? Is the student’s work neat and rigorous?

Insight and expertise

Criteria: Does the student have the necessary insight to evaluate and analyse information? Has he or she actively sought to develop a good institutional and strategic knowledge?

Student's Comments

Student

Course Director Date

ANNEX D | Academic Misconduct

The Baltic Defence College attaches great importance to ensuring high academic standards and integrity in all its educational and research activities and will punish any activities – either deliberate or accidental – that may tarnish its reputation. Therefore, it is vital that both students and faculty understand the potential for academic misconduct, so that it might be prevented. Generally, academic misconduct takes two forms:

Plagiarism

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

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

Plagiarism **does not** include:

1. Mentioning a commonly known fact, such as an historical date, without attribution, e.g., no reference is needed for the fact that the Second World War began in September 1939;
2. Copying ideas that are not 'owned' by any particular individual, i.e., no reference would be required should one wish to argue that democratic states tend not to go to war with one another, as many academics have made this argument 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 acknowledgment are achieved by using proper citation, using quotation marks, references and a correctly formatted bibliography (i.e., outlined in the Baltic Defence College's *Guide for Communication*).

The Baltic Defence College submits all assignments through a plagiarism checking and prevention application called **Turnitin**.

Fraud

In addition to plagiarism, **fraud** is another form of academic misconduct. Academic fraud can include:

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

8.3 Declaration on Academic Integrity

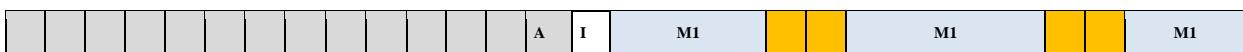
To try and prevent academic misconduct, each student, on arrival at the Baltic Defence College, must read, sign and submit to the Registrar a *Declaration on Academic Integrity*, stating that they understand the characteristics of academic misconduct and that they will not engage in the practice. The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

8.4 Disciplinary Procedures for Academic Misconduct

Academic misconduct will never be left unpunished. If students are suspected of having engaged in academic misconduct, **Section 5.0** of the *Regulations of the Baltic Defence College* will be applied.

ANNEX E | Curriculum Flow

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



February																											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
M1				M1			IN			M2			ISD			M2			M2					M2			

LTU

EST

March																														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
M2				M2			RC			M3						M3			M3					M3			ISD			

GF

April																														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
		M3		M4				M4									IST#1						M4						ISD	

Easter

May																															
MD		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
LVA				M4				M4		M5				M5		ISD						M5								M6	

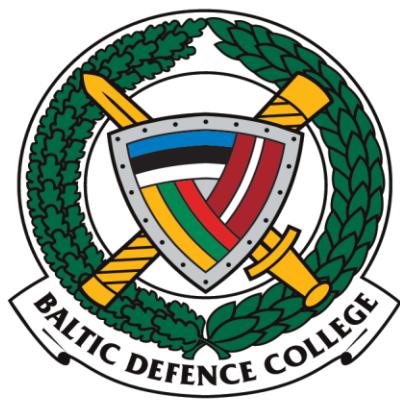
June																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
M6					IST#2					M6			ISD				RP	AD	G										

Legend:

- A – Admissions Day
- AD – Administration Day
- IST – International Study Trip
- RP – Presentations of Research Papers
- G – Graduation Day
- GF – Good Friday
- MD – May Day Holiday
- I – Introduction and In-processing Day
- IN – International Night
- ISD – Individual Study Day
- IST – International Study Trip
- M – Module
- RC – Russia Conference

Special Dates:

- EST – Estonian Independence Day
- LTU – Lithuanian Independence Day
- LVA – Latvian Restoration of Independence Day



Baltic Defence College

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