Course Plan 2024

Baltic Defence College
Ad Securitatem Patriarum

Higher Command Studies Course

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Course Director's Foreword

On behalf of the Commandant of the Baltic Defence College, I would like to take this opportunity to extend a warm welcome to all participants of the Higher Command Studies Course 2024. Fully sponsored by the Framework Nations, the Higher Command Studies Course (HCSC) offers senior officers and government officials the opportunity to continue their professional education through the study of strategic-level topics. Its goal is to provide participants with the knowledge, understanding, and tools they need to become creative, proactive, and agile commanders, policymakers, and managers, capable of making sound, decisive, and future-oriented decisions.

The faculty of the College and guest speakers will equip you with the tools necessary to deal with the dynamics of security environment, innovate in the face of political, economic, social, and environmental changes, and develop and implement appropriate strategies. The unique international civil-military composition of the course will foster a welcoming educational environment in which students can learn from one another and share professional experiences. Besides tracing these theoretical developments, you will make many new friends and expand your professional networks. Moreover, we will provide you with opportunities to learn about the rich culture and history of the Framework Nations.

I eagerly await your active participation and contribution to the course. I hope this course encourages and facilitates your professional development as future senior military officers and government officials.

This course plan details the learning requirements for each of the core modules that must be met through the HCSC 2024 as well as general information about other activities that will help students achieve the course objectives. This course plan is published under the authority of the Commandant of the Baltic Defence College.

Eugeniusz CIEŚLAK
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Course Director

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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 mandate of the College was set out in the founding document. In 2019, the Baltic States Ministerial Committee approved BALTDEFCOL Development Plan for 2019-2027, which provides political guidance for the development and future operations in the college and sets strategic goals and ways 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 strategic environment that is in constant evolution.

The vision for BALTDEFCOL is to be a modern, future-oriented, attractive, competitive, and English-language-based international defence college with both a regional focus and Euro-Atlantic scope. The BALTDEFCOL functions as a PME institution at the operational and strategic levels, applying 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 also promoting international cooperation, networking, and contribution to research in security and defence policy to meet the long-term defence and security needs of Estonia, Latvia, and Lithuania.

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

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

* The Baltic region;
* The wider Baltic Sea region with particular focus on Russia;
* NATO/EU; and
* The wider NATO/EU area of interest.

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

* Higher Command Studies Course (HCSC) – a five-month senior-level course;
* Joint Command and General Staff Course (JCGSC) – a ten-month general staff officer level course and;
* Civil Servants Course (CSC) – a three-month 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 General/Flag officers and their civilian equivalents;
* Command Senior Enlisted Leaders' Course (CSELC) – a three-month strategic level course for top-level Senior Enlisted Leaders working directly for General/Flag Officers.

1.2 Professional Military Education (PME) System

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

Framework Nations' PME System

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

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

1.3 Policy on Equal Treatment and Code of Conduct

In 2019, the BALTDEFCOL implemented its Policy on Equal Treatment. This policy will be introduced and explained to the students at the beginning of the course. The aim of this policy is to ensure a pleasant working environment and learning conditions and protection from unfair and unequal treatment. Mutual trust and a respect for the dignity and rights of all people are important characteristics of this environment, and they are directly related to the BALTDEFCOL's Code of Conduct, which all members of staff and students are expected to follow. 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 decision.

Have Fun:
- Involve families;
- Encourage socialising together.

The Baltic Defence College

Section 2 – About the Higher Command Studies Course

2.1 Outline

The HCSC was established in 2004 to educate senior military officers and government officials on the wide range of challenges associated with the adaptation of defence institutions at the national, Allied and European levels so that they are better prepared 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 the strategic challenges of today and tomorrow, and their respective leadership will understand the requirement for, and will be ready to lead, major defence development programmes. Thus far, the College has conducted nineteen HCSCs. 315 students, representing 34 countries, have graduated from these courses. Many of them have since been assigned important and demanding positions in their home countries or international organisations.

The HCSC 2024 will be held from 15 January to 20 June 2024 for a total of twenty-three weeks. Students are expected to spend some time preparing for the course and studying assigned publications prior to their arrival. During the residential period, each working day comprises on average of six academic hours of classroom activities. Students are expected to spend on average of up to three hours per day on individual preparation during working days and up to five hours during weekends. As a rule, each week must not include more than 27 hours of contact time. Exercises and selected activities, such as study trips and conferences, may necessitate additional or modified study hours.

The HCSC is highly engaging, and students will be required to conduct individual research and participate in a range of collective research projects, discussions, and exercises. Two study trips will complement classroom activities.

2.2 Aim

The aim of the HCSC is to prepare military officers and civilian government officials from the Framework Nations, their allies, and their partners for executive responsibilities at the strategic level. It will facilitate an understanding of the multifaceted actions required for the accomplishment of national and Allied strategic objectives within an uncertain international environment. It will produce innovative, dynamic, and agile leaders, policymakers, and top-level managers, who are creative, proactive, and decisive in forming their future-oriented strategies.

2.3 Learning Objectives

The delivery of education through the HCSC is organised to achieve learning objectives that delineate critical fields of knowledge and appropriate skills for the students to master. To curriculum of the HCSC 2024 is designed to produce graduates who are able to:

1. **Assess** key drivers and trends in evolving security environment and appraise their implications for the security and defence of the Euro-Atlantic community, the Baltic Sea Region, and the Baltic states.
   > This course objective is supported and achieved through all educational components, particularly by: Module 1 Security Environment, Module 2 Russia in the International System, but also by all other Modules, Electives, the Research Paper, the Annual Conference on Russia, and both study trips.

2. **Contribute** to development and implementation of defence policies, strategies, and management decisions in order to achieve national and Allied strategic objectives.

This course objective is supported by and achieved through the following educational components: Module 4 Defence Policy and Strategy Development, Module 5 Defence Management, Module 6 Enhancement of Deterrence through Cooperation, but is also supported by Modules 1 and 3, both study trips, and the Research Paper.

3. **Develop** as creative, proactive, and agile leaders while performing executive responsibilities at the strategic level in interagency, national, and international environments, demonstrating the traits essential to the profession of arms.
   This course objective is supported and achieved by all educational components, particularly by Module 3 Strategic Leadership, but also supported by all other Modules, Electives, both study trips, and the Research Paper.

4. **Formulate and communicate** solutions to complex problems in the field of security, defence, and strategic leadership and high command by using critical thinking and effective communication skills.
   This course objective is supported by and achieved through all educational components, particularly by the introductory Academic Foundations Module and Module 3 Strategic Leadership, but also by all other Modules, Electives, both study trips, and the Research Paper.

2.4 Recognition of the HCSC

In designing and implementing the HCSC, BALTDEFCOL aims to meet the standards and requirements of civilian post-graduate degree programmes. However, the HCSC is designed first and foremost as a senior professional military education course, and it is entirely up to the universities to determine which, if any, modules of the HCSC may be accredited towards their Master's or any other programmes, as well as respectively, their value in ECTS credit points. The HCSC is accredited by several NATO and partner countries at the national level as a Professional Military Education Level 4 programme and some of the electives are at the same time the NATO-certified courses.

2.5 Module-based participation

The HCSC offers additional opportunities for external participants from governmental institutions or universities to attend portions of the HCSC curriculum by selecting a particular module or several modules. Such participants, while benefitting from attendance 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 external participants (i.e., civil servants of security and defence institution or students from other educational institutions) in some of the HCSC modules will add more perspectives to discussions. Senior officers and civil servants from the security and defence institutions as well as postgraduate (or, by exception, senior undergraduate students) of the Framework Nations, Allied, and Partner countries are eligible to participate in the following modules of the HCSC 2024: Module 1 Security Environment; Module 2 Russia in the International System; Module 3 Strategic Leadership; Module 4 Defence Policy and Strategy Development, Module 5 Defence Management.

Section 3 – Educational Framework

3.1 Introduction

The HCSC's educational framework is based on a variety 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 student. To aid in this, the HCSC and the Baltic Defence College aim 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 intelligence 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 six principles, related to both students and faculty:

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

2. **Minds are not vessels to be filled, but fires to be kindled:** the 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. 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:** a 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 faculty and students can engage – sometimes even robustly – in discussion and debate.

3.3 Learning Levels – Bloom's Taxonomy

Like other institutions practicing Professional Military Education, the Baltic Defence College employs a system that incorporates Bloom's taxonomy of learning to provide structure to its educational products. This taxonomy was developed by Dr. Benjamin Bloom in 1956 as a way of delineating various aspects of learning. Bloom identified three components of learning, namely the Cognitive (mental), Affective (emotional) and Psychomotor (physical) domains of intelligence, though the cognitive has been by far the most influential. Indeed, Figure 2 depicts the latest revision 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.	• Formulate security strategy • Generate a campaign plan • Create defence policy
5. Evaluate	Assess, Appraise, Justify, Rank, Validate	A cognitive process whereby theories, concepts, ideas or phenomena are scrutinised and judged in relation to their relevance or superiority.	• Assess the best weapon • Justify a budget • Validate a procedure
4. Analyse	Consider, Contrast, Distinguish, Examine, Investigate	A cognitive process whereby a piece of information is split into its component parts, with each relationship is articulated in relation to the others.	• Investigate a campaign plan • Distinguish components • Consider problems
3. Apply	Classify, Demonstrate, Employ, Use, Utilise	A cognitive process whereby information is articulated in relation to a particular situation (often to overcome an issue or problem).	• Employ a doctrine • Use a field manual • Apply legal protocol
2. Understand	Convert, Describe, Estimate, Explain, Identify	A cognitive process whereby the meaning of various theories, concepts, ideas or phenomena is obtained and articulated.	• Identify analogies • Explain phenomena • Explain historical dates
1. Remember	List, Outline, Recall, Reproduce, State	A cognitive process whereby information – previously discovered – is recalled and articulated.	• Outline a policy • Recall a doctrine • List important individuals

Figure 2 *Bloom's Updated Taxonomy (adapted from Anderson and Krathwohl, 2001)*

Bloom's Updated Taxonomy helps the lecturer to ascertain the correct level students should be capable of achieving 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.

	Remember	Understand	Apply	Analyse	Evaluate	Create
Facts	List	Describe	Classify	Consider	Rank	Assemble
Concepts	Recall	Explain	Use	Differentiate	Assess	Modify
Procedures	Reproduce	Identify	Employ	Examine	Validate	Plan
Processes	Outline	Estimate	Utilise	Investigate	Justify	Formulate
Principles	State	Convert	Demonstrate	Distinguish	Appraise	Generate

Figure 3 *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 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 and Weekly Timetables. Students should also be familiar with the BALTDEFCOL Regulations, which describe the Baltic Defence College's tasks, rules, and norms.

Course Plan

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

Weekly Timetable

The weekly schedule provides a weekly overview of HCSC lectures, group activities, and other events. This weekly timetable, which is issued at least two weeks ahead of each week, is subject to change and may be amended and reissued as needed. Roundtable seminars, formal dinners, and fireside chats with guest speakers are examples of HCSC extracurricular activities, as are other academic and recreational activities.

3.5 Educational Components

The Baltic Defence College has chosen to follow the Bologna Process, which was 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 988 hours or 38 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, an average of 44 hours of study time is allocated, which is typically divided into two basic formats:

1. **Contact Hours (CH):** within the curriculum, this includes the time spent in lectures, syndicate activities, exercises, and study trips, during which students are expected to be integrated with faculty or acting under the direct supervision of faculty:

   a **Lectures** 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 class 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 critical to understand that the role of the supervisor is not to write the student's assignment for them but rather to provide 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 BALTDEFCOL Conference on Russia 2024;

   f **Seminars** are organised by the Faculty or students. They usually consist of group discussions chaired by an assigned faculty member and may also be structured around briefings, presentations, or preliminary readings. This method facilitates the exchange of views, trains analytical skills and critical thinking, and fosters an 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 (up to 5000 words) involving detailed research and applying academic standards;

h   **Group Research Project** is completed 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 includes 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 a part of the HCSC learning process and are conducted to allow students to apply the theories and concepts studied throughout the curriculum to solving problems in the field of defence policy and strategy. These solutions constitute the basis for group presentations which are a part of students' assessment for respective modules and electives. All exercises are closely connected to the relevant learning outcomes and are a major aspect of the educational experience during the course;

l   **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 the 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 plans.

2.   **Individual Preparation Time (IPT):** this is time allocated for individual study, preparation for syndicate activities, and reflection, as well as work on assignments, such as the research paper. Students should plan to spend, on average, three hours per day from Monday through Friday engaged in such activities, as well as five hours per day on the weekends. The HCSC includes three varieties of reading, but could include these 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 baseline 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 supplied 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 Organisation

Course Director

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

Module Coordinators

Module Coordinators oversee the development, planning, conduct, and assessment of various modules of the HCSC. They are responsible for liaising with, utilising, and administering matters related to external support, e.g., Senior Mentor, Guest Speakers, and study trips.

Senior Mentor

Senior Mentors help students by supervising their work, advising them on how they might tackle particular tasks and what resources they might use, and evaluating their achievements. They will observe and participate in the students' discussions and will lecture on curricular topics. They will also assist with the evaluation of the course.

Faculty

Faculty are civilian and military personnel who are deployed by nations or hired directly by the College to plan and implement educational activities as well as assess students' assignments. The faculty implements educational activities in their roles as Module Coordinators, supervisors of research papers, assessors, and lecturers. Directors of the Department, Dean, and other Management Group members are also part of the Faculty.

Course Secretary

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

4.2 Student Organisation

Class Leader

The students will elect one of their peers as the Class Leader. To conduct his/her 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 those related to education and life outside the College. He or she will disseminate information to the students, collect their views on significant issues, and relay feedback to the Course Director and faculty members. This includes planning and carrying out the course feedback session at the end of the course.

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

- Maintaining direct communication with and seeking guidance from the Course Director regarding HCSC initiatives;
- Disseminating information to HCSC students;
- Serving as a nexus to gather the overall view of the class on significant issues, relating them to the Course Director;
- Organising the planning and execution of HCSC social and other events, both within and outside of the College;
- Organising the planning and preparation of end-of-course mementos on behalf of HCSC students;
- Organising a HCSC feedback briefing at the end of the course.

Class Assistant

On a weekly basis, the Course Director will nominate a Class Assistant. He or she will be responsible for meeting, accompanying, introducing, and thanking Guest Speakers on behalf of the HCSC. The Class Assistant should also ensure that the classroom is properly prepared before and tidied after use.

Syndicates

Students will be divided into two syndicates, the composition of which will be set for the duration of the course.

Syndicate Leader: Each of the two syndicates will elect a Syndicate Leader from among its members. The Syndicate Leaders will in charge of representing the views of the syndicates and for organisational and administrative issues related to the syndicates. The Syndicate Leader will also be responsible for organising the Syndicate members to carry out the rotational tasks of the Syndicate Chair.

Task Leader

The Module (Elective) Coordinator will appoint students to serve as Task Leaders for exercises and other tasks, who will be responsible for their fulfilment by subordinated teams.

4.3 Student Responsibilities

While in 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, faculty, and other students in an appropriate manner;
- Act scholarly in 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 in all written assignments.

Section 5 – Curriculum

5.1 General

The curriculum is delivered in a modular structure, and these modules represent smaller units of education, lasting between two and three 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 Mentor(s).

The Course and each Module have pre-defined learning outcomes that are linked with Bloom's Taxonomy (see Figure 2). These are statements that describe 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 assess the achievement of these outcomes.

5.2 Modules

Introduction to the course

The HCSC will begin with an in-processing period. During the in-processing, HCSC students will be given essential information on the policies, procedures, and protocols that will help them succeed during the course. The students will receive introductory lectures about course flow and academic settings of the college, conduct an English language test, and focus on familiarisation with each other and fostering team building by forming their syndicate groups. The introductory module on academic foundations will familiarise students with research methodology and academic writing. The research advisor fair will enable students to make their decisions on individual research projects, which they will pursue during the course. A Distinguished Guest Speaker will address the HCSC class of 2024 and will share his or her personal experience.

The HCSC is made up of six discrete and sequential core modules that contain a wide range of curriculum activities. The course starts with a preparatory module focused on academic foundations. An individual research project complements the core modules and focuses on preparation of a research paper. These activities are optimised for residential delivery and are designed to attain the desired level of learning in the applicable subject. A part of the curriculum may be delivered through distance and blended learning using MS Teams and other advanced distributed learning platforms depending on the circumstances related to COVID-19. Each module has a module aim and key learning outcomes that are linked to the course aim, objectives, and learning outcomes. 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 modules are delivered as follows:

IM   Academic Foundations
M1   Security Environment
M2   Russia in the International System
M3   Strategic Leadership
M4   Defence Policy and Strategy Development
M5   Defence Management
M6   Enhancement of Deterrence through Cooperation
RP   Research Paper

5.2.1   Introductory Module: Academic Foundations

The aim of this module is to improve the course participants' skills needed to study and learn effectively. The module will encourage critical thinking and improve the communication skills of the course participants. As such, the module will address effective reading and major writing tasks to be completed throughout the course and will examine the essential elements of researching, writing, and discussing the findings of research. Secondly, the module will discuss leadership, cooperation skills, and civil-military interactions within academic environment that will enhance participants' understanding of the requirements at senior, strategic level of professional military education and will facilitate establishment of productive group dynamics throughout the course.

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

No.	Learning Outcomes
1.	Appraise requirements related to participation in a strategic level professional military education programme
2.	Improve skills needed for effective studying, researching, and communicating in a professional military education environment
3.	Examine leadership and cooperation skills that support an environment conducive to learning and positive group dynamics

Assignment	Assessment
Diagnostic writing and oral presentations	Diagnostic/formative
Credits: 2 ECTS	

5.2.2   Module 1: Security Environment

The aim of this Module is to provide students with an understanding of the contemporary security environment and its implications for security and defence. The module will examine the major drivers and trends of international security to address both the current and future security environment. The module will begin by introducing students to theories and approaches within international relations and security studies. Then, it will explore broad themes and geopolitical issues in the contemporary security environment. Through assessing the global political trends and emerging issues, such as technological developments, climate change, and populist and extremist challenges, students will reflect on how the wider security environment affects the Baltic region. Overall, the module will impart students an understanding of the future security environment, allowing them to identify problematic security and defence trends and their implications for the Baltic states.

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

No.	Learning Outcomes
1.	Evaluate the impact of changes to the security environment on the security and defence policy of Baltic states.
2.	Appraise the key drivers and trends in the wider security environment by critically applying theoretical models and concepts.
3.	Assess the security and defence implications of changes to the global and regional security environment.

Assignment	Assessment
A group presentation on security and defence implications of changes in the security environment for the Baltic states, an individual paper based on the presentation, and individual contributions to achievement of the module learning outcomes.	Summative Pass/Fail/Pass with Distinction
Credits: 5 ECTS	

5.2.3   Module 2: Russia in the International System

The aim of the module is to examine Russia's stance in current international affairs. The module will explore Russia's political perceptions regarding contemporary geostrategic realities and how these sensitivities affect its interests. It will assess Russia's intentions and capabilities in relation to its ambitions abroad. It will then reflect on the factors shaping Russia's policies and actions vis-a-vis the United States, NATO, the European Union, the Middle East, and China, as well as in the post-Soviet space. This section of the module will provide a general examination of Russia's interactions with key state actors and international institutions while assessing their impact on the current political and security situation of the wider Baltic Sea region. By exploring the ways in which Russia uses available instruments of power to implement its foreign policy ambitions, the module will contribute to deepening the students' understanding of how Russia's actions are likely to influence the security of the Baltic region. The annual *Conference on Russia* will reinforce the material covered in the module. The course participants will also have the opportunity to engage with a diverse group of political and military leaders, top-level practitioners, and influential experts who will discuss the current and future threats, as well as the challenges and opportunities, related to international and regional security that have been precipitated by Russia's behaviour.

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

No.	Learning Outcomes
1.	Assess Russia's interests and actions in international affairs and generate policy recommendations to address these strategically.
2.	Assess the major security and defence challenges that Russia brings for the Baltic states, the wider Baltic Sea region, and the Euro-Atlantic Community.
3.	Evaluate the connections between Russia's domestic political dynamics and its foreign and security policy.

Assignment	Assessment
Group presentations on Russia's courses of action toward the Baltic states, an individual paper based on the presentation, and individual contributions to achievement of the module learning outcomes.	Summative – Pass/Fail/Pass with Distinction
Credits: 5 ECTS	

5.2.4 Module 3: Strategic Leadership

The aim of the module is to introduce students to the evolution of strategic leadership and to prepare them to lead successfully at the strategic and senior command levels. The module will concentrate on case studies that evaluate the dilemmas of strategic leadership and senior command, taking into account strategic leaders' responsibilities, competencies, and tasks. Furthermore, the students will appraise the theoretical and conceptual tools available and the abilities required of military leaders, top-level managers, or policymakers when operating at the strategic level. The module will help students to reflect critically upon their leadership experience and prepare them to identify and explore the challenges faced by leaders at the strategic level. The module includes several tasks, case studies, and group activities, all of which are designed to familiarise the students with the difficulties and opportunities of strategic-level leadership and decision-making, as well as to prepare them for leading, influencing, and motivating others.

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

No.	Learning Outcomes
1.	Appraise strategic leadership challenges in their historical, cultural, social, and political contexts.
2.	Assess the frameworks of strategic leadership and higher command in peace and war to address complex security issues.
3.	Examine the characteristics and fundamentals that determine leadership at the strategic level and reflect on personal traits and competencies as a strategic leader.

Assignment	Assessment
Course participants' individual contributions during all educational activities, leadership demonstrated during team tasks to achieve the overall goal, and general initiative and effort displayed to support the learning process of the class.	Summative Pass/Fail/Pass with Distinction
Credits: 4 ECTS	

5.2.5   Module 4: Defence Policy and Strategy Development

The aim of this module is to explain the environmental and procedural variables involved in strategy formulation and to assess recent developments in defence policy and planning at the national, bilateral, and multilateral levels. The module will begin with a review of strategy formulation theories and will continue with recent developments and trends in political, military, economic, administrative, and sociological domains of defence policy. These will next be then discussed using examples of Baltic defence policies and strategies. The module will introduce the ends-ways-means framework, which can be used to derive strategy from national objectives and interests regardless of state size and connect it to more particular methodologies of strategy formulation. These will eventually be used in a group exercise called 'Strategic Formulator', which will enable students to participate in the creation of national defence strategy for a specific country.

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

No.	Learning Outcomes
1.	Develop a proposal of national defence strategies for the Baltic states along with their feasibility assessment.
2.	Appraise evolution of national defence policies and strategies of the Baltic states while taking into account their interrelationships with NATO and the EU policies and strategies.
3.	Assess interrelationships between the national and international stimuli related to ends, ways, and means while developing a defence strategy based on national purposes.

Assignment	Assessment
Group presentations during the Strategic Formulator Exercise, an individual paper related to the exercise outcomes, and individual contributions to achievement of the module learning outcomes.	Summative – Pass/Fail/Pass with Distinction
Credits: 5 ECTS	

5.2.6   Module 5: Defence Management

The aim of the module is to offer students the instruments for investigating, assessing, and formulating defence management strategies and planning. The module will begin with a general overview of defence economics and resource management by analysing defence management theories, principles, and processes. Then, the module will focus on defence management solutions related to capabilities development, acquisition, sustainment, and human resource management. The module will discuss national, multinational, and collective capability building while taking the needs of the Baltic states requirements and lessons learned into account. As a result, students will evaluate how financial, material, infrastructural, and personnel decisions influence the ability to formulate policy recommendations on effective defence planning under resource constraints.

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

No.	Learning Outcomes
1.	Formulate coordinated guidance and implementation concepts for effective defence management.
2.	Assess the impact of resource allocation on defence management.
3.	Consider the different methods for making rational, disciplined decisions to allocate resources for efficient and effective capability building in the face of uncertainty.

Assignment	Assessment
Group presentations on case studies, an individual paper based on case studies and individual contributions to achievement of the module learning outcomes.	Summative – Pass/Fail/Pass with Distinction
Credits: 4 ECTS	

5.2.7   Module 6: Enhancement of Deterrence through Cooperation

The aim of the module is to enable students to successfully contribute to the development and implementation of credible deterrence strategies for the Baltic states, considering regional and allied synergies. The module will start with an analysis of theoretical frameworks and conceptual models for deterrence. It will then critically analyse the security threats and current allied and national concepts and capabilities for deterrence in the Baltic Sea Region. The assessment will focus on existing gaps and limitations that affect allied, regional, and national capabilities for deterrence. It will also discuss the challenges that result from diverging perceptions of deterrence among states and international organisations, politicians, and the military. A critical review of credible deterrence case studies will introduce students to the Strategic Deterrer Exercise, which will challenge students to formulate a proposal for a credible deterrence strategy for the Baltic States in 2034 that integrates regional and Allied cooperation. This exercise would make use of assessments prepared during Module 1 and 2, as the current object of deterrence for the Baltic Sea region is Russia, and risks of global nature are increasingly influencing the security situation of the Baltic states.

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

No.	Learning Outcomes
1.	Appraise credible deterrence options for the Baltic states by integrating regional and allied cooperation.
2.	Examine and validate extant foundational theories of deterrence through their practical application to contemporary realities in the Baltic Sea security environment.
3.	Evaluate the current deterrence concepts and capabilities related to the security of the Baltic states and the Baltic Sea region.
4.	Assess the impact of changes to the security environment on formulation and implementation of deterrence strategies for Baltic Sea region.

Assignment	Assessment
Group presentations during the Strategic Deterrer Exercise, an individual paper based on the exercise outcomes, and individual contributions to achievement of the module learning outcomes.	Summative Pass/Fail/Pass with Distinction
Credits: 6 ECTS	

5.2.8   Research Paper

This module allows students the opportunity to conduct in-depth critical analysis on a topic linked to the strategic aspects of security environment, security and defence policy, defence strategy, or defence management. The research process is designed to allow students to strengthen their argumentation and expression skills while writing a research paper. For successful completion of the module, students must prepare a research paper in accordance with BALTDEFCOL standards. Research papers must be completed as an individual effort. Ideally, HCSC research papers should focus on a current, real-world issue of importance to the Framework Nations, Allies, or Partner Countries' security and defence. The research paper should be written only for the Research Paper module in the HCSC and not presented nor published elsewhere.

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

No:	Learning Outcomes
1.	Prepare a research paper using principles of critical thinking and argumentation.
2.	Apply academic standards, ethical principles, and formal requirements of conducting research.
3.	Present the key aspects of the research paper and defend its conclusions and recommendations.

Assignment	Assessment
Research paper due on 29 April 2024 by 09.00 Presentation of the research paper 21 May 2024	Summative Pass/Fail/Pass with Distinction
Credits: 5 ECTS	

5.2.9   Study trips

Study Trips are group visits to institutions, organisations, and agencies outside of the Baltic Defence College. They constitute an essential and integral part of the HCSC curriculum and are planned to support the learning objectives of the course and respective modules. The strategic requirements of the Framework Nations as expressed in the Development Plan inform the decisions on the scope and destinations of the study trip in consecutive academic years. The study trips provide students with an excellent opportunity to meet national, regional, and global practitioners in decision-making environments, allowing students to obtain first-hand knowledge of allied, European, and national policies, as well as armed forces and cultural values. The HCSC 2024 curriculum calls for two study trips: the International Study Trip and the Baltic Defence Study Trip.

International Study Trip:

The focus of HCSC 2024 international study trip is on NATO, the European Union, and the wider Baltic Sea region. The trip will provide a chance to review the defence policies of Belgium and Poland and explore strategy making at the Alliance and national levels. The visit to the EUMC and NATO headquarters will explore the development of NATO and the EU policies in general and the place of the wider Baltic Sea region in these policies. The international study trip is meant to support learning objectives of Module 1 and Module 2 as it will expose students to Allied assessments on security environment and perspectives on relations with Russia. The trip will also help students meet the learning objectives of Modules 4, Module 5, and Module 6, as it will discuss developments in defence policy and strategy, defence management, and deterrence at allied and national levels.

Baltic Defence Study Trip:

During the study trip to the Baltic states' capitals, participants will interact with security, defence, and communication planners and experts to identify the deterrence gaps and challenges as well as their cooperation potential, collecting necessary information to improve deterrence and resilience related planning and propose practical solutions. The visits include tours of parliaments, ministries of (national) defence, defence forces institutions, and discussions with relevant experts in ministries of foreign affairs, ministries of interior, think tanks, and specialised agencies. During the study trip, participants will discuss together the significance and utility of new knowledge for solving the research task. This study trip supports learning objectives of Module 4 and Module 5 through interaction with practitioners involved in defence security and strategy development and implementation, as well as allows for the first-hand experience with the defence management challenges that the Baltic states face. It reinforces the learning objectives of Module 1 and Module 2 as it includes discussions on trends in security environment and Russia. The trip facilitates also achievement of Module 6 learning objectives by professional discussions related to deterrence requirements and challenges.

5.3 Electives

HCSC students will participate in Electives conducted jointly with JCGCS and CSC. Some Electives are expressly designed to meet the HCSC criteria. Students will select one of the topics on which they wish to expand their knowledge or that can enable preparation for their future career assignments. The attractiveness and high quality of these Electives is also due to the close cooperation with the Centres of Excellence from the Baltic states and beyond.

Credits: 2 ECTS each

5.3.1   Operational Level Energy Security

The Aim
The aim of the elective is to apply energy security factors relevant to NATO by introducing fundamental concepts and analysing energy security developments in the current geopolitical situation, taking into account their potential impact on Alliance security and military operations at the operational level. The elective consists of ADL, individual preparation, lectures, seminars, reading tasks, presentations, and group work. The lectures will be conducted in cooperation with the specialists' network from NATO Energy Security Centre of Excellence. The main topics of the elective are NATO's role in energy security, NATO ENSEC COE: introduction and activities, military aspects of energy security, the geopolitics of energy security, power production and distribution in the Baltic states, energy conflicts, hybrid warfare and energy security, critical energy infrastructure protection (CEIP), energy infrastructure in the maritime domain, intersection of cybersecurity and critical energy infrastructure (CEI), energy efficiency in military operations, and energy behaviour changes with military application.

Learning Outcomes

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

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

Assessment

The assessment will be based on completion of the pre-elective ADL course, case studies and/or exercises, and student contribution to achieving learning outcomes throughout the elective.

5.3.2   Intermediate Strategic Communication

The Aim
The aim of the elective/course is to educate planners so that they may ensure STRATCOM integration and execution occurs at all levels within their headquarters. The elective/course consists of Advanced Distributed Learning (ADL) or an online course, lectures, seminars, and group work as well as involves students' individual work and preparation. Lectures will be delivered in cooperation with the specialists from NATO Strategic Communications Centre of Excellence, the Baltic states, NATO Force Structure, and NATO Command Structure. The main topics of this elective are the STRATCOM framework, STRATCOM narratives, implementation of STRATCOM, and the information environment – challenges and opportunities for a military leader.

External students are welcome to take the elective/course. Depending on the need and time available, the course might be organised as an online course.

Learning Outcomes

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

1. Understand the fundamentals of NATO Strategic Communications.
2. Understand NATO STRATCOM policy and its relationship to Political Military (POLMIL) Direction and Guidance (D&G).
3. Understand Information Environment in relation to STRATCOM.
4. Understand the role, function, utility, and limitations of STRATCOM related functions and capabilities.
5. Implement STRATCOM considerations into the processes and products of their branch/department.

Assessment

The assessment of the elective will be summative with a grade of Fail/Pass/Pass with Distinction. The assessment will be based on a test and student contributions to achievement of learning outcomes throughout the elective.

5.3.3   Resistance Operating Concept

The Aim
The aim of the elective is to use the Resistance Operating Concept to develop a national, organised resistance capability, utilising a whole of the government approach to deter external actors. The lectures will be given in collaboration with specialists from NATO Special Operations Headquarters, Swedish Defence University, US Special Operations Command Europe, and US Joint Special Operations University. The main topics of this elective are Total Defence (resilience and resistance), Resistance Operating Environment, and Interagency Coordination.

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

1. Examine the organization of a Total Defence program, building resilience and planning resistance pre-conflict.
2. Use resistance planning considerations in discussion of the Operating Environment, threats that lead to instability, and programs to counter these effects.
3. Employ interagency functions and considerations for developing an organised resistance.
4. Demonstrate an understanding of Resistance Operating Concepts in the review of a historical case study.

Assessment

The assessment of the elective will be summative with a grade of Fail/Pass/Pass with Distinction. The assessment will be based on student contributions to achievement of learning outcomes throughout the elective.

5.3.4 Joint Logistics and HNS

The Aim
The aim of the elective is to give students an operational understanding of NATO Joint Logistics and Host Nation Support (HNS). The elective consists of lectures, group work, roundtable discussions, and daily plenary sessions. The EX JOINT RESOLVE' scenario will be used throughout the elective. The main topics of this elective are: NATO Joint Logistics capabilities and organisational forms, Logistics inputs to Situational Awareness of potential crisis in Baltic Sea Region Countries (EST, LVA, LTU, POL), Operational appreciation of Strategic Environment, Factor Analysis (from Logistics perspective), Basic Logistics concept of operations development, Use of Host Nation Support (HNS) in planning and conducting the operations, and the purpose and the role of Resource Coordination Working Group/Resource Coordination Board in Joint Task Force Headquarters' (JTFHQ) daily Battle Rhythm.

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

1. Apply the principles of Operational Planning Process in operational appreciation of the Strategic Environment from logistics perspective.
2. Describe joint logistics challenges in provision of logistical support to joint operations.
3. Estimate necessary requirements for the provision of the HNS in the Joint Operations Area;
4. Identify the key principles and practices for effective planning, execution, and control of the logistics concept of operations.

Assessment

The assessment of the elective will be summative with a grade of Fail/Pass/Pass with Distinction. The assessment will be based on student contributions to achievement of learning outcomes throughout the elective.

5.3.5 Intelligence and Counter-Intelligence

The Aim
The aim of the elective is to develop and enhance student knowledge regarding intelligence and counter-intelligence, including the intelligence disciplines, such as aspects of the Human Intelligence (HUMINT) and Joint Intelligence, Surveillance and Reconnaissance (JISR). The main topics of this elective are the role of staff officers in assisting the Intelligence Process, the creation of intelligence requirements, the importance of the timeline in which they should be formulated, Counter-Intelligence in NATO, and HUMINT.

Learning outcomes
At the end of this Elective, the student should be able to:
1. Examine the intelligence process linking the tactical, operational, and strategic levels.
2. Describe the processes and activities related to Counter-Intelligence measures.
3. Identify the role of HUMINT as one of intelligence collection discipline's contribution to military operations.

Assessment

The assessment of the elective will be summative with a grade of Fail/Pass/Pass with Distinction. The assessment will be based on student contributions to achievement of learning outcomes throughout the elective.

5.3.6 Law of Visiting Forces

The Aim
The aim of the elective is to introduce the law of visiting forces in a peacetime and in an armed conflict environment. The elective focuses on status of forces agreements that are relevant not only in the context of planning and conducting contemporary military operations but also when serving in international headquarters or participating in military exercises abroad. The elective consists of lectures and group work, involving students' individual work and preparation as well. The main topics of this elective are the essence of law of visiting forces, NATO status of forces agreements, the European Union's and United Nations' status of forces agreements, and the law of visiting forces in an operational context.

Learning outcomes
At the end of this Elective, the student should be able to:
1. Explain the international legal frameworks established for visiting forces.
2. Employ the law of visiting forces in a peacetime environment.
3. Employ the law of visiting forces in an armed conflict environment.

Assessment
The assessment of the elective will be summative with a grade of Fail/Pass/Pass with Distinction. The assessment will be based on a group presentation and student contributions to achievement of learning outcomes throughout the elective.

5.3.7 Cyber Defence Policy on National and International Levels

The Aim
This Elective intends to provide students with the conceptual framework to help them think strategically about cyber defence and build the knowledge of how to integrate cyber into national as well as international security policy and strategy formulation. The elective will highlight the multifaceted nature of cyber defense. Guest speakers from the political, military, academic, and corporate sectors will emphasise the relevance of cyberspace in today's security climate and its implications for conventional and hybrid warfare. The main topics of the Elective are: key concepts - cyberspace, cybersecurity, and cyber defence; Practical aspects of cybersecurity: vulnerabilities and responses; Cyber policy dilemmas: – deterrence, defence, or defence forward? Technology aspect of cyber defence and information security; Cyber considerations in national and international security policy. The elective will be conducted in a practical/case-driven manner on top of cyber-related knowledge with a focus on refining students' policy analysis and strategy development skills. The elective will be taught in collaboration with the European Security and Defence College (ESDC).

Learning Outcomes

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

1. Consider the strategic aspects of cyber security.
2. Analyse trends in the cyber security environment.
3. Apply cyber security terminology, concepts, issues, and components.
4. Assess the role of cyber security in national and international security contexts.
5. Evaluate cyber security policies and generate a strategic approach to cyber defence.

Assessment

The assessment of the elective will be summative with a grade of Fail/Pass/Pass with Distinction. The assessment will be based on two group presentations and student contributions to achievement of learning outcomes throughout the elective.

5.3.8   Russian History and Strategic Mindset

The Aim
The aim of the Elective is to identify the key historical developments and cultural qualities of Russia that impact its politics today and are used constantly in both political arguments and strategic decision-making. The aim is to give students an overview of Russian history and the geopolitical factors that influence its military-strategic decisions. At the end of the course, students will be familiarised with the development of Russian thought and formulation of cultural identity. This Elective will be presented as a seminar with student presentations. The task will consist of analysing contemporary speeches from the Russian political elite, looking for cultural and historical references within them, and identifying them and their importance in the speech. The main topics are an overview of Russia's history, imperial Russia, the 'Third Rome', wars, revolutions and shocks in Russia, the Russian 'art of war', Russian culture, and Eastern European perspectives on these Russian historical ramifications.

Learning Outcomes

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

1. Explain the importance of the core historical events in Russia's history.
2. Demonstrate knowledge of Russian political and strategic culture as well as cultural identity.
3. Express the importance and the development of Russian thought and formulation of Russian cultural history.
4. Categorise and explain the importance of large conflicts prior to the 20th century in shaping Russia's strategic mindset.

Assessment

The assessment of the Elective will be summative with a grade of Fail/Pass/Pass with Distinction. The assessment will be based on seminar tasks with seminar presentations and student contributions to achievement of learning outcomes throughout the elective.

5.3.9   Strategic Decision-Making in NATO

The aim
The aim of this Elective is to expose students to the processes, methods, and best practises of strategic decision-making in NATO. Students will evaluate NATO planning and decision-making processes that take place at the strategic and military-political levels using a scenario-based approach. The Elective will employ a combination of lectures and simulated processes (exercise "Consensus Building"). At the successful conclusion of the Elective, each student should be able to evaluate the information and practical experience obtained regarding the political-military processes for strategic decision-making in NATO. The students should also have first-hand experience on how to evaluate the challenges of building consensus in a realistic scenario.

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

1. Appraise NATO strategic level operations planning processes, methods, and best practices.
2. Assess the challenges of consensus building during operations planning at the NATO strategic level.
3. Apply NATO strategic level operations planning skills in formulating military advice to strategic decision-making in both national and international contexts.

Assessment

The assessment of the elective will be summative with a grade of Fail/Pass/Pass with Distinction. The assessment will be based on student's contributions to achievement of learning outcomes throughout the elective.

5.3.10 Project Management Certification

The aim
The aim of the Elective is to extend the knowledge of how project management and leadership principles support the process of problem-solving and to prepare participants for formal project management certification examination. Participants will take part in lectures, interact with online material, and be mentored in the competencies specified by the chosen certification standard.

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

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

Assessment

The assessment of the elective will be summative with a grade of Fail/Pass/Pass with Distinction. The assessment will be based on the student's written certification examination.

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 accountable for student evaluation. 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
Diagnostic	To assess what students already know and/or the difficulties that they might have that may limit their engagement in new learning.	Ungraded narrative feedback	Before a module or course
Formative	To provide feedback to students during an educational activity or module. To achieve this, students may be given the opportunity to complete tasks during modules to assist with their learning, which will always result in feedback.	Ungraded narrative feedback	During a module or course
Summative	To determine whether students have met the prescribed aim and learning outcomes for modules. To achieve this, students are required to complete at least one summative activity – an assignment, sometimes consisting of various components – for each module.	Graded (anonymous or non-anonymous assessment resulting in Pass/Pass with Distinction/Fail).	At the end of a module or course

Students have to pass all assignments associated with a particular module in order to pass that module as a 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 a 'Letter of attendance' instead.

6.2 Assessment Procedure

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

Second, students' performance during all course activities will be monitored and assessed, and the results will be used to create a report that will be sent to both the student and his or her sending state. This type 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 provide them with informal feedback when appropriate:

1. **Course Director's Counselling:** will be scheduled for two individual counselling sessions for each student, the first during Module 3 and the second at the end of Module 6.

2. **Diploma and Diploma Supplement:** both will be provided to the student prior to graduation from the course.

3. **Performance Review (Annex B):** this document 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 that is compliant with the European Credit Transfer and Accumulation System (ECTS). However, the implementation of the assessment system and use of the grading depends on each course's requirements and the length of courses.

Summative assessments will be administered out for each HCSC module to formally assess the performance and knowledge of students in respect to the modular learning outcomes. HCSC students will receive a summative assessment in their assignments by using Pass/Fail criteria only. 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 students will be given the grading matrices prior to the commencement of each module.

The following grading scheme will be applied for the summative assessments, using **Fail/Pass/Pass with Distinction**:

Pass with Distinction	The student displays an **outstanding grasp** of the subject matter and very broad level of achievement of learning outcomes.
Pass	The student has met most of the module aim by displaying a **satisfactory grasp** of the subject matter and attainment of learning outcomes at a satisfactory level.
Fail	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.

6.4 Reassessment and Student Appeals

In some cases, a student might earn a **Fail** for an assignment. If this happens, they will be afforded one opportunity to undertake a reassessment. After failing to pass the assignment during the reassessment process, an Academic Board will be convened and will formulate recommendations for the Commandant. Based on the recommendation of the Academic Board, the Commandant will inform the sending/sponsoring nations on further actions.

If students are dissatisfied with the assessment of a summative assignment, they have 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 criteria for appealing and the process of appeal are outlined in the academic regulations of the Baltic Defence College.

6.5 Misconduct

In the event of academic or personal misconduct, students may be expelled from the HCSC and returned to their home country in accordance with procedures approved by the Framework Nations and set out in the BALTDEFCOL Regulations.

There are three levels of warning if a student's overall course performance does not meet the required level:

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 progress is below standard and requires 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 as a matter of acknowledgement, not agreement. 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 to recommend to the sending state that the student be removed from the HCSC.

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 the Performance Review is submitted to the official authorities or the employer of the student.

6.7 Academic Awards

The HCSC has established two academic awards for students:

1. The Commandant's Award
2. The Academic Writing Award

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

The Commandant's Award

The Commandant's Award recognises the student who has demonstrated the best overall creativity, insight, rigour, leadership, and comradeship. This particular student will have excelled outstanding academically 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 a student worthy of consideration for the award in close coordination with Dean, Senior Mentor and Module Coordinators.

Academic Writing Award

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

Section 7 – Course Evaluation Process

7.1 General

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

The Baltic Defence College constantly endeavours to improve the curriculum by making it more effective, relevant, agile, and responsive to new challenges.

To further 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 Module Coordinators evaluate the HCSC regularly. The Course Evaluation System consists of four separate parts: Weekly Feedback, Module Feedback, Course Feedback, and After Action Evaluation.

Weekly Feedback

Weekly Feedback collects assessment of the faculty and guest speakers. The main purpose is to facilitate professional development and continuous improvement of the faculty members and to ensure that specified quality standards are met. As a result, it also serves as evidence and input for the selection and invitation process of the guest speakers.

Module Feedback

The objective of Module Feedback is to acquire timely feedback from students and from the faculty on each module to monitor the learning process, make any necessary adjustments to the ongoing course, and gather data for 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.

Course Feedback

The objectives of Course Feedback are to obtain students' and Faculty members' 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.

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.

ANNEX A | Abbreviations

ACT   Allied Command Transformation
BALTDEFCOL   Baltic Defence College
BDST   Baltic Defence Study Trip
CSC   Civil Servants Course
CH   Contact Hours
Credits   Credit Points assigned based on ECTS
DLMS   Department of Leadership and Management Studies
DMS   Department of Military Studies
DPS   Department of Political and Security Studies
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
PME   Professional Military Education
SNR   Senior National Representative
STRATCOM   Strategic Communications

ANNEX B | 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 as 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 provide an '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 C | Curriculum Flow

MODULE FLOW FOR HCSC 2024

January: Inprocessing, ISD, M1, M0, M1 (JCGSC)

February: ISD, M1, M2, M1, ISD, M0, M2 (JCGSC)

March: ISD, M2, Conference on Russia, International Study Trip, ISD, Elective 2, M3, Easter break (JCGSC)

April: ISD, M4, M3, M4, M4 (JCGSC)

May: M4, M5, M6, M5, ISD, RPP, M6, BDST (JCGSC)

June: M6, M6, Outprocess, HCSC AAR, GRAD

Legend boxes: DPS | CD | DLMS | ELECTIVE

Legend:
- BDST - Baltic Defence Study Trip
- ISD - Individual Study Day
- JCGSC - Joint Command and General Staff Course
- RPP - Research Project Presentation
- M0 Academic Foundations
- M1 Security Environment
- M2 Russia in International System
- M3 Strategic leadership
- M4 Defence Policy and Strategy
- M5 Defence Management
- M6 Enhancing Deterrence

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