



Course Plan 2023-2024



Baltic Defence College
Ad Securitatem Patriarum

**Joint Command and
General Staff Course**

Joint Command and General Staff Course

Course Plan 2023-2024



[THIS PAGE IS INTENTIONALLY LEFT BLANK]

Contents

Contents	3
Course Director's Foreword	5
1.0 About the Joint Command and General Staff Course	7
1.1 Outline.....	7
1.2 The Aim of the JCGSC	8
1.3 Course Objectives and Learning Outcomes.....	8
1.4 Admission Requirements	9
1.5 Code of Conduct	9
2.0 Curriculum and Curriculum Flow	10
2.1 General.....	10
2.2 JCGSC Modules and other Educational Components.....	10
JCGSC Initial Unit.....	11
Module 0: Foundation.....	12
Module 1: Leadership and Command.....	12
Module 2: Fundamentals and Components.....	13
Module 3: Security and Strategy.....	14
Module 4: Defence Planning and Management	14
Module 5: Project Management.....	15
Module 6: Operational Law	15
Module 7: Allied Joint Operations.....	16
Module 8: Managing Contemporary Crisis	17
Module 9: Operational Level Planning	17
Module 10: Media Communications	18
Module 11: Combined Joint Staff Exercise JOINT RESOLVE	19
Module 12: Innovation and Military Technology.....	19
Baltic Defence Study Trip (BDST).....	20
International Study Trip (IST)	20
Research Project (RP).....	21
2.3 Electives.....	22
Elective Topics and Selection	22
Elective 1	22
Elective 2	26
2.4 Conferences.....	31
3.0 Educational Framework.....	31
3.1 Introduction.....	31
3.2 Educational Charter.....	32
3.3 Educational Components and Methods.....	32
3.4 Master's Degree Programme in Military Leadership and Security.....	36
3.5 Team Building Athletics	36
4.0 Organisation of the Joint Command and General Staff Course	37
4.1 Key Faculty	37
4.2 Student Representation	38
4.2.1 Class Leader.....	38
4.2.2 Syndicate Leader.....	38
4.2.3 Task Leader.....	39
4.2.4 Class Assistant	39
4.2.5 Additional Functional Roles and Representation.....	39
4.3 Student Responsibilities.....	40

5.0 Student Assessment System.....	40
5.1 Introduction	40
5.2 Assessment Process.....	40
5.3 Assessment of Student Academic Ability	41
5.3.1 Re-Assessment Policy	42
5.3.2 Appeal Policy	42
5.3.3 Academic Misconduct	42
5.4 Assessment of Qualities and Capabilities	42
5.4.1 Mentoring by Syndicate Guiding Officers	44
5.4.2 Individual Development Planning	44
5.4.3 Performance Review	45
5.5 Graduation Process and Requirements.....	45
5.6 JCGSC Awards	46
6.0 Course Evaluation Process.....	47
6.1 General.....	47
6.2 Course Evaluation System	47
ANNEX A Abbreviations	48
ANNEX B JCGSC Key deliverables/Assessment	49
ANNEX B JCGSC Key deliverables/Assessment	50
ANNEX C Curriculum Flow – First Semester	51
ANNEX C Curriculum Flow – Second Semester	52

Course Director's Foreword

Dear JCGSC students,

Congratulations on being selected for the Joint Command and General Staff Course (JCGSC) of the 2023-2024 academic year, and welcome to the Baltic Defence College (BALTDEFCOL) in Tartu.

You have undoubtedly worked hard to reach this point; however, please keep in mind that this is not an end goal, but rather a significant step forward in your career. You must now concentrate your efforts on studying to successfully complete the course and move on to your future careers. Your national authorities view the completion of the course as an investment in strengthening your respective country's defence. As a result, your superiors expect you to do everything possible to obtain a joint-level education that will ensure the continuity and progress of your military organisations.

The BALTDEFCOL is organised to support your authorities' expectations and provide you with quality residential studies that are delivered as intensive, face-to-face academic seminars. The BALTDEFCOL is a mature, internationally respected educational institution with more than 20 years of experience teaching various military-related topics and themes and preparing future military leaders. The BALTDEFCOL is internationally recognised as a Professional Military Education institution with expertise in the realms of NATO regional security and Russia.

The college consists of a team of like-minded, study-oriented people – faculty and staff, both civilian and military – all of whom you will meet in corridors, during lectures, on field trips, and at countless other events and activities. As JCGSC students, you will have the opportunity to enrol in a Master's programme in Military Leadership Studies provided by the National Defence Academy of Latvia. With the support of the faculty, mainly with the help of your designated Syndicate Guiding Officers, you will develop your leadership, communication, critical thinking, problem-solving, and military writing skills throughout the course. More information will be provided to you in due time.

Let me briefly elaborate on what is expected of you in order to succeed throughout the course:

- 1. Read.** If you do not read, you are an ineffective participant in your syndicate activities. Reading builds a foundation for being active and provides you with ideas and factual information. Reading efficiently with comprehension and healthy criticism is an essential skill and competency for those who make decisions and provide informed recommendations to others.
- 2. Be active,** ask questions, and share what you know and/or discover with your fellow course mates and instructors. Assist other students and faculty by offering advice, support, and feedback. If no one else steps forward, take the lead.
- 3. Write.** Do not be afraid to make mistakes in your writing. Practice makes perfect. Before you start writing, make sure that you understand all the requirements. The ability to write purposefully, clearly, and precisely reflects the quality of one's thinking. Leaders must be able to formulate well-reasoned arguments that are supported by evidence and analysis to enable a particular action, decision, or course of action.
- 4. Avoid** plagiarism and other forms of cheating because the consequences are severe. Do not use or present the work of others as your own. Academic misconduct will be defined at the start of the course and monitored throughout.
- 5. Expect the unexpected.** The current environment is often characterised as volatile, uncertain, complex, and ambiguous (VUCA). The war in Ukraine, millions of refugees fleeing to Europe, intimidation, propaganda, and hybrid warfare waged in the region by Russia and Belarus, the conflict in Nagorno-Karabakh, and a world in quarantine due to COVID-19 are all perfect examples of VUCA. The BALTDEFCOL faculty has had to adapt to this changing world and continue with education through various modes and methods of education other than solely sitting in the classroom and listening to lectures.

Be prepared for active teaching that involves challenging discussions, research, case studies, and various syndicate activities. Prepare to be exposed to different learning environments, including distance learning, via interactive internet-based intellectual settings. Whatever may happen, expect challenges, be prepared to adapt, and focus on your education.

While studying, do not forget to relax and spend quality time with your colleagues and families, explore the region, and learn more about the local culture as well as those of other nations represented in the college. After all, the professional relationships that you forge in the BALTDEFCOL will stay with you for a long time.

I am looking forward to personally welcome you to the college!

ANDRIEJUS GRACHAUSKAS
Colonel (LTU A)
Course Director

1.0 About the Joint Command and General Staff Course

1.1 Outline

The JCGSC is a uniquely multinational course that brings many nations together each year. The course lasts ten months.

The main focus of the course is at the operational level, with a strong emphasis on Allied Joint Operations across a full spectrum of operations. The JCGSC is highly demanding, and students will be required to conduct individual research and participate in a range of lectures, discussions, and syndicate work. Two study trips complement the main modules of the curriculum, and staff rides are organised during the year – one of which is embedded in the module Fundamentals and Components, while the other will be organised separately as the Baltic Defence Study Trip. The course culminates in a major exercise (Combined Joint Staff Exercise JOINT RESOLVE) that centres on NATO Article 5 operational planning and execution. Exercise JOINT RESOLVE will be conducted in partnership with the War Studies University of Poland. In addition, students will participate in conferences and roundtable seminars organised by the college and may have the opportunity to attend a number of academic events outside college premises.

Students are expected to spend approximately 24 hours preparing for the course by completing an Advance Distributed Learning (ADL) online module called 'Initial Unit', reading specific material prior to their arrival, and during the course according to the deadlines specified on Learning Management System (ILIAS).

During the course, each working day comprises an average of six academic hours of classroom activities (1 academic hour = 45 minutes), and the average week in total consists of 27 contact hours. Students are also expected to spend an average of three hours a day and five hours on weekends on individual and preparatory work. The duration of classroom activities and plenary sessions is modified to meet the requirements of specific educational activities (for example, during exercises or the Operational Planning module) or provide the opportunity for students to meet high-level officials or academics. Such changes will be reflected in the weekly schedules.

For most of the course, students follow a core curriculum, which includes topics such as leadership and command, operations, international security and strategy, defence, project management, and others. The course also offers electives on various topics, which have proved to be an attractive element of adult education. There are two periods and types of electives offered during the course – the first focuses on the strategic environment and international security challenges in the region, and the second is used to facilitate preparation for the upcoming combined joint staff exercise by focusing on some functional areas and specific topics. Electives are delivered by the college faculty and in close cooperation with the Centres of Excellence in the Baltic states and beyond.

As previously stated, students can earn a Master's degree in Military Leadership and Security. The programme, accredited by the Latvian Ministry of Education and Science, is implemented by the BALTDEFCOL in close partnership with the National Defence Academy of Latvia (more information can be found on page 36).

Throughout the course, leadership, critical thinking, and communication skills will be cultivated as the golden threads that weave all aspects of the education all together.

1.2 The Aim of the JCGSC

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

1.3 Course Objectives and Learning Outcomes

The delivery of education through the JCGSC is organised to help students develop a set of skills, competencies, and knowledge that build upon each other, enabling graduates to:

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

This course objective is supported by and achieved through all educational components, particularly by: Leadership and Command, Research Project, Security and Strategy, Defence Planning and Management, Project Management, Operational Level Planning, Managing Contemporary Crisis, Combined Joint Staff Exercise JOINT RESOLVE, Innovations and Military Technology (IMT), selected topics from Elective 1, and the Annual Conference on Baltic Military History.

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

This course objective is supported by and achieved through all educational components, particularly by: Leadership and Command, Security and Strategy, Research Project, Defence Planning and Management, Media Communications, Combined Joint Staff Exercise JOINT RESOLVE, the Annual Conference on Baltic Military History, and the Annual Conference on Russia.

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

This course objective is supported by and achieved through the following educational components: Research Project, Security and Strategy, Baltic Defence Study Trip, Managing Contemporary Crisis, Elective 1, selected topics from Elective 2, Annual Conference on Russia and International Study Trip.

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

This course objective is supported by and achieved through the following educational components: Fundamentals and Components, Operational Level Planning, Allied Joint Operations, Operational Law, Managing Contemporary Crisis, Combined Joint Staff Exercise JOINT RESOLVE, Leadership and Command, Research Project, Security and Strategy, Elective 2 and the International Study Trip.

Each module, elective, and additional educational component has a predefined aim, learning outcomes, and educational methods that facilitate the achievement of the module-level aims and learning outcomes, enabling students to reach higher course level objectives and seek synergies between modules and educational components.

1.4 Admission Requirements

Students attending the course should:

- ☒ Hold the rank of:
 - Army/Air Force/Special Operations Forces: Major (OF-3) or Lieutenant Colonel (OF-4).
 - Navy: Lieutenant Commander (OF-3) or Commander (OF-4).
- ☒ Have successful leadership experience.
- ☒ Have strong promotion potential.
- ☒ Be proficient in battalion/squadron-level operations with a strong understanding of combined arms.
- ☒ NATO countries: hold at least NATO Confidential clearance.
- ☒ Non-NATO countries: hold at least PfP Confidential security clearance.
- ☒ Have computer skills – proficiency in Microsoft Windows, Word, PowerPoint, and Excel.
- ☒ Have English language level 3232 (according to NATO STANAG 6001 or an equivalent test).

A proficiency certificate should be provided to the Registrar upon arrival (mandatory).
- ☒ Meet respective states' armed forces physical and medical requirements.

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

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

1.5 Code of Conduct

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

The college has a Code of Conduct that all members of staff and students are expected to follow. The Code of Conduct holds the following principles:

Respect

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

Responsibility

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

Openness

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

Having Fun

- Involve families
- Encourage socialising to do things together

2.0 Curriculum and Curriculum Flow

2.1 General

The JCGSC lasts one academic year, including administration and vacation time. The curriculum is divided into two semesters (August-December; January-June), which includes twelve modules, two elective periods, and the Research Project. During the elective periods, students will be able to choose from a variety of topics to tailor their educational experience. In addition, there is an Initial Unit (e-learning) that must be completed in accordance with the stated deadlines. Additionally, two study trips supplement the educational requirements of selected modules by providing discussions with various experts, as well as visits to the military, academic, and historical sites.

The curriculum is delivered through structured modules and electives, which are designed units of a particular subject of education that last between one and five weeks. Module and Elective Coordinators are responsible for the course modules; they organise and/or facilitate the teaching and assessment of their modules/electives. For the key deliverables, see Annex B, and for the exact curriculum flow, see Annex C.

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

2.2 JCGSC Modules and other Educational Components

M0	Foundation Module
M1	Leadership and Command
M2	Fundamentals and Components
M3	Security and Strategy
BDST	Baltic Defence Study Trip
M4	Defence Planning and Management
M5	Project Management
M6	Operational Law
M7	Allied Joint Operations
M8	Managing Contemporary Crisis
M9	Operational Level Planning
M10	Media Communications
M11	Combined Joint Staff Exercise JOINT RESOLVE
M12	Innovations and Military Technology (IMT)
IST	International Study Trip
	Research Project

The course objectives and learning outcomes are achieved through the modules and other educational activities (for example, electives, conferences, study trips, and the research project). The objectives are developed with the intention of designing and implementing more focused skills, competencies, and knowledge. Regarding some modules and electives, objectives are not limited to a single module/elective. For example, critical thinking and leadership skills are required and assessed throughout the entire course and form an important part of the assessment in several modules. Each module and elective has an aim and learning outcomes; the outcomes from different modules are interlinked and reinforce one another. The educational methods and assignments during the modules are designed in order to achieve the desired learning outcomes.

JCGSC Initial Unit

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

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

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

a. Fundamentals and components (3 hours, DMS):

1. Identify basic elements of military theory.
2. Recognise military services/components/domains and their tasks.

b. Leadership and Command (3 hours, DLMS):

1. Describe the differences between direct and organisational leadership.
2. Recognise why it is necessary that gender perspective is integrated into military decision making.

c. Security and Strategy (4 hours, DPS):

1. Recall the key concepts of international security and strategy formulation.

d. Research Project (10 hours, DPS):

1. Summarise the process and requirements of Research Paper writing.
2. Recognise the structural requirements for the Research Paper.

e. Cyber Hygiene (2 hours, DoS):

1. Observe the risks and threats in the cyber domain and apply best practises to mitigate potential damages.

f. History of the Baltic States: (2 hours, DPS)

1. Describe the basics of the history of the Baltic states.

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

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

The **in-processing week** will be conducted during the first week of the course to provide the students of the JCGSC with information on policies, procedures, and protocols necessary to succeed during the course. In addition, the students will receive introductory lectures on the course flow and the academic settings of the college, Baltic States History, take an English language test, get to know one another, and foster team building by forming their syndicate groups.

Module 0: Foundation

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

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

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

Learning Outcomes:

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

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

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

Module 1: Leadership and Command

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

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

Learning Outcomes

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

1. Analyse the main elements and concepts of leadership in order to improve their leadership abilities.
2. Examine the characteristics of self-leadership to improve their ability to positively influence themselves, their subordinates, and their colleagues.
3. Apply organisational leadership-related aspects in order to improve their performance in organisational command and operational staff positions.

Assessment method	Assessment
<ul style="list-style-type: none"> • Student's effective participation (50%) • Individual staff paper (50%) 	Summative (Graded from 0 - 10)
Credits: 5 ECTS	

Module 2: Fundamentals and Components

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

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

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

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

Learning Outcomes

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

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

Assessment method	Assessment
Written short answer exam (closed book; short answer questions).	Summative (graded from 0-10)
Credits: 9 ECTS	

Module 3: Security and Strategy

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

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

Learning Outcomes

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

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

Assessment method	Assessment
<ul style="list-style-type: none"> • Policy Paper (50%) • Individual Presentation (50%) 	Summative (graded from 0-10)
Credits: 7 ECTS	

Module 4: Defence Planning and Management

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

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

Learning Outcomes

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

1. Explain the main defence planning and management concepts by providing advice to future force development.
2. Employ defence management methods and tools to make recommendations for effective and efficient defence organisation.

3. Examine the decision-making of a defence organisation in resource planning, programming, budgeting, and execution.
4. Apply the defence management toolkits (Problem identification, stakeholders, Strengths, Weaknesses, Opportunities, and Threats (SWOT), and Doctrine, Organisation, Training, Material, Leadership, Personnel, Facilities, and Interoperability (DOTMLPF-I) analysis) to the roles of the armed forces and interests.

Assessment method	Assessment
Group Staff Paper & Group Presentation (Case Study), individual preparation, and participation in educational activities.	Summative (graded 0-10)
Credits: 4 ECTS	

Module 5: Project Management

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

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

Learning Outcomes

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

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

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

Module 6: Operational Law

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

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

Learning Outcomes

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

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

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

Module 7: Allied Joint Operations

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

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

Learning Outcomes

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

1. Distinguish the contributions of components to joint operations with special attention to unique capabilities, requirements, and operational seams.
2. Examine the joint functions across components, focused on interdependency, component requirements, and external support capability.
3. Contrast NATO Command and Control principles, degrees of authority, and the supported/supporting relationships in designing NATO task organisations.
4. Examine the considerations to integrate and project an Allied Joint Force into a Joint Operational Area.
5. Investigate the Joint Task Force Headquarters operations and management processes to achieve efficiency, effectiveness, and synergy of the joint force components.

Assessment method	Assessment
<ul style="list-style-type: none"> • Written exam (case study based) 60% • Group Work (presentation) 40% 	Summative (graded from 0-10)
Credits: 6 ECTS	

Module 8: Managing Contemporary Crisis

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

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

Learning outcomes

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

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

Assessment method	Assessment
The assessment consists of: <ul style="list-style-type: none"> • Syndicate staff paper 60% • Syndicate presentation 40% 	Summative (Fail/Pass/Pass with Distinction)
Credits: 3 ECTS	

Module 9: Operational Level Planning

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

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

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

Learning Outcomes

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

1. Distinguish the main characteristics and phases of NATO's operational level planning process.
2. Examine the strategic level documents that facilitate operational level planning.
3. Explain the concept of the centre of gravity (COG) and its relationship to the other elements of operational design.
4. Apply operational planning methods, particularly war gaming and Course of Action Comparison, in order to design and compare course of actions.
5. Analyse the elements of operational design.

Assessment method	Assessment
A scenario-based open-book exam. The assessment consists of individual and group assessments and is broken into three parts: <ul style="list-style-type: none"> • Part 1 – Online test 10% • Part 2 – Group task 30% • Part 3 – Individual task 60% 	Summative (graded from 0-10)
Credits: 5 ECTS	

Module 10: Media Communications

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

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

Learning Outcomes

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

1. Describe the role of media in democracy and the challenges of the military regarding media relations.
2. Explain the dynamics of the contemporary information environment, including the role of social media and the challenges and opportunities it presents for governments and the military.
3. Apply communication skills and storytelling during interviews, press conferences, and other tasks.

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

Module 11: Combined Joint Staff Exercise JOINT RESOLVE

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

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

Learning Outcomes

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

1. Apply the roles, tasks, and capabilities of each component within Joint Operations.
2. Apply the joint functions into the execution of Allied Joint Operations.
3. Apply operational estimate methods, particularly Centre of Gravity analysis and Operational Design in order to define the problem and determine the necessary conditions to be achieved.
4. Apply operational level planning methods, particularly War Gaming and Course of Action Comparison, in order to design, analyse and compare courses of action.
5. Employ Rules of Engagement for a Joint Operation.
6. Apply the principles of horizontal and vertical functional, command, and cross-staff coordination procedures.

Assessment method	Assessment
The assessment will be based on individual performance and contribution to the group work.	Summative (graded from 0-10)
Credits: 8 ECTS	

Module 12: Innovation and Military Technology

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

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

Learning Outcomes

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

1. Identify how and why innovations have affected the development of warfare in history, the present, and the future.
2. Distinguish the roles and dynamics between NATO, EU, military, R&D, and industry in fostering innovations and capability development.

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

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

Baltic Defence Study Trip (BDST)

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

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

Learning Outcomes

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

1. Recognise how international, regional, and domestic political developments affect national security and defence policies.
2. Investigate threats and challenges to security and the strategic responses that states, and international organisations implement to address them.
3. Examine the coherence of political ambitions, defence objectives, and force postures of the Baltic states.
4. Estimate the significance of allied cooperation and integration in the Baltic region.
5. Interpret how civilian and military leadership approach security.

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

International Study Trip (IST)

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

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

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

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

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

1. Estimate the joint operational environment and linkages between the NATO Command Structure (NCS) and NATO Force Structure (NFS).
2. Analyse operational planning process and procedures of the NATO decision-making process.
3. Analyse the roles of components and their contribution to achieving desired operational effects.

Assessment method	Assessment
<ul style="list-style-type: none"> • Group back-briefs. • Participants participate actively in briefings and discussions throughout the trip. 	Summative (Fail/Pass/Pass with Distinction)
Credits: 1 ECTS	

Research Project (RP)

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

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

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

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

Assessment method	Assessment
<ul style="list-style-type: none"> • Research paper • Verbal presentation 	Summative (0-10)
Credits: 8 ECTS	

2.3 Electives

The primary focus of students' education is on developing the necessary skills and knowledge to excel in an unknown future where the only constant is change. Electives are the key means of achieving this, which makes them an essential component of the course. They allow students to take greater ownership of their development and receive a broader education. There are two periods of electives, each with different organisation and different content:

Elective 1 runs throughout the first semester, takes place on Mondays and is mostly conducted by the college faculty. This elective covers theoretical and academic subjects on selected topics of international security, history, and leadership, and is an essential part of the MA programme. This elective is intellectually demanding and requires preparatory reading, active engagement, and the accomplishment of a specific assignment in the selected elective.

Elective 2 is conducted during the second semester and runs for one week. As a result, it allows for external participation. Several electives have been certified as NATO courses. The attractiveness and high quality of these electives are also due to close cooperation with Centres of Excellence in the Baltic states and beyond.

One of the objectives of Elective 2 is to facilitate preparation for the combined joint staff exercise through the exploration of some functional areas and specific topics. The other objective is familiarisation with topics such as energy security and similar contemporary security issues.

Elective Topics and Selection

Students will participate in one elective of their choice in each elective period. The choice of electives reflects the needs and interests of the students. Prior to the beginning of the elective, students will provide a ranked list of the preferred three electives that they would like to take. The Course Director will review their selection and ensure that each elective group has enough students in the group to conduct education. The Course Director reserves the right to re-assign students' choices to maintain balance and critical mass in each elective.

Elective 1

1.1 Military Security of Estonia, Latvia, and Lithuania (DMS)

The aim of the elective is to examine the current international security environment influencing the Baltic region, specifically the three Baltic states, from a military standpoint.

The elective consists of group discussions/seminars and involves students' individual work and preparation.

The main topics of this elective are the military security of Estonia, Latvia, and Lithuania, Russia's security strategy, doctrine, and military capabilities, the Baltic states' defence strategy, doctrine, and military capabilities; Baltic military cooperation, the role of Poland; the Nordic factor, Western powers, and Baltic cooperation, the effectiveness of NATO's response to the changing security environment and Belarus military capabilities and posture.

Learning Outcomes

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

1. Examine how the Baltic states (Estonia, Latvia, and Lithuania) have responded to the recent developments in the military security environment in Europe.
2. Examine the aspects of the Baltic States' (Estonia, Latvia, and Lithuania) future cooperation.

3. Investigate the perspective of Sweden and Finland regarding the Baltic region's military security.
4. Examine the strategic postures of the great Western powers in relation to the Baltic region's military security.
5. Examine the effectiveness of NATO's response to the changing security environment.
6. Investigate neighbouring countries' (BEL, UKR, MOL) situation regarding Baltic region military security.

1.2 The Russian Threat (DPS)

The aim of the elective is to analyse the contemporary Russian state and Russian society, especially regarding regional and international security challenges stemming from Russian revisionism and aggression. This elective will engage students at both the theoretical and empirical levels of analysing the Russian threat to the Euro-Atlantic community.

The main topics of this elective are Russian domestic dynamics and decision-making, Russian security and defence doctrine, and Russia's international relations.

Learning Outcomes

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

1. Consider the kinds of power that Russia wields in regional and wider international relations in comparison with its ambitions.
2. Explain Russia's security strategy, including towards the Baltic states, from the collapse of the Soviet Union until today.
3. Examine whether Russia can be changed or reformed from the outside in a predictable and stable way.
4. Investigate methods for deterring Russia in the post-Soviet space or its self-declared areas of special interest.

1.3 Wargaming (DLMS)

The aim of this experimental elective is to introduce the students to the educational tool of wargaming and to enable them to use it for critical thinking and problem solving and the development of their subordinates.

Since their initial development, wargames have been a premier instrument to teach critical thinking, problem solving, tactics, and operations. To that effect, students will learn how to set up and facilitate the United States Marines Corps' Operational Wargaming System (OWS) for different situations and to teach its content. Because of its importance for all allied forces, 'Mission Command' will be an overarching theme in the execution of the elective, as well as the scenarios of the wargame.

Learning Outcomes

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

1. Demonstrate the ability to effectively facilitate the running and teaching of wargames.
2. Execute wargaming using the Mission Command philosophy.
3. Analyse military problems within wargaming scenarios to gain knowledge applicable to real-life situations.

1.4 Military History (DPS)

The aim of this elective is to examine history as a tool to aid professional judgment, exploring the evolution of war, strategy, and operational art in the Baltic context.

The elective consists of a case study and preparations for a roundtable discussion, individual preparations, and an analysis of the materials followed by discussions.

The main topics of this elective are the role of military history, the Baltic states in the First World War, the wars of independence, Baltic Defence Cooperation, the Baltic States and the Second World War, the Soviet-German War, proxy wars, and the nature of war after World War II. The elective focuses mainly on the 20th century.

Learning Outcomes

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

1. Analyse historical contexts and understand how Baltic countries were influenced by historical events.
2. Explain the background of the Baltic countries from a historical military perspective to analyse modern trends in professional military judgment.
3. Explain military conflicts using a historical approach.
4. Analyse the causes, nature, and consequences of the societal, economic, and political aspects on military institutions and battlefield performance and assess the role of technology in warfare.

1.5 Foreign Policy Analysis and Decision Making (DPS)

The aim of the elective is to introduce students to foreign policy analysis and decision making to enable them to examine the fundamental tenets of this process.

The elective will consist of lectures and case studies to understand how specific foreign policy decisions are made. Lectures will explore the foreign policy decision-making processes and structures of leading great powers, such as China, Russia, the UK, and the US, and discuss how foreign policy analysis can be applied to contemporary security issues. Key case studies will include the Cuban Missile Crisis and the Iraq war.

Learning Outcomes

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

1. Explain the foreign policy decision-making process of great powers.
2. Examine theoretical approaches to foreign policy decision-making from both IR theory and the wider social sciences.
3. Consider theoretical and policy debates in foreign policy decision-making.
4. Explain and evaluate how the nature of domestic political systems as well as the international system impact which type of decisions are taken, under different circumstances.
5. Comprehend how foreign policy issues and problems are recognised as such by different groups of policymakers.

1.6 Political Analysis of Modern Warfare (DPS)

The aim of this elective is to examine the phenomenon of modern warfare, including its initiation, conduct, and termination, by relying on political (social science) investigation tools and perspectives.

Taught through a series of seminars and lectures and using the assistance of the state-of-the-art political research on warfare, the elective will explore the concepts, interpretations, and tools that affect and guide war-related political decisions in both democratic and authoritarian regimes. A major focus of the elective will be to provide complementary and augmenting perspectives on warfare to the existing military (strategic) framework of the analysis on war, which should be more familiar to the students. It will explore systemic theories of war, as well as the stages of the process of war, from the escalation of an interstate dispute into violent confrontation, the conduct of war as a process continuously affecting political negotiations, and how the situation on the battlefield impacts political decisions and activities relating to the termination of war.

Learning Outcomes

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

1. Examine the relevant political research related to modern warfare and how (civilian) policymakers think about war.
2. Explain modern warfare using key political science concepts and analytic tools.
3. Explain political decision-making related to war.

Assessment method	Assessment
Elective (E) 1 assignment and assessment methods in each elective will vary. Students will be graded based on:	Summative (Fail/Pass/Pass with Distinction)
E 1.1 Individual participation/engagement (40%) and staff paper (60%)	
E 1.2 Individual presentations and reviews of peer presentations	
E 1.3 Individual participation/engagement	
E 1.4 Written exam	
E 1.5 Group presentations	
E 1.6 (Take-home) written exam	
Credits: 2 ECTS	

Elective 2

2.1 Operational Level Energy Security (DLMS)

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

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

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

Learning Outcomes

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

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

2.2 Intermediate Strategic Communications (STRATCOM) (DMS)

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

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

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

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

Learning Outcomes

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

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

4. Understand the role, function, utility, and limitations of StratCom related functions and capabilities.
5. Implement StratCom considerations into the processes and products of their branch/department.

2.3 Resistance Operating Concept (DMS)

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

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

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

Learning Outcomes

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

1. Examine the organisation of a total defense program, building resilience and planning resistance before a conflict.
2. Use resistance planning considerations in the discussion of the operating environment, threats that lead to instability, and programs to counter these effects.
3. Employ interagency functions and considerations for the development of an organised resistance.
4. Demonstrate an understanding of resistance operating concepts in the review of a historical case study.

2.4 Joint Logistics and HNS (DMS)

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

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

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

Learning Outcomes

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

1. Apply the principles of Operational Planning Process in Comprehensive Understanding of Operational Environment from a logistics perspective.
2. Describe joint logistics challenges in the provision of logistical support to joint operations.

3. Estimate necessary requirements for the provision of HNS in the Joint Operations Area.
4. Identify the key principles and practices for effective planning, execution, and control of the logistics concept of operations.

2.5 Intelligence and Counter-Intelligence (DMS)

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

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

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

Learning Outcomes:

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

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

2.6 Law of Visiting Forces (DPS)

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

The elective focuses on the status of forces agreements relevant not only in planning and conduct of contemporary military operations but also when serving in international headquarters or participating in military exercises abroad. The elective consists of lectures and group work and involves the students' individual work and preparation.

The main topics of this elective are the essence of the law of visiting forces, NATO status of forces agreements, the European Union's and United Nations' status of forces agreements, and the law of visiting forces in an operational context.

Learning Outcomes

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

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

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

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

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

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

Learning Outcomes

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

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

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

2.8 Russian History and Strategic Mindset (DPS)

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

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

Learning Outcomes

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

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

2.9 Strategic Decision Making in NATO

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

realistic but artificial documents. The elective will use a combination of lectures and simulated processes (exercise "Consensus Building").

At the successful conclusion of each course, each student should be able to evaluate the knowledge and practical experience obtained regarding the political-military processes in NATO. The students should also have first-hand experience on how to evaluate the challenges of building consensus in a realistic scenario.

Learning outcomes

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

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

2.10 Project Management Certification (DLMS)

The aim of the elective is to extend the knowledge of how project management and leadership principles support the process of problem-solving and to prepare participants for formal project management certification examination. Participants will 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, a student should be able to:

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

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

2.4 Conferences

The Baltic Defence College Annual Conference on Russia

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

Annual Conference on Baltic Military History

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

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

3.0 Educational Framework

3.1 Introduction

The JCGSC's educational framework is predicated on a combined educational approach, including lectures, seminars, and small group (syndicate) activities and exercises to facilitate adult learning. Consequently, the primary responsibility for learning and achieving the specified learning outcomes is placed on the student. To help facilitate this process, the BALTDECOL aims to provide the students of the JCGSC with the best possible educational environment for learning. Moreover, blended-learning methods and tools, incorporating e-learning, m-learning, and Advanced Distributed Learning on various platforms such as Microsoft Teams and ILIAS, are used whenever applicable and suitable to achieve these adult learning objectives. Thus, active learning and the full participation and contribution of all students are encouraged, as this allows students to share their knowledge, experience, and learning with others in an open and positive environment.

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

3.2 Educational Charter

The delivery of education at the BALTDEFCOL is guided by an ‘Educational Charter’, which includes six principles related to both students and faculty:

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

3.3 Educational Components and Methods

The BALTDEFCOL follows the guidelines and principles of the Bologna Process, initiated within the European Higher Education Area to standardise the duration of European educational courses and assessment procedures to facilitate the easy transfer of qualifications between academic institutions. One academic hour corresponds to 45 minutes of work; 26 academic hours correspond to 1 ECTS (European Credit Transfer and Accumulation System) credit. The total student workload, which forms the basis of ECTS calculation, is the sum of contact hours (CH) and individual preparation hours (IPH). The course includes 72 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 to put in more time and effort. Each week contains an average of 44 hours of study time (total CH and IPH), which is commonly divided as follows:

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

- a. **A lecture** is a presentation on the topic or curriculum material delivered by a faculty member or guest speaker. Lectures are one of the ways through which adult education is provided, allowing all students to congregate with an expert – either a member of the faculty or a guest speaker – who presents a topic to stimulate students’ thinking and convey key facts, experiences, or ideas whilst simultaneously drawing students into debate and discussion.
- b. **Conferences** provide opportunities to share scientific knowledge and in-depth expertise on a specific topic. Students will be provided an opportunity to participate in such events, including the Annual Conference on Russia 2024 and the Annual Conference on Baltic Military History 2023, organised by the BALTDEFCOL.
- c. **Exam:** an assessment intended to measure the test-taker’s knowledge and analytical skills. An exam can take place in many forms (e.g., written, oral, online tests, or an open book exam). Written exams have a variety of formats, including short answers, long answers, multiple-choice, or a combined approach.
- d. **Exercises** are (the military) analysis of a situation coupled with a role-based interactive application of previously covered curriculum material within a formatted, simulated scenario. Exercises are conducted to allow students to apply the theories and concepts studied throughout the curriculum and demonstrate leadership and other qualities and capabilities. All exercises are well connected to the relevant learning outcomes and are a major aspect of the educational experience during the course.
- e. **Extra Curriculum Activities** involve high-level visitors or distinguished guests who will deliver a lecture for all the courses present and the faculty, providing an opportunity to be updated on contemporary issues or gain unique personal and professional insights. These types of activities are often not planned and thus require adjustments in the course schedule and weekly plans.
- f. **Joint Operations Planning Group (JOPG)** is a functional staff team composed with the purpose of performing operations planning tasks at an operational level. JOPGs are formed during college exercises to replicate the operational staff environment. For exercises, each student is assigned a specific leadership or staff function within the JOPG.
- g. **Open Book Exam:** A type of examination in which various study materials, including notes, books, textbooks, and other information, can be utilised by the student in answering the questions. It is used to assess the ability to interpret, analyse, and critically think about the module's topics.
- h. **Plenary Discussions** are group discussions or syndicate presentations moderated by either a member of the faculty or a guest speaker. Plenary discussions may take place after the lecture or as syndicate work presentations.
- i. **Seminars** are organised by the faculty or students. They typically involve group discussions chaired by an assigned faculty member and may be structured around briefings, presentations, or preliminary readings. This method facilitates the exchange of views, develops analytical skills and critical thinking, and the ability to reflect on the given subject area.
- j. **Staff Ride** is an educational activity outside the college that places students on actual terrain and expands upon their knowledge and analysis of the significance of the location or events across this terrain. Staff rides are usually volunteer activities conducted during weekends, and they support the JCGSC curriculum. The college aims to organise 1-2 staff rides per academic year.

- k. Study Trips** are collective visits to institutions, organisations, and agencies outside of the BALTDEFCOL. As such, they constitute an essential and integral part of the JCGSC and are planned to meet the relevant learning outcomes for selected modules. These trips provide students with an excellent opportunity to meet national, regional, and global practitioners in the environment in which decisions are made, allowing students to obtain first-hand knowledge of Allied, European, and national policies, as well as armed forces and cultural values.
 - l. Supervision** is the key means for students to complete selected written assignments through regular meetings with a supervisor. It is vital to note that the role of the supervisor is not to write a 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.
 - m. Syndicate Work/Activities** allow students to develop and present briefings on particular topics to one another. The students are divided into syndicates (approximately 10 to 20 students per syndicate). Syndicate activities generally consist of a preparatory reading, a presentation, and a discussion. These discussions are intended to encourage students to consider course material at a higher cognitive level. They are chaired, in rotation, by students (the Syndicate Leader or Task Leader), who are expected to carry out additional work in preparation for this role.
- 2. Individual Preparation Hours (IPH):** time allocated for individual study and research, preparation for syndicate activities, and reflection, as well as work on assignments. When the IPH is foreseen beyond the daily schedule, students should plan to spend, on average, three hours from Monday-Thursday engaged in such activities as well as five hours over the weekends.

Individual Research Project is research carried out by a student on a topic mostly 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 develop a Research Paper (5000 words) involving detailed research and applying academic standards.

The JCGSC includes two varieties of reading but could include additional tasks:

- a. Preparatory Readings** are **mandatory** readings to be completed in advance for particular educational activities. Preparatory readings are intended to provide students with a broad overview of the topics identified to reach the learning outcomes specified.
 - b. Supplementary Readings** are provided to **support** each educational activity, providing additional insight into certain aspects of the curriculum. The complete list of supplementary reading material will often be well in excess of that which can be reviewed in the time available. As a result, students will thus make a choice as to what they consider of greatest value to their personal goals and interests.
- 3. Additional educational components, methods, and assignments - individual or group activity:**
- a. Advanced Distributed Learning (ADL)** – An educational or training course delivered over a computer network using a standard web browser.
 - b. Blog post:** a short and purposely written short article expressing views or opinions on a specific and up-to-date subject based on analysis or syndicate work.

- c. **Case study:** a researched and detailed analysis of a historic or current event, battle, campaign, or other real-life situation for the purpose of applying gained knowledge or reinforcing previously covered material. It allows learners to participate actively following the guidance of an instructor in applying the concepts or principles under study and to foster problem-solving, higher-level learning, and respect for other opinions.
- d. **Closed book exam:** an exam during which students are not allowed to consult their own material or external resources.
- e. **Decision Forcing Case:** a type of case study that requires participants to provide timely decisions and/or orders.
- f. **E-Learning** – all structured educational activities, such as ADL and video lectures, that are delivered electronically through a computer or other devices.
- g. **Essay:** a written work on a specific topic that includes the author's own personal assessment based on arguments drawn on individual research; the four main types of essays are narrative, descriptive, expository, and argumentative.
- 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, a research question, analytical tasks such as a case study or comparative study, or other appropriate activities. A team research project or task consists of required reading, discussions, tutoring, and a written paper or verbal presentation.
- i. **Learning Diary:** A learning diary is a written tool of reflection the student uses to assess and analyse what they learned. It can also reflect on the meaning of that learning with respect to past experiences and future challenges that may arise.
- j. **Online test:** a domain of e-learning aimed at assessing the learner's knowledge on a given topic using online means.

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

- k. **A Policy Paper** (policy brief, policy memo) is a short report on a problem that requires a decision or must be presented to policymakers. The typical structure is as follows: a) issue (title); b) executive summary; c) background information; d) discussion of policy options; and e) actionable recommendations.
- l. **Presentation:** a formal speech aiming to describe or explain a specific subject to a group of people. There are different formats and aims for presentations (e.g., informative or persuasive). At the college, presentations are usually the result of an individual or a group assignment and often represent the findings of discussions or solutions to given problems.
- m. **Quiz:** a short test on a particular subject. A quiz could also be conducted in the form of a competition between individuals or teams.
- n. **Staff Paper:** a short and focused paper often produced in military organisations that follows a predefined structure. It serves two functions: to impart information and to obtain direction. To achieve such a purpose, a staff paper must present facts and be unambiguous, concise, and direct in its style so that the reader can easily understand it.

3.4 Master's Degree Programme in Military Leadership and Security

The JCGSC curriculum is part of the voluntary based Master's Studies programme accredited by the Ministry of Education of Latvia and conducted with the National Defence Academy of Latvia (NDAL). Thus, the JCGSC forms the first two semesters (counting as 60 ECTS) of a three-semester Master of Arts study in Military Leadership and Security (with a total of 90 ECTS).

The students enrolled in the Master's degree programme have, in addition to the JCGSC programme, separate sessions after class hours following the MA programme requirements. MA students are required to write a research dissertation of 60-80 pages. Enrolment requirements and the principles of the programme can be found at www.naa.mil.lv and will be explained in detail at the beginning of the JCGSC.

3.5 Team Building Athletics

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

4.0 Organisation of the Joint Command and General Staff Course

4.1 Key Faculty

a. Course Director

The Course Director is directly responsible to the Commandant for the development, planning, and execution of the course. The Course Director is supported by the Dean, the Curriculum Developer, Module/Elective Coordinators, Syndicate Guiding Officers (SGOs), and any other relevant faculty members.

b. Module and Elective Coordinators

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

c. Faculty

Faculty delivers the academic content for specific lectures, syndicate activities, and other educational activities. The faculty consists of military and civilian personnel deployed by their nations or hired directly by the college and who plan and implement educational activities and assess assignments. The faculty implements educational activities in their roles as Module/Elective coordinators, supervisors of research papers, assessors, lecturers, and SGOs. The Dean, Directors of Departments, and other Management Group members are also part of the faculty.

d. Guest Speakers and SME

Guest Speakers and Subject Matter Experts (SMEs) are supplemental contributors to the JCGSC, delivering education and mentoring students based on their expertise in a specific area.

e. Syndicate Guiding Officers

An SGO is a faculty member who is assigned to a specific syndicate with the primary role of facilitating the development of the assigned students according to course aims and learning outcomes. It requires them to act primarily as a mentor to students. SGOs monitor and evaluate student progress during the course and provide feedback and recommendations to optimise their learning experience. SGOs perform their duties under the supervision of the Course Director.

f. Senior Mentor

Senior Mentors assist with the supervision of student work, offer advice on how they might tackle particular tasks, and assist in evaluating their achievements and assignments. For operational planning module and exercises, a Senior Mentor could serve as an operational level commander and a Subject Matter Expert.

g. Course Office

The Course Office is represented by the Course Secretary and the Registrar. The Course Secretary is responsible for all daily secretarial and administrative duties. One of the main duties of the Course Secretary is publishing and updating weekly plans with the Course Director's approval. The Registrar is responsible for receiving all official student assignments, evaluations, documents, and records, issuing all the grades and other official documents to the students, and preserving them in databases.

4.2 Student Representation

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

4.2.1 Class Leader

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

The Course Director approves the results of the election (as sometimes a run-off is necessary) and officially appoints the Class Leader. The Class Leader represents the students in any matters not covered by other functional representations of the course. They will act as a representative in collecting the corporate view of the class on significant issues, passing these opinions to the Course Director and staff members. These duties include organising and conducting course feedback sessions at the middle and end of the course.

In the conduct of official duties, the Class Leader can delegate his or her authority with respect to the fellow students. The Class Leader's responsibilities include, but are not limited to:

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

4.2.2 Syndicate Leader

Students will be divided into syndicates to facilitate small group learning and experience exchange. The composition of these syndicates may be fixed for the duration of the course or rearranged at the end of the first semester, as determined by the Course Director. Each syndicate will have an SGO.

Each syndicate has a Syndicate Leader. The Syndicate Leader is one of the syndicate's students and is selected by the SGO in close cooperation with the syndicate students during the first two weeks after the beginning of the course.

The Syndicate Leader's tasks are twofold. First, in their external role, the Syndicate Leader assists the SGO, the Class Leader, and Course Office in administrative and other matters. In their second role internally, the Syndicate Leader is responsible for the inner synergy and internal atmosphere of the syndicate. For example, the Syndicate Leader assists in selecting and coordinating social, sport, and other activities outside the scheduled programme.

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

4.2.3 Task Leader

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

4.2.4 Class Assistant

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

4.2.5 Additional Functional Roles and Representation

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

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

- Academic Representative: represents the course opinion regarding the quality of academic content and achievement of learning outcomes, approaches the Dean with respect to academic matters.
- Social/Welfare Officer: coordinates social events for the class.
- Athletic Officer: coordinates extra-curricular sports activities.
- Public Affairs Officer: provides the content to the College Information Manager such as websites entries, news articles, images, gathers/records student events, etc.
- Community Service Officer: coordinates community support activities, such as volunteer service.

4.3 Student Responsibilities

While attending the JCGSC, students have several responsibilities pertaining to both academic rigour and individual propriety. Students should:

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

5.0 Student Assessment System

5.1 Introduction

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

	Purpose	Form	Sequence
Diagnostic	To assesses what students already know and/or the difficulties they might have, which may limit their engagement in new learning.	Ungraded feedback	Before a module or course
Formative	To provide feedback during an educational activity or module. To achieve this, students may be given the opportunity to complete tasks during modules to assist with their learning, which will always result in feedback.	Ungraded feedback	During a module or course
Summative	To determine whether students have met the prescribed aim and learning outcomes for modules and electives. To achieve this, students are required to complete one summative activity – an assignment, sometimes consisting of various components – for each module and elective.	Graded feedback, resulting either in numeric 0-10 or non-numeric Pass with Distinction/Pass/Fail gradings)	End of a module, elective, or course

5.2 Assessment Process

The process for the student assessment system consists of two parts. Firstly, all modules and electives include an assignment that will be formally assessed – these are known as summative assessments. This assessment, along with feedback, is intended to assist the students' development throughout the course. A summative assessment is designed to formally assess the performance and knowledge of students in relation to the learning outcomes of JCGSC modules and electives. Students must pass all assignments associated with a particular module or elective in order to pass the whole module/elective. A student who for any reason receives a 'Fail' grade in one or more of the summative assignments will not graduate from the JCGSC but will instead receive a *Letter of Attendance*.

Secondly, student performance during all course activities will be observed and assessed according to qualities and capabilities, forming the basis of a report (Performance Review) to be issued both to the student and his or her sending state. This form of assessment is conducted through both counselling conducted by SGOs and the Course Director and, at the end of the course, a written Performance Review. SGOs and the Course Director will monitor student progress and performance throughout the course and will also provide the student with informal feedback and recommendations when appropriate. More details are provided in section 5.4.

5.3 Assessment of Student Academic Ability

The purpose of assessment is to formally evaluate the performance and knowledge of students in relation to the aim and module learning outcomes.

The BALTDEFCOL uses an assessment system compatible with the European Credit Transfer and Accumulation System (ECTS) and follows the requirements of the MA programme conducted with the National Defence Academy of Latvia. These requirements state that each module and elective has to be assessed with a summative assessment (Fail/Pass/Pass with Distinction or graded 0-10).

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

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

Distinction 9-10	The student displays an outstanding grasp of the subject matter and a very broad level of achievement of learning outcomes.
Merit 7-8	The student has fully met the module's aim by displaying a strong grasp of the subject matter and attainment of learning outcomes at a very high level.
Pass 5-6	The student has met most of the module's aim by displaying a satisfactory grasp of the subject matter and attainment of learning outcomes at a satisfactory level.
Bare Pass 4	The student has not quite met the module's aim due to a deficient grasp of the subject matter and attainment of learning outcomes at a minimal level.
Fail 0-3	The student has failed to meet the module's aim due to an inadequate grasp of the subject matter, and acquired knowledge and skills are below the minimum level.

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

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

5.3.1 Re-Assessment Policy

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

If a student receives a 'Fail' for an assignment, they will be afforded a single opportunity to undertake a reassessment. The student has the responsibility to work actively through their SGO or directly with appropriate faculty to support their educational requirements. A student who receives 'Grade 0-3' or 'Fail' for the original assignment can, upon the successful completion of the reassessment, receive a maximum of 'Grade 4' or 'Bare Pass'. After failing to pass an assignment during the reassessment process, the Academic Board will be called to make a recommendation for the Commandant. Based on the recommendation of the Academic Board, the Commandant will inform the Sending/Sponsoring Nation of further action.

5.3.2 Appeal Policy

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

The process and criteria for appealing are outlined in the academic regulations of the BALTDEFCOL.

5.3.3 Academic Misconduct

The BALTDEFCOL is proud of its academic integrity and will not tolerate any academic misconduct. All students and faculty are expected to read and abide by the academic integrity policy (including the description of various forms of academic misconduct) as provided in the academic regulations of the BALTDEFCOL.

In the event of academic misconduct, students may face expulsion from the JCGSC and return to their home country in accordance with procedures approved by the Baltic states and set out in BALTDEFCOL Regulations.

5.4 Assessment of Qualities and Capabilities

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

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

- Mentoring by SGO (SGO Dialogue).
- Individual Development Planning.

Leadership	<p>This is a measure of the student's ability to influence others whilst holding a leadership position. The leader's approach to leading others depends on the environment, the team, and the task. It is the ability to influence others by providing purpose, direction, and motivation depending on the situation at hand.</p> <p>A student in a leader's position is expected to:</p> <ul style="list-style-type: none"> • understand the circumstances and variables of the operating environment; • provide subordinates with a sound and nested purpose; • guide the process by providing clear direction; • keep subordinates focused and engaged through the application of motivational tools.
Character	<p>This is a measure of the student's ethics, morals, and values as an individual and as a leader. It is their ability to exercise wise judgment while in a leadership position. It requires a student to accept and embrace the values and standards of the BALTDEFCOL's Code of Conduct.</p> <p>A student should be able to demonstrate:</p> <ul style="list-style-type: none"> • honour and discipline that adhere to the Code of Conduct; • integrity that is beyond reproach, possessing high moral standards, and honesty in word and deed; • moral courage in the face of adversity and opposition, manifesting in self-confidence that leads to physical and moral bravery; • loyalty and allegiance to his or her nation, to this college, and to peers and subordinates; • respect for self and for others that promotes dignity, diversity, and equal opportunity; • selfless service that places the organisation and welfare of others above one's self; • duty in fulfilling professional, legal, and moral obligations.
Ability to apply Critical Thinking	<p>This is a measure of the student's ability to evaluate key facts, content, logic, and motives simultaneously in order to arrive at reasoned deductions and conclusions that are beyond one's own mental limitations and biases. Critical thinking describes the mental processes, strategies, and representations people use to solve problems, make decisions, and learn/develop new concepts. It is the ability to apply distinctive cognitive skills to identify, analyse and solve complex problem sets.</p> <p>As a result, a student:</p> <ul style="list-style-type: none"> • is able to identify key factors; • can apply sound reasoning to facts, understand contexts and motives, and draw rational deductions and conclusions; • is able to understand the capabilities and limitations of their own thought process.
Professional Competence	<p>This is a measure of the student's ability to demonstrate a professionally disciplined interest in expanding their knowledge both within their specialised functional area and across the wider aspects of defence and security.</p> <p>Students should demonstrate the ability to:</p> <ul style="list-style-type: none"> • research and comprehend current global and regional security issues and their impact on the operational environment; • gain thorough knowledge and understanding of national force/service level components and capabilities and applicable NATO military doctrines; • seek enhanced knowledge and understanding of new technology, force developments, and their implementation/integration into contemporary military affairs.

Verbal and non-verbal Communication Skills	<p>This is a measure of the student's ability to express themselves verbally and non-verbally to include written form.</p> <p>A student should be able to deliver:</p> <ul style="list-style-type: none"> • written and oral assignments that follow prescriptive standards and style; • written work/oral presentation proficiency that meets Joint Operational Staff Officer requirements using grammatically correct English language; • written and oral assignments that exercise proper terminology and use of vocabulary.
Organisational Skills	<p>This a measure of the student's ability to plan and organise individual and team tasks whether assigned as a task leader or acting as a member of a team.</p> <p>A student should demonstrate the ability to:</p> <ul style="list-style-type: none"> • plan and organise the tasks and delegate when in position of authority; • take appropriate action without being prompted by peers or faculty; • develop clear priorities and apply time management in both individual work and syndicate work/assignments.
Relational Behaviour	<p>This is a measure of the student's personal relations and interactions with other students and faculty.</p> <p>Relational Behaviour is demonstrated by:</p> <ul style="list-style-type: none"> • clear and respectable cooperation with others, regardless of cultural, religious, or social experience or bias; • the ability to modify personal behaviour appropriately and proportionately to circumstances; • the ability to adapt to the corresponding environment in order to improve personal cultural and social awareness whilst enhancing the multinational diversity that enriches life-long relationships.

5.4.1 Mentoring by Syndicate Guiding Officers

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

At the end of each semester, the SGO will prepare a written summary of the progress of each student within their syndicate according to the format provided in the SGO Handbook. The mid-course report – following the first semester and the final performance report – will be provided to the student and the national authorities to document their development/performance.

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

5.4.2 Individual Development Planning

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

SGOs will be the main facilitators for this concept, advising students in their individual development. Upon planning individual development, the following sequence should be followed:

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

5.4.3 Performance Review

Formal assessments of students' performance are done through written performance reviews. This is an essential process in two aspects:

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

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

- **Initial Counselling:** during counselling, the students will begin to develop the Individual Development Plan. The purpose of the Individual Development Plan is for the person, with support from their SGO, to determine what he or she wants to improve during the JCGSC and how to assess such progress. Counselling is conducted throughout the course as required and guided by the CD and SGO.
- **Mid-Course Performance Review:** this serves as a basis for the Final Performance Review, compiled taking into consideration the students' academic performance and an assessment of their qualities and capabilities. It provides feedback on the students' performance to their nations (Estonia, Latvia, and Lithuania) and to the students. SGOs draft the document guided by the CD and submit it to the Commandant by the end of January 2024.
- **Final Performance Review:** the final Performance Review is a written record of each student's performance that gives relevant information for the student's future career management to their national authorities and provides recommendations for possible areas for future postings. The Performance Review will be marked for official use only and handled so that only appropriate BALTDEFCOL faculty and sending nations have access. Final students' counselling sessions are conducted to discuss and complete the Performance Review, including a review of the results of their Individual Development Plan.

5.5 Graduation Process and Requirements

To graduate, students must meet the following graduation requirements:

- Receive at a minimum either a "Bare Pass" (Grade 4) or a "Pass" (for Pass/Fail assignments) for all summative assignments in the modules and electives.
- Demonstrate proper "character" during their time in the course, which are related to no recognised issues in respect to academic misconduct or general misconduct outside of the college.

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

In cases of failure to achieve the required academic standards for graduation, the Commandant recommends that the Sending and/or Sponsoring Nation to withdraw a student or provide him/her a *Letter of Attendance* declaring that they *attended* the JCGSC but did not meet the graduation requirements.

5.6 JCGSC Awards

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

- The **Commandant’s Award** is given to a student with the highest overall performance in all areas of assessment.
- The **Academic Writing Award** is meant for a student who writes the best Research Paper. This student’s thesis will also be considered for publication in *Ad Securitatem*.
- The **Joint Operations Award** recognises a student who demonstrates superior application of knowledge during Module 2: Fundamentals and Components, Module 7: Operational Level Planning, Module 9: Allied Joint Operations, and Module 11: Combined Joint Staff Exercise JOINT RESOLVE.
- The **Class Leader Recognition** is presented to a student who has performed the Class Leader’s tasks.
- The **‘Best Coursemate’ Award** is given by JCGSC students to a student who has demonstrated exemplary officership and teamwork and contributed the most to the overall success and reputation of the JCGSC and the BALTDEFCOL.

At the end of the course, the Course Director will invite students to nominate a faculty member who has contributed to their success and who best epitomised the precepts of the BALTDEFCOL Educational Charter, including professional competence in subject matter, pedagogical and communication skills, and are animated by a strong desire to mentor students.

The Course Director may allow up to three faculty members to be elected and publicly recognised, but only the top candidate will receive the honourable nomination.

The nomination consists of a large wooden plaque with the mention “Best Faculty Member Nomination for JCGSC” and includes a brass plate with the name of the nominee along with the year.

The nominee will also receive a personalised course shield plaque bearing his/her name with the mention “Best Faculty Member of the Year (year of award)”.

6.0 Course Evaluation Process

6.1 General

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

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

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

6.2 Course Evaluation System

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

1. **Weekly feedback** is collected depending on the length of the modules and additional requirements, either through the information management system, questionnaires, or the student's representation (Syndicate Leaders or Academic Representative).
2. **Module/Elective Feedback:** at the end of a module/elective, everyone will submit their feedback in the information management system. A Module/Elective Coordinator will review it and discuss the results in a separate meeting with students and faculty as required.
3. **Course Feedback:** after the first semester and at the end of the course, students provide mid-course and end-of-course feedback. The Class Leader, supported by the other students, will be responsible for organising these sessions and producing the results. The briefings are followed by discussion with faculty.
4. **After course assessment/questionnaires:** course evaluation continues after graduation when students have taken new positions and tasks in their countries or international postings. The former students and their direct superiors (senior leaders) will be asked to provide feedback/fill in a questionnaire on the relevance of the course and learning outcomes in relation to their new tasks and job requirements.

ANNEX A | Abbreviations

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

ANNEX B | JCGSC Key deliverables/Assessment

Module/ Elective	Deliverables/ Assessments*	Date Due or Assessment	Department
FIRST SEMESTER			
Diagnostic/Pre-Course	JCGSC Initial Unit	See instructions on ILIAS	All/CD
English Language	English Language Assessment (In-processing week)	During In-processing	CD
Research Project	Selection of Research Project topics	28 AUG 23	DPS RP supervisors
	Research Paper outline and literature overview to supervisor	02 OCT 23	
	Introduction and Ch 1	11 DEC 23	
M1: Leadership and Command	Staff Paper	15 SEPT 23	DLMS
M2: Fundamentals and Components	Written Exam	27 OCT 23	DMS
M3: Security and Strategy	Policy Paper Individual Presentations	26 NOV 23 TBC* <small>*The exact dates of Students' Individual presentations will be provided and confirmed by the MC in coordination with the students.</small>	DPS
Elective 1	ELE 1 Assignments/Exam	11 DEC 23	DLMS/DPS/ DMS
M4: Defence Planning and Management	Group Work: Staff Paper/Presentation	20/21 DEC 23	DLMS

ANNEX B | JCGSC Key deliverables/Assessment

Module/ Elective	Deliverables/ Assignments*	Date Due or Assessment	Department
SECOND SEMESTER			
M5: Project Management	Group Work: Staff Paper and Presentations	18/19 JAN 24	DLMS
M6: Operational Law	Written Exam	02 FEB 24	DPS
Research Project	First full draft of Research Paper presented to supervisor	04 MAR 24	Supervisors
M7: Allied Joint Operations	Exam: Group Work/Presentation Individual Case Study Assessment	26-28 FEB 24	DMS
M8: Managing Contemporary Crisis	Syndicate Presentation & Staff Paper	14 MAR 24 15 MAR 24	DPS
M9: Operational Level Planning	Online Test Open Book Exam: Group Task and Individual Task	15 – 16 APR 24	DMS
M10: Media Communication	Individual Interviews Group Presentations	22-26 APR 24	DLMS
M12: Innovations and Military Technology	Group Work and individual contribution to a Blog	03-07 JUNE 24	DLMS
Research Project	Research paper submitted Presentation	02 MAY 24 28-29 MAY 24	All Faculty

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

ANNEX C | Curriculum Flow – First Semester

August-December 2023

JCGSC 2023-2024 1st Semester																																
August	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
														JCGSC/ CSC Open Cerem.	In-Processing	Foundation (how to learn) (M0)			Restor. of Indep. of EST	Foundation (how to learn) (M0)							Leadership and Command (M1)					
																			SF, ELE1 Intro, RP topics		24 AUG EXE Shield / Ice-Breaker Event					RP and ELE1 selected		TBA				
September	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		
	M1			ELE1	Leadership and Command (M1)						ELE1	Leadership and Command (M1)						Fundamentals and Components (M2)							ELE1	Fundamentals and Components (M2)		ISD / Fac. Dev.				
	ELS					TBA		ELS					TBA		TBA					ELS					TBA							
October	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
		ELE1	Fundamentals and Components (M2)						Fundamentals and Components (M2)						ELE1	Fundamentals and Components (M2)							Staff Ride Albion		Mil. Hist. Conf.	F&C (M2)				ELE1	Sec. and Str. (M3)	
	RP outline due		ELS	TBA		ELS					TBA		ELS					TBA		ELS					TBA							
November	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
	Security and Strategy (M3)		ISD / Fac. Dev.			ELE1	Security and Strategy (M3)						Security and Strategy (M3)						ELE1	Security and Strategy (M3)				ISD / Fac. Dev.			BDST					
	ELS					ELS					LVA Indep. Recept.		LVA Indep. Day		ELS																	
December	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	
	BDST			Defence Planning and Management (M4)							ELE1	Defence Planning and Management (M4)						Defence Planning and Management (M4)				Mid. AAR	Christmas Break									
	ELS					RP Intro + 1ch.					ELS	13-14 DEC Mid AAR prep.					ELS					20-21 DEC Mid AAR prep.										
<div><div>DMS</div><div>DPS</div><div>DLMS</div><div>ELE</div></div> <div>TBA - Team Building Athletics BDST - Baltic Defence Study Trip ELE1 - Elective 1 SF - Supervisors' Fair IST - Individual Study Time</div> <div>ISD - Individual Study Day ELS - English Language Seminar RP - Research Project IST - Individual Study Time</div>																																

January-June 2024

	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					
January	Christmas Break							Project Management (M5)							HCSC Ops.	Project Management (M5)								Operational Law (M6)							Operational Law (M6)					
	CD Brief												NY gath.																							
February	Operational Law (M6)				M2	Allied Joint Ops (M7)						Allied Joint Ops (M7)						Allied Joint Ops (M7)					EST Indep. Day		Allied Joint Ops (M7)			Int. ELE2; RP coas.								
																													IST							
	LTU Indep. Day															BDC B-Day					BDC Anniv. Recep.			Intern. Night												
March	ISD / Faculty Dev.			Managing Contemporary Crisis (M8)			Conf. on Russia					Managing Contemporary Crisis (M8)					Elective 2							Operational Level Planning (M9)				Good Friday		Easter Sunday						
				RP draft due																																
April	ISD	Operational Level Planning (M9)						Operational Level Planning (M9)						Operational Level Planning (M9)	Media Communication (M10)				Media Communication (M10)										M3	Prep. for CJSE JR (M11)						
																												M6								
May	EST Spring Day	Prep. for CJSE JR (M11)				Combined Joint Staff Exercise JOINT RESOLVE (M11)																										ISD / Faculty Dev.	RP ppts		IMT (M12)	
		RP due				EST Whit Sunday																														
June			Innovations and Military Technology (IMT) (M12)						International Study Trip (IST)							Out-proc. Prep for AAR	Out-proc. prep for AAR	Course AAR	Course AAR	AY AAR	GRAD					EST Victory Day	EST Mids. Day									
	Grad. din.																																			
<div><div>DMS</div><div>DPS</div><div>DLMS</div><div>ELE</div><div>ELE2 - Elective 2 ISD - Individual Study Day HCSC - Higher Command Studies Course</div><div>IST - Individual Study Time RP - Research Project</div></div>																																				



Baltic Defence College

12 Riia St, 51010 Tartu, Estonia | info@baltdefcol.org | Phone: +372 717 6400 | www.baltdefcol.org