The Defence and Strategic Studies Course Handbook 2020

Table of Contents

PART 1 – DSSC and Its Objectives

1.1 Introduction

The Defence and Strategic Studies Course (DSSC) is a one-year post-graduate-level education program for senior national security and defence practitioners. It represents an important contribution to the developmental journey of course members through the Joint Professional Military Education (JPME) levels 4 and 5. These levels are targeted at the 'nascent strategist' and emerging 'national security leaders'. The DSSC concentrates on developing in its course members the habits of mind, personal mastery and critical faculties to operate in a competitive, complex and volatile environment at the highest level of strategic responsibility.

Course members are selected from various countries for their potential to assume future senior responsibility, in military or civilian roles, within their country's defence and national security structure. International course members contribute valuable perspectives to the program and together with the Australian members form a significant global peer group network.

The **aim** of the DSSC is built upon the *Joint Professional Military Education Handbook* Level 4 descriptor and is:

> 'The DSSC prepares officers and public service executives for key command and staff appointments where they are able to lead at the strategic levels of the organisation, including formation level command. DSSC graduates apply military power (either directly or otherwise) in support of national objectives in joint inter-agency, inter-governmental and multinational environments and are able to combine different instruments of national power to develop national strategy and policy (including military strategy).'

The DSSC requires its course members to invest their time in a deep and critical assessment of the strategic and political levels while developing strategic thinking skills. At the Australian War College (AWC), Williamson Murray's (2011, p. 3) reflection on war is an important starting point:

> '…war is neither a science nor a craft, but rather an incredibly complex endeavour which challenges men and women to the core of their souls. It is, to put it bluntly, not only the most physically demanding of all the professions, but also the most demanding intellectually and morally…The cost of slovenly thinking at every level of war can translate into the deaths of innumerable men and women, most of whom deserve better from their leaders.'

For the future leaders developed through the DSSC, avoiding slovenly thinking means not only deeply understanding military power, conflict and war, but also how a nation like Australia might pursue grand strategy, a concept that Hal Brands (2014, p. 3) describes as 'a purposeful and coherent set of ideas about what a nation seeks to accomplish in the world, and how it should go about doing so'. Being able to contextualise the role of the military and defence organisation within the grand strategy of a nation means possessing a 'clear understanding of the nature of the international environment, a country's highest goals and interests within that environment, the primary threats to those goals and interests, and the ways that finite resources can be used to deal with competing challenges and opportunities' (Brands 2014, p. 3). As such, DSSC course members will develop a greater depth and breadth of understanding of the strategic environment, of Australia and its national power, and of the importance of the many elements that interact at this level of grand strategy. Course members will also critically assess models of strategic thinking, the relevant considerations effective strategists must keep in mind, and the factors that lead to good or bad strategic decisions.

Within this broader context, the DSSC interrogates military power, and the nature and character of future strategic competition, conflict and war. The course is built on the belief that senior leaders in the military and defence organisations can operate most effectively when they understand the value and limits of military power in achieving national objectives and when other forms of national power may be complementary or

more effective. The DSSC fosters a learning environment and course structure appropriate to adult learners, including selective use of lectures, reading material, podcasts, video resources, seminars and activities, desktop wargames and study groups. The course also includes a purpose-built spine of highly relevant assessment activities, including individual analytical written tasks, a research program and group projects. Through these methods the DSSC guides the learning of course members so that they can meet the demands of the effective and ethical 'management of violence' (Huntington 1957) within the context of grand strategy in order to achieve national security outcomes.

1.2 Course Learning Outcomes

The DSSC is built upon seven overall **course learning outcomes**, which are further broken down into module learning outcomes. Having completed the course, DSSC graduates are able to:

1. Evaluate the features of effective leadership at the strategic level and critically apply these to their own leadership style.
2. Critically assess the strategic environment, including the priorities and behaviour of diverse international actors, and the potential for strategic competition, conflict or war.
3. Evaluate the likely nature and character of future warfare, its potential evolutions and the implications for Australia's national security.
4. Critically assess the nature and interplay of the elements that have driven contemporary Australian grand strategy in order to formulate relevant considerations for future Australian grand strategy.
5. Develop options for Australian grand strategy which effectively embed military strategy, drawing on analysis of the strategic environment, the elements of good strategy, emerging technology and Australian national power and interests.
6. Plan and conduct evidence-based research that contributes to the profession of arms and/or the national security community.
7. Communicate clearly and persuasively through both verbal and written arguments and guidance.

1.3 DSSC Attributes

The DSSC is also built upon **attributes** that course members should practice and exhibit throughout the course, as well as implement in future roles. These attributes are adapted from the *JPME Handbook* (Levels 4 and 5) and the publication *The Chiefs*. These attributes are intended to inform both course design and course member engagement. According to this list of attributes, course members are expected to:

1. Create a shared sense of purpose across organisations by developing long term plans in an environment of change and uncertainty.
2. Deploy resources astutely to achieve results, identifying optimum resourcing combinations and managing risks to national security.
3. Engage in diplomatic activities and develop and sustain deep professional relationships that facilitate cooperation and partnerships.
4. Build and lead ethical teams, drawing on sound personal leadership qualities and organisational and national values.
5. Work effectively with peers and superiors, including through the use of influence.
6. Communicate complex issues clearly and persuasively to a range of audiences.
7. Provide broad and informed advice to government that influences national security decisions.
8. Display resilience and adaptability by:
    a. continuously reviewing and reforming organisational structures and processes;
    b. managing the personal challenges and ambiguity of the strategic working environment.
9. Apply and evaluate strategic level knowledge of joint warfare, strategy and national security, and technology and capability.

10. Make evidence-based decisions on ambiguous and ill-defined problems, through the application of experience, rigorous thinking and analysis, intuition and research, with decisions demonstrating awareness of their consequences and second and third order effects.

Part 2 – Course Analytical Framework

In order to achieve its aim, the DSSC focuses on the higher levels of national decision-making related to strategy and policy. At this level we move beyond simply considering military and defence strategy to assessing how military power contributes to the broader political and security goals of the whole nation. For this reason, it is appropriate that the analytical framework of our course be based on the concept of *grand strategy*. In adopting grand strategy as the focus of the course, we emphasise the complex interrelationships that impact a nation's ability to achieve its political interests. Williamson Murray (2011b, p. 3) notes this point, arguing that, above all, grand strategy:

> 'demands an intertwining of political, social, and economic realities with military power as well as a recognition that politics must, in nearly all cases, drive military necessity. It must also rest on a realistic assessment and understanding not only of one's opponents but also of oneself.'

Paul Kennedy (1991, p. 5) similarly sees grand strategy as 'the capacity of the nation's leaders to bring together all of the elements, both military and non-military, for the preservation and enhancement of the nation's long-term (that is, in wartime *and* peacetime) best interests.'

While there is some debate over whether grand strategy only applies to the great powers, other thinkers see grand strategy as equally crucial to middle powers such as Australia. Layton (2018), for instance, argues that:

> 'Thinking grand strategy changes how we view defence. The issue becomes not whether we need radical policies, more money, nuclear weapons or other exciting acquisitions, but rather how can the ADF best help Australia achieve the particular future we want? And that's a hard question needing hard thinking to answer.'

The DSSC is a course where emerging strategic leaders *should* be engaged in conducting this hard thinking to address this hard question. In doing so, it is useful to adopt an understanding of grand strategy that emphasises the general principles, ideas or influences that shape the way nations combine and apply national power to achieve security for the state, rather than expecting formal blueprints or conscious formulation. Yarger (2008, p. 4), for instance, defines strategy as being both an *art* and *science* 'of developing and using the political, economic, socio-psychological, and military powers of the state in accordance with policy guidance to create effects and set conditions that protect or advance national interests relative to other states, actors, or circumstances'. Gaddis (2018, p. 21) more simply defines it as the 'alignment of potentially unlimited aspirations with necessarily limited capabilities', while Narizny (2007, p. 8) defines grand strategy as the 'general principles by which an executive decision maker or decision-making body pursues its international political goals'.

The DSSC does not impose one particular definition of grand strategy on course members; instead it expects members to apply their own critical thinking to the concept. Yet it is important that the Course is built on a working definition that assumes that members can study grand strategy as an 'intellectual framework' which is formed from a 'mix of different influences – experience, study, values, ideology' and which 'helps officials make sense of complexity and bring resources and commitments into alignment' (Brands and Porter 2015). In other words, even when grand strategy is not formal, explicit or well-developed, thinking at this level is still important. To this end, the DSSC focuses on an analytical framework made up of five key considerations that are important in assessing, conceptualising and implementing grand strategy:

1. Leadership
2. Values and culture
3. Domestic context
4. Global context
5. Power

These key elements are displayed in the diagram below, with connections between each element representing the idea that it is not just the nature of each individual element that matters, but also their relationship to each other. In applying this analytical framework, course designers, educators and course members will remain conscious of the importance of each element and the way in which their interactions lead to important outcomes relevant to defence and national security.
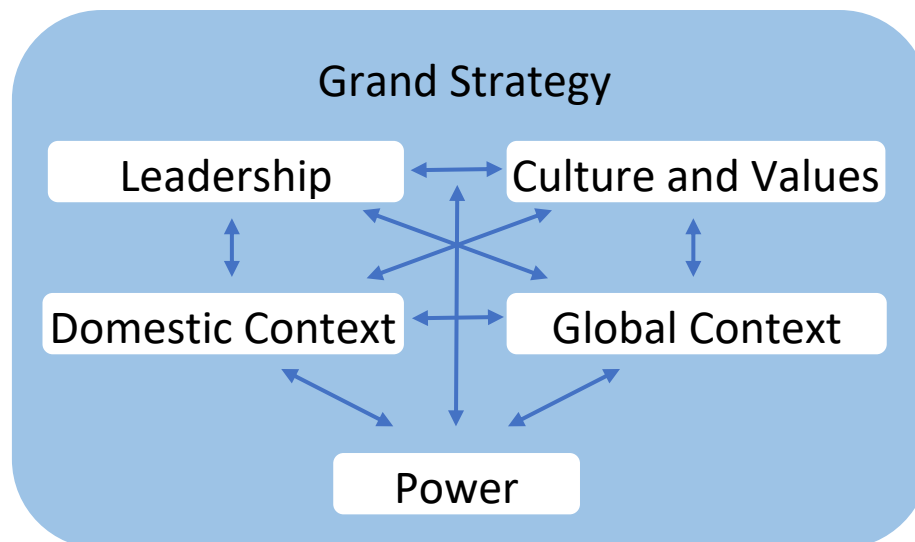
2.1 Leadership

Leadership is an important factor in the development and execution of grand strategy. Key political and military leadership has historically proven to be one of the most important factors in driving strategic success and failure. Figures such as Pericles, Augustus, Saladin, Napoleon and Lincoln were central to the key strategic and policy decisions adopted by their political communities. Gaddis (2018, p. 90), for instance, notes the role of Augustus in shaping Rome's future post-republic, arguing that he was 'Rome's most skilful cultivator. Having navigated himself into unchallenged authority, he used it to turn a failing republic... into an empire that flourishes in more ways than most of us realize, even now'. In more recent times, the role of US Presidents, German Chancellors and Australian Prime Ministers is seen as a critical factor in the strategic decision-making of their nation. Some leaders may set out a clear blueprint for their strategic priorities, but, as Hal Brands (2014, p. 6) argues, 'all leaders-consciously or unconsciously, on the basis of reasoned analysis, pure ideology or intuition, or something in between – make judgements about which goals are most important, which threats most deserving of attention, and how resources should be deployed to meet them'.

For the DSSC, the nature and quality of leadership is a factor that must be taken seriously in our analysis. Key national leaders such as President Trump, President Xi Jinping and Prime Minister Shinzo Abe play a significant role in the trajectory of national politics within their nations. Course members should also consider the importance of leadership at different levels within the political and military realms, including the role of Prime Ministers, Chiefs of the Defence Force and key ministers in Australia. Leadership within the key institutions of the state, including the military, has the potential to play an important role in the development of capability and the achievement of national objectives.

While leadership clearly matters, when analysing grand strategy, it is also important to understand the limits leaders face, and the way in which values and culture, global and domestic factors and the realities of the distribution of power shape and constrain their options. This has always been true of leaders, but some of the well-known figures of the past operated in a vastly different institutional and organisational environment. Paret (1986, p. 129), for instance, notes that Napoleon was for 15 years 'both head of state and supreme commander, with few if any restrictions placed on his freedom of action', and this 'unity of political and

military authority eliminated the friction at the top that otherwise was inevitable'. Such a situation is extremely rare in the contemporary and likely future environment, meaning that the relationship between leaders, other key decision-makers and society is an essential part of our analysis.

2.2 Values and Culture

No human community can be held together without a common sense of identity or purpose. Yuval Noah Harari (2015) has regularly noted the role that ideas, values and culture play in creating this sense of purpose, arguing that any 'large-scale human cooperation — whether a modern state, a medieval church, an ancient city, or an archaic tribe — is rooted in common myths that exist only in people's collective imagination'. For this reason, it is important to understand the role that these 'common myths' play in different forms of human community. Culture, for instance, is an important source of behaviour and interests within national communities as well as individual organisations. Religions and ideologies are important in understanding our global context, and the likelihood of cooperation, competition and conflict. These 'common myths' as Harari describes them, not only bring humans together, but provide guidance on questions of interests, values and morality.

For this reason, it is important for the DSSC not only to assess the impact of culture and values in the broader global context, but also the way in which these factors shape one's own domestic context and Defence organisation. Culture and values clearly impact leaders, as Hal Brands (2014, p. 11) argues:

> 'Like all people, statesmen operate in a world of bounded rather than perfect rationality. Their decisions are shaped by the limits of their own intelligence, as well as by the potent mixture of values, experience, emotions, and ideology that makes up a person's worldview.'

This level of analysis is not only essential for understanding others, but also ourselves. As Murray (2011b, p. 6) reminds us, grand strategy demands 'a recognition of unpleasant realities and a willingness to challenge one's own assumptions and the myths and truisms of one's own culture'. Values and culture must also be understood in the context of the changing social and technological environment. Singer and Brooking in their book *LikeWar*: *The Weaponization of Social Media* (2018), for instance, show how social media is coming to increasingly shape the way in which humans cooperate and compete.

2.3 Global Context

Making grand strategy does not exist within a vacuum. All major thinkers who have turned their attention to the conceptualisation and making of grand strategy note the importance of understanding the global context in which states operate. This global context is made up of states of different levels of power and influence, with their own culture, forms of leadership and domestic context. But it is also made up of non-state actors, including multinational corporations, NGOs, transnational advocacy networks, terrorist and criminal organisations and identity communities. These actors must prioritise competing demands, including the achievement of their interests, prosperity, security and survival, and deal with complex challenges such as climate change, demographic trends and the impact of technological advances.

For the DSSC, understanding the global context means not only assessing the impact of these diverse actors and issues, but also questioning one's own ability to assess this world. The sheer complexity of the global environment means that course members must develop parsimonious depictions of it, and when trying to simplify this complexity, avoid the inherent risk of being swayed by their own conscious and unconscious biases. A key priority of the DSSC is to examine competing interpretations of the global context, and to assess how the global context shapes and is shaped by the domestic context, culture and values, the role of leadership and the distribution of power.

The challenge of assessing the global context is even more daunting when turning attention to the future. As the UK Ministry of Defence *Global Strategic Trends* (2018, p. 11) report has argued, 'the world is becoming ever more complex and volatile. The only certainty about the future is its inherent uncertainty, yet we must

prepare. We need to encourage curiosity, be comfortable with ambiguity and open to the world of possibility not probability'.

2.4 Domestic Context

Grand strategy is built upon the political priorities of the state, and as such the domestic context must be taken seriously. While some International Relations theories have tended to avoid deep analysis of domestic politics, those approaches have now been complemented by theories that take the domestic context more seriously. It turns out that the domestic context does to some extent shape the political interests of the state, its capability and resources. Domestic societies are also a potentially important actor in shaping the priorities of the state. In some cases, it is not clear whether the foreign policy of a nation is directed more at an international or domestic audience. The impact of domestic power structures can shape which leaders emerge and have the ability to shape foreign policy, while differences in political institutions and regime types between nations also matter. In recent cases like the war in Syria, it becomes evident how the domestic context and the global context are inherently linked.

Understanding the domestic context also means assessing the organisation of government and defence organisations, including bureaucratic realities, existing processes and resources available. As George Kennan once argued:

> 'Even if we had the most excellent conceptual foundation for an American foreign policy and the greatest mastery of diplomatic method in our external relations…I feel we would still find ourselves seriously hampered . . . by the cumbersomeness of our governmental machinery.' (Brands 2014, p. 12)

The DSSC is largely focused on Australia's domestic context, including the impact of political institutions and the organisational reality of pursuing national security objectives. However, the opportunity is also taken to examine relevant dynamics from the domestic context of other nations.

2.5 Power

Grand strategy is difficult to assess or develop without an understanding of the distribution of power amongst relevant actors. For this reason, it is important to assess the different forms of national power, as well as the way in which power is used by actors to attempt to achieve political objectives. To some extent it is important to understand the raw resources of power, including the military capabilities, economic resources, informational capacities and professionalism of the diplomatic corps available to a nation. But it is also important to keep in mind that, as Joseph Nye argues (2011, p. xiv-xv):

> 'Power always depends on context. The child who dominates on the playground may become a laggard when the recess bell rings and the context changes to a well-ordered classroom. In the middle of the twentieth century, Josef Stalin scornfully asked how many divisions the Pope had, but in the contest of ideas five decades later the Papacy survived, whereas Stalin's empire had collapsed.'

The fact that power is contextual means that we need to go further than assessing the resources available to a state to instead assess how states can use these resources to achieve results. On the DSSC, the sources and distribution of power are important elements of analysis that help to understand the possibilities and constraints facing nations and other actors in the conduct of the highest levels of strategy.

Part 3 – DSSC Course Construct and Assessment Tasks

The DSSC is a stand-alone Defence course accredited at the Masters level. For those students who so choose, successful completion of the sequential modules of the DSSC can be used to contribute approximately half the academic points required to complete a Deakin University postgraduate program in a relevant academic discipline, noting that the precise contribution is related to both the degree sought and the academic discipline.

The DSSC program is made up of six **sequential modules** and four **integrated modules**. The sequential modules run in set blocks through the year and build upon each other. These modules are designed to develop the skills and knowledge needed in order to assess the strategic environment and develop effective strategic options.

The integrated modules run over a longer period of time throughout the year and are designed to develop additional skills and behaviours required of strategic leaders. These modules operate more effectively in an integrated manner because they focus on skills (leadership, research, contextual analysis, diplomacy and technological literacy) that can be consistently developed and reinforced across the whole program, while drawing on learning from the sequential modules. The position of these modules can be seen in the below diagram.
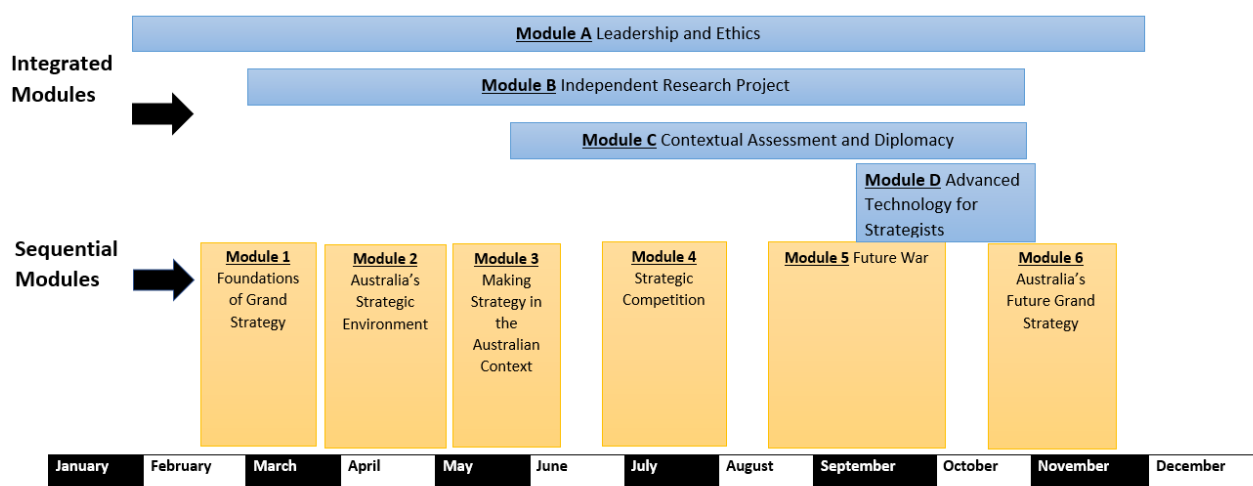
Note: *Full sized image is available in Appendix A.*

3.1 Overview of Sequential Modules

Module 1: The Foundations of Grand Strategy

This module introduces the concept of grand strategy and the considerations that are relevant to the intellectual framework that underpins thinking at this level. The analytical framework for the course is introduced in this Module, and course members are encouraged to connect each aspect of the framework to national security and to appraise the importance of the connections between these elements. Historical case studies are used to develop course members' ability to assess the foundations of grand strategy. Course members are also introduced to the main theories of International Relations, providing different ways of understanding the analytical framework. Course members ground their learning in their own selected historical case study of grand strategy, and their individual research and reading on their case study further enriches discussions throughout this module.

Module Learning Outcomes:
1. Evaluate relevant considerations in the composition of a nation's grand strategy, including interests and values, domestic factors and processes and international commitments.
2. Analyse the nature and limitations of national power in war and peace.

3. Compare and contrast theories of international relations and evaluate their utility as an analytical lens through which to view the world.

Assessment Tasks:

Reading and Reflection Journal (2,000 – 3,000 words) – Throughout the year, course members are to prepare a reading and reflection journal that connects the key questions of the sequential modules to the learning in each week. This journal provides an opportunity for course members to use their own research and professional interests to frame course learning themes, and thus enriching the adult social learning environment of the DSSC.

Each week course members are provided a prompt or set of questions for their reflections. This prompt connects the themes of that week on the DSSC with the focus of their major assessment task for the Module. Course members are expected to write their reflections (recommended to be at least 400 words per week). Where multiple questions are included in the prompt, course members have the freedom to select the prompt most beneficial to their learning. Course members should use the journal response as a basis for the weekly syndicate recap discussion on the last day of the week with their syndicate director and fellow course members.

This assessment is formative in nature. It should be used as a tool for course members to gain feedback on their thinking from peers, syndicate directors, academic staff and visiting fellows. Course members are not required to formally submit their journal each week but are encouraged to use it as a basis for discussion and the sharing of ideas. In some weeks, the Course will suggest key skills that can be tested through the journal, including referencing and effective paragraph construction. These opportunities provide an additional opportunity to use the journal to receive feedback. At the end of the Module, course members are required to submit their journal for the whole Module for assessment.

Grand Strategy Historical Case Study (2,000-3,000 words) – This is the central assessment activity for Module 1. As course members engage with the different factors that impact the making and implementation of grand strategy, they are to develop a historical case study essay that critically assesses an instance of a grand strategy failing or succeeding. Course members are to make their own assessment of the historical case study and can choose which elements of grand strategy they believe are most important for understanding success or failure.

This is an academic essay and will require academic referencing and research. Example case studies will be provided ahead of the beginning of the module so that course members can engage as early as possible with the task. International course members attending the Defence International Training Centre (DITC) will be provided with early information about the task, so that they can begin to think about it before arriving at AWC. Relevant resources for some useful case studies are included for course members who will benefit from additional support early in the Course. Course members will be encouraged to choose a case study from a nation other than their own so that they expand their analysis to understanding a different culture in a different time period. Please note that course members should also avoid assessing Australian grand strategy in the last two decades as this is the focus of the Module 3 essay.

Module 2: Australia's Strategic Environment

This Module provides a focused analysis of the global strategic environment, with a particular emphasis on the Indo-Pacific region. Course members apply the analytical framework introduced through Module 1 alongside their emerging understanding of International Relations theory in order to assess the role of states and other actors in international politics, the role of different forms of power in global affairs, and the way in which the strategic environment is changing. By the end of this Module, course members will have developed their own perspective on the nature of the contemporary and future global environment, while

also being aware of which actors and dynamics are most important to continue assessing throughout the course and their future career.

Module Learning Outcomes:
1. Critically analyse how states and non-state actors shape contemporary and future global dynamics.
2. Apply international relations theories to contemporary and future trends in order to evaluate their impact on the development of defence and national security strategy.
3. Critically analyse the role of military power alongside other elements of national power in the behaviour and interaction of state and non-state actors.

Assessment Tasks:

Reading and Reflection Journal (2,000-3,000 words) – This task is detailed above and will continue in the same form for this Module.

Strategic Environment Analysis Essay (2,000-3,000 words) – This is the central assessment activity for Module 2. Assessing the strategic environment is not just about coverage of key issues; it also requires considering which issues should be prioritised for attention, preparation or direct response. Having developed their understanding of the many competing actors and dynamics shaping our global environment, course members are required to prioritise the issue, actor or dynamic that they think deserves more or less attention in understanding the future Indo-Pacific. For instance, course members might argue that the impact of the 4th Industrial Revolution on workforces is an issue that deserves more attention, or that the focus on the South China Sea has distracted us from more important developments in the Indian Ocean or continental Asia. Importantly, this essay should **NOT** be a descriptive coverage of multiple issues, but instead should demonstrate the ability to think critically about the strategic environment and argue for particular matters that receive not enough or too much attention than usual.

This is an academic essay and will require academic referencing and research. In particular, course members should engage with scholars and analysts who have written about the issue they are addressing. Information about the essay will be provided ahead of the module beginning so that course member can engage as early as possible with the task. Generally, it is preferable for course members to frame their analysis around what matters most for the Indo-Pacific region as a whole: a specific focus on Australia will be introduced in Module 3 and the analysis developed in Module 2 can be helpful in providing some opportunities for broader thinking.

Module 3: Making Strategy in the Australian Context

This module shifts from the strategic environment to a specific focus on the making of strategy and the nature of Australia itself. Course members will begin this module with a focus on strategy and strategic thinking: how is strategy made? What models exist for making strategy? Why do strategies fail or succeed? The module will then consider challenges in aligning military strategy and defence policy fits within the broader grand strategy of a nation, before shifting to analyse the Australian context in significant detail. This is where strategic models can be assessed alongside the realities of making strategy in the Australian context. What advantages and constraints does Australia's own level of power, domestic context and global environment offer for strategy makers? How does the policy process and the nature of Australia's defence arrangements impact the making of strategy? What is Australia's approach to capability development and sustainment, and how does this fit within the broader grand strategy?

Module Learning Outcomes:
1. Critically evaluate the art and science of developing, applying and sustaining national power in order to achieve national policy and strategic objectives.
2. Compare and assess the relationship between policy and strategy and the appropriateness of different approaches to the development of strategy in complex operating environments.

3. Assess the most relevant factors affecting how Australia develops and implements grand strategy, defence policy and military strategy.

Assessment Tasks:

Reading and Reflection Journal (2,000-3,000 words) – This task is detailed above and will continue in the same form for this module.

Australian Strategy Review Essay 2002-2020 (2,000-3,000 words) – This is the central assessment for Module 3. Having considered different ways of conceptualising and making strategy, course members are required to assess the nature of Australia's grand strategy between 2001-2020. These two decades are important as they act not only as a case study to consider how strategy works in the Australian context, but are also an important starting point for assessing future strategic options in Modules 4-6. For this review essay, course members are asked to assess the nature of Australia's grand strategy between 2001-2020, and the factors that they believe have most influenced Australian strategic thinking or decisions in that period. Course members may also decide to focus on individual aspects of the grand strategy, such as the appropriateness of military strategy or defence policy during this period in the context of the broader grand strategy Australia has adopted.

The review essay should be referenced where necessary and may include some engagement with scholars and analysts who have written about the making of strategy or reviewed Australia's defence or grand strategy. Course members are also likely to engage with government documents for this essay. Information about the essay will be provided ahead of the module beginning so that course members can engage as early as possible with the task.

Module 4: Strategic Competition

Having established key foundations, Module 4 shifts the course into a more detailed and practical assessment of the future strategic environment and Australia's strategic options. In this module, course members engage with the concept of strategic competition, and address what it means to be engaged in ongoing strategic competition. Course members examine possible roles for Defence and the national security community in this strategic environment. Course members are also expected to critically reflect on the impact of technologies, practices and responsibilities (new and old), including information/political warfare, hybrid warfare, humanitarian assistance and disaster relief (HADR), the use of economic leverage (for example, trade wars and sanctions) and nuclear deterrence. Based on this learning, course members will think about key questions such as: what grand strategy should a nation like Australia adopt given the emerging and likely prolonged environment of strategic competition? How does defence and military strategy fit within this broader approach? And what would extended strategic competition mean for capability development and force structure?

Module Learning Outcomes:
1. Critically evaluate the role of the military and national security organisations in the context of strategic competition.
2. Assess the impact of emerging technologies and practices, including cyber, AI and political warfare, on the strategic competition between states.
3. Evaluate the appropriateness of Australia's grand strategy, military capability and planning in the context of strategic competition.

Assessment Tasks:

Reading and Reflection Journal (2,000-3,000 words) – This task is detailed above and will continue in the same form for this module.

Group Activity: Australian Response to Ongoing Strategic Competition (Group materials and presentation equivalent to 4,000 words) – This is the central assessment for Module 4. Having engaged with the competing demands of an environment of strategic competition, course members will be given a hypothetical scenario for a group task. Within this scenario, strategic competition has intensified further by 2025. The US remains engaged in the Indo-Pacific but faces questions over capability and commitment, leaving multiple nations seeking to influence the geopolitics of the region. The key players in the region have invested heavily in capabilities and sources of influence including cyber (offensive/defensive), information warfare, economic statecraft and nuclear deterrence. While major war appears unlikely, it is a very competitive world and one in which Australia feels unsettled.

Given this environment, course members in syndicate groups are required to work across the module to develop strategic options for Australia's grand strategy and embedded defence policy/military strategy to respond to this environment of heightened strategic competition. These options should consider the elements of the analytical framework developed in Module 1: leadership, the domestic and global context, the elements of national power and values and culture. In particular, course members should consider the place of the ADF and the broader Defence organisation within this environment of strategic competition. Time will be provided for groups to develop their response to this task, and the final product should be submitted as a written document as well as a formal brief to an expert panel.

Module 5: Future War

This module focuses specifically on war and the way in which nations prepare for and fight wars. Some historical case studies will be used to consider the enduring nature of war and the way in which grand strategies can be successfully developed to prepare for and fight wars, as well as factors influencing the political outcomes of wars and how they can be made more sustainable and peaceful. The focus of the module is, however, on future war, addressing key questions such as: how will developments in global politics and technology potentially shape future war? How might future wars differ from wars of the past? What would a future war require of Australia, its military, political leaders and society? And how can Australia prepare for such a scenario through capability development, innovative concepts and doctrine, and the preparation of capable commanders? What force structure is best able to defend Australia in a less permissive global environment?

Module Learning Outcomes:
1. Compare historical, contemporary and emerging approaches to war in order to assess the nature and character of war for which Australia should prepare.
2. Evaluate the appropriateness of the Australia's grand strategy, military capability and planning in the context of future war.
3. Critically evaluate the art and science of developing, applying and sustaining military power in order to achieve national strategic objectives.

Assessment Tasks:

Reading and Reflection Journal (2,000-3,000 words) – This task is detailed above and will continue in the same form for this module.

Group Activity: Preparing Australia for Future War (Group materials and presentation equivalent to 4,000 words) – This is the major assessment for Module 5. Having assessed the nature of future war and what wars of the past can tell us, course members work in syndicate groups to respond to a hypothetical scenario. Adopting the same time frame as the Module 4 activity, this scenario paints a picture of a tense world preparing for a major war. The scenario might proceed in several steps, including a preparation phase, an engagement phase, and a political outcome phase. In each of these phases, syndicates need to develop strategic options for Australia to prepare for (and possibly try to avoid) war, fight the war successfully, and shape the outcomes of the conflict.

While this activity includes a significant focus on the role of Defence and the military, course members should consider the broader grand strategy that Australia is likely to adopt given the circumstances. Time will be provided for groups to develop their response to this task, and the final product is to be submitted as a written document as well as a formal brief to an expert panel.

Module 6: Australia's Future Grand Strategy

This final sequential module provides a learning capstone for the entire Course. Having considered the nature of grand strategy in Module 1, the strategic environment in Module 2, the making of strategy in the Australian context in Module 3 and the development of strategic options in environments of strategic competition and war in Modules 4 and 5, Module 6 asks course members to combine these elements to consider what Australia's future grand strategy should look like. In a world where it is difficult to know exactly what the future holds, how should Australia prepare for multiple possibilities? How does Australia balance the demands of strategic competition with the potential for future war? What role does Defence have to play within Australia's broader grand strategy, and what contribution of Defence towards a grand strategy is best for Australia? How should the Defence organisation and the ADF be structured in order to meet future challenges? This is the type of thinking that the Course requires of emerging leaders at the strategic level and is the ideal culmination of learning in the sequential modules.

Module Learning Outcomes:
1. Critically assess the factors impacting Australia's future defence and national security.
2. Evaluate the appropriateness of current organisational structures, relationships, practices and behaviours in the context of future internal and external demands on Australia's Defence and national security agencies.
3. Formulate options to improve how Defence will develop, implement and sustain its contribution to Australia's future grand strategy, considering changes in technology, society, politics and the global strategic context.

Assessment Tasks:

Reading and Reflection Journal (2,000-3,000 words) – This task is detailed above and will continue in the same form for this module.

Group Activity: Australia's Future Grand Strategy (Group materials and presentation equivalent to 4,000 words) – This is the final assessment for Module 6. In syndicate groups, members will be tasked with formulating options for a future grand strategy for Australia. There is no scenario for this activity: course members must use their analysis from the course as a whole to decide which factors are most important for future planning. Syndicates should stretch their thinking into the future and consider the Defence organisation and the ADF in the context of other elements of national power. Course members may develop ideas around restructuring of the Defence Department, capability or force structure, but should also think about which other sources of power Australia might use to guarantee its national security. Overall, this task requires course members to consider the way in which the ADF, the Department of Defence, and other security agencies can best contribute towards Australia's national security, and the type of grand strategy that the whole nation is likely to require.

Time will be provided for groups to develop their response to this task, and the final product should be submitted as a written document as well as a formal brief to an expert panel.

3.2 Overview of Integrated Modules

Module A: Leadership and Ethics

This integrated module focuses on the nature of effective leadership at the strategic level, including the importance of ethics. While leadership and ethics are an important element of analysis in the sequential modules, this integrated module provided regular opportunities throughout the year for course members to

reflect on their own leadership style, their understanding of how ethics informs leadership practices as well as methods of developing the resilience required by strategic leaders.

The course will also provide opportunities for course members to review their own leadership through a 360-degree report and exercise their leadership responsibilities by acting as mentors in the AWC Mentor Program.

Module Learning Outcomes:
1. Compare and contrast the practice of strategic leadership and change management in a range of contexts.
2. Assess the appropriateness of current individual practices of strategic leadership.
3. Assess the appropriateness of individual interpersonal skills and communication required for success at the strategic level and formulate strategies to enhance their application.
4. Evaluate the role and use of ethics in leadership and decision-making.
5. Examine the role of strategic leaders and stewards in creating and sustaining an organisational culture that supports future organisational success.

Assessment Task:

Leadership Reflection Activities – Leadership reflection activities will be developed to provide course members with the opportunity to apply their learning in reflection on their own approach to leadership.

Module B: Independent Research Project

This module focuses on research and the ability to effectively and persuasively communicate research findings in both writing and speech. Module B is based on the value of course members developing a research project that contributes towards the knowledge of their profession. All course members will be asked to select a research topic that is valuable for their nation, organisation and own professional development, and will engage in planning the research project, analysing relevant evidence and communicating their research. Research topic suggestions from senior leaders will also be made available to course members. This module will also provide research methods and communication training for all course members that is adapted to their individual circumstances and needs.

While all course members will complete an independent research project, the size of the research project in this module will depend on individual circumstances and program choices. Completing the minimum research requirement will qualify those course members who pass the IELTS requirements for a Graduate Certificate of Arts. Completion of larger research projects will qualify course members for the Diploma or Master of Arts, or might form part of a PhD project.

Module Learning Outcomes:
1. Plan and conduct evidence-based research that contributes to the professional of arms and/or the national security community.
2. Communicate clearly and persuasively through both verbal and written arguments.

Assessment Tasks:

Research Proposal: In the initial stages, course members will develop a research proposal. The size of this proposal will vary between 1,000 to 5,000 words and will depend on the size of the overall project and output. Within the research proposal, course members will be required to identify the research problem they are addressing, the research aims they have identified, the approach they will adopt in the research as well as relevant existing research that helps to contextualise their own project.

Conference Panel Presentation (requirement for Masters) – Those members completing the Masters requirement will deliver an academic conference style presentation to communicate the approach and possible outcomes of their research project. Other members will also have the opportunity to present and discuss their research throughout the year.

Final Thesis/Essays – The thesis or essay(s) submitted at the end of the project is the final product in the module. This thesis or essay(s) may then form the basis for published work.

Module C: Contextual Analysis and Diplomacy

This module is built upon the significant educational value of Field Application & Research Visits (FARVs). To maximise learning, this module asks course members not just to undertake field research, but to analyse what they have experienced and seen, connect this with their learning from the sequential modules, practice diplomatic skills and apply their learning to key questions about Australia's domestic and global context.

Module Learning Outcomes:

1. Using frameworks of national power, critically analyse the national power of states.
2. Evaluate different perspectives and sources of information to assess the national power of key states and provide advice on the implications for Australia.
3. Critically evaluate the use of diplomatic skills in real world engagements with military and defence officials from other countries.
4. Analyse the factors shaping the future strategic environment, and the implications for Australia.

Assessment Tasks:

Field Research Syndicate Brief – As part of this assessment, course members will work in syndicate groups to develop a comprehensive analysis of their observations on the field research visits.

Diplomacy Paper: As part of this assessment, course members will develop a short paper outlining their professional learning derived from diplomatic engagements, and compare this learning to the theoretical and practical lessons provided through course materials.

Module D: Advanced Technology for Strategists

This module aims to enhance students' knowledge of, and familiarity with, advanced technology, as well as encourage students to consider how this understanding of technology and related concepts can be applied to develop national power and a nation's grand strategic objectives. Through this module, students will further develop the technological literacy needed by strategic leaders within Defence.

Module Learning Outcomes:

1. Critically analyse the nature of emerging technology on society and war and its impact on national security objectives.
2. Debate the impact of emerging technology on the nature and character of future warfare and the application of national power.

Assessment Task:

Syndicate Debate Activity – As part of this module, students will participate in a short debate within their Syndicate on the nature and implications of disruptive technology. Therefore, the assessment for this module will consist of material to support a student's position in the debate, which may consist of a written paper, PowerPoint (or other) slides or any other material that the student uses to support their debating position.

Note: *The Appendix illustrates the Course Construct, the Summary of Learning Outcomes and Attributes, and the 2020 DSSC Assessment Plan.*

Part 4 – Postgraduate Qualifications

The 2020 DSSC is designed as a postgraduate level course, and as such it directly integrates with academic options through Deakin University for course members who meet the eligibility requirements (see next section). Course members who complete the sequential modules (see Part 3) and the independent research project module can qualify for academic recognition, with the nature of the qualification depending on the size of their research project:

- A course member who completes a 5,000-word research project (including a research proposal) will qualify for the **Graduate Certificate**.
- A course member who completes a 5,000-word research proposal and 5,000-word final thesis will qualify for the **Graduate Diploma**.
- A course member who completes a 5,000-word research proposal, conference panel presentation and 10,000-word final thesis will qualify for the full **Master's Degree**.

In addition, the following postgraduate programs are also made available to eligible course members:

- A course member intending to undertake the Deakin **MBA** will receive 6 credit points towards the MBA from completion of the DSSC, and must complete 6 additional units of study through the Deakin Business School.
- Course members undertaking **PhD studies** can use the Independent Research Project Module to support the development of work related to their PhD project.

4.1 Eligibility for enrolment in Postgraduate Qualifications

Course members must have a minimum of a Bachelor degree **or** verification from Deakin University that they have equivalent professional prior learning and experience that entitles them to enrol in a postgraduate qualification.

If course members choose to establish their eligibility using the tertiary qualifications pathway, they will need to specify their qualifications on the enrolment form and enclose certified copies of academic transcripts as evidence of eligibility. The experience and professional learning pathway require evidence of professional learning and career achievements. Either way, the Deakin staff can assist in finalising these documents.

An ability to communicate effectively in English is an important factor in completion of a postgraduate program, and Australian universities apply mandatory language requirements. Deakin University uses the following English language and literacy criteria to determine eligibility for enrolment for postgraduate qualifications:

- the course member's first language is English; or
- the course member has completed a post-secondary qualification *within the last five years* at an institution where English was the language of instruction and assessment, and can provide evidence of at least two years of English language study. Course members will be required to enclose certified copies of documents with their enrolment form as evidence; or
- the course member has completed at least two years of full-time study *within the last two years* in a university degree program where English was the language of instruction and assessment. Course members will be required to enclose certified copies of transcripts with their enrolment form as evidence; or
- the course member has obtained an overall band of 6.5 or better in the International English Language Testing System (IELTS) test *within the last two years* with no individual band less than 6. Course members will be required to enclose certified copies of documents with their enrolment form as evidence. Other forms of testing, such as TOEFL, can also be used as evidence. Your academic adviser can assist in preparing this evidence.

Part 5 – DSSC Approach to Learning

The learning and development of course members are the highest priority of the DSSC. Consistent with the principles of adult learning, this development and growth is built upon both social interaction and individual endeavour. Each course member will have some flexibility as how she/he can best maximise her/his learning on the DSSC. This will include taking part in learning activities and assessments prepared for the DSSC, but is likely to also include networking with fellow course members, interacting with visiting fellows and the DSSC staff, attending events organised both by the Australian Defence College and course members themselves, and optional learning activities.

5.1 DSSC Delivery Methods

The DSSC engages with a global faculty that significantly enriches the learning experiences available on the Course. This global faculty is partly comprised of eminent scholars from Australian and international universities and think-tanks. In addition, the academic expertise engaged in the Course is complemented by senior serving and retired practitioners who provide access to a wealth of national security leadership experience. Together, the academic and practitioner contributions to the global faculty provide course members various opportunities to engage with diverse perspectives and expertise in different areas.

The DSSC has a small resident academic faculty who are responsible for designing, developing, and analysing the sequential modules. The academic team will also assess major assignments and provide academic advice and guidance to course member's research projects including DSSC essays and research projects.

Course members are supported by experienced Australian and international Syndicate Directors (SDs), who facilitate learning and coach course members to maximise the benefits of the DSSC. There will six syndicate groups in 2020. Each syndicate will undertake specific activities, including small group discussion, group briefing, and written tasks (see Part 5.1.1 – Syndicate activities on page 19). There are several rotations of syndicate groups over the academic year. This provides more opportunities for course members to engage with their fellow course members. Course member's original SD – also known as the 'home SD' – is the first point of contact should they face issues or have concerns that impact their learning. The role of SDs includes:

- Facilitation of syndicate and small-group activities.
- Coaching - helping course members get the most out of the year through guidance and advice.
- Module delivery, coordination, and post-activity review (PAR).
- Participation in marking some of the Course assessment items.

Additionally, English academic writing support is available to assist Course members with written English expression in their academic essays and Module assignments as necessary.

5.1.1 Learning Activities

Course members will develop their conceptual and analytical thinking, decision-making, leadership and interpersonal skills through individual and team-based activities. The learning opportunities provided on the DSSC are focused at the strategic level and emphasise joint, multi-agency, and international responses to complex environments. These opportunities have a high level of practical and experiential content reflecting the expectation that graduates will become senior leaders in the national security community.

The DSSC employs a variety of interactive, flexible and course member-centred educational activities, including self-directed learning and reflection, single and panel lectures, seminars and conferences, syndicate discussions, small group collaborative work, research visits or FARVs, case studies, practical exercises, and formal written work. These types of learning activities allow course members to engage with different mediums and at the same time provide opportunities for networking, relationship building, and critical engagement with face-to-face delivery modes. These are explained below:

Self-Directed Learning and Reflection are critical elements of adult learning as part of continuous professional development as well as enhancing intellectual curiosity. This mode of learning is based on the responsibility and desire of an individual to seek out learning and development for personal and professional growth. To extract the most from the developmental opportunities provided by the DSSC, course members should reflect on what they have heard in their own time. Reflection, as a process of thinking about what has been heard, seen, read and experienced, and working out where it fits into the larger themes and concepts explored during the course, takes many forms. It may involve quiet contemplation, discussions over break time or reviewing notes and conducting self-directed research to follow up on ideas. Meanwhile, course written work and preparation for discussion activities scheduled by the DSSC are part of the reflective process. So too will be the maintenance of a personal learning journal in connection with the Course content. Reflection will also take place when trying to look at things through other lenses and taking account of other perspectives to enrich understanding and to question one's own ideas. Whatever the form, self-directed learning and reflection are vital parts of the Course.

To facilitate the process, learning resources, relevant online platforms, information, and available learning opportunities will be made available to course members mainly through the Australian Defence Education Learning Environment (ADELE) and Google Suite used by the Course (see Section 5.3.2), as well as The Forge – an unclassified, open source website managed by the Australian Defence College (ADC) hosting learning content and materials related to the Australian Joint Professional Military Education Continuum.

Lectures, conducted by single or multiple subject matter experts (SMEs) and held in plenary session in the lecture theatre, are used to discuss much of the material examined at the DSSC. In one format, in 90 minutes (including one break), one SME offers some prepared remarks and engages with course members in a question and answer (Q&A) period. In another format, two or more SMEs offer some prepared remarks about their expertise and perspectives before engaging with course members in a joint Q&A period. Throughout, SMEs are invited to mix theory and practice, using examples and anecdotes to illustrate and add flavour.

Course members are expected to maximise the opportunity to learn from and engage with invited SMEs. This can be achieved by active listening (including considering the points made by the speaker and taking notes), posing pertinent and solid questions in the Q&A period, and reflecting on the responses received. Members can also engage speakers during the breaks or over lunch time. Visiting speakers frequently express how much they enjoy the cut and thrust of questioning. Course members should use every minute of it and, while always being polite and respectful, should not be afraid to challenge the views of the presenter.

When posing their questions, however, course members must remember that they are NOT in the DSSC to defend their government/country or to score points over others on the course. Therefore, course members should use questions to explore what they might see as a contentious point and/or take on a speaker's logic rather than making lengthy statements in the lecture theatre to aim to convince a speaker that their view about a case/country is wrong. All those speaking on the DSSC do so in accordance with the Chatham House Rule (see Section 5.2.7).

Course members are required to follow the rule at all times, unless they have received the express written permission of the speaker to be cited.

Seminars are another delivery method used on the DSSC. They will be conducted in the plenary session in the following format. Course members will be directed to key resources and seminar questions some weeks before the seminar, which are used to support their personal preparation for their responses to the provided questions. Course members will use their prepared response during the seminar time to engage with invited SMEs and their peers. A seminar will be facilitated by an SME. In the first part of the session, the SME will provide a general introduction (approximately 10 minutes) about the topic, mainly the context and key issues surrounding the topic, and in the second part, s/he will engage with course members' responses to the provided questions or further thoughts about the topic.

Seminars serve the following purposes. First, they are used to stimulate or test particular perspectives among course members in order to learn from one another. Second, seminars provide opportunities to assess course members' ability to analyse a question by offering a sound argument to answer the question and presenting their thoughts in a logical manner during set times. Last but not least, seminars, like lectures, offer opportunities for course members to hear views from invited SMEs and experts' response to course members' understandings and responses to the provided questions.

Syndicate activities (SAs) are a central element of the learning experience in the DSSC as they allow course members to share their considerable knowledge and experience with their colleagues. Previous feedback suggests course members find them very beneficial and enjoyable, as they provide opportunities for self-reflection, and for course members to test self-understanding as well as expand their views by engaging with different perspectives from peers.

All SAs follow a similar pattern, being built around syndicate groups of 8-10 people, with each session lasting 90 minutes. They are structured and designed to consider an area discussed earlier during the learning activities, allowing time for self-reflection on the material examined hitherto (including responses to the reading and reflection journal) and to discuss the connections between issues. In the 2020 DSSC, an SME/Syndicate Director (or both) will be assigned to a syndicate room to moderate discussion. Syndicate group members should prepare for their participation in the SAs beforehand (activity detail will be made available via ADELE), enabling them to maximise the opportunities present in the time spent in the syndicate room to share insights, confirm understanding and (respectfully) challenge opposing views. Please be aware that those who do not prepare will not be positioned to take part properly or contribute to their own and colleagues' learning in a meaningful way.

Conferences are held irregularly by the ADC and the DSSC to allow course members to engage with the latest research projects and important national/international security issues. In 2019, the ADC organised several conferences, including the Strategy and Future War Conference and Science Fiction as a Lens into Future War Conference. Conferences like those provide opportunities to undertake professional military education on topics of relevance to Defence in the joint environment and to encourage education, debate and discussion outside the formal Joint Professional Military Education (JPME) continuum. In 2020, the ADC expects to host similar events.

In the DSSC, those members completing their Masters research projects will be expected to deliver an academic conference style presentation to communicate the approach and possible outcomes of their research project. The format for the DSSC Masters Research Conference will be 15 minutes presentations by each member of the panel, followed by a collective Q&A period of 30 minutes. It will be a series of panel presentations from late August to early September. The presentations focus on 'work in progress' – they capture where the cohort are up to with their research and what they have found so far. For this reason, all course members will be strongly encouraged to participate, as the questions that you ask and any thoughts you might have can help those undertaking Masters research project in further developing their final thesis.

Field Application and Research Visits (FARVs) comprise a series of large and small-group visits (mostly international) organised by the DSSC. They provide opportunities for course members to analyse what they will have experienced and seen, connect this with their learning from the sequential modules, practice diplomatic skills and apply their learning to key questions about Australia's domestic and global context.

In 2020, several international FARVs are planned to key countries in the Indo-Pacific region for course members to interact with peers at counterpart institutions as well as with senior government officials, business leaders, or local influential scholars. International course members will also have the opportunities to learn about ADF capabilities by visiting regional Australia and local Defence facilities.

Writing Activities are an important tool to assess individual learning and development. There are three main types of writing used in the DSSC. First is the reading and reflection journal that is required through the year. This reflective writing needs to connect the key questions of the sequential modules (or when required in the integrated modules) to the learning in each week. The journal will provide a focal point for course members to engage with learning resources. It will be used as a means of enriching SAs and as a tool that course members, SDs and academic advisers can use to support course members' progress throughout a particular module or even the year.

The second type of writing is academic writing. From Module 1 to Module 3, course members are required to write an essay for each module on the provided question. This is an academic essay and will require academic referencing and research. In particular, course members should engage with scholars and analysts who have written about the issue they are addressing. Information about the paper will be provided ahead of the module beginning so that course member can engage as early as possible with the task.

Finally, there will be group writing activities when course members are required to complete a report or briefing collaboratively for a DSSC group activity, particularly in the last three sequential modules and Module C. These briefings could be in the format of briefing summary or PowerPoint Slide, and all will require the submission of notes to support the formal assessment.

Course Member Presentations are a voluntary activity on the DSSC, but present a great opportunity for course members to share their cultural or professional background. This activity allows course members to learn from each other, enhance cultural awareness, and facilitate relationship building. From Module 1, time slots on Monday mornings will be provided for course members to present on topics they are familiar with or have rich experience in, such as aspects of their home country or their professional knowledge. This activity could be an individual or panel presentation from DSSC course members lasting up to 30 minutes.

Other Types of Activities. The activities outlined above represent the main learning activities that you can expect to occur throughout 2020. In addition, there are also likely to be other types of activities, including presentations by visitors to the course (often called Lectures of Opportunity), visits from international counterpart institutions, and exercises, which are interactive learning activities. These will all be communicated to course members in advance in order to allow appropriate preparation.

In short, with all the DSSC learning activities, DSSC staff and course members share a commitment to maximising individual learning opportunities. This is achieved in a supportive, collegiate and professional development environment which:

- Focuses on active adult learning;
- Offers course members the opportunities to participate in all aspects of the Course;
- Emphasises practical application;
- Draws on historical and contemporary case studies;
- Encourages individual research, experimentation and creativity;
- Stresses collaboration and teamwork;
- Facilitates open and honest sharing of perspectives, personal experiences and expertise;
- Supports the personal and professional growth of all course members; and
- Respects all participants.

5.2 Course Expectations

5.2.1 Course engagement

As part of the adult learning process, the DSSC strongly encourages course members to constantly interact with other course members, course staff, and visiting fellows through the academic year. Course members are also expected to direct their own learning and reflection in order to derive maximum benefit from the

DSSC. This means not only appraising the content and themes of the course, but also applying critical thinking to improve their:

- awareness of the impact of personality, perspectives and background;
- ability to communicate a vision and viewpoint in a peer environment; and
- judgement through evidence-based assessment and decision-making skills.

A vital element of the Course is the opportunity to learn from one another. The collective experience presented in the Course drawn from the military and public sectors of various countries leads to a rich and fertile climate within which course members can challenge their own assumptions and open their minds to new ideas and perspectives. The ability to contribute with relevant and creative positions is a key theme running through the Course. Being able to challenge a position or to be challenged is another important element. Course members are encouraged both to reflect critically about their own thinking whilst also developing this skill further. They are also encouraged to develop their ability to provide creative and imaginative challenges to others during debate and to reflect on how to inspire and apply such challenges in the future. The importance of speaking truth to those in power, and the potential benefits and challenges inherent in this, is a frequent theme in the course. To allow all of the above to happen, it is important that course members always demonstrate a pattern of individual behaviour and communications tone that is consistently **polite, respectful, engaged and empathetic.** It should never offend or belittle a colleague.

5.2.2 Writing expectations

One challenge course members may face during their studies (including any postgraduate studies) is that academic writing is somewhat different to government report writing, military staff work or journalism. Academic writing is more interested in unpacking key concepts and theories that underpin analysis and is also more focused on the development of arguments. Instead of just describing a situation or problem and options for its resolution, academic writing contains a line of reasoning or a point of view that proposes why the situation or problem is the way that it is. Good academic writing should support or justify this proposition or thesis with compelling reasoning and evidence.

It is important to note that good academic writing should still be accessible and effective in communicating an argument. Sometimes generalisations about academic writing focus on the complexity of the language used or the abstract use of concepts that are difficult to comprehend. In many cases these generalisations are based on examples of poor academic writing! Effective academic writing should be robust in its engagement with concepts, theory and evidence, but should remain accessible to readers.

A good piece of academic writing should directly address the question or topic. If you are answering a question, your essay must have a clear argument and must present evidence to support that argument, as well as acknowledge possible counter-arguments and their strengths and weaknesses. A good essay must be clearly structured. It must have an introduction setting out the topic to be addressed, the way it will be addressed (that is, the approach you have used and the way the essay is structured), and the argument (as appropriate) that you will present. You may wish to use subheadings in the essay to provide signposts to guide the reader through the essay. Each paragraph should discuss and develop a single idea or point that links to the essay's overall argument. The material you use should be relevant to your answer and you should demonstrate its relevance to the question you are answering or the topic you are addressing.

Course members will be provided with opportunities to develop their academic writing through the year of the DSSC, including engaging with the DSSC academic team as well as through Module B.

At other times in the course, members are expected to complete written tasks that comply with Australian government and departmental formats and guidelines. This often means writing with the targeted recipient of the piece in mind – be it a Minister, Service Chief or the media. In these instances, there is a premium on succinctness and bottom lines up front, as well as recommendations underpinned by analytical rigour. By the

end of the DSSC, course members are expected to be accomplished in transitioning between both forms of writing.

5.2.3 Referencing

Course members are required to properly cite all evidence used in written work, including words and ideas, facts, images, videos, audio, websites, statistics, diagrams and data. Good referencing:

- shows what you have read – your references demonstrate the depth and the breadth of your reading.
- enables the reader to locate the sources referred to in your essay – researchers actively use referencing to locate sources.
- supports and strengthens your argument – an academic essay is a carefully constructed argument in the sense that you take a position on an issue and support it with evidence gathered from the sources you have read, to try to convince your readers.
- demonstrates academic integrity – proper referencing ensures that you have acknowledged your sources and that you have avoided plagiarism – the use of other people's words, ideas or materials without proper acknowledgement. Plagiarism can be intentional (deliberate cheating) or unintentional (happen accidentally). Academic misconduct – any act where the honesty, reliability or integrity of a work has been compromised – can incur serious penalties.

Unless otherwise specified, you should use in-text/author-date referencing or footnotes and be consistent with the format. The Harvard referencing style is the most common in relevant publications and is relatively easy to use. The Harvard style consists of two elements:

- in-text citations in the body of the essay that include the author, the date and often a page number
- a reference list at the end of the essay giving full bibliographic details of all in-text citations.

A full Harvard referencing style guide is available as a PDF document within the resources section on ADELE. You can also access the Deakin Harvard style guide through the following link: https://www.deakin.edu.au/students/studying/study-support/referencing/harvard

When you use in-text references or footnotes you should also include a bibliography. You may use endnotes to provide definitions or additional information that is relevant, but not essential, to the argument presented in the text. However, endnotes should not be used as a means of including additional substantive content. (The application EndNote is available through Deakin software library: http://software.deakin.edu.au/?s=endnote)

5.2.4 Plagiarism

Plagiarism is a serious academic offence and is not permitted. Plagiarism is **the use of other people's words, ideas, designs, materials, research findings or other works without proper acknowledgement**. There is no excuse for deliberate plagiarism – but be aware that unintentional plagiarism can arise from poor note taking skills or an incomplete understanding of academic writing and referencing.

Learners often come to a point of view by reading, note taking and comparing the ideas of various writers. When note taking and writing, you need to carefully distinguish between your own work and where you have summarised, paraphrased and quoted sources to support your point of view.

While conducting research is an important part of your postgraduate studies, it is clearly not enough to have read a range of material. Some of the key skills that will decide the quality of your work are about how you use your research in your work. Proper referencing and effective engagement with relevant research are essential, and it is also important to avoid both intentional and unintentional plagiarism. Do not worry though – the Course will provide training, mainly through Module B, and additional supporting materials to help with research, referencing and understanding how to avoid plagiarism, including the use of the software Turnitin

that will be accessible through ADELE and will be used to support the submission of assignments and other work.

5.2.5 Assignment Submission

Course members are expected to meet submission deadlines for module assessment items. All the assessment items should be submitted via ADELE. Course members can apply for an extension beyond the due dates for submission. Extensions will normally only be granted on a case-by-case basis to those experiencing exceptional circumstances.

For the MBA, course members should discuss extensions with the relevant unit chair. For units conducted at the AWC including the thesis, course members should discuss extensions with the Module Convener.

In all cases, extensions should be discussed with the module convener and requested before the submission deadline.

5.2.6 Course Member Feedback

The DSSC is committed to the demonstration of educational excellence and regularly seeks feedback from course members to improve the design and development of the Course. One of the key formal ways course members have to provide feedback is through ADELE surveys. The feedback provided in these surveys is anonymous and provides the War College and staff with opportunities to recognise excellent areas of the Course as well as opportunities for improvement. Course members may also use less-formal means, such as conversations with DSSC staff, to express their views.

5.2.7 Chatham House Rule

The Chatham House Rule is applied to the DSSC. This is a rule originated at Chatham House in the UK, with the aim of 'encouraging openness of discussion and facilitating the sharing of information'. It is now widely used as an aid to free discussion of sensitive issues.

The Chatham House Rule reads as follows:

> 'When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed.'[1]

Unless otherwise specified, the rule applies to all DSSC activities. Students wishing to cite views expressed by guest speakers are free to approach the speaker out of the session to gain an exemption to the rule. This must be received in writing.

5.2.8 Marking Guide

The Course uses two types of marking rubrics for formative (standards met/not met) and summative (banded grading) assessment tasks (see Appendix C). The marking for the course assessments will be moderated by DSSC staff during the marking process.

5.2.9 Networking and Social Activities

The DSSC offers a valuable opportunity to build a professional network that transcends departments, agencies, services and States. In part this is achieved by spending a year engaged on course activities. But it is also considerably strengthened through course social and sporting activities planned and conducted by course members themselves. To assist this, a Course Member Committee is established. At the beginning of the course, volunteers will be called to form this Committee which includes Australian and International representatives taking the role such as treasurer, social representative(s) and so on.

---

[1] https://www.chathamhouse.org/chatham-house-rule The Chatham House Rule in different languages is available through https://www.chathamhouse.org/chatham-house-rule/translations.

5.2.10 Dress Policy

The normal daily dress requirement for the DSSC is referred to as 'DSSC Rig'. For males, a suitable standard is an open neck business shirt and trousers (no jeans). For females, a suitable standard is a neat dress or blouse/collared shirt/work top with tailored pants or a skirt. Business style flat shoes or heels are appropriate. Jackets are optional for both males and females, largely depending on the weather. At times, more formal attire (uniform or formal business suit) will be required. On those occasions, dress instruction will be provided in advance. National dress is welcome on all informal social occasions.

5.2.11 Smoking Policy

In line with the Department of Defence Environmental Health Policy, the campus is a smoke-free environment. Smoking is not permitted in any of the buildings. Designated smoking areas are clearly marked.

5.3 Facilities

In 2020, the DSSC will be conducted in the Geddes Building of the Australian Defence College at Weston Creek, in Canberra. The DSSC is part of the Australian War College (AWC), which was officially established in January 2019 and is the senior ADF professional development institution. Facilities include lecture theatres with video-conference facilities, syndicate rooms, libraries, information technology systems used by the Course, a multi-user mess facility, and fitness and recreational areas.

Geddes Building – Australian War College

5.3.1 Synnot Theatre

The Synnot Theatre is the principal venue for the delivery of formal presentations for the DSSC. It is a modern lecture theatre located at the Geddes Building with the full suite of audio-visual capabilities. Small-group activities will be mostly carried out in Syndicate Rooms.

Synnot Theatre

An example of a Syndicate Room

5.3.2 Information Technology Systems

The DSSC uses a Moodle-based learning management system (known as ADELE) and Google Suite to support learning. Almost all electronic interactions between Course members and staff are through one of these platforms. Different tools are used for different tasks:

- ADELE is a user interface that provides information such as module overviews, learning resources, information and activities, and where course members submit assessments and feedback on the DSSC learning activities.
- Google Suite is a collection of tools including collaborative development of files, file sharing, email, and group communication.

The DSSC is a 'Bring Your Own Device' environment. Most course members operate their own desktop/laptop computer at home and bring a device to the Course.

The Weston campus has a WiFi system through which devices can access the internet and unclassified systems. Course members will be provided with Wifi logins no later than the residential Induction for new arrivals in January 2020.

To enable access to ADELE and Google Suite, course members will be issued email addresses and logins. This will happen as part of the online induction activity prior to the 'residential induction' commencing in January 2020 (for internationals, it will be January 16, and Australians January 20).

Please note that the understanding and use of ADELE learning management system (LMS) and Google is evolving continuously and it is essential that the AWC continues to push the boundaries of contemporary learning technologies. It may take some time for new users to become familiar with the IT systems, particularly ADELE (especially if you have not used an LMS before).

5.3.3 Libraries

Providing a modern, collaborative and engaging space for research and study, the **Vane Green Library** at the Weston Creek campus is open to all AWC course members. The Library is committed to enabling course members to reach their full academic potential with the support from the librarians who specialise in high level academic research, as well as through the provision of quality information and learning material in various formats, including hardcopy items and electronic and multimedia information resources. The Vane Green Library is an element of the Defence Library Service Network which comprises of 18 library sites located at various Defence bases throughout Australia. Members of the Vane Green Library have reciprocating borrowing rights with all Defence Libraries, thereby vastly increasing the library resources available for course members to borrow.

There are a variety of facilities and work areas available to all course members in the Vane Green Library. There is a closed fully equipped meeting room, several large open discussion areas, a computer hub, 16 individual study carrels, as well as scanning, printing and copying services. The Library is equipped with wireless hotspots enabling course members to access information resources via their own personal devices. All course members are encouraged to familiarise themselves with the Library and to utilise the facilities and staff expertise. An orientation will be provided during the Induction program early in the year.

All DSSC course members will also have access to the **Deakin University Library**. The library website (http://www.deakin.edu.au/library/) provides access to a range of resources that will support research and engagement in Deakin units. Through the library, course members will be able to:

- access on-line journals and eBooks and download full-text articles and book chapters from various on-line databases;
- borrow any non-reference book, document or audio-visual item in the Library;
- order copies of relevant journal articles held by the Library;
- request materials and communicate with the Library by mail, fax, phone, electronic mail or via the Internet;
- renew items on loan; and
- have Library materials sent to them by post, with return to the Library at no cost (return envelope provided).

Additionally, Canberra is home to the National Library of Australia (NLA), which provides a range of free resources. Further information about how course members can use the resources provided by the NLA will be introduced in Module B.

5.3.4 Weston Creek Mess

The Mess, containing a dining room, bar, lounge area, and external BBQ facilities, provides an excellent centre for social interaction. Meals are prepared to meet religious or special dietary requirements. Lunch is available on a repayment basis on working days. Various social functions including daily morning teas are held in the Mess during the course of the year. A monthly fee is levied for those who become Mess members.

5.3.5 Fitness and Recreational Facilities

The College has a well-equipped gymnasium with a variety of exercise equipment, and shower and change facilities. Lockers are available for students. Volleyball courts, floodlit tennis courts, and a basketball hoop are also on site. There are popular jogging and bicycle tracks adjacent to the campus.

Reference List

Brands, H. 2014, *What Good is Grand Strategy: Power and Purpose in American Statecraft from Harry S. Truman to George W. Bush*, Cornell University Press, Ithaca and London.

Brands, H. & Porter, P. 2015, *Why Grand Strategy Still Matters in a World of Chaos*, The National Interest, https://nationalinterest.org/feature/why-grand-strategy-still-matters-world-chaos-14568.

Gaddis, J. 2018, *On Grand Strategy*, Penguin Press, London.

Harari, Y.N. 2015, *Sapiens: A Brief History of Humankind*, Harper, New York.

Huntington, S. 1957, *The Soldier and the State: The Theory and Politics of Civil-Military Relations*, The Belknap Press of Harvard University Press, Cambridge and London.

Kennedy, P. 1991, *Grand Strategies in War and Peace*, Yale University Press, New Haven and London.

Layton, P. 2018, *A Grand Strategy Plan A for Australia?*, ASPI Strategist, https://www.aspistrategist.org.au/a-grand-strategy-plan-a-for-australia.

Murray, W. 2011, *War, Strategy, and Military Effectiveness*, Cambridge University Press, Cambridge.

Murray, W. 2011b, 'Thoughts on Grand Strategy', in W Murray, RH Sinnreich & J Lacey (eds), *The Shaping of Grand Strategy: Policy, Diplomacy and War*, Cambridge University Press, New York.

Narizny, K. 2007, *The Political Economy of Grand Strategy*, Cornell University Press, Ithaca and London.

Nye, J.S. 2011, *The Future of Power*, Public Affairs, New York.

Paret, P. 1986, 'Napoleon and the Revolution in War', in P Paret, GA Craig & F Gilbert (eds), *Makers of Modern Strategy from Machiavelli to the Nuclear Age*, Princeton University Press.

Singer, P.W. & Brooking, E.T. 2018, *LikeWar: The Weaponization of Social Media*, Houghton Mifflin Harcourt, Boston and New York.

UK Ministry of Defence 2018, *Global Strategic Trends Report*, https://www.gov.uk/government/publications/global-strategic-trends.

Van Creveld, M. 2017, *More on War*, Oxford University Press, Oxford.

Yarger, H.R. 2008, *Strategy and the National Security Professional: Strategic Thinking and Strategy Formulation in the 21st Century*, Praeger Security International, Westport and London.
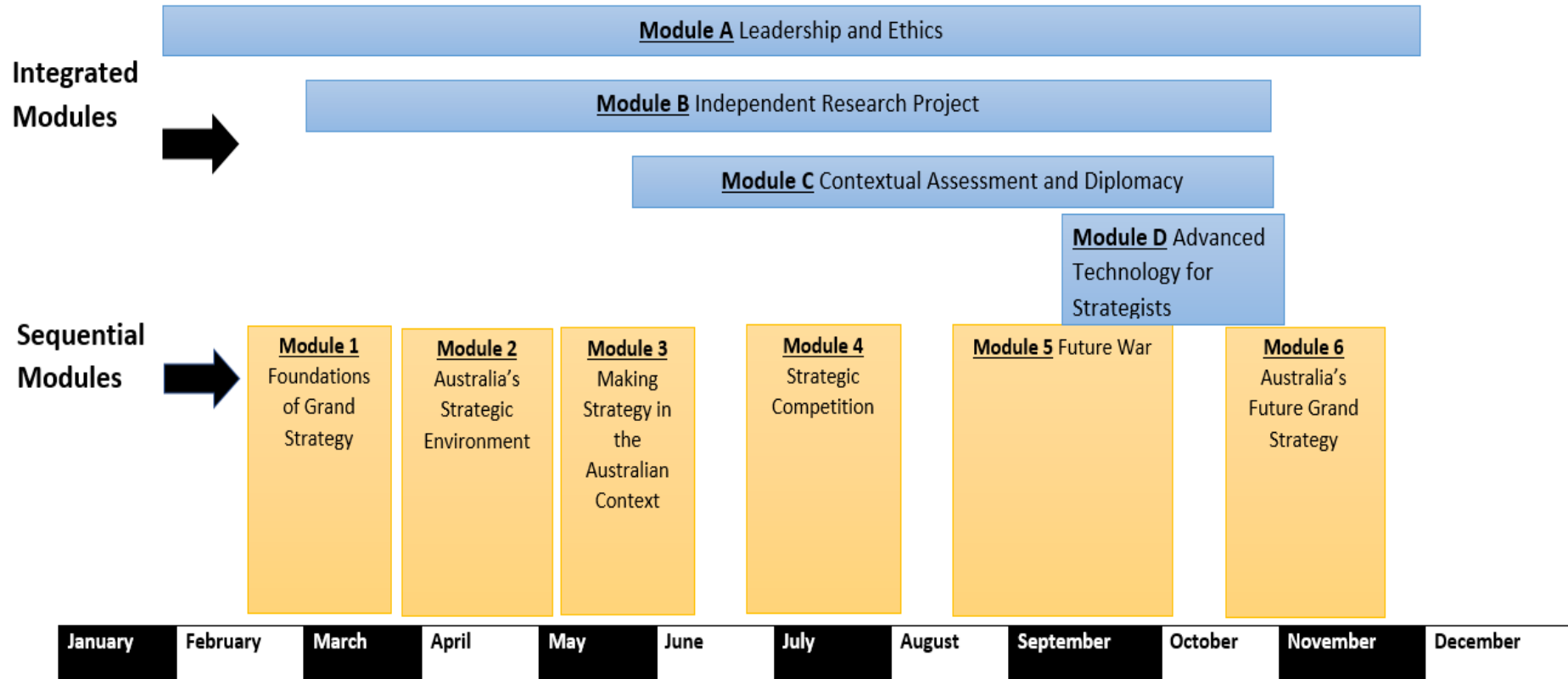
Appendix

Appendix A: Course Construct

Appendix B: Summary of Learning Outcomes and Attributes

Appendix C: 2020 DSSC Assessment Plan

Appendix A: Course Construct

Integrated Modules →

Module A Leadership and Ethics

Module B Independent Research Project

Module C Contextual Assessment and Diplomacy

Module D Advanced Technology for Strategists

Sequential Modules →

| Module 1 Foundations of Grand Strategy | Module 2 Australia's Strategic Environment | Module 3 Making Strategy in the Australian Context | Module 4 Strategic Competition | Module 5 Future War | Module 6 Australia's Future Grand Strategy |

| January | February | March | April | May | June | July | August | September | October | November | December |

Appendix B: Summary of Learning Outcomes and Attributes

Course Learning Outcomes – at the conclusion of the course graduates can:

1. Evaluate the features of effective leadership at the strategic level and critically apply these to their own leadership style.
2. Critically assess the strategic environment, including the priorities and behaviour of diverse international actors, and the potential for strategic competition, conflict or war.
3. Evaluate the likely nature and character of future warfare, its potential evolutions and the implications for Australia's national security.
4. Critically assess the nature and interplay of the elements that have driven contemporary Australian grand strategy in order to formulate relevant considerations for future Australian grand strategy
5. Develop options for Australian grand strategy which effectively embed military strategy, drawing on analysis of the strategic environment, the elements of good strategy, emerging technology and Australian national power and interests.
6. Plan and conduct evidence-based research that contributes to the professional of arms and/or the national security community.
7. Communicate clearly and persuasively through both verbal and written arguments and guidance.

According to this list of attributes, the DSSC expects course members to:

1. Create a shared sense of purpose across organisations by developing long term plans in an environment of change and uncertainty.
2. Deploy resources astutely to achieve results, identifying optimum resourcing combinations and managing risks to national security.
3. Engage in diplomatic activities and develop and sustain deep professional relationships that facilitate cooperation and partnerships.
4. Build and lead ethical teams, drawing on sound personal leadership qualities and organisational and national values.
5. Work effectively with peers and superiors, including through the use of influence.
6. Communicate complex issues clearly and persuasively to a range of audiences.
7. Provide broad and informed advice to government that influences national security decisions.
8. Display resilience and adaptability by:
    a. continuously reviewing and reforming organisational structures and processes;
    b. managing the personal challenges and ambiguity of the strategic working environment.
9. Apply and evaluate strategic level knowledge of joint warfare, strategy and national security and technology and capability.
10. Make evidence-based decisions on ambiguous and ill-defined problems, through the application of experience, rigorous thinking and analysis, intuition and research, with decisions demonstrating awareness of their consequences and second and third order effects.

Module Learning Outcomes:

Module 1: The Foundations of Grand Strategy	Module 2: Australia's Strategic Environment	Module 3: Making Strategy in the Australian Context
1. Evaluate relevant considerations in the composition of a nations' grand strategy, including interests and values, domestic factors and processes and international commitments. 2. Analyse the nature and limitations of national power in war and peace. 3. Compare and contrast theories of international relations and evaluate their utility as an analytical lens through which to view the world.	1. Critically analyse the role of states and non-state actors in shaping contemporary and future global dynamics. 2. Apply international relations theories to contemporary and future trends in order to evaluate their impact on the development of defence and national security strategy. 3. Critically analyse the role of military power alongside other elements of national power in the behaviour and interaction of states and non-state actors at the international level.	1. Critically evaluate the art and science of developing, applying and sustaining national power in order to achieve national strategic objectives. 2. Compare and assess the appropriateness of different approaches to the development of strategy in complex operating environments 3. Assess the most relevant factors affecting how Australia develops and implements national strategy.
Module 4: Strategic Competition	Module 5: Future War	Module 6: Australia's Future Grand Strategy
1. Critically evaluate the role of the military and national security organisations in the context of strategic competition. 2. Assess the impact of new technologies and practices, including cyber, AI and political warfare, on the strategic competition between states. 3. Evaluate the appropriateness of Australia's strategy, capability and planning in the context of strategic competition.	1. Compare historical, contemporary and emerging approaches to war in order to assess the nature and character of war to which Australia should prepare. 2. Evaluate the appropriateness of the Australian Defence Forces' strategy, capability and planning in the context of future war. 3. Critically evaluate the art and science of developing, applying and sustaining military power in order to achieve national strategic objectives.	1. Critically assess the factors impacting Australia's future defence and national security. 2. Evaluate the appropriateness of current organisational structures, relationships, practices and behaviours in the context of future internal and external demands on Australia's Defence and national security agencies. 3. Formulate options to improve how Defence will develop, implement and sustain its contribution to Australia's future national strategy, considering changes in technology,

		society, politics and the global strategic context.
Module A: Leadership and Ethics 1. Compare and contrast the practice of strategic leadership and change management in a range of contexts. 2. Assess the appropriateness of current individual practices of strategic leadership in order to inform further refinement. 3. Assess the appropriateness of individual interpersonal skills as a key enabler for success as the strategic level and formulate strategies to enhance them. 4. Examine the role of strategic leaders and stewards in creating and sustaining an organisational culture that supports future organisational success.	**Module B: Independent Research Project** 1. Plan and conduct evidence-based research that contributes to the professional of arms and/or the national security community. 2. Communicate clearly and persuasively through both verbal and written arguments.	**Module C: Contextual Analysis and Diplomacy** 1. Using frameworks of national power, critically analyse the national power of states. 2. Evaluate different perspectives and sources of information to assess the national power of key states, and provide advice on the implications for Australia. 3. Critically evaluate the use of diplomatic skills in real world engagements with military and defence officials from other countries. 4. Analyse the factors shaping the future strategic environment, and the implications for Australia.
Module D: Advanced Technology for Strategists 1. Critically analyse the nature of emerging technology on society and war and its impact on national security objectives. 2. Debate the impact of emerging technology on the nature and character of future warfare and the application of national power.		

Appendix C: 2020 DSSC Assessment Plan

Module	Format	Length	Due	Grading	MLOs and CLOs Assessed
Module 1 - Foundations of Grand Strategy					
Reading and Reflection Journal	indivudal written	2000-3000 words	20-Mar	Met/not met	MLO1.1, 1.2, 1.3; CLO: 2, 7
Grand Historical Case Study - develop a historical case study essay that critically assesses an instance of a grand strategy failing or succeeding	indivudal written	2000-3000 words	26-Mar	Banded	MLO: 1.1,1.2; CLO: 2, 7
Module 2 - Australia's Strategic Environment					
Reading and Reflection Journal	individual written	2000-3000 words	1-May	Met/not met	MLO: 2.1, 2.2, 2.3; CLO: 2,7
Strategic Environment Analysis Paper - prioritise the issue, actor or dynamic that they think deserves more or less attention in our understanding of the future Indo-Pacific	individual written	2000-3000 words	8-May	Banded	MLO: 2.1, 2.2; CLO: 2,7
Module 3 - Making Strategy in the Australian Context					
Reading and Reflection Journal	individual written	2000-3000 words	5-Jun	Met/not met	MLO: 3.1, 3.2, 3.3; CLO: 4,7
Australian Strategy Review Paper - assess the nature of Australia's grand strategy between 2001-2020, and the factors that have most influenced Australian strategic thinking in that period	individual written	2000-3000 words	26-Jun	Banded	MLO: 3.1, 3.2, 3.3; CLO: 4,7
Module 4 - Strategic Competition					
Reading and Reflection Journal	individual written	2000-3000 words	7-Aug	Met/not met	MLO: 4.1, 4.2, 4.3; CLO: 5, 7
Group Activity	group	3000 words (equivalent)	6-Aug	Banded	MLO: 4.1, 4.2, 4.3; CLO: 5,7
Module 5 - Future War					
Reading and Reflection Journal	individual written	2000-3000 words	9-Oct	Met/not met	MLO: 5.1, 5.2, 5.3; CLO: 3, 5, 7
Group Activity	group	3000 words (equivalent)	9-Oct	Banded	MLO: 5.1, 5.2, 5.3; CLO: 3, 5, 7
Module 6 - Australia's Future Grand Strategy					
Reading and Reflection Journal	individual written	2000-3000 words	20-Nov	Met/not met	MLO: 6.1, 6.2, 6.3; CLO: 2, 3, 4, 5, 7
Australia's Future Grand Strategy	group	3000 words (equivalent)	20-Nov	Banded	MLO: 6.1, 6.2, 6.3; CLO: 2, 3, 4, 5, 7
Module A - Leadership and Ethics					
Leadership Reflection	indivudal written	500 words	14-Feb	Met/not met	MLO: A.1, A.2, A.3; CLO: 1
Ethics and Values Reflection	indivudal written	500 words	21-Feb	Met/not met	MLO: A.4, CLO: 1
Leadership Reflection	indivudal written	500 words	17-Jul	Met/not met	MLO A.5, CLO: 1
Leadership Reflection	indivudal written	500 words	20-Nov	Met/not met	MLO A.5, CLO: 1
Module B - Integrated Research Project					
Research Proposal	individual written	1000-5000 words*	29-May	Met/not met	MLO: B.1, B.2; CLO: 6, 7
Master Research Project Progress Paper	individual written	1500 words	7-Aug		MLO: B.1, B.2; CLO: 6,7
Research Research Project Progress Presentation	individual presentat	15 minute + Q&A	4 Aug-4 Se	Met/not met	MLO: B.1, B.2; CLO: 6,7
Final Thesis	individual written	4000-10000 words*	23-Oct	Graded	MLO: B.1, B.2; CLO: 6,7
Module C - Contextual Analysis and Diplomacy					
FARV-NEA backbrief	group presentation	15 minute + Q&A	26-Jun	Met/not met	MLO: C.1, C.2, C.4; CLO: 2,7
FARV-SWP backbrief	group presentation	15 minute + Q&A	21-Aug	Met/not met	MLO: C.1, C.2, C.4; CLO: 2,7
FARV-SSA backbrief	group presentation	15 minute + Q&A	23-Oct	Met/not met	MLO: C.1, C.2, C.4; CLO: 2,7
FARV Overview Paper(including Military Diplomacy)	individual written	1500 words	13-Nov	Met/not met	MLO: C.3; CLO: 7
Module D - Advanced Technology for Strategists					
Debate Paper	individual	500 words + supporting materials	2-Oct	Met/not met	MLO: D.1, D.2: CLO: 3, 7
* Length subject to requirements of post-graduate award chosen					