



Centre for Defence and Strategic Studies

HANDBOOK

2017



World Class Professional Education

Australian Defence College
CDSS Handbook 2017

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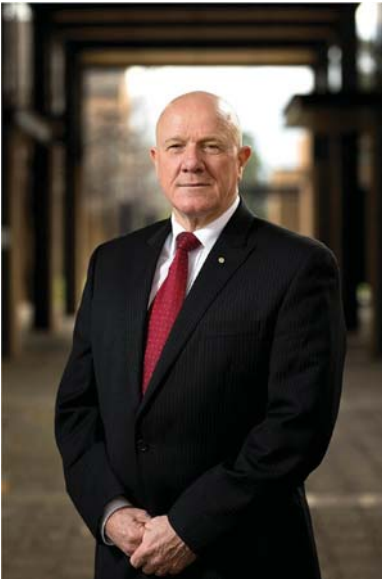


PART 1:

CENTRE FOR DEFENCE AND STRATEGIC STUDIES



CENTRE FOR DEFENCE AND STRATEGIC STUDIES



The Centre for Defence and Strategic Studies (CDSS) is nested within the Australian Defence College and is located at Weston Creek. CDSS delivers senior professional military education for selected Australian Defence Force officers and Defence officials, for Australian government officials from other departments and agencies, and for international military officers and officials. CDSS has partnered with Deakin University – a leading Australian tertiary education provider – for academic services and support. Deakin accredits and confers a broad range of postgraduate degree programs for students at CDSS.

The Defence and Strategic Studies Course (DSSC) is the flagship course at CDSS. It is our Higher Defence College equivalent program, the hallmarks of which are a strong practitioner focus complemented by a sophisticated research, analysis and writing regimen. The course prepares students to operate successfully at the highest levels of leadership, command, policy formulation and management in a dynamic global environment. DSSC graduates constitute an international cohort of senior leaders and practitioners who share a common understanding of the most complex aspects of their work, whether as military officers or civilian national security professionals.

CDSS also conducts an active research and publications program, as well as a range of leadership and ethics courses. Research supports the broader Australian Defence Organisation and our students' collective works contribute to the public defence and national security debate. Our leadership and ethics programs permeate all levels of Defence professional development and support Commanders and their staffs in the execution of their leadership responsibilities. Our Learning Capability Development Directorate provides the specialist capability to enable the Vice Chief of the Defence Force to plan, control, direct, monitor and report on assigned Education & Training policy, practice, systems and procedures in order to assure the right people have the right skills at the right time and place to deliver Defence Capability. Increasingly CDSS is developing new methods to deliver professional education to a broader range of Defence personnel that will improve the collective capabilities of our diverse workforce.

This handbook provides detailed information about the roles of the functional elements of the CDSS, and about the courses conducted within the Centre.

I would like to take this opportunity to welcome all students to the Centre and wish you the very best learning experience during your time here.

IAN ERRINGTON, AM, CSC
Principal
Centre for Defence and Strategic Studies

Mission

CDSS provides strategic leadership development, research, and ethics studies, for national and international Defence and security professionals. It also provides the Defence organisation with a Learning Environment that facilitates efficient and effective education and training.

Values

In pursuing its mission, CDSS is committed to:

- Excellence in education, research, and publication.
- A collegiate environment in which students, staff and community are treated with respect.
- Relevant local, national, and international engagement.
- Integrity, transparency, and accountability, in our governance.
- Working collaboratively with all our stakeholders.
- One Defence Leadership Behaviours.

Pathway to Change

Pathway to Change: Evolving Defence Culture is Defence's response to various reviews into aspects of Defence and Australian Defence Force culture. It provides a clear commitment to shape Defence's collective attitudes, systems and behaviours to improve capability and ensure the continued support of the Australian public.

CDSS strives to be an exemplar in its commitment to a strong and positive Defence culture. The Centre aims to be a leading example of flexible workplace practices within the Defence organisation.

Structure

CDSS has a branch structure with a Branch Office and four subordinate Directorates – Defence and Strategic Studies, Defence Leadership and Ethics, Defence Research and Publications, and Defence Learning Capability Development.

HQ CDSS is responsible for the development, coordination, control and execution of assigned education delivery functions. Within the headquarters, the role of Curriculum Design and Evaluation (CD&E) is to generate the requirements for learning opportunities provided by all CDSS elements. The learning outcomes are specified by higher Defence guidance. CD&E staff, in conjunction with other CDSS elements, are engaged in all key activities of the Systems Approach to Defence Learning – analyse, design, develop, conduct/implement and evaluate.

Also located within the Headquarters is the Deakin University Academic Adviser and a small operational support team.

The Joint Professional Military Education Framework

Professional Military Education and Training (PMET) is the education and training by which, over several years, ADF officers gain the knowledge, skills and attributes required to perform their jobs. PMET comprises two parts. A single-Service component develops ADF officers for their jobs within their single-Service environment. A joint PMET (JPMET) component develops officers for jobs in the joint environment. JPMET includes a range of relatively short training courses as well as lengthy education programs like the DSSC.

The JPMET framework below illustrates the JPMET continuum in five levels from pre-commissioning to star-rank and in three tiers (or typical delivery modes) including short, modular, and longer, full-time residential courses.

A constantly changing security environment and the impacts of emerging technology require that PMET and JPMET programs are continually reviewed to address emerging and future learning needs and to adopt the most efficient and effective learning delivery modes.

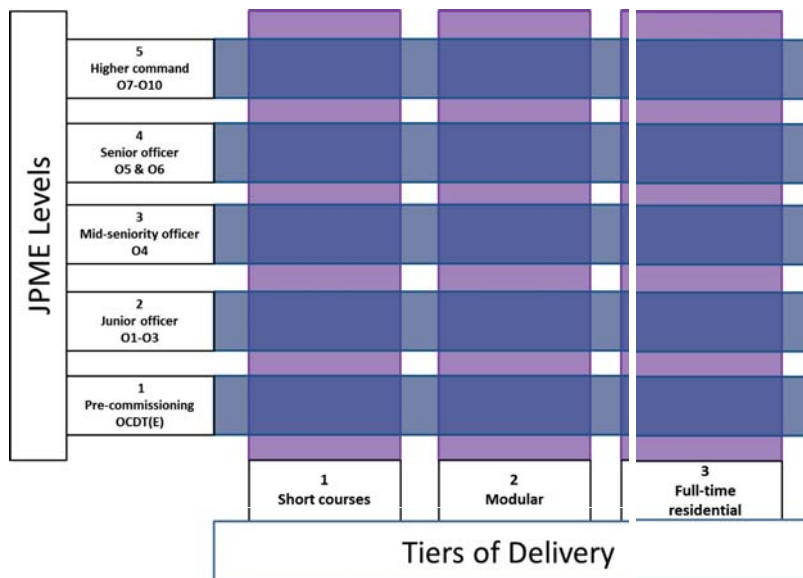


Figure 1: JPME Framework

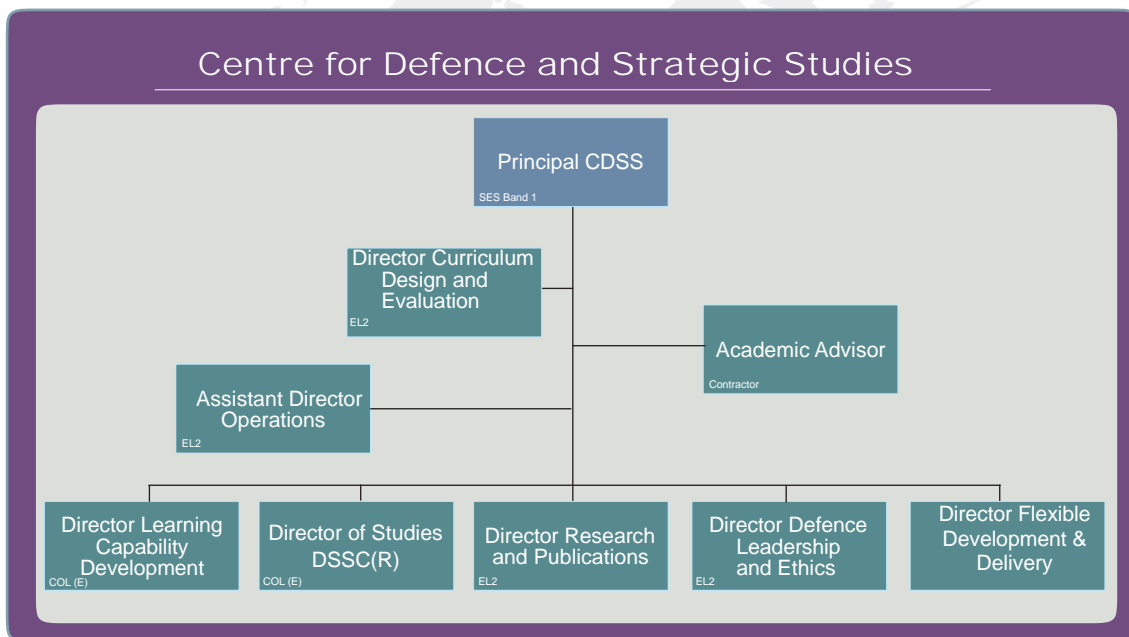


Figure 2: Centre for Defence and Strategic Studies - Organisation

DEFENCE AND STRATEGIC STUDIES COURSE (RESIDENTIAL)

Introduction

The DSSC is the senior JPME Level 4 program for Defence. It aims to develop the knowledge and skills that senior leaders require to operate successfully at the strategic level in the complex contemporary security environment. The residential course is a one year accredited study program that focuses on the role of the senior Australian security practitioner. International students contribute valuable perspectives and provide a global peer group network.

Course Outcomes

The Chiefs of Service Committee (COSC) has determined the outcome of the DSSC is to produce strategic leaders who can:

- provide timely and effective advice to Government on the formulation of national security policy, national military strategy, and crisis management responses, in a whole-of-government context;
- apply military power for combat, constabulary, or benign purposes to achieve strategic objectives; and
- develop feasible, sustainable, and balanced, military capability options that contribute to Allied/Coalition forces, and Australian-led missions.

In addition, a number of generic skills and attributes emerge implicitly from COSC guidance. These are for students to:

- communicate knowledge, ideas, and opinions, effectively within and across professional and cultural boundaries;
- analyse and evaluate information and situations in systematic and insightful ways;
- identify and analyse problems and then apply innovative problem-solving processes to formulate and implement solutions; and
- use interpersonal and networking skills to work individually and collaboratively.



The DSSC is an important opportunity for prospective star-rank and Senior Executive Service officers. It represents the beginning of an officer's developmental journey through the senior JPME levels 4 and 5. At these levels, increased emphasis is placed on refining through education the four roles of strategic leadership: Strategic Director, Strategic Leader, Strategic Builder and Steward of the Profession. These roles require different approaches to exerting influence and authority if officers operating at the strategic level are to be effective. The DSSC demands students explore these different and nuanced approaches in detail, understand their respective differences, and be able to apply these roles as and when required in senior positions. In this regard, the DSSC provides individuals with the cognitive development and self-awareness appropriate for senior leaders. It also provides a platform necessary to pursue further development through subsequent JPME interventions and through continued experiential learning.

DSSC(R) Educational Philosophy

The DSSC professional development philosophy emphasises adult learning, which requires a self-directed learning attitude. It also requires students to be personally responsible for identifying, pursuing and maximising their professional and academic development objectives. The educational approach of the DSSC encourages an atmosphere of teamwork, cross-cultural communications and consensus appropriate to strategic level leadership rather than competition.

Students develop their conceptual and analytical thinking, decision-making, small group leadership, and interpersonal skills through individual and team-based activities. The learning opportunities provided are focused at the strategic level and emphasise joint, multi-agency, and international responses to complex security and humanitarian assistance challenges. These opportunities have a high level of practical and experiential content reflecting the expectation that graduates will become commanders, leaders, managers and policy advisors at the strategic level.

Most activities provide individual self-learning opportunities and the ability to learn from others. Active listening is a critical enabler. Students are expected to assimilate knowledge, and through independent analysis, critical and creative thinking, and reflection improve their:

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

Adoption of a self-directed life-long learning approach consistent with lifespan and career development is encouraged.

DSSC(R) Environment

DSSC staff and students share a commitment to maximising individual learning opportunities. This is achieved in a supportive, collegiate and professional development environment which:

- focuses on active learning;
- offers students the opportunity to participate in all aspects of the course;
- emphasises practical application;
- draws on real world examples;
- encourages individual research, experimentation and creativity;
- stresses collaborative teamwork;
- facilitates open and honest sharing of information and knowledge;
- supports the personal and professional growth of all students; and
- respects all participants.

DSSC(R) CURRICULUM – UNITS

Course Outline

Course Aim. In accordance with the direction of the Chiefs of Service Committee (COSC), the DSSC aims to develop students who can operate at the strategic level in a complex security environment. Implicit in the aim is the development of generic professional attributes including effective communication, insightful analysis, innovative problem solving, and enhanced representation and networking skills.

Course Curriculum Mapping. The DSSC comprises five thematic units. Learning events and assessment instruments include exercises, small group activities, field research, essays and staff evaluations. The five thematic study units are:

- Unit 1: Frameworks for Strategic Leaders.
- Unit 2: Policy Formulation and Support to Senior Decision Makers.
- Unit 3: The Contemporary and Future Strategic Setting.
- Unit 4: Higher Command and the Conduct of Joint and Combined Operations.
- Unit 5: Strategic Leadership and Capability Development.

Unit Learning Outcomes. Learning outcomes for each Unit of study will be articulated at the commencement of each Unit during the course. Learning outcomes are derived from COSC guidance and the context of each Unit.

UNIT 1 – Frameworks for Strategic Leadership

COSC Guidance: In Unit 1, students will undertake preliminary studies in preparation to satisfy COSC guidance.

Overview. Unit 1 is a preliminary or foundation studies Unit that develops students' critical and creative thinking skills, their capacity for compelling written and oral argument, and their understanding of key policy and security frameworks and topics that resonate for the duration of the course. Unit 1 provides essential context for all elements of the course curriculum. During Module 4 students will also commence consideration of strategic leadership skills and issues at an off-campus location.

UNIT 2 – Policy Formulation and Support to Senior Decision Makers

COSC Guidance: Develop officers who can provide timely and effective advice to Government on the formulation of national security policy, national military strategy and crisis management responses in a whole of government context.

Overview. The Unit 2 learning outcomes are for students to be able to demonstrate an advanced understanding of strategic level policy formulation. In Unit 2, students will be introduced to the processes of public policy formulation, and the departmental arrangements in place for providing support to Ministers and senior decision makers. This will be achieved within the context of critically analysing contemporary security and defence policy, national military strategy, and crisis management responses in an interagency context.

UNIT 3 – Contemporary and Future Strategic Settings

COSC Guidance: Develop officers who can apply military power for combat, constabulary or benign purposes to achieve strategic objectives.

Overview. Unit 3 is an examination of the contemporary and future strategic security setting with particular focus on the Indo-Pacific region. The Unit provides foundational context to achieve COSC Course Learning Outcome – Apply military power for combat, constabulary or benign purposes to achieve strategic objectives – by examining the foundations of the Indo-Pacific security frameworks, and by examining the contemporary security environment of key countries and sub- regions using a DIME (Defence, Identity, Military and Economy) analysis model.

UNIT 4 – Higher Command and the Conduct of Joint and Combined Operations

COSC Guidance: Develop officers who can apply military power for combat, constabulary or benign purposes to achieve strategic objectives.

Overview. Unit 4 is a comprehensive consideration of the contemporary Australian military strategic level. It has a particular focus on translating policy guidance into military strategic planning for operations and campaigns. The Unit addresses COSC Course Learning Outcome – Apply military power for combat, constabulary or benign purposes to achieve strategic objectives – by examining: the Australian military strategic planning process; planning for operations; irregular conflict; and inter-agency cooperation.

UNIT 5 – Strategic Leadership and Capability Development

COSC Guidance: Develop officers who can develop feasible, sustainable and balanced military capability options that contribute to Allied / Coalition forces and Australian-led missions. Implied task: develop officers who will be effective strategic leaders and managers.

Overview. Unit 5 is a comprehensive consideration of both Defence corporate strategic leadership and management and the associated contemporary Australian military capability development. One focus in the Unit is on developing officers who will be effective corporate leaders and managers. Another focus is on preparing officers who can develop feasible, sustainable and balanced military capability options for Government. The Unit therefore addresses the implied task drawn from COSC Guidance to develop officers who will be effective strategic leaders and managers in Defence. The Unit also meets the explicit COSC Guidance to: 'develop officers who can develop feasible, sustainable and balanced military capability options that contribute to Allied / Coalition forces and to Australian-led missions'.

DSSC Culminating Exercise

The Culminating Exercise is a capstone activity at which students demonstrate application of their learning from the entire DSSC, in relation to, in particular:

- timely and effective advice to government on the formulation of national security policy and military strategy in an interagency context;
- application of military power to achieve strategic objectives; and
- development and sustainment of military capability.

Content

The five-day Culmination Exercise challenges students to look ahead to Australia's near region and national interests further afield in the decades between 2017 – 2037 and to identify the military capabilities that Australia needs to further its national interests.

Student Learning Assessment

Student assessment across the five thematic Units of learning vary and students will be notified of requirements at the commencement of each Unit. Assessments range from a 2,500 word written essay, submission of comments on Syndicate Activities, participation in Field Application and Research Visits (FARVs), participation in Exercises, and tasks completed as a member of a small group. Presentations and back-briefs from visits are also assessed to ensure that Learning Outcomes are achieved. As a non-competitive course assessments for most activities is based on a "met" or "not met" format. The Deakin University Academic Advisor assesses the Unit 1 essay and is asked to participate in panels that assess other activities. Syndicate Directors also assess elements of each Unit.

Students who are absent from FARVs are required to complete an alternative assessment, namely a 2,500 word international relations-themed academic essay. Students absent from prescribed exercises are required to confirm learning equivalence with their Syndicate Director. As attendance / participation throughout the DSSC is continually assessed, students who are absent are to negotiate with Syndicate Directors how the missed learning will be reviewed and assessed.

DSSC(R) DELIVERY

Staff

The DSSC(R) does not have a resident academic faculty in the same way that other higher education institutions in Australia do. Instead, the DSSC(R) engages a visiting faculty of over 300 exceptional presenters combining senior practitioners from the military, public and private sectors with academics from Australian and international universities and think-tanks. Senior and experienced resident CDSS curriculum development staff design and manage the DSSC(R) curriculum delivered by the visiting lecturers, facilitators and mentors.

Students are supported by experienced Australian and international Syndicate Directors. The role of a Syndicate Director is to facilitate learning and coach students to maximise the benefits of their learning experience and the facilities available. All staff possess a deep understanding of the course and are available to provide advice to students. Syndicate Directors also have the delegated authority of the Principle CDSS to provide guidance and direction, feedback on performance, and leadership to DSSC students.

CDSS retains the services of an Academic Adviser who is also the Director of Deakin University's post-graduate qualifications. The Academic Adviser provides academic advice to the Principal, staff and students.

Visiting Fellows

CDSS invites eminent practitioners and scholars from Australia and overseas to participate in a Visiting Fellow program. In the first half of the DSSC, these tend to be country-specific experts drawn from peer colleges and other prominent academic institutions in Australia and overseas. In the latter half, the Visiting Fellows tend to be Defence practitioners, both military and civilian, from Australia and overseas. Additionally, where capacity allows, CDSS offers the opportunity to include visiting industry fellows in either part or all of the DSSC.

Senior Mentors

Senior mentors provide the DSSC with the ability to access a wealth of national security leadership experience. The mentors are drawn from the ranks of retired Chiefs of the Defence Force, Chiefs of Service, senior three- and two-star officers, ambassadors, strategic leaders and heads of major departments and agencies. Together with the Visiting Fellows, they work with students to impart the benefit of their experience, knowledge and wisdom. Students benefit from interacting with this select group of strategic leaders whose deep practical knowledge and experience has developed over many decades.

Distinguished Guests

On an opportunity basis, CDSS invites distinguished guests to address the DSSC(R). These tend to be senior military and public service officials from overseas who are visiting Australia.

Students

DSSC students are a mix of Australian and international military and police officers, government officials and industry representatives. Australian students are drawn from the ADF, civilian members of the Department of Defence and other Commonwealth government departments and agencies, and industry. International students come from countries in the Indo-Pacific region, Europe, North America and the Middle East. This diversity creates a rich educational and professional development environment.

Students are active participants in all elements of the curriculum. They need to be achievement-oriented and prepared to contribute to the discussion of all course content. The course requires participants to undertake high level research and to develop critical and creative thinking skills. Given the diverse course membership, and the interactive nature of the course, good interpersonal skills are also required, particularly an ability to encourage others and to mix with colleagues from various backgrounds. Students should also be able to demonstrate high levels of personal leadership. Australian students will be expected to uphold and reinforce Defence, Service or APS values and One Defence Leadership Behaviours throughout the course.

Each student's individual effort and contribution is assessed. Feedback is provided to guide personal development needs. At the end of each thematic Unit, students receive informal performance feedback from their respective Syndicate Director and, at the mid-point of the DSSC, students meet with the Principal to discuss their progress. Prior to graduation, the Principal signs a written report on the performance of each student over the year. The Principal discusses the report with each student and a copy is forwarded to the student's parent organisation.

Attendance

The DSSC is a full-time course and participants are to be present for all contact sessions. During 2017, typically the day commences at 0900 hrs (when possible the program commences at 1100 hrs on Monday to accommodate students who may commute long distances)(see table below). Additionally, participants are to engage fully in all other programmed activities during the course including field research, exercises, conferences, workshops, formal functions and seminars. If sickness or personal issues preclude attendance, DSSC staff must be notified as soon as possible. Where a student's absence is necessary and can be forecast, DSSC(R) students should advise their Syndicate Director in advance of the planned absence. In most cases this would include an acknowledgement of the programmed DSSC activity to be missed and a proposed mitigation for how the missed activity will be made up (e.g.: recorded lecture to be viewed, written notes on Learning Tutorial questions will be provided, etc.). Where a student's absence cannot be forecast, students should also engage with Syndicate Directors on their return to confirm mitigation retrospectively for missed activities. The intent is to place responsibility for student learning with students.

Periods of directed intensive research occur throughout the year. Students are considered to be 'on duty' during these periods with the understanding the study will be conducted at home, or within the local area. Independent field research outside these parameters must be approved.

A calendar of DSSC daily, monthly and full-year activities is available in the ADELE system and is updated routinely as required.

In 2017 there will be a one week mid-year leave break.

Table 2: 2017 DSSC Standard Week Program

	Monday	Tuesday	Wednesday	Thursday	Friday
0900 - 1100	Research, Analysis and Preparation. <i>(1100 start to assist interstate commuters and weekly child-care arrangements)</i>	0900- 0930	Learning Tutorial	Drum	Learning Tutorial
		Learning Tutorial			
		0930 - 1100	DSSC Presentation	DSSC Presentation	DSSC Presentation
		DSSC Presentation			
1100 - 1130	Learning Tutorial	Break / Admin	Break / Admin	Break / Admin	Break / Admin

1130 - 1300	DSSC Presentation	DSSC Presentation	DSSC Presentation	DSSC Presentation	DSSC Syndicate Activity
1300 - 1330	Break / Admin	Break / Admin	Break / Admin	Break / Admin	Break / Admin
1330 - 1500	DSSC Presentation	Directed Activity / Reserve	Directed Activity / Reserve	Directed Activity / Reserve	Directed Activity / Reserve
1500 - 1700	Directed Activity / Reserve	Research, Analysis and Preparation	Research, Analysis and Preparation	Research, Analysis and Preparation	Research, Analysis and Preparation

Notes: DSSC students should expect that up to 41 hours per week may be required for course requirements as detailed below. Direct contact hours are indicated in red and green in Table 2 above.

- 15 contact hours to support DSSC core curriculum, including Presentations, Q&A, and Syndicate Activity.
- Two contact hours in Learning Tutorials to support SD facilitated learning.
- Five contact hours allocated to support student Admin – including mandatory Drum session on Thursdays.
- Eight hours allocated to Directed Activity / Reserve. This reserve may be used to program: Core curriculum if required; Lectures of Opportunity; FARV briefings; mandatory training; etc. Contact hours required from this reserve will be forecast in the weekly program.
- 10 hours allocated to support Research, Analysis and Preparation.

DSSC(R) ACADEMIC OPTIONS

All students, subject to having the prerequisite English language and written expression competences, and having completed under-graduate or equivalent qualifications, have the opportunity to enrol in Deakin University post-graduate education qualifications in strategic studies, politics and policy, international relations or business administration. Deakin University has given CDSS students recognition of prior learning for their career background and their completion of the DSSC towards meeting the requirements of these qualifications. The Deakin University component for Masters-level qualifications are 20,000 word dissertations, supported by 5,000 word Literature Reviews. The DSSC can be undertaken without enrolling in a post-graduate qualification and this option is often recommended for students whose first language is not English.

All eligible students enrolled in a Deakin University post-graduate qualification have to complete the DSSC successfully and satisfy the following respective academic requirements:

- Part A and Part B of a 20,000 word dissertation, supported by a 5,000 word Literature Review, for a Master of Arts (Strategic Studies), a Master of Politics and Policy or a Master of Arts (International Relations);
- Part A and Part B of a 10,000 word major paper for a Graduate Diploma (Strategic Studies);
- Part A and Part B of a 5,000 essay for a Graduate Certificate (Strategic Studies); and
- Six core units of a Master of Business Administration (MBA) for an MBA.

With the exception of MBA students who do not qualify until March 2018, all students enrolled in the above-mentioned Deakin University post-graduate qualifications will have the opportunity to qualify by December 2017 and be invited to graduate in March 2018.

Enrolment

The Academic Adviser is the authority for DSSC student enrolment in Deakin University post-graduate qualifications. He issues enrolment forms during Orientation Week and endorses completed enrolment forms that must be supported by evidence of prior tertiary qualifications. He also evaluates applications for recognition of equivalent prior learning for students who have not completed tertiary studies. For Australian Defence Force students, PMKeyS transcripts of academic qualifications is sufficient evidence. For other Australian students and international students 'certified true' copies of academic transcripts are required. Home countries of international students are provided a Letter of Offer that specifies the academic and English language standards required to both undertake the DSSC and enrol in a Deakin University qualification. A student's achievement in the first essay of the course is also used by the Academic Advisor in assessing a student's suitability for enrolment.

Academic Programs

Eligible DSSC(R) students can qualify for the following post-graduate awards:

- **Master of Arts (Strategic Studies) (MA (SS)).** This qualification is conferred upon eligible students who successfully complete all five DSSC units; a 5,000 word literature review; a 10,000 word Strategic Assessment Paper (SAP) and a 10,000 word Security Policy Paper (SPP) of a 20,000 word dissertation, as well as prescribed essays and exercises. The Academic Adviser marks assignments and arranges supervisors and markers for the SAP and SPP.
- **Graduate Diploma (Strategic Studies) (Grad Dip (SS)).** This qualification is conferred upon eligible students who successfully complete all five DSSC Units; a 5,000 word Strategic Assessment Essay (SAE) and a 5,000 word Strategic Policy Essay (SPE) of a 10,000 word major paper; as well as prescribed essays and exercises. The Academic Adviser marks DSSC essays and arranges supervisors and markers for SAE and SPE papers.
- **Graduate Certificate (Strategic Studies) (Grad Cert (SS)).** This qualification is conferred upon eligible students who successfully complete all five DSSC units; a 2,500 word Strategic Analysis and Thinking (SAT) essay and a 2,500 word Professional Practice Assessment (PPA) essay of a 5,000 word major paper; as well as prescribed essays and exercises. The Academic Adviser marks DSSC essays and SAT and PPA papers.
- **Master of Politics and Policy (MPP).** This qualification is conferred upon eligible students who successfully complete all five DSSC units; a 5,000 word literature review; a 10,000 word Part A and a 10,000 word Part B of a 20,000 word dissertation; as well as prescribed essays and exercises. The Academic Adviser marks DSSC essays and arranges supervisors and markers for Part A and Part B papers.
- **Master of Arts (International Relations) (MA (IR)).** This qualification is conferred upon eligible students who successfully complete all five DSSC Units; a 5,000 word literature review; a 10,000 word Part A and a 10,000 word Part B of a 20,000 word dissertation; as well as prescribed essays and exercises. The Academic Adviser marks DSSC essays and arranges supervisors and markers for Part A and Part B papers.
- **Master of Business Administration (MBA).** This qualification will be conferred upon eligible students who successfully complete all five DSSC units and six MBA core units, as well as prescribed essays and exercises. The Academic Adviser marks DSSC essays and Deakin University School of Business delivers, supervises and marks the six MBA core units.

Students will not qualify for the award of the MBA within the DSSC(R) 11-month period. Unless they have received recognition of prior learning, they will be required to undertake two Deakin MBA Units in Deakin Trimester 3 (from November 2017 to February 2018). The six MBA core units are: Financial Reporting and Analysis; Economics for Managers; Business Process Management; People Management; Marketing Management; Principles of Leadership, and Strategy Capstone . Two core units are to be completed in Deakin Trimester 1 (March to June), two core units are to be completed in Deakin Trimester 2 (July to October) and the final two units are to be undertaken during Deakin Trimester 3 (November to February). All units are offered flexibly online and some units are also offered as one week intensive residential units.

The list of academic options is dynamic and expanding. CDSS is negotiating with Deakin University to include research degrees and expand options to include other Masters degrees. Selected students may also be offered the opportunity of PhD by Portfolio candidature. Advice from the Academic Advisor is suggested for student who may wish to consider this option.

Students who are not conferred one of the qualifications above will still be admitted as a Fellow of CDSS provided they participate fully in, and complete all the requirements of, the five DSSC units, as well as prescribed essays and exercises.

Additional information on Deakin University qualifications can be found in the CDSS Academic Studies Guide on ADELE in Academic Resources.

Submission Dates for all Written Academic Work

The Director of Studies (DSTUDS) DSSC sets the mandatory submission dates and times for essays, Cabinet Submissions and major papers. These submission deadlines cannot be changed, except under exceptional circumstances. Specific information on how and where to submit written work will be issued separately.

Extension Policy

DSTUDS will only grant students an extension of time for submission of an essay or major paper where unforeseen personal circumstances have arisen. The maximum extensions are:

- essays – two weeks;

- first major paper – four weeks; and
- second major paper – extensions given rarely and only in exceptional circumstances.

When students seek an extension, they must:

- discuss the matter with their Home Syndicate Director; and
- submit a minute or email to the DSTUDS (cc. Academic Adviser and Home Syndicate Director) no later than a week prior to the submission date.

Course Requirements and Affiliation

Those who satisfactorily complete the full DSSC program (whether enrolled in a Deakin University post-graduate qualification or not) become Fellows of the CDSS. All students who complete at least two units of the DSSC, and the Unit 1 essay, become Affiliates of the CDSS. Those attending less than two units will receive a Certificate of Attainment for the components of the DSSC they complete.

All Fellows and Affiliates of the CDSS are eligible to become members of the ADC Alumni network.

THE DSSC(R) YEAR

Course Dates

The study program in 2017 will commence on Tuesday 31 January for all students, with graduation scheduled for 04 December 2017. A mid-year mandatory leave week is scheduled for 03-07 July.

DSSC(R) Orientation Week

DSSC orientation will be conducted during the first week of the program. This orientation period introduces students to all aspects of working and studying during the DSSC.

Joining Instructions

All students attending the DSSC(R) will be enrolled in the online course prior to their arrival on the DSSC. This course provides necessary information for their induction and will require the provision of appropriate personal information prior to the student's arrival.

Syndicates

During the DSSC, students work in syndicate groups of eight to 10 students and one Syndicate Director. The composition of these groups changes during the year with students rotating between syndicates for each thematic Unit. The syndicates are small-group, assessed, interactive learning opportunities that develop skills and apply knowledge imparted in lectures and plenary sessions.



Field Application and Research Visits

International field application and research visits are assessed activities applying new learning in the Diplomatic, Identity, Military and Economic constructs through immersion programs developed in collaboration with Australian diplomatic missions. The visits are an integral part of achieving DSSC learning outcomes and also enhance Australia's international security engagement. In 2017 two international field application and research visits are planned to key countries in the Indo-Pacific region consistent with Australia's strategic interests as expressed in the extant Defence White Paper. Opportunities are provided for students to interact with peers at counterpart institutions, as well as with senior government and business officials. All students participate in the major Field Application and Research visit to North East Asia. Australian students will participate in an Indo-Pacific Field Application and Research visit and International Students will participate in an Australian Field Application and Research Visit.

Domestic field application and research visits are assessed activities applying new learning in real time with selected strategic leaders in public and private sector organisations.

Internal Course Evaluation

As part of the DSSC quality assurance educational governance program, students may provide weekly feedback on the DSSC curriculum. This input forms part of the DSSC internal review process conducted on completion of each curriculum Unit. Students also complete a comprehensive internal evaluation of the entire DSSC at the end of the year.

External Course Evaluation

The Strategic Evaluation and Review Section of the ADC periodically conducts independent external evaluation surveys of DSSC graduates and their supervisors one year, and three years, after graduation.

International Engagement at CDSS

DSSC staff and students host distinguished international visitors, students from counterpart institutions and delegations. These activities apply skills and new learning in international engagement. Some of these distinguished guests deliver lectures of opportunity to enhance DSSC learning outcomes. Students participate in combined international presentations and dialogue during these hosted activities, as well as during overseas field application and research visits.

Security Classification

The CDSS is an unclassified environment. Accordingly, the DSSC curriculum is maintained predominately at an unclassified security level. On a few occasions, Australian students attend presentations which deal with classified topics relevant to their employment.

Non-Attribution Policy

The DSSC applies the Chatham House Rule. This means DSSC staff and students are prohibited from attributing views expressed by presenters publicly or in written essays without prior consent. Copies of the rule are displayed in the Spender Theatre and in each Syndicate Room.

The Weston Creek campus is supported by an open microphone system that allows all staff and students to view live presentations. This allows staff and students to view presentations from offices and syndicate rooms. In 2017, lectures will be recorded to provide a resource for external Flexible Delivery students or students who may be excused attendance for a specified period.

Publications

DSSC students' written essays may be published by CDSS. These publications currently comprise the *Shedden Papers*, the *Strategic Management Series*, and the *Indo-Pacific Strategic Digest*. They are part of the wider Australian Defence College publications stable, including the *Australian Defence Force Journal* and the *Commander's Papers*. Therefore, when writing essays, students should take into account the likelihood that they may be published in the unclassified public domain.

The *Shedden Papers* demonstrate the high level of research and analysis that is encouraged during the DSSC. These papers are intended to showcase the written communication skills of the DSSC students, staff and associates. In line with the CDSS Mission Statement, they demonstrate 'a deep understanding of global, regional and national issues of defence and strategic importance'.



The Strategic Management Series consists of selected essays written by students that make management recommendations for their parent or chosen organisations, drawing on their professional experience and the activities throughout the year.

The Indo-Pacific Strategic Digest reflects coursework and research submitted by Australian and International students and staff at CDSS. The topics of papers relate to Australia's area of primary and enduring strategic interest – the Indo-Pacific region – and present analyses and assessments that concern Australia's policy interests.

These papers demonstrate the robust professional and scholarly debate encouraged by the ADC. They reflect the personal views of their authors and are not necessarily the views of their home departments, agencies or countries, or the Department of Defence. Student's research contributions are often reviewed by Defence senior leadership.

PERSONAL ADMINISTRATION

The Director of Studies is the approving authority for all course member personnel administration matters such as leave, for recommending approval of Member with Dependants - Unaccompanied (MWDU) status and reunion travel. Personnel administration support is provided by the Operational Support Team at the CDSS.

Australian Defence Organisation students can also contact the Defence Service Centre (1800 DEFENCE/1800 333 362) for pay, leave, or travel, enquires.

International students are administered either through the ILO and/or through their respective Embassies or High Commissions depending on individual circumstances.

Leave

Australian personnel attending the DSSC are encouraged to minimize their recreation leave balance before arriving on the course. A one-week, mid-year mandatory leave period is programmed for 2017. Direction on the DSSC leave policy will be provided during the Orientation Week.

Pay

Pay for ADF officers and public service students is arranged through the respective Service Offices or Departments. Overseas students who are financially sponsored by Australia will receive a fortnightly stipend and this is administered through the International Liaison Office (ILO). Some overseas students will be paid through their respective High Commissions or Embassies.

Travel Documents

Australian students require an official (green) passport valid for at least 18 months from the date of course commencement. The passport will require space for up to six visas. On arrival, this passport will be collected by the Operational Support Team for safekeeping and processing of visas for the field application and research visits program.

All overseas students are required to hold a national passport endorsed for multiple entries to Australia and valid for at least 18 months from the date of course commencement. This includes students sponsored under a Status of Forces Agreement (SOFA). The Defence 576 visa allows multiple entries which is essential for re-entry to Australia on return from overseas field application and research visits. The passport must be valid for not only Australia, but also for entry to Cambodia, China, India, Indonesia, Japan, Malaysia, New Zealand, Papua New Guinea, Solomon Islands, Fiji, the Philippines, Republic of Korea, Singapore, Thailand, the United States, and Vietnam to allow for possible field research requirements (which vary each year). In the event of a visit to any of these countries, the Operational Support Team will make arrangements for the necessary visas.

All ADF students require an International Certificate of Vaccinations (ICV) for the field application and research visits. Vaccination requirements will be advised at the appropriate time. Overseas students should ensure that they arrive with the appropriate vaccinations necessary for overseas travel.

Travel and Incidental Allowances

Travel incidentals and allowances for DSSC activities are paid into a nominated bank account by the College before departure on activities. All ADO personnel are to ensure their Vendor Number is active prior to commencing the course.

Medical Treatment - ADF Members

The normal conditions of service for ADF personnel apply for medical treatment while at the CDSS. The ADF operates a small medical centre at ADC which provides basic health support. If required, students will be referred to other medical facilities in the Canberra region.

Medical Treatment – Australian Non-ADF Members

Australian non-ADF students cannot be treated in ADF medical facilities and should use their extant civilian medical support arrangements.

Medical Treatment - International Students

Australia will provide emergency medical and dental treatment free of charge to all international military students where that treatment can be provided through ADF facilities.

- Non-Defence Cooperation Program (DCP) Personnel and Dependants. If students' dependents require medical, dental or hospital services, the home country or Overseas Health Cover (OSHC) will be expected to pay for such treatment. OSHC is a requirement of the 576 visa and must be arranged prior to arrival in Australia.
- DCP Personnel and Dependants. OSHC for DCP students and dependants (who accompany the student for more than nine months) will be arranged by ILO. If students' dependants require medical or hospital services, a proportion of the cost will be reimbursed through OSHC. However, dental treatment and treatment for pre-existing conditions are at the expense of the student or their home government. The ILO requires names and dates of birth of all dependants accompanying international students (for more than nine months) so OSHC can be arranged prior to the family's arrival in Australia.

Information Technology

Course delivery and management utilises an e-environment that requires students to arrive at the CDSS with their own personal computing device that can link to the ADELE system and be used at home. CDSS does not issue laptops to students. The device must be capable of connecting to the internet via a WiFi network so students can access the daily calendar, email, and download course materials (in PDF, Google Docs or MSWord format) from the CDSS web-based Learning Management System. Personal devices should be loaded with recent versions of popular operating systems such as Windows 7, 8 or 10, or MAC OSX 10.7 or above. The Chrome browser is recommended for the optimal use of the ADELE Learning Management System.

Students will be required to prepare a number of substantial papers throughout the year so this should be a consideration in making information technology purchase decisions. Students are responsible for their personal home-based wifi access.

Dress Policy

The normal daily dress requirement for the DSSC is referred to as 'CDSS Rig'. For males, a suitable standard is an open neck business shirt and trousers (no blue 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 will be required. National dress is welcome on all informal social occasions. Mess kit (or national equivalent) or black tie equivalent is required for some formal functions.

Social Program

An active social program is encouraged at the CDSS. The DSSC will have a number of organised formal functions and informal events throughout the year. Students are encouraged to develop activities that reflect the interests of the members and their families.

To give an idea of some of the functions held at the College, and the dress required, the social program for 2017 will likely include:

Function:	Dress:
Orientation Week	CDSS Rig
International Day	National dress is encouraged for overseas students
Graduation Ceremony	Summer uniform/coat and tie/ suit
Graduation Function	Mess kit or black tie/women's evening attire

Schooling

There are many educational opportunities for school-age students in the Canberra region. Schooling for international students who have no English, or English as a second language, is available in several locations and eligibility is usually based on the family's residential location in Canberra. While information from previous participants is an excellent guide, it should be noted that government policies can change. For accurate, up to date information, Australian students should contact the Regional Education Liaison Officer (REDLO) on 02 6265 8746. International students should contact the ILO for information at +61 2 6266 0640 or international.liasonoffice@defence.gov.au

Programs for Partners

There is no formal program of activities for spouses/partners of students on the DSSC. The DSSC does, however, offer opportunities for students' spouses or partners to be included in a number of activities throughout the year.

Sponsorship Scheme

The ILO arranges for international students to be sponsored by a local family during their stay in Canberra. The Sponsorship Scheme family provides a point of contact for advice and facilitation throughout the year, and focuses on helping individual students and their families to settle in. International students are also allocated an Australian fellow student as a point of contact to assist with matters while at the CDSS.

Management of Complaints

The Australian Defence Organisation has a number of internal and external complaint mechanisms available to Defence personnel. In the first instance, DSSC students who wish to make a complaint regarding the conduct of the DSSC should do so through the Director of Studies. Complaints regarding inappropriate behaviour should be made through the CDSS Equity Advisor who will be introduced in the Orientation Week.

Community Engagement – Voluntary

In recent years students of DSSC have bonded as a group by contributing to a worthwhile community program e.g. fundraising for children's facilities at Canberra Hospital and fundraising for support of communities in the region devastated by cyclones. Such voluntary contributions are endorsed and encouraged as an extra-curricula DSSC activity.

CURRICULUM DESIGN & EVALUATION (CD&E)

Role

The role of Curriculum Design & Evaluation (CD&E) is to design and evaluate program(s) that are (or can be made) suitable across a range of delivery modes offering learning opportunities provided by CDSS elements, including the Defences' premier year-long Defence Strategic Studies Course (DSSC), which is for senior ADF and APS officers from Australia and officers and public servants from overseas.

Identified DSSC learning outcomes are informed by higher Defence and related whole-of-government needs underpinned by rigorous academic research and accreditation and consultation with CDSS' academic service provider, Deakin University.

CD&E staff, in consultation with other CDSS elements and its academic service provider, are engaged in the key activities of the Systems Approach to Defence Learning (SADL) – specifically, the analyse, design and evaluate functions involving academic research to ensure contemporary and compliant program design outcomes for a range of delivery modes. Other CDSS sections manage the 'develop' and 'deliver' functions outlined in the SADL.

Tasks

CD&E Directorate tasks are, among other CDSS elements, to:

- design the annual DSSC program structure and, to the greatest extent possible, ensure that it is suitable across a range of delivery modes, and within an approved budget, including identification of potential presenters drawn from both national and international academic, government and commercial sources;
- design, implement and maintain a progressive evaluation program on a module-by-module basis to ensure a contemporary and compliant learning outcome focus; and
- ensure, in close consultation with CDSS' academic service provider, compliance with the government's regulatory 2011 Tertiary Education Quality and Standards Act (TEQSA) involving preparatory review for subsequent accreditation maintenance purposes.

DIRECTORATE OF FLEXIBLE DEVELOPMENT AND DELIVERY

Overview

The Defence White Paper 2016 tasks Defence with ensuring personnel who need to acquire new skills can do so efficiently through improved technology to enhance flexibility and innovation in training, education and skilling. Defence is also seeking ways to enhance its international engagement efforts in order to build the relationships and cooperation that the Australian defence strategic posture requires.

In support of these targets, CDSS is finding ways to expand its student panels without diluting or undermining the efficacy of its current residential courses. This includes by introducing the opportunity for professional practitioners to access Units of the Defence and Strategic Studies Course (DSSC) using flexible blended and online learning methods (the DSSC (F)).

Target Audience

The DSSC (F) will be focused towards the professional development needs of experienced practitioners who have an identified requirement to expand their capacity to apply critical analysis to defence and security issues. Students of the DSSC(F) will be expected to be high performing officers of 05/EL1 Level and above. Reservists will be eligible to enrol.

The audience for the blended/online course offerings are likely to include:

- Residential officials: who commenced the full-time DSSC but who, for professional or personal reasons were unable to complete the course
- Specialist defence and strategic practitioners: who would not normally be selected for the full-time course but who would benefit from completing one or more of the DSSC Units
- Generalist officials: who have a specific capability requirement which could be met by one or more of the DSSC Units
- Foreign officials: who may not be panelled for, or who may otherwise be unable to participate in the full-time course

The learning outcomes of DSSC(F) Units will align with the full-time Course in order to reinforce entry and exit strategies for both full-time and blended/online learners.

Roll-Out of DSSC(F)

CDSS aims to make the first DSSC(F) Course 'Policy Formulation and Support to Senior Decision-Makers' available by mid 2017. This course will deliver the learning outcomes of the full-time DSSC Unit of the same name. We aim to have two further Units of the DSSC available for online/blended learners by the end of 2017, with the remainder of the DSSC Units rolled-out over 2018.

A DEFGRAM calling for nominations for DSSC(F) courses will be issued prior to commencement of scheduled learning programs. CDSS is not a Panelling Authority and so the nomination process for DSSC(F) will be managed by Groups and Services. HR/career managers will be able to provide information and support to students intending to participate on the DSSC (F).

Approach to Learning

CDSS learning strategies support open-ended critical thinking. The DSSC(F) will facilitate self-directed learning by providing interactive content and experiences that involve learners in shared problem solving, peer interaction and reflection. Learning technology will support students to integrate course theory and practice with their pre-existing body of professional knowledge. Multi-media methods of instructional delivery are expected to include a mix of interactive presentations and videos, explanatory animations, forums, and technology-supported group activities.

The DSSC(F) will be designed to incorporate maximum practicable flexibility for students to engage in learning at a time, place and in a way that suits them and their workplace. In the interests of achieving a collaborative adult learning experience, the DSSC(F) offerings will nevertheless involve some programmed activities that will involve students in real-time discussion and activities with a student cohort and a facilitator. Some courses may also offer a residential-based intensive component.

Recognition of Learning

Defence has an arrangement with Deakin University that grants credit points towards academic awards to eligible students who complete the full-time DSSC course and who also enrol in one of several designated post-graduate programs offered by Deakin University.

A similar agreement is not in place for students participating in the DSSC(F) unless those students are completing the residential program. All Defence DSSC(F) students will, however, be eligible for PMKeys recognition for successful completion of online/blended courses. The DSSC(F) will be suitable for inclusion in students' professional development strategy with line managers.

Further, the DSSC(F) will be a professional program designed to deliver the learning outcomes of the DSSC and offering students mechanisms to demonstrate the learning that they have achieved. Should students require academic standing, they may wish to make individual arrangements with tertiary level service providers, such as Deakin University, to achieve recognition of their successful completion of DSSC(F) courses.

Conditions of Service

CDSS does not manage personnel arrangements for enrolled learners. Scheduling of DSSC(F) programmed activities will be planned to assist students to participate in course requirements while managing their other personal and professional commitments. Ultimately, however, participation in the DSSC(F) will require that students and line managers to work together so that learning activities can be successfully completed while ensuring that students are not over-burdened. CDSS is advised by Defence People Policy and Employment Conditions that work conducted beyond normal working hours will not attract time off in lieu or overtime.

We expect that students may wish to undertake part of DSSC(F) at home or at other non-Defence sites. Any such intention will need to be discussed with line managers and appropriate arrangements made consistent with workplace policies. In all cases, students will be required to take all reasonably practical steps to ensure their individual health and safety while undertaking DSSC(F) study. Students and line managers should be aware that, in the event that a Commonwealth officer is injured while undertaking home-based activities, COMCARE assesses any claim for compensation based on the individual circumstances and dependent on the level of control exercised by the workplace over the worker at the time of the injury.

Costs

The costs of participation in the DSSC(F) will be borne by students' Groups and Services. The costs will be assessed on a user-pays basis and will be assessed based on whether the Unit in which the student is enrolled involves a workshop, visit or exercise component in addition to online learning activities.



CENTRE FOR DEFENCE LEADERSHIP AND ETHICS

Mission

The mission of the Directorate of Defence Leadership and Ethics (DLE) is to conduct senior JPME Levels 4 and 5 (one and two star) military leadership and ethics education, ADF and Service military leadership and ethics education, associated research, and doctrine development.

Overview

The CDLE was established in January 2002. It supports Level 4 and 5 leadership and ethics education to assist all ranks and officials in operating effectively. It is also responsible for delivering specified leadership and ethics programs to the Services and Department consistent with tasking and resources. As a centre of expertise in Defence, it advises on emerging areas of interest in the field of military leadership and ethics.

The CDLE's key functions are to:

- Provide the Principal, CDSS, with specialist advice to ensure that command, leadership and military ethics development activities sponsored by the Australian Defence College are conducted effectively and efficiently.
- Develop and deliver command, leadership and military ethics activities in the Joint and Single Service environments with a specific focus on JPME Levels 4 and 5.

- Support command, leadership, and ethics development activities referred to the Australian Defence College by providing advice on appropriate, effective and efficient strategies to meet emerging areas of interest.
- Conduct research on command, leadership and military ethics issues of interest to Defence.
- Contribute to international leadership and ethics research through participation in international leadership seminars.
- Support single Service leadership and ethics training delivery.
- Contribute to doctrine development through management of ADDP00.6 - *Leadership* and input to single-service leadership publications.

Leadership and Ethics Education

The DLE Directorate delivers education through Tiers 1 and 2 of the JPME Framework. It is responsible for the administration and conduct of numerous activities ranging from discrete presentations and modules through to five-day intensive workshops. The most notable of these activities is the Operations Based On Experience (OBOE) Course which is a CDF-sponsored five-day course for One and Two Star/Band 1 and 2 officers. It is aimed at preparing a pool of selected officers for specific roles in higher level headquarters, and for command and key staff appointments in short notice, Joint, and Coalition operations.

In concert with the Service Warrant Officers, the DLE Directorate administers and conducts the CDF Warrant Officers and Non-Commissioned Officers' Leadership Forum. This is a tri-Service activity held biannually that aims to provide NCOs with knowledge, skills and awareness of key tactical and operational leadership issues to prepare them for leadership roles. The Forum is delivered as a mix of presentations by senior officers, open forum discussions and syndicate work.

Furthermore, the Directorate responds to emergent Joint and Single Service requests to support training, primarily at JPME Levels 1-3. Long-standing commitments include:

Navy

- CO/XO (Sea and Establishment) Designate Course.
- Lieutenant Commander Promotion Course (LCPC).
- Warrant Officer Promotion Course (WOPC).
- DLE works closely with the Directorate of Navy Leadership and Culture Development (DNLCD) to ensure the development and delivery of leadership and ethics programs is consistent with New Generation Navy (NGN).

Army

- All Corps Majors Course (ACMC) – both full time and reserve.
- All Corps Captains' Course (ACCC).
- Regimental Sergeant Majors' Course.
- Royal Military College.

Air Force

- Squadron Leaders' Course.
- Flight Lieutenant's Course.
- Warrant Officers' Course.
- DLE is the Leadership and Ethics content advisor for all RAAF courses under the Professional Military Education and Training (PMET) construct.

Joint

- Defence Strategic Studies Course Personal Leadership Program (PLP).
- Australian Command and Staff Course (ACSC) – both full-time and reserve.
- Capability and Technology Management Course (CTMC).
- Joint Warrant Officers' Course (JWOC).

- Senior Maintenance Manager and Warrant Officer Engineering Course (SMM/WOE Course).
- Asia-Pacific Centre for Military Law – regional nations.

National and International Engagement

The DLE Directorate engages with other centres for excellence for leadership and ethics to share information and ideas on related military and security education and practices, including with the Australian Federal Police. Furthermore, DLE staff regularly participate in international seminars and workshops including the International Military Testing Association and International Military Leadership Associations (IMTA/IMLA), and were invited to be an executive board member of the Asia-Pacific chapter of the International Society of Military Ethics (APAC-ISME) in 2015. Through these engagement opportunities, the DLE Directorate leverages from research undertaken across the globe and stays abreast of emerging areas of interest in the leadership and ethics domain. Current areas of interest include negative leadership, moral injury and resilience.

Internal Activity Evaluation

As part of the broader CDSS quality assurance requirements, students on DLE-conducted courses complete an internal evaluation of each activity. This input forms part of the internal review process undertaken by DLE annually.

Doctrine and Publications

The DLE Directorate is responsible for the upkeep of Defence leadership doctrine and Australian Defence Doctrine Publication (ADDP) 00.6 – *Leadership*, on behalf of VCDF. It also contributes to single Service publications such as Navy's *Leadership Ethic* and the *Air Force Leadership Companion* to ensure consistency in leadership messaging. More recently, the Directorate has engaged with the First Principle Review (FPR) Team to provide input into the Behaviours workstream.

The DLE Directorate has a very small research capability, largely focused on developing case studies and material for education purposes. However, it does contribute to broader leadership and ethics publications through the development of studies in leadership practice. The most recent contributions have been an article on *Negative Leadership* for the IMTA annual publication.

CENTRE FOR DEFENCE RESEARCH AND PUBLICATIONS

Mission

The mission of the Directorate of Defence Research and Publications (DR&P) is to promote rigorous research, analysis, and publishing, in order to contribute to strategic and defence policy, capability and operations.

Overview

The Directorate was established in 2013 and provides research coordination and organisation for issues of key interest to the ADF and the Department of Defence. It assists in promoting awareness of intellectual, organisational, professional and other capability issues within Defence. It aims to contribute to professional discourse through its contributions to the public debate on Defence and security issues.

The Directorate's key tasks are:

- Conducting research;
- Publishing (including *Australian Defence Force Journal*, *Indo-Pacific Strategic Digest*, *Indo-Pacific Strategic Papers* and a number of one-off publications);
- Managing research scholarship programs for Defence (including Sir Roland Wilson Foundation Scholarships for Defence, Secretary Fellowship and CDF Fellowship);
- Developing research priorities on behalf of Defence;
- Representing Defence's research priorities to external organisations;
- Delivering or supporting seminars, courses and lectures (including the Apollo Future War Analysis Course); and
- Coordinating Defence-funded post-graduate research (other than science and technology).

DIRECTORATE OF LEARNING CAPABILITY DEVELOPMENT (LCD)

Mission

The mission of the Directorate of Learning Capability Development (LCD) is to drive the strategic direction of the Defence Learning Environment (DLE).

Overview

On 01 July 2015, in response to the One Defence First Principles Review (FPR), the Vice Chief of the Defence Force (VCDF) appointed Commander Australian Defence College (COMADC) as Head Joint Enablers (HJE) and transferred the Defence Learning Branch (DLB), less the ADF military enabling and DLE functions, to Defence People Group (DPG). To support HJE's responsibilities for education and training capabilities that enable broader ADF and Defence education and training (E&T), the Directorate of LCD was established within ADC.

Over the coming decade LCD will provide the specialist capability initially to design and implement an optimal DLE, and then to continually monitor and review the DLE to ensure it continues to enable sustainable and optimally efficient and effective education and training programs.

The LCD Directorate accomplishes its key functions via work undertaken by five distinct yet cooperating sections:

- The DLE Section is the sponsor of the DLE (policy & practice) and maintains the future DLE Strategy and Plan to enable it by:
 - framing the DLE problem state;
 - maintaining/redeveloping the extant DLE Strategy;
 - developing the DLE Strategy implementation program;
 - developing the DLE Strategy implementation program;
 - leading/managing/coordinating/implementing the DLE Program (as appropriate);
 - leading/managing the Defence One (D1) E&T reforms; and
 - leading/managing the DLE policy review.

- The National Skills Framework (NSF) Section provides strategic direction for, and management of, Vocational Education and Training (VET) engagement and accreditation for Defence capability by:
 - developing/maintaining the NSF Strategy;
 - developing Defence NSF policy, frameworks and plans;
 - influencing National VET outcomes for Defence;
 - managing the Defence Training Package;
 - providing the Secretariat for Defence E&T governance committees;
 - leading/managing the D1 Registered Training Organisation (RTO) Business Process Reform; and
 - providing project support for D1 E&T Reforms.
- The Joint Professional Military Education and Training (JPMET) Section develops and maintains the future learning strategies for JPMET and provides JPMET services, support, advice and assurance by:
 - developing a White Paper on modernising E&T within Defence;
 - developing/maintaining a future JPMET learning strategy;
 - developing/maintaining a future JPMET learning strategy implementation program;
 - developing a common E&T program to up-skill Defence E&T practitioners in new learning methods; and
 - developing/maintaining Rationalised Joint Individual Training policy and governance frameworks.
- The Joint Learning Technologies (JLT) Section develops and maintains the future DLT Strategy and ICT Roadmap to enable the technology that underpins the DLE by:
 - framing the DLT problem state;
 - developing/maintaining a DLT Strategy and implementation program;
 - acting as a catalyst for the adoption of new technologies for application in the learning environment;
 - developing an exemplar learning environment at the ADC Weston site;
 - driving the desire to expand the capabilities developed at the ADC Weston site to other Defence locations (including DLE Moodle implementation, DLE WiFi environment, DLE BYOD and DLE Cloud-based environment); and
 - leading/managing/coordinating/implementing the DLT Program (as appropriate).
- The ADC Simulation Section develops and maintains the ADC Simulation strategy, and develops and delivers simulation to ADC Learning Centres by:
 - developing/maintaining the ADC Simulation Strategy, policy, guide and plan;
 - developing simulation IAW the simulation plan;
 - advocating simulation requirements and education within Defence and external forums;
 - ensuring DLE Information Technology (IT) infrastructure can support simulation requirements;
 - ensuring DLE pedagogical approaches consider simulation;
 - managing the simulation governance framework; and
 - undertaking research and development (R&D) initiatives.

LCD's forward E&T plans are directed, in part, through the Defence E&T domain governance framework. Although only newly established, the Directorate of LCD has already realised a number of key DLE goals such as the introduction of Google Apps to the Weston Creek campus to complement its UNCLAS, BYOD-enabled learning environment. As the Directorate develops and matures, it will realise its vision of – *The optimal DLE – and in turn, optimal E&T effects.*

PART 2:

GENERAL INFORMATION



Australian Defence College History

The Australian Defence College (ADC) has a history spanning almost 85 years starting with the single-Service staff colleges. As an institution, the ADC was established in 2000 as the Headquarters for Defence's centre of expertise in vocational and professional education and training, together with related research in areas of Defence interest. The ADC was to command both the Centre for Defence and Strategic Studies and the Australian Command and Staff College at Weston. The decision to bring the Australian Defence Force Academy within the ADC hierarchy as well meant that Defence now had a single unified command, responsible for joint military professional education from initial entry to the highest levels of service.

In 2011, the ADC further increased its scope of command to include several other institutions delivering joint and common (all-Corps) education and training. These included the Australian Defence Force Warfare Centre, the Defence Force School of Languages, the Defence International Training Centre, the Defence Force Chaplains College and the Director General Education Training and Development.

In 2015, the scope of the command was further expanded following the outcomes of the First Principles Review of the Department of Defence. The Commander of the ADC is now also the Head Joint Enablers with responsibility for: the Civil Military Centre; Joint Logistics Command; Joint Health Command; and as Head Cadets, Reserves and Employer Support.

Today the ADC is a federation of learning centres and critical support elements of the Australian Defence Organisation each with their own unique story.

DSSC History

The DSSC traces its history back to the establishment of the Joint Services Staff Wing in 1970. This course was established in response to the decisions of the Chiefs of Staff Committee in 1967 that there be a Joint Services Staff College and that the existing three Service Staff Colleges be integrated. Although it was to take over 30 years before the Service Staff Colleges were amalgamated, from 1970 joint higher professional military education was provided at the Weston campus. Brigadier Ian Geddes was appointed as the founding Director.

The first course quickly established a reputation for excellence and, in July 1972, with the induction of the first students from other countries, was renamed the Australian Joint Services Staff College (JSSC). The College conducted 57 courses between January 1970 and its closure in June 1998 and produced 2,321 graduates (660 of whom were from 23 countries).



In 1994 the Australian College of Defence and Strategic Studies (ADSSC) was established. The ADSSC provided a year-long program of studies for staff at the senior Colonel/Brigadier (or equivalent) levels in strategy, leadership, defence planning, organisation and management. Air Marshal Ray Funnell, AC (Retd), served as founding Principal.

The implementation of the 1997 Defence Efficiency Review (DER) led to the replacement of the JSSC and the ADSSC by the Australian Defence College (ADC) which opened in 1999. The founding Commander of the ADC was Rear Admiral Raydon Gates, CSM, RAN (Retd).

The first two courses run at the ADC in 1999 were the Defence Staff Course (DSC) and the DSSC. In 2000, these two courses became one course, the DSSC, which is run by the CDSS.

Curriculum content and curriculum delivery methods have continued to evolve to meet the learning requirements of Defence and national security senior leaders. A 2004 curriculum review led to the establishment of a unique curriculum managed by professional Defence staff on behalf of the military profession.

The numerous alumni of the course and its predecessors, both Australian and international, belong to a continuum of professional military education at Weston. While facilities, course structure and some course content have evolved, the fundamental mission of the course would be recognisable to all alumni. All students and staff have contributed to a process of continual improvement that has resulted in the DSSC being recognised as one of the world's leading higher defence courses.

CDSS Location and Facilities

The CDSS is located at the campus of the Australian Defence College in Kirkpatrick Street, Weston Creek. Facilities include lecture theatres with video-conference facilities, syndicate rooms, a library, a multi-user messing facility, and fitness and recreational areas.

CDSS Postal Address

Centre for Defence and Strategic Studies
Australian Defence College – Weston
PO Box 7917
Canberra BC ACT 2610 AUSTRALIA

DSSC Contact Details

Telephone +61 2 6266 0654
Facsimile +61 2 6266 0581
Website <http://www.defence.gov.au/ADC/CDSS/>
Email CDSS.OPS@defence.gov.au

International Liaison Office

The International Liaison Office (ILO) provides all international students studying at the ADC with advice and assistance on various personal administration matters such as language training requirements, housing, education, overseas student health cover, visa requirements and allowances. The ILO is also responsible for coordinating a community Sponsorship Scheme program for international students.

Telephone +61 2 6266 0640
Email international.liasonoffice@defence.gov.au

Accommodation

There is no living-in accommodation at the College. Australian students are expected to organise their own accommodation in Canberra before the program commences. The International Liaison Office (ILO) at the College, and the relevant High Commissions or Embassies, can assist international students with accommodation arrangements. International students who are sponsored under the Defence Co-operation Program should contact the ILO as early as possible to access this assistance.

Transport

Bus stops are located within 100 metres of the gate to ADC Weston, and regular services to and from the Woden Interchange stop along Cotter Road. The most convenient means of travelling to and from the College is by private car, motorbike or bicycle. Adequate parking is available at the College. A bicycle path runs adjacent to the College site and links with bicycle paths from most areas of Canberra.

Shedden Building

The CDSS Headquarters, DSSC and DR&P are housed in the Shedden Building at the Weston Creek campus of the ADC. The building is equipped with a lecture theatre (the Spender Theatre), conference room (the Shedden Conference Room), syndicate rooms and office space for CDSS staff.

The building is dedicated in honour of the late Sir Frederick Geoffrey Shedden KCMG, OBE. Sir Frederick Shedden was born in 1893 and joined the Department of Defence as a junior clerk aged 16. He was the Secretary of the Department of Defence from 1937 to 1956 and continued in Defence until his retirement in 1958. As Secretary of the War Cabinet and later the Advisory War Council, the bodies that determined Australia's war policy, Sir Frederick Shedden was the principal coordinator of the Australian effort immediately before and during World War II. In the 1950s, he was Secretary during the onset of the Cold War, the Korean War and the early part of the Malayan Emergency.

Spender Theatre

The CDSS has a modern and comfortable 78-seat lecture theatre equipped with excellent audio-visual and video-conferencing facilities. The lecture theatre is the principal venue for the delivery of formal academic and distinguished guest presentations during the DSSC.

The Spender Theatre is dedicated in honour of Sir Percy Spender KCVO, KBE, who was Australia's Minister for External Affairs from 1949 to 1951. Born in Sydney in 1897, Sir Percy Spender was admitted to the Bar in 1923 and became a King's Counsel in 1935. From 1937 to 1951, he served in the Federal Parliament, holding several ministerial positions including Treasury, the Army and External Affairs. As Minister for External Affairs, and subsequently Australia's ambassador in Washington (1951-58), he played a pivotal role in the establishment of two institutions of enduring importance to Australia – the Colombo Plan and the ANZUS Treaty. A member of the International Court of Justice (1958-64) and its President (1964-67), Sir Percy Spender died in 1985.

Geddes Building

The DLE and the LCD Directorates are both located in the Geddes Building at the Weston Creek campus of the ADC.

The Geddes Building is dedicated in honour of Brigadier Ian Geddes who was the founding Director of the Joint Services Staff College. The Geddes Building also houses the headquarters of the Commander Australian Defence College / Head Joint Enablers; the Australian Command and Staff College; and various other supporting elements of the ADC.

Vane Green Library

Providing a modern, collaborative and engaging space for research and study, the Vane Green Library is open to all staff and students engaged at the Australian Defence College. The Vane Green Library is committed to providing an innovative, vibrant and quality information service. Professional library staff provide a first class service that enables personnel to develop their skills to enhance their ability to think critically and to become life-long learners.

The Vane Green Library provides users with access to a multitude of hardcopy, electronic and multimedia information resources. The library collection focuses specifically on supporting the College curricula, and library staff work collaboratively with relevant faculty members to ensure the integrity and quality of the library collection is maintained. Currently the Vane Green Library holds approximately 47,000 hardcopy items. This collection is supplemented by an additional 515,000 hardcopy items held within the Defence Library Service Network. The Vane Green Library is a member of the Defence Library Service Network which comprises of approximately 18 library sites located at various Defence bases throughout Australia. Members of the Vane Green Library have reciprocal borrowing rights with all Defence Libraries.

The Vane Green Library is committed to enabling personnel to reach their full academic potential through the provision of quality information and learning material in various formats. As such the hardcopy collection is supplemented by an extensive range of electronic resources comprised of approximately 120,000 e-books, audio books and e-magazines, and 12,500 electronic serial titles. Electronic resources are accessible via the college wireless network and the internet; and most electronic resources available through the library are compatible with a wide variety of operating systems.

Staff at the Vane Green Library are qualified information professionals who specialise in high-level academic research. Staff aim to equip personnel with the information literacy skills required to conduct their own meaningful academic research. In support of the Australian Defence College learning outcomes, Library staff also conduct research for individuals or groups.

To facilitate innovative learning the Vane Green Library provides a variety of facilities and work areas available to all personnel. 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 hot-spots enabling personnel to access information resources via their own personal devices. All personnel are encouraged to familiarise themselves with the library and to utilise the facilities and staff expertise.

Weston Creek Mess

The on-site Mess, containing a dining room, bar, lounge area, and external BBQ facilities, provides an excellent centre for social interaction. It is staffed by commercial contractors and meals are prepared to meet religious or special dietary requirements. Lunch only is available on a repayment basis on working days. Various social functions are held in the Mess during the course of the year. A monthly Mess fee is levied for those students who become Mess members.

Recreational Facilities

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

Banking Facilities

A number of banks have branches and automatic-teller facilities at shopping centres near the College, including at Weston Creek (Cooleman Court), Curtin and Woden.

Dry Cleaning Facilities

A dry cleaning pick-up and delivery service operates on weekdays from within the Mess.

Smoking Policy

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



PART 3:

CANBERRA AND ITS ENVIRONS



The City

Canberra is the capital city of Australia. Located approximately 300 km south-west of Sydney and 675 km north-east of Melbourne, the site was chosen for the capital city in 1908 by a Parliamentary Committee. The city's design is based on a plan by an American architect, Walter Burley-Griffin, who won a worldwide competition to design the city in 1911. Although Parliament first sat in Canberra in 1927, it was not until the early 1960s that the city really expanded. Lake Burley-Griffin, the National Library, and the Royal Australian Mint were constructed at that time and a large number of government departments, including the Department of Defence, were relocated from Melbourne to Canberra.

Canberra is now the home of many buildings of national significance including Parliament House, the High Court, the Australian War Memorial, the National Museum, the National Art Gallery and the National Library. As it is the nation's capital, all Embassies and High Commissions of countries that have diplomatic relations with Australia are located there.

Beautiful native parks are a feature of the city's layout. Initially designed for a population of about 25,000, Canberra now accommodates approximately 390,000 people. This has been achieved by the establishment of satellite centres such as Woden, Belconnen, Tuggeranong and Gungahlin.

Information on ACT Government services can be found at:

<http://www.canberraconnect.act.gov.au>

Tourist information on Canberra can be found at:

<http://www.visitcanberra.com.au>

Canberra's Environs



Canberra is located within a convenient distance of many of Australia's key attractions. These include Australia's premier city, the City of Sydney, which is renowned for its harbour views and vibrant night life. The South Coast of New South Wales is a two and a half hour drive from Canberra and features many beautiful pristine beaches. This area is a favourite destination for Canberra residents at all times of the year, although particularly over summer. Australia's highest peak, the towering Mount Kosciuszko in the Australian Alps, can be reached by road within three hours. In winter, the Australian Alps have some of Australia's best snow fields and the area is well served by resorts. The Australian ski season usually extends from June to October.

Canberra has also been called the "bush capital". The city is bounded by the Brindabella Mountain range to the west and Tidbinbilla Nature Reserve to the south. Both areas are excellent bush-walking, camping and picnicing venues, and a wide variety of native Australian animals can be viewed there in their natural habitats.

Closer to Canberra, the region is developing a thriving wine industry with numerous cellar doors and restaurants within 30km of the city centre. There are also several recreational reserves that are available for fishing and bushwalking. In addition, Canberra has extensive sporting facilities catering for most individual and team sports, and many quality public golf courses with reasonable green fees. Canberra is also home to the Australian Institute of Sport.

Canberra has a well-deserved reputation for multi-culturalism, and is host to numerous cafés and restaurants offering a wide range of international cuisines. There are also numerous places of worship across the city.

Climate

The Canberra region experiences the four distinct seasons of southern Australia. Summer (December to February) temperatures sometimes reach the high 30s, and occasionally the 40s, Celsius (100 degrees Fahrenheit). Humidity is not usually a problem. Spring and Autumn are regarded as the most pleasant seasons, with cool nights and sunny days. The blossoms in spring and the leaves in autumn can be spectacular. Overnight temperatures in Winter can plunge to well below freezing and, while it occasionally snows, it rarely settles on lower ground. A cold westerly wind is not uncommon at that time of the year. The cold weather can start as early as April and extend through to October.

Information in this Handbook is current at December 2015 and may be amended without notice by the Centre for Defence and Strategic Studies.

