

# The Evolution of the Australian Defence College

Leading Defence Learning

July 2013





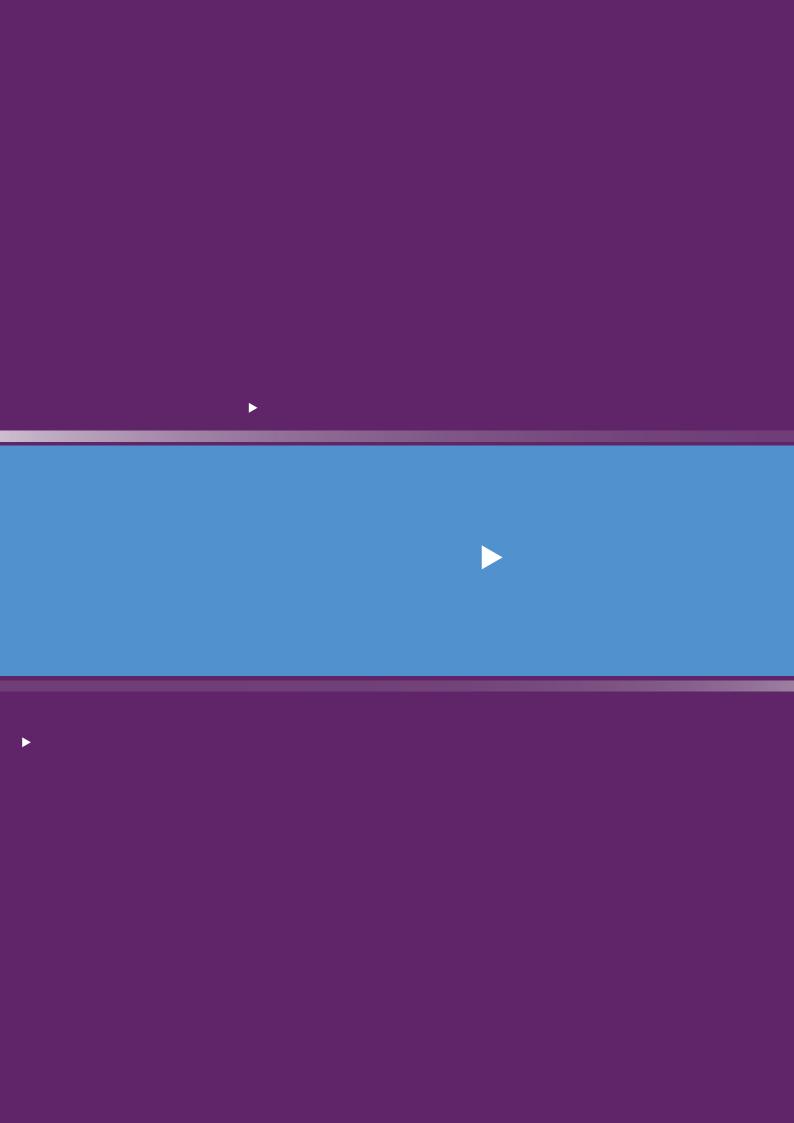












A well skilled workforce is vital in protecting and advancing Australia's strategic interests. With changes to the requirements for military operations and tasks directed by the Government, the way Defence develops its people has adapted accordingly.

This evolution has been written to record events which have shaped the Australian Defence College (ADC) over a history spanning almost 85 years starting with the single-Service staff colleges. As an institution, ADC was established in 2000 and the scope of command has expanded to include several organisations delivering joint, common and Australian Public Service education and training. ADC as it is today is a federation of learning centres each with their own unique story.

## Origins of the Australian Defence Force College Structure

The ADC has its roots firmly in the single-Service staff college structure that took hold in Australia during the Second World War. Army was the first to establish a single-Service Command and Staff School, initially in Sydney in 1938 before it moved to Duntroon in 1940. In early 1946, Cabinet approved its further relocation to Fort Queenscliff and the course was renamed the Army Staff College, and then the Army Command and Staff Course.

Concurrently, the rapid expansion of the Royal Australian Air Force during the war years led it to cease its policy of conducting officer training in the United Kingdom. Based on the UK War Staff Course, a RAAF Staff School was established at Mount Martha, Victoria, with its first intake of course members commencing in September 1943. This was subsequently replaced by the RAAF Staff College, established at RAAF Base Point Cook in June 1949, and then moved to RAAF FAIRBAIRN at the end of 1960.

The opportunity granted to Navy officers to attend the newly

ADC as it is today is a federation of learning centres each with their own unique story



Governor-General, Ms Quentin Bryce AC CVO, inspects the Australian Defence Force Academy Graduation Parade



Australia's Federation Guard provides a permanent ceremonial capability

established Australian Army and RAAF staff colleges allowed Navy to repatriate the majority of its staff training from the UK to Australia. Ultimately, a dedicated Navy single-Service institution was established in 1978 when the RAN Staff College was formed at HMAS PENGUIN in Sydney.

## Proposals for Co-location

By this time, Defence had already started in motion the next significant evolution in its officer professional military education framework. With troop numbers in Vietnam increasing and the national consciousness focused on the role of the military as an instrument of national power, in 1967 the Chiefs of Staff Committee confirmed an urgent need for the integration of existing single-Service staff colleges and for the creation of an institution focused on joint higher professional military education.

The proposal that subsequently evolved was that the existing single-Service staff colleges amalgamate to become the Australian Service Staff College and that a Joint Services Wing would be added for senior professional military education. Recognising that it would take some time before a comprehensive facility could be developed (34 years as it turned out), priority was given to finding a temporary site for the JSW.

In 1970, the first course of 23 Australian and New Zealand service and civilian course members commenced at the JSW, Weston Campus in Canberra. In 1972, the course was renamed the Australian Joint Services Staff College and took its first students from other countries. In 1994, the Australian College of Defence and Strategic Studies was established to offer a year-long program of studies for staff at senior Colonel/Brigadier (or equivalent) levels in strategy, leadership, defence planning, organisation and management.

Defence Force Academy

The Australian Defence Force
Academy (ADFA) is based on a 1970
concept for joint training of officer
cadets and midshipmen that had
been agreed by Government in

Origins of the Australian

been agreed by Government in 1977 to be established at Campbell, adjacent to the Royal Military College, Duntroon. Despite general bi-partisan support for the concept, from 1978 the project was stalled for two years in the Public Works Committee as members reconsidered the policy, educational and military merits of its proposed development.

Ultimately, the Bill establishing ADFA was passed by Parliament in 1980 and construction commenced in February 1981. In the same year, the University of New South Wales was engaged to take on responsibility for delivering the academic element of the ADFA curriculum. Its first Commandant was posted in July 1984 and, in January 1986, ADFA began delivering 'a balanced and liberal education in a military environment' to midshipmen and officer cadets.

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# Post-Cold War Strategic Imperatives

The 1990s was a period of considerable strategic change for the Australian Defence Force. It revealed the complexities and potential instabilities associated with the end of the Cold War and saw the Australian Defence Force deploy in support of the Gulf War in 1991 and, subsequently, to multiple peacekeeping operations around the world. In response, Headquarters Australian Theatre was established in 1996 to enable operational level command of Joint Forces deployed on operations. Headquarters Joint Operations Command (HQJOC as HQAST was renamed in 2004), would soon take responsibility for command of all of the Australian Defence Force's Combined Task Forces and Joint Task Forces. In December 1999, the Australian Defence Force deployed to East Timor, the first time Australia had organised and led an international joint military coalition.

In this environment, Defence was actively positioning itself to generate the 'knowledge edge' - the capacity for people at all levels of the organisation to understand the battle space and to fully realise the value of the inter-related systems and capability platforms that Defence had available to it. It was becoming increasingly evident that Defence needed to place even greater focus on developing its joint capabilities, and this would mean further breaking down the stove-pipes that had existed within its system of military training and education. A rationalised structure for joint professional military education for mid and senior-level officers was now urgently needed to create the foundation around which these challenges would be addressed.



# Developing an Academic Model

There was some debate about the academic model that should be adopted by Australia for its professional military education and training framework. The United States-style War College approach was ruled out from the outset and an international studies style approach was favoured with a strong international engagement focus. This focus reflected the historical reality that, East Timor aside, the Australian Defence Force was seen primarily as a provider of niche capabilities in a coalition context. With this strategic view as its conceptual basis, in 1995-96 the 'Military After Next' (Price Report) and COSC again raised the issue of renewal and rationalisation of officer education, including integration of the staff colleges. The 1997 Defence Efficiency Review (DER) supported this thrust and finally generated the impetus to create the Australian Defence College.

The DER Report recommended sweeping changes to officer education in the Australian Defence Force – recommendations which were remarkably similar to the intentions of the late 1960s. At its core, the DER was committed to

The Australian Command and Staff College partnered with the Australian National University to provide a world class Masters Degree education program in 2011

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Members of the Australian Command and Staff College on a capability tour

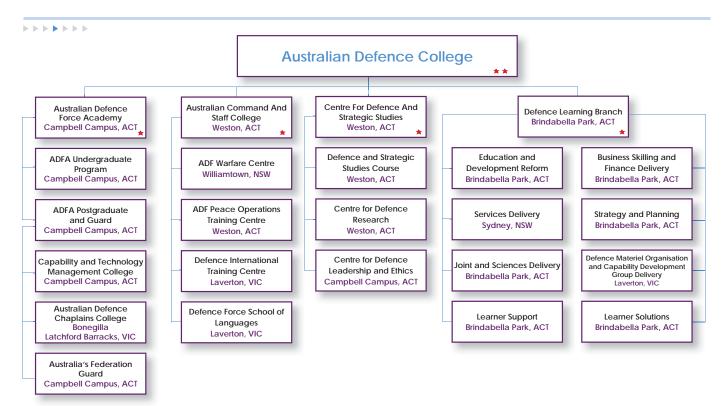
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Parliament approved
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the dispersed singleService staff college
institutions

realising substantial benefits that could be obtained by managing officer education as a single process – merged for its common elements (estimated at up to 70% of service college syllabus), and streamlined in administration – so as to achieve economies of effort and to draw on common overheads and learning resources.

In December 1999 Parliament approved the construction of the Australian Command and Staff College (Joint) at Weston to replace the dispersed single-Service staff college institutions. At a cost of some \$28 million, the redevelopment of the Weston site would see it become the primary location for joint career development of middle to senior-level Australian Defence Force and civilian personnel.

## Key advantages of a Merged Academic Model:

- the delivery of a curriculum that would prepare officers to take up command and staff appointments in single-Service, joint and integrated environments;
- access to significant military and academic resources in Canberra to support the co-located staff college curriculum;
- reduction in the duplication of support functions which was expected to free-up a significant number of military personnel for other duties:
- with a substantial Australian
   Defence Force employment base in Canberra, the opportunity to lessen the frequency of defence family relocations by offering more officers back-to-back postings in Canberra which would, in turn, reduce family disruptions; and
- the prospect of utilising for other purposes, or selling, existing dispersed infrastructure (by this time, the existing single-Service staff college facilities in most cases were ageing and in need of replacement).



## Institutional Integration

In September 2000, ADC was established 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. ADC was to command both Centre for Defence and Strategic Studies and Australian Command and Staff College at Weston. The decision to bring ADFA 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 2004, the then Commander ADC proposed to Chiefs Of Services Committee (COSC) that ADC further increase 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 at RAAF Williamtown, the Defence Force School of Languages and Defence International Training Centre at RAAF Laverton, the Defence Force Chaplains College at Bandiana and the Director General Education Training and Development at Russell

Offices. This bold plan was the catalyst for a series of decisions and further proposals for institutional integration that were reinforced by initiatives under the 2009 Strategic Reform Proposal.

Specifically, in 2009, COSC endorsed Defence's Vision 2030 for a single, integrated Defence-wide education and training system. In May 2011, Government announced that Defence needed to do more to rationalise its corporate overheads. Defence responded by initiating the McKinsey Report into Shared Services which, in September 2011, recommended the achievement of efficiencies through the transfer to Vice Chief of the Defence Force of responsibility for the delivery of all joint, common and APS training, and training services, on behalf of Defence.

The combined effect of these organisational reforms was to see the institutional integration, which had been initiated by COMADC in 2004, ultimately realised and then well exceeded. Indeed, by mid-2012, ADC had grown to 10 Learning Centres and the Defence Learning Branch with an associated budgetary increase from around \$80 million annually to oversight of \$400 million.

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Centre for Defence and Strategic Studies offers a Master of Arts (Strategic Studies)

# Centre for Defence and Strategic Studies

The Joint Services Staff College and Australian College of Defence Studies courses that existed in the mid-1990s have, since 2000, been replaced by the Defence and Strategic Studies Course conducted by the CDSS. While there was initially some bedding-down of the CDSS academic program, including contractual relationships with several universities (Melbourne, La Trobe and the University of Canberra), the Defence Strategic Studies Course (DSSC) is now well settled. Based on a curriculum review conducted in 2004, since 2006 the DSSC syllabus has been designed and coordinated by professional Defence staff (as distinct from academic staff) on the basis of Chiefs of Service guidance. An agreement is in place with Deakin University whereby the Master of Arts (Strategic Studies) course offered to course members is supervised and accredited by Deakin University with a civilian academic adviser resident at CDSS to monitor the academic standards of the program.

CDSS has a small core of permanent staff supported by a pool of some 300 subject matter experts, including 100 civilian academics, 125 senior government and Defence practitioners, and 75 business executives. This 'virtual' faculty is sourced globally to achieve a world class level of subject matter experts from around the world.

CDSS, in conjunction with Deakin University, is seeking to expand its awards to include a Master of Business Administration and a Master of Arts (Public Policy) to better qualify the various military and civilian workforce disciplines represented on the DSSC. Also, CDSS has embarked on a path to modernise its course delivery format, again drawing on its academic partnership with Deakin, to reach a wider cross-section of non-resident learners.

#### Centre for Defence Leadership and Ethics

When ADC was established in 2000, a key role allocated to COMADC was to develop good leaders and managers. This was to include through active support to command and leadership development both within the Learning Centres of ADC and beyond. In response, the Centre for Defence Command Leadership and Management Studies (CDCLMS) was established in January 2002 to provide COMADC with corporatelevel command, leadership and management development advice in order to help shape expertise in these areas across Defence. It would do this by providing a framework for sharing information, tabling concepts, assisting with command, leadership and management activities referred to it, and helping to ensure that leadership development activities sponsored by ADC were effective and efficient. CDCLMS was renamed Centre for Defence Leadership and Ethics (CDLE) in 2009 to reflect its increasing focus on military ethics education in the Australian Defence Force. It became a Learning Centre of CDSS in September 2011. CDLE is now seeking to expand its programs, including the absorption of extant senior executive programs.

#### Centre for Defence Research

In 2013, a Centre for Defence Research (CDR) was established. The CDR will become the leading applied research centre for issues of critical interest to Defence. It will promote awareness of command, leadership, ethical, cultural and technological issues within Defence and raise the level of professionalism and intellectual debate on issues of strategic importance to Defence.

This 'virtual' faculty is sourced globally to achieve a world class level of subject matter experts from around the world



The Australian
Command and Staff
College formalises its
academic partnership
with the Australian
National University

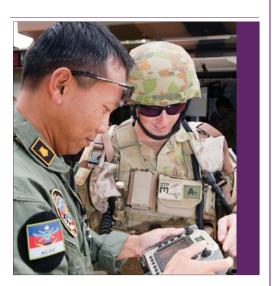
# Australian Command and Staff College

The last 10 years has seen a steady maturing of the ACSC(J) curriculum to adapt to the characteristics of the post-9/11 strategic environment. The strategic shock and uncertainty that has characterised contemporary global affairs, and the Australian Defence Force's high operational tempo in recent years, has resulted in a greater emphasis on the operational art. In response, in 2007, a program of electives in military strategy and operations were introduced to the course to provide a level of practitioner-focussed learning that was not previously achievable.

The year 2012 was a period of substantial growth and redevelopment at ACSC(J). The Australian National University became the academic partner for the ACSC(J) involving a revision of the academic program with a greater focus on strategic issues and better alignment with the Australian Government's defence strategic guidance. A major staff restructure conducted over this period had the effect of amalgamating the ACSC and ADF Warfare Centre staff into one combined resource which could be harnessed more effectively to deliver the varied learning delivery

and support needs of an Australian Defence Force that had, by this time, spent over 10 years continually involved in leading and supporting operational Task Forces in the Middle East and in our nearer region.

A Principal (Dean of Studies) from the ANU was appointed as part of the ACSC(J) executive team while the Defence faculty remains responsible for the guidance, supervision and day-to-day reporting on course members. Associated with this new academic curriculum, in 2012 course members became eligible to enter the ANU Masters program aimed at achieving a Masters in Military Studies.



A course member is given a run through of a search robot during a visit to 1st Brigade

The strategic shock and uncertainty that has characterised contemporary global affairs, and the Australian Defence Force's high operational tempo in recent years, has resulted in a greater emphasis on the operational art

## Australian Defence Force Warfare Centre

Australian Defence Force Warfare Centre (ADFWC) has its genesis in 1946, when the School of Land/Air Warfare was established at RAAF Laverton to capture and exploit the lessons learnt from World War Two. In 1948, the School moved to RAAF Williamtown and was joined there by the RAN in 1968 and later by RAAF at which time it was

Students on the United Nations Military Observer Course working together in a simulated battle space



In 1992, Defence acknowledged the increasing complexity of peace operations and identified a need to provide additional doctrine and training

renamed the Australian Joint Warfare Establishment. In 1990, the Australian Joint Maritime Warfare Centre (previously located at Nowra) was amalgamated at RAAF Williamtown and the newly combined Centre was renamed the ADFWC.

In 1992, Defence acknowledged the increasing complexity of peace operations and identified a need to provide additional doctrine and training. Consequently, in January 1993, the Australian Defence Force Peace Operations Training Centre was established as part of the ADFWC. The Joint Exercise Planning Staff relocated from Headquarters ADF in Canberra to become part of ADFWC in 1997. This saw the expansion of the ADFWC mission to include joint and combined exercising and subsequently the evaluation of selected operations and exercises.

In 2007, ADFWC including its Peace Operations Training Centre, merged under command of ADC. From 1 January 2010, ADFWC was restructured along output lines with responsibility for exercise planning and evaluation outputs transferred to HQJOC. This restructure was associated with a substantial reduction in its resources. ADFWC nevertheless retained responsibility as the central repository for the review and development of joint doctrine, development and delivery of joint individual training (including peace operations training), and provision of simulation support to selected stakeholders in the wider Defence organisation. ADFWC's resource capacity to deliver against these outcomes was reinvigorated in 2012 when it became a Learning Centre of ACSC and thus integrated into its wider faculty. This change also offered the opportunity to establish a far closer relationship between operational lessons, doctrine and the delivery of Defence learning outcomes.

#### **Defence Force School of Languages**

Defence Force School of Languages (DFSL) was established in Sydney in 1944 as the Elite Translator's Service in response to the demand for Japanese linguists during World War Two. Courses were conducted in external facilities, first at the University of Sydney and then at Flemington Racecourse when the School moved to Melbourne in 1945. It relocated to Point Cook in 1946, closing briefly from 1948-1950. In 1952, the School was taken over by the RAAF to become the RAAF School of Languages. In 1979, the Army Language Training Wing was re-located to Point Cook from Kapooka and integrated into the language program. In February 1993, the School was formally renamed the Australian Defence Force School of Languages and its Charter expanded to become a tri-service unit servicing all ranks. The School was largely

civilianised in the mid-1990s under the Commercial Support Program. In 1999, the School relocated to RAAF Williams and in 2008 it transitioned from the RAAF to Army before being identified in 2009, under the Strategic Reform Program, for consolidation into ADC. DFSL became a Learning Centre of ADC in early 2011.

DFSL is a key capability enabler for Defence and the languages taught have therefore changed over time to reflect Australia's evolving strategic priorities. An independent review was conducted by Strategy Group in 2011 to chart the direction for the School's language priorities over the next 5-10 years. A process of organisational reform is currently underway to give effect to the Reviews recommendations.

#### **Defence International Training Centre**

Defence International Training Centre (DITC) was originally established in 1979 when the Army Languages Training Wing amalgamated with the RAAF School of Languages. In 1985 it was restructured to become a tri-Service Unit, the Defence Cooperation Language School. In 1990, it adopted its current title and, in 1994, DITC was formally established as a joint Service Unit, funded by Strategy Group and administered as part of Air Force Training Group. DITC transitioned to ADC, in response to the Strategic Reform Program, in June 2011.

Today, students at DITC come from the defence forces of more than 30 Asian, Middle Eastern, South East Asian and South West Pacific nations. They range in rank from newly enlisted personnel to senior officers. Scientists, engineers and other ranks also attend DITC courses from time to time. Over 800 students a year pass through DITC, with an average of 50 students in residence at any one time. A key aim of DITC is to enhance the effectiveness of training provided in Australia to overseas Defence



ADF members learning Indonesian at RAAF Williams

Force personnel, by facilitating the integration of those personnel into ADF training systems, and fostering cross cultural awareness between members of the ADF and foreign military personnel.

Defence International Training College working with our neighbours at an English conference in Vietnam Today, students at DITC come from the defence forces of more than 30 Asian, Middle Eastern, South East Asian and South West Pacific nations



Graduation Parade at the Australian Defence Force Academy



Through its long-standing relationship with UNSW, ADFA conducts an established academic program which provides a liberal or vocational education to entry level Australian Defence Force

officers

# Australian Defence Force Academy

Through its long-standing relationship with UNSW, ADFA conducts an established academic program which provides a liberal or vocational education to entry level Australian Defence Force officers. A common military training program also forms a component of professional development at ADFA, but is conducted separately to the UNSW academic curriculum and is run by a dedicated military faculty. Officer Cadets and Midshipmen also undertake programmed military training activities within their own services whilst at ADFA.

The foundation skills that officer cadets and midshipmen develop at ADFA include leadership, language, thinking skills, close order drill, ceremonial, weapons handling, military law, tactics, and decision-making skills. ADFA's officer cadets and midshipmen graduate at the completion of their three or four year undergraduate program with an accredited degree from UNSW – a similar degree to that received by graduates of UNSW's campus in Sydney.

In addition to the undergraduate community, ADFA supports a UNSW post-graduate program offering a range of courses to Defence civilians, Australian Defence Force personnel as well as to other Australian and international students. A diverse suite of courses is offered including in business, IT, engineering and science disciplines. Approximately 1,500 students participate in the post-graduate program annually.

## Capability Technology Management College

Army established the Australian Technical Staff Officer's Course (ATSOC) in 1992 in order to deliver, in Australia, technical staff officer education which was previously conducted largely in the United Kingdom. ATSOC was established at the ADFA precinct in 1995 as an Army Unit under command of ADFA for administration. By 2007, ATSOC was providing education to all three Services and the APS. In 2009, ATSOC was renamed CTMC and transferred under command of ADC.

Today CTMC delivers a year-long technical staff college program (the Capability and Technology Management Program - CTMP) to prepare officers for appointments as Capability Technology Managers and project leaders, within the Defence capability management continuum. The course consists of a Masters-level academic program accredited by UNSW plus military modules and other technical staff studies. Students who satisfactorily complete all CTMP objectives are awarded the post-nominal 'CTMC' and normally qualify for award of a UNSW Master of Management Studies degree in Defence Capability Development and Acquisition. In July 2009, CTMC transferred from Army to VCDF Group. CTMC became a Learning Centre of ADC in July 2012.

#### **Defence Force Chaplains College**

Defence Force Chaplains College (DFCC) grew out of the Army Chaplain Training Team (ACTT) which operated under the Personnel Services Wing of the Army Logistics Training Centre at Bonegilla, Victoria. Joint Chaplaincy training began with ACTT's 2003 restructure to become the Australian Defence Force Chaplains College. While currently remaining at Bonegilla, the College came under command of ADC as the DFCC in December 2010 and became a Learning Centre of ADFA in mid-2011. Consideration is currently being given to the relocation of DFCC to the ADFA campus in order to further consolidate the ADC-estate and to integrate DFCC's capacity for pastoral care into ADFA's community of nearly 2,500 undergraduates and post-graduates.

#### Australia's Federation Guard

Australia's Federation Guard was established in 2000 to provide the Australian Government and ADF with a permanent ceremonial capability. The Guard has a worthy reputation of being a professional ceremonial unit serving the ADF and Government in Australia and overseas.

The tri-Service unit has members from



Australia's
Federation
Guard forms a
Royal Guard
to welcome
HRH The
Prince of
Wales

various backgrounds, all with Defence trades separate to the ceremonial role they have at the Guard. There are tank drivers, chefs, air defence operators, marine technicians, fire fighters and ship's bosuns, to name a few.

The Guard has a significant role in providing ceremonial support for national days of significance such as Australia Day, Anzac Day and Remembrance Day, as well as supporting the Governor General and the Prime Minister in providing Guards of Honour and Credential Guards for visiting Heads of State and Heads of Government.

Within Australia's Federation Guard is a smaller group who form the Precision Drill Team. The team travels regularly, performing for events like the Brunei Military Tattoo overseas, and within Australia at Canberra's Skyfire, Navy Week and the Arafura Games opening ceremony in Darwin, and sporting events around the country.

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Defence Force Chaplains College Field Training

## Defence Learning Branch

In March 2012, the Defence Learning Branch (DLB) was established under command of VCDF by merging the former Education and Training Development Branch and ADC's former Joint Education and Training Services Directorate. The purpose for DLB was to skill the Defence workforce by setting strategic direction, co-ordinating and delivering joint, common and Australian Public Service education and training. Its establishment had the effect of bringing together 135 civilian and military education and training practitioners from throughout Defence Groups and Services under one command structure for the first time. A further 150 learning and development professionals, remaining in other Groups, were also earmarked for transition to the DLB under ongoing Shared Services Reform. The ADC took responsibility for command of DLB, on behalf of VCDF, in July 2012.

The creation of DLB allows for far better governance, management and delivery across Defence of all joint and common training than previously existed. It has mitigated duplication of effort and has consolidated policy development for education and training into a single organisation. Importantly, DLB provides a single organisational entity that takes responsibility for delivering an integrated, technology-enabled Defence Learning Environment to ensure the consistent development of required leadership, management and specialist skills for the entire Defence workforce. Further, a greater use of training and training technologies in particular, has contributed to reduced operation costs by Groups and Services.

Over the next 12 months, DLB has been set two key objectives, based on the guiding principles within Vision 2030:

- By the end of 2013, consolidation of all Group education and training practitioners under the control of DLB, to ensure effective and efficient training delivered under rationalised training frameworks; and
- Creation of a regional hub in Sydney that will specifically focus on assisting the Services better deliver joint and common training programs.

Campus

Research

A Campus Anywhere solutions design workshop

The creation of

DLB allows for far

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training than

## The Way Ahead: 2013-14

The scope of transformation that ADC has undergone in recent years has resulted in a fundamental shift in the organisation's role and functions. The effect of the institutional changes has been to bring Joint Professional Military Education and Defence education and training reform, policy and service delivery together under a single authority for the first time.

The organisation now comprehends responsibilities for the policy, governance and delivery of all common and joint Australian Defence Force learning, as well as for the Defence civilian workforce. It is leading Tranche 2 of a program of Training and Education Shared Services Reform which sees the transfer of business skilling from Groups and Services to the DLB. It is a dual sector provider of tertiary and vocational education and training under national regulatory frameworks.

The purpose of Defence learning remains to prepare both Australian Defence Force and Defence APS personnel to deliver integrated capability effects across the diversity of complex national, multinational, interagency and virtual domains in which Defence is expected by Government to operate. In pursuit of this objective, ADC now supports Services and Groups in the specification of learning requirements, provides the governance framework within which that learning is delivered on behalf of Defence, consults with internal and external stakeholders to enhance existing systems and to improve the quality of learning outcomes and learning delivery methods. In fulfilling these roles, the organisation is supported by an independent Advisory Board with representatives from defence, industry, academia and the broader national security community.

Over the next 12 months, ADC's focus of effort will be:

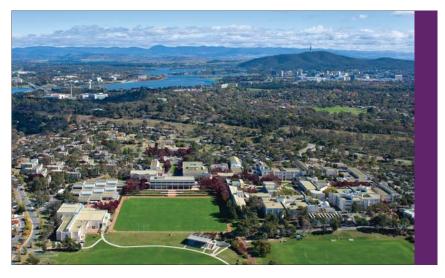
#### **One-Campus Strategy**

Efforts are underway to unite the DLB and all of ADC's Learning Centres (that are now spread across six separate sites in the ACT, Victoria and New South Wales) at one location. With the support of Infrastructure Division, ADC has in-principle approval for a long term estate solution based on further infrastructure development at the ADFA campus at Campbell. This proposal is designed to achieve costs savings and greater operational efficiency through the co-location of like functions. It also directly gives effect to the principles of the Training and Education Shared Services Reform, as well as Defence's 2010 Estate Consolidation Project which aims to improve the strategic alignment, affordability and sustainability of the Defence estate.

Equally importantly, ADC's 'One-Campus Strategy' is central to the achievement of the flexible, learner-centric organisation that ADC is striving to become. Inherent in this vision is a commitment to creating a learning environment or community in which faculty, learners and visiting lecturers are able to work collaboratively together across Learning Centres in formal, informal and virtual environments. It envisages a technology-enabled institution which can offer a combination of e-learning options to all of its learners.

ADC's One-Campus Strategy is central to the achievement of the flexible, learner-centric organisation that ADC is striving to become

The One-Campus Strategy proposes co-location in Campbell, Canberra



It also sees the development of a truly cohesive organisation with a structure and business practices that have integrity at all levels – in its governance frameworks, its pedagogy and its academic practice.

## Joint Professional Military Education Continuum

ADC is developing a framework for Joint Professional Military Education (JPME) as a priority area of effort. In December 2012, the Chiefs of Services endorsed a phased approach to the development of a JPME system. The JPME framework will provide for all Service and JPME programs. All officer ranks will be grouped into five levels corresponding to significant career phases. ADC will have a role at each level:

The Joint
Professional
Military Education
Framework will
ultimately become
the basis upon which
the learning and
development needs
of all ADF personnel
will be delivered
systematically at
each significant
phase of their career

## Joint Professional Military Education Career Phases

- Level 1: pre-commissioning (OCDT (E)) - ADFA
- Level 2: junior officer (O1-O3) ACSC(J) (ADFWC)
- Level 3: mid-level officer (O4)

   ACSC(J) (incl. ACSC(J), DFSL,
   DITC and ADFWC) and ADFA
   (CTMC and DFCC)
- Level 4: senior officer (O5-O6) –
   CDSS (DSSC) and ADFA (DFCC)
- Level 5: higher command (O7-10) – CDSS (CDLE)

Three delivery modes – known as Tiers - will be available at each Level. The Tiers range from: short courses that will generally deliver vocationally focussed instruction (Tier 1); individual modules comprising a blended learning approach (Tier 2); and residential programs of education, generally of around 12 months duration (Tier 3).

This joint framework is to provide a common structure and language

for description, analysis, and synchronising current joint and Service PME programs. It will ultimately become the basis upon which the learning and development needs of all Australian Defence Force personnel will be delivered systematically at each significant phase of their careers. Professional military education within this structure will include common, as well as specialist education and training.

#### **Curriculum Development Review**

A curriculum development review was initiated in mid-2012 to examine the efficiency and effectiveness of the approaches that ADC was taking to assuring the delivery of people capability through the wide-ranging curriculum that it delivers, including the operational processes and activities conducted by its staff.

ADC is now rolling out an implementation strategy including proposed amendments to its current organisational structure that will address deficiencies identified in current operations and procedures. Changes are likely to include the establishment of a new business unit - drawing on existing ADC resources - which can: provide oversight of the development of the curriculum across all levels of the JPME and Defence education and training continuum; provide a knowledge management capability to support curriculum development and delivery; establish and maintain appropriate governance, policies and resource allocation strategies; and ensure consistent application of evaluation practices.

#### **Cultural Reform**

ADC is responding to the findings of Defence's *Pathway to Change: Evolving Defence Culture* strategy and associated cultural reviews. While this strategy is necessarily broad, it gives ADC an explicit role in inculcating Defence endorsed values



Learning centres are encouraged to improve the way they use technology in learning development and delivery

and behaviours among our people from their earliest days within Defence and throughout their careers. ADFA is focussed on implementing actions emanating from the culture reviews. Significant effort is also focussed on improving ADFA's security and safety management systems to provide a safe and secure working and living environment for Defence personnel, civilian students and contractors.

### Technology

ADC is seeking ways to improve the technology support that it offers its learners and faculty. To this end, an arrangement has been reached with an external Service Provider to host the Moodle Learning Management System on behalf of ADC. This development marks the start of a quantum shift forward in ADC's approach to learning development and delivery. ADC is finding ways to more effectively provide course material access on-line to enable learners to 'pull down' those aspects of course material that they deem appropriate to their development. Supporting this, ADC is enabling a wifi and 'bring your own device' approach at its Learning Centres. A number of tools and resources are also being made available to

assist faculty to determine where and when learning technologies are appropriate.

### **Strategic Contracting Framework**

For both historical and practical reasons, ADC partners with multiple universities. While ADFA and CTMC have a relationship with UNSW, ACSC is partnered with the ANU and CDSS's relationship is with Deakin University. ADC does not yet manage these relationships in a truly coordinated way. ADC is therefore seeking ways to improve the way that it teams its faculty and business management resources to ensure that common contractual coverage is achieved where appropriate, and that consistent benchmarks and key performance indicators exist against which to assess whether ADC is achieving all the things that its learners need. As part of this process, ADC is reviewing arrangements with its academic service providers to ensure that it is sufficiently systematic in the way that relationships and expectations are monitored and managed.

ADC is now rolling out an implementation strategy including proposed amendments to its current organisational structure

Under its new organisational structure, ADC will continue to seek ways to achieve an optimal balance between academic input and the practical, professional needs of its learners

## Summary

Since the initiation of the single-Service staff college institutions to the present day, Defence has demonstrated an adaptive approach to the development and delivery of professional learning outcomes. The consistent trend has been towards the amalgamation of institutions that have served similar purposes and the more logical management of the Defence Estate where dispersed Learning Centres have proven inefficient. These structural changes have positioned Defence to respond to evolving developments in the national and global strategic environments that have demanded greater emphasis on joint capability, reform and savings.

While the Defence staff college structure started out with an international studies and defence policy focus, Defence professional development now places far greater emphasis on operations and strategy. Uncertainty in the demands that the future strategic environment will place on Defence means that greater emphasis is warranted on education and training in order to prepare for the ambiguities of future employment.

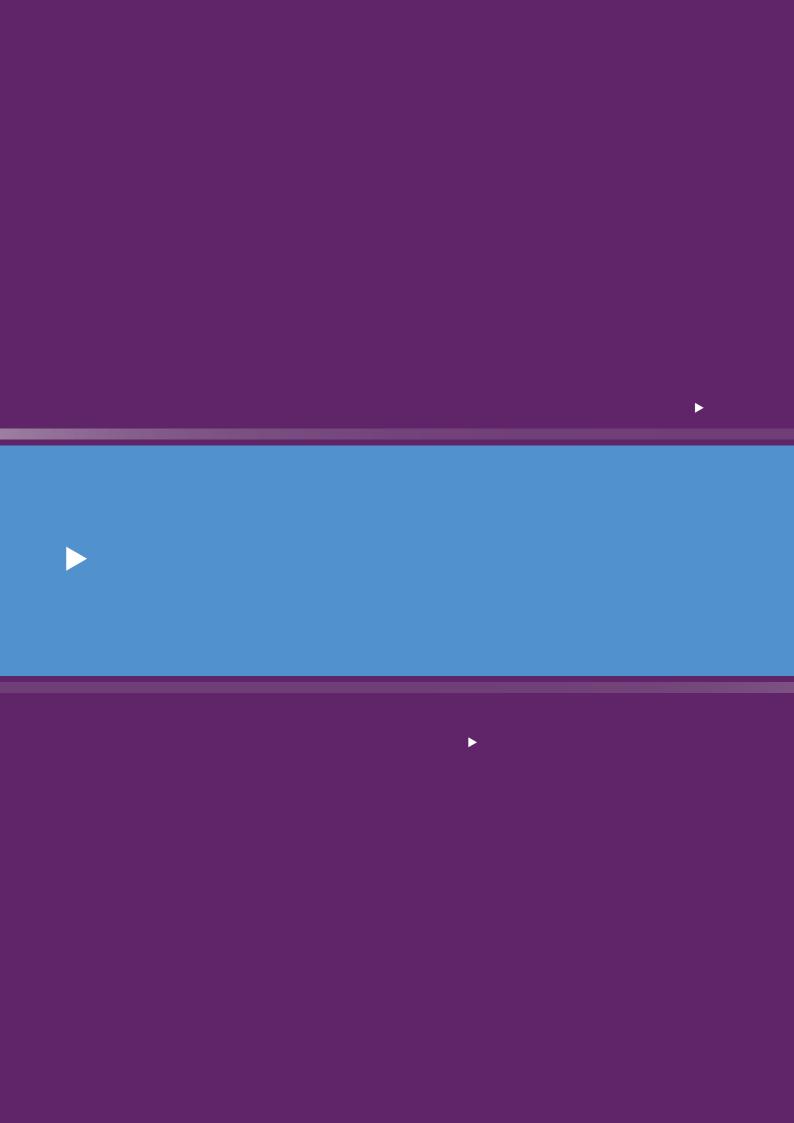
Under its new organisational structure, ADC will continue to seek ways to achieve an optimal balance between academic input and the

practical, professional needs of its learners. ADC will also actively participate in the revolutionary changes that are occurring in the field of higher and vocational education. The education sector is undergoing a fundamental transformation in terms of its role in society, mode of operation and economic structure and value. In response, ADC is being compelled to create new, leaner business models and to have clearer strategies for targeting learners' specific needs and their preferences. With the rise of new technologies, new models for learning are also emerging. Partnerships between industry and universities are also strengthening in order to deepen learning outcomes while spurring innovation.

The recent addition of DLB within ADC's command marked the start of a new phase in Defence's learning evolution. ADC is now positioned to more actively develop the policy framework within which education and training is delivered within its Learning Centres, as well to shape the single-Service and civilian learning frameworks upon which Defence depends. With a continuing focus on improving its business strategies, its use of technology to reach its learners, and its capacity to adapt to changes in its environment, ADC is positioning itself to be Defence's leader in learning.

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