

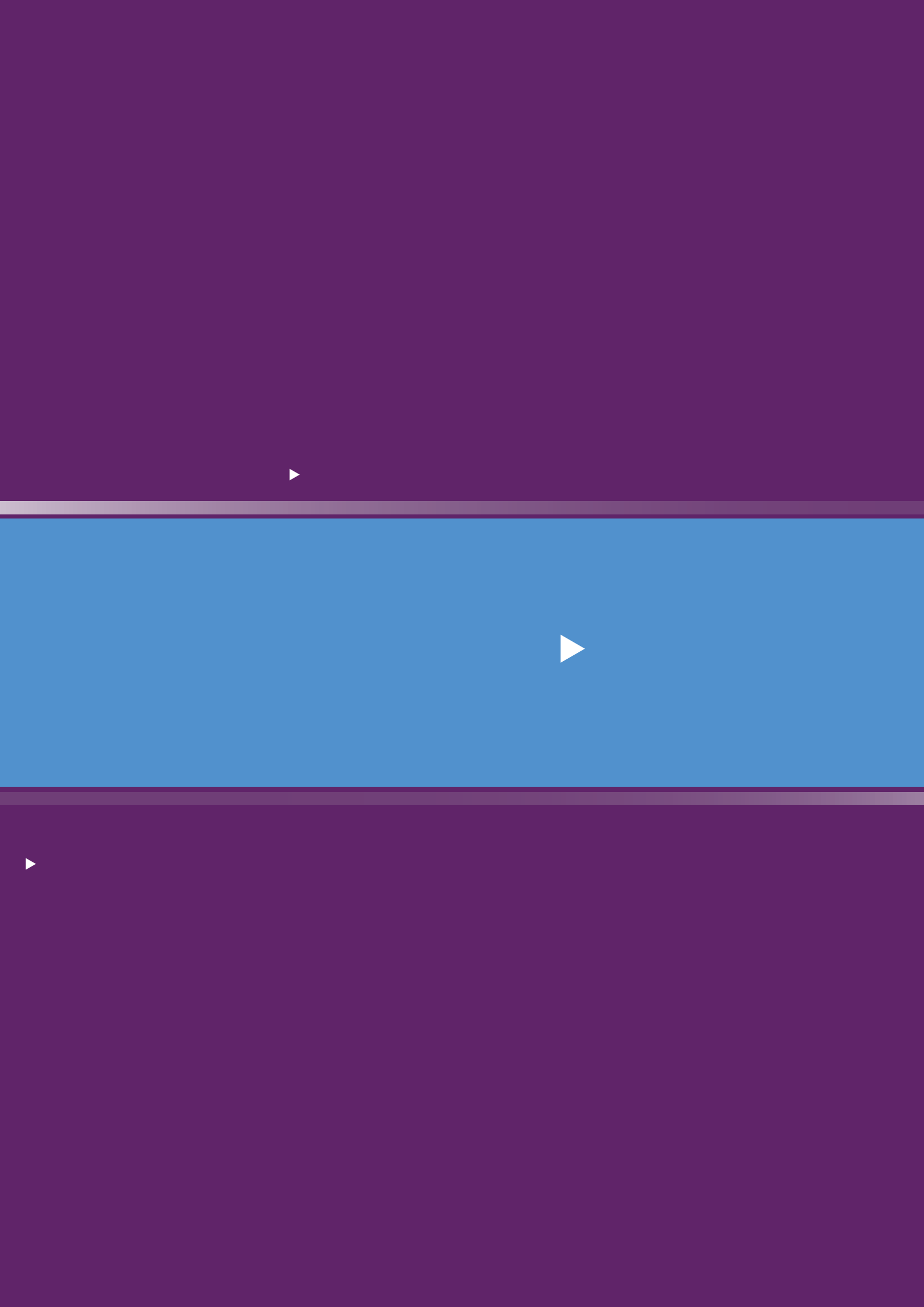


The Evolution of the Australian Defence College

Leading Defence Learning

July 2013





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.



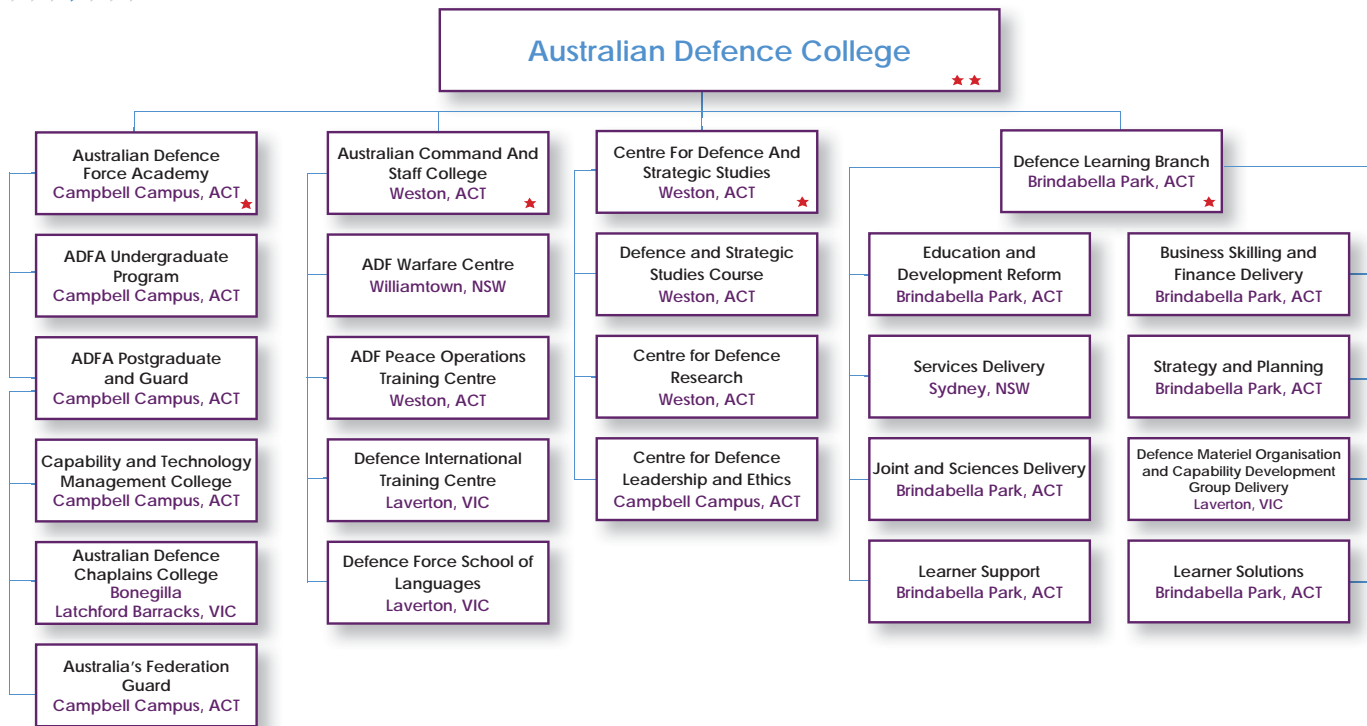
Developing an Academic Model

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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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 Williamstown, 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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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

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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.

Australia’s Federation Guard was established in 2000 to provide the Australian Government and ADF with a permanent ceremonial capability



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.

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A Campus Anywhere solutions design workshop





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:

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

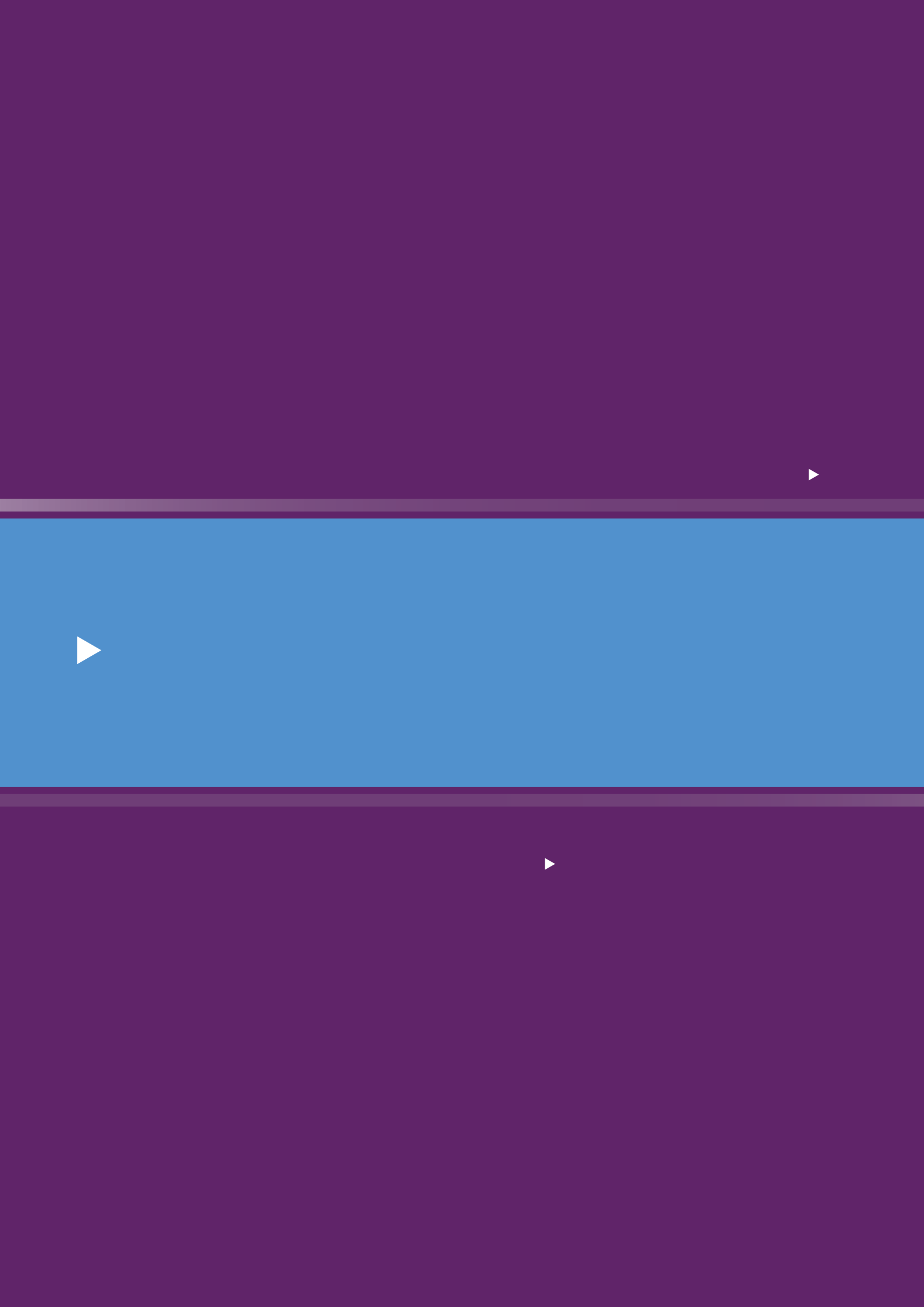
A curriculum development review was initiated in mid-2012 to examine the efficiency and effectiveness of the approaches that ADC was taking to assuring the delivery of people capability through the wide-ranging curriculum that it delivers, including the operational processes and activities conducted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

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





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