Transforming Defence Education and Training
“Get the organisation right and the people and the managers who give leadership to them will be enabled to work together in full collaboration and with constructive mutual trust. Given half a chance, people are keen to get on with their work and to have work to get on with. What is missing is an adequate organisational framework within which to work and cooperate with each other.” Elliot Jacques, 1996
The Australian Defence College is undergoing a period of significant growth and change. We are gaining new Learning Centres, new policy responsibilities, increased staff and budget accountabilities, and developing new ways of delivering learning and skilling in Defence. We are undergoing organisational change that offers us the opportunity to ensure we apply best practices to provide world class learning as well as delivering improved governance and management of wider Defence skilling.

By the end of 2012, we will have grown to four Branches leading 10 Learning Centres. We will be located across six campuses and we will have more than 1000 staff. Our budget will increase from around $80 million annually to $400 million.

Through our Learning Centres, each year more than 3000 course members will have the opportunity to complete qualifications from vocational Certificate to Ph.D Level. These programs are delivered in partnership with the University of New South Wales, the Australian National University and Deakin University.

We will recognise that a great deal of learning goes on outside the ‘school house’ and in the workplace - be that an office, in the field, or on operations. We will therefore make our learning resources available to those not enrolled in our formal courses.

Through the Defence Learning Branch we will also manage Defence Education and Training policy as well as the corporate CAMPUS-based e-learning system. We will manage education assistance programs such as Studybank and the Defence Assisted Study Scheme. Competency based training will be provided to achieve workplace skilling for over 100,000 learners.

We will seek to actively introduce contemporary learning methods and technology so that we are at the leading edge of innovation and information systems. We will implement the intent of the Strategic Reform Program through business process design and the implementation of Shared Services.

We are working towards a 30 year vision where the Australian Defence College will be located on one campus based at the Australian Defence Force Academy site in Canberra. Decisions over the next few years around structure, facilities and resources will be in line with this goal.

This will be an exciting time and I look forward to sharing your ideas, your suggestions and your contributions as we deliver this vision together.

Major General Craig Orme AM, CSC
Context

Our Government understands the need for Australia and Defence to maintain the capacity to respond rapidly and effectively to changes in the local or global international order.

Defence’s capacity to achieve capability outcomes within Australia’s strategic environment remains high. However, the way we currently do business is not optimal for achieving our future capability needs.

For this reason, Defence under the Strategic Reform Program is embarked on one of the most significant periods of change for decades.

Defence education and training is expected to make a significant contribution to the reform effort. While we anticipate much continuity with the past, the new policy directions Defence is taking require us to take a fresh and innovative approach to the way we do business.

Key to this approach is our recognition of the Australian Defence College’s fundamental role in developing people capability within Defence. People capability is founded on delivering the right number of people, working with appropriate conditions, administered effectively and with the skills needed to do the job.

The Australian Defence College contributes to the delivery of a skilled workforce. Our challenge is to both deliver learning outcomes as well as to contribute to the governance and management of Defence education and training.

We are embracing this challenge.

Specific areas identified by Strategic Reform Program are:

- Management of education and training policy, processes and systems
- Defining and improving the Defence Learning Environment
- Identifying opportunities for reform
Australian Defence College

The Australian Defence College will develop the framework, governance and assurance mechanisms required to deliver a skilled Defence workforce while also delivering directed learning outcomes in our Learning Centres.

We are moving away from the previous model of learning where the institution and instructor were at the centre of learning. In our new model, individuals will be responsible for their own learning, empowered by a wide range of approaches and opportunities to learn. This will include learning outside the institution as well as learning in the workplace.

In making these adjustments we will work closely with the Services and Groups under direction of the Vice Chief of the Defence Force and the Deputy Secretary of People Strategies and Policy Group.

The foundation for our future success is based on the quality of our people.

Our education and training system will provide the winning edge that will build the forces capable of conducting operations and achieving success now and into the future.
An Integrated Defence Learning System

While it is clear that there are linkages between military operations, doctrine, technology, military education and training, it is important to make these linkages explicit.

To this end, Defence has endorsed the development of an integrated Defence learning system that exploits technology and aligns with national education and training frameworks.

The development of an integrated Defence learning system will make education and training integral to workforce planning and delivery. It will be a significant capability multiplier.

The Australian Defence College will develop and implement this system using the capability and resources of the Defence Learning Branch. This Branch will be fully operational in the 2013/14 financial year.

The incorporation of the Defence Learning Branch within the Australian Defence College will enable us to take a Defence-wide approach to education and training in a way that marks a significant departure from previous practice.

The benefits of an integrated Defence learning system will include:

- The integration of learning with human resource and business practices
- An analytical framework for education and training modelling
- The capacity to align learning with Defence capability needs
- Improvements in the use of information technology in support of learning
- Enhancements to Defence’s learning culture
- Proper support for the application of skills in the workplace
With our Defence Skilling Model, the Australian Defence College will be able to more reliably assure Defence that the information and knowledge that we provide through education and training results in effective operational capability.

The model will offer a simple and consistent framework that can be applied within all Learning Centres that will assist us to support Defence’s many learners.

It will help guide us towards a process of instructional development, design, delivery and appraisal that will assure us that our learning products achieve the capabilities in our workforce that Defence truly needs.

Four key themes form the basis of our Defence Skilling Model:

• **Specification of the learning requirement:** We will partner with capability managers and business process owners to specify Defence requirements for information and knowledge at the earliest stage in the capability cycle.

• **Generation of knowledge:** We will dynamically generate the latest and most accurate information for learning, drawing upon a range of established and emerging sources.

• **Distribution of knowledge:** We will be ‘knowledge logisticians’ who seek out and find appropriate supplies of information and develop innovative ways and modes to distribute the information to those who need it.

• **Evaluation of learning:** We will provide assurance that the information and knowledge that has been provided through education and training has actually resulted in learning outcomes in our Defence capability.
Governance

The Australian Defence College operates within a complex Defence education and training system where Single Service, joint and inter-agency learning needs are pursued at numerous institutions both within and outside Defence.

At present, governance between our Learning Centres is not well managed. While some Learning Centres are supported by senior and working level committees, others are driven largely by factors related to institutional legacy.

We are working to change this.

Our governance framework will develop explicit links between capability requirements and learning outcomes. The intent is to ensure that learning leads to Defence capability and success.

To ensure that we can measure this, we will identify a range of metrics. We will be informed by Defence best-practice and external institutional benchmarks. Our metrics will link our learning outputs to the delivery of value for money.

Several Learning Centres have already engaged in review processes to create results in these areas. These efforts will be further sharpened and a transparent pathway created for the Australian Defence College as a whole.

Learning Strategy

- Learning is clearly linked to Defence capability
- Future requirements are anticipated and articulated
- Learning outcomes are aligned between the Single Services and the Australian Defence College
- Gaps and overlaps in learning are identified and remediated
One Campus Strategy

The Australian Defence College is currently spread across six separate sites. This is not an efficient, effective or viable future for the Australian Defence College.

Achieving economies and developing a true community of learning will require our Learning Centres to be located in one place.

As such, we are moving towards a ‘One Campus’ concept based on a Defence learning precinct at the Australian Defence Force Academy site.

Defence Support Group’s Head of Infrastructure Division has directed a feasibility study for the relocation of all elements of the Australian Defence College. The results of this study are expected to be available by mid-2012.

A Focus on Our People

Safety:

Our people are the key to our success and their safety is paramount. Safety must be implicit in our business practices and in everything that we do.

In particular, I want us to put mental health as our first priority. We know that the ADF’s high operational tempo challenges our people. In response, we are instituting a mental health strategy that understands the pressures our course members face and focuses on their lifelong wellbeing.

This will include structural mechanisms to support our Command and individual support to course members to help identify, manage and remediate mental health conditions.

Our Faculty:

The quality of our faculty is vital for the effective delivery of learning. Opportunities for professional development are an ongoing focus for the Australian Defence College management. We are looking to improve the way we prepare our faculty for their responsibilities to deliver educational outcomes to course members using both traditional and new methods.

Our Course Members:

With our learner-centric approach, we will do more to enable Defence learners to access knowledge and learning. While information can still be delivered to our people through traditional learning institutions such as training schools and colleges, we will do more to enable Defence learners to ‘pull’ the knowledge and learning that they need - whenever they may need it - whether in training or on operations, in the office or in the field.
International Engagement

We are reviewing our program of international engagement so it reliably and consistently supports our relationships with counterpart militaries in support of Defence capability outcomes.

Our International Engagement Plan will make the most of the size and diversity of our international student body. It will encompass a range of engagement activities including overseas study tours, student exchanges, research relationships and the engagement of visiting lecturers.

This Plan is expected to be completed in the first quarter of 2012.

The Technology Edge

The Australian Defence College is far from achieving best practice in the information technology arena. We will support Learning Centres through the implementation and realignment of core technologies.

Our Learning Management System, which will roll-out in early 2012, will be flexible enough to evolve with the organisation and will inform solutions for JP 2080 (a major Defence human resource and information technology reform initiative).

Concurrently, wifi access is being introduced to several Learning Centres and we are also examining ways of shifting from directed IT solutions (issued laptops) to a ‘bring your own device’ model.

Our role is to make information available to students which they can access using any device that suits their learning approach. Key initiatives to achieve this include:

- Introduction of a centralised education Learning Management System
- Access to wireless technologies across our campuses
- Improving internet access bandwidth at all Learning Centres
- Enhancing our simulation capabilities and their potential to support learning across all of our Learning Centres

Business Strategies

Our organisation is changing to better align our business processes with our functional requirements. This has already resulted in efficiencies flowing from specialisation and standardisation of functions.

We are also developing a risk management strategy where risks will be identified, assessed and controlled.

In parallel, our Learning Centres are undertaking Establishment Reviews and we are examining their implications to the future structure and functioning of these Centres.

As we consolidate the new Learning Centres within the Australian Defence College, further efficiencies through Shared Services will be achieved.
The way ahead promises to bring challenges and opportunities for us as members of the Australian Defence College.

We need to address these challenges to deliver effective learning outcomes and to contribute to our reform requirements.

We need to do this to assure the skilling of our Defence workforce now and into the future.

Success Means…

We will know we have succeeded when we see:

- Simple governance where Defence’s knowledge and information needs are specified, generated, distributed and evaluated
- A genuine community of learning within Defence that delivers effective, professional education and training
- A learner-centric view which promotes critical thinking, problem-solving and encourages cooperation, collaboration and trust
- Faculty and staff whose professional and personal requirements are addressed
- Business practices that optimise our capacity to deliver learning outcomes