Centre for Defence and Strategic Studies

HANDBOOK

2015

Producing Strategic Leaders

Australian Defence College
CDSS Handbook 2015
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PART 1:
CENTRE FOR DEFENCE
AND STRATEGIC STUDIES
PRINCIPAL’S MESSAGE

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 Australian Defence personnel and selected Australian government and international personnel. Academic rigour underpins all CDSS activities and the Centre derives significant benefit in this regard through its partnership with Deakin University.

The Defence and Strategic Studies Course (DSSC) is the flagship course at CDSS. The DSSC is a postgraduate level educational program, with a strong practitioner focus. It provides students with the capability to operate successfully at the highest levels of leadership, command, policy formulation and management. DSSC graduates constitute a cohort of senior leaders in Australia and around the world 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 Defence organisation and our students’ collective works contribute to the public Defence debate. Our leadership and ethics programs permeate all sectors of Defence professional development and support Commanders and their staffs in the execution of their leadership responsibilities.

This handbook provides detailed information for the DSSC reflecting the Centre’s primary focus to date. In due course, information about all courses conducted at CDSS, and an expanded treatment of the other functional elements of the Centre, will be incorporated into the Handbook as these mature.

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
**CDSS**

**Mission**

CDSS provides strategic leadership development, research, and ethics studies, for national and international Defence and security professionals.

**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.

**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. CDSS aims to be a leading example of flexible workplace practices.

**Structure**

CDSS has a branch structure with Branch Office and three subordinate Sections – Defence and Strategic Studies, Defence Leadership and Ethics, and Defence Research.

HQ CDSS is responsible for the development, coordination, control and execution of assigned education delivery functions. The role of Curriculum Development (CD) is to generate the requirements for learning opportunities provided by all CDSS. The learning outcomes specified by higher Defence guidance lead curriculum development. CD staff, in conjunction with other CDSS elements, are engaged in all key activities of the Defence Skilling Model – Specify, Generate, Distribute and Evaluate.
The Joint Professional Military Education Framework

The Joint Professional Military Education (JPME) Framework describes the five levels of the career continuum, from pre-commissioning to star rank. It also describes the three key tiers of delivery of JPME.

JPME is designed to meet current needs whilst anticipating future education requirements. A changing security environment and the impacts of emerging technology will remain particularly important factors in this respect.

CDSS is developing a JPME Level 5 implementation strategy for COSC that addresses professional development for 07-09 officers.
DEFENCE AND STRATEGIC STUDIES COURSE

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 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 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 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 recognises an atmosphere of teamwork 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 on the course are focused at the strategic level and emphasise joint, multi-agency, and international responses to complex 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 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 self-directed life-long learning approach consistent with lifespan and career development is encouraged.

DSSC Environment

DSSC staff and students share a commitment to maximizing 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 CURRICULUM – THEMATIC BLOCKS

Course Outline

The DSSC comprises five thematic blocks. Assessment instruments include exercises, small group activities, field research, written assignments, staff judgements and major papers. The five thematic study blocks are:

- Block 1: Frameworks for Strategic Leadership.
- Block 2: Policy Formulation and Support to Senior Decision-Makers.
- Block 3: The Contemporary and Future Strategic Setting.
- Block 5: Strategic Leadership and Capability Development.

Block 1: Frameworks for Strategic Leadership

Student Learning Outcomes

The Block 1 learning outcomes are for students to be able to demonstrate an understanding of, as well as the competence to apply, critical thinking and the development and articulation of sound arguments at the strategic level in relation to:

- established and emerging concepts, analytical frameworks, and case studies;
- strategic foresight methods as analytical tools;
- the national security policy decision-making process;
- the national strategic environment;
- International Relations theory, and its applicability to practical contemporary issues;
- the origins of, and the contemporary state of, the current international system;
- the components of a generic security architecture; and
- selected key thematic security issues.

Content

Block 1 contains modules that cover generic critical thinking skills, and the development and articulation of sound arguments as required of strategic leaders. These skills are applied to a range of contemporary international relations challenges.

The learning focus of these modules is on understanding the development of national security policy in response to, and also in anticipation of changes to the strategic environment. Senior military and civilian strategic leaders deliver experiential learning events to provide an insight into the challenges of senior leadership in the security and Defence environment. Students also consider the drivers of Australia’s current national security policy including examining Australia’s national interests and the concept of strategy.
Modules explore the various mindsets of key players involved in the whole-of-government approach to national decision-making. Understanding these mindsets within the Australian context allows students to reflect on other countries’ decision-making processes and to consider the nuances and compromises implicit in policy-making.

Modules also consider concepts of sovereignty and statehood, International Relations theory, and strategic foresight. Block 1 concludes with a module that examines thematic security issues that influence the contemporary international system.

**Student Learning Assessment**

The principal Block 1 assessment instrument includes a 2,500 word written assignment based on a critical analysis of a strategic-level security issue in the Indo-Pacific region over the next 10 years.

Students will propose a topic from the following six study areas:

- China;
- United States;
- Japan;
- Korean Peninsula;
- South China Sea;
- South Asia;
- The Pacific; or
- ASEAN or other regional multilateral forums

Director of Studies approves topic selection to ensure balanced and appropriate coverage of the six study areas. Students present selected papers to overseas institutions during the Field Research Visit North East Asia.

**Block 2: Policy Formulation and Support to Senior Decision-Makers**

**Student Learning Outcomes**

The Block 2 learning outcomes are for students to be able to demonstrate an understanding of, as well as competence to apply critical thinking and development and articulation of sound arguments at the strategic level in relation to:

- the development of public policy, including security and defence policy;
- support to senior decision-makers during public policy-making;
- drivers of security policy formulation;
- the role of interest groups in shaping policy development;
- examples of successful and unsuccessful policy development;
- providing effective policy support to ministers and senior Defence officials;
the critical components of preparing for parliamentary committees; and
the preparation of policy proposals.

Content

Block 2 contains modules that cover the development of public policy in Australia and the basis of public policy-making.

As part of the module on the role of interest groups in shaping policy development, students conduct field research to the Australian Parliament where they interact with politicians and political advisers.

Block 2 includes the Defence-approved training package ‘Support to Ministers’, that is part of the preparation of members of the Defence Senior Leadership Group to provide strategic-level advice to government.

Student Learning Assessment

The principal Block 2 assessment includes expert observation by Directing Staff of student application of skills through the oral and written briefs delivered during the Change Management activity and the field application and research activity.

Block 3: The Contemporary and Future Strategic Setting

Learning Outcomes

The Block 3 learning outcomes are for students to be able to:

• Demonstrate advanced understanding of strategic security issues in the Indo-Asia-Pacific region.
• Critically analyse the current defence and security capacity of countries in the Indo-Asia-Pacific region.
• Generate and evaluate complex ideas and concepts regarding the future strategic setting in the Indo-Asia-Pacific region.
• Apply theories of state power and military/diplomacy skills in practice.

Content

Block 3 contains mandatory core modules and potentially some elective modules.

In the core modules, students examine how the United States of America, China, Japan and the Koreas shape the security environment in the Indo-Asia-Pacific region from the perspectives of the:

• internal and external influences on national security, including diplomatic, economic, military, historical and cultural factors;
• political setting and governance; and
• nature and role of regional security architectures.
During the North East Asian module, students conduct field application and research visits to this region to apply their understanding of political, diplomatic, military, economic and cultural dynamics in real-time and real-world settings.

Mandatory modules cover other regions and countries of particular strategic significance to Australia including Indonesia, Papua New Guinea, New Zealand and India. Elective modules explore selected regional or thematic issues.

As part of the South and South East Asian modules students conduct field application and research visits in small groups to various countries in order to apply their understanding of political, diplomatic, military, economic and cultural dynamics in real-time and real-world settings.

**Student Block 3 Learning Outcome Assessment**

The principal Block 3 assessment instruments include:

- a 2,500 word written assignment based on a topic drawing on the mandatory modules and dependent on the academic program selected;
- a 5,000 word literature review and outline plan for a major paper; and
- a 10,000 word Strategic Assessment or National Politics Paper.

These instruments are designed to facilitate student competence in:

- critical thinking about complex problem sets;
- broad and coherent analysis of the implications of a key security issue for the Strategic Assessment Paper, or the exploration of the contemporary political environment of two nations in the Indo-Pacific for the National Politics Paper, and
- post-graduate level written communication, exposition and argumentation skills.

**Block 4: Higher Command and the Conduct of Joint, Multi-Agency and Combined Operations**

**Student Learning Outcomes**

The Block 4 learning outcomes are for students to demonstrate understanding of, apply critical thinking and development and articulation of sound arguments at the strategic level in relation to:

- employment in the higher command environment;
- the application of military power to achieve national strategic objectives;
- the nature of modern warfare and the military strategic art;
- the translation of strategic policy into military strategy;
- risk, friction and ambiguity at the strategic and operational levels;
- the strategic implications of higher design and planning for joint, multi-agency and combined operations;
• higher command and military strategic leadership including the impact of international law, law of armed conflict, relations with the media and ethical considerations on senior leaders decision-making;
• Australian military strategic planning for operations process;
• planning for interagency and coalition operations; and
• selected contemporary military-related security themes, including the development of personal strategic leadership skills.

Content

Block 4 contains a core military strategic module, a strategic-level military and multi-agency planning module. The strategic planning modules culminate in a seven-day exercise and a two-day multi-agency exercise. Senior mentors, such as former Service chiefs and other senior ADF officers, diplomats, and public servants, facilitate and moderate these exercises. This creative thinking learning environment enables students to collectively consider and plan effective responses to complex regional and international scenarios.

As part of the assessment of the South and South East Asian module students conduct field research in small groups to various countries in South and South East Asia in order to apply their understanding of political, diplomatic, military, economic and cultural dynamics in real-time, real-world settings.

As part of the strategic-level military and interagency planning module, Australian students complete a personal leadership program and international students conduct field application and research visits in Australia, in order to apply their understanding of political, diplomatic, military, economic and cultural dynamics in real-time, real-world settings.

Student Learning Assessment

The principal Block 4 assessment instrument includes expert observation by Syndicate Directors of student application of skills during a practical Military Strategic Planning for Operations exercise and an multi-agency response exercise.

Assessment is designed to measure student competence in:

• individual creative and critical thinking about complex problem sets as a member of a planning team;
• analysis and planning skills to address complex security challenges; and
• post-graduate level written and oral communication, including concise briefing skills.

Block 5: Strategic Leadership and Capability Development

Student Learning Outcomes

The Block 5 learning outcomes are for students to demonstrate understanding of, apply critical thinking and development and articulation of sound arguments at the strategic level in relation to:
• strategic leadership and management models in the public and private sectors;
• how to lead and implement change in Defence;
• strategic management in Defence including workforce and financial management and governance;
• financial aspects of developing and managing Defence;
• how military strategy is translated into capability and force structure requirements;
• drivers of current Defence capability and force structure;
• the Defence capability development process; and
• the creation and presentation of capability development proposals.

Content

Block 5 is comprised of modules covering strategic leadership and management issues within the public and private sectors including change leadership. As part of the assessment of modules covering public and private sector strategic leadership, students conduct field application and research visits to public and private sector enterprises and interact with a wide range of Chief Executive Officers and Managing Directors in order to apply their knowledge of strategic leadership and management issues, including strategic-level human resource and financial management, and employing their communication and research skills in real-time, real-world settings.

Block 5 also includes modules covering the concept of fundamental inputs to capability, the phases of Australian Defence capability development, the acquisition process, and Defence industry support to capability development and management. These modules culminate with a five-day assessed exercise that require students to apply their knowledge and skills to capability development problems.

Student Learning Assessment

The principal Block 5 assessment include:

• a 5,000 word literature review;
• a 10,000 word Security Policy Paper, or a 10,000 word Policy Assessment Paper.

For the Security Policy Paper students analyse a defence or security-related topic and recommend a costed policy response. For the Policy Assessment Paper students explore two current or future national or regional, policy issues related to national security.

The assessment is also designed to measure student competence in communication skills in oral and written formats to communicate ideas, arguments and analyses and problem-solving, as well as self-management and teamwork.

DSSC Culminating Exercise

The culminating exercise is a capstone activity at which students demonstrate application of their learning from the entire course, in relation to, in particular:
timely and effective advice to government on the formulation of national security policy and military strategy in a whole-of-government context;

• application of military power to achieve strategic objectives; and

• development and sustainment of military capability.

Content

The five-day exercise challenges students to look ahead to the region in the decade 2014 – 2035 and to identify the military capability that Australia needs to further its national interests.

Student Learning Assessment

The principal assessment instrument is expert observation and recording of student application of skills through the oral and written briefs delivered during the DSSC culminating exercise.

DSSC DELIVERY

Staff

The DSSC does not have a resident academic faculty in the same way that other higher education institutions in Australia do. Instead, the DSSC 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 curriculum delivered by the visiting lecturers.

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 the course and the facilities available.

CDSS retains the services of an Academic Adviser who is also the Director of Deakin University’s post-graduate programs. 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. 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, industry representatives and, government officials. Australian students are drawn from the ADF, civilian members of the Department of Defence and other Commonwealth government departments and agencies. 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 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 block, 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. Typically the day commences at 0830 hrs (when possible the program commences at 1030 hrs on Monday to accommodate students who may commute long distances). 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.

Periods of directed intensive research occur throughout the year. Students are considered 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.

In 2015 there will be a one week mid year leave break.
DSSC ACADEMIC OPTIONS

Course Enrolment

All students participate in the five DSSC thematic blocks, which is primarily a professional development program. Additionally, students who satisfy the enrolment criteria have the opportunity to extend their learning by enrolling in Deakin University’s post-graduate qualifications. Students have a range of qualifications available in 2015 as detailed below. Admission to the postgraduate qualifications is subject to Deakin University’s academic and language requirements. Home countries of international students are provided with full details of the academic and language standards required to be panned in the DSSC in the Letter of Offer sent to them seeking nominations for the course. The Academic Adviser will provide enrolment information for students during Orientation Week.

Academic Programs

DSSC students can qualify for the following post-graduate awards:

- **Master of Arts (Strategic Studies).** A Master of Arts (Strategic Studies) is conferred upon eligible students who successfully complete all five thematic blocks of the DSSC, a 5,000 word literature review, a 10,000 word Strategic Assessment Paper (SAP), a 10,000 word Security Policy Paper (SPP), and the prescribed assignments and exercises. Assignments and exercises are internally assessed, except for the SAP and SPP which are externally supervised and assessed by Deakin University. Students qualify for this award within the DSSC.

- **Graduate Diploma (Strategic Studies).** A Graduate Diploma in Strategic Studies is conferred upon eligible course members who successfully complete all five thematic blocks of the DSSC, a 5,000 word Strategic Assessment Paper (SAP), a 5,000 word Security Policy Paper (SPP), and the prescribed assignments and exercises. Assignments and exercises are internally assessed, except for the SAP and SPP which are externally supervised and assessed by Deakin University. Students qualify for this award within the DSSC.

- **Graduate Certificate (Strategic Studies).** The Graduate Certificate in Strategic Studies is conferred upon eligible students who successfully complete all five thematic blocks of the DSSC, a 2,500 word Strategic Assessment Paper (SAP), a 2,500 word Security Policy Paper (SPP), and the prescribed assignments and exercises. Assignments and exercises are internally assessed, except for the SAP and SPP which are externally supervised and assessed by Deakin University. Course members qualify for this award within the DSSC.

- **Master in Politics and Policy.** A Master in Politics and Policy is conferred upon eligible students who successfully complete all five thematic blocks of the DSSC, a 5,000 word literature review, a 10,000 word National Politics Paper (NPP), a 10,000 word Policy Assessment Paper (PAP), and the prescribed assignments and exercises. Assignments and exercises are internally assessed, except for the NPP and PAP which are externally supervised and assessed by Deakin University. Students qualify for this award within the DSSC.

- **Master of Business Administration** will be conferred upon eligible students who successfully complete all five thematic blocks of the DSSC, six MBA core units, and the prescribed assignments and exercises. Assignments and exercises are externally assessed, except for the six MBA core units which are externally supervised and assessed by Deakin University.
Students will not qualify for this award within the DSSC as they will be required to undertake two Deakin MBA Units in Deakin Trimester 3 (from November to February). The six MBA core units are: Financial Reporting and Analysis; Economics for Managers; Business Process Management; Organisational Behaviour; Marketing Management; and Human Resource Management. 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 through online teaching 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. Also selected students may be offered the opportunity of PhD candidature.

Students who are not awarded 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 thematic blocks of study including deliverables, field research activities and exercises, as well as maintaining appropriate levels of professional conduct.

**Written Assignments**

The major written assignments undertaken by students during the DSSC listed below. Students are encouraged to address topics of particular interest to Chiefs of Service, and these topics can be found on ADELE.

- Two 2,500 word assignments on topics related to Blocks 1 and 2, submitted in Blocks 1 and 2.
- One 2,000 word assignment on a strategic bilateral policy topic if completing the Strategic Studies program or a 2,000 word essay or departmental paper if enrolled in the Master in Politics and Policy submitted in Block 5.
- One 10,000 word Strategic Assessment Paper if enrolled in the Master of Arts (5,000 words if enrolled in the Graduate Diploma (Strategic Studies) program, or 2,500 words if completing the Graduate Certificate (Strategic Studies) program. Students not enrolled in a Deakin qualification will complete a 2,500 word Security Assessment Paper submitted in Block 3.
- One 10,000 word Security Policy Paper if enrolled in the Master of Arts (5,000 words if enrolled in the Graduate Diploma (Strategic Studies) program or 2,500 words if completing the Graduate Certificate (Strategic Studies) program. Students not enrolled in a Deakin qualification will complete a 2,500 word Security Policy Paper submitted in Block 5.
- One 10,000 word National Politics Paper if enrolled in the Master in Politics and Policy program.
- One 10,000 word Policy Assessment Paper if enrolled in the Master in Politics and Policy program.
- Prescribed assignments and exams if enrolled in the MBA program.

**Statement of Authorship**

You will be required to sign a Statement of Authorship for every written piece of work you submit.
Submission Dates for all Written Academic Work

The Director of Studies (DSTUDS) CDSS sets the mandatory submission dates and times for assignments 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 you an extension of time for submission of an assignment or major paper where unforeseen personal circumstances have arisen. The maximum extensions are:

- Assignments 1, 2 and 3 - two weeks; and
- SAP/NPP - four weeks.
- SPP/PAP - Due to tight timelines involved with marking, no extensions are granted for Assignment 3 or for the SPP and PAP.

When you seek an extension, you must:

- discuss the matter with your 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 Academic program or not) become Fellows of the CDSS. All students who complete at least two Blocks of the DSSC, and at least two internally assessed assignments, become Affiliates of the CDSS. Those attending less than two Blocks will receive a Certificate of Attendance for the components of the course they complete.

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

THE DSSC YEAR

Course Dates

The study program in 2015 will commence on Tuesday 27 January for all students, with graduation scheduled for 8 December. A mid year mandatory leave week is scheduled for 6-10 July.

DSSC 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 Instruction

All students attending the full DSSC will receive a Joining Instruction prior to their arrival on the DSSC. These instructions provide 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 ten students and one Syndicate Director. The composition of these groups changes during the year with students rotating between syndicates for each thematic block. 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 2015 two international field application and research visits are planned to key countries in the Indo-Asia-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.

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. Additionally, international students apply new learning about ADF capabilities by visiting regional Australian Defence centres.

Internal Course Evaluation

As part of the DSSC quality assurance program, students provide daily feedback on the DSSC curriculum. This input forms part of the DSSC internal review process, conducted on completion of each curriculum block. 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 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 assignments without prior consent. Copies of the rule are displayed in the Spender Theatre and 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 2015, lectures will be recorded to provide a resource for external students or students who may be excused attendance for a specified period.

Publications

DSSC students’ written assignments may be published by CDSS. These publications currently comprise the Shedden Papers, the Strategic Management Series, and the Indo-Pacific Strategic Papers. 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 assignments, 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 consist 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 Papers 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, approvals for Member with Dependents - Unaccompanied (MWDU) status and reunion travel. Personnel administration support is provided by the Curriculum 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 2015. 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 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 Curriculum Support Team for safekeeping and processing of visas for the field 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 research. 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, 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 Curriculum Support Team will make arrangements for necessary visas.

All ADF students require an International Certificate of Vaccinations (ICV) for the field 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 Dependents. 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 Dependents. 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 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 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 or 8 or MAC OSX 10.7 or above.

Students will be required to prepare a number of substantial papers throughout the year so this should be a consideration in making information technology decisions. Each student will be provided with home internet access through a WiFi 3G dongle to allow for course-related research, and external mail and system access if required.

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. When a three star military officer or civilian equivalent addresses the DSSC, uniform, or for civilians a jacket and tie or suit, is required to be worn. 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 2015 will likely include:

<table>
<thead>
<tr>
<th>Function</th>
<th>Dress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Week</td>
<td>CDSS Rig</td>
</tr>
<tr>
<td>International Day</td>
<td>National dress is encouraged for overseas students</td>
</tr>
<tr>
<td>Graduation Ceremony</td>
<td>Summer uniform/coat and tie/suit</td>
</tr>
<tr>
<td>Graduation Function</td>
<td>Mess kit or black tie/women’s evening attire</td>
</tr>
</tbody>
</table>

**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 liaisons@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 sponsoring Indigenous education programs through the Podmore Foundation. Such voluntary contributions are endorsed and encouraged as an extra-curricula DSSC activity.
CENTRE FOR DEFENCE LEADERSHIP AND ETHICS

Mission

The mission of the Centre for Defence Leadership and Ethics (CDLE) is to conduct senior JPME Levels 4 and 5 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. The CDLE provides Level 4 and 5 leadership and ethics education to assist all ranks and officials in operating effectively. The CDLE is responsible for the introduction of senior officer development programs, and provides specified leadership and ethics education to the Services and Department consistent with tasking and resources.

The CDLE’s key functions are to:

- Provide 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.
- Manage a strategic-level framework to allow Defence APS and ADF personnel involved in command, leadership, and military ethics development activities, to share information and ideas across Defence.
- Develop and deliver command, leadership and military ethics interventions, including leadership doctrine development, 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.
- Generate and deliver Defence APS and ADF strategic leader education.
- Conduct international leadership seminars.
- Manage single Service leadership and ethics research and training delivery.

Leadership and Ethics Education

The CDLE delivers education through tiers 1 and 2 of the JPME Framework. The CDLE is responsible for the administration and conduct of the Operations Based On Experience (OBOE) Course. This 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.

The CDLE administers and conducts the NEXUS course for DSSC graduates. The aim of the NEXUS Course is to provide a transitional update for the graduates and selected One Star/Band 1 officers on key strategic and operational issues in order to prepare them for post-DSSC appointments. The NEXUS Course is a modified version of the OBOE Course, and is a shorter (three day) course in recognition of the fact that the DSSC graduates have covered much of the unclassified course material during their year of study.
In concert with the Service Warrant Officers, the CDLE conducts the CDF Warrant Officers and Non-Commissioned Officers’ Leadership Forum. The Forum 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.

The CDLE also responds to Joint and individual Service requests to present discrete Leadership and Ethics focussed modules primarily at JPME Levels 1-3. Long standing commitments include:

**Navy**
- CO/XO (Sea and Establishment) Designate Course.
- Lieutenant Commander Promotion Course.
- CDLE works closely with 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.
- Regimental Sergeant Majors’ Course.
- Royal Military College.

**Air Force**
- Squadron Leader Course.
- Warrant Officers’ Course.
- The CDLE is the Leadership and Ethics content advisor for all RAAF courses under the Professional Military Education and Training (PMET) construct.

**Joint**
- Australian Command and Staff Course (ACSC).
- Joint Warrant Officers’ Course (JWOC).

**Internal Activity Evaluation**
As part of the broader CDSS quality assurance requirements, students complete an internal evaluation of the activity. This input forms part of the internal review process.

**National and International Engagement**
The CDLE engages with other centres of 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, the CDLE regularly participates in international seminars and workshops, and has been invited to be an executive board member of the Asia-Pacific chapter.
of the International Society of Military Ethics (APAC-ISME) in 2015.

**Doctrine and Publications**

The CDLE is responsible for the upkeep of Defence leadership doctrine and Australian Defence Doctrine Publication (ADDP) 00.6–Leadership, on behalf of VCDF. Furthermore, it contributes to single Service publications such as Navy’s *Leadership Ethic* and the *Air Force Leadership Companion* to ensure consistency in leadership messaging.

The CDLE 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 development of studies in leadership practice. ‘The Chiefs: a study in strategic leadership’ is the CDLE’s most recent publication.
CENTRE FOR DEFENCE RESEARCH

Mission

The mission of the Centre for Defence Research (CDR) is to promote rigorous research, analysis, and publishing, in order to contribute to strategic and defence policy, capability and operations.

Overview

The CDR 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. The CDR aims to contribute to professional discourse through its contributions to the public debate on Defence and security issues.

The CDR’s key functions are:

- Coordination of Defence-funded post-graduate research (other than science and technology).
- To establish links with other areas of Defence conducting research.
- To establish links, under the auspices of whole-of-college MoUs, with equivalent institutions’ research organisations.
- To advise ADC Learning Centre heads on the infusion of research into Joint Professional Military Education curricula, where appropriate.
- To promote the infusion of research into single Service Professional Military Education curricula, where appropriate.
- To facilitate the development of publications of benefit to Defence, including the ADF Journal.
- To facilitate a CDSS research plan, incorporating CDSS and other Defence scholars and researchers.
- To conduct future operating and education environment analysis (‘J55 function’) informing ADC curriculum development staff.
- To contribute to the DSSC through research, marking, academic writing support, and editing of student’s work for publication.
- Presentations to courses and conferences (including but not limited to the DSSC) in areas of expertise in strategic and defence policy, capability and operations.
- To organisation of specialised dialogues, seminars and courses.
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 Centre for Defence and Strategic Studies and 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 and Defence International Training Centre, the Defence Force Chaplains College and the Director General Education Training and Development.

ADC as it is today is a federation of learning centres 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  
Email  CDSSCST@defence.adc.edu.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.liaisonoffice@defence.gov.au

**Accommodation**

There is no living 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 meters 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 is 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 audiovisual 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.

**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 reciprocating 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; 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 hotspots 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 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, and floodlit 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.

**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. Designated smoking areas are clearly marked.
PART 3:
CANBERRA AND ITS ENVIRONS
The City

Canberra is the capital city of Australia. 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.

Beautiful native parks are a feature of the city’s layout. Initially designed for a population of about 25,000, Canberra now accommodates approximately 350,000 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.

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 has a well-deserved reputation for multiculturalism, and is host to numerous cafés and restaurants offering a wide range of 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. The cold weather can start as early as April and extend through to October.

Information in this Handbook is current at December 2014 and may be amended without notice by the Centre for Defence and Strategic Studies.