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The Journal of the Royal Air Force College



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Foreword

By Group Captain Martin Killen, Editor-in-Chief

The Green Paper on Defence was published on 3 February 2010 formally starting a process that will result in changes to the UK Armed Forces shape, size and capability. The basis for that change should be an assessment of the role the UK wishes to adopt regionally and globally, in the short-term and in the longer term. For the Royal Air Force the challenges will be immense – requiring the very best intellect and political acumen to secure affordable and adaptable airpower for HM Government. Airmen, officers and NCOs in today's RAF are keen to engage in such debate; they share a passion as strong as ever for what we do, how we do it, and why we do it. Such interest is borne not only from our reputation, that man for man, as an air force, we remain second to none, but also through a sense of duty and service.

As Air Chief Marshal Sir Peter Squire stated in 2004:

“...The threat of terrorism and its effect, both nationally and globally, may encourage people to serve for ‘Queen and Country’ but it is not yet the threat to national survival that existed during the Second World War. So what does motivate people to serve today? They do it because they are professionals and understand that it is in the interests of the UK, if not in its direct defence. Moreover, they have been trained as a team and they are not going to let that team down. Motivation may have changed, therefore, but I don't think we should believe that all aspects of serving ‘Queen and Country’ have gone.”

The responsibility thrust on the young airmen, NCOs and officers of today is as great as ever, and mental and physical robustness will remain essential qualities during their careers. They share a common bond; a sense of duty and service to the Queen, to the Country, to the Royal Air Force, and to their teams.

In the Journal of the Royal Air Force College you will find authors across all ranks, across all departments, across academia, and from the newest cadet to the Chief of the Air Staff - in all the articles I think you will find evidence of that ‘common bond’.



Group Captain M F Killen BSc RAF
GROUP CAPTAIN OFFICER AND AIRCREW CADET TRAINING UNIT

Editorial

By Flight Lieutenant Tim Artus, Editor

2009 has seen many challenges for the Royal Air Force and the College, as well as having many successes – I hope you find the Journal of the Royal Air Force College reflects, in part, some of these.

The Royal Air Force has a new Chief, Air Chief Marshal Sir Stephen Dalton, who has kindly contributed to this year's Journal, providing a vision for Air Power and the asymmetric advantage it provides. Additionally, the College was privileged to receive Her Majesty The Queen and His Royal Highness The Duke of Edinburgh for the graduation of Initial Officer Training Course No 14, Specialist Entrant and Re-Entrant Course No 10, and Reserve Officer Initial Training Course No 46. We reflect on this occasion from the perspectives of the College, the Cadet Parade Commander, and the winner of the Sword of Honour – a memorable event, even without such honoured guests.

The 2009 Journal of the Royal Air Force College showcases the breadth and depth of the Directorate of Recruitment and Initial Training's responsibilities and successes, as well as highlighting the close relations it has with Royal Air Force Cranwell and its other lodger units. Certain themes run through the Journal – leadership, success and future focus.

We have contributions from the Royal Air Force Exchange Officers working with The Royal Air Force of Oman, Britannia Royal Naval College Dartmouth and the Royal Military Academy Sandhurst – all of whom emphasise our roles and responsibilities for the future; Joint and Coalition operations.

Last but not least we provide many insights from tomorrow's leaders who are today's cadets. Whilst some things change, others are perennial – camaraderie, a sense of humour and a willingness to learn and take responsibility.



Flight Lieutenant Tim Artus BSc MCMI RAF

Contents

In Memoriam.....	1
Painting of the 2009 Royal Review	2
Visit to RAF Cranwell by HM The Queen & HRH The Duke of Edinburgh	3
The Parade Commander's View	7
The Sword Winner's Perspective	10
Combat Operations	13
Air Power Studies and the RAF.....	20
General George S Patton	24
Royal Air Force Initial Weapon System Officer Training	26
Intercollegiate Games 2009	29
Improving Reporting on Leadership Across the JHC	31
Attributes for RAF Leaders	32
The Airmen's Command Squadron	35
Rehabilitation and Development Flight	37
Sermon from Initial Officer Training Course Graduation Service	39
Visit of the Polish Air Force Academy	41
Curating the College Hall Heritage	45
The Cranwell Whistle	49
Initial Officer Training: Getting Better or Just Different?	50
Duty of Care: Innovations to Support Recruits	53
Term One: Initial Officer Training Course 18	55
Term Two: Living the Dream with IOTC 17.....	57
Term Three: B Squadron Almost Graduated	60
Overseas Exam Wing Visit: Ethiopian Air Force	61
Bandar Essay Winner	63
To War With a Rubber Mallet!	66
Establishing a Meaningful 'Hold'	68





Contents

OACTU's Options for a Financially Restrained Future	70
Remembrance Sunday on the Brecon Beacons	73
Old Cranwellian Association Reunion Weekend	75
Life as a Platoon Commander	77
Our Man in Oman	80
Initial Officer Training with the Royal Navy	83
Historical Perspectives and Lessons for the Future	86
The RAF Mentoring Scheme - Four Years On	88
Air Cadets... The Digital Age	92
Good People in RECRUITING to Recruit Good People	95
Ethics? Is That Near Sussex?	97
Personal Recollections of IOTC 16	99
A Day in the Life of a Recruit Training Squadron Instructor	104
Staff Ride to Washington, DC	106
A Squadron Short Courses	109
Youth Engagement - Why Me?	111
The Non-Commissioned Aircrew Initial Training Course	113
The Boarding Process from Our End of the Telescope	115
The Band of the Royal Air Force Regiment	118
A Day in the Life of an RAF Halton Recruit	121
United States Air Force Academy International Week	123
It's Been a Busy Display Season for the Red Arrows	125
Royal Air Force College Senior Appointments.....	127
Royal Air Force Cranwell Senior Appointments.....	129
Visits to the College.....	131
Royal Air Force Cranwell - Prizewinners 2009	132

In Memoriam

We record with regret the passing of the following Cranwell Graduates or Old Cranwellians whose deaths were notified to us during the last year.

Air Commodore J H PACK Graduated 58 Entry	Died October 2008	Group Captain E F BANKS Graduated 52 Entry	Died 14 May 2009
Squadron Leader K J M DAVIS Graduated 53 Entry	Died November 2008	Wing Commander G OGDEN Graduated 185 Entry	Died 7 June 2009
Squadron Leader S COX Graduated 140 IOTC	Died 22 December 2008	Wing Commander P M BLEE Graduated 91 Entry	Died 14 June 2009
Wing Commander R L HOLMES Graduated 61 Entry	Died 17 January 2009	Squadron Leader D HALLER Graduated 75 Entry	Died 21 June 2009
Squadron Leader M SILLS Graduated 127 Entry	Died 19 January 2009	Squadron Leader I A G SVENSSON Graduated 56 Entry	Died 29 June 2009
Squadron Leader C R SEYMOUR Graduated 90 Entry	Died 24 January 2009	Flight Lieutenant N MORTON Graduated 156 Entry	Died 2 July 2009
Flying Officer H PRICE Graduated 63 Entry	Died 11 February 2009	Flight Lieutenant K THOMPSON Graduated 56 IOTC	Died 2 July 2009
Flight Lieutenant A MARSH Graduated IOTC 4	Died 11 February 2009	Group Captain D E B DOWLING Graduated 52 Entry	Died 2009
Wing Commander N A INNES-SMITH Graduated 54 Entry	Died 30 April 2009	Group Captain P A GARTH Graduated Unknown	Died 2009

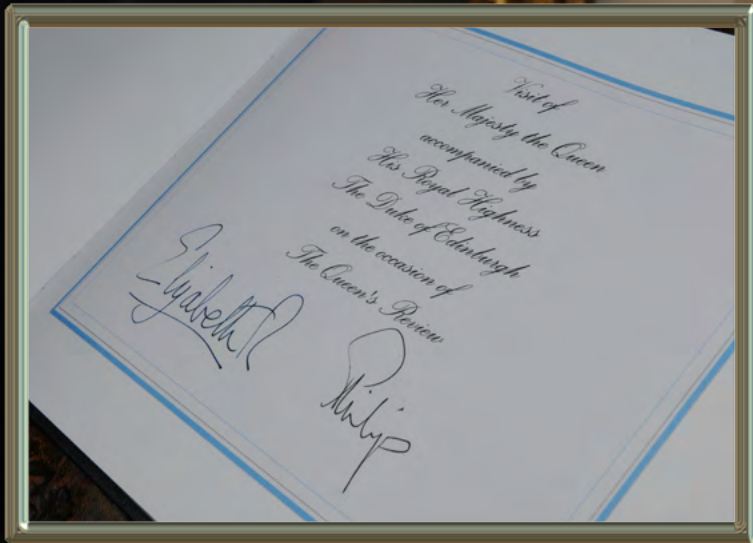
Painting of the 2009 Royal Review

by Military Artist Mr Anthony Cowland

The annual Royal Review at the Royal Air Force College Cranwell is always a special occasion and this year was particularly memorable as Her Majesty the Queen, in her role as Commandant-in-Chief of the College, visited for the first time since 1995. Consequently, a new painting was commissioned to mark this historic event. The painting depicts Her Majesty and His Royal Highness the Duke of Edinburgh in front of the Royal Air Force College with the Commandant and the Chief of the Air Staff completing Her inspection of the graduating cadets. Art, especially military art, can evoke many thoughts and feelings and this painting by Anthony Cowland is no exception, serving as a tremendous source of inspiration to the cadets; it is a constant reminder of where their allegiance lies and also of the rewards and honour that lies ahead on Graduation Day if they successfully complete their training. It is no coincidence that the painting has been hung in the main corridor opposite the cadets' ante-room.

Anthony Cowland is a well known and respected artist, illustrator and designer and is a past Chairman of the Guild of Aviation Artists. Over the past 15 years he has been heavily involved with painting for the British Forces, undertaking visits to major exercises, peace-keeping zones and theatres of war, often 'roughing it' on location. A graduate of the Brighton School of Art, he spent over a decade in design and architecture, becoming a director in a large London and New York-based architectural and design practice overseeing projects world-wide. Having continuously moonlighted as a painter and illustrator during his design career, he finally turned to full-time illustration and painting in 1989.

The painting in College Hall Officers' Mess with Air Commodore Stevenson, Commandant of the College and Wing Commander (Retired) Dowling, College Secretary.



Her Majesty The Queen signing the College Visitors Book.
Inset: Page from the visitors book.



Visit to RAF Cranwell by HM The Queen and HRH The Duke of Edinburgh

Squadron Leader Hall, Officer Commanding C Squadron

On Thursday 28 May, 2009, Royal Air Force College Cranwell had the honour of receiving Her Majesty The Queen, the College's Commandant-in-Chief, accompanied by His Royal Highness The Duke of Edinburgh. Their visit was on the occasion of the Royal Review at the graduation of 147 officers of Initial Officer Training (IOT) Course No 14, Specialist Entrant and Re-Entrant (SERE) Course No 10 and Reserve Officer Initial Training (ROIT) Course No 46. Graduates included cadets from Iraq, Jamaica and Nigeria.

Four to five graduation parades are held each year at Royal Air Force College Cranwell to mark the rite of passage from officer

Chief of the Air Staff and Commandant arriving at the Graduation Parade.



cadet to commissioned officer for each cadet graduating on an IOT, SERE or ROIT course. Each year one of the graduation parades is selected as the Royal Review in order to present The Queen's Medal for the best overall cadet from the last twelve months and other annual prizes. Of note the International Cadet Sword of Honour for the best international cadet during the year was awarded for the first time at the 2009 Royal Review. A number of honoured guests have acted as Reviewing Officer over the years, but the last time Her Majesty The Queen conducted a Royal Review was in 1995.

Before this prestigious event could take place, a significant amount of planning and preparation was required to ensure that the graduating cadets were up to parade standard, but also to prepare the Station and College Hall Officers' Mess (CHOM). In October 2008, before the Assistant Private Secretary to The Queen formally announced that Her Majesty had accepted the Commandant of the RAF College's invitation, a planning team was established. The aim was to ensure that Her Majesty and His Royal Highness had a memorable visit by delivering a Royal Review that would demonstrate the high standards and calibre of the next generation of Royal Air Force officers. The focus for the day was to be The Queen and the cadets.

A planning team was formed of personnel from the Station, the College and the Officer and Aircrew Cadet Training Unit (OACTU). Thus, under the watchful eye of the Project Officer, Group Captain Killen (OACTU), the Commandant's Staff Officer and ADC, Squadron Leader Phythian and Flight Lieutenant Akyildiz, the College's Senior Regiment Instructor, Squadron Leader Capel, and the Officer Commanding Base Support Squadron, Squadron Leader Manvell met each Wednesday. The planning team was extremely well supported by contractor, civilian and military personnel across the Cranwell campus, all working in concert to achieve the aim; that Her Majesty and His Royal Highness, and the cadets and their guests, have a superb day.

Their task was not insignificant and, in addition to the normal preparations for the Graduation Parade, a number of changes would be required in order to choreograph the Royal Review,

host a significant number of high profile guests, and allow time for Her Majesty to meet Station personnel and their families. In order to achieve this, the team needed to maintain close liaison with Buckingham Palace and the civil authorities. CHOM required some refurbishment and additionally a detailed plan was required to allow Her Majesty the opportunity to meet and dine with the newly graduated officers, their families, the staff and guests; in excess of 500 attended the lunch.

Whilst the planning team forged ahead, a number of additional drill periods for cadets were packed into the working day. Warrant Officer Clelland, College Warrant Officer, and his team worked tirelessly to train and prepare the cadets. To their credit, the cadets rose admirably to the challenge. Whilst honour, pride and enthusiasm are always present during the lead up to graduation, the added privilege of graduating in front of our Sovereign raised the bar, and injected some magic into the cadet body. Rarely, have I witnessed cadets practising in the early hours of the morning and late at night on the Parade Square; often at the expense of developing more traditional social skills!

Inevitably a number of additional rehearsals were scheduled and it was inspiring to see the all Royal Air Force College Cranwell cadets and permanent staff working together to the same aim.

To be around the cadets on the morning of the 28 May 2009 was something special. The atmosphere was electric and, as a body, they were full of enthusiasm mixed with a nervous anticipation but ready for the challenge ahead. The cadets, beaming with pride and, dressed immaculately in their uniforms, set about preparing themselves for the Parade. Their flight sergeants, their trusted mentors during the Course, gave them a final inspection to ensure that every cadet was at the highest possible standard and then exchanged a few words of encouragement; all were conscious that College history was about to unfold.

Not only was every cadet walking six inches taller but we were blessed with excellent weather. A wonderful, warm and calm spring day brought the flowers out into full bloom and CHOM, as backdrop to the freshly mown 'Orange', looked magnificent in the sunlight.

Her Majesty and His Royal Highness arrived by helicopter and were moved to the front of the Dais in the Royal Bentley where they were received by the Commandant of the Royal Air Force College, Air Commodore Stevenson. The Parade Commander, Officer Cadet Jewers, had already brought the Parade to attention and proceeded to give the Royal Salute. Her Majesty was then invited to inspect the front row of the Parade whilst His Royal Highness inspected the second row, and Chief of the Air Staff, Air Chief Marshal Torpy, inspected the third row. At the conclusion of the inspection there was a spectacular fly past from the Red Arrows.

The cadets were immaculately turned out and, after they had been inspected, went on to give an excellent demonstration of drill; high standards, teamwork and esprit de corps paid off! Her Majesty then went on to present the Sword of Honour, the International Sword of Honour and The Queen's Medal to Officer Cadet Shone, Lieutenant Al-Henkawe, of the Iraqi Air Force, and Flying Officer Taudevin respectively.

Silence then fell across the College as Her Majesty addressed the Parade and gave the following speech:

“As your Commandant-in-Chief, I am delighted to be here to today to witness the commissioning of officers into the Royal Air Force, and into the Forces of Iraq, Jamaica, and Nigeria. It is also a special occasion for your families and friends and for the permanent training staff who have prepared

Chief of the Air Staff inspects the Parade.



you for this moment. You have marked that moment in fine style, and I congratulate you on your turnout and ceremonial.

The Royal Air Force has an illustrious history. You, the graduating officers, are now part of that history and inherit the legacy of your forebears. Today, you are embarking on what will be new careers. You have joined a fighting Service and the years ahead will test your resolve in unpredictable situations around the world. However, through the training you have received, and the development of your leadership skills, you have experienced challenges and adversities designed to prepare you for the most demanding of circumstances. I am confident of your ability to meet that charge.

While you must carry out the duties placed upon you by the Royal Air Force, it is equally important that you enjoy life. There will be chances to learn new skills, to travel and to broaden your experience. I hope that you will ensure that you, and those under your command, make the most of these opportunities.

You can be justly proud of your achievements, as – I am sure – are your families and friends who support you and who have gathered to celebrate this occasion with you. I wish you all every happiness and success in your chosen career. My prayers go with you and your families.”

The Act of Dedication followed and all three padres from the College said prayers before the Parade Commander roused the cadets and the Parade giving Her Majesty three cheers.

Lieutenant Al-Henkawe, IqAF, receives the International Sword of Honour from Her Majesty.



'March off the Colour of the College of the Royal Air Force'.



After the Queens's Colour of the Royal Air Force College had been marched off, the cadets formed two ranks and, with the incredibly moving music of 'auld lang syne' reverberating around the College, courtesy of the Band of the Royal Air Force Regiment, the slow march commenced past the Flight Sergeants – now saluting the newly commissioned officers for the first time. As they marched up CHOM stairs, into the Rotunda, and onto the carpet for the first time, four typhoons, from XI Squadron, flew past which signified to the cadets that they had now joined the ranks of 'the few' as commissioned officers in the Royal Air Force. CHOM main doors were closed, the Parade Square fell silent and the audience were treated to a huge roar from within the Rotunda as the newly commissioned officers launched their hats into the air and cheered each other on their success.

After meeting the Parade Executives and joining staff and award winners for photographs, Her Majesty, His Royal Highness, the Chief of the Air Staff and the Commandant joined the newly commissioned officers and their friends and families for some well earned refreshments before going on to take lunch. The Mess staff "pulled all the stops out" and delivered a thoroughly enjoyable meal to over 500 guests.

At the conclusion of lunch Her Majesty and His Royal Highness signed the visitor's book and departed CHOM in company with the Commandant for Queen's Avenue where The Queen planted a lime tree, before meeting an enthusiastic crowd of Station personnel and their families.

In summary, six months of planning, a whole-hearted collegiate approach, and a superb team effort had come to fruition; it had, indeed, been a day to remember for the cadets, for the staff, for the guests and most importantly for Her Majesty The Queen. The newest commissioned officers in the Royal Air Force were left brimming with pride alongside families and friends – that evening the Graduation Ball continued long into the early hours! There is no doubt that all those involved in the planning and the execution of the Royal Review upheld the high standards that the Royal Air Force expects.

On a final note, it is an honour to hold the post of Squadron Commander on an IOT squadron with responsibility for the training and development of so many dynamic and focussed men and women. Their enthusiasm and desire to succeed is infectious. When you have attested them into the Royal Air Force in week one and then watched them grow in competence, confidence and credibility over a 32-week Course, it is a truly unique moment to see your Squadron of cadets slip 'the surly bonds' of Cranwell and march off the Parade Square as commissioned officers. To have had that experience, combined with the honour of meeting Her Majesty, in CHOM Founders' Gallery, and in front of the portrait of Winston Churchill, may, I suspect, be an unsurpassable experience.



Her Majesty is escorted by Officer Cadet Jewers, Parade Commander.



A Flight, the Graduating Squadron, on parade.

Initially it was through rumour that C Squadron realised how special our graduation would be. Speculation over a Royal Graduation became common place, although to start with it was never expected that Her Majesty The Queen would be our Reviewing Officer. It had been almost 15 years since her last visit to RAF Cranwell and everyone at the College set out to make it a Parade to remember. Preparation for the Parade started as early as Term Two, as foot and sword drill were taught and practised to have us ready for graduation. Graduation practice would normally start towards the end of Term Three, but for C Squadron we started in Week 1.

When we began Parade practice, each flight was asked to nominate three or four cadets for the positions of Parade Commander, Adjutant and the four Flight Commanders. The first hurdle for us was to take a Flight around College Hall Officers' Mess (CHOM) Parade Square, carrying out the first part of the march past. This was a nervous moment for some, especially those who had never taken drill before, as it was completed in front of the Squadron as a whole. This process whittled numbers down to a final ten; we would then practise over the coming weeks for a final assessment by the Senior Regiment Instructor (SRI), Squadron Leader Capel. For the assessment we gathered on the tennis courts and, one at a time, positioned ourselves next to the SRI, commanding the other candidates who were three court-widths away. It was our voices that were being examined; those with the correct volume, clarity and pitch would take the top spots on the Parade. It was

The Parade Commander's View - The Queen's Review

Officer Cadet Jewers, Parade Commander, Initial Officer Training Course No 14

tense; time to impress was short. One candidate impressed me – an ex-Serving Army Warrant Officer; however, he stood down before his turn. He felt the younger members of the Squadron deserved the opportunity. This was a noble thing to do, and I personally thanked him, as he was, in most people's eyes, the man for the job. Following the assessment, we walked out onto CHOM Parade Square, where the other members of the Squadron had been practising. Squadron Leader Capel cut straight to the chase and named those whom he felt would perform best for each position. After both jubilation and commiseration the Squadron was reformed into flights and we took our newly assigned posts. Everyone then knew who had the responsibility for each Flight and the Parade. Thankfully, we had learnt the commands required for all positions on Parade, though this didn't prevent initial nerves as we went straight into our first practice. There were mistakes, however, these would be ironed out.

The first event was the Group Captain's check of the Parade, by which point everyone knew it. Its success gave the Squadron a new found air of confidence and the idea of weekend drill practice disappeared. The next rehearsal was with cadets from another squadron playing key figures including Her Majesty, His Royal Highness The Duke of Edinburgh and the Chief of the Air Staff (CAS). This, for me, was when things went wrong; previously I had only practised my opening line inviting Her Majesty to inspect the Parade in front of an empty dais. With human beings in front of me I managed to get a frog in my throat and lost composure. Looking into someone's eyes made speaking more difficult than the whole Parade so far. Following this hiccup I composed myself and started again with no problems.

The Commandant's inspection was next, just a few days before the Graduation. I felt confident in the ability of every one of my fellow cadets on the Parade Square, though it is fair to say some found the drill easier than others. It was clear that the time we spent on the Parade Square and instruction we were given had paid off; both individuals and Flights performed well. However, this was not to be the case for this final check of our performance. Small errors began to creep in whilst the Commandant watched, and there was general feeling that we might have over-rehearsed

and peaked too soon. Yet when we completed another rehearsal everything went well, thankfully. We were back on track!

The day before Graduation was drill-free, allowing time for me to collect my sword which I had ordered especially for the Graduation. It was nice to relax and take time to reflect on the past few weeks; all thoughts were on Graduation and how quickly it had come upon us. That evening my parents had arrived and we went out for dinner in a nearby pub. Most of the Course had the same idea and we met several members of my Squadron.

Graduation Day arrived and I spent the morning relaxing – going over the parade orders just once more – before collecting my parents as they arrived. After leaving them with the other guests in the refreshments tent it was time for me to get ready for the Parade. Putting on my sword brought about the reality that this was no practice and, thankfully, there were no nerves. I was quietly confident that all would go well. The rest of C Squadron formed up on the wings of CHOM; the count down had begun! The Parade Executives, along with the College Parade Staff, gathered in the Rotunda, a few words of luck were said by Wing Commander Cadets, followed by a glass of port to settle any nerves and lubricate our throats. My throat was fine; however, upon returning to the West Wing for my entry onto the Parade Square I began to feel butterflies, it was now just a matter of waiting. The Support Squadron, D Squadron, marched on to the commands of the College Warrant Officer, followed by the Graduating Squadron. It was at this stage I began to feel as though I had the weight of everyone's expectations on my shoulders; the nerves began and before I knew it, it was time to march on.

Marching out in silence, with only the sound of the wind and a few people talking in the crowd, I saw my parents sat on the top tier not far off centre. I took over the Parade from the Parade Adjutant, and it was time to start the drill sequence. I gave the command for the Queen's Colour to be marched on and the Band burst into life. After what seemed an age VIP guests began to arrive and CAS made his way onto the Dais. Before long I saw The Royal Car enter through the main gates of CHOM and drive around the Orange. I bought the Parade to attention and my mind then focussed on the drill commands to come. It was like watching television



HRH Prince Philip inspecting the Graduating Squadron.

– Her Majesty The Queen and The Duke of Edinburgh stopped in front of me only a few yards away, and once they were positioned on the Dais I gave the Royal Salute. I approached the Dais and invited Her Majesty to inspect the cadets.

We had planned for Her Majesty to inspect the front rank, while The Duke of Edinburgh inspected the middle rank and CAS inspected the rear rank. Her Majesty was brisk yet thorough in inspecting each individual on the front rank, asking what branches cadets would be entering, whilst also commenting on both the number of individuals with medals who had served previously, and the standard of dress. Inspection complete, the Red Arrows flew over and the march past began first in slow time, and then quick time. From my position I could see each row of each Flight and I was impressed to see how accurate and well drilled they were. The march past finished, the Parade advanced in review order, following which head dress was removed and three cheers were given for Her Majesty The Queen. It was an amazing moment hearing the whole Parade cheer in unison. Thereafter, I requested permission from Her Majesty to march off the Queen's Colour and the Parade; the Squadron marched off the Parade Square and into the rotunda of CHOM to Auld Lang Syne, an emotional moment for all.

Once the whole Graduating Squadron was in the Rotunda and had halted, I ordered one final cheer and everyone threw their hats into the air in celebration. It was time to remove our cadet accoutrements and, for the majority, to meet their families. The Parade Executives stayed behind and lined up in Founders' Gallery to be presented to Her Majesty. I was first to be introduced, following which I introduced the other Parade Executives. We then slipped away quietly to see our families before lunch. I was fortunate enough to sit next to The Duke of Edinburgh; he was quick witted and spoke fondly of his time learning to fly. The Royal Party left shortly after lunch leaving us to continue celebrations at the Graduation Ball that evening. It was a fitting end to a very proud and exhilarating day!

'March off the Graduating Officers'.



The Sword Winner's Perspective - The Queen's Review

Officer Cadet Shone, Winner of the Sword of Honour, Initial Officer Training Course No 14

Graduation Dinner, 22 May 2009, after all the festivities of the evening it was time to announce the prizes. When I heard my name called out as the Sword of Honour winner for IOTC 14 I was ecstatic. The celebrations went on until the early morning celebrating the last 29 weeks of IOT with fellow cadets. It wasn't until the next day I realised that having won the Sword of Honour I would be receiving it from none other than Her Majesty The Queen.

Rumour of Her Majesty being our Reviewing Officer stemmed back to the early weeks of IOT. It was the first time Her Majesty was to be the Reviewing Officer for 14 years so it was inevitable that drill practice would feature highly on the timetable. I was one of a lucky three who would receive their prize from Her Majesty. This meant countless extra practice to ensure we performed to our best when receiving our prizes.

Graduation Day arrived and there was a definite buzz about the College. Families began to arrive through the increased security presence and were met by the latest Graduating Officers. Tea and coffee were first on the agenda, with the obligatory photo outside of College Hall with the family. Shortly after this, it was time for our guests to move to the stands and await the arrival of the Parade and, of course, Her Majesty.

The Royal Party leave the Dais to inspect the Parade.



At either side of College Hall, the four flights assembled minus their Flight Commanders. As Number Two Flight Commander, I was assembled with the other Parade Executives in the Rotunda for the traditional pre-parade glass of port. This was certainly a good way to calm the nerves before performing in front of Her Majesty.

At 1030 the Support Squadron marched on followed by the Graduating Squadron. I remember the shiver of pride as we marched on to the famous Parade Square in front of the many friends and family. The Flight Sergeants had their moment, calling us into line and the Queen's Colour was marched on. We waited patiently (without fainting and cracking my head open this time as I did in an earlier practice...) for the arrival of the Chief of the Air Staff, His Royal Highness The Duke of Edinburgh and Her Majesty The Queen.

It wasn't long before the Royal Car pulled up in front of the Dais and we stood, watching in awe as Her Majesty and His Royal Highness stepped out. I don't think there are many things that beat what followed: a Royal Salute to The Queen whilst God Save the Queen was played by the Band of the Royal Air Force Regiment.

Her Majesty inspecting the Parade.





Officer Cadet Shone receiving the Sword of Honour.



The Red Arrows.

The inspection was soon over, climaxing with a fly past by the Red Arrows. With permission to continue with the Review, we were soon on our way around the Parade Square. Now was the time to perform our best circuit yet with voices ablaze, the 'eyes right' and the 'two from now' commands were the best the Flight Commander's have shouted. The Flights performed brilliantly with perfect straight lines.

Following the Review, the Parade was advanced in Review Order ready for the Prize Giving and the Queen's speech. Now it was my turn to perform in front of my fellow cadets, all our friends and families, a large number of dignitaries, high ranking officers and – of course – the Royal Party. I stowed my parade sword ready to receive the Sword of Honour.

My name was called out by Flight Lieutenant Fisher, my Flight Commander throughout IOT, and I marched towards Her Majesty. When Her Majesty handed the Sword to me I was surprised by how heavy it was in comparison to the parade sword I'd been carrying. After her congratulating me and wishing me all the best, a few obligatory photographs were taken before remembering to take a step back to conduct a sword salute without damaging our Sovereign; not a good career move.

The rest of the Review was spent in awe of what I had just received. Despite this I still had a job to do: three cheers for Her Majesty The Queen, forming two ranks and moving into position for the final march into College Hall. Having received our first salutes from the Flight Sergeants lining the entrance we

were all assembled in the Rotunda, then the emotion of the day finally hit me. I was very proud of everything that we had achieved together over the last 32 weeks and it was topped off perfectly by a Royal Review.

Before moving through to the marquees to meet our families, the Parade Executives were fortunate enough to personally meet Her Majesty, His Royal Highness and the Chief of the Air Staff in the Rotunda. As it was the second time I had spoken to Her Majesty I could now refer to her as Ma'am and she commented on how I now had two swords to handle. Moving to the marquee for a few moments to briefly be congratulated by my family I had to rush off for the formal photograph in front of College Hall. Here all the prize winners gathered for a once in a lifetime photo opportunity with The Queen and The Duke of Edinburgh.

It was now approaching midday and the trumpet was sounded, signalling the move through to the Dining Room. During rehearsals it was planned that, as the winner of the Sword of Honour, I would sit between The Duke of Edinburgh and Air Commodore Stevenson, one place left of the centre spot. However, on moving to the top table I noticed that Air Commodore Stevenson had been swapped with The Queen and I was now sitting next to Her Majesty and Mrs Stevenson.

A story to tell the grandkids that's for sure; or everyone I see (as my fellow junior officers keeping telling me).

Sadly, the day went by far too quickly and the gavel was soon banged by the President of the Mess Committee, indicating time for the Royal Party to leave the top table. The rest of the day was then spent with our families exploring College Hall before moving over to Whittle Hall for the End of Course Review. The day was not yet over however, as of course it was now time for the Graduation Ball; an outstanding night, enjoyed by all who attended.

To summarise, this was a day that I and my fellow Graduating Officers will never forget; etched into our memories for a long time to come. It is difficult to describe in words just how good a day it was. I can certainly say it was the best day of my life, to date.



The Royal Party on the Dais.

Combat Operations: The Asymmetric Advantage of Air Power

Air Chief Marshal Sir Stephen Dalton, Chief of the Air Staff - Extract from the RUSI Lord Trenchard Memorial Lecture 2009

The Royal United Services Institute continues to stimulate debate in the Defence and Security arena. This is a particularly important role at the present time when, arguably, we are approaching a genuinely strategic crossroads in the design of our future Defence Policy and Military requirements. It will be critical that we really raise the absolutely essential focus on our current 'Main Effort' in Afghanistan and take a long hard look at our national security levels of ambition and requirements. If this results in a fundamental revision of our notion of Britain's place in the world then, inevitably, there will be significant implications for the size, shape and structure of our armed forces; but, we should not overlook the significant role that those armed forces are currently playing in defending and promoting the security of this country, our values and our interests, in their broadest sense, as an integral part of our current operations. You will not be surprised to hear that I intend to return to this theme through the rest of this talk. As the relatively new Chief of the Air Staff, one of my real concerns is that while public support for the armed forces is as high as I have ever known it to be, witness the marvellous public turnout in Uxbridge for the Home-coming Parade for 63 Sqn Royal Air Force Regiment last month. Nor should we underplay for a moment the consistently humbling support from the people of Wootten Bassett. However, despite this marvellous moral and physical support, the genuinely informed understanding of the role of the military in contemporary society is worryingly low, and this is particularly challenging for the Royal Air Force. In Afghanistan, for example, without RAF aircrew flying our Chinook, and shortly Merlin as well, support helicopters, and transport aircraft in and through some of the most demanding environmental conditions faced by any military forces anywhere in the world, and in the face of the constant threat of being shot at by the same insurgents who threaten the Land Forces, without those very brave and highly skilled aviators, more often than not, the equally brave and courageous soldiers and marines would not be able to pass the start line. This issue is important; if it's symptomatic of a more general lack of understanding in the public – and a consequent undervaluing - of the absolutely key role that air power plays, in its many guises, in all roles of military and security operations. And this matters, because air power is equally fundamental to success in the full gamut of military operations from

counter-insurgency operations, whether they be historic such as in Malaya in the 1960s, Northern Ireland during the troubles there, or on Operation Herrick today in Afghanistan; effective airpower is essential to all scales of medium or high-end warfighting. Often it has been and will continue to be the advantageous asymmetry that air power has given the UK and our allies that has been the determinant in giving the force or the coalition the battle, nay war winning capability and advantage. Our combat operations over the last two decades demonstrate how air power has consistently evolved; it has been adaptive and it has developed. But where are we today, as the consequence of those lessons from our recent history and what are the drivers that are shaping our current thinking and decision-making? And equally importantly, what defines our immediate future requirements as well as our longer-term insurance premium – well that is, of course, the focus of the forthcoming Strategic Defence Review, a requirement on which all the major political parties agree. Whatever, the resulting conclusions, one thing is certain, and that is that we will want and need to unlock the fullest potential of air and space power in the coming years and deliver affordable and agile capability as part of this country's joint defence and security forces – and that is of course wherever they are deployed, whatever the nature of future operations, whenever they're needed. But to do this effectively and add to our asymmetric advantage over potential adversaries – whether they be state or non-state – we will need to invest significantly in putting 'real meat on the bones' of our National Network Enabled Capability.

Now the themes that go through this – agility, capability, and asymmetric advantage – will run through everything I say today, and they are an integral part of my vision for the Royal Air Force. But for reasons that will become clear, I'm also going to emphasise another characteristic. Amongst other significant anniversaries, 2009 marks Charles Darwin's 200th birthday. You recall that he observed that:

'It is not the strongest of the species that survives, nor the most intelligent. It is the one that is most adaptable to change.' Consequently, I believe that adaptability – in our organisation, people and equipment – is the key to ensuring that the RAF

continues to make the critical air power contribution to the UK's defence mission, as the strategic environment evolves over the coming years.

Recent Operations

So let me turn to what contemporary events show us about military requirements. It's worth reminding ourselves that over the last twenty years, the RAF has been continuously involved in combat operations across the entire spectrum of conflict. We have conducted top-end warfighting against technologically capable opponents - where we have had to fight hard for that critical and fundamental requirement in any military operation – that of control of the air. We have had to find ways to overcome sophisticated, integrated air defence systems – on at least four occasions in that time: during the Gulf War of 1991, in the Balkans in 1995 and again in 1998 and, as recently as six years ago, in the Iraq war of 2003. To use a military term, we have then 'transformed in contact' with our adversaries, to switch to intense counter-insurgency operations in Iraq and Afghanistan. At the other end of the scale, we spent eleven years flying low intensity – but highly cost-effective – air-policing of the no-fly zones over Iraq, interspersed with timely focussed interdiction operations without the need for major long-lead time and costly deployments or reinforcements. At the same time we conducted

The Royal Air Force's Typhoon.



numerous, rapidly arising, humanitarian relief operations such as that in Somalia and Sri Lanka and military interventions, such as Sierra Leone and East Timor. Throughout this period, we have continued to deploy significant force elements to cover permanent commitments, notably the air defence of the United Kingdom, support to the Strategic Deterrent and overseas in the Falkland Islands. So the RAF has been very busy – and continuously over a very long period. But what are the broader implications of this experience?

The first point to make is that the development of military aviation, supported by emerging technology, means that air power has been consistently developing and maturing over the last twenty years in particular, and can now make the critical, precise and designed impact that theorists such as Douhet, Mitchell – and, of course, Lord Trenchard – have envisaged since the dawn of aviation. Western air forces can now deliver precise, proportionate firepower with extremely high levels of assurance, in virtually all weather conditions. This means that in conventional, force-on-force encounters, air power may have primacy in the joint campaign, with the land component effectively 'fixing' the enemy to be neutralised from the air. We saw the genesis of this in the Gulf War of 1991, when largely unseen and unreported, the air campaign neutered the fifth largest army in the world and, in so doing, set the conditions for that army to be utterly defeated in a land battle that lasted just 100 hours. This was of course at an absolutely minimal cost in coalition casualties. By the time of the Iraq War of 2003, modern air power was decisive, and, according to a recent RAND study, with over seventy-five per cent of the 20,000 major military engagements being primarily prosecuted by air power. The implications are profound. In the first place, as the then CGS announced, the Army has been able to plan its transformation into a uniform and lighter brigade structure, because of its 'increased confidence of delivery of effects from the air'.

The resulting breaking up by The Army of its traditional armoured and mechanised brigades is something that we would do well to remember in future discussions about force structures across the whole of defence, because, in essence a cheque has been written that air power must ultimately retain the ability to cash and pay to UK Land Forces on behalf of The Nation. More fundamentally, our adversaries have also recognised the asymmetric advantage of air power – witness the significant effect

that even the overflight or noise of a fast-jet or helicopter has on Taliban fighters as just one example, and this has driven them of course to develop their own asymmetric strategies to try and negate it. In this sense, understanding air power is critical, if we are to understand how – and why – the nature of conflict itself is changing and evolving. While air power has proved to be the dominant force in conventional warfare during recent operations, it has also provided the key enabling capabilities, particularly of course in support of the land component, in irregular and counter-insurgency warfare. The mobility, ISTAR capability and heavy firepower support delivered by air power are absolutely essential, not least in minimising the footprint on the ground. As Colin Gray has put it: 'Airpower is about mobility and power projection. It is about bringing fire to bear on the enemy, be he far or near; about inserting and extracting friendly troops; about surveillance and reconnaissance, and other forms of intelligence gathering; about supply and its movement.'

However, because our opponents understand the importance of air power, they will contest our control of the air with every possible means at their disposal. In the Balkans and the two Iraq wars, sophisticated air defence systems were employed against us, but even if our enemies lack an air force, they will still use shoulder-launched missiles and small arms to attack our air transport aircraft and helicopters. They will set booby-traps at known landing sites and attempt to mortar or rocket our aircraft on the ground. All of these tactics have been adopted by the Taliban in Afghanistan and, in this context, force protection and the role of the RAF Regiment is as much a part of the battle for control of the air as more familiar and 'traditional' capabilities, such as the offensive and defensive counter-air operations that were flown in the two Gulf Wars. If all else fails, the enemy will seek to neutralise our asymmetric advantage by using propaganda to attempt to influence the media, putting pressure on our freedom to exploit air power capabilities to the full; again, this ploy has been used in



ISTAR Operations E3-D Sentry.

Afghanistan, where one of the most significant challenges that we currently face – particularly as our land forces are so reliant on air support – is to make sure that we can counter the allegations that the majority of civilian casualties are caused by air attack. We all deeply regret innocent civilian casualties in war, but the growing perception that all civilian casualties are caused by air delivered weapons is far from the truth. Where mistakes are made, then lessons must be learned and procedures amended. However, we need to guard against immediately assuming that every allegation is substantive. The allegations are often unfounded, whilst the media will seek to sensationalise all occasions, we have to be far more agile and proactive in demonstrating the discretion and proportionality that is used whenever air weapons are employed. Such decisions are founded on the sensitivity and discipline of the airmen and airwomen involved at every step of the targeting process, and I am always impressed by the quality and resolve of our airmen who are involved in targeting and aviation, often under extreme pressure.

I suggest that this very brief review of our operations over the last twenty years reveals two defining characteristics above all others: first, their variety, and second, their unpredictability. As we have seen, the RAF has operated across the entire spectrum of conflict, transitioning from top-end warfighting to low-intensity air policing and back again, before switching to intense counter-insurgency operations. Few of these operations were envisaged beforehand, and some, such as the 1991 Gulf War, represented real strategic shocks. To my mind, this only reinforces the need for us to continue – within sensible resource constraints – to retain as balanced a force capability as possible, so that we can field relevant capabilities to confront the requirements of today's 'Main Effort' in Afghanistan, yet retain the ability to adapt to the future contingencies that we know will be difficult to predict. This principle is understood across the political domain. The Secretary of State has already announced that he intends to sponsor a full and open discussion on the future defence requirements based on the forthcoming Green Paper and how it identifies the short, medium and long-term potential needs of the UK's foreign and security policies and ambitions.

Equally, the Shadow Secretary of State, Liam Fox recently said: 'of course, the main challenge here is between equipping our forces to succeed in our current conflicts without failing to prepare for any future contingencies', and, although the National Security Strategy

rightly emphasises the primacy of current operations, it also notes the requirement to: 'to invest in a broad range of capabilities for the long term'. This is important, because there is a perception that future wars will only be fought, as Rupert Smith has put it, 'amongst the people', with Western military interventions being limited to failing or failed states, where the opposition will be confined to ill-armed militias, criminal gangs and terrorist groups, and the overriding requirement is for 'boots on the ground' to provide stability and security. A development of this line of thinking of course is Frank Hoffman's conception of 'hybrid warfare', where low-tech terrorist tactics are mixed with higher-tech capabilities, often obtained through a state-sponsor. It has been argued that as these are the wars that are being fought now, they are the only wars likely to be fought by the West in the future and that we should, therefore, dispense with 'irrelevant' high-tech, 'Cold War', equipment. This is a somewhat futile discussion. Although the emphasis may have changed, there is nothing particularly new, or radically different, about the contemporary operating environment; and insurgencies are as old as warfare itself and mixing conventional and unconventional capabilities as 'hybrid warfare' is a strategy that has been adopted across history, from the Boer farmers of the High Veldt in South Africa at the beginning of the last century through to Hizbullah in Southern Lebanon at the beginning of this century.

These sorts of conflicts will undoubtedly continue, and may even proliferate, but highly credible trends analysis and many important strategic thinkers predict that the days of state-on-state conflict are also far from over. Many of the likely future sources of conflict, such as competition for water and energy resources and the impact of climate change, can only be resolved at the level of sovereign states and their interaction within the international system. Russia's willingness to use force on the margins of Europe itself, in Georgia last year, is a good indication that 'conventional' warfare is still very much a fact of international life and of course it's important to remember the four inter-state conflicts I've mentioned that the British armed forces have been involved in over the last twenty years. This demonstrates the essential uncertainty of the strategic environment and reinforces my conviction

that it would be irresponsible of me – as Chief of the Air Staff – to stake the RAF's future on the belief that we will not have to fight a foe with access to high-technology, conventional military capabilities at any time in the foreseeable future. Our recent history suggests that this would be a very dangerous assumption indeed. This leads me directly to the question of legacy, or 'Cold War', weapons systems. I've made it clear why I believe we need an air force with a balance of capabilities, and this may be particularly true as we transition from a period of undisputed American hegemony to a more multi-polar world, where we may have to operate in unfamiliar or unexpected coalitions, and possibly without the same level of access to US combat power that we have assumed and benefited from in the past. But there are some very unhelpful misconceptions about exactly what 'a balanced force' really means. The key is adaptability and, if we get this right, we're not necessarily in an 'either-or' situation, where force elements can only be used for conventional warfighting and not irregular warfare, or indeed, vice versa. The relevance of a piece of equipment is determined by the capability it enables and how adaptable it is to future operational needs, not just by its date of procurement and whether it was planned before or after the fall of the Berlin Wall.

For example, the soldier with a rifle in his hand is a Cold War weapon system whose equipment and training has been adapted to ensure that he is absolutely relevant and capable in current conflicts; equally, multi-role Tornado – which entered service in 1982 as a strike aircraft, optimised for low-level use in Europe against the Warsaw Pact – has been readily adapted for highly



Joint Helicopter Command's AH-64 Apache.

effective use across the widest spectrum of operations from intense warfighting in Bosnia, Kosovo and Iraq, through low-cost, low-intensity but highly effective deterring, air policing, precise attack and reconnaissance operations over Iraq from 1992-2003, right through to its current counter-insurgency deployment to Afghanistan this year.

This level of adaptability is provided by the Tornado's innate design and configuration concept, which highlights the dangers of relying on more limited, niche capabilities, narrowly configured for one type of warfare. For example, it has been argued that a small, turbo-prop, aircraft would provide a cheap attack capability in Afghanistan. But its utility, and arguably survivability, would be markedly reduced in comparison with fast jets, such as the Tornado and Typhoon, because of increased vulnerability to less sophisticated enemy weapon systems, their reduced speed would limit response across the battlespace, and their more limited weaponry options and payload would reduce the deliverable effect at the precise time and place they were most needed. More importantly though, any such aircraft could not be used in other sorts of conflict with any confidence in their survival, such as when our Tornados and Harriers were called upon to operate against highly effective and integrated air defence systems in the Balkans and Iraq. Our relatively small size means that we simply cannot afford to implement specialised procurement strategies that establish force elements that are appropriate only for one sort of operation; the risk is that we end up equipped to fight the last operation or war and not the next.

Importantly, in this debate, the Typhoon is providing huge and adaptable capability today. As one of the world's leading fighter aircraft, it guarantees our ability to control our own skies; last year, for example, our quick reaction fighter-force was scrambled on just under one hundred occasions to intercept unidentified aircraft entering the UK's airspace including, within recent weeks, renewed incursions by Russian bomber and maritime aircraft. But the Typhoon also has an impressive and expanding, precision ground attack capability that is utterly relevant to current counter-insurgency operations and, just like the Tornado, also has the ability to use its sensors to provide, high resolution, full motion imagery of action on the ground, data-linked to troops in the field, providing a critical, real-time, ISTAR capability as well. The interest that is being shown in Typhoon by other air forces around the world indicates its value: they realise that this

level of capability is essential, when states such as China and Russia are exporting very capable, fifth generation fighter aircraft and sophisticated, 'double-digit' SAMs across the globe, often to states and albeit, indirectly, in the case of shoulder-launched SAMs to non-state organisations representing a tangible threat to future global security and our freedom of movement in potential hotspots in which UK forces may have to operate.

The Strategic Environment

I've spent some time discussing the implications of our recent operational history, and offering some thoughts about how this background highlights some key characteristics and requirements for shaping our future capabilities and force structure. However, defence clearly doesn't exist in a vacuum so let me turn to some of the broader challenges currently facing us. While it's tempting to think that we're living through uniquely difficult and demanding times, this particular occasion today reminds me vividly of the problems that faced Lord Trenchard in 1919 and which were so well captured nearly thirty years later when Air Chief Marshal The Lord Tedder wrote: 'We British are often accused of preparing for the last war, or even the last but one war. The rate of technical development is now so rapid, and the effects of changes in techniques so far reaching, that it may well be fatal to lag behind. For our own security we must think in terms of modern war. The last war is not modern it is out of date!'

We are not in the same parlous situation now, but defence in general is facing some compelling strategic questions and drivers. I would suggest that there are two factors in particular that will have a profound impact in the years ahead: The first is the pressure imposed by our involvement in Afghanistan and the legacy of what – for the RAF at least – was nineteen years of unbroken combat operations in Iraq. Quite rightly, our main effort today is in support of current operations in Afghanistan and this remains our overriding priority and largely drives our contemporary planning and activities. This is a 'war', a comprehensive campaign that we cannot afford to lose: for reasons of our national security that is,

A Tornado from No 13 Squadron.



and because of the potential impact on our national standing and credibility across the globe, not least, because of the implications for the future role and employment of NATO and other coalitions of 'the Willing'.

The consequences of failure for the credibility and reputation of the United Kingdom's armed forces and indeed, on the perceived utility of military force as a lever of national and international power, should also not be underestimated. One of the deeper, and potentially more troubling, implications of our experience in Iraq and Afghanistan is their impact on a generation of the populous that may now be convinced that military operations are prohibitively expensive in every sense: politically, financially and in human terms. The press and public reaction to the casualties suffered during Operation Panther's Claw in July and August this year, and the media focus on Wootton Bassett, and the continuing actual and potential impact of coroners' inquests all illustrate the point amply. But I remain convinced that there will always be occasions when military force is the appropriate tool, if not indeed the only option, to deal with particular crises and that – whatever their preferences and prejudices – future decision-makers will

No 39 Squadron's Reaper UAV.



have no choice but to use it in certain circumstances. Therefore, it is the duty of all of us involved in defence – and again, I am conscious of the role that RUSI plays here – to engage with opinion formers and decision makers more generally – to help to build their understanding of the military lever, so that they can provide a more compelling explanation to the public of the rationale – and legitimacy – for the use of force when it is appropriate. This is the only way that we can begin to repair the relationship between that familiar Clausewitzian trinity of the government, the people and the military, and re-build the popular consent that will be necessary for future interventions. As the military, we have our part to play in ensuring that we continue to adapt, so that we can provide the most relevant and useful defence and security capability as a policy tool. Here, air power is particularly important, because if – and this is absolutely critical – if and only if we can continue to secure and maintain control of the air whenever and wherever the Government commit the armed forces, we will have the freedom to offer different options to our leaders. In some circumstances, these may include alternatives to the deployment of major land forces,

and the political commitment, and cost in blood and treasure that this will always result. We should not forget, for example, that the air policing of no-fly zones over Iraq by the USAF and RAF, and for part of this time the French Air Force, neutered Saddam's regime as a regional threat for eleven years, without the loss of a single Coalition life, and at the combined relatively low cost of less than a one billion dollars a year. Even where a significant presence is required on the ground, air power can act as a force multiplier to dramatically reduce our exposure within the construct of a joint campaign. General Karl Eikenberry, the Commander Combined Forces Command Afghanistan in 2007, made exactly this point when he wrote: 'Without air and space power, 500 to 600,000 troops would be needed in Afghanistan to achieve the same effects as the 40,000 soldiers, sailors and airmen we have there today. Air and space power provides the asymmetric advantage over

the Taliban such that no matter where they choose to fight, coalition forces can bring to bear overwhelming firepower in a matter of minutes. Moreover, putting 500 to 600,000 troops into the country may achieve the same military effect, but it could have a negative impact on the population; such numbers could appear as an occupying force, rather than a security assistance force. In short, there is no substitute for effective air and space power.'

This last point is of course particularly key. Ideally, the 'boots on the ground' required in counter-insurgency operations will eventually be provided by indigenous suitably trained forces, as these will be more sensitive to local conditions and often more culturally acceptable than foreign forces who may be portrayed and perceived as occupiers or invaders. Air power can be used to provide the supporting, high-end, technological capabilities, such as ISTAR and combat air that are more difficult and take longer for local security forces to develop. The second strategic driver currently challenging defence is, of course, the economic downturn and its social and political consequences. Although there are encouraging signs that the economy may be bottoming-out, the

long-term impact on the national exchequer has been significant and defence spending will have to compete with other government departments in what the shadow chancellor, George Osborne has described as an 'age of austerity'. While I would not wish to second-guess the outcome of any future comprehensive spending review, most analysts predict that whole government spending will have to fall in real terms by about 10% in the six years to 2016/17. Whatever political choices are made in the future, it is clear that defence will need to take account of the consequences of a fiscal squeeze, and this means that some extremely difficult decisions will have to be made.

We now have the opportunity to engage in a debate – which I firmly believe must be as wide-ranging as possible – to define what the United Kingdom's future role in the world should be, what contribution defence should make and what resources the Nation is prepared to commit to delivering this vision. We must also continue to resource the absolutely critical insurance policy – the so-called standing defence tasks – that underpin the first priority of any government, that of protecting its people. Only then can we sensibly determine the size, shape and structure of our forces. RUSI has already made an important contribution in this vital area through the ongoing programme of conferences it is running to address exactly these issues. However, I believe that this discussion is too significant to be confined just to the military, policy-makers, media commentators and academics; it must be held in the wider public too. There will be some critical questions that we cannot afford to shy away from. These range from the future scale, readiness and nature of military forces over the next ten years or so that the nation is prepared to train, deploy and sustain, through the affordability of some of our planned major defence procurements, to our role in multinational operations and the nature of our defence relationships with both the US and Europe. We also need an honest assessment of what constitutes the 'credible military threshold' that is required to give us the level of influence in various forums that we believe is critical to the UK's right to have a seat at the particular international tables.

Imagination and innovation will be needed to maximise the capabilities that can be provided. For example, the radical partnering arrangements with industry that we have adopted to support our aircraft fleets are on track to yield some two billion pounds worth of savings over the next five years. This demonstrates what can be done with a real will to embrace

change and a genuinely innovative approach, but implementing this degree of revolutionary change has not been simple or easy, either in terms of our people, our processes and our potential ability to respond to unforeseen requirements and as someone once said, 'events, dear boy, events'! This may mean that we have to accept having fewer fleets of aircraft, vehicles and ships and using some of them, such as our larger Air Transport aircraft, in what might academically be judged inefficiently at times. However, the major cost driver in equipment terms is the through-life costs and that means that having fewer individual fleets is much more cost-effective than salami slicing each fleet. I would hope – and expect therefore – that there will be a similar appetite for decisions, some of which will be painful but necessary, across the rest of UK defence, if we are to wring the most out of every last defence pound. Similarly, our Future Strategic Tanker and Transport Aircraft programme is another ground-breaking, world-leading initiative, which aims to deliver affordable capability through a joint military-civilian enterprise that will share spare capacity with the civilian sector, necessitating operation by a mix of service and reservist personnel. Again, there is a whole raft of issues that will need to be addressed as the programme is implemented, but – as I've emphasised already – we must be prepared to continue to adapt, if we are to deliver critical relevant capabilities that otherwise would simply not be affordable. I believe that a truly comprehensive defence review must also consider the wider military contribution to the security of the UK homeland, especially within the context of the National Security Strategy. At this stage, with a nod to Lord Trenchard again, I should point out that it was the threat of air attack, at that time on Great Britain, which ultimately led to the formation of the Royal Air Force as an independent service, following the publication of the Smuts Report some ninety-one years ago. This still remains our *raison d'être* – albeit, no longer exclusively in the UK – and I've already mentioned the activities of our Typhoons on quick reaction alert both in the UK and, later this week, they will be beginning this task in the Falkland Islands. While maintaining the integrity of the United Kingdom's airspace will continue to be our most important task, not least during the London Olympics in 2012, I believe that there are other – and broader – ways in which the RAF can play a meaningful part in homeland security, notwithstanding the cultural, legal, historic and constitutional constraints that will have to be overcome.

The Pre-eminence of Information: the only Certainty of an Uncertain Future

I've made it clear why air power matters to defence, and explained how a capable air force, with a balanced spread of capabilities, is essential in providing the United Kingdom's armed forces with an edge in combat operations not just in war-fighting but across the entire spectrum of operations from deterrence to conflict. I've also highlighted some of the strategic factors that may affect the delivery of this capability. I'd now like to drill down into a little more detail, by offering some thoughts about how we can secure, enhance and exploit this asymmetric advantage that air power can deliver. As I've explained, air power is capable of, and must be prepared to, provide a broad spectrum of military response options to counter potential state and non-state adversaries, who are themselves likely to be equally agile, adaptive and innovative in often unexpected ways. Consequently, we must be able to take advantage of fleeting opportunities, and future combat success will depend almost entirely on our ability to make effective decisions, at pace, in an uncertain and complex environment. Network Enabled Capability – NEC – is by now a far from new concept; in fact, it has almost become a cliché, but I will suggest that it remains the key to securing air power's and our broader military and security advantage in the future.

The provision of accurate and timely information has always been critical to the success of any military activity. Although in itself, this cannot guarantee victory, history suggests that victory is impossible without it. Equally, information overload, where commanders are deluged with information, but starved of real knowledge, must be avoided. We have made some promising progress in both these areas. In Afghanistan, investment in information and communications technologies has enabled air command and control mechanisms to be developed that have permitted us to employ kinetic and non-kinetic effects at a high tempo, and across all levels of the operation. This has allowed us to be much more flexible in the way that we use capabilities so that, for example, what were previously considered to be purely strategic assets, such as NIMROD R1 SIGINT aircraft, have often been employed to support tactical engagements right down to platoon, or even section, level.

However, while these networks have provided situational awareness, the complexity of the situation on the ground, where clan and family allegiances mean that each village may require

a campaign in its own right to secure, means that commanders increasingly require shared situational understanding. Moving from awareness to understanding implies knowledge of motivations, fears and perceptions as much as force dispositions, capabilities and intentions; this cannot be achieved purely through the technical collection of intelligence, but requires a much more comprehensive fusion of information from all sources. I believe that the RAF is uniquely well-placed to take centre-stage in this process, because we have operated in a 4-dimensional battlespace for many decades, where NEC, and information management, have always been a key feature.

This means that our people are steeped in a tradition which promotes an intuitive and instinctive awareness of the importance of information, the potential of networks, and an understanding of their operation. This week is, of course, the anniversary of the Battle of Britain and next year will see the seventieth anniversary of that battle, and of the vindication of Fighter Command's integrated air defence system – itself based on a networked concept dating back to 1917. This critical system of systems remains a classic example of the way that data – from Radio-Direction Finding (radar) stations and Observer Corps posts – was collected, filtered, fused, analysed and disseminated, in this case using a network of land-lines and ground-to-air radio. The result was to enable air command and control and efficient battlespace management through shared situational awareness, providing battle-winning even war turning decision superiority for Dowding and Park – the two principal RAF commanders – and their battle staff. Of course our current Air Defence Ground Environment is a lineal successor of the 1940 system, but has been many times upgraded. During the early stages of Operation Enduring Freedom, the RAF was involved in the first attempt in history to create a truly comprehensive and persistent Intelligence, Surveillance and Reconnaissance (ISR) umbrella, providing an 'unblinking eye' capable of detecting all enemy activity. This was formed by a constellation of overlapping, multispectral, manned and unmanned air and space-based sensors, including our own E3-D, NIMROD R1 and Canberra PR9 reconnaissance aircraft at the time.

The RAF has built on this experience by developing our potential to exploit NEC. As I speak to you today, RAF REAPER unmanned aircraft, while ostensibly engaged in the direct tactical support of land forces using secure data and video links twixt soldier and pilot operator, are also at the same time being cued onto emerging

threats by wider search assets such as the ASTOR system or NIMROD surveillance aircraft: the analogy here is searchlight to flashlight to spotlight. This sort of integration increases the utility of particular systems and the potential of other systems such as the soon-to-be-introduced Watchkeeper to contribute to this operational level knowledge is significant here.

It is exactly this kind of evolutionary approach that we are developing to meet contemporary challenges, not least in increasing our contribution to the counter-IED battle, which you will be only too aware is a real focus for current work inside and outside Ministry of Defence (MoD). Coalition and RAF air platforms are being increasingly integrated and cross-cued to down-link, process and disseminate vital information including change-detection imagery, Full Motion Video and near-real time radar data on a common bearer for easy access. This shared information is enhancing responsiveness today and has much more promise, so that officers can use this tool not only to respond to what is happening, but also as importantly by involving air-minded individuals in planning, for example, convoy missions.

This illustrates that the importance of NEC for the RAF is not just in the development of enabling networks, or the interconnected application of air power per se – I've described how we've already been operating in this manner for many years now. Rather, it's in the potential that it now provides for us to fully integrate and synchronise our capabilities and activities, at speed, in the Joint environment, with other government departments and agencies and with coalition members to achieve a shared understanding.

With its ability to be stealthy when required, the Joint Combat Aircraft will be able to conduct air-to-air, air-to-ground, close air support and ISTAR missions in passive or heavily defended airspace. The need to deliver air power support to tactical ground assets against a fleeting target will be instantaneously evident and rapidly coordinated, with mission changes to Air Tasking Orders replicated across the joint battle-space and immediately available for visualisation on the Common Operating Picture. The latest imagery, derived from say land-controlled tactical UAVs will be readily available, on and via the air tactical network, to the JCA cockpit and weapons system. This will enable fleeting and constantly moving targets to be found, re-acquired and tracked whilst threats are simultaneously avoided and suppressed. With positive target identification established, this does of course

require a degree of coordination with an efficient joint targeting process for the aircraft to be authorised to engage when the pilot assesses that ROE collateral damage constraints have been mitigated. Follow-up battle damage assessment conducted by airborne sensors will be made available in near-real time for assessment by the command chain.

This sort of scenario is well within the limits of what is pragmatically possible in the near-term future, and illustrates how an evolutionary NEC approach can unlock the true potential of air power to deliver an agile and adaptable asymmetric advantage in combat. However, there is one note of caution that I should sound: as our reliance on networks increases so, clearly, does our susceptibility to both Computer Network Attack (CNA) and Exploitation (CNE). Indeed, in a world where information is becoming a capability in its own right, it could quickly become a critical vulnerability. This threat is dynamic and proliferating, and the RAF is taking it very seriously. Working with the MoD Chief Information Officer and his counterparts in other Government Departments, we are already operating a Computer Network Defence (CND) capability in parallel with the successful delivery of NEC, identifying and addressing threats as early as possible during the capability process. Cyber warfare is a reality today and we must invest appropriately if we are to continue to be able to build and rely on our networks and computer based decision matrices.

Conclusion

I've covered a lot of ground, from the strategic drivers and the context provided by our recent operational experiences right down to some of the tactical detail. Much of this, and the rest of our current thinking about the employment of air power, is encapsulated in the new edition of AP3000 – British Air and Space Doctrine. This substantial new edition will be launched formally here at RUSI in the next few weeks, but it's already available online, at the RAF and the RAF Centre for Air Power Studies websites. This new edition aims to demystify air power by describing it in simple, jargon-free language, explaining its utility in terms of just four key roles: control of the air; air mobility and lift; intelligence and situational awareness; and attack. The emphasis is on how air power can contribute as part of a comprehensive, inter-agency, approach to operations, set within a framework of Joint Action.

While the new edition of AP3000 codifies a change in emphasis, it's apparent to me that the principles that underpin the RAF's delivery of the UK's air power were equally evident in Lord Trenchard's day. We often forget that his vision was for an independent air force, rooted in the concept of expeditionary warfare and the inherent jointness of air operations, stemming from his experience of the Western Front, and that he was very eager to embrace new technology as it emerged. Above all else, he had a deep-seated belief that the RAF's success would depend on its people. In all these respects, as I hope I've made clear, little has changed. The outstanding and highly courageous performance of RAF personnel, particularly those aircrew flying Royal Air Force Support Helicopters such as the Chinook and RAF Hercules aircraft and RAF Regiment Gunners working on the ground to provide the essential force protection specialist capability at the precious and critical airheads, bear witness to this everyday in Afghanistan. If the RAF is to continue to deliver an asymmetric advantage to the United Kingdom's combat and security operations, it needs to continue to be able to 'cash that cheque that Defence has signed it up to' and to be able to deliver the necessary air power in the future. To that end it is vital that the Royal Air Force continues to be capable, cost-effective and adaptable. But it can only do this, if it recruits, trains and retains physically and morally strong men and women with the innate courage and agility to adapt to a dangerous, complex and dynamic environment, especially as the information domain becomes increasingly pervasive.

The tradition established by Trenchard means that the RAF is culturally and technically adept, and that our people are intuitively comfortable working in the 'information space'. This, I believe, will be central to our success in the future, as we prepare to adapt to the new challenges that will face us, including cyber threats.

The last nineteen years of continuous combat operations has seen the RAF transform while 'in contact' with adversaries. Although it may be a smaller air force than the one that I joined, its ability to deliver battle-winning asymmetric combat air power has never been greater. I am proud and deeply honoured to lead an air force that is far more capable, combat-experienced and cost-effective across the whole structure than it has relatively been perhaps at any time in its history and certainly since the end of the Second World War.



King's College London RAF College Staff.

When we came to the Royal Air Force College in November 2005 to establish a new academic department as well as a broad and critical university-level curriculum for officer cadets, my lecturers and I were motivated by one overriding thought: the Royal Air Force that we had long admired may not be the biggest air force in the world, but it darned well should be the best. And to be the best it needs to be the brightest. With the possibility of further size reductions flowing from the Strategic Defence Review that will almost certainly follow the General Election in 2010, this overriding thought has become something of a mission.

Interpreting this imperative in terms of our own humble role within the RAF, my lecturers and I have worked with course sponsors to design a curriculum and create teaching and learning philosophies aimed at helping the RAF to develop junior officers who are:

- Globally, politically and culturally astute
- Conscious of their society's ethical framework
- Familiar with the RAF's rich history, key concepts and contributions to peace
- Mentally agile
- Capable of critical thinking

As the lecturers and I commenced developing courseware in partnership with RAF trainers we all felt a profound sense of

responsibility to equip our junior officers with the cognitive skill-set necessary to ensure that they will remain safe, credible and effective when they serve on operations. The skill-set needed in Afghanistan, for instance, is different in many ways to that needed in previous generations, when war and conflict were easier to understand and the strategic environment was more predictable and less ambiguous.

We recognised immediately that we now needed to make sense of and explain the nature of current operations and those likely to occur. We needed to identify and implement the types of training and education best able to create well-rounded and physically and intellectually robust junior leaders who can flourish in or while supporting those operations.

The key word in my previous sentence is "leaders". My lecturers and I naturally understand that we have different imperatives to those found in civilian university programmes. We are not producing writers or journalists or teachers, or even scholars like ourselves. We are producing junior officers, who shortly after commissioning may be leading others in dangerous and confusing environments and situations that are, thankfully, alien to almost all civilians. Our cardinal role, therefore, is to support the development of leadership – in a manner and with concepts consistent with the Mission Command philosophy taught by OACTU's leadership instructors – by enhancing cadets' problem-solving skills, intellectual agility and understanding of strategy, war and ethics.

The Air Power Studies team I oversee — currently comprising thirteen King's College London staff — teaches primarily throughout IOT's first two terms. Our curriculum is consistent with mainstream university courses, both in terms of the intellectual level of tuition and the rigour of assessment. We intend our lectures to convey basic information, provide context and meaning and raise important questions. We try to make lectures as interactive as the class sizes will allow; that is, to be engaging dialogues, not stuffy monologues. Yet the cadets' best learning by far occurs

Air Power Studies and the RAF

Dr Hayward, Dean of the Royal Air Force College

in small-group tutorials (called Syndicate Room Discussions, or SRDs), where we give the cadets opportunities to research, test and debate their ideas in a free and open-minded but structured fashion. With students taking ownership of their own ideas, and exposing them to peer critique from classmates, these SRDs have made a highly positive impact on the way the cadets perceive such issues as truth, objectivity and bias.

We have created an Air Power Studies curriculum that deliberately resembles an advanced staff course in its breath of themes and topics, although it is naturally pitched at a far less sophisticated level. The curriculum unfolds in a logical fashion, with ideas developing from broad to focussed and general to specific. Our teaching philosophy places more emphasis on interpretation and explanation than on narrative and description. In other words, we encourage cadets to value more than just "the facts" about events and actions. We get them to wrestle with ethical considerations, competing cultural and national viewpoints and the complex relationship between cause and effect. During 2008 and 2009 we strengthened our already-credible ethics package in response to officer cadets' needs (as revealed in their course validations) and the guidance and encouragement of the RAF's senior leadership.

My lecturers always look to reward logical and source-based arguments in those areas, as well as evidence of imagination and reflection, when they mark the cadets' tests, exams and essays. Key among the assessment pieces are essay-style exams and, in particular, the Bandar Essay, in which each cadet must research, develop and express an argument in answer to a complex essay question that he or she chooses from a set list. A typical Bandar question might be something like, "Why does the United Kingdom retain nuclear weapons?" Another might be, "How just was NATO's war against Yugoslavia in 1999?"

Our curriculum begins in the first term with a series of lectures and SRDs on the international system that pose weighty questions: Why do States not always manage to get along? Why do they compete as well as cooperate? Why does statecraft not always manage to prevent conflict? Why do States sometimes use war as their means of solving conflicts? What is war's inherent nature?

Cadets then learn about ideas and assumptions on morality, which they get to critique. How relevant is the Just War doctrine that has evolved for two thousand years? Why should wars be fought for ethical reasons, as opposed to more pragmatic “real” reasons? Why should they be fought ethically, even when perhaps the opponent is fighting unethically? What are the consequences of acting (or being perceived as acting) unfairly or disproportionately?

All these big questions establish a framework for the capstone module on air power and its evolution that commences in IOT’s second term. This module generally follows chronology and traces the development of military aviation from the First World War to the so-called War on Terror. Yet it is also taught thematically, and then via case studies, so as to draw out the central questions. In what ways has air power transformed strategy? How sensible were early beliefs that air power should be used primarily against civilians and their will and morale? How effective were attempts to implement such strategies? How just were those attempts? What new ideas have allowed strategists and practitioners to use air power in different ways? How effective have they been in theatre-sized wars since 1945? How successful have they been during the War on Terror? In what ways can air power develop so as to serve the cause of peace in coming decades?

During the third term, all cadets undertake a two-week Basic Air Warfare Course at the RAF’s Air Warfare Centre Cranwell. Taught by RAF instructors with recent operational experience as well as some of my academics, this course explains to cadets how on a day-to-day basis they will, as junior officers, be utilising the traditions, theories, concepts and doctrine that they have already learned from my Air Power Studies team. The focus is primarily practical, although the instructors do stress the context and consequences of all tactical activities.

Cadets also benefit from visits to one of Lincolnshire’s air museums and a Second World War RAF operations room. Bringing alive the valour and effort of their forebears, which are explained by my staff, these visits strengthen cadets’ esprit de corps and help them to comprehend the continuity of service given by generations of RAF officers and airmen. By visiting a modest local RAF cemetery, in Scopwick, they also gain a poignant reminder of the sacrifice that the British Empire’s airmen made in their tough fight against tyranny.

Looking back on my first four years at the College I do feel satisfied by the progress that we have made in creating a more effective balance between traditional “informational” training and broad and critical

“transformational” education. The educators that I have the privilege of overseeing have undoubtedly introduced a broader and more challenging academic curriculum than the RAF College has had for some years.

Yet we must not become complacent. Our officer cadets deserve our best efforts to keep our curriculum responsive to their changing or newly emerging needs as well as relevant to the strategic and operational environment in which they will serve. This issue of relevancy is critical to us. We would be failing in our duty of care if we allowed the curriculum to stagnate or to cease to evolve in keeping with the world’s ever-changing strategic concepts or experiences.

Cadet reading in CHOM accommodation.



The RAF Crest - CHOM gate.

Some of the other challenges confronting me in coming years relate less to IOT and more to my wider responsibilities as Dean and as a Director of the RAF's Centre for Air Power Studies (RAFCAPS). During 2008 my lecturers began introducing small, discrete but carefully focused academic air power studies programmes into various non-commissioned officer courses taught at RAF Halton, which comes under the College's organisational umbrella. This bold RAF initiative has made the RAF perhaps the only air force in the world to extend university-style broad and critical education beyond its corps of officers. The rationale is wise and impossible to challenge: if greater knowledge and comprehension and better problem-solving abilities bring increased safety, credibility and effectiveness, then all RAF personnel deserve them. Personally I think it is a wonderful initiative and — while I am acutely aware of my grave responsibility to devise thoughtfully and introduce gently an effective curriculum pitched at the right experience levels for NCOs — my team and I are proud and excited to be involved. We even now have a lecturer based permanently at Halton.

The UK's first MA degree in Air Power Studies

2009 proved to be an especially busy year for me and two of my lecturers, Drs Andrew Conway and Christian Anrig. We found ourselves devoting a huge amount of time and effort to the creation of the United Kingdom's very first masters degree in air power studies. Created especially for the Royal Air Force, but also open (and of tremendous benefit) to air power-minded civilians, this new MA degree, titled, *Air Power in the Modern World*, is an interactive King's College London distance-learning programme created especially to address the needs of the modern RAF as it equips its personnel to perform their duties as safely, effectively and credibly as possible in the new strategic arena which is, and might be for some years yet, characterised by counter-insurgency warfare. The RAF responded to the ambiguities and uncertainties of that environment and to the RAF's own diminishing size by providing its personnel with structured education — including the new MA — that significantly develops their strategic understanding, intellectual dexterity and problem-solving abilities. The new degree explores the relationship between integrated and independent air power (what we used to call "tactical" and "strategic" air power) and develops ideas pertaining to the former that are directly relevant to today's operational realities. Any RAF personnel wanting information on the new air power studies MA and the RAF fellowships that fund several places on it should go to: <http://www.kcl.ac.uk/schools/sspp/ws/grad/programmes/wimw/raf/>

The Royal Air Force Centre for Air Power Studies

As well as having responsibility for delivering coherent curricula on various RAF training and educational courses, I have the tremendous privilege of being one of the three directors of the RAF's national think-tank: the Royal Air Force Centre for Air Power Studies (RAF CAPS), which was launched on 23 August 2007 by Air



Chief Marshal Sir Glenn Torpy KCB CBE DSO ADC BSc (Eng) FRAeS FCGI RAF, who was then the Chief of the Air Staff.

In his speech at the Centre's launch, Sir Glenn acknowledged that the RAF's relationship with academia in recent years had been "patchy" and that the new Centre represented the ability to harness enormous intellectual horsepower by bringing thinkers from various academic institutions together with RAF air power doctrine and concepts specialists. We humbly believe that things are now far less "patchy".

Nominally based here at the College but with constituent parts located elsewhere, the Centre has three units operating synergistically at its core: the Air Power Studies Division of King's College London; the Directorate of Defence Studies (RAF); and the Air Historical Branch (RAF).

The Centre aspires to strengthen the relationship between academia and the RAF and to utilise the enhanced collaboration to develop and stimulate thinking about air power in both areas, as well as more broadly throughout the United Kingdom. The RAF CAPS is ideally placed to enhance the RAF's current and future operational effectiveness by improving the ability of the Service to apply lessons from the past to both the present and the future.

The Centre aims to:

- Act as the RAF's centre for strategic and conceptual thinking about air power.
- Encourage and promote the study of air power, particularly within the Service and academia, but also throughout the broader intellectual community (including the media and think-tanks).
- Develop a reputation for academic excellence in air power studies in order to become the UK's foremost centre for air power thinking.

Since its launch in 2007, the RAF CAPS has earned a reputation as a leading centre of excellence in the field of air power studies. Its website — <http://www.airpowerstudies.co.uk> — is the first entry to appear on major internet search engines, including Google and Yahoo, for keyword searches including "air power" and "air power studies" and the site is now gaining more than 2,000 "hits" each month.

My fellow RAF CAPS directors and I have tried to make the website as user-friendly and useful as possible. With an aspiration for the website to serve as a "clearing-house" of internationally garnered information on air power ideas, concepts and study, we have created a regularly updated "Calendar of Events," which lists air power conferences, seminars, workshops and lecturers from across the United Kingdom and beyond. Perhaps more importantly, we have made important resources available on the website for free downloading as PDFs. These resources include the RAF's flagship journal, *Air Power Review*, which contains cutting-edge scholarship on air power. The website's free resources also include key doctrine publications, notably the brand-new fourth edition of AP3000: *British Air and Space Power Doctrine*, authored by my fellow director, Group Captain Al Byford, as well as entire downloadable books, such as my own edited collection, *Air Power, Insurgency and the "War on Terror"*. For air power historians we have initiated the online publication of rare historical documents on air power, including WWII campaign narratives produced during and immediately after the war by the Air Historical Branch (AHB). Mr Seb Cox, the Centre's third Director and the Head of the AHB, is the prime architect of this important initiative.



Cadets taking an opportunity to catch up with study.

The RAF CAPS is naturally more than a "virtual" centre. It runs annual conferences and workshops and it publishes in book form the proceedings. It liaises and works collaboratively with similar air power centres in other countries, including France, India and Australia. It also contributes significantly to the RAF's academics engagement strategy. Twice in recent years the RAF CAPS has brought various distinguished academic leaders together with key RAF strategists and policy-makers so that the RAF can have its own ideas critiqued by experts. Throughout 2010 we will continue to assist the RAF's senior leadership with its wider engagement activities.

To summarise, four years ago I elected to transfer to the RAF College from the Joint Services Command and Staff College because, after teaching mid-career and senior officers, I couldn't wait to work again with energetic, idealistic and curious young officers-to-be. I thought that perhaps my lecturers and I could help the RAF to develop a new generation of junior officers who might grow to love knowledge for its own sake and who could think freely and serve Her Majesty responsibly by weighing evidence and forming judgements based on imagination, logic, ethical awareness, the courage of convictions and an appreciation of cause and effect. As it transpired, from the moment my team arrived at the RAF College we have loved interacting with the hundreds of bright and committed young men and women who have joined the RAF in order to serve their Sovereign as officers. Their focus, effort and initiative are quite unlike those of any students we have taught before. We are very fortunate academics indeed.

Analyse the Command and Leadership Strengths and Weaknesses of General George S Patton

Officer Cadet Fulker, B Squadron

Always to be best, and to be distinguished above the rest¹.

Homer, *The Iliad*

There is only one thing, one thing needful: one has only to dare!²

Fyodor Dostoyevsky, *Crime and Punishment*

Patton himself identified the inherent problem in attempting to analyse the command and leadership strengths and weaknesses of an individual: 'Leadership is the thing that wins battles... I have it, but I'll be damned if I can define it.'³ They are difficult characteristics to measure objectively, especially in a man as multi-faceted as Patton. If our assessment is based on results, then few have achieved as much as Patton did in the final years of WWII. If we base it on errors and mistakes, then few have stained their reputation to the extent Patton managed. Opinion amongst contemporaries and scholars run the gamut from the lows of his colleague, Omar Bradley⁴, to seemingly hagiographical biographies that rate him as the quintessence of the attacking field commander.

Near-consensus has been achieved in defining the qualities of exceptional leadership and command; Adair points to "enthusiasm, integrity, toughness or demandingness, fairness, warmth, humanity and humility"⁵ as crucial. Hayward narrows it down even further: 'the only trait possessed by all effective commanders is courage'⁶. Patton could be held up to these ideals to see if he meets them but this would be an endlessly debateable hermeneutic process and would ignore the most important impact a commander can have: how his presence directly affects the results of a war. In considering this it would be most useful to look at his time as a field commander in WWII, with his exploits commanding the Third

Army being particularly indicative. This period was the summation of Patton's career, where he exercised all he had theorised and developed in the preceding decades.

As a man and commander, it has become almost a heuristic maxim to call Patton complicated. He has been considered 'flamboyant'⁷, a 'great showman'⁸, 'volatile'⁹ and at times, a battle-hungry martinet. He installed and upheld strict discipline and order which caused a minority of his troops to detest him, but inspired others to great loyalty for their commander.

John Milton once wrote: 'The mind is its own place, and in itself Can make a Heav'n of Hell, a Hell of Heav'n',¹⁰ this was certainly true of Patton; beneath the supremely confident image he presented of a profanity-spewing 'Old Blood and Guts' lay a man 'haunted by personal demons.'¹¹ However, he also thrived on warfare and revelled in the heat and sting of battle. This has been variously attributed to his desire for glory, belief that destiny was weighing on him, and guilt over the lives lost in his personal quest for a place in history. As a result, he could veer from tremendous enthusiasm and drive, to bouts of severe depression and self-doubt. He would never allow his weaknesses and doubts to be seen by his men though, as he saw himself as a symbol to them and believed it highly beneficial to morale to be frequently visible at the front.

It can then be said that aspects of Patton's personality could weaken his command and leadership, but because the doubting and questioning remained hidden, they concerned no one else and did not lead to mistakes on the battlefield. In fact, consensus seems to be that Patton was such a success at presenting a constant image of boldness and energy that he 'inspired his men to fight harder and his public to adore him more'¹² and that he had 'the ability to establish strong rapport with his troops.'¹³

However, Patton made several errors that were unrelated to his effectiveness as a military tactician or theorist. These errors were due to the distinctive personality traits, such as toughness and aggression, which caused him to be so admired. He was prone to thoughtlessness in speeches, his comments at Knutsford being perhaps the best example of a soldier naïve in political matters. His decision to liberate Hammelburg has been called 'the least defensible decision he ever made.'¹⁴ Patton endangered his own men on a mission to rescue Johnny Waters, his son-in-law, when he had professed to always put them first. It was an angrily received choice that undermined the trust held in him as the 'soldier's leader'.¹⁵

He made two much greater errors prior to this though, that have come to be collectively known as 'the slapping incidents'. Patton habitually visited field hospitals where he would offer words of encouragement to the wounded and present them with medals. He often became very emotional, even tearful, as he walked amongst those who had sacrificed so much for him. He had also been under a great deal of pressure and stress over the wonderfully successful race to Messina. It was in this state that he came across the battle-fatigued Pvt. Kuhl and became so enraged at his perceived cowardice that he repeatedly slapped and berated the man. This was repeated a week later with Pvt. Bennett.

Clearly, Patton's behaviour was grossly unacceptable and scholars have held these incidents to be the greatest indicators of the weaknesses he had as a commander. Forty believes it meant he 'could not in future be trusted'¹⁶ and D'Este claims that he demonstrated that 'his emotional stability was unreliable'.¹⁷ His ambitions for senior command were also considerably hampered; the extent of this though is still debated. The common perception is that the slappings cost Patton command of Overlord. D'Este

1. Homer (1987), p. 134

2. Dostoyevsky (2001), p. 328

3. Patton (1947), p. xiv

4. Although Bradley's opinion of Patton swayed, his autobiography: *A Soldier's Story*, was frequently scathing.

5. Adair (2009) pp. 16-17

6. Hayward (2003), p. 21

7. Macksey (1971), p. 235

8. Whitehouse (1960), p. 303

9. Forty (2000), p. 335

10. Milton (2000), p. 9

11. Axelrod (2006), p. 77

12. Lee Lanning (1997), p. 348

13. Blumenson (1985), p. 105

14. D'Este (1996), p. 717

15. Blumenson (1985) p. 296

16. Forty (1993), p. 118

17. D'Este (1996), p. 550

believes that Patton would have headed Eisenhower's list of candidates but then was only 'willing to tolerate his eccentricities... under the right conditions.'¹⁸ Blumenson agrees that 'because of his character flaws'¹⁹ Eisenhower would not let Patton go higher than an army commander. However, Axelrod disagrees and claims that the decision over command of Overlord was made months before the slappings became public and Bradley was deemed the safer choice: 'the truth is that Eisenhower would never have chosen him for the job.'²⁰

It is undeniable that the slappings point to a great weakness in Patton as a commander and leader. His hubris and his inner struggles led to this irrational, unstable behaviour and destabilised his authority and position. It caused many to lose respect for him, even hate him, and it certainly does not meet Adair's ideals of warmth and humanity in a commander.

However, a lesser commander and leader would have been removed in disgrace had they committed such acts but Patton was retained as Eisenhower considered him 'indispensable to victory'²¹. The fact that Patton survived the slappings proves that he was a field commander with monumental talent.

To judge Patton's strengths as a commander and leader one only has to look at the achievements of the Third Army. From 1 August, 1944 to 8 May, 1945 the Third advanced from Normandy to Austria and captured, killed or wounded 1.5 million Germans and captured or destroyed nearly 6000 German guns and tanks.²² It was Patton's ambition and daring that had a direct impact on these results, without him it is certain the Third Army would not have been so dramatically successful.

It was Patton's innovation in formulating new and punishing armoured tactics; Patton who studied the roads used by William the Conqueror to find 'ground which was always practicable'²³; Patton who ensured that 'air-ground cooperation never worked better'²⁴ due to his close relationship with Weyland and the XIX Tactical Air Command; Patton who spent most of his time at the front, enduring the icy winter with his troops, thus inspiring them

to drive harder; Patton who perceptively theorised that one should 'attack weakness'²⁵ and 'make plans fit the circumstances'²⁶ and executed these theories so they had the maximum impact.

Perhaps his most famous and successful command strategy was relentlessly driving forward: 'attack, attack, attack, and, when in doubt, attack again'.²⁷ The culmination of this was Patton's turning of the Third Army 90 degrees north, marching them through snow and ice and without rest and setting it against a resurgent and reinvigorated enemy. It resulted in the successful and crucial relief of Bastogne and the German breakout being repulsed that effectively ended the Battle of the Bulge. Forty calls this 'a miracle of co-ordination, control and organisation'²⁸ and Axelrod his 'defining moment'²⁹.

It was these successes in preparing and directing the men and units of the Third that led to Patton being acclaimed as the preeminent field commander of WWII; a figure no less than Field Marshal von Rundstedt stated that 'Patton was your best.'³⁰ It was these successes that meant Patton has been placed in the pantheon of the greatest commanders there have ever been. It was these successes and the command and leadership strengths they emanated from that vindicate him as worthy of this consideration despite the weaknesses he displayed.

Perhaps it is most fitting to think of Patton in the Heroic context that was so dear to him. Although probably considered by his critics as 'mad past recovery, but with frequent lucid intervals'³¹, Patton was no quixotic fool, his goal was to be the very best and this is exactly what he became.

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18. Ibid. p. 550

19. Blumenson (1985) p. 213

20. Axelrod (2006), p. 121

21. Blumenson (1985), p. 222

22. Patton (1947), p. 331

23. Ibid. p. 92

24. D'Este (1996), p. 637

25. Patton (1947), p. 5

26. Ibid. p. 116

27. Ibid. p. 308

28. Forty (2000), p. 335

29. Axelrod (2006), p. 149

30. Blumenson (1985), p. 296

31. Cervantes (1993), p. 114

Royal Air Force Initial Weapon System Officer Training

Flight Lieutenant Robinson, Flight Commander 16 (Reserve) Squadron

“Man is not lost”¹

So we still need WSOs, then?

The trend towards single-seat or two-pilot air platforms has been remorseless over the last decade or so, but there are still many vital RAF operational aircraft that count a weapon system officer (navigator, in old money) as part of the crew: for example the E-3D, C-130K and, importantly, the Tornado GR4 and the brand new Nimrod MRA4. So each year some 16 bright young budding ‘WSO’ students enter the flying training system after graduating from the RAF College. Their first task is to navigate to B Flight, 55 (Reserve) Squadron, for their initial navigation training on the mighty Grob 115E Tutor.

B Flight is located with the other Cranwell Tutor units at the No 1 Elementary Flying Training School site, affectionately known as ‘RAF Rauceby Lane’. B Flight shares accommodation with 16 (R) Squadron, one of the RAF’s Tutor pilot training outfits, so ab-initio pilots and WSOs start their training together, honing from the outset the ‘bantering’ skills they’ll need when crewed together on the Front Line. The Flight’s staff consists of a squadron leader Flight Commander, and three flight lieutenant ‘ANIs’ – Air

‘Hot to trot’ in the mighty Grob 115E Tutor.



1. ‘Man is Not Lost – The Log of a Pioneer Air Navigator 1933-46’, by Gp Capt ‘Dickie’ Richardson; quoted from the Gospel of St John, Chapter 14 verse 6.

Navigation Instructors. These are all ex-fast jet WSOs, as the course standards assume student WSOs are destined for the GR4 Force.

Let’s get airborne!

Not so fast! The 4½-month course begins with Exercise MOORTREK, a 2-week survival exercise which includes five days in the Field practising cross-country navigation, Search and Rescue techniques and living off the land: self-catering is the thing, with chicken, rabbit and squirrel provided ‘in the feather’. Four days at the Aviation Medicine Wing, RAF Henlow follows, for flying kit sizing and an introduction to aviation physiology. Then Ground School proper: Five weeks of aerodynamics, principles of flight, meteorology, avionics, flight operations etc and, of great importance, maths and mental arithmetic - without calculators!

Arriving at Rauceby Lane for the 3-month flying phase, the students meet their three flying instructors. These are Qualified Pilot Navigation Instructors - QPNIs. They’re experienced pilots: the Tutor has only two seats so there’s no room for an ANI. The QPNIs are badged 16 (R) Squadron, and also fly as Qualified Flying Instructors on the pilot training side of the Squadron. The first training sorties take place after a couple of days’ lectures and briefs, and when the flying starts, it’s fast and furious. Trips 1 and 2 teach students the effects of controls and basic aircraft handling; how to do the Checks, use the radios, depart from and recover back to Cranwell, and fix the aircraft’s position, both visually by map-reading, and when in/above cloud through the navigation avionics and Air Traffic radar services. Oh, they’re also taught how to look out, find other aircraft and report their position quickly and accurately: *“There are two sorts of aircraft; fighters and targets – which sort do you want to be?”* Trip 3 includes stalling and spinning, after which the student knows how to monitor the pilot’s flying, recognise potentially dangerous situations, and give appropriate warnings and advice on how to recover the aircraft safely.

Seems more challenging than I thought

You ain’t seen nothing yet! Trip 4 tests the students’ knowledge of Checks and radio calls and procedures; without a sound

The ‘Office’.



grounding by this stage, they will not be able to keep up with the increasing workload of the following sorties. It’s hard work: it’s believed that ab-initio students’ IQ drops by 50% when they don their ‘bone-domes’, and falls a further 50% when they press the radio transmit button. They’re also taught emergency handling on Trip 4. That said, the main aim of the sortie is an introduction to basic visual en-route navigation techniques.

A digression: to get from A to B by air seems simple: measure the bearing and distance from A to B, add the Magnetic Variation to the bearing to produce a ‘Track’ and divide the distance by the speed to produce a ‘Time’. Then fly to A, turn onto the ‘Track’, start the stopwatch, and after the ‘Time’ you’re at your destination. Simple? Not! Wind pushes you off track and changes your ground speed; unless you correct for it you’ll get lost. And the wind is rarely as forecast, so you need to use a ‘Fix’ to monitor your progress, correct your heading and revise your ETA (Estimated Time of Arrival). Moreover, you have to work ahead, as when you get overhead a Fix, or turning point, you can’t see it because it’s underneath you. Trip 4 demonstrates these points, and teaches a simple (!) set of procedures to get you from A to B in good order, using those mental arithmetic skills for airborne estimations and revisions of headings and ETAs. Ah, the glories of the 1-in-60 Rule and the Rule of 6ths (it’s all about Sines) but that’s not important right now!



"We're there. Probably ..."

Got that? What's next?

Now we're into proper navigation routes, flown at 500ft 'minimum separation distance', ie above the ground or obstacles thereon. Initially the fixes and turning points are set, but soon the students are choosing their own routes, based on the knowledge they've developed about what stands out clearly on the ground. They are also taught to collate the pre-flight data on NOTAMS, weather, diversions etc, calculate fuel minima, and carry out the sortie brief. Airborne (on time, naturally) they learn the 'commentary': a continuous briefing of terrain and safety factors such as pylons, airfields, Controlled Air Space and industrial sites. They look out



"Fix is road through lake; right one o'clock, range one. We're ¼ mile left of track. Pilot, fly to Fix."

for bad weather and obstructions as well as other aircraft, and they call both military and civil airfields as they transit close by. Their Airmanship and capacity develops rapidly. Sortie 7 introduces the Instrument Landing System and the WSO's responsibilities during a bad-weather radar recovery to Base.

Sortie 8 involves a practice diversion to RAF Church Fenton and, without stopping, another navigation route ('navex') back to Cranwell. Sortie 9 does the same thing to Marham, where the student should glimpse his/her ultimate 'office' – the Tornado GR4. Trip 10 goes north, to Leeming usually; landing, re-planning and returning to Cranwell on Trip 11: the routes are chosen over the high ground of the North York Moors and the Pennines to introduce the students to the particular techniques of operating in 'mountainous' terrain. The learning curve is exponential.

At least we can relax on the ground

You're joking! Meanwhile, ground studies proceed in parallel. There are pre-phase briefs and full use is made of a simple computer-based procedures trainer. Students take turns to deliver the Squadron's daily Met and Ops Brief, learning how to interpret weather data and present it to a critical audience. Then there's Aircraft Recognition; budding WSOs are introduced to a comprehensive syllabus of allied and potentially hostile military aircraft, with the daily slide quiz becoming increasingly difficult as the course progresses. There's some opportunity for sport,



Mental Dead Reckoning practice, courtesy of the computer-based trainer.

but flying takes priority; a spell of enforced grounding due to bad weather will see an enthusiastic use of the Gym, and/or planning the post-course Advanced Personal Development Leadership Training expedition. Budget constraints usually result in the APDLT's location being slightly less 'overseas' than first conceived, but it's valued and enjoyable nonetheless.

Go back to the flying

OK. More classroom work prior to Trip 12, the first of three medium-low navexes. By fixing with VOR/DME, the students learn to navigate a medium-level route at around 6-8,000ft, passing through civilian Controlled Air Space under a Radar Service and often in cloud, after which they descend to 500ft above ground and complete a low-level route, with the sortie lasting around 1hr 45mins. Trip 14 is the Final Nav Test, involving a medium-level leg to enter low-level at Diss in Suffolk, and return passing close to Norwich, East Dereham, Swaffam, Peterborough and Bottesford. This is a demanding sortie, but student performances are most impressive, particularly bearing in mind that the syllabus is only 14 sorties, amounting to just 18 flying hours.

Finished. What next?

Next stop for our budding WSOs is 76 (Reserve) Squadron at Linton-on-Ouse, where they fly the Tucano on a mix of medium and low navexes, including targetting, and at speeds nearly double



"Man is not lost ..."

the Tutor's modest 120 knots. They're streamed after Linton to GR4 (the majority) or Nimrod (a few). Then it's back to Cranwell to learn, inter alia, the use of airborne radar in the Dominie, which is fitted with a nav/attack system that emulates the GR4's: the coveted flying brevet is awarded after this phase. Thereafter the Nimrod WSOs go to the OCU at Kinloss; the GR4 folk shuttle back up the A1 to Leeming for a spell on 100 Squadron's Hawks, for an introduction to high performance flight, formation tactics and air-air combat. Our fast-jet WSOs finally arrive at the GR4 Operational Conversion Unit at Lossiemouth some 2 years and 165 flying hours after starting at Rauceby Lane. Six months and 60 hours at the OCU sees them graduate to their first squadron.

Changes are afoot. The Military Flying Training System initiative is considering alternative training models. Meanwhile, we ANIs and QPNIs of RAF Rauceby Lane will continue to launch young men and women on their WSO careers with enthusiasm, dedication, humour, and much job satisfaction. Our unofficial motto goes on: *"Man is not lost ..."*

The Goal: a Tornado GR4 of XV (R) Squadron – the GR4 Operational Conversion Unit at RAF Lossiemouth.





Intercollegiate Games 2009

Squadron Leader Pearson, Officer Commanding Physical Education Squadron, Royal Air Force Cranwell

This year has been an extremely busy year for the College on the sports field with five separate competitions, all away from home. The year started with a visit to the Royal Military Academy (RMA) Sandhurst in January and was followed by a trip to the Dutch Military Academy, Breda, in April. The summer saw the first Tri-Service summer fixture between Sandhurst, Dartmouth and Cranwell and in October the College travelled to the Luftwaffe Academy, Fürstenfeldbruck. The season was rounded off with a visit to Britannia Royal Naval College (BRNC) Dartmouth in November.

These Intercollegiate Games proved to be huge events in the calendar for the College and competition for places amongst the cadets was, as ever, fierce. Those who were selected went through not only trials but also rigorous training, especially if selected to take part in the prestigious Dash and Superstars events which are a feature at all the Colleges. The Games gave the opportunity to show the College and the RAF in their best light and helped promote 'esprit de corps' amongst the cadets that is difficult to achieve through other mediums. The Games often improved morale within the College and engineered a sense of teamwork and cooperation across all elements of OACTU. Most importantly the Games allowed the cadets to broaden their knowledge of the training systems of the other Services and nations and will act as building blocks for future relations with our close allies on Coalition and Joint Operations.

Many different sports graced the competitions in the last year including: Cross Country, Rugby, Hockey, Football, Volleyball, Basketball, Swimming, Squash and Netball. 2009 also saw the reintroduction of Fencing, Tennis and Tug-of-War, the inaugural women's Rugby match against the Dutch, a biathlon against the Germans and the first twenty20 cricket tournament against our sister colleges. The Dash and Superstars were also key events even at away fixtures proving to be highly popular with all the spectators. All the cadets involved in the sports showed outstanding effort and commitment and demonstrated an unwavering winning spirit throughout.

The first fixture of the year is normally a full day of at least 10 sports against Sandhurst. However, difficulty in arranging suitable dates led them to invite us to compete only in Rugby and Football this year. Although both teams put up a valiant effort it was Sandhurst who emerged winners in both sports.

The Dutch weekend is always a highlight in the sporting calendar as it is marked not only by its highly competitive nature but also by the forging of friendships between the different nationalities. This year we incorporated a Staff Ride to Arnhem before arriving at Breda. On home turf the Dutch proved too strong for us winning five of the seven sports including the women's Rugby which was a last minute event and the first time Cranwell had ever fielded a side. Cranwell were victors in the men's Rugby and Cross Country.

The summer saw the first Tri-Service Games at Sandhurst which provided the opportunity to play

Cranwell are on their way in the Dash.



Cranwell lead the way in the Dash at Dartmouth.



RAF Cranwell's Tug-of-war Team take the strain.

some of the summer sports like Tennis and Cricket that had returned to the programme. Victory for Cranwell in the Tug-of-War, Hockey and the Superstars and second place in the Tennis, Swimming and Old College Dash and 3rd place in the twenty20 Cricket secured us 2nd place overall to a strong Sandhurst side.

The fixture with our German colleagues from just outside Munich takes place in October each year where the football match becomes the focus against the Luftwaffe. The morning went to the Germans with wins in the Swimming, Volleyball and Basketball although we did give them a bit of a fright on the Volleyball court. However, Cranwell came back strongly in the afternoon with an emphatic win in a Biathlon event (running and shooting) which was unique for Cranwell who have no training facilities to shoot this type of weapon. A close and controversial loss in the indoor obstacle course was followed by another excellent victory in their gruelling outdoor obstacle course. The Football was a hard and closely fought contest but again the Germans proved too strong on the football field winning 6-0, and victors overall.

The final fixture of the year was against the Royal Navy cadets from BRNC Dartmouth and over a 10-event programme it was the superior fitness of the Cranwell cadets that was the telling factor in most of the sports. In the final fixture of the year we emerged as victors in 8 of the 10 events, which began in the morning with an outstanding performance on the rugby field with a 22-13 victory. Wins in Netball, Fencing and the Dash gave us a strong 4-1 lead at lunch which was improved with further wins in Orienteering, Squash, Football and Volleyball. The only losses were in Hockey and the Superstars.

After a hard fought year, Cranwell has come away from the Inter-collegiate Games programme with only one of five victories. But importantly, the College is a richer and more diverse place for the experiences. The sports schedule compliments what the College aims to achieve by allowing opportunities for the competitors to grow and develop as officers. It broadens the knowledge of the competitors while allowing them to spread the ethos of the RAF to our sister Services, not only in the UK but also within NATO. All those involved are proud to have represented the College and the 'esprit de corps' amongst the cadets who take part is second to none.



Rugby at BRNC Dartmouth.

Improving Reporting on Leadership Across the JHC

Rear Admiral Johnstone-Burt, Commander Joint Helicopter Command

“Keep away from people who try to belittle your ambitions...small people always do that, but the really great make you feel that you, too, can somehow become great.”

Mark Twain

“The task of leadership is not to put greatness into humanity, but to elicit it, for the greatness is there already.”

John Buchan

The enduring nature of inspirational leadership is reflected perfectly here by both Mark Twain and John Buchan. The histories of all three Services glitter with the shining examples of great leaders for us all to emulate. And whether your particular hero is Nelson, Slim or Cheshire, you will find that they all embraced a particular style of leadership which found a balance between a ruthless toughness when necessary, with a real commitment to their people which exuded a genuine warmth, humanity and humility.

The future of all three Services will depend increasingly on our very best leaders reaching the highest ranks in Defence. We need to find officers, Senior and Junior NCOs with a combination of the intelligence, communication skills, and this leadership style which is capable of inspiring our people to realise their ‘greatness’ in an increasingly unforgiving, changing and complex world.

In particular, our most senior officers need to be capable of leading with a breadth of perspective, a balance and an open mindedness which strives for continuous improvement in everything that we do. They need to be capable of moving deftly through the unpredictability of our multifaceted defence environment, and balance the political, diplomatic and military dimensions of our business which will dominate the future for us all.

Over the last few years reports on the leadership skills of our people, particularly our officers, have become increasingly formulaic and bland. On occasions this has led to the promotion of autocratic, abusive and coercive leaders. Their superiors have often judged these ‘toxic’ leaders on the basis of their

results alone, usually achieved over a short timescale, with scant regard for the cost to their people and their capacity to poison the atmosphere in the ship, battalion or squadron. This has also neglected the liability that these leaders become later as they become increasingly challenged when handling complex issues in ambiguous circumstances with an intelligent workforce who have the highest expectations of their seniors.

In future I would like you to focus your reports on how your people lead, inspire and galvanise their people, both on operations and at home, from the most junior to the most senior of all those in the JHC, including the Civil Service. I expect greater detail on the personality of the individual and how they nurture, listen, encourage and value their teams; their self-awareness and how willing they are to recognise their own fallibility, to learn and keep an open mind, as well as being capable of a resolute decisiveness and toughness when required. I expect our best leaders to be capable of balancing all these qualities in addition to retaining their uniqueness and individuality as leaders. Your reports should capture the individual and as well as their potential accordingly.

Great leadership comes from a selfless dedication to those whom we lead, and should be measured against their achievements, both personally and professionally, not our own. I need your help in finding those leaders throughout Defence at every level, so that we can not only chart our way successfully through the turbulent waters of the future, but we can enjoy it at the same time! I look forward to reading your reports.

A Summary of Leadership Attributes

Integrity. A leader with integrity demonstrates moral courage, appropriate values and standards, inspires and reciprocates loyalty; this quality underpins trust between the leader and the team and is consistent.

Vision. A leader with vision creates a shared vision of success using it to clarify boundaries for him/herself and others.

Communication. A leader with competence in communication has skills in negotiating, influencing, persuading, networking and mentoring. They have active listening skills. They

encourage brainstorming and idea generation and encourage their team by example to give and receive feedback. They demonstrate this in all relevant media – orally in textural form, in writing, through electronic means or face-to-face.

Decision Taking. A leader, who is good at decision making, can handle complexity, uncertainty and ambiguity. They can evaluate information demonstrating clarity of thought, decisiveness and judgement. They can balance boldness with risk management and then make an appropriate decision in an appropriate timescale.

Innovation. A leader with this attribute is creative in how they manage situations, lead change, take risks and encourage others to take risks. They bring a fresh approach and ‘raise the bar’ in what is thought possible.

Humility. A leader is not self-important or arrogant and does not show condescension towards others. They treat others with respect, and while confident in their own ability, they value others and welcome, recognise and appreciate their contributions. They appreciate their own fallibility and hence the importance of learning. Within these attributes humility is unique in that it is perceived by others and seldom recognised by the leader.

Professional Knowledge. Leaders with this attribute have the wisdom to apply knowledge and experience correctly in the current context and understand the full implications of their actions to the overall environment and to individuals.



Attributes for RAF Leaders: What Does OACTU Believe is Important?

Flight Lieutenant Artus, Deputy Squadron Commander, Leadership Training Squadron

During the final full term of 2009, in which Initial Officer Training Course 16 (B Squadron) graduated, I surveyed the whole of OACTU by email, asking a simple question: which do you think is the most important attribute of an RAF leader, and, if possible, why?

There are 9 attributes for RAF leaders. These are, alphabetically (as detailed in the charts numerically):

1. Able to handle ambiguity
2. Able to lead tomorrow's recruit
3. Emotionally intelligent
4. Flexible and responsive
5. Mentally agile – physically robust
6. Politically and globally astute
7. Technologically competent
8. Warfighter, Courageous
9. Willing to take risks

On analysing the data I split the responses into staff and cadet subdivisions – main IOTC squadrons and other significant parts (these were DELTAFlight – those undertaking additional leadership and/or officer qualities training, RAD Fit – those undertaking rehabilitation or administratively suspended from main squadrons and SERE, the Specialist Entrant and Re-Entrant course).

Key Comparisons

Staff and Cadets

As can be seen from the charts, the main attributes highlighted are 'Flexible and responsive' and 'Mentally agile – physically robust'. These two accounting for over 54% of all votes cast.

Cadets

Of the cadets, all sub-divisions (other than SERE) voted for 'Flexible and responsive' as their most important (RAD Fit voted it equal highest with 'Able to lead tomorrow's recruit'). In addition, all main IOTC squadrons 'Mentally agile – physically robust' received the second highest number of votes. The differences were:

RAD Fit – 'Able to lead tomorrow's recruit' (equal highest with 33%).

DELTA Fit – Emotionally intelligent (20% but with a small number of responses).

SERE – Emotionally intelligent (equal highest with 50% but with a small number of responses).

Staff

The staff's top two attributes were opposite to that of the cadets with 'Mentally agile – physically robust' receiving the highest number of votes (30%), compared to 'Flexible and responsive' (26%).

What do these results mean?

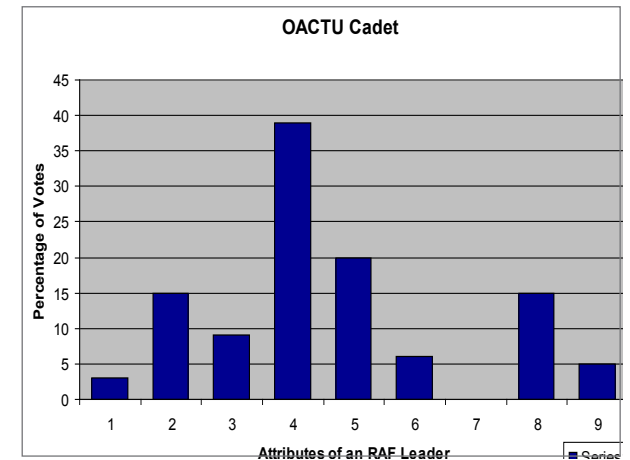
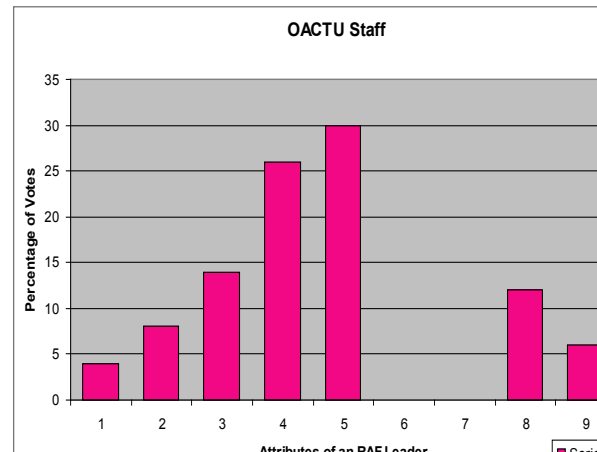
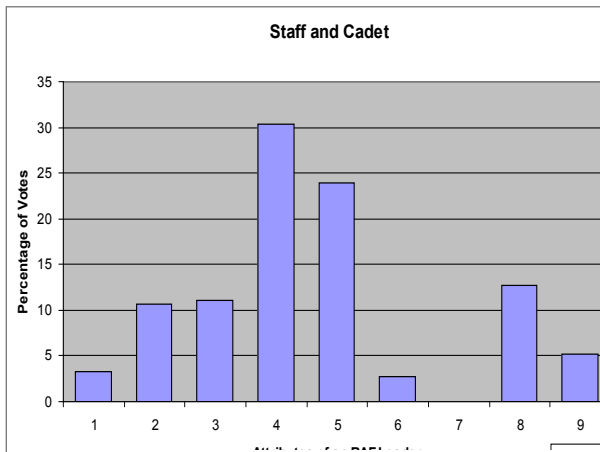
What can be inferred from these results? Why do the main squadron cadets, irrespective of their place within the training system, value certain attributes above the others? Why do staff views differ from that of the cadets?

Why responders value 'Flexible and Responsive'?

The definition of the attribute 'flexible and responsive' is:

"In a world that is now changing faster than ever, where technology is advancing rapidly, the RAF needs leaders who are flexible in approach and able to consider new ways of doing things. RAF leaders must be open minded, responsive to change, constantly looking for the opportunities that change brings and be able to cope with the discomfort that is associated with change."

An immediate question to ask (which is valid for all attributes) is: did the respondents read the RAF definitions prior to making the choice, or did they use their own understandings of the attributes?



My belief is that the majority of respondents used their own understanding of these attributes when making their decisions.

Whatever the answer, I believe the key word is responsive. It would appear logical that the majority of people who actually responded to the survey do value responsiveness and are acting out their values by responding the questionnaire. One way of determining whether this survey does represent the overall feelings of OACTU would be to impose this questionnaire on all members of OACTU, something outside the scope of this study and the power of the author!

Why do staff responders value 'Mentally agile – Physically robust'?

The definition of the attribute 'Mentally agile – physically robust' is:

"Our leaders need to be able to handle complex and multifarious problems and have the creativity and mental agility to move quickly between various concepts. Their thinking must be innovative and their minds receptive. They must be physically robust and able to withstand the strain of operations, so that their mental capacity does not fail them under stress."

What is it in this definition that attracted the most responses from staff and the second highest number from cadets? Is it the balance between the physical and mental capabilities that will seem sufficient to cover all aspects (again, I question whether respondents read the RAF definition)? Is it the statement regarding 'strain of operations' – something that the majority of staff members are acutely aware of – with the majority having arrived at Cranwell straight from operational tours? I believe this is the key aspect. OACTU staff are measuring graduating officers against what their expectations for operations are.

Respondents Comments.

Of the respondents, 18 staff and six cadets provided additional information as to why they had chosen their specific attribute. Some comments are as follows:

Able to handle ambiguity.

"To be able to handle ambiguity, in an ever changing global environment is essential if you want to lead your personnel forward as you become the certainty that they look towards in an uncertain world." Flight Lieutenant Mark Hassall

Able to lead tomorrow's recruit.

"...if that leader is unable to lead their personnel, the end goal of any task will either not happen, be very poor, or turn out to be not cost effective." Flight Sergeant Paul Batsford

"...leading is what we are all about. We must have the other 8 attributes, to varying degrees, to be able to lead; hence my choice." Flight Lieutenant Martin Wyer

"There are two aspects to this attribute that I feel makes it the most important of the list. Firstly, an officer is always a role model for the new airmen/airwomen entering into the Service. The impression you give them will be hugely influential on their attitude to the RAF as a whole. You, as their first officer could be their last if you don't lead them effectively. Secondly, this attribute focusses on the future. The RAF, and its personnel, is continually changing and the officer needs to keep up with these changes. How you lead now will be different to how you'll need to lead in the future as the demographic changes; particularly as we get smaller." Officer Cadet Richard Morgan

Emotionally Intelligent

"Knowing what makes me tick and understanding my people is fundamental to everything I do as this encompasses confidence and trust." Flight Lieutenant Paul Dodds

"Leadership is not just an intellectual, cognitive process it is also a social, behavioural, spiritual and emotional process. Therefore as leaders we need to know and control our emotions (i.e. have a high degree of self-awareness) before we can lead others. (Philip Massinger in 1624 said – 'He that would govern others, first should be the master of himself'). A lack of self awareness may lead to inappropriate behaviour, the mis-reading of others and/or situations. Self awareness then is the starting point of personal development, which is a pre-requisite for leadership development." Officer Cadet Andrew Mainwaring

Flexible and responsive

"I believe that officers should react to any and everything that is put in their path; additionally, being able to flex away from the normal SOPs is a function of officers, after all if it was just a case of following orders/work instructions etc then anyone could do it." Flight Lieutenant Jim Garriock

"I feel that flexibility has always been the trademark of the British Armed Forces. A leader that can be flexible can often find a solution and a suitable response to a taxing problem or difficult situation." Officer Cadet Gareth Rees

Mentally agile – physically robust

"This can apply to any situation, at any time and in any place. A leader needs to be able to adapt and this attribute is essential if a leader can attain this adaptability." Officer Cadet CJ Hickmott.

"[It] is the only attribute that if a leader is strong in both they should be able to lead in the office and in the field; where as the rest are complimentary skills but arguably not essential." Flight Lieutenant Eddie Dunlop

"...because you could find occasions when you could still be effective as an RAF officer if you lacked any of the other attributes. For example, a single seat pilot might not be very good at leading recruits but he could still be an effective pilot. If an RAF officer lacks mental agility and/or physical robustness, I do not see that they could really be effective on operations today. Moreover, a lack of these qualities in the first place is likely to make many of the other attributes unrealistic also." Mr Mark Jewsbury

Warfighter, courageous

"It's the "courageous" bit that stands out for me. Not physical courage, although that is important, but most importantly moral courage. [It is] the willingness to do what's right, no matter how that may be perceived by one's command chain!" Flight Lieutenant 'Sunny' Sardesai

Willing to take risks

"I believe that we can all follow processes as managers, however a leader must have the willingness and understanding to decide when it is appropriate to take risks. If no one takes considered risks then we will never progress." Flight Lieutenant 'Oilly' North

"In today's RAF, there is ever more pressure on those in command...to achieve the desired results with ever dwindling resources (manpower, finance, time). Therefore I feel that having the ability to take an assessed risk is vitally important for any leader in today's Air Force in order to meet the Cdrs' intent." Flight Lieutenant Andy Norris

“Firstly a leader must understand the ‘rules’ within which he/she is operating, only then can they safely decide what risks can reasonably be taken. I think some of the best thinking is done and results achieved when the ‘rules’ are bent a little, so one has to be willing to take the risk of doing so. Reasonable risk taking by a leader also demonstrates to subordinates that they are encouraged to think differently about their contribution and individuals can all make a contribution without being constrained by conventional thinking.”
Officer Cadet Jason Lumley

Summary

There was generally a focus on two attributes – ‘Flexible and responsive’ and ‘Mentally agile – physically robust’ (capturing 54% of the total vote).

Overall, the attribute ‘Flexible and responsive’ was voted for by the largest number of respondents. Whether this is a ‘self-fulfilling prophecy’ because of the style of this survey is unknown. The cadet vote placed this attribute highest with 35% of the vote.

OACTU staff voted the attribute ‘Mentally agile – physically robust’ highest with 30% of the vote. The reference to operations in the definition, I believe, is the key. It is that which has determined staff views (the majority having recently returned from operations) and they see this as the benchmark against which graduating officers will have to be judged.



The Airmen's Command Squadron – 'Transforming Airmen's Development'

Squadron Leader Marshall, Officer Commanding Airmen's Command Squadron, RAF Halton

Introduction

The Airmen's Command Squadron (ACS) delivers Phase 3 generic Management and Leadership training to over 2500 personnel per year. Since February 2009, following the transfer of Non-Commissioned Aircrew (NCA) training from 55(R) Squadron at RAF Cranwell, all Non-Commissioned Officer (NCO) and NCA command, management and leadership training has been delivered at ACS, RAF Halton. ACS's aim is to realise the Review of Officer and Airmen Development (ROAD) aspirations for airmen's Professional Military Development (Air) by enabling effective NCO through-career development, which will in the process, close the gap between officer and airmen training. To facilitate the transformation of ACS into 'The Centre' for NCO management and leadership training, RAF Halton has launched Project MINERVA; a project with the expressed aims of creating a better training environment combined with the introduction of modern blended learning techniques.

Background

For ground trades, ACS delivers a suite of courses, after which substantive promotion is obtained: the Junior Management and Leadership Course (JMLC) for corporals (cpls), the Intermediate Management and Leadership Course (IMLC) for sergeants (sgts) and the Advanced Management and Leadership Course (AMLC) for flight sergeants (FS). Furthermore, as a result of recommendations made in 2007 by the ROAD Report, the Squadron's output has expanded to include the Warrant Officer Study Period (WOSP) and the NCA Command and Management Training (CMT) Parts 1 & 2. However, unlike their ground trade counterparts, the NCA courses are undertaken to allow airmen to become eligible for promotion to the next rank; CMT1 for substantive sgts to become eligible for promotion to FS and CMT2 for substantive FSs to become eligible for promotion to Master Aircrewman (MACR).

Warrant Officer Development Programme (WOSP)

The WOSP, which celebrated its first year of 'live' delivery this year, is the residential training element of a wider WODP. It has received accolades in both the internal and external press and is



WOSP 'Top Tips'.

a 5½ day study period for airmen promoted to the ranks of warrant officer (WO) and MACR. Indeed, the course is unique in the fact that it is the first time that both ground and air NCOs meet on the same management and leadership course. The WOSP aims to assist our most experienced airmen by developing their self-awareness and critical thinking skills via exposure to a series of operational and manning issues. Delegates explore these themes, contextualizing their relevance through studying the link between them and their new roles and responsibilities as a WO/MACR. The WOSP is facilitated by an ACS WO with support from specialist ACS FS instructors and subject matter expert external lecturers.

Before attending the course, delegates access an online pre-course study pack that enables them to contribute more readily to the lively debates that take place during residential training.

Like all ACS courses, the introduction of the Generic Education Training Requirement (GETR) means that the WOSP is currently undergoing a major review, with the aim of enhancing the current content to ensure that the course continues to meet the RAF's strategic aspirations particularly those of Air Power and Leadership. Therefore, by April 2010, ACS aim to have expanded this package to include an online Air Power Study Pack that will form the foundations from which Air Power will be explored on future courses. In addition, as part of the wider WODP, ACS, in consort with ROAD and the Generic Education Training Centre (GETC), is liaising with Stafford University with respect to delivering a post-WOSP programme that has the potential to offer a Masters-level qualification on completion of additional work.

Obviously, there is a great deal of information to assimilate over the entire WODP, especially on the residential WOSP, which is currently only 5½ days long. Therefore, in response to feedback from the WO and MACR cadre, a senior officer stakeholder's review is being undertaken to assess the training requirement against the time currently allocated towards residential training.

ACS Instructor Training

ACS has 39 SNCO instructors, made up purely from volunteers. The Squadron is very fortunate in that, such is the demand from NCOs to work at ACS, there are very rarely any gapped Instructor posts. In addition to delivering training, ACS Instructors themselves are well looked after with respect to developmental training. Instructors receive a comprehensive induction package, followed by an in-house coaching and mentoring course, which leads to a Chartered Management Institute (CMI) Level 5 Certificate in Coaching and Mentoring. On average it takes 2 to three months for an instructor to become 'live' from arrival. The Squadron's induction training includes: familiarization with the various leadership models used on the courses, attendance on the Defence Instructional Techniques (DIT) course (if not already qualified) and a minimum of at least two full course 'walk-throughs'.



ACS students undertaking a leadership event.

On their first walk-through, the new instructor shadows a senior mentor before taking a more active role on their second course. As an instructor gains experience, they will begin to expand their responsibilities, teaching core lessons to an entire intake, in addition to their regular syndicate work with a group of eight students. Once they attain qualified coach and mentor status (by completing the in-house coaching and mentoring training) and successfully complete their 'walkers' course, the instructor will then be able to mentor new instructors and the cycle continues. The more senior instructors become Course Commanders, supervising up to ten other SNCO instructors and between 40 to 80 ACS students.

For those senior IMLC instructors looking to broaden their development, opportunities exist to move into AMLC instructional duties. The AMLC team consists of two senior FSs who teach to groups of 20 newly-promoted FSs. As with the JMLC and IMLC, the AMLC is headed up by a WO Training Standards, whose role it is to oversee the training, ensuring that instructional standards are maintained.

Improved Training Environment

ACS is located within parts of the prestigious Kermode Hall at RAF Halton. The current capacity within this building is however severely 'under strain' given the number of students for which ACS now caters. Therefore, the Squadron must utilize pre-World War II wooden huts that are located at the rear of Kermode



You can do it!

Hall. Facilitation of training requires the use of a lecture theatre, classrooms, syndicate rooms and an extensive outside training area (OSTA). In addition, office space for an instructional cadre of 36 SNCOs, four WO Training Supervisors, seven SNCO training support and development staff, six civilian admin support staff, two flt cdrs and a squadron commander is required. ACS also makes very good use of the high-ropes facility at RAF Halton.

With up to 188 students in residence at any one time, many of whom are based in syndicate rooms and classrooms within the wooden huts, Project MINERVA's infrastructure programme has identified that enough space can be made available within the ground floor of Kermode Hall, thus enabling the Squadron to vacate the wooden huts.

RAF Halton is now the airmen's gateway to the RAF; therefore, it is fitting that it should also be the focal point for an airman's through-career development, delivered by ACS. The methods by which the Squadron deliver this training has evolved to include facilitation and coaching and mentoring, as well as, when required, instruction. This blended and mature approach to training helps ACS to break down potential barriers to learning, engaging the student and shaping their knowledge, skills and attitudes rather than attempting to change them. By operating in smaller syndicates (1:8 ratio), instructors can work with the prior knowledge, skills and experiences of their students. Subsequently, students not only learn from the staff, but also, collaboratively, from their fellow NCOs. The diversity of trades within a course

is of huge learning benefit, particularly when students discuss their own trade's contribution to the delivery of Air Power; this is often a real eye opener for many of their colleagues. This type of collaborative learning is encouraged at ACS and with the introduction of a Virtual Learning Environment (VLE) platform for all courses in the near future, there is potential for this collaborative learning to be taken much further.

Modern Learning Environment

Delivery of all the GETR aspirations within ACS Phase 3 residential training courses is not possible given the current limitations of course length. To extend residential training would be expensive; therefore, in conjunction with ROAD and GETC, ACS has been developing online electronic distance learning packages that directly support both the GETR aspirations and the residential elements of training. The platform selected to deliver these online packages is known as 'MOODLE' (Modular Object-Orientated Dynamic Learning Environment). Utilisation of this VLE, will not only allow ACS to meet new Air Power Education requirements without extending the residential courses, but will also provide a solution to ensure a common input standard, in addition to enabling further collaborative learning via online forums. Students will also have access to a wealth of up to date reference material that could support them before, during and after residential training.

Summary

In short, it is an exciting time for ACS and for airmen's development training in general. External validation of the training supports the view that ACS delivers superb, universally recognised, professional command, management and leadership training to all non-commissioned officers. The Squadron's location at RAF Halton further cements the Station as the home for airmen's through-career development. To think that an airman may step through the gates at RAF Halton on day one of their career, potentially with no formal qualifications, and then step out again, years later, as a fully developed WO or MACR on a path to a Master Degree is something of which the Service should be very proud. RAF Halton and Kermode Hall have a long and proud history, forever linked with the development of airmen; something the Squadron believes is worth protecting. The old can work together with the new, and, with the introduction of modern learning techniques, an improved IT system and refurbishment of the ground floor of Kermode Hall, ACS can move forward confidently into a new era.

Rehabilitation and Development (RAD) Flight

Officer Cadet Sheikh, A Flight, E Squadron

What is RAD flight?

The Officer and Aircrew Cadet Training Unit (OACTU) is comprised of five cadet squadrons; A Squadron runs short courses including Non-Commissioned Aircrew (NCA), B, C and D squadrons are main squadron Initial Officer Training (IOT) courses, and E Squadron comprises Delta Flight, for further leadership training, and RAD Flight. RAD Flight is an incredibly diverse flight consisting of cadets from the OACTU squadron's who have reached different stages of training on their various courses. The cadets have exited their original courses due to injury, illness, compassionate or other administrative reasons.

The RAD Flight Mission is:

"To fully participate in the daily programme in order to rehabilitate and return to course better developed".

RAD Flight cadets at Metherringham Airfield.



Paint a Picture:

The Cadet Cycle: from the perspective of an injured cadet:

1. Life before Cranwell

An individual may be a high achiever: Team Captain or Head Girl/Boy; well travelled; culturally and politically astute; have unique experiences hobbies and interests; good communicator and team player; sense of humour; good work ethic; stable character; motivated.

2. Selection

An individual with huge leadership potential goes for selection at the Officer and Aircrew Selection Centre; enthusiastic about joining the unique and excellent Royal Air Force community; looking forward to working and living with like minded individuals with positive, courageous adventurous characters and a thirst for new challenges.

3. Success –Yes!

4. Preparation

The individual attends a familiarisation visit and continues to prepare their body and mind for training.

The individual was known as 'The Athlete', 'The Captain', 'The Head Girl/Boy', as well as perhaps 'Mother/Father', 'Wife/Husband', 'Boyfriend/Girlfriend'.

The individual is ready to become 'The Cadet' and potential 'NCA' or 'Officer'- a role and identity to be proud of.

5. Training

'The Cadet' commences a course which - depending on which OACTU squadron - will be 10-32 weeks long. The Cadet knows that their level of autonomy will be very different to what it was in their previous roles prior to arriving at RAF Cranwell. The change in autonomy is embraced by 'the Cadet'.

Training begins. During the first term the cadet is made aware of RAD Flight and thinks: "it'll never happen to me".

6. Injury

Injury occurs to an unfortunate few through no choice of their own. 'The Cadet' and potential 'NCA' or 'Officer' becomes...

'THE INJURED RAD FLIGHT CADET'

7. Joining RAD Flight

It takes time to adjust to the change in identity; an identity no one would wish upon anyone else. It is especially difficult when it is not known how long recovery may take. Autonomy is affected

by being a cadet; it is also affected by being injured; the Injured Cadet's health and future career is in the hands of the RAF Cranwell Medical Centre, OACTU and the Rehabilitation staff 'Until Further Notice'.

Becoming 'THE INJURED RAD FLIGHT CADET TFN' in the competitive environment of RAF Cranwell comes with stigma and loss of identity and self worth.

It is difficult for the rest of OACTU to understand RAD Flight. Perception is everything, yet when injury is concerned perception can be heavily distorted. Someone may be injured but not have the crutches or limp or bandage or sling to identify this to onlookers. An injured person may look more able than they are.

8. Rise to the challenge

"Life is 10% what happens and 90% how we respond to it!"

"In crisis there is opportunity."

The cadets participate in 3hrs of rehabilitation every morning and for some an extra 1hr session in the afternoon before attending leadership and airpower studies as well as attending various medical appointments throughout the week. Cadets also engage in additional duties and the day-to-day running of the Flight, for example: liaising with OACTU staff to coordinate the weekly training programme; coordinating MT daily in order to transport cadets to their medical appointments; coordinating station visits. It can be very arduous for individuals especially if their physical limitations make it difficult, for example, to sit at a computer, sit in a classroom, stand at an ironing board or carry a bag.

Being injured is an obstacle and an extra challenge. The injured cadets work hard everyday to promote their rehabilitation and take every opportunity to develop leadership and Service knowledge in order to become an effective NCA or officer. They need to face perceived stigma with dignity and accept that the extra challenge will also contribute to their ability to become compassionate and emotionally intelligent leaders in the future.

The Royal Air Force knows what Duty of Care means

The RAD Flight Staff have a challenging and diverse role. They analyse the cadet's experience holistically; acknowledging the physical and social impact of becoming injured and provide a supportive environment in which the injured cadet can best achieve the RAD Flight mission.

RAD Flight functions in 10-week terms to coordinate with the IOT courses which enable smoother transition of cadets returning to training. However, on occasion the cadet's are required to continue their training in the 11th week. During the 10-11 week terms the RAD Flight Staff work intensely to provide the support and training for the cadets in a very different nature to that of the main

IOT squadrons. The Flight Staff provide a huge amount of contact time with each cadet in order to accommodate their continual individual complex needs.

RAD Flight is also very appreciative of Padre Hart's immeasurable support, and the support provided by the Leadership Instructors, and King's College Lecturers, who work hard to ensure that the leadership and academic packages are fresh and relevant.

Continually Striving for Excellence

This term, the RAD Flight Staff participated in a Value Stream Analysis which required weeks of data gathering and analysis including an intensive week-long period dedicated to detailed analysis and planning actions for the future.

Many positive changes have already been implemented such as restructuring the flights, and attaining a new squadron identity as E Squadron (it was previously known as R Squadron).

The future holds further challenges and there is still much work to be done to improve the function of the Flight within OACTU.

Culturally RAD Flight is working towards greater integration within OACTU through squadron events and promoting understanding of the Flight.

RAD Flight is a very challenging place to be for both staff and cadets. However, it is also an opportunity to demonstrate excellence in adversity.



RAD Flight staff and cadets at Wellingore Airfield.

Sermon from Initial Officer Training Course 15 and Specialist Entrant and Re-Entrant Course 10A Graduation Service

Wing Commander (Reverend) Bissell, Chaplain, Royal Air Force College

Slumdog Millionaire is the story of Jamal Malik, an 18 year-old orphan from the slums of Mumbai, who is about to experience the biggest day of his life. With the whole nation watching, he is just one question away from winning a staggering 20 million rupees on India's "Who Wants to be a Millionaire?"

But when the show breaks for the night, police arrest him on suspicion of cheating; how could a street kid know so much? Desperate to prove his innocence, Jamal tells the story of his life in the slum where he and his brother grew up, of their adventures together on the road, of vicious encounters with local gangs, and of Latika, the girl he loved and lost. Each chapter of his story reveals the key to the answer to one of the game show's questions. Each chapter of Jamal's increasingly layered story reveals where he learned the answers to the show's seemingly impossible quizzes.

But one question remains a mystery: What is this young man with no apparent desire for riches really doing on the game show?

When the new day dawns and Jamal returns to answer the final question, the Inspector and sixty million viewers are about to find out... At the heart of its storytelling lies the question of how anyone comes to know the things they know about life and about love... and it provides a most powerful insight into how a human being can face the most horrendous and uncertain circumstances of life and yet be victorious. And at its very core lies the awe-inspiring example of a life lived with the utmost integrity, a life of such transparency and truth that it captured and transformed a nation.

A Life of Integrity

Why is Integrity important?

It is the key to personal relationships. All relationships are built on trust: marriage, family life, work.

It is the key to long-term success. You can take short cuts...but in the long term for an individual, a business or for a nation... corruption, bribery, fraud, deception... will most certainly undermine their long term health.

Integrity is about enjoying success throughout one's life... bearing fruit, making a difference, leaving a good legacy. One such individual was a man by the name of Alfred Nobel ... a Swedish chemist, engineer, innovator, armaments manufacturer and the inventor of dynamite. Alfred Nobel... after whom the Nobel Peace Prize is named... woke up one morning and he got a shock... he opened the newspapers and saw there his own obituary. You see, what had happened was that his brother had died and they thought that he had died and published his obituary by mistake. When he read it he was profoundly shocked by what they had said. They wrote that Alfred Nobel was the inventor of dynamite, a manufacturer of weapons and a merchant of death. He was so disturbed by what people thought of him that he committed the rest of his life to world peace and gave over his vast fortune for the Nobel Peace Prize to encourage others to work for peace.

Integrity is the key to good leadership. One of the great military leaders of the Twentieth Century was Dwight D Eisenhower. He was the US President and Commander of the Allied Forces in Europe during the Second World War. He said this...

"...the supreme quality for leadership is unquestionably integrity. Without it no real success is possible whether it is on the football field, in the Army or in an office."

How can we live lives of Integrity?

1. Live a Consistent Life without Compartments. Avoid the Titanic Mistake.

In 1912 when the Titanic sailed everyone called it unsinkable. That's because the Titanic was using new technology. And the new technology was to take the hull of the ship and to divide it into 16 water-tight compartments. The theory being that even if water came into four of those compartments and the panels ruptured... the titanic would not sink.

On the 15 April 1912 at 2:20 am the Titanic sank. 1513 people were drowned. What was thought to have happened was that when the Titanic had hit an iceberg that the iceberg had ruptured five of the compartments and that was why it had sunk. However, 73

years later... on the 1 September 1985...they found the Titanic... the intact wreck of the Titanic sitting upright on the ocean floor. There was no sign of that gash. What scientists have now posited was that the collision's impact had loosened the seams in the adjacent hull plates causing them to separate and this allowed water to flood in and sink the ship.

In other words... an impact in one compartment had affected all the others.

So what is the Titanic Mistake? It is when we try to compartmentalise our lives into various differing segments.

When we say this is my family life... this is my work life... this is my social life and we apply different standards or patterns of behaviour in each of those differing segments. When we apply varying degrees of our core values to differing aspects of our lives... then we sail towards the Titanic Mistake. In other words... rather than having a circle which represents our whole lives and at its core is that which shapes and moulds our lives and which affects every aspect of our lives, we have different compartments with differing values and differing standards.

It's so important that we are the same person throughout every aspect of our lives... our home life... our work life... our social life. We really do need to challenge the lie that appears to be increasing with every generation in regard to public and private life. The lie being:

That we need to make the distinction between a person's private life and their public life.

Live a Consistent Life without Compartments.

At all costs... avoid "The Titanic Mistake".

2. Speak the Truth without Exception.

Mark Twain said this:

"If you always tell the truth you don't have to remember what you said."

Integrity of speech is absolutely vital in any community, but it most certainly has a more profound and unique significance for the military community.

The Bible encourages us:

“to speak the truth in love...” (Eph 4 v 15)

At this point I must remind you... speaking the truth in love... does not mean you have to always say what you're thinking... nor does it mean that we have an excuse to be blunt or rude. There is always such a thing as good manners and a graciousness of speech. We don't always need to follow the example of Simon Cowell: *“If your life guard duties were as good as your singing – a lot of people would be drowning.”*

Living with integrity is never easy and it certainly doesn't guarantee that we will be popular or that others will always speak well of us.

I must admit I love the story told about a man known affectionately as Gibbo:

When Gibbo first came to London he worked as a clerk in the department store Selfridges and he worked directly for Gordon Selfridge, who was the owner of Selfridges. As a young clerk in the office, one day the telephone rang, and he picked it up and someone wanted to speak to Gordon Selfridge. So Gibbo dutifully and respectfully passed on the message and proceeded to hand the phone across.

Gordon Selfridge said, *“Tell them I'm out!”* However, Gibbo continued to reach the phone across to Gordon Selfridge and said, *“You tell them you're out!”*

Gordon Selfridge took the call. And when he had finished he turned to Gibbo in a rage. Then Gibbo said to him:

“Look, if I can lie for you – I can lie to you...and I'm never going to lie to you.”

And from that moment on, Gordon Selfridge totally trusted Gibbo; and so whenever there was a situation when they needed someone who everyone could trust... they brought in Gibbo.

3. Cultivate a Pure Heart without Faking it.

In other words... Integrity of Heart.

You and I can never achieve Integrity of Life or Integrity of Speech without Integrity of Heart... guarding that which truly motivates us. The religious leaders of the day said to Jesus Christ...

“We know that you are a man of integrity because you pay no attention to who people are.”

What they meant by that phrase was this... that the status or position of a particular human being or their standing in the community made absolutely no difference to the manner, the character or the approach of Jesus.

Just imagine... if you and I were to treat the person who serves us in a restaurant or more specifically... if you and I were to treat those whom we will lead and care for as Commissioned Officers, in the same way that you would treat a member of the Royal Family – how different a community we would live in!

Now that's true Integrity of Heart... a heart of compassion and care... a heart of transparency and justice for all... regardless of status, rank or position.

True integrity is when our lives and our words and our hearts are all in alignment. It could be said that integrity at its most simplest is doing the right thing even when no one is looking...but there is so much more.

But let me be honest with you – for me it is a struggle... there are so many temptations along life's path encouraging us to avoid this life of integrity... and so I know it is going to be a life-long struggle... in fact, perhaps one of the greatest challenges we will ever face.

At times... I am a long long way from it. But it is something I most certainly aspire to and will forever strive for.



OACTU Colour Sunday in St Micheal and All Angels Church.

Visit of the Polish Air Force Academy

Flight Lieutenant Norris, D Squadron C Flight Commander

In the latter months of 2008, the College was approached by the Lincolnshire Integrated Aviation Heritage Partnership (LIAHP), a highly active and self sustaining local aviation society, regarding the possibility of co-hosting a contingent from the Polish Air Force (PAF) Academy Deblin in the summer of 2009. The aspiration was for the visit to coincide with the 70th anniversary of the start of the Second World War and the highly anticipated RAF Waddington International Air Show in July 2009. As this anniversary was so prominent, and with Britain going to war due to the invasion of Poland – not to mention the significant Polish connections within the county – the timing of such a visit was seen to be highly befitting and the LIAHP had plans to pay tribute to this at their exhibition during the Air Show itself.

Plans began to form quickly as there was clearly much interest in such a visit taking place. This was enhanced due to the fact that an Intercollegiate visit of this nature had not taken place at Cranwell for some time. In early 2009, contact had been established with Deblin and the phone lines were buzzing between the two Colleges and their respective Embassies. In order for the visit to be practically and economically viable, the Travel and Subsistence (T&S) aspects of the visit were to be organised exclusively by the College under the banner of the European Air Force Academies

Arrival of the Polish party, hosted by RAF College staff and cadets.



(EUAFA) Agreement (a European Intercollegiate exchange visit agreement) and the visit itinerary was to be spear-headed by the LIAHP. One of the longer term advantages to utilising the EUAFA Agreement was the prospect of a College return visit to Poland. As the planning continued the size of the visiting party was finalised; 10 personnel in order to fall in-line with the criteria of the EUAFA Agreement. The visiting party was to be made up of Colonel Marek Grzegorzewski (Dean of the PAF Academy Faculty), Lt Colonel Włodzimierz Ceglarski (Chief International Relations Officer), Captain Emil Bołtryk (4th Air Force Training Wing Instructor) and seven officer cadets from the senior entry at PAF Academy, Deblin.

By May 2009 the dates were set and plans made for the visit to take place between 30 June and 8 July 2009. The Polish contingent had notified us of their aspiration to arrive at RAF Cranwell by military air transport and plans were made with the Station to accept the M28 (Antonov, An-28).

The arrival day came and went without the Polish visitors arriving at the Airfield; thunderstorms in Köln had prevented their takeoff on the final leg of their journey to the UK. However, on the following day the PAF M28 touched down at RAF Cranwell in bright sunshine. The visitors were soon whisked away to CHOM

Warrant Officer Harrigan instructing on the use of the bird table.



for well deserved refreshments and an arrival brief from the RAF hosting party. The hosting party consisted of myself as the Project Officer and four recently-graduated Holding Officers: Flying Officer Ben Blackledge, Flying Officer Scott Blythe, Flying Officer Matt Garrett and Flying Officer Adam Griffin. We were also partnered by Squadron Leader Phil Bonner and Mr Mike Ingham from the LIAHP who had devised an interesting and comprehensive itinerary for the week-long visit. The first day saw the collective group travel to RAF Digby to tour the Ops Room Museum. Whilst there, the group were hosted by the Museum Curator, Warrant Officer Dave Harrigan, who gave a very intellectual and insightful tour of this historic facility. Whilst listening to the tour, the historical connections between the two Air Forces started to become apparent as accounts of RAF and PAF personnel working alongside each other during the Battle of Britain were explained over the famous Map Table.

After lunch in the Officers' Mess, the group travelled to the Village of Faldingworth which is approximately 12 miles NE of Lincoln. Here the group was met by Mr Colin Mitchell-Smith from the LIAHP who is heavily involved in raising awareness of the PAF in Lincolnshire, particularly in the Village of Faldingworth where so many Poles were stationed during the Second World War.

The Party visit Faldingworth Village Church.





No 300 Sqn memorial at Faldingworth.

At Faldingworth, the group was first taken to the Village Church which has special significance to the PAF. It stands as a memorial to the brave crews of No 300 (PAF) Sqn who valiantly flew Wellingtons and Lancasters from RAF Faldingworth during the Second World War.

No 300 Sqn was the first Polish squadron to be formed in Britain and, like many squadrons of that time, lost many personnel whilst flying from Faldingworth. Tragically, the most significant example of this was during 1944 when the Sqn lost three Lancaster crews within the space of the year. The last recorded flight by aircraft of the Polish Air Force in Lincolnshire was carried out by No 300 Sqn on 26 November 1946 and the Squadron eventually disbanded on 2 January 1947. Within the Church, the congregation had produced some excellent displays that graphically illustrated the significant footprint the PAF had within the Village at the time, and the PAF visitors were keen to pay tribute to this by meticulously looking through each exhibit in detail. The group then moved on to the village school where they were warmly received by the children who were keen to showcase their recent work on the PAF connections with the Village.

The visit to Faldingworth was concluded with a visit to the old airfield itself; a location that is barely recognisable as the former bomber base that it once was. All that remains is a scattering of abandoned dispersals and the prominent PAF memorial that stands testament to all those PAF personnel who lost their lives whilst operating from Faldingworth.

Day two started with a visit to Newark Air Museum which gave the group a chance to show off their military hardware knowledge. Many fine examples of historic aircraft were seen and the group is deeply in debt to Squadron Leader (Retired) Brian Withers and the Museum team for allowing the visit to take place and for hosting us so well.

After some time to roam about and raid the gift shop, the group changed into No1 uniform and departed for one of the most prominent and important events of the visit programme. The group travelled to the Polish War Graves in Newark where we were met by the Mayor of the Town (Councillor Mrs Rita Crowe), the Chairman of the Nottingham Polish Air Force Association (Mr Jablonski) and members of the LIAHP. As well as paying tribute to those PAF personnel who lost their lives during both

World Wars, the PAF contingent paid tribute to both the Polish wartime Prime Minister in London (President Raczewicz) and the wartime Commander-in-Chief of the Polish Forces (General Sikorski). Both men were buried at the site after their deaths with General Sikorski's body later being repatriated to Poland in 1993. The occasion was marked by the laying of a wreath on the central monument and a 2-minute silence was held as a mark of respect.

The next two days were spent under the sun at the RAF Waddington International Airshow with the PAF contingent being hosted by the LIAHP. Much time was spent talking to members of the public at the Partnership's exhibition stand as well as enjoying the many flying spectacles including the PAF Aerobatic Team – Team Orlik.



Squadron Leader (Retired) Withers and the RAF & PAF contingents at the Newark Air Museum.



Respects paid at the Polish War Graves.

Day four signified the start of the next working week and the group travelled to Lincoln for a tour of the Cathedral. We were hosted by the Dean of the Cathedral and given a grand tour of the inspiring building. Time was then spent in the Forces' Chapel where the group learned more about the Service connections with the Cathedral and the historic footprint that RAF and PAF Squadrons have in the County itself. No trip to the Cathedral would be complete without the search for the famous 'Lincoln Imp' and it proved to be a humorous challenge to explain the significance of this icon with our Polish friends.

The group then left the cathedral and descended 'Steep Hill' in order to make their way to the Lincoln Guildhall. Upon arrival, we were met by the Mayor of Lincoln (Councillor David Gratrick) and given a guided tour of the historic building as well as an insight as to the workings of the City's Council. Afterwards, the group was hosted in the Guildhall by members of the local Polish Community who generously provided a hearty traditional Polish lunch. This was an ideal opportunity for the RAF contingent to sample some of the Polish culture and for the Polish contingent it was a welcome taste of home. The last day of the visit saw the group travelling to RAF Coningsby to visit both No 29(R) Squadron (the Typhoon Operational Conversion Unit) and the Battle of Britain Memorial Flight.

The contrast of new and old aircraft provided the group with an ideal opportunity to compare the changes in RAF airpower and to examine the historical moments that affected the changes

The Polish War Graves, Newark.



A wreath is laid in honour of all those lost.



No 29(R) Sqn, the Typhoon Operational Conversion Unit host the Polish AF.



Spitfire overhead.

we see today in our modern combat aircraft. Significantly, the Polish contingent were delighted to see AB901, a Mk 5b Spitfire displaying PAF livery and depicting the aircraft of Squadron Leader Jan Zumbach, Officer Commanding No 303 (Kosciuszko) Squadron in 1942.

After the visit to RAF Coningsby, the group moved to the Lincolnshire Aviation Heritage Centre at East Kirkby where we were hosted by brothers, Mr Fred and Mr Harold Panton – the directors of the Centre. There the group got to see a sterling example of an Avro Lancaster (NX611 'Just Jane') and were fortunate enough to be granted access to the aircraft in order to obtain a better look around.

The day and indeed the visit, was ended with one of the most memorable events of the whole week. As the summer storm clouds descended around East Kirkby the sound of a Merlin engine was heard fast approaching from the west as AB910, piloted by Squadron Leader Duncan Mason, appeared in the overhead and displayed for the visiting PAF personnel.

It was the perfect way to end what was a truly memorable visit with many experiences shared and new friendships made. Plans are underway for a contingent from the RAF College to undertake a return visit to the Polish Air Force Academy in 2010, and it is hoped that this exchange will bring the two Colleges closer together in the years ahead.

The Avro Lancaster 'Just Jane' at the Lincolnshire Aviation Heritage Centre.



"Not one fighter will be sent across the Channel."

-2-

9. I must therefore request that as a matter of paramount urgency the Air Ministry will consider and decide what level of strength is to be left to the Fighter Command for the defence of this country, and will assure me that when this level has been reached, not one fighter will be sent across the Channel however urgent and insistent the appeals for help may be.

10. I believe that, if an adequate fighter force is kept in this country, if the fleet remains in being, and if Home Forces are suitably organised to resist invasion, we should be able to carry on the war single handed for some time, if not indefinitely. But, if the Home Defence Force is drained away in desperate attempts to remedy the situation in France, defeat in France will involve the final, complete and irremediable defeat of this country.

I have the honour to be,
Sir,
Your obedient Servant,

G.P.B.J. Dowding
Air Chief Marshal,
Air Officer Commanding-in-Chief,
Fighter Command, Royal Air Force.

Curating the College Hall Heritage

Miss Crozier, Royal Air Force College Curator

The Royal Air Force College has a rich and varied collection of historical artefacts ranging from an original Faberge egg through to Air Chief Marshal Lord Dowding's historic letter to the Air Ministry in 1940 advising that if "irredeemable defeat" were to be avoided, "Not one fighter will be sent across the Channel..." to defend France. Amongst the remarkable documents in the archives are the Flight Cadet records of Group Captain Sir Douglas Bader; two original letters written by T E Lawrence; and the proof copy of his "Seven Pillars of Wisdom", with his own handwritten annotations. The extensive paintings collection contains, among others, original oils by Cuthbert Orde of Air Commodore Sir Frank Whittle and Group Captain Sir Douglas Bader. Documents on display include the aforementioned Dowding's letter, rare Battle of Britain combat reports and the original signals stating the commencement and cessation of hostilities 1914-1918.

Numerous medals are displayed in the Rotunda, while the Founders' Gallery houses Marshal of the Royal Air Force Lord Trenchard's Service cap and sword and Air Chief Marshal Longcroft's Service cap, sword and medals. The College has recently been given the ensign which the then Major Hugh Dowding flew on his aircraft over the trenches during the First World War. These, and many other artefacts and documents both on display and in storage, are all gradually deteriorating, some at a much faster rate than others. As is often the case with collections, some of our artefacts have been damaged unwittingly by poor conditions and insufficient care in handling. My job, as the College's first full time curator, is to arrange the correct storage and handling; and, where necessary, conservation methods to prevent any further deterioration. I shall also be on a personal voyage of discovery to see what other gems lie hidden within the College.

There's more to life than dusting cabinets...

It is often said that curators are misunderstood. Common misapprehensions are that we stand around in galleries telling visitors not to touch, or that we spend our working day dusting cabinets. We are thought to be wizened academics sitting in dark, dusty, cobwebbed offices, poring over our books and out of touch with reality. I hope this article will dispel those myths by showing there is much more to the profession than seems at first obvious. As the College Curator, I am responsible for the conservation, display, interpretation and preservation of all old artefacts and documents. My challenges are light, relative humidity, temperature, handling, storage and 'museum pests' (my personal favourite!) all of which play a part in the deterioration of an historical collection. The curator's role is to eliminate as much of these adverse influences on the collection as

possible. The ideal is to keep the artefacts in the most stable condition possible for their long term preservation. Where ideal conditions cannot be achieved, one has to find a compromise to ensure that the artefacts are stored and displayed whilst allowing access to them.

What I'm going to do and why...

The College Collection is in urgent need of conservation and correct storage – the alternative is to lose the Collection forever. My task will begin with writing the plans and policies which will drive the conservation methods and these will include an Integrated Pest Management Plan, Conservation Programme, and Documentation Procedures. I will also carry out audits on the conservation requirements of artefacts and documents, and will assess the storage requirements. Another important aspect of my job will be to detail the provenance and ownership of the Collection. The reasons for documenting the artefacts are as follows:

- To ascertain the provenance of each item and ensure that misunderstandings over ownership do not occur.
- To know exactly what we have in the Collection, and its location.
- To know the condition of the item, and thus the scope of care and conservation (and budget) required.

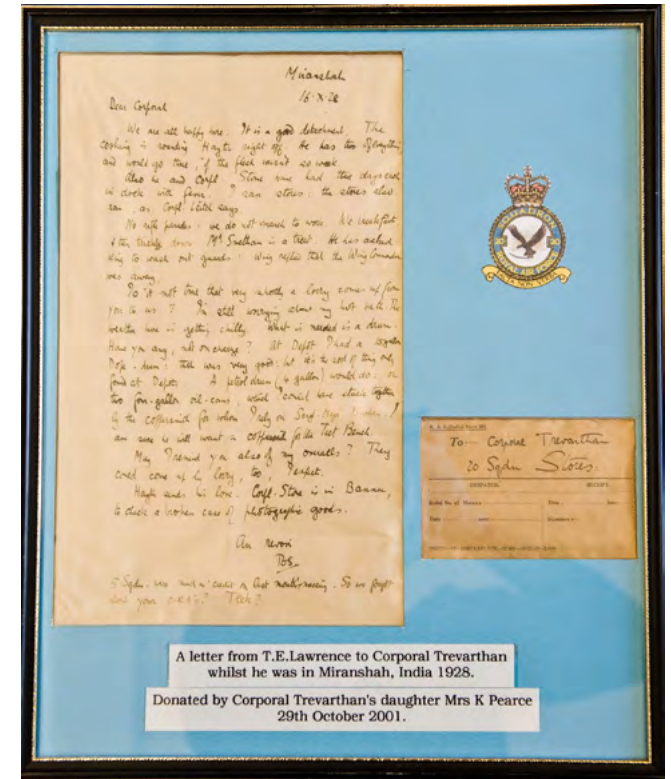
As you know, the job is not complete until the paperwork is done so I also ensure that correct paperwork is completed for all new donations. The College has purchased specialist museum archiving and cataloguing software which will enable the collections to be managed efficiently and which will also carry illustrations along with locations of items. Every artefact and document will be catalogued onto the system with all the supporting information we hold and, in the fullness of time, it will be possible to conduct a search on the storage system for items on any given topic. We shall continue to collect artefacts for the Collection – one of the great pleasures of being a curator is that one never knows what gems may be offered.

The College Collection is a very mixed bag, and the storage, display and conservation of items will vary according to the type of material and extent of the decay. One of the basic rules of archiving is to replace steel clips of all kinds – paperclips, pins, treasury tags – with brass paperclips. This is because steel rusts into paper, staining it and eventually 'eating' the document. This has recently been done with the document file of Squadron Leader Gayford, one of the pioneers of Long Range Flight. Modern plastic is forbidden in historical archives; instead, we use 'Melynex' plastic, archival material which will protect documents when handled. Within the numerous photographs, slides and negatives stored at the College there are negatives of Sir Frank Whittle which have been irredeemably damaged through poor handling and insufficient conservational knowledge. Several maps and documents have been plasticised under the misapprehension that this was the correct way of preserving them; whereas, in fact, the plastic sleeves generally used have a damaging effect on the contents.

Light is a constant source of curatorial anguish, and the College buildings are particularly light. The documents exhibited here are gradually fading, and will not survive for much longer unless they are replaced by facsimiles and the originals moved to safe storage in the archives. Good examples of this are Dowding's letter, the T E Lawrence letters and the logbook of the only VC winner to graduate from the RAF College, Wing Commander Malcolm VC.

Light has also adversely affected the College's comprehensive collection of photographs depicting prize-winners, graduations and sporting teams. Some are badly faded and have developed cracking due to their location in the very sunny wing corridors. I eventually hope to find duplicate prints of the worst affected to copy and replace those already displayed – before they are lost forever.

Light is also detrimental to textiles and will cause them to fade unless stored in the dark or displayed under ultra-violet light filtering. This is particularly evident with the Trenchard and Longcroft cases displayed in the Founders' Gallery, where their Service caps have faded in the bright light. These caps will require padding with acid free tissue puffs to support their original shape. Generally, textiles have problems not seen so much in other materials. Flat textiles such as flags need to be stored rolled



Letter by T E Lawrence.

Wing Commander Hugh Malcolm's VC.



Gerald Coulson's painting of the Tirpitz raid.



COULSON



The Longcroft Medals in the Founders' Gallery.



Wing Commander Guy Gibson's log book.



XVI Squadron pennant, flown by Major Dowding during World War One.



The Trenchard Case in the Founders' Gallery.

around a tube in acid-free tissue (another staple in the curator's armoury). A major problem in caring for textiles is 'pests'. These fascinating creatures include Carpet Beetle (Woolly Bear), silver fish, clothes moth and wood worm. I plan to write an Integrated Pest Management Plan, but first I will need to determine which of these, or any other creatures, are in evidence; this is done by close inspection of objects and by leaving special traps in dark corners for later analysis. Management of 'thrips' is an immediate issue in Lincolnshire. These microscopic winged creatures invade artworks and stain them; you can see much evidence of them in the photograph and art collection around the College. Although not a problem in themselves, they provide food for more sinister pests and therefore need to be eliminated. This is one of the reasons why good housekeeping in a collection/display is paramount.

Many of the fine artworks in the College are in need of conservation. Of particular note is the Orde oil portrait of Group Captain Douglas Bader located in the dining room. If one looks closely at the bottom corners of the painting, you will see that some sagging has occurred. This is due to a fluctuating relative humidity, which needs to be stabilised if we are to preserve the painting. The majority of the original oils around the College need to be backed with calico then board to protect the canvas from knocks and to keep it clean. Each artwork will have an 'artprotect' sticker attached to monitor its 'personal environment'.

Many artefacts are of a composite form, such as medals and swords. These need to be treated as both metal and textile, each of which has its own requirements for storage, display and conservation; because of this a compromise has to be sought. Swords, for instance, need to be stored and displayed separately from their scabbards as the properties in the leather (being animal

based) will eat into the metal, thereby pitting it. When wrapping textile and metal composites for storage, acid free padding has to be used as a buffer between metal and cloth to avoid corrosion damaging the cloth. Medals – such as the Longcroft Bar – are an interesting case too, as their ribbons need to be kept away from the light, yet the medal itself is usually fairly stable in light conditions. There are also issues with pests living in the medal ribbons; these can be clearly seen in Longcroft's DSO on display in the Founders' Gallery.

Peculiar to the Curator's world is the need to determine to what lengths conservation is needed and to define preservation, restoration and conservation. This could be a whole article in itself, but an interesting issue I currently have is the Dowding Pennant, which was recently passed to the College from No16 Squadron and which was flown over the WWI trenches by various Squadron Commanders including Major Hugh Dowding. It is going to be conserved rather than 'restored'. In other words, the Pennant will be stabilised to ensure its long term survival; whilst marks and bullet holes obtained on the Western Front 90 years ago will remain, as they form part of the artefact's history and interest.

Display...? That's putting objects in glass cases, isn't it?

Well yes, but there is a little more to it than that! Having chosen our artefacts, a compromise has to be found in the way we display them for best conservation and aesthetical value. The cabinet interiors are an issue here because they need to be designed and built using conservation grade materials which do not emit harmful vapours.

Have you ever been to a museum and been faced with a 'Book-on-a-wall' and found it totally off-putting? That's why display interpretation needs to be engaging and interesting, bringing the

artefact to life with stories of its provenance, its owners and its sometimes murky past.

Well, if, by now, I haven't persuaded you to instantly change your career or wish your life had taken a different path, I am never going to. However, I hope that, to some extent you will now have a greater appreciation of the College's new approach to caring for our wonderful collection. The whole process is extremely worthwhile, because if we fail to address all the issues I have discussed, the collection will be lost forever.

The Cranwell Whistle

Wing Commander (Ret'd) Kevin Dowling, College Secretary

For those of a certain age who follow rugby, the name "Larry" Lamb might bring back some memories. 'Larry' refereed 12 International games, the Varsity Match, five Final England Trials, two County Championship Finals and various games involving the All Blacks, Springboks, Wallabies, Pumas and US Eagles. He also officiated at matches in the (then) Five Nations Championship in France, Ireland, Scotland and Wales – not to mention refereeing other matches in Barbados, Borneo, Canada, Ceylon, Germany, Holland, Malaysia, Morocco and Singapore. 'Larry' is, of course, Air Vice Marshal G C Lamb CB CBE AFC who, as a Group Captain, was Assistant Commandant here at the RAF College between the years 1964 and 1965.

Whilst at the RAF College, Larry was appointed to the RFU County Panel of Referees and, to mark the occasion, he was presented with an Acme 'Thunderer' whistle by the cadets. It was this whistle, known as the Cranwell Whistle, which he used to officiate at all the matches mentioned earlier. In 1967 Larry was appointed to the RFU International Panel of Referees and was the first, and so far the only, RAF officer ever to referee an International rugby match.

Moving swiftly to the present, the RFU interred a Time Capsule on 12 July this year in the pavement in front of Twickenham's South Stand. The capsule contains a selection of rugby items of interest and one of the items is Air Vice Marshal Lamb's 'Cranwell Whistle.' The capsule will be opened to a future generation and the contents revealed in 112 years time on 26 January 2121, the 250th anniversary of the founding of the Rugby Football Union and 201 years after the opening of the RAF College as the first military Air Academy in the world.



Initial Officer Training: Getting Better or Just Different?

Wing Commander Comfort, Wing Commander Cadets

In the last edition of the Journal, the then Wing Commander Training, Wing Commander Davies, concluded her article entitled, 'Initial Officer Training: It's not like it used to be (Thank Goodness!)' with the following observations:

'There is no doubt that Cranwell is producing a new brand of junior officer through a training regime which is designed to develop a more empowered and emotionally intelligent individual. Many of them may be more free thinking and questioning than their predecessors. By developing in them an understanding of the concept of empowered leadership, based on the principle of mission command, there is now a counter balance to the action centred leadership that was previously the sole focus. The aspiration is for the new junior officer to begin to develop a personal style of leadership which in time will come transformational in nature.'

As Wing Commander Davies was reflecting on her tour at the Royal Air Force College, I find myself beginning my tenure as Wing Commander Cadets; however, her article really struck a chord with me as her recollection of her training in 1979 mirrored my own experiences a decade later in 1987. Therefore, I thought that I would build on her premise that Initial Officer Training has moved on significantly in the last half of this decade by demonstrating that it is certainly different and by trying to allay the myth that training has simply become easier, the time old cry that it was 'tougher in my day' that appears to be quoted by every graduate of every Course on consideration of the current Course and undergraduates. I will then move on to see if the training is getting better by considering how well we are preparing our junior officers for operating in an expeditionary and often Joint environment.

Was it really tougher in my day?

As I look at the cadets under my charge, I certainly do not believe that they are having an easier time than I had some 22 years ago. I will justify my assertion against three criteria: endurance, robustness, and effective intelligence.

If you viewed the Initial Officer Training Course (IOTC) of 1987 as something that merely had to be survived in order to graduate, you only had to keep up a façade for 18 weeks. The training serials were very straightforward in as much as the requirements of any lead were clearly articulated, the lead normally had only one correct answer that required as similar a methodology to resolve it as the previous "umpty-ump" serials, and you generally had only one master to please, the all powerful Flight Commander.² Mimic the Flight Commander's style adequately and avoid personality clashes, by being grey if necessary, and it could all be over, successfully, in 18 weeks. Such an approach would be far more difficult today, and not just because the Course is 12 week longer! Officer cadets work with a broad range of directing staff who all contribute to the assessment of a cadet's development; several leadership, management and self-awareness tools are given to the cadets to experiment with, which requires their engagement and application if they are not to embarrass themselves on the various tasks and challenges set before them. And the interactive nature of feedback, action plans and cadet comments on the OACTU Training Management Information System (OTMIS) will often expose those who do not engage with the Course or try to merely 'play-the-game', because they then appear inconsistent or do not enact the words that they have written. The increased length of the Course enables more training and requires dedication and application to succeed also exposing those who would wish to hide behind a façade.

I arrived on IOTC No 104 in June 1987 and my physical preparation had been to check that I could run 1½ miles in less than 11 minutes; I had one practice run, achieved about 10½ minutes and satisfied myself that I would be OK. And I was; my youth (nay immaturity) saw me through, as I could run steadily and my physique facilitated load-carrying. Whilst we no longer attempt marathon distances with pine poles as part of the leadership exercises, nor undertake Leadership Agility Training runs, the physical elements of the Course remain very robust. I have no doubt that my lack of preparation would have led to me struggling against the expectations we set today. The Physical

Education Staff stretch the cadets to their limits and provide a fantastic opportunity for the cadets to demonstrate that they are striving for excellence by improving their often-assessed fitness scores – there is nowhere to hide. Shortfalls in physical fitness are now often compounded because the leadership exercises are more cerebrally challenging; capacity is tested and so those that are exhausted by the physical aspects of the exercises perform less well in the leadership tasks. Finally, whilst the long mileage covered at Otterburn in 1987 was a source of pride, as I think that

Making the most of the cool weather.



1. The Journal of the Royal Air Force College, March 2009, 'Initial Officer Training: It's not like it used to be (Thank Goodness!)' by Wing Commander Davies.
2. Ibid.



Term Three cadets on Ultimate Challenge.

I coped very well, I also remember having eight to nine hours every evening to recover. Compare that to the six hours respite on Exercise DECISIVE EDGE for personal administration and sleep, and I think that you will see that we still put the physical and mental robustness of the officer cadets to the test.

I cannot remember much of the academics of IOTC No 104, which supports my theory that it was probably a lot of 'learn-and-dump' mentality, well-suited to a recent A-level student who had been reasonably competent. I do remember reciting swathes of the Larousse Encyclopaedia of Modern History in my Bandar Essay, but I never received any feedback and was certainly not going to win any prizes for original thought or analysis. That is certainly not the case now. With the involvement of King's College London for the Air Power Studies element of the Course, cadets find themselves having to produce under-graduate-quality work and analysis in order to progress through the Terms. Failure to understand, assimilate and articulate analysis of the political, military and leadership issues covered by the syllabus are no longer acceptable; today's cadet has to prove their academic and analytical credentials far more than any cadet of the 1980s. Term Three has also introduced a new aspect of effective intelligence: self-control and self-regulation. Cadets in Term Three are given far greater latitude than I remember from my day; this is an opportunity to apply yourself to areas of specific interest or areas that have been identified for further development. However, there is no longer a member of the directing staff constantly looking over your shoulder to make sure you deliver. Cadets have to manage their own time and apply themselves to their studies and personal development. They also have to keep themselves fit and behave in the manner expected of a junior officer; most succeed but occasionally cadets let themselves down and have to complete remedial

training before they graduate. This latitude provides another challenge for today's cadet that did not exist before; they can no longer just do as they are told without necessarily taking responsibility for themselves, which certainly was possible in the past.

Are we preparing our junior officers for operating in an expeditionary environment?

Before I get ahead of myself, I clearly recognise that we are responsible for producing 'generic' junior officers who will graduate to Phase 2 specialist training and then receive theatre-specific pre-deployment training before going on operations. However, we endeavour to give our officer cadets a head start by enlightening them as to the historical, contextual and operational background of ongoing conflicts through Air Power Studies and the Basic Air Warfare Course. We try to remove any misapprehensions about the physical aspects and language of a Deployed Operating Base through exercises DECISIVE EDGE I and II. We also educate and prepare them for the sheer breadth of contribution all staff officers have to make on operations, often outside their immediate specialisation, through a very demanding mission command-oriented period at the Force Development Training Centre, Grantown-on-Spey, and by mentoring in the Command Operations Cell on Exercise DECISIVE EDGE II in a range of SO3, SO2 and SO1 appointments.

The aspects of training highlighted in the previous paragraph were not present during my time at Cranwell. Times have changed significantly. However, I would argue that I was not prepared for the reality of my post-graduation world – the Cold War; the language and execution of National and NATO exercises had to be learned 'on-the-job' and, whilst NATO and North West Europe was quite rightly the primary focus of our training, the expeditionary nature of the Falkland Islands campaign had been completely forgotten or ignored. Therefore, the current training at least attempts to acknowledge and prepare the cadets for the operational world that they will graduate and rapidly deploy into.

What about the reality? Having just returned from six months based in Kuwait, where I was commanding disparate elements across Iraq, Kuwait, the United Arab Emirates and Oman, I was consistently impressed by our youngest junior officers. The maturity, professionalism and operational focus of the majority of junior officers that I encountered was worthy of pride; I must stress that this view was formed before I knew that I was going to be posted to OACTU! All of the attributes that we preach on the Course were present: proactive, adaptable, agile and willing to act. Whilst this was true of most of our officers, the impressive factor was that even those that were relatively inexperienced managed to perform and thrive in the deployed environment. A key element was the ability to deal with ambiguity, to operate without having all the facts to hand and not be paralyzed by gaps in knowledge, and to make decisions confidently, based on the information available at the time and the flexibility to adapt the plans as events unfold. We expect a great deal of our junior officers and the fact that they are so rapidly delivering on deployed operations is testament to their character, their training and their application. We should take some credit for the training element. Notwithstanding the lack of threat of physical harm in the training environment, I am confident that our newly commissioned officers are better prepared, both physically and mentally for the deployed environment.

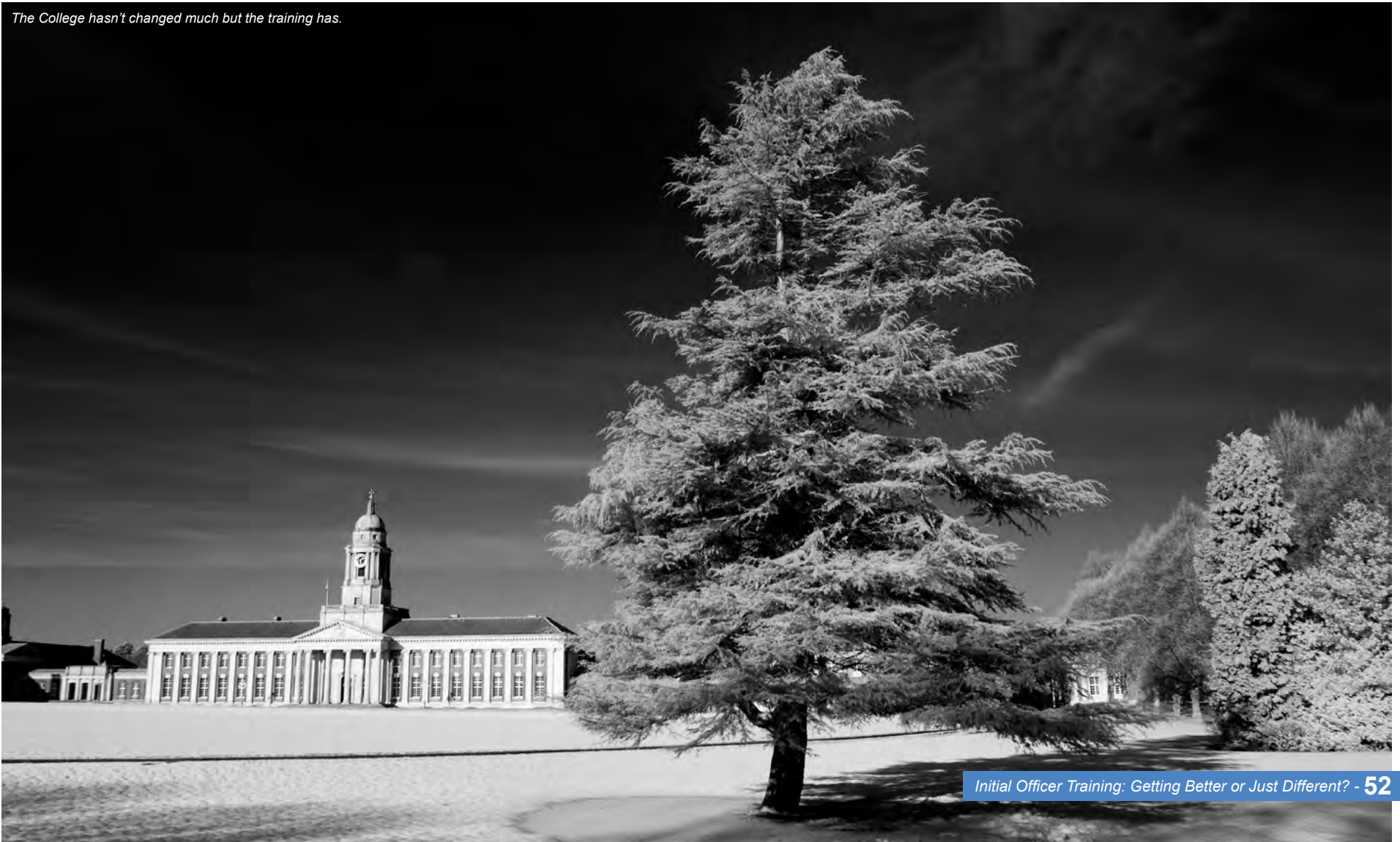
Conclusion

Whilst it is dangerous to rely on anecdotal evidence, my experiences leave me in no doubt that the IOTC has changed significantly since my encounter with it in the 1980s. It is longer in duration,

provides the opportunity to learn more leadership, management and self-awareness tools, is more academically testing and robust, and stretches the cadets both physically and mentally in relevant scenarios. Has it changed for the better? The drivers and motivation behind the most recent changes to the Course have been to produce more well-rounded individuals and better prepared individuals for the challenges facing the junior officer of tomorrow. I believe that it has changed for the better and will continue to do so; the development is iterative. I am sure that all of our predecessors at OACTU have strived to improve the Course through their various tenures, and we will continue to try

and improve the Course into the future. Thinking about the requirements of tomorrow, whilst being informed by the past and present, rather than constrained by them, will remain a constant challenge. The reality of current operations requires us to focus on making the Course as relevant as possible, without solely preparing for today's mission at the expense of our ability to respond to the unknown missions of tomorrow. Therefore, we must practise what we preach and demonstrate flexibility and agility in adapting the Course to the Service's future, and at the same time the ambiguous requirements of the modern world.

The College hasn't changed much but the training has.



Duty of Care: Innovations to Support Recruits

Flight Lieutenant Jux, Officer Commanding 10 Flight, Recruit Training Squadron, RAF Halton

RAF Halton is associated by most RAF personnel with Phase R1 training at the Recruit Training Squadron (RTS), and Non-Commissioned Officer (NCO) management and leadership training at the Airman's Command Squadron (ACS). Similarly, there are a number of lodger units at RAF Halton, who also provide training in one guise or another such as the Defence Centre for Training Support, the Supply and Movements Training Wing and the Catering and Training School to name a few. Each organisation will cater for students at various points in their career, from a brand new recruit to an extremely experienced Senior Non-Commissioned Officer (SNCO). It is evident that a one-size-fits-all welfare policy would not work. A recruit for example may need to be coached through a problem that a more seasoned Service person would cope with in their stride.

The Station has recognised the diverse and varied background of such a large number of trainees from all walks of life, and the varied levels of life experiences. Furthermore, there is the added requirement for a specific welfare regime for students under

Welfare facilities are inspected by AOC No 22 (Trg) Gp.



the age of 18. The Station Commander at RAF Halton has the overarching responsibility for the welfare and the duty of care for all Servicemen and women both on the permanent staff, in training, or visiting the Station. Welfare and Duty of Care are always kept in sharp focus and are a top priority. To illustrate the effort that is made to provide support to Phase 1 recruits, this article will address the initiatives that have been adopted to support new airmen and airwomen, within the first nine weeks of their career, during basic training at RAF Halton.

Duty of Care

RTS employs a layered approach to welfare support. The first few days in the training environment can be very unsettling for the young men and women who can range in age from 16 to 34 years old. Every possible measure is taken to smooth this transitional period for those who may find the communal nature of the accommodation or the close working environment, and lack of the privacy of an individual bedroom, completely alien to them. Having taken such a large step in life, it is understandable

that there are a high proportion of trainees that suffer from home sickness. This is combated in a number of ways. Initially, recruits are encouraged to bond through team activities and recognised 'ice-breakers'. Much use is made of the low-ropes course and group activities to encourage the building of new relationships within the dormitory rooms. The Squadron encourages the recruits' parents to be fully involved with this process, starting with a Parents' Day on the first day of the Course; this allows parents to meet the flight staff and to gain a full understanding of the training process. This day goes a long way to allaying parents' fears and afterwards, the majority

feel that they are in a much better position to support their son or daughter in their new career. Additionally, parents are encouraged to 'support from home' when their child is feeling down or homesick.

Training Support to All

As part of the induction period, the recruits undergo a Discovery Profiler assessment comprising of 60 questions designed to highlight any areas of weakness in literacy, social communication, attention and concentration, and organisation and co-ordination. Together with the pen picture, those that have scored above a certain level will be referred to the Enhanced Education Flight (EEF). Within the confines of RTS, the EEF specialises in helping those with poor literacy and numeracy skills and helping individuals with Dyslexia, Dyscalculia and Dyspraxia. It is often the case that those learning difficulties would not have been diagnosed prior to their arrival at RTS. With the systems in place, the recruit will now have every opportunity to compete with his or her peers on a more level playing field. Most recruits respond extremely favourably to this; those that did not know about their condition before are now able to compete with their peers in training, whereas previously, a lot of them believed that they were just under achievers.

EEF has shown its worth, time and time again in supporting recruits when they have most needed it. The interviews with specialist teachers, educational psychologists and the results of the Dyslexic Adult Screening Tests (DAST) are passed onto Phase 2 training units to assist in the trainees' progression. Essentially, the trainees are assisted and not limited by their conditions; this is a good example of where the RAF looks after its own in promoting learning and ultimately invests in itself.

Other Area of Support

The multi-layered approach continues with support from a number of sources. RTS has introduced a small team of welfare providers, known locally as the Welfare Support Personnel, or 'WaSP' as they are referred to. Team members are trained in mediation, counselling skills, applied suicide intervention safety

training (ASIST) and are Equality and Diversity Advisors. The WaSP personnel are plain-clothed NCOs who only ever wear civilian clothes; it is deemed that this would make them more approachable to new recruits rather than a 'scary' uniform. They run a drop-in clinic to provide mentoring and interviews for all recruits who feel that they are in need of help with any aspect of the Course. All of the WaSP staff have spent time as intake staff and know about all aspects of the training. To that end, they are able to reinforce the guidance that the flight staff have issued, but in a non-intimidating environment. This initiative has proven to be extremely successful and was hailed as best practice in an OFSTED inspection.

RAF Halton has three padres. They provide a great deal of support, ranging from Beliefs and Values training during the Recruit course, to pastoral support to the wider Station population. Ideally situated within the Phase 1 site, the Padre team is fully engaged with the training effort. Also available are counsellors from SSAFA¹ and Medical Centre staff who are on call to render assistance whenever required. All of these teams meet in a monthly Station Welfare Forum, chaired by the Officer Commanding Personnel Management Squadron. The group acts as a conduit between trainees and all welfare agencies allowing a holistic approach when dealing with any welfare concern.

Welfare Facilities

Owing to the large population of recruits, which can be up to 700 at any one time, the Squadron maintains three permanent welfare facilities. The club 'MGs' is available to the trainees outside of normal working hours. This facility has a welfare internet suite that allows recruits to access their personal e-mail accounts as well as social interaction sites such as Bebo and Facebook. The Club also has a well-stocked library of books and board games where recruits can relax in a quieter environment, free from the stresses of the day's activities. The second of the welfare facilities is the Roundel Club. Here recruits can let off steam in a more vibrant and more active surrounding. A number of PS2 and XBOX machines have been donated from RAFA and the Halton Aircraft Apprentices' Association; the Squadron has also recently purchased a Wii for the Club too. Additionally, there is a TV, board games, table-tennis, table football, air-hockey and pool tables. Recruits are also able to use their own personal laptops for private use. The activities

1. Soldiers Sailors Airman and Families Association.

available are constantly reviewed and recruits are able to request additional equipment if required.

The Newcomers Club, or NCC, is the only bar that serves alcohol to Phase 1 recruits. It is made available for new intakes at the 'meet-and-greet' and all recruits can socialise at the NCC in the evenings; it is also the venue for the Graduation Party. A TV lounge shows all Freeview channels, while the TVs in the Bar can show Sky Sport and music channels. There is also a well-stocked Spar Shop. Another injection of money is soon expected from RAFA and the RAF Benevolent Fund which will

improve other areas within the club, and in turn, the quality of life of the recruits.

At RAF Halton, welfare support is constantly monitored and adjusted to meet the individual need of the recruit and other trainees on the Unit. The combination of a strong support network and excellent facilities allows individuals to function free from stress, operate to their optimum level and allow them to reach their full potential. As far as RTS is concerned, this all starts from Day One.

Cadets discussing beliefs and values with the Padre.





Officer Cadets trusting their peers.



D Squadron A Flight experience the Low Ropes.

D Squadron A Flight gather for the Flight Leader's meeting.



Term One: Initial Officer Training Course 18

Officer Cadet Weaver, D Squadron

Well, what the Flight Staff say is true: the minutes drag but the weeks rush by. It seems almost unbelievable that we on D Squadron have made it all the way to the end of Term One already!

It's certainly been hard work from day one – getting used to the constant round of ironing, cleaning, inspections and restrictions hasn't been easy, but we've got there. And, we no longer wear our berets as "bonnets", although, occasionally, we still iron our uniform with a flip-flop – at least according to the Flight Sergeants! We are learning 'spot the officer', and we're getting pretty good.

A locker ready for inspection.



The physical training has been a shock to some people's systems but we are all well on our way to being the toned, super-fit individuals that will win back the Inter-Squadron Games trophy next term! In many cases, PT 'drill' has been even more of a shock to the system than the activity itself – I have to admit I never thought I'd be doing drill 'with a jump' in shorts, t-shirt and trainers. Battle PT and aero runs are my personal favourites, second only to the Corporal PTI's 'warm-up to music'.

Air Power Studies has been gradually introduced this term. I think most of us agree that it has taken a while to get into the swing of it (particularly those of us for whom writing an essay is a distant memory!), but the lectures have been interesting, particularly towards the end of term as we started looking at strategy, tactics and the art of war. The "comfy chair challenge" deserves a mention as a method of increasing the difficulty of an Air Power Studies lecture: take one Term One cadet, subject to an hour or so of hard PT, feed a large and satisfying lunch (including apple crumble and custard), place in a warm, darkened room and present with a comfy armchair in the front row. Is it physically possible to stay awake? Some cadets have proved that it can be done.

Regiment lessons have formed a large and vital part of Term One. It is with the Regiment Training Flight that we learn the Force Protection skills that will prove vital during Ex DECISIVE EDGE, but more importantly as we further our Service careers. Subjects range from First Aid to weapons handling; from setting up a vehicle check point to post-indirect fire (i.e. rockets and mortars) attack recovery. All the Regiment staff have made a big impression, and taught us the value of professionalism, comradeship and a sense of humour, in addition to their Force Protection skills.

Leadership has also played a vital role in our training so far. There have been plenty of theory lessons, backed up with practical exercises (from low ropes to the confidence course). There are also plenty of formal leadership exercises, building up from STATIC to DYNAMIC, through the all new ACTIVE EDGE and finally on to the big one: DECISIVE EDGE. They give all cadets a chance to take the lead and develop their skills through practical experience and peer review. Exercise ACTIVE EDGE has been designed to



D Squadron A Flight review their activities at FDTC Fairbourne.

introduce Force Protection skills in a scenario-based environment so that we have a chance to lead as a Patrol Commander, Combined Incident Commander, Guard Commander and an Adjutant before DECISIVE EDGE. It was certainly a steep learning curve for some (myself included), but I think I speak for everyone when I say we are grateful for having the opportunity to practise this type of exercise in a relatively pressure-free environment.

In summary, Term One has been excellent. It has been difficult, frustrating and downright annoying at times, but it's been challenging, rewarding and exciting in equal measure. The sense of accomplishment in overcoming the hardships we have endured is great, and the reward of extra freedoms in Term Two will be all the sweeter for having lived without daily "Tesco trips" for 10 weeks. Personally, I feel I have increased in confidence and self-discipline immensely, had some really good times, and hopefully made plenty of friends for life.

Term Two: 'Living the Dream' with IOTC 17

Officer Cadet Gray & Officer Cadet Burrows, C Squadron

We were moved into our new accommodation for the second term without much ado. The Mess was a lot closer to Whittle Hall, which meant that our march to work in the morning was a lot shorter. The progression into Term Two saw that we were allowed a little more room to manoeuvre ourselves through an increasingly challenging IOT, and generally life was slightly more civilised but busier. The intermediate term would see our leadership advance and more focus put on academics and personal responsibility.

Then we were off to Exercise MILAID – an exercise which tested our evolving leadership skills in a scenario where we were assisting civil authorities. We questioned farmers about outbreaks of deadly viruses, apprehended drug dealing terrorists, stormed gangster's hideouts – all whilst improving our leadership and followership skills, and testing our physical courage and fitness. The final field exercise was called 'Top Secret': sections of cadets chased each other around a large area, hounding one another for possession of 'rockets' for which points were awarded. There were many restrictions to which penalties were applied. It was not just an exercise of teamwork and fitness, but of clever planning and cunning. But still, the steadfast C Squadron spirit saw all through to the end with a smile on their face and thoughts of a warm meal

Supporting the civil community on Exercise MILAID.



on their minds. The last night was spent in relative comfort, with all four Flights accommodated in barracks with a practice Dining-In night to round off the Exercise. This was the first introduction to a Dining-In night. Although the setting was far from an Officers' Mess, it was a great experience that has set us up for the more formal occasions in Term Three.

Academics played a far larger part in the second term and for some weeks we were treated to an Air Power Studies (APS) lecture every day. The development in our fitness, both physical and mental, was much improved. We looked at case studies of the Falkland's War – a model for ethics in the battlefield; Kosovo – not; the first Gulf War; Vietnam; and, The Battle of Britain – Our Finest Hour. We were presented a broad overview of war during the lectures and refined our knowledge during seminars, where we discussed, in small groups, the lecture in detail! Through prods and probes from the academic staff we discussed the material in more depth and it was interesting to see people's views and thoughts, often widely ranging, on topics of ethics, justification of going into war, and conduct during conflict. Knowledge of the RAF, the UK Armed Forces, and warfare and defence improved hugely; to such an extent that arguments about the ethics of the combined bomber

C Squadron on their way to victory in the Inter-squadron sports.



offensive were overheard in the bar! Our knowledge was judged formally twice – firstly in the APS exam and secondly in the Bandar Essay. The Bandar, a 1,500 word essay, was for some the first taste of an academic essay, but we all applied ourselves diligently and generally the grades were impressive.

The PEd staff saw us sliding on crash mats, diving on tackle bags, and boxing against each other in the sport-specific circuits. Our physical training intensified with hill-training, sprints and the formidable 'Bleep Test Circuit'. The swimming circuits were ramped up with relays whilst wearing overalls and carrying weights. All sessions were now encouraging teamwork and our abilities to set ourselves personal fitness goals and achieve them. Competitions were held between the flights in cross-country and Battle PT and a personal competition in the Biathlon. Our overall fitness scores all improved on the Initial Officer Training Fitness Assessment, so the hard work paid off!

C Squadron became the organisers and hosts for the Inter-Squadron Games. The pressure was on to compete and win. D Squadron was double the size of us, but our higher fitness levels, sheer determination and grit won us the title. The Games

C Squadron triumph at the Inter-squadron sports.



Ready for inspection in No1 uniform.



were concluded by the legendary 'Superstars'. A circuit of intense exercises completed as a team. The winners took the flag and took the trophies. The Sports Committee then presented us with a second afternoon of Inter-Squadron Sports against the Senior Squadron. Naturally we quashed them at most events; overall C Squadron had an excellent win!

The Charities Committee organised many fundraisers for us to take part in throughout the term. This included the Macmillan 10K Run! Everyone ran competitively and most dressed up for the occasion.

The Mid-course Function/Partner's Day denoted the 'half way point' in the Course. Not only was it a night to celebrate, but a chance to hone our officer etiquette and show our partners and loved ones what we really do from day to day. The evening began with a formal Training Reception and ended in an informal party with 'swing band' and a 'top notch' cheese board in CHOM! All enjoyed the evening.

The most demanding part of Term Two has been Exercise DECISIVE EDGE. All of our hard work so far resulted in the amalgamation of Force Protection and Leadership Skills. Before we could deploy, however, we had to undergo Pre-deployment Training at RAF Barkston Heath. This involved learning how to build sangars, and then learning how to defend them. Fortunately for us, the Regiment Training Flight are going soft and we were able to prepare for our 18 hour work shifts by getting a couple of good nights sleep!

We were finally deployed to Moltovia by Merlin helicopter. After landing, we were rushed straight to our sectors to begin putting up defences. The leads began and we were all positive of passing Ex DECISIVE EDGE first time. IED's became the bane of our lives. The incidents were coming in thick and fast as the Exercise progressed. The lack of sleep and long working hours began to take its toll and slowly, cadets began to fail some leads. The sangars were cold, the guard shifts were tedious, and the Combat Incident Team was

always busy. Morale stayed high nonetheless in the effort to get everyone through their leads successfully. The Exercise ended with some much needed enforced sleep time and a big breakfast provided by the field catering team before receiving our APS and Bandar results (and handing over the DOB to the Dutch Forces). Morale was even higher as we departed from Moltovia.

Just four days after our return to Cranwell, we were ready for End of Term review and ready to see if we had progressed to the next stage – Term Three. No Rest and Recuperation for the wicked...

Throughout Term Two we have all gained a great deal of military experience, developed through Exercises MILAID and DECISIVE EDGE. On a personal level, it has been a journey of self-realisation. Everyone has developed new skills and discovered strengths, grasped opportunities, and gained knowledge and experience. Term Two has been full of assessments and exams. Despite all of this we can all honestly say that, yes, Flight Sergeant Carter, we are 'living the dream'.



Exercise DECISIVE EDGE in progress.

Yes – this is the mighty C!



Term Three: B Squadron Almost Graduated

Officer Cadet Kennedy, B Squadron

After the first and second terms of Initial Officer Training (IOT) where cadets are educated and tested in topics such as military skills, academics and leadership training comes Term Three. This term gives officer cadets the opportunity to experience life as an officer in a relatively risk-free environment. As the Senior Squadron, Term Three cadets have the privilege of living in College Hall Officers' Mess (CHOM).

The Carousel is a month-long part of Term Three where the Squadron is broken down into four Expeditionary Air Wings (EAW's) and rotate through different activities. These activities include the Basic Air Warfare Course (BAWC) and visits to various RAF stations. Also included is a visit to Amport House (the Tri-service Armed Forces Chaplaincy Centre) and an expedition undertaken at the Force Development Training Centre (FDTC), Grantown-on-Spey.

The BAWC is a two-week course at the Air Warfare Centre Cranwell which covers topics such as Integrated Air Operations, Rapid Global Mobility, Network Enabled Capability and Information Operations, to name just a few. The Course culminates in a final exercise (Ex HAVESOME) where cadets plan an air operation on the imaginary island of Bawkisle.

Cadets visit stations all across the UK, from Lossiemouth to Marham, and from Coningsby to Valley, learning about different

Harrier Taxi.



aspects of how a station runs. Different departments are visited to get a greater understanding of what it takes to run a station whilst executing operations and exercises across the world.

Amport House is the Tri-Service centre of Chaplaincy; a beautiful Grade 3 listed building with Grade 2 listed gardens. During this time cadets gain invaluable experience in interviewing people who have sensitive issues, which will invariably be a challenge for officers of tomorrow who manage any number of people. Cadets also learn about "Kinforming" and the duties of a Visiting Officer which are undertaken when a Serviceperson is killed.

FDTC Grantown-on-Spey is a week of the Carousel where cadets learn, and have a chance to experiment with, mission command by setting off on an expedition through the beautiful Scottish countryside. The purpose of the mission is to gain as much height and distance as possible over three days using human-powered transport only. The methods available are walking, cycling and canoeing.

In the weeks after the Carousel preparation for the final exercise of IOT begins.

Other places that are visited are the RAF Club, RAF Museum and St Clement Danes (the RAF Church) as well as the Newark Air Museum and No 29(R) Squadron at RAF Coningsby. All of these visits are intended to give officer cadets a broader understanding of RAF history and culture.

From day one of Term Three officer cadets commence preparation for Exercise DECISIVE EDGE II; this is why the Squadron is broken down into EAW's. Each cadet is given a specific functional role from A1 Admin to A6 Comms. The planning takes place to execute air operations in the imaginary 'Zone of Separation' between the two states of Moltovia and Lovitznia. The Exercise is designed to demonstrate the cooperation required between "A functions" in the Combined Operations Centre (COC) environment. Once all of the planning has finished, the Squadron deploys the COC to Deployed Operations Base Syerston and in turn in their EAW's, execute the Operation.



In the cockpit of a No 29(R) Squadron Typhoon.

Merlin take-off at Ex DECISIVE EDGE.



The final two weeks of Initial Officer Training consists of the final Progress Review Board, and meticulous preparation for the Graduation Parade under the ever watchful eye of the College Warrant Officer.

Overseas Exam Wing Visit, Ethiopian Air Force

Wing Commander Clark, Officer Commanding Exam Wing

The Headquarters of the Central Flying School (CFS) is occasionally tasked with making visits to friendly countries to liaise on matters of Flying Training. Some of these visits occur regularly such as the 2-yearly visits to Oman and Jordan with which the UK and the RAF has a long history of close defence co-operation. Visits to other countries usually arise after a specific request, either directly from the Air Force of the country concerned, or through the Ministry of Defence via the Foreign and Commonwealth Office when the visit is in support of a new diplomatic initiative.

Thus it was that Group Captain Simon Blake (Commandant CFS), Wing Commander Rupert Clark (OC Exam Wing), and Squadron Leaders Dave Piper and Rich Allison (CFS Examiners) found themselves arriving in Addis Ababa in mid-November 2009 for a CFS visit to the Ethiopian Air Force (EtAF). The country is strategically located in the Horn of Africa between Somalia, Sudan, Eritrea and Kenya and in an area where international interest is growing. Our first stop was at the British Embassy for a brief on our aims before we were to meet the Chief of the EtAF the following day. Addis Ababa is a large busy sprawling African city with crowds of people everywhere one looks. In contrast, whilst at the rather magnificent British Embassy Compound it was fascinating to see a number of giant tortoises that have clearly sought refuge there for the past 100 years or so; their rather serene

environment could hardly be further removed from the bustle of the streets outside.

The main base and operational headquarters of the EtAF is at Debre Zeit airfield, which is a one-hour drive from the capital. As with most African roads the journey was hard, with a number of attention grabbing moments as our local driver made overtaking decisions that would have seemed unwise in the UK! We had to endure this ritual twice a day, but by the end I suspect our driver felt he was impressing us; in fact, he looked after us very well. The meeting with General Molla, the Chief of the EtAF, set his objectives for our visit. He wanted a full assessment of his current training system, our opinions on some future plans, and some advice on how he could ensure the best future training for EtAF student pilots.

We were then introduced to the EtAF Flying School and the instructors. In talking about flying, we immediately struck a rapport and discussion soon became lively covering flying techniques, exercises and syllabi, teaching techniques, and the running and management of flying training systems in general. It would not be appropriate to go into detail of our findings here; in fact, one reason CFS advice is asked for and valued round the world is that our report is given to the local Air Force Commander and then remains confidential for him to use as he pleases. However,

there was clear value to all in these discussions, not least for us to gain a deeper understanding of how others approach similar problems to our own.

The EtAF trains pilots on the Siai Marchetti SF260 single turboprop trainer, followed by the AeroVodochody L-39 Albatross light jet. Graduate students then pass to air transport, rotary, or fast-jet flying as per the EtAF need. The operational helicopters are a mix of Mi-8/17 HIP and Mi-24 HIND with a few other miscellaneous types such as the AW-139. Fast-jet students pass to the MiG-27UB 2-seat FLOGGER trainer along with its single-seat equivalent the MiG-23, before progressing to the mainstay of the EtAF fast-jet fleet the Su-27 FLANKER. Pilots destined for air transport fly a variety of eastern and western multi-engine types. A quick look at the site on 'Google Maps' will show the full variety of aircraft in various states of storage. We were fortunate to be able to discuss the training regimes for all these types.

We were invited to fly a number of training sorties, though sadly not all the CFS team members could take advantage of this offer due to a bout of the local 'tummy trouble'. Flying other Air Forces' aircraft is a rare privilege for CFS Exam Wing and we took the opportunity to fly both the SF260 and the L-39 on some general handling training sorties. The airfield altitude of 6165ft AMSL at Debre Zeit combined with temperatures of about 30°C had a significant effect



Overseas Exam Wing staff meet our EtAF hosts.



A less sporty EtAF aircraft.



You see wheels - I see shade.

on performance - lots of good 'A2' type questions there! – but, we had the relative luxury of a 3.4km runway to fly from. The highest point in the local area is a dormant volcano where the summit is about 9600ft AMSL so all general handling took place above an altitude of 3000m; this made all forms of aerobatic manoeuvres challenging in terms of retaining energy especially in these rather low powered trainers. However, we were flying amongst some striking scenery and since the African Great Rift Valley, with all its volcanoes and lakes, is one of the largest geological features on Earth it was pretty much impossible to get lost flying within it so long as you used the big features as references.



Where did I drop that penny.



Comdt CFS.

The EtAF has two Officers' Clubs close to the airfield, one of which was on the edge of a lake inside a local volcanic crater. This provided a fine setting for lunch with our hosts in a fascinating environment, again in complete contrast to the almost subsistence-level farming that covers the Highland region of the country. Ethiopia has a slogan – '13 months of sunshine' – and we never saw other than bright blue skies during our time there. It seemed an almost perfect environment with pleasant temperatures, but of course quite different for the lower lying desert regions which are much hotter. The slogan also refers to the fact that Ethiopia uses a calendar, based on the Coptic calendar, which has 13

months in every year, 12 of 30 days plus one of five or six days; they are also a number of years behind the Gregorian calendar, having celebrated their millennium last year. Room for significant confusion!

The formal side of our visit concluded with presentations on our findings to both the Chief of the EtAF and to the Chief of the Ethiopian Defence Staff at the Ministry of National Defence. We were left in no doubt that our visit had attracted a high level of interest and we hope our findings will be useful to the EtAF.



The Exam Wing awaiting a ride.

Why and With What Consequences Did Zeppelins and Gothas Attack England During the First World War? - Bandar Essay Winner

Officer Cadet Thorpe, B Squadron

The war comes through the air, exclaims Kurt, almost hysterical at the thought of the 'air fleets passing overhead - dripping death'. 'Kurt may be a figment of H G Wells' imagination but his fears should not be dismissed as mere fiction. The rapid advancements and growing confidence in airpower in the early twentieth-century caused great consternation amongst contemporary military figures, politicians and public alike. Indeed, Kennett has even suggested that fear of air attack was so virulent and widespread it should be likened to a disease and referred to as 'Zeppelinitis'.² The German High Command (OHL) thus sanctioned the Zeppelin and Gotha air raids of England during the First World War in the belief that the use of such terrifying vanguard weaponry would crush the English will to fight, guaranteeing victory for the Second Reich. In reality the impact of the raids upon English resources and morale was unexpectedly minimal, and the air assaults proved a dramatic but largely empty threat. Despite short-term failure, however, the raids did have grave long-term consequences for the future conduct of warfare; as Kurt surmises, the inception of airborne attack meant that in wars thereafter 'No place is safe'.³

The German enthusiasm for air assaults of England, raids that were initiated in January 1915, can be traced back to pre-war attitudes towards airships and the role of the military in German society. A strong Moltkean tradition encouraged the elevation of the military through short, decisive wars, usually by the selection of targets that could be defeated quickly and dramatically. The dirigibles, as the *Kölnische Zeitung* reported in 1915, were the 'most modern air weapon, a triumph of German inventiveness' that, according to Count Zeppelin, would 'strike England in the heart' and secure the swift, glorious victory the OHL desired.⁴ Indeed, individuals such as the Privy Councillor Rudolf Martin had been agitating for an air fleet since 1908 on account of its apparent superiority. The airships, the *Kölnische Zeitung* further asserts, were seen as the 'best way to shorten the war'.⁵ They were consequently the pride of the German Army and Navy, with considerable propaganda value; in 1917 audacious, high profile daylight Gotha attacks were deliberately authorised to demonstrate German prowess. It was hoped that the raids would raise German morale whilst conversely sapping the strength of the English.

There were also high expectations for the military impact of the raids. Peter Strasser, the commander of Germany's Naval Airship Division, was convinced by 1916 that 'England can be overcome by means of airships...through extensive destruction' of cities and industry.⁶ It would be a waste, he argued, to use the dirigible merely for observation purposes; the heavy airship was capable of transporting a payload of bombs up to 16,000 kilograms in weight and, moreover, cost just one-eightieth of the price of a Dreadnought.⁷ They were essentially cheap and potentially deadly weapons. The raids were further expected, as German Captain Joly explained, to force 'a large number of troops, artillery and

ammunition which would otherwise be fighting us at the front' to be withdrawn for home defence.⁸ The aims of the raids were thus to force the capitulation of the English civilian and military resistance by crushing physical and mental capacity to resist, enabling a rapid, decisive and glorious victory for Germany.

Unfortunately for the optimistic OHL the raids did not go to plan. Moreover, the unexpected consequences of the raids proved costly and irreversible. The Zeppelins were ungainly, vulnerable

Zeppelin bombers over the Battlefield - IWM HU68469.



1. Wells, (1908) p.161

2. Kennett, (1999) p.46

3. Wells, (1908) p.161

4. *Kölnische Zeitung*, 21 Jan 1915

5. Count Zeppelin cited in De Syon, (2002) p.101

6. id.

7. Strasser cited in Faulkener, (2006) p.49

8. Hallion, (2003) p.308 De Syon, (2002) p.106



Gotha Bombers - IWM Q108846

and foiled by inclement weather. 200 metres in length, moving at a maximum speed of 60 miles an hour and filled with highly flammable hydrogen gas they were liable to explode, and on the night of the 6 June 1915 Flight Sub-Lieutenant Warneford flying his Morane-Saulnier L proved air attack possible by grounding airship LZ37.⁹ In total the Zeppelin aircrews suffered a 40 percent casualty rate through accidents and attacks.¹⁰ The Gotha airframes that superseded the Zeppelins and took on the mantle of air attack platforms in 1917 did not fare much better, despite their more robust design. They were fraught with technological problems and 12 percent of those tasked to attack England never made it across the channel.¹¹ They also struggled to cope with poor weather conditions. The first Gotha raid on 25 May 1917, for example, failed to reach its intended target of London due to low cloud. The damage the raids caused was similarly unimpressive; the Zeppelin raids cost the English just £1.5 million over the course of the whole war.¹² This, according to Faulkener, is just a quarter of the amount that Britain was spending each day on the war effort.¹³ The Gotha raids proved more accurate, but also incurred

9. Wells, (1908) p.161

10. Kennett, (1999) p.46

11. Wells, (1908) p.161

12. Kolnische Zeitung, 21 Jan 1915

13. Count Zeppelin cited in De Syon, (2002) p.101



A Zeppelin Bomber - IWM Q58459.

costs of just £1.45 million.¹⁴ Moreover, less than 5000 English lives were lost during the entire air campaign, a tiny proportion of the fatalities sustained during the war.¹⁵

The raids were not, therefore, particularly effective. They also failed to crush the English morale, with one report in *The Times* in 1917 indignantly stating that 'the complaints of London do not arise from fear' with most individuals 'singularly calm'.¹⁶ Rather, the public were affronted; the *Daily Mail* corroborates that the British had not been 'so humiliated since the Dutch fleet sailed up the Thames in 1667'.¹⁷ The British were subsequently undeterred from their duty to the frontline, and although 17,000 people had air defence roles by 1918, it was recognised that home defence should not jeopardise the continental war effort. As Lord Derby asserted in 1917 'the claims of our battle fronts must come first'.¹⁸

This statement is not, however, as dismissive of air defence as it first appears. It was rapidly recognised that the air assaults presaged a new era of warfare, and if attacks could now reign

14. id.

15. Strasser cited in Faulkener, (2006) p.49

16. Hallion, (2003) p.308

17. De Syon, (2002) p.106Cited in AP3003 (2004) p.22

18. 'The Bombing of London', *The Times*, 9th July 1917

down on England from above then her airspace was effectively a new frontline. Technology capable of combating the new threat was consequently rapidly developed, including the use of nascent air power systems as weapons platforms. Incendiary tracer bullets were designed to ignite the Zeppelins, whilst production of light aircraft including the Sopwith Camel enabled aerial combat to develop in order to deal with the more resilient Gothas. Anti-aircraft artillery, searchlights and rudimentary ground-to-air radio all proved valuable for home defence and were essential components of what Ferris has described as the 'most advanced command, control, communication and intelligence system on earth'.¹⁹ It is, perhaps, no surprise that Fighting Area HQ during the Battle of Britain was largely based on the designs of the London Air Defence Area of 1918, albeit with the advantage of RADAR.²⁰ Preparation for future air attack also encouraged rapid advancements in fighter aircraft technology and confidence in an Integrated Air Defence system, both of which radically improved English chances in the Second World War.

England's superior Air Defence Strategy evidently resulted from Germany's tactical bombing of this previously secure 'sceptred isle...this fortress built by nature'.²¹ Furthermore, breaching this fortress' natural defences by flying over them deeply affected future offensive strategy. In retaliation to German air attacks an 'Independent Force' of Handley Page bombers was established under Trenchard's command to undertake revenge attacks upon Frankfurt, Cologne and Mannheim in 1918. Significantly, targets were strictly industrial, killing only 641 civilians but causing 200 million DM of damage.²² Attitudes towards the use of bombers in warfare were clearly divided even in the infancy of strategic bombing, with questions of ethics and morality plaguing strategists throughout the interwar period. It was widely believed, however, that effective air defence was ultimately impossible and the destruction of an opponent's air capabilities by retaliatory bombing was the only way to achieve security. Contemporary strategists such as Trenchard and Douhet were adamant that the heavy bomber would always get through.²³ No doubt their convictions were reinforced by the experience of the English raids, in which not one of the 'Giant' bombers, the Gotha's successor, was ever

19. Ferris, (1999) p.853

20. id.

21. Shakespeare, *King Richard II*, Act 2.1

22. Hallion, (2003) p.362

23. Kennett, (1999) p.221



British posters highlighting the threat of the Zeppelin - IWM Q80366.

shot down.²⁴ Unsurprisingly the post-war Treaty of Versailles mandated the complete relinquishment or destruction of the German Air Fleet. Conversely, the formation of the Royal Air Force in April 1918 owes much to the conclusions of the Smuts report of 1917 that asserts the necessity for 'defence arrangements... against air raids' and 'air organisation generally... for the direction of aerial operations'.²⁵

The German enthusiasm and reasoning for the air attacks may have been flawed, overestimating the material and psychological

impact of the raids, but evidently the long term consequences of the assaults were dramatic. As Sigmund Gartner asserts, 'What happens during a war profoundly affects its outcome', and the revolutionary use of airpower for tactical and strategic bombing had repercussions not only for its victims in the First World War but for the future of warfare.²⁶ The definition of the battlefield was stretched from literal to figurative, to encompass a multi-dimensional battle space that included the skies as well as the land and seas. Kurt's observation that 'No place is safe' anymore still holds true, as the USA were reminded on 11 September 2001 when the potential of tactical bombing with strategic effect was illustrated once again. As Branker thus observed in 1918, 'the war has been the making of aviation', but it might be pertinent to ask, at what cost?²⁷

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24. Unikoski, A. (2003) http://www.firstworldwar.com/airwar/bombers_gotha_giant.htm

25. 'Smuts report', White, (1986) p.226

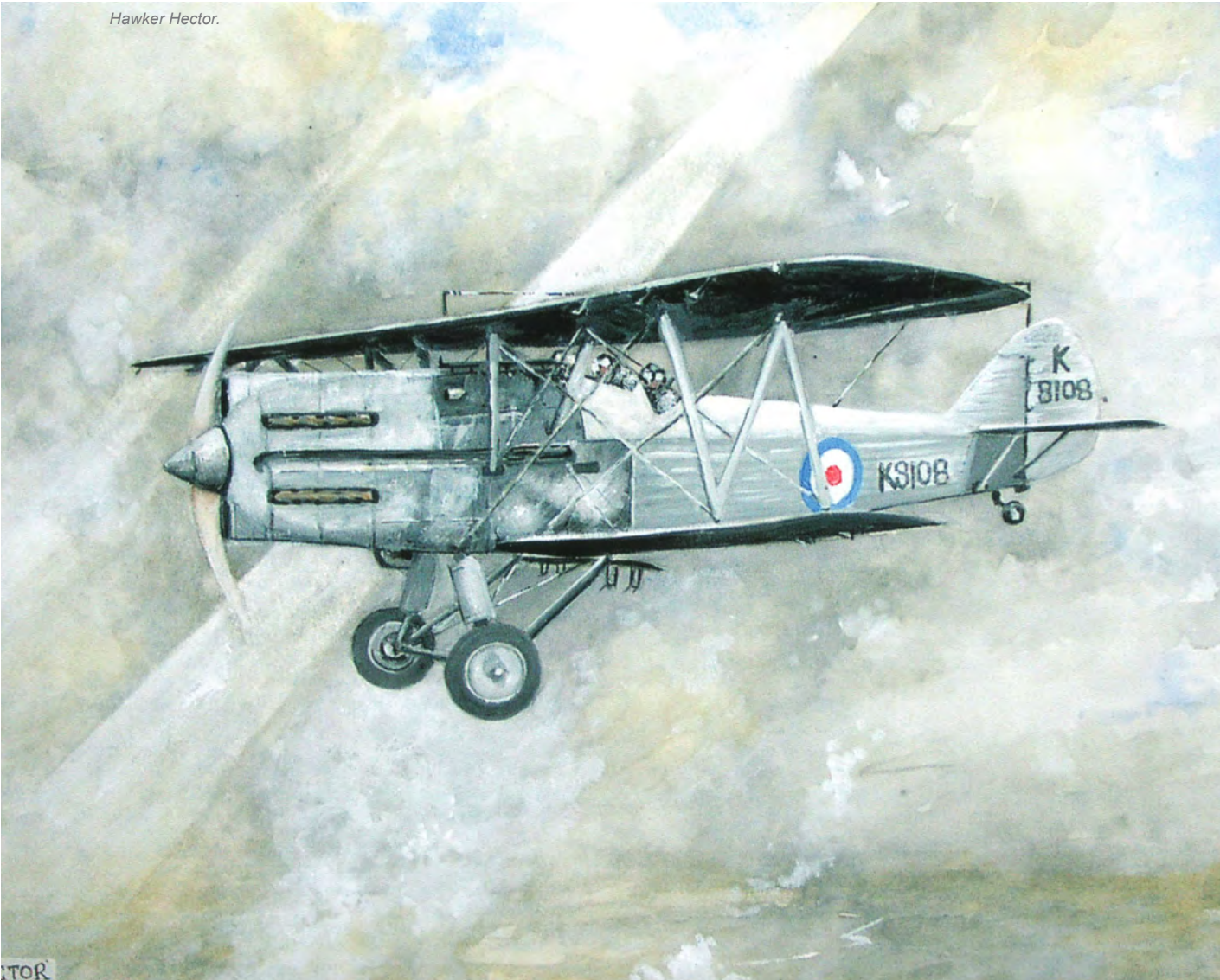
26. Sigmund Gartner, (1998) p.254

27. Kennet, (1999) p.226

To War With a Rubber Mallet!

J N Rowland, Old Cranwellian's Association

Hawker Hector.



Everybody has heard of the Spitfire, the Lancaster, the Hurricane and other famous RAF operational aircraft of World War Two. But the Hawker Hector? What was the Hawker Hector? It was the last variant of the famous Hawker Hart, the light bi-plane bomber of the 1930's. Previous variants were the Hind – a bomber; the Audax – for Army co-operation; and, the Osprey – a sea plane with floats. And finally the Hector – for Army co-operation. The Hector was used operationally in the retreat from Dunkirk and I had the luck to be there! I will leave it for you to decide whether the luck was good or bad.

I was one of 31 young hopefuls, new Flight Cadets arriving in May 1939 at the RAF College to start their RAF career. Elementary training was carried out on the Avro Tutor; Service-type training for twins was in the Airspeed Oxford, singles in the Hawker Hart for duals and the Hind and Audax for solo.

At the passing-out parade the salute was taken by Chief of the Imperial General Staff Field Marshall Lord Gort, VC, after which we were dispersed home for the 8-week summer vacation. A lot of war-like noise was coming from Germany by then and it was no surprise when we were recalled early – at the end of August – with war being declared on 3 September. This brought about many changes. It was announced that the College would be reformed as the RAF College Flying Training School. The Tutors were taken away and the new entry of cadets did not come until later but would do their elementary training elsewhere. Our own course would be reduced from two years to less than a year, with a much-reduced syllabus, much resembling the training for a short-service commission. Finally, we would do all our flying training on either singles or twins, not both as previously. Finally, as up to now we had been civilians (this was not permissible in wartime) we were inducted as Aircraftmen first class, as the pay (six shillings and six pence (35p) a day) corresponded to what we had been receiving as cadets. To counteract the missing new-term cadets we received a corresponding number of student pilots from the

University Air Squadrons who had been called up. I will draw a veil over our relations with them except to say that their ideas of discipline were vastly different to ours!

Our training continued apace, and I and my term were commissioned on 13 March 1940. We eagerly awaited our postings, most of us hoping to be posted on to fighters. Sadly, most were disappointed. Only two went to fighters, the rest of us were sent to the School of Army Co-operation at Old Sarum, near Salisbury to fly Lysanders. When we got there we found that half of the flying was done in Hawker Hectors, the latest variant of the Hawker Hart – but with more powerful Napier Dagger engines and, subsequently, better performance.

All the Squadrons were in France and we consoled ourselves with the thoughts of Champagne at five shillings (50p) a bottle and numerous willing ladies! However, it was not to be as when we finished the course at Old Sarum we were to find that the squadrons were full and there were no vacancies. A pilot pool was to be formed at Andover and we were duly posted – about twenty of us. When we arrived we found that there was nothing there except us. No aircraft, no ground staff, no instructors. We paraded at 9am the next morning, were sent off for a route march around the aerodrome, and given the rest of the day off. After a week of this we were extremely brassed off. So, when one day we were told that there were two volunteers required for 613 Sqn at Odiham I stepped rapidly forward with John Sowrey, another ex-Cranwell cadet. We were given our posting! It transpired that 613 was the City of Manchester Auxiliary Squadron which had been recently formed, just before the war started and so had not had time to train its own pilots. It was not fully equipped with Lysanders – half of its planes were Hectors. Still, they had aircraft and we had got away from Andover and we were content.

I made my first flight on 613 in a Hector on 7 May 1940. Life continued quietly for a few weeks and I arranged a week's leave. However, on 10 May came the electrifying news that Hitler had invaded Holland and Belgium. All leave was cancelled and we awaited events. It later transpired that the whole pool of Andover had been posted to France to replace losses and were virtually never heard of again. A fellow cadet – Pilot Officer Plumb, for example, was given a Lysander and told to fly to Lille in northern France. Unfortunately, he arrived at the same instant as a Messerschmitt 109 and was shot down and killed. So I suppose

one can say that John Sowrey and I had been extremely lucky we volunteered when we did.

Life at Odiham carried on quietly but we had no news except what was available to the general public, though it was obvious that things were not going too well. At length on the 25 May came the news that six Hectors were to proceed to Hawkinge, Kent, the following morning at dawn (4am) for operational duties. I was not amongst those selected to go but the next day the orders were repeated. So, at 4am on 27 May I was at the controls of Hector K8108 as we set off for Hawkinge without having had the opportunity to talk to those who had gone the previous day.

On arrival at Hawkinge, we found an aerodrome teeming with activity. One memory is of watching a flight of six Hurricanes take off in echelon right formation. Unfortunately, although the leader and the next four planes had a clear run, he had not left a big enough gap for all the flight to pass and the 6th Hurricane flew slap into a Blenheim parked further over, with dreadful results.

We proceeded to the Ops room where we were taken to look at a large map of northern France. A small area had been marked off around Dunkirk and Calais. This was the BEF, we were told. We were astonished as we had no idea that things were anything as bad as that!

We were told that there was an Army unit holding out in the Citadel in Calais but they were running out of ammunition and could not hold out much longer. It was vital that they should be able to hold on as they were preventing the German Army from advancing up the coast to finish off the British. It was proposed therefore to drop supply containers to them from some Lysanders which would fly over the Citadel at 100 feet while our Hectors flew around the outskirts of the town two minutes before the drop to divert attention from the Lysanders so that they could carry out the task without too much interference. Our task was to fly three Hectors each side of Calais and create as much of a diversion as we could by dropping our bombs and firing our guns at anything we could.

The armament of a Hector was a 110lb bomb under each wing and a Vickers gun firing through the airscrew, complete with a rubber mallet to help clearing stoppages (apply a sharp blow to the crank to free it). The gunner in the rear cockpit also had a single Lewis gun.

I was allotted to the north of the town. It was a beautiful day, no cloud and little wind and we set off across the channel with some trepidation, not knowing what to expect, flying at 1500 feet.

As we neared the coast all seemed quiet though columns of smoke were rising in places, but there seemed to be no enemy opposition. We started to fly around looking for targets but could not see any. So we dropped one of our bombs. Then we dived down and fired our gun. After about 10 minutes larking about and trying to make ourselves as conspicuous as possible and using up all our ammunition (no stoppages fortunately) and thinking that by now the Lysanders had carried out their mission, I decided to head for home, despite not having seen any activity. We arrived safely back in Hawkinge with two others but one Hector crash landed, badly damaged, on the cliffs of Dover and the pilot, Pilot Officer Watkyn, was killed.

So back to Odiham! Two days later on 29 May, we went down to Odiham again, when the BEF were in an even smaller ring around Dunkirk. But there was no task for us and we were sent home, unused. These were the only occasions on which such obsolete aircraft were used in Europe in World War Two. As we all know the BEF did get away from Dunkirk, so it could be said that the Hawker Hart/Hector played an important part in enabling Britain to carry on the war to ultimate victory.

Establishing a Meaningful 'Hold': Developing Newly Graduated Airmen

Flight Lieutenant Johnson, Officer Commanding Force Development Flight, RAF Halton

As part of the task to achieve full manning within the RAF, the Air Officer Commanding No 22 Training Group directed the active recruitment of as many new airmen and airwomen as possible. It was understood at the time that this would create a surge within the training pipeline and a temporary increase in the number of Servicemen Awaiting Trade Training (SATT) between Phase 1 and Phase 2 training. SATT is a high-risk area in terms of Supervisory Care and the careful management of the SATT, coupled with the need to provide meaningful activity, is specifically commented upon within the DHALI /Blake Matrix.

Historically, RAF Halton has held between 50 and 100 SATT for between two and four weeks. As a result of the surge in recruiting, there are currently over 200 SATT holding at RAF Halton. Moreover, more than 50% of these are holding for over 12 weeks. It is important to note that this figure fluctuates on a daily basis as trainees transit between Phase 1 and Phase 2 Training.

In order to cater for this significant surge, RAF Halton reorganized the management of these trainees and formed the Force Development Training Flight (FDTF). The new flight now delivers a 12-week training programme based on the five domains of Force Development (FD). This programme is designed to not only further develop the trainees, but also to maintain their enthusiasm and SATTs at the RAF Halton Micro-light Club.



motivation. It also aims to mitigate the risk of a potential increase in the Voluntary Withdrawal of disaffected trainees awaiting their Phase 2 Training.

The structured formal training programme was introduced in June 2009. The aim of the programme is to ensure that SATT's arrive at their Phase 2 Training Schools at the Training Performance standard achieved on the completion of their Phase 1 Training. To achieve this, the following components are included within the programme:

- a. Force Protection.
- b. Physical Training.
- c. General Service Knowledge (GSK), drill and inspections.
- d. Air Power, Ethos and Heritage including lectures from King's College, London.

In addition, the programme is designed to allow the SATT an opportunity to learn and develop additional skills that will better prepare them for their Service careers. These aspects include adventurous training, staff rides, air experience including a micro-light flights, air power projects and tasks both external and internal.

Over the past six months the SATT have been involved in a large number of exciting projects. Exercise AD ASTRA was one of A microlight air experience flight.



the first of the projects to be embarked upon. This Exercise was developed to introduce the SATT to Staff Rides whilst delivering training objectives within the bounds of FD. The first Exercise took place in March 2009 when 40 trainees visited a number of sites of events that have had great significance on the foundations of the Royal Air Force. The Exercise saw the SATT cross the Channel to France and on to St Omer Aerodrome to investigate the birth of the Royal Air Force. The group also discussed early Air Power and related this to the importance of Air Superiority in times of conflict. This was followed by a trip to Ypres, in Belgium that was literally razed to the ground during World War I and holds significant historical importance. Whilst at Ypres they researched aspects of the city's relevance during the wars at the In Flanders Fields Museum. That evening they went to the Last Post Ceremony at Menin Gate; this provided the trainees with the opportunity to pay their respects to the thousands of lost soldiers around the area. Four trainees, in their No 1 Dress, paraded at the ceremony and laid a wreath at what proved to be quite an emotional event. The Last Post has been played at this location every night since World War II; the only exception was during German occupation.

The following day the trainees went to Hill 62 at Sanctuary Wood where they investigated life in the trenches and the relationship between the uniform worn in World War I and that of today. From Laying a wreath at Menin Gate, Ypres.





SATTs helping restore the WWI trench at RAF Halton.

there it was a short drive to Tyne Cot Cemetery at Paschendale, the burial site for thousands of soldiers killed in action at the Ypres Salient. With just under 12,000 graves at the site it was a perfect environment to investigate the impact of the war. On the return journey to RAF Halton the group visited the Battle of Britain Museum at Capel-le-Ferne, Dover where each trainee presented a brief on a specific element of the Battle of Britain.

Following the successful implementation of the AD ASTRA Staff Ride it was decided to embark on a larger project, The Long March. Towards the end of World War II, as the Russians marched through Poland towards Germany, Hitler ordered the extraction of all Air PoWs back to Berlin to prevent them returning back to duty for the Allies. Exercise LONG MARCH will re-enact the extraction from Stalag Luft III in Zagan, Poland to Spremburg,



Continued work on the WWI trench.

Germany. The SATT trainees and staff will follow in the footsteps of the PoWs and will, where possible, stay in the same places as the airmen; the aim is to cover 63 miles in just three days. The final day of the Staff Ride will include a tour of Berlin to study the bombing campaign of the Allies. This Exercise is scheduled to take place in November 2009 with 47 personnel participating, including 26 SATT trainees.

Furthermore, RAF Halton has, with the assistance of the Royal Air Force Charitable Trust Enterprises (RAFCTE) and the RAF Halton Micro-light Club, ensured that all SATT personnel experience a micro-light flight while awaiting their training. The RAFCTE funded an aircraft for the Station, which is operated from the RAF Halton Micro-light Club. Within the Training Programme, the SATT receive a number of serials over a week to support the air experience flight. These serials include: Flight Safety, Principles of Flight, the Engineer's Perspective and a Station visit to RAF Benson, RAF Brize Norton and DCAE Cosford, each visit looking at a different aspect of flight. The aim of this week is to instil air-mindedness, promote airmanship and a sense of adventure; the flight is the culminating event. This has proven to be extremely popular with the trainees, with many positive comments during and at the end of the week.

Finally, the most recent project the SATT have been involved in is the re-instatement of the World War I Training Trenches at RAF Halton. In 1913 Alfred De Rothschild gave up some of his land to the Government. This land soon became a large military training area where the soldiers could practice trench digging and other military skills before being sent to the frontline. On 12

October 2009, the SATT were tasked by the Station Commander, Group Captain Garry Tunnicliffe, with restoring a World War I practice trench in a wooded area next to the recruit's Initial Force Protection Training area. The trainees were given a brief on the importance and relevance of the Project and over 60 trainees and a number of instructors were marched down the hill ready for work. The trainees on seeing the wooded area were shocked at the magnitude of the task. To the untrained eye all that could be seen was a cleared track and an area marked out which required digging! However, the trainees remained enthusiastic and committed to the cause and began work. Throughout the week several news companies visited the SATT to interview them about the project and their part within it, including how they felt about the task.

These visits bolstered the morale of the trainees as they brought home how important the task was and that they were unearthing a significant piece of RAF Halton's history. The trainees have worked tirelessly with the result that the trenches can now be clearly seen and the workmanship and team effort is highly commendable. From within the trenches the view is sobering; you can really envisage life in the trenches in France or Germany during the War. As the task draws to a successful end, the trainees are feeling an enormous amount of pride coupled with overwhelming respect for the men who dug the trenches. The trainees feel privileged to have taken part in this task and they see it as worthwhile and rewarding. They hope that in months and years to come, the schools that visit the site can understand just what the troops in World War I had to go through to survive. This has been another thoroughly rewarding learning experience for the SATT.

All of these elements help to highlight that the SATT personnel do not simply hold at RAF Halton, instead they are continually developed and motivated, so much so, that the trainees thoroughly enjoy their time awaiting trade training. The SATT experience on FDTF over the past eight months has been enlightening and rewarding and could not have been achieved without the hard work and foresight of the permanent staff involved.

OACTU's Options for a Financially Restrained Future

Wing Commander White, Wing Commander Training

I have been in post as Wing Commander Training for just under a year and having spent most of that period examining and understanding where we are, now it is perhaps appropriate to look forward. That said, this article is not a roadmap for how the future of IOT will look; rather I intend to examine possible future training at the College in the context of the number one emerging issue – the possible implications of the current financial climate.

For a number of years the MOD has been living beyond its means and the problem that this creates has been compounded by the

recent economic crisis. The impact of this is likely to be felt for a number of years to come. In the very short term the pressure is on to balance the books and I would be very surprised if anyone reading this has not already felt the impact of some of these measures. Defence is also about to undergo a Strategic Security Review (SSR) and the impact of this review will be felt over the medium term. The SSR will define future Defence policy and shape the future structure and shape of the Armed Forces. Although it is always risky to predict the findings of events like the

SSR one can be reasonably confident in stating that the Defence budget will be smaller and this will have a significant impact on the three Services.

In hard times, training whether it be in the military or civilian world, has been identified as an easy target for quick savings; the recent decision to dramatically reduce TA training is a classic example of this. Of course training cannot be immune from budget cuts but any savings must be based on an understanding of the long term impact. Some training will be discretionary; often personal development training could be considered under this heading. Arguably, staff rides and adventurous training could also, in certain cases, be considered discretionary. The longer term impact of losing these and more routine personal development training is difficult to assess; after all, personal development training delivers both tangible and perhaps more importantly intangible benefits and is highly symbolic of the RAF mantra that 'people are our most important asset'.

The training provided at the College is not discretionary; rather, it is mandatory training that provides potential junior officers and non-commissioned aircrew with the generic skills to lead and manage airmen placed under their command. The current officer training package, the result of a year long study – the Officer Cadet Training Review (OCTR), was introduced in 2006 and the feedback from a multitude of sources leaves little doubt that the overall product is a good one. Despite this the need to make significant savings could make it tempting to take risk against OACTU training. This could manifest itself in many ways but the traditional and easiest approach is to shorten the course length which would reduce the number of staff required and the amount spent on cadet wages. In reality, the only course that could be shortened is IOT, which when I attended was 18 weeks, then it increased to 26 weeks and in 2006 it was again increased, after OCTR, to 32 weeks.

The impact of changing IOT will often not be felt until many years later, indeed the key task of the OCTR was 'to identify the requirements of Tomorrow's Officer and subsequently recommend

College Hall remains even as training changes.



the structure and content of an IOTC that would provide the platform for developing junior officers into the next decade, and thus the senior officers of 2020 and beyond'. Consequently, the success of the new IOTC cannot be fully judged until well into the future and in particular until these cadets start to take up senior officer posts. That said, the early signs are that as junior officers the new breed are more knowledgeable and are performing very well. The output standard and content of OACTU courses is controlled by the Generic Education Training Centre (GETC) and therefore any changes to the content are not done on a whim and certainly not the result of an OACTU 'good idea'. Although the Course is now 32 weeks long, arguably it is already 'overheated'; this is particularly apparent if one examines the amount of additional content added since OCTR and the impact this has had upon the desire for cadets to have time to reflect on their training. Terms One and Two are particularly intense with Term Three being the least demanding but probably providing some of the most important training. An arbitrary decision to shorten IOT will require a reduction or removal of some of the current content; however, if we accept that all the content taught has been included as a result of a rigorous process, then any content removed from IOT will need to be covered elsewhere. In this case elsewhere means either as part of Phase 2 training or for inclusion in JOD(P); effectively in cutting IOT we merely shift the training burden and cost elsewhere. In doing so the overall cost may actually increase as, in theory, OACTU should be able to deliver generic training more efficiently (cheaper) than having to deliver these same serials at the various Phase 2 schools. If we accept that shortening the Course to save money is a false economy then what options are available to make efficiencies?

Efficiencies will primarily come from delivering the training using fewer resources or from reducing wastage. From my perspective the wastage comes from two main areas; firstly, the First Time Pass Rate (FTPR) is around 75% and, secondly, all serving airmen, less FS with four years seniority, must complete the full 32-week IOTC.

Reducing the output standard is, in my view, unacceptable; however, improving the input standard is attractive and could be achieved by a variety of means. The most obvious is to raise the basic academic requirements a candidate requires before he or she can apply to the RAF and in tandem with this raise the OASC board grade. This is an attractive option and would be extremely cost effective; however, prior to implementing, research would be needed to establish evidence linking board scores to success on IOT. A correlation does exist between a candidate's fitness on entry and their likelihood of recourse. Consequently evidence does exist to support a change to the fitness policy prior to joining and plans are in place to improve the entry fitness requirements.

The second area which could improve the efficiency of OACTU would be to examine how and where we deliver remedial training. The current system for any significant remedial training necessitates an 11-week recourse. Often this is significantly longer than the actual time required to deliver the training package. Remedial training in Air Power Studies, Military Skills or Leadership could be delivered in a shorter period of time; in some cases a week would be sufficient. Unfortunately the current programme does not have sufficient flex to enable the delivery of such training, therefore cadets are taken off course to receive it; thereafter they rejoin the next course which is usually running 11 weeks behind. Due to the proposed reduction in 'into training targets' (ITT), OACTU is considering moving to a cycle of four courses per year. This if approved would increase the cadet leave between terms from the current week to two weeks. More importantly it would provide

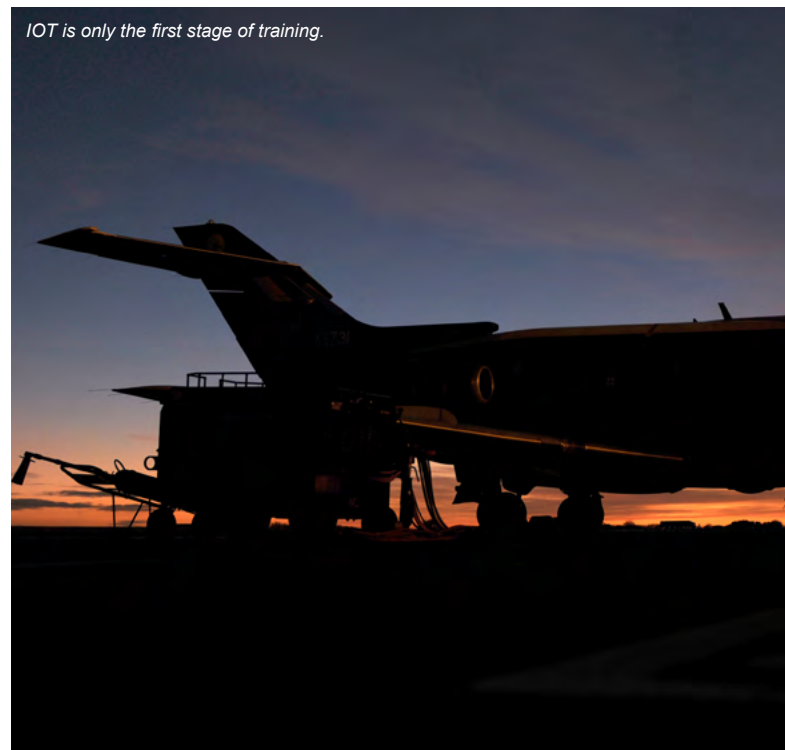
Mentally agile - Physically robust.



an opportunity to deliver remedial training between terms to those cadets that require it. If implemented this could significantly increase the FTPR and in doing so improve the efficiency, and reduce the cost of training.

The third area that could be re-examined is how we commission Serving Airmen (SA). Currently only those who are of FS rank with four years seniority can attend the Specialist Entrant and Re-entrant (SERE) course all others must do the full IOT. The OCTR research based on a survey of ex – SA found that the majority found it beneficial to do the entire Course. I would argue that is not relevant, as finding something beneficial is different to actually needing to do it. In reality, we repeat many of the training objectives covered during courses such as the Joint Management and Leadership Course and Intermediate Management and Leadership Course. In this financial climate can we really afford the luxury of double training people? The need for personnel with a green card to repeat all the military skills part of the Course should be examined as should the possibility of putting all SNCOs onto SERE. I don't believe this would compromise standards but it would certainly be a more efficient method to deliver training.

In conclusion, there is no doubt that the next few years will be financially difficult and all areas of the RAF will be under pressure to make savings. In doing so



IOT is only the first stage of training.

Training may change but output cannot be lowered.

we must be careful not to take the easy option; shortening the Course only shifts the training burden but is an easy and quantifiable measure. There are smarter ways to make savings primarily by improving the FTPR. Obvious as it seems any increase in input standards will feed through into the FTPR, particularly by being more rigorous in enforcing fitness criteria. Equally moving to a four-course year will allow two weeks of leave between terms which in turn will facilitate the delivery of timely remedial training without having to recourse cadets. The final idea is to re-examine how we commission SA and to put all SNCOs on SERE with corporals and below doing IOT but missing the Military Skills phase. OACTU is examining the four-course year and how we deliver remedial training and the pre-joining fitness policy is being refreshed. The other areas are perhaps more contentious but remain worthy of further debate.

Remembrance Sunday on the Brecon Beacons

Officer Cadet Hubbleday and Officer Cadet Winn-Morgan, C Squadron

Regardless of age, race, religion or background, Remembrance Sunday is a day that unites the country in order to remember those who have made the ultimate sacrifice, in pursuit of peace. It is always an incredibly humbling day, with millions of people attending services in many guises across the length and breadth of the nation. In recent years the relevance of this special day has become particularly poignant, given the losses in operations in the Middle East.

On the 8 November 2009, six officer cadets from the Officer and Aircrew Cadet Training Unit, RAF Cranwell, attended a Remembrance Service with a difference. Officer Cadet Winn-Morgan of C Squadron IOTC 17 organised a visit to a crash site from the Second World War, located in the Brecon Beacons, in South Wales.

The crash site rests just below Gwar-yr-Gigfran scarp, almost directly at the geographical centre of the Brecon Beacons. During the early hours on the 6 July 1942 a Vickers Armstrong Wellington bomber, R1465, crashed on a training flight with the loss of all five of its young Canadian crew.

Earlier in 1942 the aircraft had been used in the 'Thousand Bomber Raid', directed against the rail heads and industrial targets contained within the German city of Cologne. On 30 and 31 May 1942, R1465 made up one of the 1,046 bombers that were launched, carrying two 1000lb bombs. In near-perfect, moonlit visibility, the crew flew a successful mission. The raid was repeated on 1 June 1942; however, R1465 was forced to return to base with radio failure. From that point onward, the aircraft was stationed at Wellesbourne Mountford, near Stratford-Upon-Avon in Warwickshire, used solely as a training aircraft thereafter.

On the evening of 5 July 1942, the all-Canadian crew departed for a night training sortie to Milford Haven, Pembrokeshire, with the planned return leg passing over the Brecon Beacons, at a planned altitude of ten thousand feet. In appalling weather conditions the aircraft descended, and was said to be heard circling for some time over the Beacons, before finally striking the Gwar-yr-Gigfran scarp. Tragically, on impact the aircraft was on the correct bearing for the return leg and with a small increase

in altitude, the crew would more than likely have reached their destination unscathed.

Sections of the wreckage have been removed, including the tail section from the Waun Rhyd plateau, however, considerable portions of the aircraft still remain in the very places they came to rest in 1942. Apart from occasional walkers, and Tredegar Comprehensive Schools Outdoor Activities Group on expedition through the hills, the site existed almost anonymously until 1980. With strong local support and backing of the Canadian Veterans Association UK, a project was initiated to build a small Cairn next to the wreckage. Completed over a weekend in October 1980, willing members of the local community aided by school children, carried the tools, sand, water and cement over three miles and a thousand feet in altitude, to allow construction to begin. An inscribed plaque was donated by RAF St Athan to compliment the Cairn. The final result is now recognised by the Canadian Memorial Society. The first two minute silence at the memorial was held on Remembrance Sunday 1980, attended by those school staff and pupils who had helped build it.

Despite its remote location with historic poor weather, the memorial site has seen a steady increase in numbers attending the Remembrance gatherings. This year was no exception, testament to the enduring support the general public show towards the Armed Forces.

We arrived at the foot of the Wuan Rydd at 0830hrs on a fresh autumn morning, beginning the transit on foot to the memorial site after meeting the local organisers. A considerable amount of the altitude gain came within the first few hundred yards. With a steady pace it wasn't long before we were on level ground walking along



The plaque at the memorial.

the Craig-y-Fan Ddu ridge. Walking close to a sheer drop, gusting winds from the West brought rain and dense fog, reducing visibility to little more than several metres. We pressed on, trusting our newly acquired skills to navigate us to the grid reference on time. The deterioration in weather had changed the discussion in the group; whilst our end goal lay just several miles away, we tried to relate to the crew of R1465. Flying without the technological aids of today, in unfamiliar airspace and seemingly lost in appalling weather, we struggled to comprehend the bravery and dedication these young men had shown on that fateful night.

As we neared the crash site, the twisted remains of the aircraft's structure appeared out of the gloom. On closer inspection, individual components of the airframe were still recognisable despite suffering over half a century of exposure to the harsh winters of the Brecon Beacons. Not only was this remarkable but it served to emphasise the brutal loss of life suffered at this desolate location.

After our arrival at the Cairn the group laid a poppy wreath on behalf of the RAF College, and greeted with overwhelming support, we became a focal point for the event. As we stood



Parts of the Wellington Bomber remain on the hillside.

conversing with local walkers waiting for the ceremony to begin, the sight of other walkers descending from all directions through the mist and haze was a stirring sight.

Many of the people present on the day were regulars to the location, none more so than Mr Peter Morgan Jones. As an original member of the building team for the memorial, Peter has attended the gathering every year since 1980. For the last 29 years he has always addressed the crowds that have gathered. He described it as a true privilege to speak not only of the brave crew of R1465, but of the many others who have lost their lives so valiantly. Poignantly, Peter drew relation to current operations around the world and the ongoing campaign for peace, focusing our thoughts on the recent losses suffered in Afghanistan in particular.

Peter's speech did not draw reference to religion or belief. Instead the emphasis was to allow everyone to pay their respects in their own way. The address was made all the more moving by the kind words directed towards us, the cadet body. The local community



Members of C Squadron at the memorial.

clearly appreciated our presence and in their words, we brought something special to the day.

Shortly before 1100hrs a small wireless radio on top of the Cairn was tuned into a live broadcast covering the parade outside the Cenotaph in London. Officer Cadet Winn-Morgan brought the five officer cadets to attention shortly before the chimes of Big Ben sounded. Within an instant, silence fell upon the ceremony, allowing our thoughts to focus on our forbears and the Servicemen and women we could so easily have been serving alongside had fate allowed.

As the sharp blast of the cannon broke through the silence we saluted the Cairn, the sombre melody of the Last Post echoed around the hillside, carried by the gusting wind. As the sound of the bugle faded, we returned to the position of attention, before

being dismissed from the parade. Despite the ferocious wind, coupled with the finger numbing cold, much of the crowd remained motionless for some time afterwards, clearly still deep in thought and in no rush to depart.

For several of the officer cadets it was their first opportunity to attend a memorial ceremony in uniform. Involved in such a distinctive service, in such a remote location, it had clearly been a very moving occasion for all involved. The impact was intensified by the incredibly young age of the crew that had lost their lives, the eldest of whom was just 21 years old. Stood before the Cairn the youngest officer cadet on parade was 23 years of age, serving to grimly remind us of the huge sacrifice that the entire depth and breadth of humanity suffers when involved in times of conflict.

Old Cranwellian Association Reunion Weekend 20-21 June 2009

Flight Lieutenant Akyildiz, Aide-de-Camp to the Commandant, Royal Air Force College

Although an annual event, the Old Cranwellian Association (OCA) Reunion is always a surprise to the current crop of officer cadets, as they are asked to vacate their rooms in College Hall Officers' Mess (CHOM) to allow an Old Cranwellian to occupy it for a weekend in mid-June! The shock is often mitigated during the weekend, when cadets meet Old Cranwellians on the sporting battlefield or around the Mess; they are usually fascinated to hear about the three years of training that many Old Cranwellians undertook as flight cadets at Cranwell, as well as the many and varied RAF experiences of the retired and serving members of the Association.

This year, Association members converged on Cranwell from New Zealand, Canada, the USA and all over Europe, as well as driving from the furthest reaches of the UK to meet old colleagues. From the eldest to the youngest, Old Cranwellians came together to remember the good times and honour those no longer with us. Nine members of 47 Entry commemorated the 60th anniversary of their graduation, and a large assembly from 95 Entry their 40th, while many members of 53, 54, 71 and 91 Entries remembered their admission to the College many years ago. The largest and noisiest (!) contingent was 32 members of 76 Entry including the honorary member Mrs Holt, the widow of their much-revered Flight Sergeant, who were celebrating 50 years since graduating.

76 Entry, with Mrs Holt, celebrate their 50th Graduation Anniversary.



While the weather did not look especially favourable for the forthcoming sporting fixtures as Old Cranwellians began to arrive on Saturday morning, it would have taken more than a spot of rain to deter the competitors, both old and young. The College sports teams had been preparing hard for the matches, with the Croquet team even receiving professional coaching from members of the Woodhall Spa Croquet Club! The Old Cranwellians were undaunted and their position was summed up by Mr Morris before his squash match:

"Whatever we are lacking in speed and fitness, we shall make up for with guile."

The pace of the golf match at Sleaford Golf Club was to the Old Cranwellians liking but the competition was still hard fought. After much excellent play on both sides, the pairing of Air Commodore Stevenson and Officer Cadet Smith led the College to a 5-1 victory by triumphing over Air Chief Marshal Sir Peter Squire and his partner Group Captain Bedford. Whilst the wind may have affected the golfers' play for the better in some instances, this was certainly not the case with the College shooting team! Having arrived early at RAF Digby's clay pigeon shooting range for a much-needed practise shoot, they struggled to cope with the blustery conditions. Their fragile confidence was eroded further when arriving Old Cranwellians began removing gleaming gun cases from their

OCA members socialize in the bar.



cars and assembling personal shotguns. The subsequent master class was delivered sympathetically by the older generation to the College novices and useful tips, such as, "more points would be scored by hitting the clays", were received with good grace! The trophy went to the OCA sharp-shooters by 136-74.

Entering the afternoon 'all-square' concentrated the focus of all the remaining sporting contestants. The enthusiastic, self-assured College squash players were challenged every step of the way by Mr Morris and Sqn Ldr Lloyd; however, superior fitness did eventually triumph, allowing the College to take the match. The cadets were grateful for their hard workout and impressed that Squadron Leader Lloyd had not played since the same fixture 12 months ago! In the other racquet fixture, the Old Cranwellian tennis players could not have been aware that the College players had been in serious training for this and other tennis events this season. Thus, even the cunning mixture of doubles play, fiercely fought points and cream teas was not enough for Wing Commander Head's warriors to overcome the dynamic cadets, who grasped victory 37-17.

The football match saw a hugely experienced and well-organized team from Icarus Football Club, admittedly fielding several Old Cranwellians, facing a physical College side. The first half was an exciting spectacle with each side scoring an impressive goal

The squash players 'glowing slightly' after a hard-fought.





The Croquet Teams enjoy the ambiance on the Orange.

apiece against stoic defences. In the second half, the tenacious College players were determined to preserve their unbeaten record of the season, but it took until the 70th minute for Icarus to find the net once more to seize the win. At a more sedate pace on the Orange, the ruthless Old Cranwellian team decided to break with tradition by asking to play golf croquet instead of association rules croquet. This superb tactical shift, along with carefully proffered refreshments, left the College team flummoxed. Of course, the sublime play by the veterans Wing Commander Taplin and Group Captain Williams also contributed to the Old Cranwellians gliding effortlessly to a 3-0 victory. The cadets did venture that they could see why these gentlemen had reached the highest echelons of the RAF – asking innocent questions as one was about to take a shot, or examining the ground in front of a shot about to be taken, all whilst being incredibly charming – clearly lessons to be learned for the future!

Thus, the sports ended in a justified draw, with each side taking three events. The cadets and staff who had offered a fencing demonstration in College Hall felt that they would have the edge over the Old Cranwellians, should any wish to take up the épée next year. The cadets left the College exhausted by the effort of gaining a draw, whilst the Old Cranwellians prepared themselves for the evening's enjoyment.

Mr Rowland White the author of Vulcan 607 and Phoenix Squadron was the Guest of Honour for the annual formal dinner this year and he proved to be an inspired choice. The sale of his books, as well as the time-honoured port raffle tickets, raised £347 for Mr White's chosen charity, Combat Stress. The customary dinner was accompanied by an ensemble of the RAF Regiment Band, who



A cadet (left) takes on Group Captain Killen (right) in College Hall.

played 76 Trombones to the delight of 76 Entry and the Cold War March for 91 Entry. Mr White then made a heartfelt speech about his life-long passion for military aviation; he described his ongoing search for the amazing stories of the brave men and women who have flown missions vital to the UK's security and pleaded with his audience to ensure their stories were never forgotten. On retiring to the bar, Mr White was much sought after by those with tales to tell and those who hoped he would sign his book for them.

A late night did not deter the faithful, and on Sunday morning Saint Michael and All Angels Church filled with Old Cranwellians and cadets from D Squadron, Initial Officer Training Course 15. A unique part of this year's service was the dedication of an altar frontal presented by Air Marshal Sir Christopher Coville on behalf of 91 Entry in memory of all of their members. The church service was followed by a short parade in front of College Hall and Mrs Holt then presented the Jack Holt Memorial Pace Stick to Flight Sergeant Whitley of OACTU. This was an emotional moment for both Mrs Holt and the recipient, whose proud family ensured many photographs were taken to commemorate the occasion.

Another resounding success. Final farewells and closing handshakes concluded the weekend, with some Entries looking ahead to their next big reunion date and a few members wishing that they didn't have quite so far to travel home. The Old Cranwellians' weekend is undoubtedly a tremendous opportunity for the officers of the future to meet their captivating predecessors, but it is also a significant opportunity for those returning to their spiritual RAF home to connect with the present.



Above: The Guest of Honour, Rowland White, with Air Commodore Stevenson and Sir Jock Kennedy. Below: Old Cranwellians and the newest Officer Cadets await the approach of the Parade.



Flight Sergeant Whitley accepts the Memorial Pace Stick from Mrs Holt.



Royal Military Academy Sandhurst – Life as a Platoon Commander

Flight Lieutenant Hamilton, Royal Air Force Exchange Officer, Royal Military Academy Sandhurst

The Academy

The Royal Military Academy Sandhurst takes great pride in maintaining a historical record of its diverse origins from an amalgam of previous Army officer training units. In short, the Academy was first established as the Royal Military College in 1812 to train 'gentlemen cadets as officers of the Line'. All Royal Artillery and Royal Engineer officers (also latterly Royal Signals and Royal Tank Corps officers) were trained at the much older Royal Military Academy in Woolwich until 1939. The two were combined to form a centralised officer training establishment for all Army officers in 1947.

The Commissioning Course

There are several types of commissioning course run by the Academy, the main Commissioning Course (CC), which has three intakes running concurrently. Also the Professionally Qualified Officers CC, which is 10 weeks in duration, the Territorial Army CC, three weeks in duration and the Late Entry Officer Course, four weeks in duration. The latter course is exclusively for commissioned Warrant Officers.

I will focus on the main CC which consists of three 14-week terms, namely Junior, Intermediate and Senior Term. The tempo

AS90 155mm Artillery.



within each term is relentlessly high for the cadets but is broken up with three leave weekends per term. At the end of Junior Term the cadets take part in Adventure Training (AT) at a recognised AT centre in order to gain useful qualifications, and then post-Intermediate Term they execute their own planned expeditions; often in Europe and sometimes further afield.

Each intake of the CC consists of three Companies and each Company has three Platoons. The directing staffs (DS) within each Company largely mirror that of an infantry company i.e. one Major, one Company Sergeant Major, three Captains (or equivalent) and four Colour Sergeants (three Platoon instructors and one Company Quartermaster Sergeant). Each platoon consists of a maximum of 30 cadets; therefore each intake has a maximum strength of 270 cadets.

Instruction is broken down into a number of functional areas such as Command, Leadership, Military Skills, Academics and Physical Training. All cadet physical fitness training is conducted by SNCOs from the PT Corps and DS participation is mandatory. The fitness training is progressive, but focussed on quickly building physical robustness using a combination of circuit training, endurance runs and loaded marches carrying 25kg over distances up to eight

Army Air Corps Capability Demonstration.



miles. The Academic Department covers a diverse range of topics within Faraday Hall, or Faraway Hall as the cadets affectionately refer to it. Lecturers within each department are a mixture of permanent staff and doctors on sabbaticals from universities. The three distinct departments teach Defence and International Affairs, Communication and Applied Behavioural Science and War Studies. The majority of the Command, Leadership and Military Skills are taught by the Platoon Commander and Colour Sergeant with a mixture of classroom theory and practical application, which is tested on frequent exercises.

The Choice of Arm process is a significant part of the Course and is dramatically different from the RAF process. Cadets arrive at Sandhurst with a general idea of the role they want to go into as an officer, but even if sponsored this is rarely confirmed until much later in the Course. The Cadets go on a series of visits during Junior and Intermediate term which allows them to make an informed decision on the area of the Army which is right for them. It is very much a two-way process, with Regiments conducting interviews and the cadets deciding whether they 'fit in' within a Regiment's Mess membership. The majority of those cadet placements are confirmed at the end of the Intermediate Term.

Demonstration by Colour Sergeants on how to complete a 3-stage battle trench.



Ex Long Reach.



Casualty extraction on Sennybridge.

Leadership

I worked as a Flight Commander at OACTU on a previous tour and played a small role in the transition from the 'old' 24-week course to the current 30-week syllabus. Therefore, I feel I can give a fairly balanced judgement on the difference between Cranwell and Sandhurst's approach to leadership training. Infantry platoon tactics are the vehicle for all leadership training and testing for potential army officers. As a result they are introduced to the formal orders process and the combat estimate from an early stage. Once familiar with the role of Section Commander they quickly progress to Platoon Commander appointments and are tested during progressively more complex scenarios. Pressure is added through sleep deprivation and this is a constant feature during every exercise. They become conversant with mission command from the start and all problem solving is completed using the '7 Questions' Estimate format. The leadership training differs significantly from Cranwell's approach which uses a more progressive technique, gradually increasing the level of

complexity and analysis required during each leadership focal point. Sandhurst's approach to leadership focuses initially on an exercise scenario and tactical theme, e.g. offensive operations, defensive operations or operating in a contemporary environment. The roles of Platoon Commander, Platoon Sergeant and Section Commander are then used to test the cadets understanding of tactics and ability to make decisions under pressure. Leads can vary considerably in complexity and a significant degree of management is required by DS to ensure the leadership testing is balanced and fair at all times.

The Officership element of training endures throughout every aspect of the Course and is delivered through the constituent topics of Command, Example, Responsibility and Ethos. These include lessons with Padres and lectures from senior commanders who have recently returned from operations. The significant majority of the Officership syllabus is delivered through role modelling and consistent high standards imposed by the DS Platoon Commander and Colour Sergeant.

Snakes and Ladders

The term 'snakes and ladders' is a fairly accurate reflection of the course structure, ladders refers to the cadets onward progression at the end of each term and snakes refers to the multitude of critical tests which the cadets must pass or face a back term. These critical tests range from navigation, basic and advanced physical tests, the combat estimate and two progress boards per term. This all makes the Course an extremely challenging environment for the cadets as they are never more than a few weeks away from each crucial test.

Life as Directing Staff

As a Platoon Commander at the Academy life runs at a relentless pace for each 14-week term. The perk of the job is a generous annual leave plot and the ability to plan ahead with some degree of certainty for future leave. The Platoon Commanders are nominated by their Regiments to instruct at Sandhurst and each have a vital role as Regimental Representatives, which includes the Choice of Arm process. As a result, the Captains are of a very high calibre and a significant proportion promote to Major whilst at the Academy. The Colour Sergeants are selected from the top 10% within their Regiments and many are streamed for the Sandhurst role for several years prior to arriving. On arrival they complete an arduous 6-week selection cadre with only 50% passing the cadre and so remaining as Sandhurst instructors. As a result the Colour Sergeant instructors are of an exceptional standard and are without doubt one of the fundamental reasons why the Academy produces such good officers.

As the training uses infantry tactics to a large extent, there is generally an even spread of infanteers across the companies. As an RAF Regiment Officer, I have found that my professional knowledge has been very useful but by no means essential, as my Royal Navy exchange colleague would agree. There are a total of five exchanges posts within the Academy which includes an officer from the Australian Army, US Army, Royal Marines, Royal Navy and me.

The normal route for all officers in the Academy is to start with a platoon in Junior Term and then continue with them through to graduation. They may then move onto another Commissioning Course or to an Assistant Chief Instructor post, responsible for running exercises and training, or instruct short courses, such as Territorial Army or Professionally Qualified Officers. Very little consideration is given for an officer's preferences, as the DS plot is driven primarily by the individual requirements of each Course.

Arguably there is a differing training performance standard required when you compare Sandhurst and Cranwell because, for the majority of Army Officers the Phase 2 training they undergo is significantly shorter than their RAF counterparts. Therefore the average time between them commissioning and then deploying on operations is generally shorter. However, it is reassuring that the end product from both the RAF and Army Officer training systems do not differ significantly, although the training processes are dramatically different.

The stretcher race.



Ex FIRST ENCOUNTER - Defensive digging.

Platoon attack at Sennybridge.



When I first told my family and friends that I had been selected to go on a years exchange to the Officer Cadet Training Academy in the Sultanate of Oman the response was 'great, fantastic....er where?'

The Sultanate of Oman lies on the eastern edge of the Gulf Region with the Tropic of Cancer running through it, and four hours ahead of GMT. It is bordered by Yemen, Saudi Arabia, the United Arab Emirates and the Indian Ocean. Forty years ago the country was one of the poorest countries in the world, with a subsistence level economy and isolated. It had no secondary education, two primary schools, two hospitals run by an American mission, 10

Flight Lieutenant Graham Terry, RAF Exchange Officer.



km of tarmac road and a life expectancy of 40 years. A bloodless coup in 1970 saw the current ruler, Sultan Qaboos bin Said oust his father, and set about a period of renaissance. Using the oil reserves discovered in the 1960s as a stimulus for the economy, Sultan Qaboos has overseen a massive transformation of his country. Oman now has a developed infrastructure of roads, hospitals, schools, universities, utilities and amenities. In 2009 it was ranked the 56th country by a United Nations Development Programme survey¹. Life expectancy is now 67 years.

My year tour started in May 2009. I arrived with my wife, my two year old daughter and one month old son. Nothing really prepared us for the heat. During the summer many 'expats' flee the capital, either to the cooler climate of southern Oman or back to the UK. Having just arrived we bedded down next to the air conditioning and endured the 50 degree Celsius heat and 85% humidity. At the time of writing, (October 2009), the heat is a respectable 30-something, the humidity dissipating, the 'expats' returning and Muscat life awakening. The accommodation is in a 3-bedroom bungalow, 1-km commute from work. It is basic but comfortable. The local overseas allowance covers the cost of a maid, an indispensable help in the heat, and a source of knowledge for local etiquette.

Visiting a local school.



There has been a long and close relationship between the RAF and the Royal Air Force of Oman (RAFO). As recently as 2006, the Officer Cadet Training Academy in Oman was headed by a British Wing Commander. Since 2000 there has been in place an agreement between RAF College Cranwell and RAFO, whereby an instructor from each organisation will 'exchange' for one year. This gives an opportunity for an Omani instructor to bring the benefit of their experience to the Officer Cadets at Cranwell and for an RAF officer to reciprocate at the RAFO Officer Cadet Training Wing (OCTW) in Muscat. The Officer and Aircrew Training Unit (OACTU) at RAF Cranwell and OCTW are dedicated to the same purpose; to deliver top quality training to their Officer Cadets.

A cadet entering OCTW will spend two years at the Academy, starting in the January. The first four months will be spent learning basic military discipline – marching, weapon handling, and physical training. An extensive period of learning English then takes place – in RAFO the officer cadre are expected to speak English. This period will include three months residence with families in the UK and attending English colleges. Returning to the warmth of Muscat in October the cadets then embark on a leadership training programme that would be familiar to anybody who has been involved with OACTU. Here in Oman, as in the UK, you will find exercises entitled, Static, Dynamic 1, and Dynamic 2, with the same fiendishly difficult missions such as preventing the spread of toxic gases, rescuing careless aircrew, or to cross a limited space using only your brains, your team, two planks of wood and a pine pole!

My role at OCTW is the Training and Standards Officer, primarily responsible for implementing staff development and equality in the delivery of the syllabus. I am embedded within the Plans office with two squadron leaders – one Omani and one RAF Loan Service officer, which gives me a further opportunity to develop the exercise scenarios. Another welcome diversion has been the development of bespoke training for re-coursed cadets, who can wait up to 8 months before joining the next course. Hours of work

1. By comparison the UK was ranked 21st and the USA 13th. The report bases its rankings on numerous factors including life expectancy, literacy and Gross Domestic Product.



A Camel hitch-hiking.

are a respectable 0700 – 1330, Saturday to Wednesday, with an hour for breakfast at 0900. The Omani weekend is Thursday and Friday. This makes for ample quality family time – a welcome break from the high tempo operational work requirements demanded in the UK.

The first striking impression of OCTW was the warmth of the greeting I received from the staff and cadets. Amongst the staff were many familiar faces; friends I had made on courses back in the UK. The RAF College at Cranwell has set itself the target of becoming a Centre of Excellence in the delivery of training to air minded officers, and it was comforting to see that OCTW had embraced this ethos. Many of the innovations from Cranwell have been adopted, and adapted, by OCTW to ensure that the very best leadership and officer development training is offered to the cadets. The continued investment in the staff was also good to see, with specific training to enable the best delivery of the syllabus.

My experiences over the first six months of the exchange have been varied. My induction into OCTW was to spend a day with the senior course as they suspended themselves from ropes as they climbed and abseiled through a wadi. The spirit amongst the cadets was similar to that which I had experienced in training cadets in the UK. Some met the task with trepidation, some with bravado and some with pure bravery as they overcame their fear.



RPG firing on the range.

Above all, however, was an overriding sense of companionship and camaraderie – a sense of belonging and a willingness to help each other.

I have since been involved with classroom teaching, staff development training, and organising and running leadership exercises. All of these have been similar to roles I performed at Cranwell. Something new to me was accompanying the cadets on a Ground Defence Training week exercise in the Jebal Akhdar Mountains. This mountain range runs along the northern edge of Oman, and within it is a plateau that serves as the 'fruit basket' of Oman. In the 1950s the difficult to access plateau served as a hideout for communist rebels, and took the combined might of the Oman Army and British Special Forces to defeat them.

The cadets' training in the mountains was a combination of adventurous training and skill-at-arms, including firing Rocket Propelled Grenades, and throwing live grenades. The latter was interesting to watch – in the nervousness of the event the distance thrown by some cadets led to a very quick dive for cover, and a showering of fragmented stone!

Touring around the Jebal highlighted one of the great things about Omani culture: the hospitality. Wherever we stopped the villagers were always willing to stop and chat, invariably over fresh dates and a cup of Omani Coffee, called *ahwa* – espresso in size but

lightly perfumed, and very refreshing. An Omani greeting is much more than a mere hello – it involves an almost lyrical exchange that includes asking after your well-being and asking 'what news?'

I am now half way through my 'exchange' year and look forward to the remaining experiences. Like all training environments there is much to challenge the instructor and cadets alike. RAFO are increasing their recruitment of officers; Course sizes have almost doubled in five years with next year's Course set to be fifty-plus cadets. Included in this number is the first female cadet. These create new challenges in maintaining the high quality training.

With winter approaching it is now the leadership exercise season; in summer it is too hot. The exercise areas are barren, rock-formed desert, with dried out shrubs eking out an existence in the dry heat. The featurelessness of the areas creates quite a navigational challenge for the cadets, and staff! Reviews are conducted in shaded harbour areas. Breakfast/lunch is a very communal affair, with the food placed on a big tray on the floor for 5 or 6 people to squat down and share. There are no knives or forks, just the right hand for eating. As a westerner I have found the skill of eating rice with your hand a steep learning curve – it is easy to spot where I have been eating by the scattered food left where I sat!

The exchange at OCTW has had much to offer both my family and myself. As a developing country there are many of the comforts that you would find in any city – good supermarkets, shops, cinemas, Starbucks etc, that in living terms has made the transition from Cranwell to Muscat fairly painless. As visitors to the country there is also the contrast with the uniqueness of the place and people itself. Most of the men and women still wear their traditional dress, and outside Muscat you can still see older men wearing large decorated knives, called *kanjas*. Beside the roads wild camels can also be seen roaming in the desert scrubland – or on occasion riding in the back of 4x4 trucks!

Whilst the work is similar to that at Cranwell, at weekends and afternoons there is the chance to indulge as a tourist, exploring the country with friends and family that have come to visit. At least now they will no longer be able to say 'Oman...er where?'

Out on exercise Omani style.



Initial Officer Training with the Royal Navy

Flight Lieutenant Blyth, Royal Air Force Exchange Officer, Britannia Royal Naval College Dartmouth

When I graduated from Cranwell in April 2004 I knew that I wanted to return as a flt cdr. On returning from Afghanistan in October 2007 it looked as though I would get the opportunity. I would be posted to OACTU as Flt Lt Training Development (TD) for only a few months before the next Personnel Support (Training) officer was posted in and I could be moved sideways to do the job I had wanted to do since joining up. Unfortunately, for me, my boss went on maternity leave in February 2008. I stayed as Flt Lt TD until June 2009 when the opportunity arose to become a Divisional Officer (DO) at Britannia Royal Naval College (BRNC) in Dartmouth. It sounded like the job I had always wanted in the location I had never expected; the only possible downside being it was with the Royal Navy and not the RAF. I just hoped it could live up to my own expectations!

My first shock was the size of my “cabin” (8ft x 8ft), although the next shock was the stunning view of the mouth of the River Dart from my window. When I met the French Liaison Officer he commented that since being here he had “found something worse than being a Frenchman in England – being an RAF officer!”. However, it did not take long for someone to comment “I keep forgetting Juls isn’t Navy”. Do not worry, I am yet to go native; I still have a “room” I live in at the College (but it’ll be a “cabin” on HMS ARK ROYAL for 10 weeks in the New Year), I continue to use the “toilet” and not the “heads” and “no duff” will never mean “no

puddings” to me! I still have a lot of Jack Speak to learn, but am trying hard not to use it myself. Everyone at the College was so friendly it took me no time at all to fit in and feel part of the family. I guess this is because everyone is so used to getting to know each other quickly when on ships, and as everyone at the College works for the same obvious goal of training new RN officers, as there are no units at the College who do not work towards IOT in one way or another.

On arrival I had a 5-week ad hoc package of work-up training preparing me for my own Division (Flight in RAF terms) when they arrived in September 2009. There is no equivalent to the OACTU Staff Induction Course; however, everyone still has to complete the Defence Train the Trainer course and understudy all the different exercises used at the College prior to being used as Directing Staff (DS). BRNC is often affectionately known as ‘Hogwarts’ so the first task was to find my way around the College and to meet the numerous military and civilian staff. Initially I had to learn how to coxswain and teach boat skills in the College’s Motor Whalers (just like Scott of the Antarctic’s rowing boats, but with an engine) and Picket Boats (twin screw boats with accommodation cabins fore and aft). These boats are used throughout the various BRNC courses and are an essential part of the final exercise (MARL) for the IOT cadets. This is similar to Exercise DECISIVE EDGE, but the cadets live on the Picket Boats for a week carrying out

leadership tasks from and with the Picket Boats, Motor Whalers and skiffs. For most of the other staff at BRNC boat training is just a refresher as they had already learnt how to drive the boats when they were on IOT; however, for me this took a little longer!

When my 25 cadets arrived at the beginning of September I was more than a little apprehensive. What would they think of having an RAF officer as their DO? What about the Upper Yardies (ex-SNCOs) who would know far more about the RN than I would ever do? How would the high proportion (compared to OACTU) of international cadets deal with a female DO? Would I know what all the subjects and places were on the cadets’ and my own timetables? Thankfully, out of the six New Entry (NE) DOs only one had been a DO before (the Army Liaison Officer) and he kept us all in check and ahead of the cadets for the first few weeks.

The first 12 weeks have been ridiculously hectic. I thought I had no life at OACTU, but here I really do have no life outside of work! Every Wednesday and Friday we have Period Zeros. These are PT sessions before breakfast and require all DOs to attend in order to set an example to our cadets. As a 36-year old female my example is just to not stop, but I have had to give some male cadets half my age Red Chits (negative Sheet 3s/ECVs) for letting me overtake them! Then on Wednesdays and Thursdays we have Divisions and Morning Musters. Essentially these are drill practice for the cadets and our opportunity to inspect the cadets

The view from the College.



on the parade square. Thank you Flight Sergeant Walker for allowing me to attend two of the SERE drill sessions prior to leaving OACTU! That said, I am still not used to the cadets saluting with the palm of their hands facing downwards and halting on the “wrong” foot after only one step from when the order is given. Each week the cadets complete their own Self Development Journal. This is used primarily to improve their standard of Defence Writing, but it also gives the DOs an insight into how the Division is working as a team and allows the cadets to reflect as each week passes.

The IOT Course has recently changed from four 7-week terms with the aircrew disappearing for Term Three, to all cadets completing two 14-week terms. The cadets appear to have less time to themselves for the first seven weeks as they are kept busy all weekends and have only been allowed out of the College on their own for two evenings of the Families Weekend. However, they only have to clean their own “cabins” (three 30-man rooms) and do not have to clean the communal areas, other than the corridors for Commodore’s Rounds (inspections). I am sure that wherever you are a cadet you think it is the hardest place to be, I just think it is different, for both cadets and staff.

The Course is very modular which is great from a timetabling perspective, but can encourage a ‘learn and dump’ mentality. The first six weeks include the learning of various basic military skills (drill, weapon handling, leadership skills, presentation skills, Defence writing, etc).

In Week 7 the Assessed Basic Leadership Exercise (ABLE) takes place on Dartmoor. ABLE consists of 24 Personal Leadership Tasks (PLTs) in a circuit around The Scout Hut (near Sheepstor) and the cadets have four days to complete all 24 PLTs and pass at least two of their three PLTs and pass the exercise holistically. My ABLE group walked around 50 km over the four days with full Bergens and extra PLT equipment. They also were moved from their bivvy site at least once each night and on one night they were all taken to a local stream for quick dip, or reminder of the importance of conducting their wet & dry drills properly. Thankfully as DS we stayed at the Scout Hut in order to write our reports and to ensure we had enough sleep to be able to be effective in our roles as DS. Having worked in outdoor centres in North Devon and having been a teacher who delivered Ten Tors training and Duke of Edinburgh’s Award expeditions this has been the most enjoyable part of the Course to date.

In Week 10 my Division and I attended the Basic Sea Survival Course (BSSC) at HMS EXCELLENT in Portsmouth after a weekend visiting the National Memorial Arboretum in Staffordshire and attending the Remembrance Parade at the Guildhall in Portsmouth. The accommodation in Portsmouth is limited so we all stayed on HMS BRISTOL, now used solely as accommodation. Living on HMS BRISTOL (a retired Type 82 Destroyer) was useful for both me and my cadets and made it really easy to relate the learning points from BSSC to life on a ship. BSSC included the Damage Repair Instructional Unit (DRIU) which is a section of compartments within a ship that sways and fills up with water. The aim of the DRIU is to give people the knowledge and skills to deal with a flood on board and how to do their best to repair it. Not nice in the dark when you cannot touch the floor and only have a foot or so of space above your head! The afternoon was spent on CBRN and finished with the opportunity to test our respirators. Nowhere near as in-depth as the RAF



Britannia Royal Naval College Dartmouth.



Some light exercise with a Field Gun.

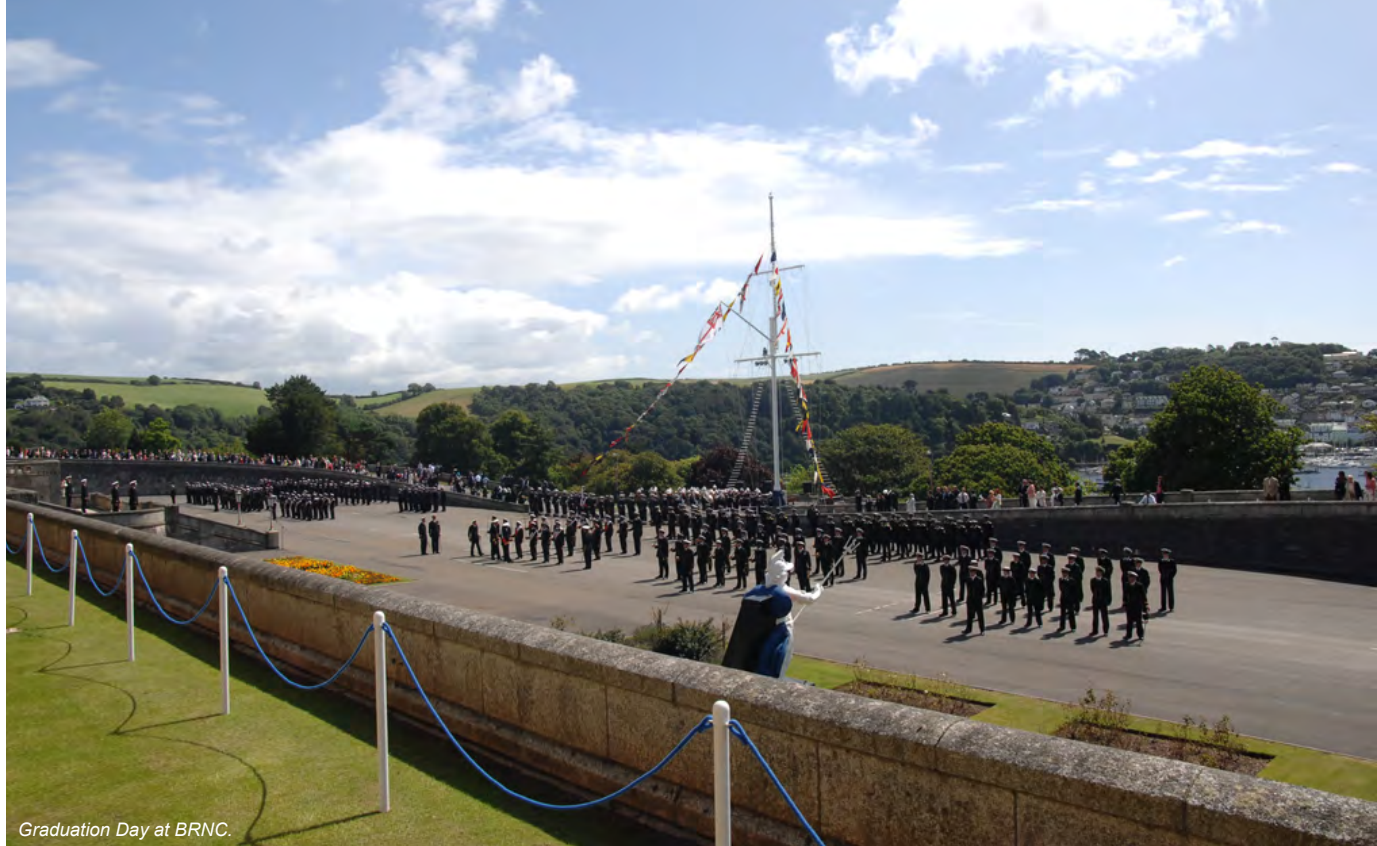


The Picket Boats used on the cadets final exercise MARL.

Regiment train us, but, as I often had to remind myself, horses for courses, the RN is a very different beast to the RAF. The next day was Sea Survival. Again, something you have probably all seen on television, but very different when it is you jumping off a 3-metre platform into a cold lake with a lifejacket on and pulling a visor over your face and climbing in and out of life rafts. All very reassuring but I won't be volunteering to do it again! Our final three days were spent fire-fighting. This was great fun as it was mainly practically based. However, as with the DRIU, I hope I never have to use the skills I have learnt for real.

Throughout the year there are various additional events to the normal IOT programme. I have already had to organise a Battle of Britain Happy Hour and last weekend's Inter-collegiate Games against the RAF College at Dartmouth. There have also been numerous Dining-in Nights and various other social occasions. Each time I try my best to ignore and smile or raise eyebrows at the numerous well humoured but derogatory comments about the RAF, but now that the RAF College beat BRNC at the Inter-collegiate Games I'll have something to come back at them with – for a while at least.

Next term starts with 10 weeks on Initial Fleet Time (IFT). At the moment Victorious Division are due to be embarked on HMS ARK ROYAL. I cannot wait to learn more about life on board and hope my cadets have the same excited feelings about IFT as I do. The



Graduation Day at BRNC.

term ends with an exercise called MARL, when the cadets use all the skills they have learnt throughout IOT and it is their final assessment prior to graduation.

We are now back from BSSC, and are at a wet and windy BRNC. I have moved to a larger room in the staff accommodation house called The Hostel, but with the same amazing views. Friends at RAF bases make sure that I am not missing out on any news and gossip. Another friend has sent me package of various RAF gizzets which have helped make my office be a definite RAF DO's one. Five of my cadets have just completed another version of ABLE as they failed to pass ABLE due to injury, lack of leadership skills or for having a poor approach to the holistic element of being a team member. They are all more than capable of passing, but I'll still keep my fingers crossed for their results! My original 25 cadets have been reduced by four due to voluntary withdrawals, illness and re-coursing, but was increased by one injured re-coursee. The remaining 22 are doing well, at the moment...



Cadets take part in the Assessed Basic Leadership Exercise (ABLE).

Elementary Flying Training – Historical Perspectives and Lessons for the Future

Squadron Leader Pallister, SO2 Force Development, HQ 1EFTS

In last year's Journal we looked at the history of the University Air Squadrons (UAS) and how their ground training and personal development syllabus has evolved in recent years. This article takes a different perspective by examining the RAF's approach to Elementary Flying Training (EFT) and how this has affected the flying training provided by the UAS.

No matter how sophisticated aircraft become, one consistent factor is the need to teach the basics to those who have never flown before. In the very earliest days of the Royal Flying Corps this task was fulfilled by civilian flying schools. Officers had to learn to fly at their own expense. Only when they presented their Royal Aero Club aviator's Certificate were they considered for flying duties and they then received a £75 refund (over £3000 in today's money!) towards the cost of their training. This process continued even after the formation of the Central Flying School in 1912 as the primary aim of CFS at that time was not to produce aviators as such, but professional war pilots.

With the support of Dons, many of whom had aviation experience during the 1914-18 war, Lord Trenchard finally convinced the University Authorities to allow the formation of the first two UAS in 1925. Although commanded by regular officers, these squadrons remained civilian in character. Members paid a subscription for the privilege of membership, had no obligations of a Service nature and were not subject to military regulations. Indeed, they wore no uniform other than blazers and ties. Flying training was carried out at nearby RAF units in a variety of aircraft including the Avro 504K, Avro 504N, Avro Tutor, Armstrong-Whitworth Atlas, Bristol Fighter, DH9A, Hawker Hart and Hawker Hind.

On the outbreak of the Second World War no further requirement was foreseen for the UAS and they disbanded in September 1939. However, the War Office retained the Officer Training Corps at the Universities and it soon became clear that they were attracting suitable graduates to the detriment of the RAF. The Air Ministry therefore decided to re-open the original three squadrons and establish a UAS at a number of other universities and colleges. By the end of 1941 there were 23 UAS covering all corners of the country from Aberdeen to Exeter. The war-time UAS gave pre-Service training to potential officers of all branches of the RAFVR.

However, whilst they covered much of the elementary flying ground school subjects (aerodynamics, navigation, meteorology etc) actual flying training was restricted to very occasional flights in Tiger Moth aircraft although a few squadrons were able to get flights in a variety of aircraft at nearby RAF stations. By the end of the war, five squadrons had disbanded following a government decision to suspend university courses for Arts students. Nevertheless, the UAS had contributed some 2500 aircrew to mobilised service in the RAFVR, many of whom were decorated for meritorious service.

By 1947 only 14 of the 23 UAS remained. They were intended to provide flying and ground training for students who wished to prepare for commissioned service in the RAF or Royal Navy, to stimulate serious interest in flying and aeronautical problems and to maintain liaison with the university authorities. Until 1950 the Tiger Moth was used for flying training but these were replaced by Chipmunks later that year. During the summer of 1950 three UAS cadets undertook a full 'wings' course and from this success stemmed a decision to provide certain squadrons with Harvard aircraft so that members who volunteered for service in the RAuxAF could gain the 30 hours on type needed to go on to the full 'wings' course. This initiative was short lived, however, and the aircraft withdrawn but in its place the preliminary Flying Badge (PFB) was introduced. The PFB was awarded to those UAS members who passed the appropriate exams and completed 110-120 hours flying with "high to above average ability". Also, as an experiment, non-flying flights were formed at certain of the universities. These included a Navigator Flight at Cambridge and Fighter Control Flights at Cambridge, Oxford and London. A year later, Technical Flights formed at Nottingham and Southampton, and Airfield Construction Flights at Birmingham and Leeds. For the first time in history, females were able to join the Fighter Control Flights at Oxford and London.

1957 saw another review of UAS establishments. As a result the Navigator and Fighter Control flights were disbanded and the pilot establishment on each squadron reduced by up to 40%. As financial constraints continued to bite, a Service Paper written in 1962 looked critically at the value of the UAS system. It concluded,

inter alia, that the squadrons contributed significantly to the recruitment of officers of all branches but that, importantly, the wastage rate in pilot training of ex-UAS pilots was approximately one third that of their direct entry (DE) counterparts. Such was the saving that the paper concluded that the whole UAS system was virtually self-funding. The unquantifiable bonus was, and still remains, the number of graduates who go on to other careers and take with them an understanding of and empathy with Defence and the RAF in particular.

This contrast between ex-UAS and DE pilots is interesting for, whilst the Army and Navy had maintained some form of EFT, the RAF had not hitherto seen the need and its DE pilots at that time went straight onto the Jet Provost. However, the tradition of civilian provision of EFT had continued throughout the war years and beyond through The Airwork Company. Although the UAS had RAF Qualified Flying Instructors (QFIs), their aircraft were maintained by Airwork who also provided EFT for the Army at Middle Wallop and Royal Navy flying grading at Plymouth airport. With the coming of the Bulldog in the early 70s, elementary flying for RNAS pilots was conducted on a fully Service-manned RNEFT Sqn by RAF and RN QFIs at RAF Topcliffe. This continued until 1993 when the RNEFTS was disbanded and replaced by a tri-Service Joint Elementary Flying Training School (JEFTS) which subsequently moved to RAF Barkston Heath in 1995 to create headroom at Topcliffe for an increasing Tucano task. JEFTS was a fully contractorized operation by Hunting Contract Services but with a number of embedded military QFIs, operating the Slingsby Firefly. This took DE pilots up to the point of streaming for fast jet, multi-engine or rotary training, with UAS cadets completing a similar syllabus on the Bulldog during their studies. As a result of airspace congestion in the Cranwell area, which was slowing down the School's output, the RAF element of JEFTS moved in 1999, with its aircraft, to RAF Church Fenton leaving the Army and Navy together once again at Barkston Heath. However, this set up was still unable to cope with an increasing RAF task so 'Direct Entry Flights' were set up on a number of UAS to utilise spare capacity. In 1999 the Grob Tutor had begun to replace the Bulldog on the UAS under the Light Aircraft Flying Training (LAFT)



*From front -
Tiger Moth,
Chipmunk,
Bulldog,
Harvard,
Tutor.*

contract with VT Aerospace providing a 'by the hour' service using its own aircraft flown by military QFIs.

With the JEFTS contract due for renewal in 2003, a study into the provision of EFT for the RAF concluded that it would be more cost-effective to train all DE pilots alongside their UAS colleagues. This allowed for the closure of the Church Fenton operation and down-sizing of the JEFTS contract, then held by Babcock Plc, to train only Army and Navy pilots. JEFTS was subsequently renamed the Defence Elementary Flying Training School (DEFTS).

The conduct of all RAF EFT on UAS was not without its difficulties. DE pilots were able to maintain better continuity in training without the added pressure of university studies. Furthermore, the UAS

graduates having been already streamed for their next phase of training were taken away from flying for the 33 weeks of their Initial Officer Training (IOT). Thus, in a reverse of the fortunes of the 50s and 60s, DEs were now better placed than their UAS counterparts. Following a further study into this inequality it was decided to completely reform EFT within the existing LAFT contact. Three new EFT sqns were formed using aircraft and QFIs withdrawn from the UAS and formal EFT is now undertaken by all (DE and UAS) pilots after completion of IOT. UAS flying was reduced to a minimum but made available to all UAS members and not just those with the potential to be RAF pilots. This move, whilst initially viewed with suspicion, has proved to be popular with the students and the UAS syllabus has subsequently evolved

to allow those with sufficient drive and enthusiasm to gain the coveted PFB during their time on the sqn.

So the wheel has come full circle but the value of EFT is now fully appreciated, especially as light aircraft are so much cheaper to operate than more complex types. Even the most sophisticated simulation cannot replicate the first few hours in the airborne environment that are the key to developing sound airmanship and spatial awareness. And nothing can replace the thrill of that first solo! The next stage of evolution will be the integrated UK Military Flying Training System which has already recognised the value of EFT. Meanwhile, the UAS system continues to fulfil its unique role of bridging the gaps between the Air Training Corps and the RAF, and between Academia and the Military. Long may it continue!

The RAF Mentoring Scheme – Four Years On

Squadron Leader Heath, Generic Education Training Centre / RAF Leadership Centre

“Mentoring is an informal – and entirely voluntary – process that uses the experience and knowledge of the Mentor to assist and develop the personal qualities and skills of the Mentee. Mentoring is a partnership between two people – built upon trust – and is intended to harness the vast reservoir of expertise and knowledge that exists at every level in the Service in order to improve the ability of personnel to cope with the challenges of today and tomorrow.”

Air Chief Marshal Sir Glenn Torpy, Chief of the Air Staff, 2006

In 2006 the RAF introduced its first formal mentoring scheme, which remains open to all RAF personnel. Almost four years on from its inception, it is time to take stock of where we are, reassess the requirement and the delivery mechanism, and map out the way ahead. In so doing, it is perhaps a worthwhile exercise to briefly examine the ‘basics’ of what the RAF Mentoring Scheme is supposed to be.

What is Mentoring?

This is one of those rare occasions in which knowing the origins of a word can directly help in understanding its current use and meaning. The word ‘Mentor’ originated in Greek mythology when Odysseus, before heading off to the Trojan War, entrusted his son Telemachus’ care to his faithful old friend, Mentor. However, the key point of the story was that this was not to be a straightforward teacher/pupil relationship – Telemachus was actively encouraged by Mentor to think for himself.

Mentoring, as a process, stems from the days of apprenticeships where an older, more experienced individual passed down their knowledge and advice to the junior. However, as well as being a tutor, the mentor was also thought of as a sponsor and guide. To quote Benjamin Disraeli, *“The greatest good you can do for another is not just to share your riches but to reveal to him his own.”*

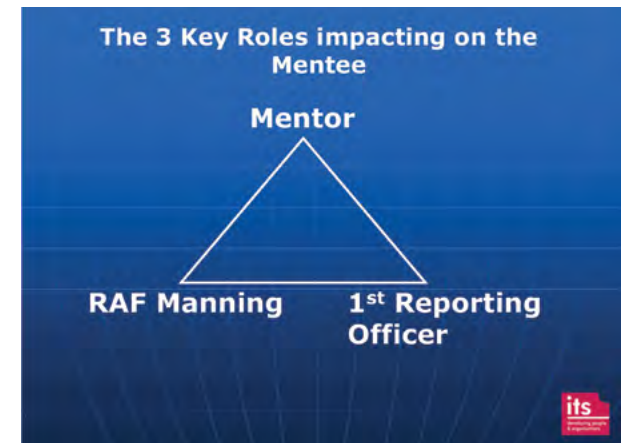
There are many modern definitions of mentoring but the RAF Leadership Centre has adopted the following definition, used by the Defence Leadership and Management Centre:

Mentoring is a process where a more experienced person supports another’s development outside the normal line management relationship. The mentor offers advice and guidance based on their wisdom, normally during a medium to long term relationship. Mentors therefore tend to be older and more senior.¹ Effective mentors counsel their mentees on their developmental needs, and allow them to explore their own solutions to the issues they face. In the most productive relationships, the mentor and mentee both learn from each other.

No doubt in the past many of you will already have been ‘mentored’ in some shape or form, although you may not have associated it with such a word at the time. Notwithstanding the label applied, most people will be able to remember someone who helped them at a key stage in their school, work or social life – someone who took an interest in their welfare, shared their experience and knowledge with them and enabled them to develop. Indeed, such relationships may well have played a significant part in an individual’s subsequent personal and/or professional development. However, from a RAF perspective, the highlighted text above regarding the mentor being “outside the normal line management relationship” of the mentee is important, as we in the Service have two other key areas to consider which Odysseus did not – that of RAF Manning, and the reporting chain (particularly the role of the 1st Reporting Officer)! There are well-established formal lines of communication between the individual and RAF Manning, and the individual and the 1st Reporting Officer; it is **not** intended that the mentor becomes involved in either of these dialogues – this will avoid any notion of patronage. Notwithstanding this, it is essential that the mentee is completely open and honest with his/her mentor about the intent and advice of the command chain and information from RAF Manning. Only if this is the case can the mentor offer

realistic advice and guidance. It is therefore worthwhile investing some time in exploring the differences between this triad, as a clear understanding of their separate but complementary roles and responsibilities is pivotal to the introduction, acceptance and development of a successful mentoring scheme, and to avoid any perceived conflict of interests.

RAF Manning, 1st Reporting Officers, and Mentors



The roles of RAF Manning, the 1st Reporting Officer, and mentor – extracted from the RAF Mentoring Scheme Guidance Notes (AL2) – are summarised as follows:

RAF Manning. RAF Manning, in consultation with the individual, takes an overview of a person’s career, provides advice on formal personal/professional development activities, and establishes career plans in full consultation with the subject. These plans are aimed at **meeting the Service need** and maximising the individual’s contribution to the RAF.

The 1st Reporting Officer. 1st reporting officers ... provide an assessment of performance and an indication as to how an individual should develop to meet fully the requirements of the employing organisation. They will also assess potential for promotion and propose possible future employment fields.

1. However, this need not always be the case: ‘Reverse Coaching’ is a method where a team member can share/impart their knowledge with a more senior person through the coaching/learning process. For example, a junior and/or younger person may be best placed to reverse coach a senior and/or older person in an area such as (eg) Internet technologies, culture and behaviours.



Mentoring session in progress, Generic Education and Training Centre, Royal Air Force Cranwell.

1st reporting officers, by default, take a shorter-term, more parochial view of their subordinate's personal/professional development. They retain clear responsibility for "coaching" their personnel to improve performance in their current post and they provide advice regarding the individual's future aspirations. **Ensuring individuals meet fully the requirements of their current post** remains the uppermost priority.

The Mentor. The mentor 'bridges' the various elements of **personal and professional** development. When facilitating the

resolution of personal and professional aspects using reflective learning, the mentor remains totally aware of the roles of RAF Manning and 1st reporting officers. The mentor focuses on the **needs of the individual**, providing assistance with the self-assessment of strengths and developmental needs, to ensure the individual has realistic aspirations. The mentor must remember that this support mechanism is complementary to other relationships, such as those with 1st reporting officers and RAF Manning.

The Aims of the RAF Mentoring Scheme

Following on from the role of the mentor, as detailed above, the RAF Mentoring Scheme aims:

To provide a framework to encourage personnel to engage with a mentor who, acting independently of the reporting chain, will provide support, advice and guidance in personal and professional development. In particular, mentors will help and encourage individuals to assess their own personal and professional needs, and to plan the development of competencies for their career.

The terms 'personal development' and 'professional development' are often used interchangeably within the RAF, with the position being compounded by the formalised 'Professional' Development Schemes on offer from various professional institutions. It is therefore necessary to define both of these terms within the context of the RAF Mentoring Scheme:

Personal Development.

Those qualifications or activities beyond that required to practice effectively within an in-branch or trade and specialist orientated post.

Essentially, 'personal development' covers the five Force Development domains of Leadership, Air Warfare Education, Ethos & Heritage, Common Military Skills, and training for Deployed Military Operations, which collectively are pivotal to the effective delivery of Air Power. In terms of the RAF Mentoring Scheme, participation by both mentor and mentee demonstrates recognition of the benefits of a conscious drive to develop personally as an aid to their professional competence.

Professional Development.

Those qualifications or activities that keep all RAF personnel current, effective and maintain the required standards within their trade or branch of professional practice.

Essentially, 'professional development' covers all of those activities undertaken by individuals that make them more effective specialists. The activities range from academic studies through specialist courses to reading in-house publications.

Clearly the boundaries between Personal and Professional Development are blurred and courses and activities aimed at one will contribute, either directly or indirectly, to the other.

Mentees and Mentors – Expectations and Delivery

The choice of mentor will depend on a number of factors, including location, experience and shared values or beliefs. Some personnel may wish to continue with the professional relationship that they have developed within the command chain, others may want a mentor outside it – the RAF Mentoring Scheme is for the latter.

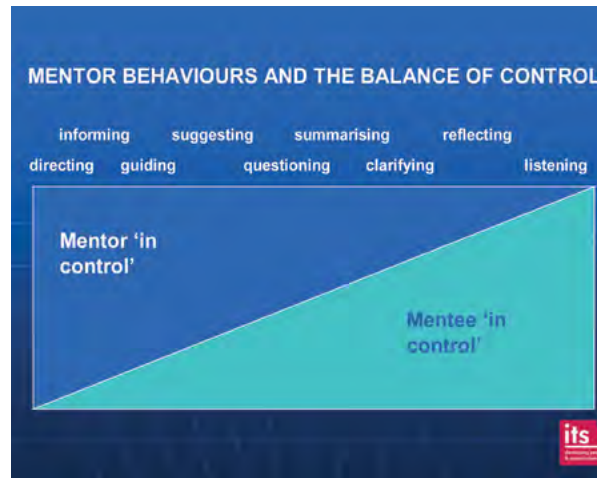
Mentees who understand the value of mentoring and are committed to a mentoring relationship, should expect to gain in some of the following ways:

- Be challenged.
- Learn from example.
- Learn from mistakes.
- Receive wise counsel.
- Be coached.
- Become more self-aware.
- Be supported and encouraged.
- Listen and be listened to.
- Enjoy friendship.
- Foster the mentoring relationship.
- Learn how the organization works.
- Share critical knowledge.
- Be assisted in developing their careers.

A successful mentoring relationship can lead the mentee to a greater knowledge base and ability for deeper understanding. However, whilst guidance and support for the mentee is important, **it is key that the mentee understands that they are ultimately responsible for their own goals and career.** Successful mentees therefore:

- Want to be **active** in their development and see learning as a **continuing process**.
- Make **progress** (and **recognise** when the relationship is reaching its natural end).
- **Own** the process and so improve the quality of learning.

The mentor – “Wise and faithful, guide and counsellor.” A mentee should gain from a mentor’s experience through a period of guidance and support. The mentor will help the mentee by encouraging, showing, coaching, leading, and facilitating.



It should, however, be noted that expertise in a particular area does not necessarily make a good mentor. Mentoring requires utilization of many skills including:

- **Enthusiasm** – genuinely interested in the mentee and his/her concerns, needs and aspirations.
- **Openness** – prepared to share experience of similar issues, be honest about him/herself, be honest about the mentee.
- **Motivating & Encouraging** – able to channel the mentee’s energy into constructive change, new challenges and overcoming difficulties.
- **Empathic** – able to appreciate how the mentee thinks and feels.
- **A good listener** – able to focus on what the mentee is saying without their own thoughts crowding out the mentee’s words.
- **Positive in outlook** – able to appreciate the mentee’s point of view and see solutions.

Becoming a mentor and forging a successful relationship with a mentee will offer a personal reflection on his or her ability. It can be motivating, challenging and very rewarding.

At all times, the mentor must remember that the support mechanism offered through the scheme is complementary to other relationships, such as those with reporting officers and career managers. Consequently, at the preliminary meeting the mentor should discuss needs, get to know the mentee and agree terms

for the relationship. So much for the theory but, in practice, how has the scheme performed?

The RAF Mentoring Scheme – Review of Progress, 2006-2009

The initial process for rolling out the RAF Mentoring Scheme was relatively simple: prospective mentors/mentees registered their interest with the RAF Leadership Centre; mentors attended the initial one-day mentor training scheme; the RAF Leadership Centre assessed mentees’ perceived requirements and arranged the compatibility meeting with the prospective mentor(s). Assessing the success or otherwise of the ‘pairings’ has proved more difficult – the mentor/mentee relationship is, by its very nature, a confidential one which lies outside the formal reporting chains. Thus, for the most part, a lack of negative feedback/identified problems is interpreted as tacit acceptance that the various pairings have ‘worked’ successfully. However, in one or two instances we have received detailed ‘case studies’, the following extracts from one of which serves to demonstrate why a mentor may be sought and how such a relationship could and should work:

In 2007 I applied to be matched with a mentor through the RAF Leadership Centre. I decided I needed a mentor to help counter some vulnerabilities I felt I had:

- I was posted into a role I had received no training to do.*
- I was posted on acting promotion and didn’t know what would be expected of me in my new rank.*
- I had recently returned to work after six months off and was struggling to catch up on all the changes to regulations, etc.*
- I had no ‘support network’ of friends in similar roles that I could phone for advice.*

To be honest, I was so under-confident in my abilities that I was downright frightened of starting my new role! I therefore requested a mentor who would be of the same Branch, slightly more experienced and in the same role as me. I didn’t expect my allocated mentor to fit all three, but he did.

My Initial Expectations of the Mentor/Mentee Relationship

I hoped my mentor would be someone I could phone or email for advice, outside my chain of command. I hoped to be able to float ‘wacky’ ideas or risky courses-of-action past them, and they

would give me honest feedback on how they might work or stop me making a fool of myself. I wanted someone to act as a role model for what a new Sqn Ldr does or does not do.

My Later Expectations of the Relationship

When I considered what I needed in more detail, I realised that I didn't want my mentor to be an agony aunt, because I knew that I'd progress more quickly by taking risks and learning by my mistakes. I realised it was far more important that I was able to discuss and reflect on those mistakes with someone I trusted, who had my best interests in mind and who wouldn't use those mistakes against me in subsequent OJARs! I also needed my mentor to be honest with me and not 'spare my feelings'.

How the Relationship Worked in Reality

At our initial meeting, my mentor quizzed me on what I wanted from the relationship and we agreed between us how we would communicate, about what and how often. It was very much focussed on my needs and wishes as a mentee. We agreed it would suit our purposes best to meet a few times a year and for me to phone or email if I needed specific advice in the meantime. Although my mentor did give specific advice whenever I asked for it, mostly he acted like a 'reflecting board', allowing me to test out ideas and prompting me to consider different perspectives (and thereby make the decision myself). Once he did actually say "No, don't do that!" and stopped me making a blithering fool of myself, by sharing what he had done in a similar position.

In hindsight, I contacted him for advice far less than I thought I would – just knowing that his support was there at the end of the phone or email was actually what I needed most, to give me the confidence to just go ahead and do my job. I learned far more by making difficult decisions myself then picking them apart afterwards with my mentor, than by asking his advice immediately.

Taking the time out of work to reflect on my successes as well as failures helped me to develop as a snr offr, a sqn cdr and as a person. How many of us have the rapport and trust to be brutally honest and open raising or discussing our good points and weaknesses with our bosses, never mind gaining the coaching and encouragement from them necessary to improve? I gained all this from my mentor.

I firmly believe that my performance in post improved significantly as a result of the time my mentor invested in me. It also taught

me some very valuable reflective and self-analytical skills that I continue to use to good effect, so I am convinced of the value of the Mentor Scheme. I am also very wary of the damage that could potentially be caused by an untrained, if well-meaning, mentor. Therefore I consider it crucial that mentors are trained, specifically in communication and facilitation skills, so that they are able to teach their mentees how to reflect (if necessary) and self-develop.

So, the evidence from the end of course evaluation forms indicates that the training of mentors works in theory; the limited evidence which we have indicates that the theory works in practice. The main problem is therefore not one of quality but of quantity. Having successfully introduced a Service-wide Mentoring Scheme, the challenge now is to expand both its capacity and utilisation.

The RAF Mentoring Scheme – transition to expansion

From the start of the RAF Mentoring Scheme, the RAF Leadership Centre worked in partnership with an external company (International Training Service Ltd) to develop and deliver the mentoring training courses at RAF Cranwell to qualify RAF personnel as mentors. However, there are limits to the number of mentors this system could produce. Therefore, in consultation with the Training, Education & Development staffs in No 22 (Training) Group, it was agreed early in 2009 that it would be more productive and cost efficient for the training of mentors to be devolved to station level through the introduction of a 'Mentoring Instructors Course': the first course was run in October 2009 and the feedback was extremely positive. Now, on completion of the Course, qualified personnel are able to return to their Units, promote the scheme, and then deliver the one-day mentoring courses to would-be mentors. They are also required to act as Unit Points of Contact and provide a conduit to the Generic Education Training Centre for mentoring issues, but they are not expected to absorb any of the work for the overall running of the RAF Mentoring Scheme. Initially, the Mentoring Instructors Course has been pitched at Station Training Development Officers, but further expansion of the scheme should be possible in future by offering the Course to other personnel who have achieved an equivalent training/instructing qualification. In this way the springboard will be created for a significant increase in the number of mentors to be trained each year and, in turn, the number of mentees who can be served.

Another ongoing improvement is to enhance the administrative process of the RAF Mentoring Scheme through the development of an interactive mentor selection system. This will give mentees greater involvement in the selection of the mentor(s) who would best meet their needs, and it is hoped that a prototype system should be produced early in 2010.

Overall, the introduction of a voluntary RAF Mentoring Scheme can be seen as a success, with those who have participated in it having found the experience to be beneficial, be they mentees or mentors. The training and processes have proved to be robust, with no inherent weaknesses or failings having been identified. The review over the past year has examined how both capacity and participation can be increased in a measured and cost-effective manner, and the expansion of the scheme is now underway. Further information on joining the RAF Mentoring Scheme, as either a mentee or mentor, can be obtained from:

SO2 Ethos & Heritage (22TrgGp-GETC LC SO2 Ethos) – until February 2010	95751 8216 01400 268216
SO2 Leadership (22TrgGp-GETC LC SO2) – from February 2010	95751 6481 01400 266481
Admin Coord Support Services (22TrgGp-GETC Spt Admin E1)	95751 8100 01400 268100

Air Cadets...The Digital Age – Leading The Revolution

Mrs Parker Housby, Head of Media & Comms Headquarters Air Cadets

Engagement with stakeholders has taken on a new dimension and marketers in particular must get SMART to the new hi-tech game of reaching target audiences; however, not since World War II, when Warner Brothers used film to recruit, has the Air Cadet machine been so finely tuned and the impact of globalisation factored so greatly on a traditionally parochial business.

Introduction

Eye-tracking has long been used in retail to ensure maximum sales of fresh produce and merchandise but in the Air Cadets its use is a new phenomenon...

This year the hi-tech mode of analysing the focus of an individual's gaze has been fully deployed to hone and verify the development of the Air Cadet Organisation's new state of the art website – raf.mod.uk/aircadets.

The stakes are high in this competitive youth market place and never in the history of communication has the process of engagement with stakeholders proved so exacting, but that is the world we now live in and to keep its enviable position in the youth organisation market place eye-tracking and similar techniques are imperative.

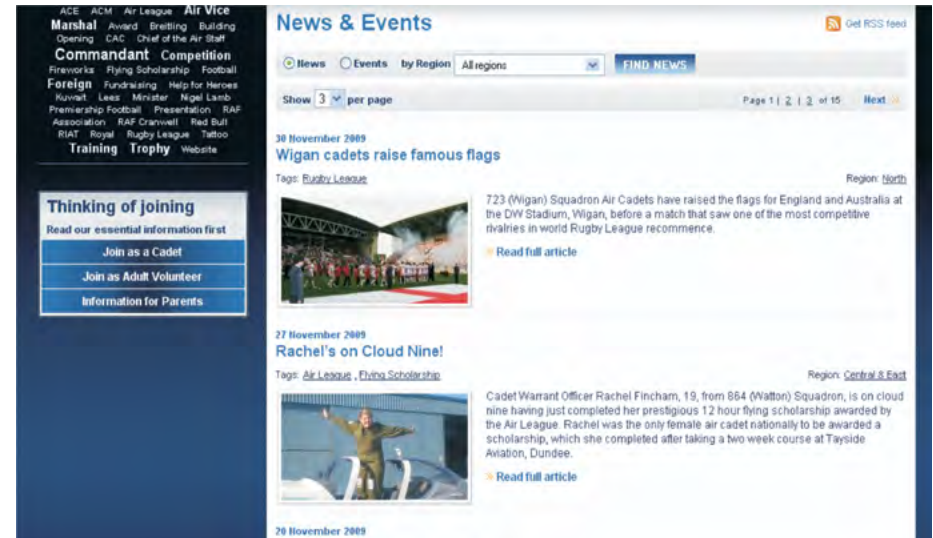


Put simply, the development of any website has to fight against the 'marketing noise' created by other organisations in the battle to capture audience attention. All of the key messaging² in the world is not going to crack it if we cannot achieve the latter and nobody stays on the website for more than three seconds because the design and functionality fail its users.

Hence eye-tracking – using a camera and infrared lights shone onto the viewer's face, marking the pupils and shining reflections off of the cornea of his/her eyes. The camera picked up this detail and with some very fancy mathematics calculated where the person was looking on the display.³

The results of the testing on the new Air Cadet website were critically analysed in tandem with functionality and usability test results conducted on cadets, volunteers and with individuals in the target audience quite literally plucked off the streets to "give their view" and test the system.

If the layout and design concept is right then navigation is easy. Many arguments surround the theory of Gombrich's flow of information⁴ but generally there is a tendency to ensure the right hand of the page has critical marketing information – hence that is where the ACO has its vital 'Join Us' recruitment promotion panel whilst the left hand traditionally retains the menus. Gombrich ventured that active listening means ignoring the noise and the same is true of other senses, such as sight and thus the concept of design. This is endorsed by J J Gibson who said that "an eye is an organ



1. (www.imnewswatch.com/archives/.../marketing_noise.html).
2. (www.lupinworks.com/roche/page/keyMessages.php).

3. www.thinkeye-tracking.com.
4. E H Gombrich, Art & Illusion, A study in the Psychology of Pictorial Representation, Phaidon, 2002.

for exploring an optic array” but how we perceive what we see is shaped by our own position in viewing it. Without doubt that is also shaped by cultural diversity.⁵

The new Air Cadets website was born out of 12 months of in-depth research, development and refinement with the ACO Media & Communications team working alongside the Central Office of Information’s (COI) dedicated RAF team and LIDA (Saatchi & Saatchi) and Binary Vision, two tried and tested agencies.

Valuable research ensured that the correct information architecture and content plan and the final phase of testing was carried out by a usability specialist company, Bunnyfoot, using eye-tracking.

Mr Paul Taylor of COI said: “The website not only informs but allows the organisation and potential recruits to ‘share the challenge’. This has been achieved by allowing individual squadrons to generate the content that appears on the website. Squadrons create films, slideshows and photography and can upload these to the social networks. The webmaster Ashley Nettleton can then double check the integrity of the content, and once approved the new website pulls this content directly onto the site.”

Ensuring cadets and volunteers were thoroughly consulted was imperative in the build process. Social scientist Dr John McCarthy (LIDA) posted three designs on Bebo and waited for a reaction. Within three days an overwhelming response of 750 returns was received, more than anyone could have anticipated and indicated that 85 per cent had voted for design Number One which has a cutting edge ‘rip/tear’ design and a revolving video carousel on the home page linking straight into YouTube...

Equal importance was given to recruitment and retention – there is no point in recruiting new people if you lose the battle because you simply cannot hold onto them, thus the website had to carry innovative features and feel aesthetically pleasing⁶ to be capable of bringing surfers back time and again and empowering youngsters to show their flare as video directors.

The revolving carousel proved pivotal and as the ‘piece de resistance’ of the site cadets and volunteers have been locked into posting their vodcasts on a platform for approval by the webmaster.



The Pantechnicon.

Dr Gary Small, a US neuroscientist, is well documented for his views on how technology is changing our lives and he believes it is also changing our brains as Generation Y in particular spend hours daily ‘connected’ this strengthens brain pathways at the expense of others⁷ but these are the leaders of the future so engaging with them is critical. People connect like never before and naturally they also publish freely to local, regional and global audiences.⁸

As technology changes and since the advent of MOD websites a decade ago there has been an upward swerve of learning, debate and advancement in online activity, so does language.

In every respect the evolution of language has taken quantum leap forward with the technological revolution.⁹ Texting has added to the frenzy as youngsters in particular ‘thumb’ in a dictionary of words and abbreviation known only to their own ‘tribe’¹⁰. Of course, keying into the tribal language means understanding the audience and the all important engagement.

So as Service writing is appropriate in the Service, text talk is appropriate for texting...the language for the website had to bridge the gap...with Kerry Boczko at COI setting the tone.

Kerry – like most qualified journalists – is a firm believer in plain English but the tone changes with the audience so the text for the ACO is fresh and breezy with a matey slant.

Any youngster might say she was flatroofin to make it lush and quality (working hard to make it excellent). Check out the urbandictionary.com but remember some of the terminology may make the most hardened lexicographer blush!

Whilst the ACO cannot have a website or a recruitment campaign based solely on urban speak it can at least be conscious enough to understand the nuances of language used daily by its target audience and perhaps pick up on some of that, hence thumb (text) me the link...

Enter The Pantechnicon

Whilst cyber world captures many new recruits there is nothing like getting your hands on a real life flight simulator – so enter the Pantechnicon or Air Cadet Engagement Platform (ACE Platform) – sponsored by the RAF Charitable Trust (RAF CT) to the tune of £90,000. This ‘trailer’ is packed with flight simulators and aviation games enabling visitors to experience flying everything from a Red Arrows Hawk to a Hercules. In addition to the inevitable deployment of the platform at air shows and larger events throughout the UK it can also be used for strategic engagement of recruits and influencers. Further, the RAF CT has now agreed to fund another two platforms bringing the total investment to £280,000.

In tandem with bright, modern and effectively branded marquees and a range of display boards each ATC region now has a fighting chance of capturing some of the audience in a difficult economic climate.

Maintaining the Air Cadet’s fine reputation is not difficult with the fine work executed every week by young cadets and volunteers in communities across the UK but complacency isn’t an option either. As the new website and Pantechnicon roll out, the ACO is working hard with COI to develop the next level of interface and if COI is right then mobile browsing is about to soar.

We may well be bombarded with advertising on our televisions, on radio and as we surf the web but until now mobile phone has been a very personal domain – off limits to most advertisers. But with initiatives from major phone suppliers and the likes of

5. <http://ascilite.org.au/ajet/ajet16/mcloughlin/html>.

6. <http://lite.mst.edu/documents/LITE-2003-04.pdf>.

7. Daniel Sieberg, Is Generation Y Too Hooked on Tronics?, CBS News.com.

8. www.practicalparticipation.co.uk/yes.

9. Richard A Lanham, The Electronic Word: Literary Study and the Digital Revolution, <http://jstor.org/pss/469101>.

10. http://www.cea-ace.ca/media/CLIFFORD_spring05.pdf.

Google it could be that before long advertising will target the mobile phones of target audiences.¹¹ The ACO does provide an RSS feed facility off its website to keep readers updated with automatic updates on news¹² but with mobile phone providers racing to provide applications and platforms to carry advertising for mobile phone ads to target individuals on the go, use we can almost guarantee that the next revolution in marketing will change the way we advertise for ever.¹³ And for the consumer, change the way they receive our marketing.

What is, of course, appropriate for some advertisers is not necessarily acceptable for the Air Cadets as part of the RAF but it appears some phone providers may well reduce the price of phones for customers if they sign up to accepting advertising. Alternatively, if sold as a package with games and applications advertising would be an intrinsic part of the deal.

Mr Taylor said: *"Mobile is the next big thing. It's all about convergence of technologies into a unified portable system. So having your browsing, social networking and applications all available on one mobile phone in your pocket – availability and freedom to roam is key."*

Commandant Air Cadets, Air Commodore Ian Stewart believes the organisation has to move with the times and having previously worked at the RAF Initial Officer Training he is an advocate of technological change.

"We simply cannot expect to compete in the market place unless we keep at the forefront of the technological revolution and I am proud to be a part of this and to know that we have embraced change and are riding the wave of truly ground breaking communications initiatives."

Whatever the future holds for the Air Cadets and its engagement and marketing strategies one thing is for sure – we have joined the revolution so strap in - it's only going to get more exciting...



Training continues on the simulator.



Success!

Air Commodore Stewart, Commandant ACO, speaking to cadets.



11. Mark Sweney, Mobile Marketing, guardian.co.uk.

12. bbcnews/help/rss.

13. DailyDOOH/blogarchive/mobilephoneadvertising.

Good People in RECRUITING to Recruit Good People

Group Captain Bruce, Group Captain Recruiting



Group Captain Gordon Bruce at the controls of a new recruiting attraction – the Typhoon cockpit.

The Longest Running Op in the RAF

Those who read last year's report on the 'transformational change' in Recruiting, could be forgiven for thinking that this year would revert to business as usual. However, whether you are a devotee of Kotter's 'Leadership of Change' or a graduate of the 'university of life', you'll understand that the only constant is 'change'. As the longest running continuous 'operation' in the RAF – training started on Day 2 – Recruiting has again seen tremendous results in 2009. Whilst the Recession will have influenced this, our margin of success, beyond that of the other two Services, is testimony to the award winning recruitment marketing strategy delivered by the Inspectorate of Recruiting.

Recruiting the Future RAF

To put my business into context, within 3-years we will have recruited a third of the total strength of the RAF. Clearly, this amount of 'new blood' has various implications for the Service, but does an annual turnover of 8-10% of our personnel represent a retention problem or a new datum for any organisation in the early 21st century? I would contend it is the latter. Whilst I do not mean to belittle the excellent initiatives to improve retention, there

is a clear linkage between the economic climate and retention in the Service. With the currently benign employment market in the UK, it is unsurprising that 'outflow' from the Service is greatly reduced. At the same time, recruiting is buoyant. As a consequence, achieving full manning for the Service is within our reach. With this goal in sight, learning the lessons of the past, we are at pains not to turn-off the recruiting tap and the associated training pipeline.

Brand Profile

A consistent, sustained and comprehensive campaign has been my mantra from the outset of this appointment. However, this aspiration is no different to any other established 'brand', and whilst one might balk at the notion of classifying the RAF in such terms, my premise is based on careful research over the last year.

When we investigated how people develop their attitudes toward potential employers, it became clear that we could compare the process to certain aspects of consumer buying behaviour. When a candidate considers joining a company, the decision making process is analogous to a purchasing decision. In fact, people go through specific 'pre-sales' and 'sales' phases. Armed with this appreciation, we have delivered an award winning marketing and recruitment campaign. Whilst these national awards are gratifying, it is the achievement of our exacting targets and uncompromising standards that is true testimony to our approach.

Generation Game

Generation Y – those born after 1980 – are the primary target audience for today's recruitment activity. When seeking employment, they are focused on the job and potential career prospects, but they're also concerned about future colleagues,



Actor John Barrowman presents Group Captain Bruce with the CIPD Award for recruiting excellence. Typhoon F1.



the working environment and the larger social purpose and role of the organisation. This has influenced our latest advertising campaign, where we enthuse people to “Be Part of the Story”. If the immediate response to these adverts is anything to go by, this marketing strategy has hit the right note. Other characteristics of Generation Y that influence recruitment include:

- Steeped in technology & best prepared for globalisation, friends are not on the same street they are on the other side of the world.
- A generation that doesn’t want to make trade-offs, they want it all.
- Expect to be listened to and given recognition for their contributions, regardless of inexperience.



Spot the real aircraft at the RAF Waddington air show – all four are replicas used by lofR to pull the crowds in.

- High energy and confident but demanding, impatient and bad at communicating.
- Poor spelling and grammar and no understanding of appropriate corporate behaviours.
- Short-term career horizons with expectation of training and development.

These traits represent opportunities for the Service as well as challenges. Of particular note is the last point: “short-term career horizons”. Whilst the current economic climate will develop this generation’s appreciation of the value of job stability/security and even a pension, we should be in no doubt that the concept of vocational employment no longer exists in modern society, with perhaps the exception of the church, albeit even this is debateable.

Recognition of the Armed Forces in Society

Whilst modern marketing techniques play a crucial role in recruiting, there is no substitute for face-to-face engagement. The innovation of the recruiting teams, to raise awareness of the Royal Air Force, is remarkable; from the traditional airshows and large public events, through to school visits and youth sport. Throughout these nation-wide activities, there is palpable warmth towards the Service. A sense of respect, bordering on admiration, is evident from a growing recognition of the Armed Forces in society. Clearly, this standing cannot be taken for granted and its implications extend far beyond recruiting. It is with this inclusivity in mind that our new television advertisements are designed to appeal to a much wider audience than before. Using real-life stories of those serving in the RAF, the adverts demonstrate our range of activities and the opportunities that we offer our personnel. For the first time, these adverts also highlight the RAF Reserves; with 20 squadrons across the country, we are explaining to individuals and their employers the value of joining the Reserves. At the other end of the spectrum, we are also reaping the rewards of a strong link with the cadet force – over 20% of this year’s recruits are ex-cadets.

With a Defence Review on 2010, we will face further change in the demands placed upon recruiting. Given the calibre of those involved with recruiting and the investment of recent years, I have every confidence in the agility of the Inspectorate of Recruiting to grasp this challenge.



RAF Balloon.



Ethics? Is That Near Sussex?

Mr Lee, Lecturer, King's College London at the Royal Air Force College

Picture the scene. It is a pleasant social occasion, the gentle clinking of glasses, an exquisite meal, and the ebb and flow of polite conversation. Or more realistically, a stack of chilled tins, 10 year-olds trying to sneak a drink of mum's white wine that could easily double as vinegar for the chips, and a barbecue where fingers and thumbs are more thoroughly cooked than the chicken wings. Then, inevitably, comes the fateful question: "So Pete, what's your job?" Knowing what is about to happen I lower my voice and whisper my reply, "I teach ethics of war at the RAF College."

Then it happens. Everyone in the vicinity stops talking. Children stop their screaming, dogs stop barking, sausages stop sizzling, the 10 year-olds take advantage of the unexpected distraction to sneak another drink of mum's white vinegar, and if tumbleweed existed in Lincolnshire it would gently roll through the area while the gun-slingers got ready for their shoot-out. Then come the replies. The resident comedian – and there is always one in residence – usually gets in first with, "Ethics? Is that near Sussex?" Because I am a polite individual and feel guilty about having ruined the party, I laugh like I've never heard this great witticism before, all the while wondering what barbecued face would smell like.

Next up is the old, bold, Cold –Warrior who loudly proclaims, "Ethics of war!!! They've all gone soft. There was no ethics in my day. War is war and that's the end of it – you do what you have to do!!!" This is accompanied by a raising of his glass above his head in triumph as he proclaims victory against any and all arguments. At this point I start to feel even worse, especially if the triumphant Cold War veteran is my host. However, I never feel so bad that I can't make a response, something along the lines of, "So, you'd be happy to capture your enemy's family, order the rape of the women and blind the children with cigar stubs!?"

"Don't be ridiculous," is the normal reaction, followed by something like, "we British don't do that sort of thing!" "In other words, you have ethical standards, you just haven't thought what they might be."

A serious conversation then follows, which is only appropriate, because war is a serious business and the ethics of war is concerned with questions about why countries go to war, and how those wars should be fought. My interest in the ethics of war came about during the second Iraq war which, if you remember, President Bush told us we had won back on the 31 May 2003. Of course, like everyone else I had discussed in advance whether or not the 'Coalition of the Willing' should go to war with Iraq over weapons of mass destruction. (Answer at that time: No, because he hadn't done anything to the UK and couldn't be linked to 9/11, Al-Qaeda or any other terrorist group. He couldn't reach us with a missile even if he had WMD, which was increasingly unlikely. And if we cared so much about the suffering Iraqis why did we do nothing when he gassed the Kurds in 1988, or brutally put down the Iraqi Marsh Arabs in 1991 after the war for Kuwait.)

At the time I was a serving RAF chaplain and a couple of weeks after the invasion in 2003 I found myself at RAF Akrotiri in Cyprus primarily as hospital chaplain to the battlefield casualties who had been airlifted from Iraq, hundreds of miles away. As the doctors and nurses treated the various wounds and injuries, I spent many hours with individuals whose lives had just changed forever. It was mainly soldiers and among them were those who had lost limbs, or could no longer recognise their own reflection in a mirror. Almost every conversation got round to the questions, "Why are we fighting?" and, "Should we even be there?"

I felt spectacularly ignorant. On the one hand there is little of comfort you can say to someone who has lost a limb and who faces going back home to see the wife he married only a week before deploying. On the other hand, people



Iraqi POWs from Gulf War I - IWM GLF401.



WWII Prisoners of War - IWM BF375.

in hospitals have many hours to think and talk and I wanted to at least be aware of what the ethics of war issues were, even if I didn't have any answers. So I started reading and haven't stopped to this day. I have not discovered all of the answers but I am sure I at least know a few of the right questions.

When I started reading in earnest my attention focused on what is called the Just War tradition, which I admit does sound a bit like a contradiction in terms. However, since the time of the ancient Greeks, and for just as long in other parts of the world with ancient cultures, people have wrestled with questions of when it was right to go to war, and how those wars should be fought. And these are ethical questions because ethics is concerned with how we should live and how we make the right choices. As far as Just War is concerned, the whole point is to preserve human life by only going to war for the most important of reasons, and fighting those wars in ways that will reduce the suffering of the innocent. Over many centuries, two lists of criteria emerged. The first list – grandly entitled *jus ad bellum*, which I always hope makes me sound more knowledgeable than I am – is concerned with justice in going to war, or going to war for the right reasons. These include going to war only for a just cause (such as self-defence), with a right intention (to reduce the suffering of the innocent or to right a wrong), as a last resort, with a good probability of success (to avoid a mass collective suicide and thereby unnecessary deaths), and with legitimate authority (a bunch of football hooligans declaring war on France does not count). As Augustine put it 1500 years ago, we go to war to achieve a better state of peace, so the good that war achieves should ultimately outweigh the evil that is done in the process.

The second important list is referred to as *jus in bello* – justice during war – which describes how wars should be fought, and completes the full extent of my Latin vocabulary. This refers to proportionality (using the right level of force to do whatever is militarily necessary, for example, not destroying an entire town for the sake of killing one specific individual), discrimination (killing combatants and leaving civilians unharmed), and doing nothing that is evil in itself, such as using poison gasses. You only have to look at these lists to realise that no war is ever likely to be perfectly just, even if you accept these arguments in the first place. Applying the *jus ad bellum* list to Iraq may well make us feel more uncomfortable than we already do about that particular venture. Just War encourages people and governments to think long and hard about why they are going to war and try to satisfy each of the criteria as far as they possibly can. Not only that, once war begins, combatants should do as much as they can to preserve the lives of non-combatants, even where that means increased risk to themselves, and avoid as far as possible what we euphemistically call 'collateral damage'. We don't show restraint because we are soft, or because we are not willing to do what it takes to win. I would argue that we show restraint because human lives are valuable and the innocent in particular should be protected. We should fight well because I remember the feeling of shame the day the photographs emerged of Iraqi prisoners being beaten by

British soldiers. And we should fight honourably because if in the course of winning a battle we sacrifice the values and freedoms that our grandfathers and great-grandfathers fought and died for, then ultimately we lose whatever it is we are trying to defend.

These are big issues, serious issues, and it is my job not only to wrestle with them myself but to encourage every cadet who comes through RAF College Cranwell to do the same. And we don't stop there. We also show how these Just War arguments have shaped International Law over the last century and more, in the Geneva and Hague Conventions, in the United Nations Charter, and in recent treaties aimed at ending the use of landmines and cluster munitions, for example. And lastly, our most recent addition to the syllabus looks at air power and the environment, the damage that has been done in the past and the legacy for the future. Just as we value human life, so societies are increasingly recognising the value of the environment on which we all depend, reinforcing the idea that we should only go to war for the most important of reasons, and weighing up military necessity with the long-term damage we can do.

At this point, everyone at the party has usually fallen asleep so I can sneak out, grab a fresh tin of Coke, and stick another burger on the barbecue. Ethics? No, not near Sussex – here at Cranwell.



Prisoners of War finally freed - IWM CF712.

Personal Recollections of IOT Course 16 Along With Recommendations of How to be Successful

Officer Cadet Babalola, B Squadron, OACTU, Belize Defence Force

My name is Mark Babalola. I represented Belize Defence Force on Initial Officer Training Course 16. This article is my personal recollection of a worthy journey through Initial Officer Training. The aim is to provide potential international and national cadets whose dream is to get commissioned at RAF College Cranwell an insight of what to expect. Furthermore, this article will provide valuable information and recommendations of how to be successful throughout the Course.

On the 16 March 2009, I stepped off British Airways at Heathrow Airport – my destination RAF College Cranwell. This was a dream come true. I had been longing for this Course ever since I became a member of the Belize Defence Force Air Cadet Corp (BDFACC) in the summer of 2006. The retired Brigadier General Lloyd Gillette initiated BDFACC in order to promote aviation interest in Belize. I would not have been here if it had not been for that vision becoming a reality. The College was the first Military Air Force College in the world; this was enough for me to have remained consistent in my goal of coming to the College.

I arrived at Grantham after a long train ride from Heathrow Airport. Once at Grantham, I made a call to my point of contact in order to be picked up. One thing I did not realize was my visit was prepared for in advance; transportation was already on standby

The standards expected for inspection.



for me along with other potential officer cadets who were heading to the College. The administration care of my arrival was handled very diligently.

When I arrived at RAF Cranwell I met my point of contact and the other two international cadets, Al-Harthy and Al-Wahshi, who were from the Oman Air Force. From there on, our induction week started. The induction week comprised of several activities. During that week we got a tour of the Station and met Wing Commander Allport who is the Commanding Officer of the International Training Office. Wing Commander Allport gave us a general overview of what to expect during the Course. In addition, he made us feel welcome to a new community and offered us advice on how to cope with things during the Course. I personally appreciated the honesty portrayed toward us during the initial brief and have maintained communication with Wing Commander Allport throughout my time at Cranwell. The first impression I received made me very comfortable to approach him with any problem.

The induction week was a huge advantage from my perspective. Techniques for getting our kit sorted were shown to us over and over again by our host. There was no excuse to have not understood anything we were shown throughout that week. There were only three of us compared to a hundred plus cadets the

Can you spot the cadets?



following week when Initial Officer Training Course 16 started. As a result of the techniques shown during our induction week and by our Squadron staff, I managed to avoid restrictions! The other reasons the induction week was an advantage was all the other 'admin' we had an opportunity to sort out – all three of us had collected all our kit and were taken to Grantham to purchase mobile phones, toiletries, stationery and cleaning materials which were essential to get our room up to inspection standards.

Flight staff and cadets.





Officer Cadet Stewart on his way to a record for the Orange Dash.

On 23 March 2009, IOT 16 under B Squadron started with approximately 130 officer cadets. The Course resulted in forming four flights. Initially, our Squadron Commander was Major Wilkins who was the Army Exchange Officer. He was a very influential Commander who always conveyed the reality about the journey we were all on. He made it clear from the start that the road was not going to be easy but despite that, it was achievable. The Deputy Squadron Commander was Flight Lieutenant Scott. By the end of second term, Flight Lieutenant Scott took over as Squadron Commander and Flight Lieutenant Robson became the Deputy Squadron Commander. The structure is very easy to understand. B Squadron is comprised of one Squadron Commander, one Deputy Squadron Commander, four Flight Commanders and four Deputy Flight Commanders.

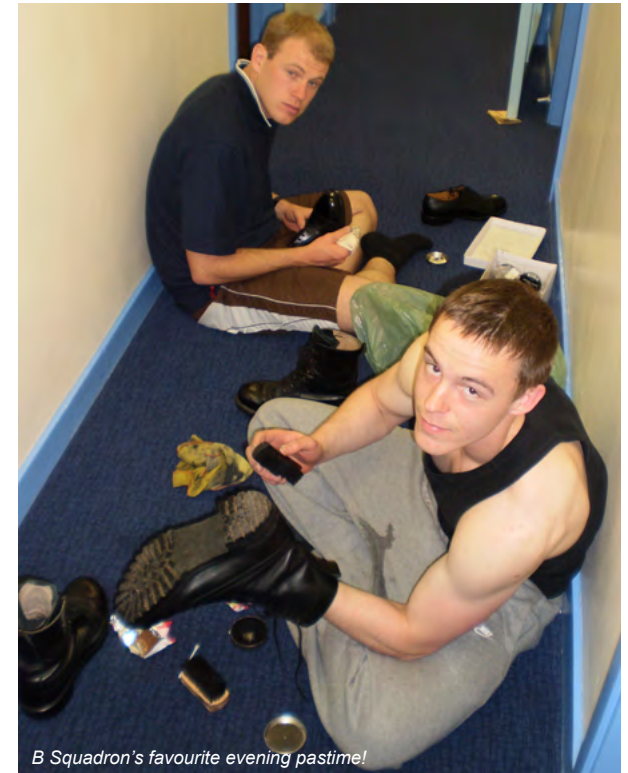
A Flight was “my family to be” for the next 32 weeks. Flight Lieutenant Sheppard and Flight Sergeant Sinclair were my Flight Staff; they nurtured me throughout the Course along with other staff members. I would not have made it through the Course without their support. I must stress that it is very important to keep your Flight Staff informed; doing so will enable them to know where you are struggling and as a result they will be able to help where necessary. My other fellow international cadets went to their respective flights. Officer Cadet Al-Harty went to C Flight and Officer Cadet Al-Wahshi went to D Flight.

I was fortunate to be in A Flight from the start. A Flight won the Squadron’s drill competition in Term One. Furthermore, A Flight had Officer Cadet Stewart who was the fastest runner in OACTU. He even managed to set the new record for the Orange Dash at the Inter-Squadron Sports Competition during Term One. Furthermore, he won the Inter-Squadron Sports Cross Country on four occasions. He was the only male on our course to score 300 points on his fitness test. In addition to this, we had Officer Cadet Woodcock who is a member of the Royal Air Force Rugby Team. During the last week in Term Two, he represented the RAF in the International Sevens Tournament held in Denmark. All members of A Flight bonded together very well from the very start.

A lot of cadets found Term One physically and mentally demanding. Our Flight lost two credible cadets due to injury. I was at an advantage due to my Basic Training background. I was used to less sleep, bulling shoes, polishing boots, drill, ironing, block jobs and constant muscle soreness as a result of daily physical education. One thing worth mentioning at this point was how the ex-serving airmen helped a lot of cadets who had no form of military experience. Even though the Flight Sergeants helped with extra lessons, having the ex-serving airmen to aid at any given time made progress easier for a lot of cadets.

During the first five weeks of Term One we spent the bulk of our time with the Regiment Training Flight, Training Support Flight, Leadership Training Squadron and the Physical Education Squadron. Regiment Training Flight is responsible for providing Initial Ground Defence Trg (IGDT) for all IOT cadets, including instruction in First Aid, Weapon Training, CBRN, and Skill at Arms, Recuperation and Live Firing. Training Support Flight instructors were responsible for teaching Land Navigation skills, and for developing the cadets’ personal standards regarding their uniforms, equipment and accommodation. All knowledge learned during these periods was put into practice during Fieldcraft Exercises also known as ‘Bivvy weekend’ at the end of Week 3. The Bivvy weekend was an introduction to the standards expected whenever in the field. In addition to that, we had a chance to practise all the navigation and personal care lessons that we were taught.

By Week 5, we had Ex STATIC which was designed to put all lessons learned in leadership to the test in the OASC Hanger. The rewarding aspect of this exercise was the introduction of Action Plans and group discussion. Each leader had to articulate an



B Squadron's favourite evening pastime!

Action Plan after he completed his lead. The Action Plan was an effective tool to help recognize what had gone wrong, what needs to be improved, and what plan the leader hopes to implement to make things better for future leads. Furthermore, as a result of the group discussion, several things that the leader might have overlooked could be voiced by his followers. This enables the follower to offer the leader advice that can assist in future leads. This technique was used throughout the exercises leading up to Exercise DECISIVE EDGE I. Additionally in Week 5, we had our first Initial Officer Training Fitness Assessment – the IOTFA – which is a ‘pass or get re-coursed’ assessment. The daily Physical Training sessions had boosted our fitness level.

Force Development Training Centre Fairbourne in Wales during Week 7 introduced me to an important self awareness tool known as Strength Deployment Inventory (SDI). SDI aided my performance throughout my time at Cranwell. The SDI is designed



The CBRN conga.

to help individuals identify their strengths in relating to their subordinates under two conditions. The conditions are firstly when everything is going well and secondly when they are faced with conflict. SDI can be used so that one's personal strength may be used to improve relationships with others. It is also an inventory for taking stock of motivational values (the basis for how you feel and act in different situations), and I recommend you grasp the understanding at the initial stage because it will help you to be successful in your leads. Having a basic knowledge of how your peers react during different situations will empower you to be able to deal with them effectively.

We concluded Term One with Ex Dynamic II. For the first time, we conducted a 3-day exercise off Cranwell grounds. The most important advice I have is always keep your personal admin squared away. Follow the instruction given by the Regiment Staff at Bivvy Weekend thoroughly, or else you will suffer the consequence at the most crucial time!

Operational Studies are taught in Term One, however the main bulk of the workload is delivered during Term Two. Air Power Studies (APS) are delivered by King's College London staff; Staff Studies are delivered by ex-Service lecturers that are in the RAF Reserves. I must admit that prior to coming to Cranwell I had no sound knowledge of Air Power or the detailed chronology of how the major wars transpired and I now have a sound foundation knowledge. My advice to all potential or present candidates out



A short rest before more activities.

there is put in the maximum effort at all times, avoid distraction during lectures and furthermore, do not hesitate to ask questions. Although I was new to the topics and style of teaching, I did manage to pass all my assessments. Therefore whether you are a foreign cadet or not, there is no excuse to fail!

In Term Two, Officer Cadet Falih from Iraq joined our Course. This resulted in a total of four international cadets. As I mentioned before, the vast majority of the Operational Studies occurs in Term Two. The first weekend after leave, we had Exercise MILAID. I viewed the Exercise as the most exciting exercise compared to all the previous exercises. I do not want to spoil the surprise for you. All I can do is, assure you if you put in the work, you will reap the benefit. Just keep in mind that 'field admin' is very important. You can only be effective if you are healthy!

Term Two was referred to by Flight Sergeant Sinclair as the pressure cooker. If your time is not managed properly, you can be a victim of the system. Whatever you volunteer for or are tasked with, always take time out to organize yourself! You will be surprised how quickly demands are made from all corners. It is up to you to deal with it in an orderly fashion that will suit your schedule. Term Two was indeed a pressure cooker; Flight Sergeant Sinclair was right after all! My Flight lost a total of five people due to failure on Exercise DECISIVE EDGE I (Ex DE I), one due to injury while on Ex DE I, and one more by the end of Term Two due to not meeting the required standard that would



The hazards of exercises.

Ex MILAID - who knows what we will find next.





Officer Cadet Babalola, bottom right, at Granttown-on-Spey.

Amport House.



enable him to progress. The demand is there and as I mentioned earlier, it is up to you, as potential leaders, to be able to deal with ambiguity because at some point in your career, that will arise! Be a team player in everything you do. Help others who are struggling whenever possible, I can guarantee that you are going to need them at some point further down the line!

Term Three flew by pretty quickly. We were all treated as Junior Officers. The daily mentoring and advising had ceased.



Cadets off on another mission.

Everyone was aware of the standard expected therefore there was no excuse for any mistake. "We were all given enough rope to hang ourselves". Basically the only thing stopping you from graduating at this stage is you! The way you present yourself, your actions and most of all, your attitude indicates a lot to the Staff. Weeks 2 to 5 of Term Three were the Carousel phase. The phase consisted of different activities such as Station Visits, Force Development Training at Granttown-on-Spey, Amport House for Care in Leadership training and the Basic Air Warfare Course taught in Trenchard Hall, Cranwell. The entire Squadron was split into four groups for the duration of the Carousel Phase. It seemed odd because it was the only time at this stage in our training that some of us got a chance to work with other members from different Flights. This bonding was necessary because each group consisted of personnel who will be working together in the same Expeditionary Air Wing (EAW) in the Combined Operation Centre (COC) when we deploy to RAF Syerston for Ex DE II in Week 7 of Term Three.

Each group visited selected RAF stations for a familiarization programme. The purpose of the visit was to get a basic understanding of how a Station operates, what life as an Officer in the wider Air Force is like and also to interact with serving personnel either commissioned or non-commissioned. I was overwhelmed with knowledge gained by the end of my group's visit to RAF Wittering. It was a great opportunity to have acquired

such information at first hand. The purpose of the training at Granttown-on-Spey was to practice Mission Command in a risk environment. One cadet was appointed as leader and they had a mission to complete and were able to dissect and disseminate the tasks within the group in order for the optimum performance to be achieved.

The visit to Amport House was very productive. There we undertook the Care in Leadership Course. The Course was geared to empowering us (potential officers) with skills that will help us to look after the wellbeing of our subordinates. We spent a lot of time listening because as an officer, it is a critical skill that will enable a leader to know what his or her subordinates is feeling and how the individual emotional state will affect his or her operational effectiveness. We concluded the Carousel with Basic Air Warfare Course. I truly enjoyed every bit of time I spent over at Trenchard Hall for the duration of the two weeks. I learnt a lot about the capability that the RAF brings to the table. Furthermore, the Estimate tool was reinforced to a comprehensive standard. The knowledge gained completely exceeded my initial expectations.

The next big challenge ahead was Ex DE II. What makes it more challenging was the fact that Term Three was responsible for the planning. Everyone had a role in the COC. Due to that role, there was a lot of planning sessions. I thought the operational studies were demanding in terms of personal allocated hours of reviewing

documents, however I found out otherwise. Term Three took me out of my comfort zone in terms of applying knowledge gained through my personal study. Even though mentors were available, large amounts of information had to be personally acquired and digested. Only through solid preparation can one be productive in the COC. B Squadron was known to execute good exercises and, as a result, everyone worked hard to maintain the standard of the Squadron. I fully enjoyed every bit of time I spent in the COC.

I have been blessed throughout my time at the RAF College. The weather could not have been better; all the exercises had good weather despite a few showers every once in a while and the personal kit provided was excellent. It is worth noting to make proper use of the layering system. There will be times especially in the night while on exercise when it will be very cold. That is when the layering system is very important and necessary in order to be protected. Only through proper maintenance will you be able to carry out your duties appropriately and concisely. It pays to be a team player no matter what situation you find yourself in. There will be times when you feel a bit down, I recommend you talk to your peers. There will always be someone who will be able to help you out directly or indirectly. Honesty is the best policy; that said, do not hesitate to seek assistance, whenever necessary.

Graduation is a couple days away and I cannot wait to be a commissioned officer. I have a long road ahead and I know for sure that I will be an effective leader who can be looked up to by others for inspiration. The training here at Cranwell has laid a solid foundation in my career and my intent is to maintain what has been instilled in me, and continue to grow. I hope by reading this concise article, you now have a better idea of what to look forward to. I would like to conclude with one of my famous phrases "Life is what you make of it, if you put in the work, most definitely will you reap the benefits. Opportunities exist, therefore, it is up to you as an individual to grab what you want and make the most of it!"



Sunrise on Ex DECISIVE EDGE.



Waiting to deploy on Ex DECISIVE EDGE.

A Day in the Life of a Recruit Training Squadron (RTS) Instructor

Corporal Duncan, Junior Non-Commissioned Officer, Beckett Intake, Recruit Training Squadron, RAF Halton

Prior to the arrival of the recruits on the Wednesday morning we are in work for two days beforehand to carry out arrival administration. This involves making pack-ups for every individual recruit (on average 130 per intake); ensuring each recruit has a serviceable bedspace and clean bedding. As we have a different set of barrack blocks for every course, it also gives us the chance to make any alterations to the barrack block that will house our recruits for the next nine weeks.

Ongoing kit inspections.



The 9-week basic training course is effectively split down into three modules and our role and working hours vary widely dependant on which stage of training the recruits are at.

Module One – Day 0 to Day 22

The first few days of this module act as a reception phase and largely involve us moving the recruits to various places around the station such as the Medical Centre and Clothing Stores, for essential RAF administration. Our first timing of the morning is usually 6.30am when we collect the recruits from their accommodation and take them to breakfast. We will ensure all timings are met throughout the day and usually finish around 6.30pm after marching the flight back from dinner. Our day is often extended due to welfare problems, as some recruits struggle to settle into a military environment.

After the first three days the recruits are given a little more responsibility and are collected from the Mess in the morning and dropped off in the evening, allowing them to march themselves, as a squad, to and from their accommodation. At this stage the recruits effectively begin to develop a daily routine and start to work as a team; this is particularly important in the barrack block environment to ensure that it is up to standard for morning inspections. The recruits have daily one hour Physical Education (PEd) sessions during this phase which we are encouraged to attend; in addition,

Rifle drill.



recruits also receive 19 General Service Knowledge lessons, nine drill lessons, various briefs, kit preparation lessons and various corrective training sessions for those who are struggling to grasp certain aspects of training. Recruits also have to pass a formal Day 21 Inspection, a drill check by the RAF Drill and Ceremonial section, a General Service Knowledge exam and show the requisite attitude to training during this module to be allowed to progress to Module Two. Flight senior recruits and room leaders are also allocated during this module who have the responsibility of ensuring tasks are allocated and carried out effectively throughout, whilst ensuring that flight staff are aware of any problems that are not obvious during the working day. Each recruit will receive individual feedback on their performance at the end of the module to ensure they have the opportunity for further personal development.

Module Two – Day 23 to Day 53

The recruits are now in the Initial Force Protection Training (IFPT) phase of the course. Normally we collect them from the Mess around 7.30am and march them to IFPT to start their day's training. Whilst the recruits are being trained by the IFPT staff, we have little interaction with them throughout the working day; during this time we inspect the domestic accommodation and any items of personal kit which they were instructed to present at the evening

Drill instruction in the Hangar.





Cadets being instructed on stretcher use.

brief of the previous day. We are often responsible for transiting them to and from PEd lessons, which they still receive on a daily basis. Each Intake takes on the role of duty driver for the first two weeks of this phase which involves various section duties. This includes moving any recruits PEd kit to and from IFPT, as recruits are not permitted to carry kit with them due to marching weight guidelines. Generally the recruits training day finishes around 5pm when we collect them and march them back to their barrack block. Every evening they are given an evening brief which details feedback on that day's inspection and what is expected of them between now and their next timing; we look to finish our working

day at around 6pm during this phase. At this stage, the recruits are given more responsibility and their overall level of teamwork starts to improve; more responsibility is placed on the senior man or woman, and the room leaders to ensure standards are met and maintained. Once they have successfully completed this phase they progress to Module Three of the course.

Module Three – Day 54 to Day 62

During this phase of training the recruits are given a great deal more responsibility and the approach to instruction at this stage is more in line with mission command. This allows the recruit to progress to becoming an effective airman or airwoman. At this stage, they still have several training objectives to meet so it is important that discipline is maintained. Each recruit still has to pass the RAF Fitness Test, successfully complete a Day 56 Inspection (conducted by an RTS Senior Non-Commissioned Officer), receive the basic arms drill package and show the

requisite attitude to become an effective member of the Royal Air Force. Our start time during this phase is around 8am and recruits are given timings to follow, marching themselves as a squad, to and from each session.

We finish work at around 5pm during this module, although several evenings will be spent giving extensive corrective training to those that are struggling to achieve the required standard of kit preparation; finishing work around 8pm is not uncommon. Once all training objectives are complete, the focus turns to the graduation parade and the intake is put through several graduation rehearsals. Each instructor is allocated a position of responsibility on the parade, so it is important we are familiar with the parade format and each role that may be required of us. Following several days of rehearsals, the recruits march onto the RTS parade square at 1.15pm on Day 62 of the Basic Training Course to the applause of their guests. It is an occasion that certainly makes the previous nine weeks of instruction all the more satisfying and worthwhile.



Day 62 pass out parade.

Rehabilitation, Administrative and Development Flight Staff Ride to Washington, D.C.

Officer Cadet Liron, Rehabilitation, Administrative and Development Flight, E Squadron



The Korean War memorial.

Earlier this year 25 cadets and six members of staff from E Squadron, Rehabilitation Administration and Development flight (RAD Flt) undertook a visit to Washington DC. RAD Flight staff and cadets had the opportunity to gain an insight into the diverse workings of modern international diplomacy, an overview of American military and aviation history and to experience American Culture first hand.

The busy week began with a navigation exercise around Washington's main attractions. Cadets were each given a leg to navigate and at the point of interest, others gave a 5-minute presentation about the history, meaning and importance of the site. The first port of call was the Lincoln Monument where RAD Flight were educated about the American Civil War and President Abraham Lincoln. This was followed by visits to the war memorials situated near the Lincoln Monument and further presentations were made at the Vietnam, Korean, World War I and World War II memorials.

After spending much time reflecting at the magnitude of the war memorials, the navigation exercise continued to the Washington Needle and the Natural History Museum where items ranging from the world's largest diamond to largest squid were on display. A short break was taken for lunch and before long, the Flight was outside the Capitol Building where they were informed about the history and architecture of the building, as well as the American political system. The day finished outside the grounds of the White House where the newly-elected President Obama was in residence (although not available personally to welcome RAD Flight to the States!)

The next day and a short metro ride away, the Flight arrived at the Pentagon. It was a blustery but pleasant day when the Flight arrived at the 9/11 memorial. This memorial garden was created to honour those who died within the Pentagon and those on American Airlines Flight 77 when it crashed on 11 September 2001. A tour of the building was then made with two Pentagon staff who explained the internal workings of the building, humanitarian relief provided by the United States of America and provided humorous stories of the Soviet interest in the hot dog stand during the Cold War.

Next, cadets and staff spent an entire day at the National Air and Space Museum. The museum itself housed many examples of modern aircraft and space technology including prototypes of early satellites and spacecraft. Cadets provided presentations on stands of interest which included Gemini 4 and Breitling Orbiter 3. However, perhaps most importantly, the museum is home to the original Wright Flyer, where the story of flight is told.

The final trip on the staff ride was to Arlington Cemetery where many thousands of American Servicemen and women are buried. On the cold, crisp day it was hard not to feel humbled by the vastness of the Cemetery. The Flight watched the changing of the guard at the crypt of the 'Unknown Soldiers', admiring the precision of the rifle drill and learning about the process

of the changing of the guard, in particular, that the 21 steps taken and 21 seconds spent facing the tomb illustrate a 21 gun salute, the highest honour given to any military personnel in America.

Whilst visiting the Arlington Cemetery, the Japanese Prime Minister was present to show his respect to those who fell against Japan during World War II and a 19-gun salute was issued by the Guard of Honour. Having watched the Guard of Honour conduct this, we were given a photographic opportunity with the soldiers and the chance to ask about military service in the United States, in particular, the Guard of Honour role defending the President.

A short walk away, RAD Flight congregated at the Iwo Jima Memorial where presentations were given about notable American Servicemen, commanders and the conflicts they played part in. A final group photograph was taken by Sergeant Dawson in front of the impressive and renowned bronze of four American soldiers raising the Stars and Stripes.

The entire Flight had a thoroughly enlightening, enjoyable time, particularly with Flight Sergeant Mallinson's rehabilitation sessions and many would like to return to Washington, D.C.



Graves at the Arlington National Cemetery.



The White House.



The Capitol Building by night.



A Squadron Short Courses

Officer Cadet Wroe, Specialist Entrant and Re-entrant Course, A Squadron

The Specialist Entrant and Re-entrant (SERE) course is the major commissioned element of A Squadron. Each course is 11 weeks in duration and starts during the OACTU leave period. Following the same outline as our main squadron counterparts the frenetic pace leaves no room for error and time is precious. Following arrival and attestation the training focuses on the development of cadets from being highly competent civilian professionals, into capable military individuals. The OACTU Fitness Assessment (OFA) is the first hurdle – held on day one – and failure results in being removed from course and placed on RAD Flight. The cadet will then undertake a period of intense physical training prior to returning to a later course, when their fitness has met the required standard. Officer cadets are in uniform from day two, and the arduous task of getting everything up to the required standard is helped by the careful guidance of the Flight Sergeant – there is no room for the feint hearted! Aided by organisational skills from previous life experiences and employment, we manage the stressful situations with self-discipline and plenty of immoral humour, often provided by the doctors, nurses and padres. By the end of Week 1 the weapon handling test has been passed, we have met the required standards of the OFA, know every inch of the Parade Square and have turned our bedrooms into a special place that glistens everywhere you look – something a mother would be proud of, yet where the Flight Sergeant will always find ‘areas for improvement’.

Following introductions to leadership theory and practical lessons, Airpower studies, a smattering of first aid, CBRN, more drill and definitely more Physical Education we undertake a weekend of freedom away from the College to undergo Practical Leadership Training in the Peak District. We discover where our strengths and weaknesses lie, learn to trust each other, and accept that working alongside the staff is not all that bad. Arriving back late on the Saturday, the evening is then spent preparing for the ‘Bivvy’ night, where more military skills are taught and then put in to practice with gourmet food al fresco and a night under the stars.

The exercise in Week 5 is Exercise Military Aid to the Civil Authorities, often shortened to Exercise MILAID, with scenarios to test the mettle of all. Previous counselling and analytical skills

come to the fore in enabling us to show what we are made of. However, the staff members still have the ability to ‘help’ rational professionals with years of leading medical and community-based teams become nervous amateurs. Long days on the training area cement all the previous teaching and allow for last minute alterations to varying styles that will all come to fruition in no more than two weeks at Exercise DECISIVE EDGE (DE). Harsh words aimed right between the eyes leave no room for mistakes and this is just from our peers during the post-lead review. This peer feedback is an essential element of the Course following on from the trust exercises; the criticism is constructive but often a difficult pill to swallow. As professionals we accept that the feedback is not personal and look at the perceptions of others to try and prevent reoccurrences in the all-encompassing leadership assessment that is DE.

A week of military field skills allows individuals the opportunity to practice and hone their Force Protection skills prior to deployment on Ex DE. Before all of this happens there is the one and only Ultimate Challenge – this means physical exertion, mental awareness and the guile to beat the main squadron! A whole morning of heavy battle PT culminates in the finishing run around the Orange showing how far we have come and how far we can push ourselves when we need to.

Ex DE is the main leadership exercise that tests individuals in all that they have learnt on course to date. Punishing days consisting of long shifts offer an insight in to the roles and responsibilities on an austere Deployed Operating Base (DOB). Success on our tested leads allows SERE cadets to be ‘fast tracked’ to Term Three and the Combined Operations Centre (COC); this is the heart of where the operation is run from. Undertaking the roles of an SO2 or SO3 we have our first insight into staff appointments, where our actions affect the troops on the ground and how the leads of others are played out. Liaisons with Host Nation forces and on-the-spot decisions show how the accumulation of training has enabled us as individuals to become military focussed, making the most of our military training as well as the abilities accumulated in our previous lives.

Post-Ex DE, the final two weeks focus on Graduation starting on the Tuesday of Week 9 when the results of the review board

are released indicating whether we have passed or are being re-coursed for further training. The popping of champagne corks delivers the confirmation for Graduation and the start of the drill phase in preparation for Graduation Parade. A formal Dining-In night sees us dined in to the RAF – this provides an opportunity to announce prize winners. For SERE the awards are the Daedalus and Chapman trophies.

On Graduation Day emotions run high as the culmination of all the hard work, training and effort from both students and staff comes to fruition. Standing on the Parade Ground, impeccably dressed we all feel the hairs raise on the back of our necks several times over, whether it be the flypast, first salute from the Flight Sergeants or the cheer as the doors close behind you; we have made it through Initial Officer Training and are ever closer to going on to do what we were trained to do out of uniform. The final and most poignant moment of the course is the Graduation Ball, and is highlighted at midnight when, gathered in the Rotunda of College Hall, the names of the Graduating Officers are read from the scroll. Everyone cheering everyone!

Learning a range of military skills; improvements in dress, bearing and deportment; greater self-control, confidence and conduct; improved teamwork, leadership and management – all are skills that we have developed, getting us ready for the next step. We remain professionals and are now, in addition, military professionals. The condensed nature of the Course has made us realise that we have achieved more than we believed we were capable of. Learning quickly we overcame the problems and enjoyed working with our main squadron counterparts proving we were just as capable and on occasions going beyond ‘just capable’ to dispel any myths that we were inadequate because our course was shorter. Although shorter, we have covered the important elements in our military training. That said we know we still have so much to learn, yet are confident in our abilities to deal with the experiences we are yet to undertake.

We have now taken the first steps in a long journey of development and learning from the foundations and history of the RAF to its future as equals to our main squadron counterparts striding forward together as professionals.

Youth Engagement – Why Me?

Squadron Leader Andrews, SO2 Youth Engagement

“And so Stu, welcome to Cranwell and enjoy your tour as OC Operations Squadron. Oh...and by the way, you're also going to be our SO2 Youth Engagement, thanks for volunteering!”

Such was my arrival interview with the Station Commander last December. Now, I don't know about you, but I don't consider myself to be an expert on 'youth'; for a start, I'm 25 years too old! But the more I looked into the role and understood my part, the more I realised the importance of getting this right. No longer do most families have a connection with the Armed Forces; diminishing numbers of the wartime generation, force reductions together with the legacy of the Northern Ireland troubles leading many Service personnel still to cover up uniform when in public, all lessen the Royal Air Force's profile amongst the general public and, in particular, the youth of today.

Does all of this matter, I hear you ask? Surely, the economic downturn and profile of the military campaigns in Iraq and Afghanistan means that the Armed Forces' Careers Offices are inundated with enquiries? This may be so, but the Royal Air Force needs to be in the race for talent in a competitive market. We need to recruit the right people, not just the right numbers. To do this, the very being of the Royal Air Force needs to be sown early in the minds of those who might later choose to join us. And what of those who may choose another career direction? It is a fact that all too few people know or understand the military; much of what they think is shaped by the media – and good news rarely makes the headlines. So our engagement activity is also designed to create a good impression of the Royal Air Force amongst tomorrow's captains of industry, teachers, lawyers, politicians and opinion-formers to name but a few. People that may, in years to come, view our cause fondly and from an informed perspective. Finally however, our engagement is not just done from a selfish perspective; much of what we do will never pay dividends directly to us. But our work with the likes of the Prince's Trust and the Young Offenders' Scheme makes a very clear contribution to the society in which we all live; a good thing indeed.

Chief amongst my early tasks as SO2 Youth Engagement was to establish a strategy and organisational framework. In the past, we have always 'done' youth engagement. However, often the activities were organised by hugely enthusiastic, but under-valued and disempowered people. Furthermore, activities have often overlapped, creating at best, inefficiencies, and at worst, missed opportunities. With this in-mind, RAF Cranwell's Youth Engagement Strategy is weighted heavily in favour of creating effect rather than just doing 'stuff'. Consequently, we are better focused on our goals and apportion our limited resources far more efficiently than was ever the case previously. Our organisation is split to cover five key areas: the Air Cadet Organisation, Scouts and Guides (and similar youth groups), Princes' Trust/Young Offenders, Primary School Liaison (including Young Enterprise) and, Secondary School Liaison (including Work Experience). The Working Group has a number of co-opted members to provide advice and assistance in areas such as Corporate Comms, policy & legislation, and, community development requirements. Special one-off projects are undertaken by a combination of personalities within the organisation, or, dependent upon complexity, by a separate project Team under the loose umbrella of SO2 Youth Engagement.

So what have we been doing? Space precludes me from waxing lyrical, but the following provides a flavour of the advances in our activities since the turn of the year:



Many different skills can be taught.



Youth engagement at local schools.

Work Experience. A modular approach to hosting 14-15 year olds (ops and support streams) which lightens the load on hosting sections while increasing the Station's hosting capacity 4-fold. Combined with a 700% increase in exposure to the array of sections/branches/trades on offer, our output has effectively risen by a massive 2800%.

Air Cadet Organisation. Already at capacity on hosting ATC camps, we have increased the Station's hosting capacity for 1-day visits and activities by around 35%. The Regional Activity Centre has proved to be a massive attraction while 7AEF together with 45(R) and 55(R) Squadrons have flown around 3000 cadets.



A captive audience.

Primary School Liaison. Now covering a footprint of 1300 square miles, the Team has delivered the Young Enterprise programme and a community based presentation/road show to more than 1000 children, an increase of 40%.

Prince's Trust. From a standing start in 2009, RAF Cranwell is now contributing 4% of the MOD's total Team Leader commitment to the Prince's Trust. Furthermore, RAF Cranwell is rapidly becoming a regional location of choice for developing team and self-confidence amongst the Programme's subjects.

Ethnic Minorities. Worked with the Generating Genius charity to encourage and develop under-privileged but talented boys

from diverse backgrounds to create a highly positive image of the RAF and generate a number of genuine expressions of interest in future RAF careers. An approximate 500% increase in ethnic Minority engagement.

Youth Proms Concert. Utilising the 'hallowed' turf of The Orange, the Station hosted 2000 Young People at an outdoor concert and 'meet the RAF' event, which combined musical talents of the RAF Music Service with the flying skills of the Red Arrows and the engagement skills of the RAF Recruiting Services Motivational Outreach teams and Armed Forces Careers Office. A huge success despite the summer rain; helping massively to take our

direct engagement figures for (non-ATC) 14-18 year olds beyond a 50% increase.

My task as SO2 Youth Engagement has been easy – for it has merely involved placing a light hand on the controls to gently steer the activity that was already going on. In some respects, it is difficult to judge what we have achieved – we sow today what we may yet reap in 5, 10 or 15 years time. But our passion for getting this right, combined with our organisational focus and top-level support bodes well for our investments in the next generation.

The Non-Commissioned Aircrew Initial Training Course

Aircrew Cadet Barratt and Aircrew Cadet Jones

What do you get when you incorporate the training of Aircrew and Air Traffic Control Cadets into a physically and mentally demanding 10-week course? The Non-Commissioned Aircrew Initial Training Course (NCAITC). An extremely intense Initial Training Course, NCAITC is designed to tutor, guide and subsequently produce the highest standard of Senior Non-Commissioned Officers (SNCOs), ready for professional training as Non-Commissioned Aircrew and Air Traffic Controllers.

To get an idea of the achievements over the last year of NCAITC there needs to be an understanding of the difficult nature of the Course and what it means to be able to employ any valuable spare time to work for others without any expectation of anything in return.

As potential SNCOs having the ability to lead is essential, and that is why the main focus of NCAITC is to develop leadership. During a SNCO's career one will always be required to operate as part of a team whether in the role of Aircrew or Air Traffic Controller. It is evident throughout the Course that no individual will pass alone; only working within a team will enable the cadet to graduate.

The highest standards will be required from the future NCA and ATC SNCOs throughout their career as they will be responsible for personnel as well as operating equipment worth millions of pounds. This point is made clear from the outset where importance is placed upon attention to detail, teamwork and leadership. Regardless of any previous experience, each cadet is required, from the outset, to take on the roles and responsibilities that would be expected of any SNCO.

NCAITC 240 completing a community project.



Weeks 2 and 3 of training cover the foundations of leadership that they need to develop throughout the Course and subsequently on into further specialised training. Initial leadership lessons progress quickly and start by considering the three elements that are to be controlled during leadership: task, team and individual. Together with leadership, team building is a key focus of NCAITC. The early stages of team building begin with finding common ground, which is usually in the form of banter between individuals. Through the sheer intensity of the Course this banter quickly develops into a level of trust which allows differences of opinion to surface. This does not necessarily mean the team are falling out, it just enables them to develop as a unit and realise one another's personalities, strengths and weaknesses in and out of their comfort zones.

As time progresses the strain of the Course begins to weigh heavily upon the shoulders of this fresh faced team. The pace of the course rapidly increases; cadets no longer simply need to understand the basics of leadership they now endeavour to ensure their team is adequately motivated and informed. This is practised regularly and rigorously through learning a precise briefing format which teaches an effective method of producing and delivering briefs. Once the initial leadership theory lessons are completed cadets are given the opportunity to develop the theory and put it into practice in the leadership hangar at the Officers and Aircrew Selection Centre (OASC). As this is only the early stage of leadership training, cadets are not expected to be perfect; however, the exercises

NCAITC 240 leaving no trolley unturned...



highlight key points for personal improvement. There are always opportunities for cadets to learn and they need to be willing to take on information at a very early stage in training.

As the weeks quickly progress there is still much to be taught and learned, including navigational techniques such as plotting co-ordinates, bearings and the correct calculation of distance. Intertwined in this there are four field exercises. In Week 4 the cadets draw on all they have learned and embark on their toughest leadership challenge yet – Initial Practical Leadership Training (IPLT). A cadet's confidence in their own abilities and knowledge is very important at this stage as training swiftly moves forward with two more non-assessed exercises in an extremely short space of time. The initial Ethos instilled in the cadets in the first stages of training begins to emerge; time keeping, team work, leadership and followership all begin to develop; hence the importance of implementing these from Day One of NCAITC.

After being provided with the necessary tools for success, cadets undertake their assessed exercise, Exercise Border Patrol. This draws upon every aspect of the training to date and means the responsibility for preparing and organising all aspects of the week-long Exercise are in the hands of the cadets, individually and as a team. Ex Border Patrol involves Flights who have progressed through the Course together, completing a variety of tasks and missions using the limited resources that are made available to them. Each cadet is given the opportunity to command at least two leads over a 4-day period. Under command of the leading cadet, the team are to complete a task utilising various methods of pine-pole technology and personal ingenuity!

The RAF promotes a responsibility towards the community within its boundaries and beyond; throughout the cadets' careers as potential SNCOs they will be encouraged, and be expected to encourage others, to assist the local communities and charities around their Station.

One of the attributes drawn upon during NCAITC is the ability and willingness to take on extra responsibility whilst under many other physical and mental pressures. Cadets are given the opportunity to take part in charity fundraising and project weekends; the aim of which being to instil in them the importance of having a community focus. The extent of this fundraising is left in the command of the cadets, with the assistance and full support of the Course Staff.

In the past year there have been many high achieving individuals and teams pass through NCAITC and into the RAF; the

achievements of every Course are highly commendable and greatly appreciated by the local community they assist. One of the achievements this year was Course 239 whose significant hard work and enthusiasm enabled them to raise money for three extremely worthy causes during their charity weekend in the latter stages of the Course, the Royal Air Force Association's Rothbury House, St Clement Danes Church and Help for Heroes. The cadets on this Course showed determination and the readiness to push themselves beyond what was expected from them; the challenge was to cycle the equivalent distance of Basrah, Iraq to Kandahar, Afghanistan on exercise bikes. Arriving at St.Marks Square, Lincoln, the 13 cadets showed great determination for the cause and managed to cycle 2678km in the first day, beating their original total of 1711km for the two days! The biking was not the only activity the Course was involved in during the weekend; they incorporated a lucky dip for children and a sale of merchandise for Help for Heroes and Battle of Britain Memorial Flight. The bare skin exposed during the bike challenge was also a major persuasion for the general public to become involved and donate their hard-earned cash. The Course managed to raise over £4000 during the weekend through generous donations from the general public. This achievement simply reflects the team's hard work and level of effort and enthusiasm portrayed to the general public, which lead to a fantastic amount of money being raised for three very worthy causes. The commendable, dedicated image portrayed by the Course amongst the general public was also invaluable.

Each Course passing through NCAITC is encouraged to raise as much money as they can whilst undertaking an extremely arduous course. This task is not compulsory but the efforts of every Course over the last year have been incredible. The general public are not wholly relied upon to raise the money; the cadets take responsibility for setting up their own schemes for raising funds such as charity auctions and fines for 'faux pas' throughout the Course, as you can imagine the latter raises a substantial amount on its own! Each and every cadet on the courses have been entirely willing to donate this money, with one cadet on NCAITC Course 238 paying £101.27 for the safe return of the course mascot, a stuffed monkey called Sgt Gibbon, who had been kidnapped and held to ransom. The cadets realise how important it is give back to the community in which they serve and with the money raised from the Course added to the total, NCAITC Course 239 raised a total of over £6500 in 10 weeks!



It is the team effort that is important, determining what can be achieved through hard work and the willingness to work as a team for a good cause.

Money is not the only thing the cadets contribute during their time on NCAITC; each course that passes through RAF Cranwell participate in one charity weekend and two more weekends where they provide their time and effort to help a worthy cause in the surrounding areas. In the past year NCAITC cadets have assisted at the Ravenshead Primary School near Nottingham, undertaking general maintenance duties in the surrounds and the painting of classrooms, offices and corridors. Course 239 spent a weekend in Northumberland completing work for guests and residents of Rothbury House. This is a facility that provides welfare breaks to members of the RAF family in need. Here windows and handrails were refurbished and replaced, and gardening duties undertaken. During the same visit eight cadets from the Course travelled to Northumberland National Park and planted 500 wildflowers.

Course 241 is the team of cadets currently going through NCAITC. We are in the process of creating an action plan to beat the records of the previous courses and raise even more money for some extremely worthy causes. As a Course we recognise the importance of helping others and with this mindset we are capable of achieving great things. Whether it is financial aid or valuable time donated, the courses of NCAITC will endeavour to help communities and charities make a significant difference to people's lives.

The Boarding Process from Our End of the Telescope

Squadron Leader Leech, Deputy President of the General Board, Officers and Aircrew Selection Centre (OASC)

The scene is a cocktail party at the Commandant's residence and a group of IOT cadets is talking to an officer from the OASC. There is a familiar line of questioning: 'How do you choose the current affairs questions?' 'Are all the exercises achievable in the given time?' 'Is there a CCTV camera in the Candidates' Mess?' Last year, Group Captain Tom McWilliams, then Group Captain OASC, wrote an analytical piece on the changes in the RAF and how these changes are reflected in the way we select individuals at the OASC. For this year's submission to the Journal, I wanted to tell the story of a typical OASC board, from its arrival

on Sunday to its departure on Wednesday, and explain some of our processes.

The first time the candidates meet one of the boarding officers (BOs) is when they are assembled for the arrival brief in the Candidates' Mess. Out of the 27 individuals booked on the board, one has failed to arrive; there are 26 left. This is an important first meeting because many of the candidates will have some fairly negative pre-conceived views of what is about to happen to them, mostly gleaned through folklore and various internet sites. It is our job to allay these perceptions and 'tell it how it is'.

Yes, they will be in a tough competition for a limited number of places and some will not be selected. However, they will learn a lot about themselves and may even find that they enjoy the OASC experience! What is important is that we try to manage expectation. They will only be able to rely so much on their own preparation for their visit here. So, we explain to them that, even if they believe they have the potential to become a future Chief of the Air Staff, they could still not be selected if they do not meet our stringent medical standards or if they do not possess the innate aptitude for their chosen branch.

On Monday morning they awake to face the first hurdle: the aptitude tests. Group Captain McWilliams comprehensively discussed the rationale behind these tests in last year's article. Suffice it to say that they can last from 0700 up to 1400 depending on the speed at which a candidate can work through them. Following completion of the tests, the results are immediately made available to the reviewing staff that must be prepared for a complete polarity of emotions. There can be relief and joy or desolation and tears. For those who have made the grade for their particular branch there is no issue; they are through to the next phase. For those who don't, there are some options open to us. They may have a second or third choice that they can still pursue or the erstwhile aspiring pilot may have an impressive aptitude score for Aerospace Battle Manager and may express an interest in that branch. For some, though, they will return home at this stage and the Reviewing Officer will chat through a range of options for them depending on their individual circumstance. They may try again the following year, they may consider another branch, they may apply for a university place, or may see if Easyjet are interested in them. Out of the 26 candidates, five are going home.

Within an hour, the remaining 21 have changed into the celebrated OASC denims and bibs. Imagine our delight some months ago when a Mr Sinclair was, purely by chance, given the C5 bib! They are arranged into four syndicates (3x5 and 1x6 in this case) and each syndicate is collected by one of the two boarding officers. The Exercise Phase (EP) has begun. Most of you reading this will remember the exercises from your time at the OASC. Space



A Discussion Exercise in the Hangar.

precludes a detailed description of each exercise but there are five of them: the Discussion, the Group Planning, the Leaderless, the Command Situations and the Individual Planning. They are a good balance of the theoretical and the practical but are mere vehicles against which we measure candidates' competencies. Essentially, we are selecting against likely success on IOT so there are five competencies we look for: confidence and resilience, oral communications, influence, problem solving and teamwork. If they can demonstrate reasonable levels of behaviour in all of these competencies, they will be eminently selectable.

The candidates are assessed against the Behaviourally-anchored Rating Scale (BARS). This is a series of word pictures describing behaviours for each of the competencies and allocating a score to match: 1 (Weak), 2 (Requires Development), 3 (Acceptable) and 4 (Good). During each exercise, for each attribute, the BOs must determine which score is awarded to a candidate. Here, for instance are the descriptors for oral communications (weak and good).

1 - WEAK	4 - GOOD
Delivery: Poor projection. Shouts at inappropriate times. Mumbles, mutters, monotonous, tends to slur words.	Delivery: Speaks with clear diction, concisely using appropriate projection. Delivered in a fluent style. Lucid.
Effectiveness/Understanding: Little coherence in words or views. Poor diction and/or grammar inhibit understanding. Monosyllabic, wooden, rambles, meaningless chatter, verbose, garrulous, struggles to form sentences. Speaks so fast others do not understand.	Effectiveness/Understanding: Concise, succinct, articulate, lucid. Good grammar. Animated. Arguments are logically expressed, well constructed. Others understand without question.
Listening: Doesn't listen to others' views, talks over others/interrupts.	Listening: Listening to others' views attentively, asks pertinent questions.

As the exercises progress, these scores are then added up to give a final EP score; it is this score which determines whether or not an individual progresses through to the interview. A good score will have a fair proportion of 'Acceptable' grades. A low score will not and will ultimately prevent candidates from becoming competitive even if they go on to give a perfect interview. Sadly, these candidates will be sent home. Before this decision is given to them, though, the BOs spend a considerable amount



Spot the leader - The Leaderless Exercise.



Now It's Your Lead!

The Command Situation.

of time discussing their performances (along with the more difficult 'borderline' cases). A Reviewing Officer is present at this discussion and will record the points brought out at this debrief. On this board, after ratification by the two Permanent Presidents, six candidates are sent home after the EP. There are 15 left to interview.

I am sure that everyone who has attended the OASC will remember the landmark moment when one of the Control staff read out the list of those who were required to stay (or, depending on when you attended, those who were not). There is still no easy way of giving bad news but those who are staying for the interviews are swiftly led away to the Medical Reception where they will be based for the next element of the selection process. Those that are left behind will be told that they are going home. From my experience, the candidates react more emotionally at this stage than they do at the aptitude review. For now, they are going home not because of a lack of an innate ability but because they failed to perform adequately across a range of different competencies alongside other candidates. Before they have too much time to dwell on their shortcomings, however, they are called through to see their appointed Reviewing Officer who will give them a frank, but sensitive, debrief on where they went wrong. For some, the experience will have been nothing short of an ordeal and the selection process will have served only to show them that the RAF is not for them. For others, OASC will have been an illuminating, if difficult, voyage of self-discovery; they will want to come back and try again without having the 'fear of the unknown' hanging over them.



The remaining 15 will spend the rest of their time between the Medical Board and the Interview Board. The extent of the medical examinations will depend on the candidate's chosen branches but it is a sad fact of life that some will fail. It is very disappointing for us when we see a high quality candidate (who has everything going for him in terms of his aptitudes, competencies and interview skills) fail at the last hurdle because, say, his buttock to knee measurement is too high. Candidates will be classed as permanently unfit (PU) or temporarily unfit depending on whether or not they can 'recover' from whatever issue they have. On our notional board, two are deemed PU and will return home, again after an interview with a Reviewing Officer. For the remaining 13, it is the Interview that will be concentrating their minds.

The content of the interview has not changed much in many years. However, we spend less time now on biographical detail and more time on what impact they have had on the organizations they have been part of. Moreover, there is more emphasis on their understanding of what air power is and how the RAF uses it in current operations. Oh, and just so that I can contradict a popular myth, there is no 'good cop, bad cop' routine. The first half of the interview allows the candidates to talk about themselves (so, they know all the answers!) while the more challenging second half is there to test their motivation, knowledge and their ability to articulate their opinions. Also of note is that each individual is interviewed by a different pair of officers to those he faced during the EP. This helps to standardize the process as the candidate is seen by four different officers. Interviews are scored in much the same way as the EP although two additional attributes are tested: motivation for service and awareness.

All that now remains for the candidates is the RAF fitness test. To be accepted for IOT, they must be able to meet the minimum RAF fitness standards for their age and gender. After the test, the candidates are free to go home. Two of them fail to meet the standard; this leaves us with 11 that can be further considered. (However, for those that fail the RAF fitness test, if they prove to be selectable in all areas, they will be invited to make their own arrangements to retake the test.) As the candidates make their way home on Wednesday afternoon, the OASC staff are already well into the running of the second board of week, the candidates for this board having arrived on the Tuesday evening.

The interview scores are combined with the EP scores and we end up with a final board grade, again in line with the 1 - 4 BARS scores but with plusses and minuses to provide extra granularity. It is at this stage that all the candidates' details are then weighed up. The Final Boarding Grade is the major element but we now build in his aptitude score, fitness test results, AFCO

filter interview, specialist interview report (for doctors or lawyers, etc), UAS report if applicable and annual confidential report (if serving). All these factors lead to the final decision as to whether we recommend someone for IOT. On our board, out of the 11 who were interviewed and who passed their fitness test, only five are eventually recommended. Our job is complete and, provided the successful individuals can maintain their fitness and pass any necessary security clearances, they become the property of the OACTU.

What of the answers to the questions posed at the cocktail party? Firstly, the candidates tell us which news events have taken their interest; we simply choose some of their topics and ask questions on them. Secondly, all exercises can be completed within the time limit if you know how to solve them. Thirdly, the OASC staff have much better things to do with their evenings than watch Big Brother so our candidates are free to relax!



The Interview.

The Band of the Royal Air Force Regiment

Corporal Linger, SAC Hynd and SAC Cartledge, Band of the Royal Air Force Regiment

The Band of the Royal Air Force Regiment was originally formed following the establishment of the Royal Air Force Regiment at Belton Park in 1942. The Band relocated to RAF Catterick in 1946, remaining there until the closure of the station in 1994. The next five years were turbulent for the Band and its personnel with no less than four relocations, the last being in 1999 to its present location at Royal Air Force Cranwell.

As we approach the tenth anniversary of the Band's arrival at RAF Cranwell it is still surprising that there are some people who are unaware of the Band's presence or what we do. With an established strength of 41 musicians you would think that we would be hard to miss; however, with rather odd working hours and many days spent away from the Unit it is not surprising that you may not noticed us. The Band of the Royal Air Force Regiment can cater for any occasion that the Service could ask for. They are a fundamental part of the ceremonial aspect of Graduation Parades at RAF Halton, RAF Honington and, of course, here at RAF Cranwell. Not only are parades and ceremonials a major part of our role, we also perform at Officers' and Sergeants' Mess functions giving dining-in nights and receptions an extra boost.

There are ensembles to suit any function that you could think of, from woodwind quintets to a full symphonic wind band, dance band and the soul group 'TNT'.

Over the course of this last year the Band has been involved in many engagements both at home and abroad, including the Queen's Review at RAF Cranwell this summer. Also, the musical support provided to the British Embassy in Saudi Arabia ensured that the Queen's Birthday Celebrations this year were memorable.

Edinburgh Military Tattoo 2009

Each year, the musical support for the show is provided by one of the UK military bands. With 2009 being the turn of the RAF Massed Bands (The Band of the RAF Regiment, the Band of the RAF College and the Central Band of the RAF), we took over the naval base, HMS Caledonia, on the outskirts of Edinburgh for the duration of August.

Early every evening the RAF Bands would make their way, booted and spurred, up to the Edinburgh Castle to take part in

the show alongside military acts representing nations from all over the world. The Massed Bands of the RAF had the privilege of opening the show. This is always nervous moment; marching on to the esplanade in front of a packed audience including several dignitaries such as the Chief of the Air Staff, Air Chief Marshal Sir Stephen Dalton and The First Minister of Scotland, The Right Honourable Alex Salmond. Following a short fireworks display, we were quick to march-off the arena to avoid being trampled on (not to mention deafened) by the Massed Pipes and Drums. This was the start of over 90 minutes of different acts including the Swiss Marching Band, Top Secret Drum Corps, Highland Dancers from Scotland and New Zealand, and No 51 Squadron, RAF Regiment.



The Band at The Tattoo.



Edinburgh Tattoo.

The end of the Edinburgh Tattoo.





One of the highlights was undoubtedly the Top Secret Drum Corps; with approximately 20 members, they stunned the audience with their imaginative drumming display including mock sword fights and sticks set on fire.

For our performance, we represented the RAF with a large marching display with music specially written for the event. For the final part of the show, the entire cast of the Tattoo joined us for such well-known tunes as 'Auld Lang Sine' and 'Going Home'; the latter featuring vocals from our current director of music, Flight Lieutenant Matthew Little. By contrast, the mood became more reflective as the Last Post was sounded by three RAF trumpeters, reminding us of all those currently involved in the operations in Afghanistan.

At the end of the show, we marched off the esplanade and down the Royal Mile to the waiting buses, our colours attracting the attention of the crowds of people who had lined the streets in order to catch a glimpse of the performers. Back on base at around 12:30am, it was common to hit the bar for some downtime before getting up the next day to begin the whole process again. With the exception of occasional daytime shows across Scotland and a large amount of kit prep, this was the daily routine for the performers of the Edinburgh Military Tattoo for the entire month of August.

Four weeks soon flew by, and it was a fantastic experience to perform in an event that I have aspired to play in since I was young. Amongst other things, I met some great people, formed lasting friendships and of course, got a good solid month of marching practice; just what was needed!

After a short spell at home it was off on the road again.

Gibraltar 2009

After a busy summer up in Scotland taking part in the Edinburgh Military Tattoo, the Band of the RAF Regiment wasted no time in setting off again on their travels. No less than two weeks after returning from Edinburgh the Band boarded the plane in search of hotter climes. Gibraltar promised to be a great trip not least because there wouldn't be a bagpipe in sight! Once the Band arrived and booked into their accommodation (with a runway view), most headed into town in search of food and a quiet drink.

For some of the Band this was their first trip to Gibraltar; so, many took the opportunity to climb up to the top of the world famous rock. With the weather resembling that of Scotland, the journey up was more of a chore than a stroll – and not a monkey in sight! However, once at the top the clouds cleared and the view from the top proved to be worth braving the elements for. As everyone started back down, many monkeys had come out to enjoy the sunshine and some even to make friends with members of the Band.

The first job in Gibraltar soon approached. As the Band took to the parade square, cunningly disguised as an AstroTurf pitch, the members of the Warrant Officers' and Sergeants' Mess were treated to a marching display ending with a sunset ceremony, complete with flypast by two Hawks from RAF Leeming. After the ceremony the Mess members were entertained by the Dance Band of the Regiment Band into the early hours.

Whilst in Gibraltar, the Band was not the only visitors. In fact, they definitely were not even the loudest! On the Saturday morning the Red Arrows treated the people of Gibraltar to one of their trademark displays. Whilst some of the Band stayed inside, others decided to venture back up the Rock to try and get the best view in town. That evening the Band were at HMS Rooke Officers' Mess for another display and sunset although to their amazement, so was a lone bagpiper! Despite this unfortunate circumstance, the Band marched on to show the Mess from all three Services how it should be done. In addition, this particular event was Warrant Officer Ken Bell's last sunset ceremony. As expected, the Band excelled and sent him off on a high note.



Whilst in Gibraltar a charity concert had been organised, set in the picturesque surroundings of the Almena Gardens. The crowd at the open-air concert warmed to the Band throughout and by the 'Last night of the Proms' finale, all were up on their feet clapping and cheering. During the concert the Band showed off its fine array of talent including many soloists and, of course, a couple of comedians. This concert marked the end of the trip to Gibraltar and by the following evening the Band was back at RAF Cranwell, but not without another set of great memories.

While all of this was going on though there were four members of the Band on operational deployments in Afghanistan, undertaking roles ranging from working with the Joint Helicopter Support Unit to the Foreign and Commonwealth Office. These personnel are doing a great job operating outside of their trade speciality and delivering the same high professional standards in their duties while OOA, as they do in the Band.

So after 10 years, the Band of the Royal Air Force Regiment is still going strong and delivering musical and operational support to the Royal Air Force. If you want to know more about the Band then pop into the bandroom and you will be welcomed with a cup of tea and a smile. If lucky, you may be offered the opportunity to purchase one of our fantastic recordings!

For more information visit www.raf.mod.uk/rafmusic



A Day in the Life of an RAF Halton Recruit

Aircraftmen Artingstall, Bolton and Wood, RAF Halton

Module One – Day 0 to Day 22

The first day of recruit training was a little daunting. Three large bags and an ironing board under my arm was definitely a picture for the album! After being shown around the camp and having eaten our first lunch in the Mess, we had our smart civilian suits on and proudly attested into the Royal Air Force.

The first few days were full of administration and being used as a human pin cushion, with all the inoculations we had to receive. After the first three days, we began the 'low-ropes' course which establishes teamwork within the Flight. Our uniform dress was the camouflage Combat Solider 95s. We had shiny new boots on and were ready for our first lessons in General Service Knowledge and Drill.

There is a lot to take in, timings of meetings, taking down information in lessons, and making sure that you retain drill movements. The lessons are enjoyable, especially as you begin to understand the organisation you are joining.

A normal day will begin at 6am with breakfast at 7am; first parade is at 7.45am. The day will finish with an evening brief, which will include instructions for that evening and the next day to enable senior recruits to make sure the other recruits are where they need to be at the correct time. The working day ends around 5.30pm, at which point the recruits will go to the Mess and carry out any administration that needs to be done in preparation for the next day.

Module Two – Day 23 to Day 53

Of the nine weeks of basic training, we have to say that Initial Force Protection Training (IFPT) was the phase that we were looking forward to the most. The first day was spent learning all about what the next four weeks were going to involve. A small test on this day also covered some of the drills we would need to carry out in the event of a chemical attack. After a week doing IFPT, we had our first weekend off.

As soon as we arrived at IFPT, it was very disciplined and we had to do everything as quick as possible with minimum fuss;

after all, we were joining a fighting force so it was important to be disciplined.

Before we knew it, it was Monday morning and the start of Chemical, Biological, Radiological and Nuclear (CBRN) training. Our flight was very nervous about this week as we were getting exposed to CS gas on the third day. Nervousness also came with the excitement, as this was all new to most of us.

The lessons and theory were very interesting; learning about the effects of attacks and how to deal with them. The worst part of CBRN, which in our eyes was the funniest, was watching people getting into 'Dress State 4' in four minutes. The Respirator Test Facility (not a Gas Chamber!) was also 'interesting' as we had never experienced anything like it before. After our initial 'gassing' we had two tests, one being practical and the other being theory. After the excellent training we had received, were very confident in completing the tasks set.

The following week was the start of the First Aid training. We were able to get hands-on experience with the special dummies, which aided the practical lessons. The quality of instruction received

The human pine cushion.



again meant that we had no problems passing the exams. This week was then followed by the weapons training week. When we first collected a rifle from the armoury we were quite nervous as it was the first time we had ever carried a proper rifle. During the week there was a lot to take in. Whilst on weapons training we had to learn safety procedures and rifle cleaning. This was difficult at first, but again we were impressed by the quality of the instruction which meant that we had every confidence in our ability when doing the test.

The IFPT phase was concluded with Exercise BLUE WARRIOR, the part we were looking forward to the most. Everything we had learnt in the past three weeks was going to be put into practice, out in the field, on a 3-day exercise. The Exercise was very exciting and demanding throughout. There were inspections throughout the day, and I had to clean myself and my rifle. This was tough as we were cold and hungry, but it did bring the Flight together as a team. The best part of the Exercise was when our section went out on a night patrol. As we were patrolling, we came under fire and had a fire fight with the enemy. This was a good end to an excellent four weeks with IFPT!

Dress State 4 in 4 minutes...



First Aid Training at RAF Halton.



Module Three – Day 54 to Day 62

After completing the IFPT Phase we had the 'Blue' phase to look forward to. This phase brings much excitement to everyone because it is the final stage before graduation. We also felt a massive sense of achievement for getting as far as we had during the 9-week course. During the Blue phase there are two hurdles to overcome; these are the Day 56 Inspection and Day 57 RAF Fitness Test. The inspection itself is very nerve racking and is a big part of the Course. It shows what we, the recruits, had learnt over the 9-week course, and allowed us to prove that we could take responsibility for ourselves and our possessions. The marking aspects of the inspection are strict, especially ensuring that the blue shirt is ironed correctly. The Day 56 Inspection takes a lot of effort and time to prepare for, which in turn becomes very stressful and time consuming.

After successful completion of the Day 56 Inspection, we undertook the Day 57 Fitness Test. This has to be passed first time or face the reality of going back two weeks in the course. The fitness test is something that every individual worries about and brings concerns as to whether they have self belief to pass first time. After you pass the fitness test you are on the road to your graduation parade. Once the Inspection and Fitness Test had been completed and passed successfully, our sense of pride was enormous and we could not help but smile.

Completing the Module Three is both stressful and challenging because everything is done at 100mph! On top of arms drill, we all had to learn the Graduation Parade procedures, all within a week.

When we came to the last weekend of our 9-week basic training course, we could not wait to show our parents what we had learnt and how proud we all were to be members of the Royal Air Force.

Post script: Since writing this article Aircraftmen Artingstall, Bolton and Wood graduated on Course Number 418, Beckett Intake, on 20 October 2009.



Graduation Day.



The RAF Fitness Test.

United States Air Force Academy (USAFA) International Week

Officer Cadets Barber, Bonnett, Carpenter and Dickinson

During the week beginning 20 April 2009 the United States Air Force Academy (USAFA) in Colorado Springs hosted an international exchange involving many different nations from across the globe. Four, very fortunate cadets (Officer Cadets Emma Barber, Luke Bonnett, Ian Carpenter and Sean Dickinson) from the Officer & Aircrew Cadet Training Unit (OACTU), were asked to attend. Four weeks prior to our visit, four USAFA cadets visited OACTU. We were to host them for the duration and show them as much as possible of our training system, our facilities and our culture and ethos.

USAF Academy Cadet Chapel.



It was now the turn of our American counterparts to let us experience some of their training and culture. The week began with a tour of their facilities which were impressive to say the least. The campus comprises of a large Mezzanine area with the Cadet Chapel as its centre piece. The Chapel itself is steel framed; based on an Art Deco design and built in the 1960s. The site is situated at the foot of the Rocky Mountains and just to give some perspective as to the scale of the base; it is a 2-mile drive from the main gate to the campus.

The main difference between the RAF's Initial Officer Training system and that of the American's is that we are here purely for officer training where as all the cadets at the Academy are there to study for a degree, as well as taking part in military exercises and learning other core military skills. The Academy accommodates approximately 4000 cadets and each academic year has approximately 1000 cadets. On top of their academic studies, cadets are encouraged to participate in a number of military-related activities such as gliding and parachuting. The Academy also has Olympic-standard sports facilities including an ice rink, a basketball stadium, an indoor running track, an Olympic swimming pool with a diving pool, a plethora of weight training

Bonding with our Australian Counterparts.



and cardio vascular gymnasiums, martial arts and boxing gyms, a gymnastics training facility, and a golf course. As well as this, the current facilities are undergoing a \$15,000,000 upgrade.

We shadowed our host cadets and were able to accompany them to lessons, one of the more memorable of which was a golf lesson. Their lessons are taught by officers from all three Services and an average class consisted of roughly 20 cadets. The timetable varies between cadets according to their other commitments. For example, one cadet undergoes gliding tuition for three days a week and as a result, has back-to-back lessons when he is away from the airfield. Meal times are a sight to behold with all 4000 plus cadets eating their meals within a 10-minute time frame.

All exchange cadets and escorting officers were invited to attend a function at the Academy's football stadium Press Box and the stadium alone has the capacity to seat all members of the Royal Air Force. This was a chance to exchange gifts with our American hosts and also to hear a little about each country's Air Force at the after dinner speeches. We took an embroidered RAF and RAF College crest to present to the USAFA and in return each received a photograph of the USAFA Campus.

Garden of the Gods.





Obstacles at Jacks' Valley Training Area.

Having experienced the life at the USAFA campus it was now time to venture out into Colorado's capital city Denver. Our hosts had planned a days shopping at 16th Street Mall at the heart of the city to be followed by a meal at the ESPN Zone. The meal was the perfect end to a hectic day's shopping in the sun and our hosts did not disappoint. They hired a function room in the ESPN Building just for the visiting internationals and also gave everyone a voucher to use in the attached games arcade. We had a very enjoyable evening and we certainly made an impact on the other cadets with our rousing chorus of Bohemian Rhapsody on the way home.



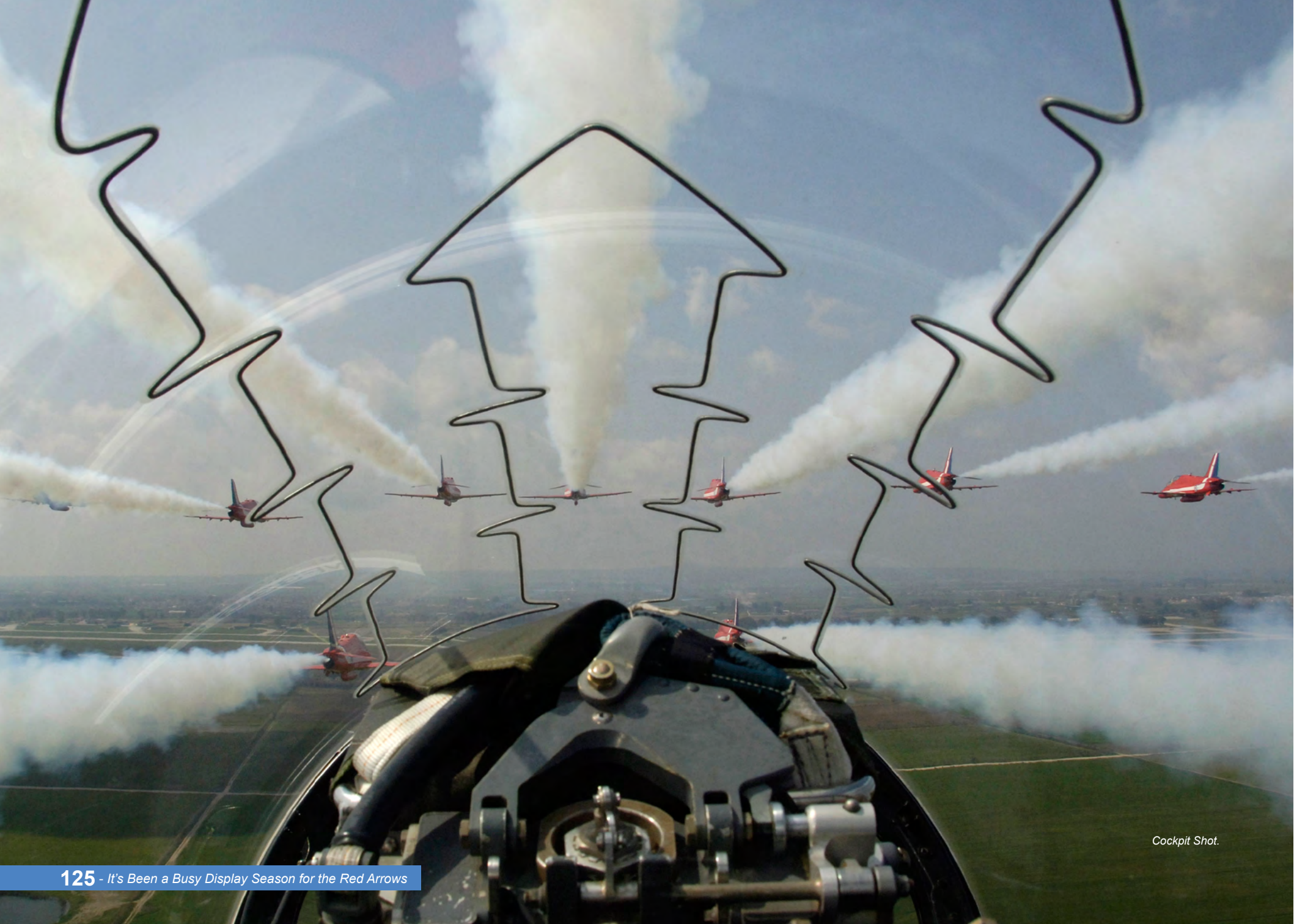
A large proportion of our trip was taken up with visits to various sections around the base and one of these visits was to Jack's Valley Training Area. Here we were able to complete their gruelling assault course in a more leisurely fashion, as well as seeing the area they use for a 3-week exercise called Global Engagement which is not too dissimilar to our Decisive Edge. They also have initiative exercises which are on a larger scale and located outdoors compared to our Officers & Aircrew Selection Centre (OASC) exercises. Earlier in the day we also visited the airfield where cadets undergo their glider and parachute courses. For each discipline the Academy has its own display team and some

cadets may also go on to become instructors in their senior years.

Our last day included visits to the Garden of the Gods and the Colorado Springs Olympic Training Facility. It was astounding to see the similarity between the facilities provided for the country's Olympic athletes and those provided for Air Force cadets and, on occasions, some facilities appeared to be inferior to those of the Academy. The Garden of the Gods was a definite highlight of the day; located at the foot of the Rocky Mountains, a series of stunning rock formations can be viewed from the visitors' centre balcony and from the road network running between the formations that dates back to the days of the Gold Rush.

Throughout the week we were able to see and experience many different aspects of cadet life at the Academy. We feel very privileged to have visited as representatives of the Royal Air Force College and it has been a particularly relevant visit given the current tempo of overseas operations and the coalition environment we work in today. Understanding how the USAFA train their future officers will enable us to interact far more easily with them as we embark on careers as junior officer.





Cockpit Shot.



The 2009 display season was one of the busiest ever for the Royal Air Force Aerobatic Team. Between May and October, the Red Arrows performed 93 public displays, six dedicated flypasts and 129 en-route flypasts. This was coupled with an intense programme of on-the-ground public relations activities and visits.

The work-up for the 2009 season began in October 2008 at the Team's base at RAF Scampton. It started well but was somewhat hampered by the post-Christmas weather with ice, snow and fog meaning that many practice sorties had to be cancelled. Two new manoeuvres had also been incorporated into the display sequence – the Infinity Break, flown by Enid (Reds 1 to 5) and Reds 8 and 9, as well as the Rollercoaster from the Synchro Pair (Reds 6 and 7). The pressure was definitely on and it was thanks to the hard work of the pilots and the engineers that the Team managed to fly its first 9-ship in March before heading out to Greece and Cyprus to begin Exercise Springhawk.

Exercise Springhawk is the Team's annual spring training detachment to RAF Akrotiri. It was a busy time, with the Team completing 523 display practices between 7 April and 18 May when the Red Arrows were awarded Public Display Authority (PDA) by Air Chief Marshal Sir Christopher Moran, Commander-in-Chief Air Command. During Exercise Springhawk, the Team holds its selection week where nine shortlisted pilots are invited to spend a week with the Team. They undergo a gruelling programme of flying tests, formal interviews and peer assessments. The two chosen to join the 2010 Team were Flight Lieutenant Ben Plank and Flight Lieutenant Kirsty Moore. The fact the Red Arrows had selected its first ever female pilot stirred a great deal of interest in the national and international media. When the 2010 Team was

It's Been a Busy Display Season for the Red Arrows

Mrs Thomas, Public Relations Officer, Royal Air Force Aerobatic Team (The Red Arrows)

officially unveiled at the end of the 2009 display season the story resulted in some very positive publicity for the Royal Air Force.

Following PDA, the Team's first public display was at the Southend Festival of the Air in Essex. This started a busy and demanding schedule with the Team performing at a range of high profile events in both the UK and Europe. Highlights included supporting the country's first Armed Forces Day with a flypast at Chatham on 27 June, displaying at the British Grand Prix at Silverstone, performing a flypast with a Virgin 747 to mark the airline's 25th birthday at Biggin Hill, plus sharing the sky with the Vulcan at the Dawlish Carnival – a sight many aviation enthusiasts had been waiting to see.

The Team also returned to display in Gibraltar for the first time in 16 years, inspired runners yet again at the Great North Run and flew the flag for British excellence at the Monaco Yacht Show.

The display sequence was well received by audiences at all of the events the Team appeared at. This was the second year that the Team started its show with a crowd rear arrival, which once again proved to be a very dramatic and popular start to the show. At many of the season's high profile events the Team's famous heart manoeuvre was dedicated to the RAF Benevolent Fund. This helped to raise the profile of the organisation as it celebrated its 90th anniversary.

The 2009 season was the third and final year in charge for Red 1 – Wing Commander Jas Hawker. He said: "The privilege of leading the 100-strong Squadron that comprise the Red Arrows has been enormous and one that I shall cherish greatly. I have been fortunate enough to lead the Squadron all around the UK, to many countries in Europe and have also conducted tours as far afield as the Middle East, India, Malaysia, Canada and the USA. There is much that I will miss about being on the Red Arrows; firstly the flying which is aviation in its purest form. The pilots that have served under me have been some of the finest fast-jet pilots in the RAF and have demonstrated the commitment and dedication needed to reach the required standard of a Red Arrows pilot."

Wing Commander Hawker added: "I have travelled to some fantastic places during my three years but the thing that I will miss

most is meeting the many hundreds of thousands of supporters of the Team. I have had the privilege of meeting royalty, ambassadors and senior industrialists and as an officer in the Royal Air Force, it is highly unusual to gain exposure to such a wide variety of organisations and to meet such a cross-section of dedicated and influential people. I have nothing but the utmost respect and gratitude to all those with whom I have worked over the last three years and have personally found it a thoroughly rewarding and broadening experience."

Squadron Leader Ben Murphy, who in the 2009 Team flew as Red 6 and Synchro Leader, has taken over the reins as Officer Commanding the Royal Air Force Aerobatic Team. He is relishing the challenge of this new role and said: "I am extremely proud to be leading such an exceptionally talented team of pilots, engineers and support staff who all work together to showcase the excellence of the Royal Air Force's personnel and equipment to millions of people both in the UK and overseas. "We all feel it is a great honour to be an ambassador of professionalism, precision and team work while also contributing to the promotion of the British industry and diplomacy around the world."

As training begins for next year's season, he said: "The 2010 display sequence is still shaping up but I have a few ideas that I would like to build in to the display. 2010 is the 70th anniversary of the Battle of Britain so I will be including a formation shape to honour and recognise the sacrifices of a previous generation of young RAF and Commonwealth pilots."



Royal Air Force College Senior Appointments

Commandant Royal Air Force College & Director of Recruitment and Initial Training (Royal Air Force)

Air Commodore Stevenson graduated from officer training in 1982, before conducting his flying training in the USA on the T-37 and T-38 and then on Hawk aircraft in the UK. After conversion to the Harrier, he conducted flying and staff tours in the UK, Germany, Italy and the Netherlands, as well as staff college in Spain. Milestones during his tour as Officer Commanding 3 (Fighter) Squadron included relocating the Squadron from RAF Laarbruch, Germany to RAF Cottesmore, several periods of operational deployment to the Balkans region, and deployment aboard HMS ILLUSTRIOUS in 2000, where he led the first operational sortie of the newly formed Joint Force Harrier over Sierra Leone.



Air Commodore A D Stevenson
OBE ADC FRAeS RAF

After a spell in the Directorate of Air Operations in the MOD, Stevenson was posted in 2002 to RHQ AFNORTH as Principal Staff Officer to CINCNORTH (now renamed COM JFC Brunssum), during which time NATO assumed responsibility for the International Security Assistance Force (ISAF) mission in Afghanistan, and the NATO Response Force was formed. He became Station Commander of RAF Wittering in February 2005, where his principal focus was to create a single hub for RAF expeditionary logistics capabilities and to oversee the revised command arrangements for Joint Force Harrier. A short tour at HQ 1 Group as Air Commodore Operations and Force Development, beginning November 2006, was followed by deployment to Afghanistan in June 2007 as Commander Kandahar Airfield where, on behalf of NATO, he established the provision of all support and force protection requirements for over 10,000 personnel and 120 aircraft based there. In March 2008, he took up post as Commandant RAF College Cranwell & Director of Recruitment and Initial Training (RAF).

Together with his Danish wife, Charlotte, they have 2 children, Liam (1996) and Olivia (2000). His interests include golf, motorcycles, photography and reading history.



Group Captain P Cunningham
BSc RAF

Chief of Staff & Deputy Commandant Royal Air Force College Cranwell

Group Captain Paul Cunningham was commissioned as a pilot into the RAF as an Acting Pilot Officer on 1 September 1974. As a RAF University Cadet he was a member of Bristol University Air Squadron and graduated from Bath University in 1977 with an honours degree in Aeronautical Engineering.

Following flying training at RAF College Cranwell, and RAF Shawbury, his first tour was on Search and Rescue Sea Kings with 'C' Flight 202 Squadron at RAF Coltishall. After the invasion of the Falkland Islands in April 1982, he was detached to Ascension Island to assist with the logistic support of the UK Task Force before moving onto Navy Point (Port Stanley) in August of that year. Following a further tour on Sea Kings,

this time at RAF Brawdy, he was posted to RAF Shawbury in 1985 to train as a Qualified Helicopter Instructor, serving first on the basic helicopter training squadron and then with the Central Flying School (Helicopters), before promotion resulted in a change of role with a posting to No 230 Squadron (Puma) at RAF Gutersloh as a Support Helicopter Flight Commander.

The first taste of staff work came in 1990 with a posting to HQ Northern Ireland in Lisburn as the Air Liaison Officer, which led 'naturally' to selection for the Army Command and Staff Course at Camberley in 1992. On graduation from Staff College he was posted to Headquarters 1 Group for 2 months before being appointed 2IC of the Support Helicopter Force HQ at RAF Benson. This was followed promptly in October 1993 by a posting to the Plans Branch, Headquarters Strike Command, where he was responsible for Support Helicopter and RAF Regiment issues, including the basing of units on withdrawal from Cyprus and Germany and the Restructuring of the Support Helicopter Force. On promotion to Wing Commander in 1996, he took up an appointment in the Directorate of Air Staff in the Ministry of Defence until he was appointed as Officer Commanding Operations Wing, RAF Aldergrove in December 1997.

On returning from Northern Ireland in February 2000, he took up another staff position in the Ministry of Defence before being seconded in 2002 to Headquarters Personnel and Training Command as a member of the Airmen Aircrew Sustainability Study and the Aircrew Structures Review Team. Following the successful completion of these studies, he was promoted to Group Captain in 2003 and returned to the Ministry of Defence as the Assistant Director responsible for UK Policy on NATO. He was appointed Station Commander at RAF Shawbury from 2005 to 2007 before assuming his current role as Chief of Staff and Deputy Commandant at the RAF College Cranwell in January 2008.

Group Captain Cunningham's wife Kathy is a secondary school teacher and they have 2 children: Alan, who is a doctor at Sunderland Royal Hospital, and Laura, who is studying for a Masters Degree in Chiropractic at Bournemouth University. Away from work, his interests include computing and motor mechanics - including building a sports car from scratch and the 'rolling restoration' of a 42 year old Morris Traveller. He attempts to keep fit with hill walking, especially in the Lake District, and frequent exercise.

Group Captain Officers and Aircrew Selection Centre

Group Captain Tom McWilliams was commissioned into the Royal Air Force in 1973. He transferred to the General Duties (Navigator) branch in 1977, completing navigator training in 1978. His first operational tour was with No 7 Squadron flying the Canberra from St Mawgan. He then converted to the Buccaneer Strike/Attack aircraft in 1982 and served with No 16 Squadron at Laarbruch in Germany. On returning to the UK in 1983 he took up instructional duties at the Royal Air Force School of Navigation at Finningley.



Group Captain T P McWilliams
FRIN RAF

Back to Germany in 1988 as an exchange officer with the Luftwaffe at JaboG 49, Furstenfeldbruck, he was promoted to the rank of Squadron Leader. Returning to the UK in 1990 he assumed the post of National Senior Navigator at the Tornado Operational Conversion Unit, Cottesmore. On completion of this tour in 1993, he travelled once more to Germany to ICAOC 4, Meßstetten, as Chief of Offensive Current Operations. From Meßstetten he was chosen to complete Advanced Staff Training at the Royal Air Force College Bracknell; graduating from the College in 1996.

Post Staff College, a shortened tour at HQ AFNORTHWEST, High Wycombe, saw him promoted to the rank of Wing Commander in 1997 and transferred to the Air Warfare Centre at Waddington as a member of the operational doctrine team. On completion of this tour in 2000, he took command of the Navigator and Airmen Aircrew School, RAF Cranwell; maintaining command of the unit when it was reformed as No 55(R) Squadron in 2001. He relinquished command of 55(R) Squadron in 2003 on promotion to Group Captain and moved back to Germany as the UK Liaison Officer to Headquarters United States European Command in Stuttgart. He left European Command in 2006 to take up his current position of Group Captain Officer & Aircrew Selection Centre.

Tom is married to Elizabeth (Liz) and they have 2 girls, Kirsten (Manchester University) and Katy (Stamford High School). Away from the office, interests include hill-walking, running, skiing, woodwork, house renovation, computing and cooking.



*Group Captain G J Bruce
MBE MA FCIPD RAF*

Group Captain Inspectorate of Recruiting (Royal Air Force)

Group Captain Gordon Bruce joined the Service in 1987 and spent the early part of his career in a range of posts in the UK and Germany. Staff appointments during that time included Headquarters 2 Group and MoD. On graduation from No5 Advanced Command and Staff Course he became OC Admin Wing at RAF Lyneham. There followed a tour in the Personnel Management Agency, where he was responsible for the career management of all ground branch squadron leaders, after which he was appointed as the Personal Staff Officer to CinCPTC. The Group Captain commanded RAF Brampton Wyton Henlow before becoming the Group Captain Recruiting (RAF) in May 2008.

Group Captain Officer & Aircrew Cadet Training Unit

Group Captain Martin Killen graduated from St Andrews University in 1980 with a Bachelor of Science Degree in Physics and Mathematics. After flying training, he served in a number of Royal Air Force squadrons in the air defence role and in training. He has commanded at flight and squadron level and has accumulated over 4500 hours on Phantom F4K and F4M, Hawk, and T-38 aircraft. Gp Capt Killen was a Qualified Flying Instructor (QFI) on the F4 and the Hawk, and was an Instructor Pilot on the T-38. He served as Sqn QFI on 56(Fighter) Sqn and 74(Fighter) Sqn, and as OC 1435 (F4) Flight in the Falkland Islands. His last flying appointment was as Wing Commander Central Flying School where he was responsible for assessing flying instructional standards in the Royal Navy, the British Army, the RAF, and foreign and commonwealth



*Group Captain M F Killen
BSc RAF*

air arms by invitation. Staff appointments have included Personal Staff Officer to AOC TG, a tour on the Air Staff in the Ministry of Defence, and Head of Air Component and Division Director at the Joint Services Command and Staff College at the Defence Academy of the UK. His most recent appointment was RAF Advisor to Cdr Air University and Air War College Faculty Member at Maxwell AFB, Alabama. Gp Capt Killen holds a Masters Degree in Strategic Studies from the Air University graduating with academic distinction.

His interests include riding, downhill skiing, fencing, scrambling and reading military history. He is accompanied by his wife Sheila, and children Matthew (1996) and Anna (1999).

Dean of the Royal Air Force College

Dr Joel Hayward taught strategy and operational art at the Joint Services Command and Staff College before becoming, in November 2005, the Head of the new Air Power Studies Division created by the Royal Air Force and King's College London. He and his team of academics are based at the historic and prestigious Royal Air Force College, Cranwell, of which he was appointed the Dean in April 2007. Four months later he was also appointed a Director of the Royal Air Force Centre for Air Power Studies (RAF CAPS). Dr Hayward is additionally a member of the CAS Air Power Workshop, a small working group of scholars and other theorists convened by the Chief of Air Staff, Royal Air Force. He is also the academic lead, and air power conceptual designer, of King's new MA, Air Power in the Modern World (subject to validation), as well as a member of the Editorial Advisory Board of both the World War II Quarterly and the Air Power Review.



*Dr Joel Hayward
ZDAF BA MA (Hons) PhD*

A former Senior Lecturer in Defence and Strategic Studies at the Centre for Defence Studies in New Zealand, his birth country, Dr Hayward has taught in, or lectured to, many officer cadet colleges and command and staff colleges around the world. He continues to teach or advise on air power matters at military academies and colleges throughout Europe and beyond and is a regular speaker at air power conferences. He holds fellowships from the USAF and the Federal Government of Germany.

He has written or edited eight books and dozens of peer-reviewed academic articles, as well as countless newspaper pieces. While retaining his primary focus on air power, Dr Hayward has a wide-ranging intellectual curiosity and nowadays gains greatest pleasure from researching and writing on the ethics of air power and the complex relationship between air power and ecology. Some of his works have been translated into German, Russian, Portuguese, Spanish and Serbian.

Dr Hayward is currently under contract with Cambridge University Press to author a pioneering new study, *An Ecological History of War: The Environment Consequences of Warfare from Antiquity to the Present*.

In May 2007 three of Dr Hayward's earlier articles on German strategy and operational art were considered sufficiently meritorious to be republished by eminent English historian Professor Jeremy Black in a volume of "seminal articles" on the Second World War.

Unusually for a social scientist, he is also active in the literary arts. He has had much poetry and fiction published, including a book of short stories and a book of poetry. Both garnered excellent reviews.

Officer Commanding No1 Elementary Flying Training School

Group Captain Lee began his flying career on the University of Wales Air Sqn whilst studying for a Bachelor's degree in Marine Biology and Oceanography at Bangor University in North Wales. After completing flying training he was posted to No 201 Sqn RAF Kinloss flying the Nimrod MR2. Catching the closing years of the Cold War, he was able to hone his anti-submarine warfare skill frequently on Soviet nuclear and conventional submarines. During Gulf War 1 the Nimrod switched to an anti-surface role and Flt Lt Lee was the pilot in command of the first Nimrod to patrol the Persian Gulf.

A CFS tour followed with a posting to the Tucano at RAF Cranwell, where Flt Lt Lee became an A2 flight commander and the Unit Test Pilot. Returning to the front line Flt Lt Lee flew as a captain and AAR pilot on No 206 Sqn RAF Kinloss on the Nimrod, before being promoted into a flight commander position on No 120 Sqn, where he became an Aircrew Checking Officer and IRE.

A ground posting finally arrived with a posting to No 3 Group at Northwood in the post of SO2 Nimrod. A place on ACSC, an MA and promotion followed and in 2003 Wg Cdr Lee was appointed Commanding Officer of No 32 (The Royal) Sqn at RAF Northolt where, although specialising in the BAe 125, he was also able to fly the BAe 146 and Twin Squirrel helicopter.

Following this Wg Cdr Lee was posted to the Directorate of Air Resources and Plans in MOD, before being promoted into the role of Gp Capt Air RP. Gp Capt Lee assumed the post of OC No 1 EFTS on 22 Oct 09.

Gp Capt Lee is married to Alison, a dentist and has 2 children, Jonathon 12, and Susannah 10. They live in their own house in Amersham. Hobbies include motorcycling, classic cars, sailing (dinghy and offshore) and skiing.



Group Captain D J F Lee
BSc MA RAF

Royal Air Force Cranwell Senior Appointments

Officer Commanding Royal Air Force Cranwell & No 3 Flying Training School

Group Captain Nigel Wharmby joined the RAF in 1980 under the University Cadetship scheme and graduated from Manchester University with a First Class Honours degree in Mechanical Engineering in 1981. Initial Officer Training and Basic Flying Training were completed at RAF Cranwell, prior to fast jet training at RAF Valley and tactical weapons training at RAF Chivenor in 1982 and 1983 respectively. Selected to fly the Harrier, Gp Capt Wharmby completed conversion training on 233 OCU at RAF Wittering in 1984, from where he was posted to 3(F) Sqn at RAF Gutersloh in Germany. A 3 year tour on 3(F) Sqn was followed by a tour as a Qualified Weapons Instructor on the Hawk at RAF Brawdy before return



Group Captain N E Wharmby
OBE MA BSc RAF

posting to the Harrier Force on promotion to Squadron Leader in 1991. After a 3 month detachment to Belize as the Harrier Flight Commander, Gp Capt Wharmby converted to the night attack Harrier GR7, rejoining 3(F) Sqn in 1993 at RAF Laarbruch in Germany as a Flight Commander and the Sqn Executive Officer. After a further 3½ year tour, Gp Capt Wharmby assumed the role of OC Harrier Plans, also at RAF Laarbruch, responsible for the planning, preparation and coordination of Harrier deployed exercises and operations. During his time in Germany, Gp Capt Wharmby saw operational service with the Harrier Force over Iraq and the Balkans.

Selected for Advanced Staff College, Gp Capt Wharmby graduated from the first Joint course at JSCSC Bracknell with an MA in Defence Studies in 1998. He was then posted to RAF Cottesmore as OC Operations Wing, in which role he was responsible for planning and overseeing the Station's transition from Tri-national Tornado Training Establishment to the operational home of the Harrier Force on its relocation from Germany. During this tour, Gp Capt Wharmby was forced to eject from a Harrier following a catastrophic engine failure from which he sustained critical spinal injuries. One year later, however, following major spinal surgery, Gp Capt Wharmby regained his former aircrew medical category and completed a further 18 months flying Harriers before moving to the Directorate of Defence Policy Planning, MOD in 2002. Gp Capt Wharmby was selected for promotion to Gp Capt in April 2004 and assumed command of Basrah Air Station in Iraq for a 7 month operational tour of duty, after which he returned to the MOD as an Assistant Director in the Directorate of Joint Capability. After 2 years in London, Gp Capt Wharmby was selected to be Station Commander RAF Cranwell, taking up his current post on 1 February 2008, having first completed the multi-engine Qualified Flying Instructor course on the King Air.

Commandant Air Cadet Organisation

Air Commodore Ian Stewart left school in 1976 as a Cadet Warrant Officer having been awarded the Duke of Edinburgh Silver Award, a basic gliding certificate and a flying scholarship. He went on to study Aeronautical and Astronautical Engineering at Southampton University as an Acting Pilot Officer with an RAF University Cadetship. Having completed Officer Training at RAF Cranwell in 1980 he remained to complete basic flying training before moving on to RAF Valley for advanced training. He was selected to become an instructor and after completing Central Flying School training at RAF Leeming, he was posted to RAF Linton-on-Ouse in 1983 as a Qualified Flying Instructor where he flew over 1000 hours on the Jet Provost basic trainer. In 1986 he converted to the Phantom FGR2 and served on 92 Squadron, RAF Wildenrath in Germany, as the Squadron Qualified Flying Instructor. He moved back to 228 Operational Conversion Unit at RAF Leuchars in 1989 before converting to fly the Tornado F3. In 1992 he moved from Leuchars to RAF Coningsby and joined the Tornado F3 Operational Conversion Unit 56 (R) Squadron as a flight commander. In 1994 he joined the staff at 11 Group Headquarters at RAF Bentley Priors, serving on the Air Defence training desk. At the end of 1996 he completed the Joint Service Defence College course at Greenwich. He then commanded the Flying Training Development Wing at RAF Halton where he was responsible for devising a training strategy for fast jet pilots. In 1999 he served in the Defence Crisis Management Centre in MOD as a Kosovo briefing officer and completed a



Air Commodore I R W Stewart
BSc RAF

short tour within the former Directorate of Public Relations(RAF). From April 2000 to October 2002 he was the Officer Commanding 56 (R) Squadron at RAF Coningsby. After achieving over 1000 flying hours on the Tornado F3 he joined the UK Permanent Joint Headquarters at Northwood as the J5 Plans SO1 Deployable Liaison Officer and was a member of the Operation TELIC planning staff responsible for the UK's contribution to Coalition operations in Iraq. In 2003 he was posted to Ramstein Air Base, Germany, where he served as the A3 Division Head and United Kingdom Senior National Representative within the NATO Component Command-Air Headquarters. In early 2004 he served as Assistant Chief of Staff (Air) within the International Security Assistance Force in Kabul, Afghanistan, and was awarded the NATO Meritorious Service Medal in 2006 for services to NATO. His last assignment was as the head of the Officer and Aircrew Cadet Training Unit at RAF Cranwell from 2006 until May 2008. Air Commodore Stewart is the Chairman of the 56 Squadron Association and the Chair of Trustees of the RAF Cranwell Kidzone Childcare Centre. He has been married to Rosemary since 1981 and they have 3 children; Chris, Mike and James. His interests include skiing, foreign travel and singing.

Commandant Central Flying School.

Group Captain Simon Blake joined the Royal Air Force in March 1981. Following the usual Fast Jet training route, he took the slightly longer than usual method of getting to the front-line, via a tour flying Canberras in the ECM trg role with No 360 Sqn and a tour as a QFI at No 4 FTS at RAF Valley. Following Jaguar training, he arrived on No 6 Sqn at RAF Coltishall in Oct 1991 to commence a long association with the Jaguar Force. An extended tour saw him promoted to become a Flt Cdr, and subsequently the ExecO on No41(F) Sqn.



*Group Captain Simon Blake
OBE MA RAF*

During this period at Coltishall, Blake saw operational service in both Iraq (OP WARDEN) and Bosnia (OP DENY FLIGHT, DELIBERATE GUARD) in support of the respective No-Fly Zones imposed in both theatres. Achieving some 180 operational sorties, his most notable achievement was to deploy in support of the Harrier Force in Aug-Sep 95 during Op DELIBERATE FORCE; Blake flew one of 2 Jaguar providing airborne laser designation (TIALD) support to the Harriers of No IV(AC) Sqn. He subsequently led the return of the Jaguar Force to the Bosnian theatre, vice the Harrier Force, in early 1997.

A tour in the Aircraft Programmes and Airworthiness division of the Directorate of Air Operations followed where Blake was responsible for associated issues with the Jaguar, Canberra and Hawk fleets. He successfully completed No 4 ACSC, the first at the then new JSCSC at Shrivenham, during 2000-1, gaining an MA in Defence Studies. Promotion and a relatively short tour as SO1 Jaguar/Canberra/Recce at HQ No 1 Gp was followed by a final tour at Coltishall, this time as OC Operations Wg from Oct 2004 to Apr 2006, the last four months of which saw him act as the Str Cdr and effectively supervise the closure of Coltishall as a flying station. This was followed by a tour in Iraq as Det Cdr at Balad AB. He was promoted to Group Captain in December 2006 to assume the post of DACOS A3 Ops at HQ Air Command. On 1 Oct 2009, he assumed his current post as Commandant of the Central Flying School.

During his career, Blake has amassed almost 4000hrs, deployed widely on both operations and exercises, and been awarded the MBE and OBE. He is married to Sarah, a serving officer and they live in their own house in Norfolk. His interests include renovating and maintaining his garden and social golf.

Officer Commanding Royal Air Force Leadership Centre

Group Captain John Jupp was educated at Lancing College in Sussex and joined the Royal Air Force in 1979 as a pilot on completion of his degree in Philosophy and Mathematics at Kings College, London University. After officer training at RAF College Cranwell and pilot training at RAF Church Fenton and RAF Valley he was posted to the Tactical Weapons Unit at RAF Chivenor. From RAF Chivenor, Group Captain Jupp was sent to fly the F4 Phantom in the Air Defence role from RAF Coningsby in Lincolnshire. In 1985 he was posted to RAF Leuchars in Fife after a short, operational tour with 23 Squadron in the Falkland Islands. Whilst at RAF Leuchars, Group Captain Jupp became an Instrument Rating Examiner and a Qualified Weapons Instructor. In 1988 he moved to 74 Squadron at RAF Wattisham in Suffolk for a further tour on the Phantom before promotion and a posting to the Inspectorate of Flight Safety investigating aircraft accidents, including those in the first Gulf War. He returned to flying in 1992, converting to the Tornado F3 and commanding the Weapons Flight on 111(F) Squadron at RAF Leuchars; a tour which included flying in the Bosnian war. This was followed by Staff College with the Royal Navy at the RN College, Greenwich, culminating in a MA in Defence Studies and a short stint with Operational Requirements in the MOD with responsibility for Eurofighter avionics development. On promotion to Wing Commander, he was posted to Headquarters 11/18 Group at RAF Bentley Priory in charge of operations. In January 2000, he took command of 111(F) Squadron leading them through several visits to Saudi Arabia to police the No Fly Zone over southern Iraq. On completion of that tour he was awarded the OBE and posted to the Operations Branch at Headquarters Strike Command where he lead a small staff coordinating the deployment and recovery of all RAF operations including the second Gulf War. He was promoted to Group Captain in September 2003 and appointed to lead the newly formed RAF Leadership Development Team which later became the RAF Leadership Centre (RAFLC). In October 2007 he became DACOS Generic Education and Training Centre, an amalgamation of the RAF LC, Force Development Support Group, Air Warfare Training Management Team and Generic Training.



*Group Captain John Jupp
OBE MA BA RAF*

Group Captain John Jupp is married to Miss Belinda Gillespie and they have four daughters.

Visits to the College 2009

The Queen's Review

On the occasion of the Queen's Review, on 28 May 2009, Her Majesty The Queen and His Royal Highness The Duke Of Edinburgh, reviewed the Graduation of Initial Officer Training Course No 14, Special Entrant & Re-entrant Course No 10 and Reserve Officer Initial Training Course No 46, and presented the major College Awards.

Reviewing Officers

During 2009 the Reviewing Officers for Graduations, other than for the Queen's Review were:

Vice-Admiral P J Wilkinson
Deputy Chief of Defence Staff for Personnel

Air Vice-Marshal S J Hillier
Air Officer Commanding No 2 Group

Air Vice-Marshal B M North
Air Officer Commanding No 22 (Training) Group

Senior Visitors

Amongst the official visitors to the College were:

Marshal of the Royal Air Force Sir Michael Beetham

Marshal of the Royal Air Force the Lord Craig of Radley

Marshal of the Royal Air Force Sir Keith Williamson

Air Chief Marshal Sir Glenn Torpy
Chief of the Air Staff

Air Chief Marshal Sir Christopher Moran
Commander in Chief Air Command

Air Marshal Sir Stuart Peach
Chief of Joint Operations

Air Marshal I McNicholl
Deputy Commander in Chief Operations,

Air Marshal S Bryant
Deputy Commander in Chief Personnel

Doctor Susan Atkins
Service Complaints Commissioner for the Armed Forces

Overseas Visitors

In 2009 the College had the pleasure of hosting many visitors from overseas. The visitors included:

General Aydogan Babaoglu
Head of the Turkish Air Force

Major General Mandla Mbube Mashobane Mangethe
General Officer Commanding Air Command,
South African Air Force

Doctor Makoto Iokibe
President of the National Defence Academy of Japan

Brigadier General R T Devereaux
Headquarters Air Education and Training Command,
United States Air Force

Brigadier General R R Pitre
Commander 2 Canadian Air Division

Brigadier General D Mercier
Superintendent of the French Air Force Officers' School

Air Commodore Maktoom Al-Mazroui
Commandant, Sultan Qaboos Air Academy,
Royal Air Force of Oman

Air Commodore K Watson
Commander, Air Force Training Group,
Royal Australian Air Force.

Royal Air Force Cranwell - Prizewinners 2009

Initial Officer Training Annual Awards

The Queen's Medal

The Queen's Medal is awarded to the RAF officer who, during Initial Officer Training, proved to be the most outstanding cadet of the year.

Flying Officer D J Taudevin

The International Sword of Honour

The International Sword of Honour is awarded to the International officer who, during Initial Officer Training, proved to be the most outstanding International cadet of the year.

Lieutenant M S Al-Henkawe IqAF

The Ecole De L'Air Trophy

The Ecole De L'Air Trophy is awarded to the RAF officer who, during Initial Officer Training, produced the most distinguished performance of the year in academic studies.

Flying Officer K Strickland

The Prince Bandar Trophy

The Prince Bandar Trophy is awarded to the RAF officer who, during Initial Officer Training, submitted the best essay of the year on a Defence-related topic.

Flying Officer V N Thorpe

The John Constable Memorial Trophy

The John Constable Memorial Trophy is awarded to the RAF officer, under the age of 21 at entry to the RAF College, who, during Initial Officer Training, demonstrated the greatest potential for further development by producing the best overall performance in both leadership and professional studies during the year.

Pilot Officer T F Wallington

Initial Officer Training Course Awards

The Sword of Honour

Awarded to the cadet who has demonstrated outstanding ability, leadership and other officer qualities and potential for further development.

IOTC No 13	Officer Cadet G A Turnbull
IOTC No 14	Officer Cadet C B Shone
IOTC No 15	Officer Cadet C D Thompson
IOTC No 16	Officer Cadet F J Bullen

The Hennessy Trophy and Phillip Sassoon Memorial Prize

Awarded to the RAF cadet who, during initial officer training, has proved to be the best all-round cadet, other than the Sword of Honour winner.

IOTC No 13	Officer Cadet D J Clarke
IOTC No 14	Officer Cadet M S E Jewers
IOTC No 15	Officer Cadet A J Staincliffe
IOTC No 16	Officer Cadet A K McEwen

The MacRobert Prize

Awarded to the cadet who, during initial officer training, in the opinion of his peers, has made the greatest contribution to the Course.

IOTC No 13	Officer Cadet J A Iago
IOTC No 14	Officer Cadet C R D Wood
IOTC No 15	Officer Cadet J S Elliot
IOTC No 16	Officer Cadet I D Matthews

The King's College London Trophy

Awarded to the cadet who, during Initial Officer Training, has demonstrated consistent academic excellence.

IOTC No 13	Officer Cadet L S J McGeever
IOTC No 14	Officer Cadet F M Bell
IOTC No 15	Officer Cadet C D Thompson
IOTC No 16	Officer Cadet A M Fulker

The BAE Systems Trophy

Awarded to the RAF or International cadet who has attained the highest marks for professional studies on the Course:

IOTC No 13	Officer Cadet T D Stokes
IOTC No 14	Officer Cadet L M R Williams
IOTC No 15	Officer Cadet A J Tyler
IOTC No 16	Officer Cadet S D Cannon

The Overseas Students' Prize

Awarded to the International cadet who, during Initial Officer Training, has attained the highest marks for professional studies on the course.

IOTC No 13	Not awarded
IOTC No 14	Officer Cadet A O O Nanakali IqAF
IOTC No 15	Officer Cadet B A D H B Kithsiri SLAF
IOTC No 16	Officer Cadet M A Babalola BDF

The Group Captain Williams Memorial Trophy

Awarded to the RAF cadet who, during Initial Officer Training, has shown the greatest improvement.

IOTC No 13	Officer Cadet C S Hall
IOTC No 14	Officer Cadet C Loughlin
IOTC No 15	Officer Cadet C J Stafford
IOTC No 16	Officer Cadet P W Little

The Sarah Moland Memorial Prize

Awarded to the RAF cadet who, during Initial Officer Training, has demonstrated outstanding qualities of courage and fortitude.

IOTC No 13	Officer Cadet M E Eager
SERE No 10	Officer Cadet K James
IOTC No 15	Officer Cadet E N Long
IOTC No 16	Officer Cadet D I Metcalfe

The Longcroft Trophy

Awarded to the cadet who, during Initial Officer Training, has contributed most to sport.

IOTC No 13	Officer Cadet J A Lago
IOTC No 14	Officer Cadet M J Byrne
IOTC No 15	Officer Cadet A J McNab
IOTC No 16	Officer Cadet A M Clayton

The RAF Club Prize

Awarded to the RAF cadet who, in the eyes of the Directing Staff has, throughout the Course, shown grit and unwavering perseverance, meeting every challenge with enthusiasm.

IOTC No 13	Officer Cadet D W A Rice
IOTC No 14	Officer Cadet A Milligan
IOTC No 15	Officer Cadet K D Evans
IOTC No 16	Officer Cadet C J F Welch

Special Entrant and Re-entrant Course Awards

The Daedalus Trophy

Awarded to the student who, during training on the Specialist Entrant and Re-Entrant Course, has proved to be the best all-round cadet.

SERE No 10	Officer Cadet T M Bennett Britton
SERE No 10A	Officer Cadet H D Trudgeon
SERE No 11	Officer Cadet S L R Ball

The Chapman Trophy

Awarded to the Specialist Entrant and Re-Entrant Course officer cadet who, by showing strength of character, has succeeded despite adversity and who has inspired others on the Course to reach the exacting standards required to graduate.

SERE No 10	Officer Cadet A L Dyer
SERE No 10A	Officer Cadet S A Homer
SERE No 11	Officer Cadet S J Shaw

Non-Commissioned Aircrew Initial Training Course Awards

The Air Gunners' Association Trophy

Awarded to the cadet who, during NCA Initial Training, attained the highest overall academic performance.

238 NCAITC	Sergeant S Dodd
239 NCAITC	Sergeant K A Simpson-Purkiss
240 NCAITC	Sergeant J R Ainsworth
241 NCAITC	Not awarded

The Butler Trophy

Awarded to the cadet who, during NCA Initial Training, has demonstrated outstanding Team Support.

238 NCAITC	Sergeant P D Storey
239 NCAITC	Sergeant R T E Myers
240 NCAITC	Sergeant J J Bradley
241 NCAITC	Not awarded

The Bowering Trophy

Awarded to the cadet who, during NCA Initial Training, has demonstrated the greatest determination, effort and enthusiasm in physical education

238 NCAITC	Sergeant D Tabreham
239 NCAITC	Sergeant S J Stubberfield
240 NCAITC	Sergeant A B Harrison
241 NCAITC	Not awarded

The Training Trophy

Awarded to the cadet who, during NCA Initial Training, has demonstrated the greatest improvement.

238 NCAITC	Sergeant S M Lowther
239 NCAITC	Not awarded
240 NCAITC	Not awarded
241 NCAITC	Not awarded

The Training Poignard

Awarded to the cadet who, during NCA Initial Training, has achieved the best overall performance in Leadership and SNCO qualities.

238 NCAITC	Not awarded
239 NCAITC	Not awarded
240 NCAITC	Not awarded
241 NCAITC	Not awarded

Defence College of Logistics and Personnel Administration Annual Award

The Chartered Management Institute Prize

Awarded to the student on the Intermediate Logistics Management Course, who achieves the highest standard in professional studies and who demonstrates good management potential.

No 50 ILMC	Not awarded
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Air Warfare Centre Cranwell

The Andrew Humphrey Memorial Gold Medal

Awarded to the Aerosystems Course member who is assessed by the staff as having achieved the highest overall standard throughout the Course and made the greatest personal impact upon the overall success of the Course. The award takes into account both academic and personal qualities.

No 41 Aerosystems Course	Flight Lieutenant N Andrews
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The Aries Trophy

Awarded to the Aerosystems Course member who, in the view of the staff, submits the best personal project.

No 41 Aerosystems Course	Flight Lieutenant C Burt RAAF
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The Edinburgh Trophy

Awarded to the Aerosystems Course member who is assessed by the staff as having achieved the highest overall standard in the computer and communications related subjects on the course.

No 41 Aerosystems Course	Flight Lieutenant D Goodey
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The Royal Institute of Navigation Trophy

Awarded to the Aerosystems Course member who is assessed by the staff as having achieved the highest overall standard in the navigation-related subjects of the Course.

No 41 Aerosystems Course	Flight Lieutenant C Burt RAAF
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QinetiQ Trophy

Awarded to the Aerosystems Course member who is assessed by the staff as having contributed the most in the Flight Trials module of the course.

No 41 Aerosystems Course	Flight Lieutenant C Burt RAAF
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SELEX Trophy

Awarded to the Aerosystems Course member who has achieved the best overall standard in the Sensors module.

No 41 Aerosystems Course	Flight Lieutenant C Burt RAAF
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Old Crows' Award

Awarded to the student who has submitted the best Electronic Warfare project.

No 41 Aerosystems Course	Squadron Leader P Richley
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No 1 Elementary Flying Training School

The R M Groves Trophy Memorial Prize for 2009

Awarded annually to the best all round RAF graduate from Elementary Flying Training.

Winner	Flying Officer N A Dearden
Runners-up	Flying Officer J A R Ballantine
	Flying Officer N Critchell

The Michael Hill Memorial Prize for 2009

Awarded annually to the Royal Air Force graduate from Elementary Flying Training with the best proficiency in applied flying.

Winner	Flying Officer J E C Pearce
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The Bryan Memorial Trophy

Awarded to the Royal Air Force student who has delivered the best performance during Groundschool.

EFT 125	Second Lieutenant Abdullah Al-Qarni
EFT 126	Flying Officer T G Seabrook
EFT 127	Flying Officer D Green
EFT 128	Flying Officer J Pearce & Flying Officer T Riedl (joint award)
EFT 129	Flying Officer R W C Campbell
EFT 130	Flying Officer L J Cooper
EFT 131	Flying Officer T E McLean
EFT 132	Flying Officer J Stansfield
EFT 133	Acting Pilot Officer D R Wild
EFT 134	Flying Officer C Edmondson
EFT 135	Flying Officer K A Potts
EFT 136	Flying Officer D H Ross

The VT Aerospace Trophy

Awarded to the Royal Air Force student who has displayed the best performance in the air.

EFT 125	Flying Officer O Suckling
EFT 126	Flying Officer J A R Ballantine
EFT 127	Flying Officer J Whitlock

EFT 128	Flying Officer J E C Pearce
EFT 129	Flying Officer R W C Campbell
EFT 130	Acting Pilot Officer P J D Dudley
EFT 131	Flying Officer S E Cook
EFT 132	Flying Officer S T Moore
EFT 133	Acting Pilot Officer D R Wild
EFT 134	Flying Officer A P Linham
EFT 135	Flying Officer A H Ellis
EFT 136	Flying Officer D H Ross

The Dickson Trophy

Awarded to the Royal Air Force student who gives the best overall performance in the air and on the ground.

EFT 125	Second Lieutenant Abdullah Al-Qarni
EFT 126	Flying Officer J A R Ballantine
EFT 127	Flying Officer N A Dearden
EFT 128	Acting Pilot Officer K Parry
EFT 129	Flying Officer J P Stevens
EFT 130	Flying Officer N Critchell
EFT 131	Acting Pilot Officer G D Hopkinson
EFT 132	Flying Officer T J L Loucaides
EFT 133	Flying Officer S J Ashworth
EFT 134	Flying Officer S K Merritt
EFT 135	Flying Officer K A Potts
EFT 136	Flying Officer D H Ross

The Midshipman Simon Trophy

Awarded to Royal Navy student with the best results in Groundschool.

EFT 124	Midshipman A Cross RN
EFT 125	Course cancelled
EFT 126 and 127	Sub Lieutenant A Wells RN
EFT 128 and 129	Midshipman A Lovell-Smith RN
EFT 130	Course cancelled
EFT 131 and 132	Sub Lieutenant N Grimmer RN
EFT 133 and 134	Sub Lieutenant M Gilmore RN
EFT 135 and 136	Midshipman J Mason RN
EFT 137, 138 and 139	Sub Lieutenant D Starsmore RN

The Hargreaves Trophy

Awarded to the Royal Navy student with the best overall results in flying.

EFT 124	Midshipman O Pocock RN
EFT 125	Course cancelled
EFT 126 and 127	Sub Lieutenant A Wells RN

EFT 128 and 129	Midshipman A Lovell-Smith RN
EFT 130	Course cancelled
EFT 131 and 132	Second Lieutenant R Cullingford RN
EFT 133 and 134	Sub Lieutenant R Wallace RN
EFT 135 and 136	Midshipman J Mason RN
EFT 137, 138 and 139	Sub Lieutenant D Starsmore RN

The British Aerospace Trophy

Awarded to the best overall Royal Navy student.

EFT 124	Midshipman O Pocock RN
EFT 125	Course cancelled
EFT 126 and 127	Sub Lieutenant A Wells RN
EFT 128 and 129	Midshipman A Lovell-Smith RN
EFT 130	Course cancelled
EFT 131 and 132	Sub Lieutenant N Grimmer RN
EFT 133 and 134	Sub Lieutenant R Wallace RN
EFT 135 and 136	Midshipman J Mason RN
EFT 137, 138 and 139	Sub Lieutenant D Starsmore RN

The CO's Trophy

Awarded to the Royal Navy student displaying the best fortitude, character and individuality during EFT and 'The man you would wish to have on your Squadron'.

EFT 124	Captain R Moore RM
EFT 125	Course cancelled
EFT 126 and 127	Lieutenant J Neave RN
EFT 128 and 129	Sub Lieutenant R Knight RN
EFT 130	Course cancelled
EFT 131 and 132	Sub Lieutenant G Weal RN
EFT 133 and 134	Sub Lieutenant M Gilmore RN
EFT 135 and 136	Lieutenant R Beaumont RN
EFT 137	Not awarded
EFT 137, 138 and 139	Lieutenant P Straker RN

The Martin Trophy

Awarded to the Army student who demonstrated the highest skill and ability in aircraft piloting.

EFT 119 (Short)	Course cancelled
EFT 120 (Short)	Course cancelled
EFT 121 (Short)	Second Lieutenant P Wilson AAC
EFT 122 (Short)	Staff Sergeant L Longworth R SIGNALS
EFT 123 (Short)	Second Lieutenant C Lucas AAC
EFT 124 (Short)	Second Lieutenant R Jones AAC
EFT 125 (Short)	Corporal D Tye PARA
EFT 126 (Short)	Sergeant L Smith AAC

EFT 127 (Short)	Second Lieutenant S Blackmore AAC
EFT 128 (Short)	Corporal S Otter RE
EFT 129 (Short)	Second Lieutenant T Tyrrell AAC

The Chief Groundschool Instructor's Cup

Awarded to the Army student who achieved the best overall Groundschool result.

EFT 119 (Short)	Course cancelled
EFT 120 (Short)	Course cancelled
EFT 121 (Short)	Staff Sergeant R Kettle AAC
EFT 122 (Short)	Captain P Whatnell RE
EFT 123 (Short)	Not awarded
EFT 124 (Short)	Corporal N Sullivan REME
EFT 125 (Short)	Captain B Butler RLC
EFT 126 (Short)	Sergeant J Simpson REME
EFT 127 (Short)	Second Lieutenant J Marshall AAC
EFT 128 (Short)	Bombardier A Thomas RA
EFT 129 (Short)	Captain R Archer RE

The Horsa Trophy

Awarded to the Army student who has demonstrated the greatest determination and courage.

EFT 119 (Short)	Course cancelled
EFT 120 (Short)	Course cancelled
EFT 121 (Short)	Second Lieutenant P Wilson AAC, Staff Sergeant R Kettle AAC & Sergeant D Urwin AAC
EFT 122 (Short)	Lieutenant H Wales HCR
EFT 123 (Short)	Lieutenant S Cook RLS
EFT 124 (Short)	Corporal D Tysoe REME
EFT 125 (Short)	Second Lieutenant R Durling AAC
EFT 126 (Short)	Sergeant J Simpson REME
EFT 127 (Short)	Second Lieutenant J Marshall AAC
EFT 128 (Short)	Sergeant J Foley R SIGNALS & Corporal S Otter RE
EFT 129 (Short)	Captain R Archer RE

No 3 Flying Training School

The No 3 Flying Training School Sword of Merit

Awarded to the student, at each graduation, who has produced the best overall performance during training, irrespective of whether they are an officer or senior non-commissioned officer; however, grades of high average or above average must have been achieved both on the ground and in the air.

Not Awarded

No 45 (Reserve) Squadron

The Serco Trophy

Awarded to the student pilot who gains the highest overall marks in Ground School studies on the multi-engine training course, providing the student achieves an above average Ground School assessment.

No 188 MEAFT	Flight Lieutenant S P Coates
No 189 MEAFT	Flight Lieutenant A J Mackay
No 190 MEAFT	Flying Officer A J Carter
No 191 MEAFT	Flying Officer L M Yates
No 192 MEAFT	Flight Lieutenant M Bridge

The Glen Trophy

Awarded to the student pilot who gains the highest overall marks for flying, provided that the student has achieved a high average assessment.

No 188 MEAFT	Flight Lieutenant S P Coates
No 189 MEAFT	Flight Lieutenant A J Mackay
No 190 MEAFT	Flying Officer A J Carter
No 191 MEAFT	Pilot Officer A S Peel
No 192 MEAFT	Lieutenant Arzhang Zebari

The Radley Trophy

Awarded to the student pilot who gains the highest overall standard in academic studies, flying and officer qualities, provided that the student has achieved an overall high average assessment.

No 188 MEAFT	Flying Officer C Lofthouse
No 189 MEAFT	Flight Lieutenant M Amery-Behr
No 192 MEAFT	Flying Officer J Marquet-Horwood

Dacosta Trophy

The Dacosta Trophy is awarded, at the discretion of the Officer Commanding No 45 (R) Squadron, to the student who has shown the best overall improvement during the course.

No 186 MEAFT	Flying Officer J T Turner
No 188 MEAFT	Flight Lieutenant A J E Bacon
No 189 MEAFT	Lieutenant Mohammed-Jabar
No 191 MEAFT	Pilot Officer A S Peel
No 192 MEAFT	Lieutenant Arzhang Zebari

No 55 (Reserve) Squadron

The Navigation Cup

Awarded to the best graduate on each fast-jet Weapons Systems Officers' Course, provided that the student has achieved at least a high average assessment overall.

No 506 WSO	Flying Officer S T Rutherford
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The Air Navigation School Leadership Trophy

Awarded to the Weapons Systems Officer Student who, during training at No 3 Flying Training School, has demonstrated outstanding leadership qualities.

Not Awarded

The Ardian Trophy

Awarded to the Weapons Systems Officer graduate who has displayed the highest overall standard of airmanship throughout the course, provided that a high average assessment has been achieved, or to the student who has shown significant improvement during training at No 3 Flying Training School.

No 506 WSO Flight Lieutenant S Haley

The Sutton Sword

Awarded to the Weapons Systems Officer who achieved the highest standard in navigation, academic subjects and personal qualities, provided the student has achieved a high average assessment.

Not Awarded

The Above Water Sensors Studies Trophy

Awarded to the student Weapons Systems Operator (Electronic Warfare) who achieves the highest marks during professional training, provided that an above average grade has been achieved during the academic, synthetic and flying phases of the Course.

No 12 WSOp Sergeant I Cooper

The Reynolds Trophy

The Reynolds Trophy is an award, which was presented by Squadron Leader Keith Reynolds who served as Officer Commanding Air Engineer Squadron (1982-4). It is awarded to a student weapon systems operator who has made the most significant progress while undergoing training at 3 FTS.

No 13 WSOp Sergeant T R Buxton

The Hamilton Trophy

Awarded to the Weapon Systems Operator student who achieves the highest overall standards in the academic, synthetic and flying phases of professional training, provided an above average overall assessment has been achieved.

Not Awarded

The George Holderness Memorial Prize

Awarded annually to the student SNCO who has displayed the highest standards throughout training, both in professional studies and personal qualities. The recipient is selected from all weapon system operators who have graduated during a 12-month period.

Not Awarded

The Leadership Trophy

Awarded to a student Weapon Systems Operator who, during training at 3 FTS, has demonstrated outstanding qualities of leadership.

Not Awarded

The Townsend Trophy

Awarded to the best overall Weapon Systems Operator who has undergone both generic and specialist training at 3 FTS.

No 11 WSOp Sergeant M Davies
No 12 WSOp Sergeant L McDonald
No 13 WSOp Sergeant N Scally

The Canham Memorial Trophy

Awarded to the best Weapon Systems Officer graduate on each multi-engine air navigation course, provided the student has achieved a high average assessment.

Not Awarded

Royal Air Force Central Flying School, Cranwell

Wright Jubilee Trophy

Awarded annually to the overall winner of the Aerobatics Competition for instructors from No 22 (Training) Group.

Flight Lieutenant M Barker

Trenchard Memorial Prize

Awarded annually (previously triennially) for outstanding contributions to the art of flying instruction.

Not awarded

Gross Trophy

Awarded on each Central Flying School course to the student who has achieved the highest marks in groundschool.

420 Course Lieutenant Hudson RN
421 Course Flight Lieutenantt Oakley
422 Course Flight Lieutenant Bullivant
423 Course Flight Lieutenant Watson

The Bulldog Trophy

Awarded on each Central Flying School course to the Tutor Qualified Flying Instructor who has achieved the highest average marks and assessments.

420 Course	Wing Commander Binns
421 Course	Wing Commander Bullement
422 Course	Wing Commander Rawnsey
423 Course	Flight Lieutenant Grogan

The Bulldog Cup

Awarded on each Central Flying School course to the student who was judged to give the best aerobatic display on the Tutor.

420 Course	Not awarded
421 Course	Flight Lieutenant Wise
422 Course	WO2 Kildea AAC
423 Course	Lieutenant Commander Allison

The Hopewell Trophy

Awarded on each Central Flying School course to the Tucano student who has achieved the highest assessments, during the flying phase, for flying ability and instructional technique.

420 Course	Not awarded
421 Course	Not awarded
422 Course	Flight Lieutenant Lord
423 Course	Lieutenant Commander Semple

The Clarkson Trophy

Awarded on each Central Flying School course to the best Tucano aerobatic pilot.

420 Course	Not awarded
421 Course	Not awarded
422 Course	Flying Officer Hayes
423 Course	Flight Lieutenant Taylor

The Hawk Trophy

Awarded on each Central Flying School course to the best Hawk instructor.

420 Course	Flight Lieutenant Macgillivray
421 Course	Lieutenant Issitt RN
422 Course	Flight Lieutenant Taylor
423 Course	Flight Lieutenant Watson

The Indian Air Force Trophy

Awarded periodically on Central Flying School courses for effort and determination.

420 Course	Not awarded
421 Course	Not awarded
422 Course	Flight Lieutenant Bloom
423 Course	Not awarded

The CFS Trophy

Awarded periodically, when merited, on Central Flying School courses to the best all round student.

420 Course	Not awarded
421 Course	Lieutenant Issitt RN
422 Course	Flight Lieutenant Lord
423 Course	Flight Lieutenant Grogan

Air Cadet Organisation Annual Awards

Lees Trophy

Awarded annually to the Squadron which is judged to be the best in the Corps in overall achievement and efficiency during the year of assessment, having regard to its size, location and facilities.

610 (City of Chester) Squadron

Morris Trophy

Awarded annually to the squadron which is judged to be the 2nd best in the Air Training Corps.

1211 (Swadlincote) Squadron

Dacre Sword

Awarded annually to the best male cadet, based on all-round performance.

CWO Gethin Davies, 499 (Port Talbot) Squadron

Dacre Brooch

Awarded annually to the best female cadet, based on all-round performance.

CWO Charlotte Hunt, 2409 (Halton) Squadron

Ganderton Sword

Awarded annually to the officer who, on the recommendation of the Adult Training Facility Directing Staff, has performed best in all aspects during the Officers' Initial Course.

Pilot Officer William Price, 216 (Redditch) Squadron

Shackleton Trophy

Awarded annually to the Air Cadet Training Corps Region, Wing or Squadron which mounts the most successful, imaginative and adventurous expedition.

344 (Fulham) Squadron





The Armorial Bearings and Supporters of the
ROYAL AIR FORCE COLLEGE, CRANWELL

College of Arms
London

A. Blin-Pier
Windsor Herald and Registrar



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