

RAF COLLEGE CRANWELL

College Journal Extracts



2007

March 2007 - Senior College Appointments

ROYAL AIR FORCE CRANWELL SENIOR APPOINTMENTS

COMMANDANT ROYAL AIR FORCE COLLEGE & DIRECTOR OF RECRUITMENT AND INITIAL TRAINING (ROYAL AIR FORCE)

Air Commodore R B Cunningham MBE ADC MA RAF

CHIEF OF STAFF & DEPUTY COMMANDANT ROYAL AIR FORCE COLLEGE

Group Captain M R Waring MA BSc FCIPD RAF

GROUP CAPTAIN OFFICERS AND AIRCREW SELECTION CENTRE

Group Captain T P McWilliams FRIN RAF

GROUP CAPTAIN INSPECTORATE OF RECRUITING (ROYAL AIR FORCE)

Group Captain M L Page Grad Dip MS RAF

GROUP CAPTAIN OFFICER AND AIRCREW CADET TRAINING UNIT

Group Captain I R W Stewart BSc RAF

OFFICER COMMANDING ROYAL AIR FORCE CRANWELL & No 3 FLYING TRAINING SCHOOL

Group Captain S P Townsend MA RAF

COMMANDANT AIR CADETS

Air Commodore G Moulds MBE RAF

COMMANDANT CENTRAL FLYING SCHOOL

Group Captain S P Ayres BSc RAF

OFFICER COMMANDING ROYAL AIR FORCE LEADERSHIP CENTRE

Group Captain J A Jupp OBE MA BA RAF

CHIEF OF STAFF AIR CADETS

Group Captain W M N Cross OBE RAF (Retd)

OFFICER COMMANDING NO 1 ELEMENTARY FLYING TRAINING SCHOOL

Group Captain P A Round MA BSc MRAeS RAF

PRINCIPAL DENTAL OFFICER

Group Captain D M McCarthy MSc BDS LDS DGDP MGDS RCS RAF

March 2007 - Prize Winners 2005-06 (1)

AWARD WINNERS 2005/2006

ANNUAL AWARDS

OFFICER AND AIRCREW CADET TRAINING UNIT

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.
Winner: Flying Officer E A Sellers LRSM RAF

The Sword of Honour is awarded to the RAF officer who, during Initial Officer Training, produced the most distinguished performance of the year in leadership.
Winner: Flying Officer A J Luckins BSc RAF

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.
Winner: Pilot Officer A M Grant RAF

The John Constable Memorial Prize 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.
Winner: Pilot Officer A M Grant RAF

DEFENCE COLLEGE OF AERONAUTICAL ENGINEERING (CRANWELL)

The AVM Sir Thomas Shirley Memorial Cup & The Minerva Society Prize is a conjoint award to the student of the Engineer Specialist Training Course who achieved the best overall performance of the year both in Engineering Studies and Initial Officer Training.
Winner: Flight Lieutenant I A Rushmere BEng RAF

The Stuart Boulton Memorial Award is made annually to the engineer officer who, having been commissioned from airman service in an aerostystems airman trade, achieved the best performance of the year whilst on Engineer Specialist Training Course.
Winner: Flying Officer M P Gauntlett RAF

The Hyde-Thomson Memorial Prize is awarded to the best ex-airman student of the year, with previous service in an electronics trade, graduating from Engineer Specialist Training Course into employment in a communications-electronics appointment.
Winner: Flight Lieutenant L D Annis RAF

The Beckwith Trophy is awarded to the student who achieves the best results in the first year of their degree course at RMCS Shrivenham.
Winner: Flying Officer N J Dehnel BA MEng RAF

The Armourers' and Braziers' Company Award is presented to the most outstanding project in the area of

Weapons Systems Engineering completed by a student on the Advanced Systems Engineering Course.
Winner: Flying Officer N J Dehnel BA MEng RAF

The Worshipful Company of Scientific Instrument Makers Prize is awarded to the best direct entrant of the year on an Engineer Specialist Training Course.
Winner: Mr D C Mason

The Loudon Trophy and The Penelope Kitt Memorial Prize is a conjoint award for the student of Supply Officer Training who is assessed to have been the best student of the year not only on their performance in specialist training but also during initial officer training.
Winner: Flying Officer Z Hogg

The Chartered Institute of Logistics and Transport and Supply Prize is awarded to the student from Supply Officer Training Courses who have achieved the highest standard in professional studies.
Winner: Flying Officer N Holmes

The Chartered Management Institute Prize is awarded to the student on the Intermediate Logistics Management Course, who achieves the highest standard in professional studies and who demonstrates good management potential.
Winner: Squadron Leader A Degg

AIR CADET ORGANIZATION

Lees Trophy is awarded annually to the sqn which is judged to be the best sqn in the Corps in overall achievement and efficiency during the year of assessment, having regard to its size, location and facilities.
Winner: 215 (City of Swansea) Squadron

Dacre Sword is awarded annually to the best male cadet, based on all-round performance.
Winner: Cadet Warrant Officer E Clark, 137(Leiston) Squadron

Dacre Brooch is awarded annually to the best female cadet, based on all-round performance.
Winner: Cadet Warrant Officer F Taylor, 107(Aberdeen) Squadron

Ganderton Sword is awarded annually to the officer who, on the recommendation of the ATF Directing Staff, has performed best in all aspects during the Officer Initial Course.
Winner: Pilot Officer T Metcalf, 42 (Founder) Squadron, Kings Lynn

Shackleton Trophy is awarded annually to the ATC Region, Wg or Sqn which mounts the most successful, imaginative and adventurous expedition.
Winner: Middlesex Wing

COURSE AWARDS 2006

OFFICER AND AIRCREW CADET TRAINING UNIT

The Sword Of Merit is awarded to the RAF cadet who, during Initial Officer Training, has demonstrated outstanding ability, leadership and other officer qualities and potential for further development.

Winners:

*IOTC 1: Officer Cadet A E L Sheard BA
IOTC 2: Officer Cadet A E Addis BEng PGCE
IOTC 3: Officer Cadet D W South BSc*

The Hennessy Trophy And Philip Sassoon Memorial Prize is awarded to the RAF cadet who, during Initial Officer Training, has proved to be the best all-round cadet, other than the Sword of Merit winner.

Winners:

*IOTC 1: Officer Cadet P Ellis BSc
IOTC 2: Officer Cadet H A Roberts BSc
IOTC 3: Officer Cadet G Roberts*

The MacRobert Prize is awarded to the cadet who, in the opinion of his or her peers, has made the greatest contribution to the Course.

Winners:

*IOTC 1: Officer Cadet P Ellis BSc
IOTC 2: Officer Cadet K M O'Brien
IOTC 3: Officer Cadet G Parker*

The BAE Systems Trophy is awarded to the RAF or Foreign and Commonwealth cadet who has attained the highest marks for professional studies on the course.

Winners:

*IOTC 1: Officer Cadet D Greig-Smith BSc
IOTC 2: Officer Cadet G M A Stone MA
IOTC 3: Officer Cadet R J Kenyon BSc*

The King's College London Trophy is awarded to the RAF or Foreign and Commonwealth cadet who has demonstrated consistent academic excellence.

Winners:

*IOTC 1: Officer Cadet P M Denton MEng
IOTC 2: Officer Cadet J L Pickersgill LLB
IOTC 3: Officer Cadet S H Phillips BA*

The Overseas Students' Prize is awarded to the Foreign and Commonwealth cadet who has produced the best overall performance in leadership, officer qualities and professional studies on the course.

Winners:

*IOTC 1: Officer Cadet S M S Al-Shabibi RAFO
IOTC 2: Officer Cadet S A Al-Balushi BSc RAFO
IOTC 3: Officer Cadet M J Rawlins TTAG*

The Group Captain Williams Memorial Trophy is awarded to the RAF cadet who, during Initial Officer Training, has shown the greatest improvement.

Winners:

*IOTC 1: Officer Cadet N H Mudford MEng AMRAeS
IOTC 2: Officer Cadet H A Roberts BSc
IOTC 3: Officer Cadet J Johnson LLB*

The Sarah Moland Memorial Prize is awarded to the RAF cadet who, during Initial Officer Training, has demonstrated outstanding qualities of courage and fortitude.

Winners:

*IOTC 1: Officer Cadet E M Harrison BSc
IOTC 3: Officer Cadet G D E Stevens*

The Longcroft Trophy is awarded to the cadet who, during Initial Officer Training, has contributed most to sport.

Winners:

*IOTC 1: Officer Cadet C E Gonzalez
IOTC 3: Officer Cadet S A M Bennett BSc*

The Daedalus Trophy is awarded to the student who, during training on the Specialist Entrant and Re-Entrant Course, has proved to be the best all-round cadet.

Winners:

*SERE 1: Officer Cadet L D Smith RGN RN
SERE 2: Officer Cadet H L Burgener BBA
SERE 3: Officer Cadet S B Stewart BDS*

The Air Gunners' Association Trophy is awarded to the cadet who, during NCA Initial Training, attained the highest overall academic performance.

Winners:

*226 NCAITC Sergeant O D Smith
227 NCAITC Sergeant A Turner
228 NCAITC Sergeant N P Gray
229 NCAITC Sergeant L K Scheerer*

The Butler Trophy is awarded to the cadet who, during NCA Initial Training, has demonstrated outstanding Team Support.

Winners:

*226 NCAITC Sergeant G Livingstone
227 NCAITC Sergeant I R Harvey
228 NCAITC Sergeant N A Butterfield
229 NCAITC Sergeant J D Allen*

The Bowering Trophy is awarded to the cadet who, during NCA Initial Training, has demonstrated the greatest determination, effort and enthusiasm in physical education.

Winners:

*226 NCAITC Sergeant J Armstrong
227 NCAITC Sergeant R M Jenkins
228 NCAITC Sergeant S J Walker
229 NCAITC Sergeant J D Allen*

The Training Trophy is awarded to the cadet who, during NCA Initial Training, has demonstrated the greatest improvement.

Winners:

*226 NCAITC Sergeant M R Griffiths
227 NCAITC Sergeant L C A J Quilter
228 NCAITC Sergeant P E Gowton*

The Training Poignard is awarded to the cadet who, during NCA Initial Training, has achieved the best overall performance in Leadership and SNCO qualities.

Winners:

*227 NCAITC Sergeant P Spooner
229 NCAITC Sergeant J D Allen*

March 2007 - Prize Winners 2005-06 (2)

No 3 FLYING TRAINING SCHOOL

The 3 FTS Sword of Merit is awarded to a 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.

Winner:
173 AFTC Flight Lieutenant D L Ryllo BSc

45(Reserve) Squadron

The Serco Trophy is 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.

Winners:
172 AFTC Flight Lieutenant A J Millard BSc
173 AFTC Flight Lieutenant G H Fairlie BA
174 AFTC Flight Lieutenant I P D Priest BSc

The Glen Trophy is awarded to the student pilot who gains the highest overall marks for flying, provided that the student has achieved a high average assessment.

Winners:
171 AFTC Flight Lieutenant A Mercieca BSc
172 AFTC Flight Lieutenant M S Hibbs BSc
173 AFTC Flight Lieutenant D L Ryllo BSc
174 AFTC Flight Lieutenant A D Barker MEng

The Radley Trophy is 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.

Winners:
171 AFTC Flight Lieutenant A Mercieca BSc
173 AFTC Flying Officer P T Sykes

55(Reserve) Squadron

The Navigation Cup is 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.

Winners:
485 WSO Flight Lieutenant N L Morris
485 WSO Flight Lieutenant S L Carmichael BSc
488 WSO Flying Officer J C Shackley
489 WSO Flying Officer J P Case
493 WSO Flying Officer L E Williams

The Air Navigation School Leadership Trophy is awarded to the Weapons Systems Officer Student who, during training at 3 FTS, has demonstrated outstanding leadership qualities.

Winners:
485 WSO Flight Lieutenant T J B Dugan BSc
489 WSO Flying Officer J P Case

The Ardian Trophy is 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 3 FTS.

Winners:
485 WSO Flight Lieutenant D M Bennett BSc
489 WSO Flying Officer M T Robertson
491 WSO Flight Lieutenant R C McCartney BSc
493 WSO Flight Lieutenant S A J Shekhdar MEng

The Sutton Sword is awarded to the Weapons Systems Officer who achieved the highest standard in navigation, academic subjects and person qualities, provided the student has achieved a high average assessment.

Winner:
487 WSO Flight Lieutenant S M Pearson BEng

The Above Water Sensors Studies Trophy is 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.

Winners:
2 WSO Sergeant D J Nash
3 WSO Sergeant G M Slater

The Hamilton Trophy is 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.

Winner:
3 WSO Sergeant G M Slater

ENGINEER AND SUPPLY OFFICER TRAINING AWARDS

The Institute of Mechanical Engineers Prize is awarded to the student with a mechanical background who achieves a noteworthy academic performance whilst on their Engineer Specialist Course.

Winners:
49 EST Flying Officer R C Marshall MEng ARAS
50 EST Flight Lieutenant C A Lawson BEng
51 EST Flying Officer N J Dehnel BA MEng
52 EST Flying Officer D E Smith

The Chicksands Cup is awarded to the student with a Communication-Electronics background who achieves a noteworthy academic performance whilst on their Engineer Specialist Training course.

Winners:
49 EST Flying Officer N R Olliver MEng MIEE
51 EST Flight Lieutenant G Shelly BEng MIEE
52 EST Flying Officer P A Grimes

The Chartered Institute of Purchasing and Supply Prize is presented to a student on Supply Officer Training who is adjudged to be the best student in

terms of achievement in studies, contribution to the success of the course and potential for the future.
Winner: Flying Officer A Wolfe

No 1 ELEMENTARY FLYING TRAINING SCHOOL

The Midshipman Simon Trophy is awarded to the RNEFTS student with the best results in Groundschool.

Winners:
91/92(Long) DEFTS Midshipman J D Edwards RN
93(Long) DEFTS: Midshipman J S D Gilbert RN
94(Long) DEFTS: Sub-Lieutenant A Lake RN
95(Long) DEFTS: Sub-Lieutenant A M Casey RN
96(Long) DEFTS: Lieutenant S G Purvis RN
97(Long) DEFTS: Sub-Lieutenant B M Pilkington RN
98(Long) DEFTS: Sub-Lieutenant N R Horn RN
99(Long) DEFTS: Sub-Lieutenant N D Aitken RN

The Hargreaves Trophy is awarded to the RN student with the best overall results in flying.

Winners:
91/92(Long) DEFTS: Sub-Lieutenant E R Cackett RN
93(Long) DEFTS: Sub-Lieutenant S J Collins RN
94(Long) DEFTS: Sub-Lieutenant A J Latchem RN
95(Long) DEFTS: Sub-Lieutenant M J Whitaker RN
96(Long) DEFTS: Sub-Lieutenant C Mileusnic RN
97(Long) DEFTS: Sub-Lieutenant B M Pilkington RN
98(Long) DEFTS: Lieutenant A L Rudkin RN
99(Long) DEFTS: Sub-Lieutenant A P Durston RN

The BAE Systems Trophy is awarded to the best overall RN student.

Winners:
91/92(Long) DEFTS: Midshipman J D Edwards RN
93(Long) DEFTS: Midshipman J S D Gilbert RN
94(Long) DEFTS: Sub-Lieutenant A Lake RN
95(Long) DEFTS: Sub-Lieutenant A M Casey RN
96(Long) DEFTS: Lieutenant S G Purvis RN
98(Long) DEFTS: Sub-Lieutenant N R Horn RN
99(Long) DEFTS: Sub-Lieutenant C D Bracken RN

The CO's Trophy is awarded to the RN student displaying the best fortitude, character and individuality during EFT and 'The man you would wish to have on your Squadron'.

Winners:
91/92(Long) DEFTS: Lieutenant A G Hampson RN
93(Long) DEFTS: Lieutenant C Marjoribanks RN
94(Long) DEFTS: Sub-Lieutenant A J Latchem RN
95(Long) DEFTS: Sub-Lieutenant M J Whitaker RN
96(Long) DEFTS: Captain S Murray RM
98(Long) DEFTS: Sub-Lieutenant G E Ridley RN
99(Long) DEFTS: Sub-Lieutenant P Clark RN

The Martin Trophy is awarded to the Army student who demonstrated the highest skill and ability in aircraft piloting.

Winners:
90(Short) DEFTS: 2nd Lieutenant W J T Sturt AAC
91(Short) DEFTS: 2nd Lieutenant D M A Surgenor AAC
92(Short) DEFTS: Captain G P Ward RE
93(Short) DEFTS: 2nd Lieutenant N Posthumus AAC
94(Short) DEFTS: 2nd Lieutenant S C Beattie AAC

95(Short) DEFTS: Sergeant G S Wardle REME
96(Short) DEFTS: 2nd Lieutenant M C C Hedley AAC
97(Short) DEFTS: Corporal S Whitnall PARA
98(Short) DEFTS: 2nd Lieutenant J P D Merrett AAC
99(Short) DEFTS: 2nd Lieutenant S M Hewitt AAC

The Chief Groundschool Instructor's Cup is awarded to the Army student who achieved the best overall Groundschool result.

Winners:
90(Short) DEFTS: 2nd Lieutenant W J T Sturt AAC
91(Short) DEFTS: 2nd Lieutenant C C Harwood AAC
92(Short) DEFTS: 2nd Lieutenant K Lindvall AAC
93(Short) DEFTS: Captain G J Reece PARA
94(Short) DEFTS: 2nd Lieutenant A J Davidson AAC
95(Short) DEFTS: Sergeant G S Wardle REME
96(Short) DEFTS: Corporal A D Rawlinson AAC
97(Short) DEFTS: 2nd Lieutenant A J McCaighy AAC
98(Long) DEFTS: 2nd Lieutenant K J Bull AAC
99(Long) DEFTS: 2nd Lieutenant S M Hewitt AAC

The Horsa Trophy is awarded to the Army student who has demonstrated the greatest determination and courage.

Winners:
90(Short) DEFTS: Captain J M Dawes
91(Short) DEFTS: 2nd Lieutenant D M A Surgenor AAC
92(Short) DEFTS: Captain G P Ward RE
93(Short) DEFTS: Captain G J Reece PARA
94(Short) DEFTS: 2nd Lieutenant D M Kane AAC
95(Short) DEFTS: Sergeant G S Wardle REME
96(Short) DEFTS: Corporal A D Rawlinson AAC
97(Short) DEFTS: 2nd Lieutenant A J McCaighy AAC
98(Short) DEFTS: Staff Sergeant C J White AAC
99(Short) DEFTS: Lieutenant R A Cory-Wright RDC

The Qatar Emiri Air Force Trophy is awarded to the best Qatar Emiri Air Force Pilot at the Defence Elementary Flying training School.

Winners:
95(Long) DEFTS: 2nd Lieutenant F Al-Noami QEAF
96(Long) DEFTS: 2nd Lieutenant T Al-Maadheed QEAF

CENTRAL FLYING SCHOOL

The Gross Trophy is awarded to the student who achieved the highest aggregate marks in Ground subjects.

Winners:
408 CFS: Flight Lieutenant S J Lockyer
409 CFS: Wing Commander B E Chatwood RAAF
410 CFS: Flight Lieutenant P I Jones
411 CFS: Flight Lieutenant G Brooker

The Bulldog Trophy is awarded to the Tutor student on each course who has achieved the highest aggregate marks.

Winners:
408 CFS: Flight Lieutenant S Courtnadge
409 CFS: Flight Lieutenant C R Renton
410 CFS: Lieutenant J M Ashlin RN
411 CFS: Flight Lieutenant G Hunt

March 2007 - Prize Winners 2005-06 (3)

The Bulldog Cup is awarded to the student on each course who is judged to give the best solo aerobatics display on the Tutor aircraft.

Winners:

408 CFS: *Flight Lieutenant S Courtnadge*

409 CFS: *Flight Lieutenant C R Renton*

410 CFS: *Flight Lieutenant R E Wholey*

411 CFS: *Flight Lieutenant G Brooker*

The Hawk Trophy is awarded to the Hawk pilot who achieved the highest marks on the flying phase of the course for both flying ability and instructional technique.

Winners:

408 CFS: *Flight Lieutenant G Sagar*

409 CFS: *Flight Lieutenant D J Laisney*

410 CFS: *Flight Lieutenant J M Cockroft*

411 CFS: *Flight Lieutenant A J Tennant*

The Hopewell Trophy is awarded to the Tucano student who achieves the highest aggregate marks on the flying phase of the course for both flying ability and instructional technique.

Winners:

408 CFS: *Flight Lieutenant N J Crennell*

410 CFS: *Flight Lieutenant L C Whitmore*

411 CFS: *Flight Lieutenant N J Baxter*

The Central Flying School Trophy is awarded to the course member who achieves the highest overall standard in both ground and air work.

Winner:

410 CFS: *Flight Lieutenant J M Cockroft*

The Clarkson Trophy is awarded to the best Tucano aerobatic pilot on each course.

Winners:

410 CFS: *Flight Lieutenant L C Whitmore*

411 CFS: *Flight Lieutenant L W Pucill*

Indian Air Force Trophy

Winner:

408 CFS: *Flight Lieutenant M Jenkins*

Top Hat Trophy

Winners:

408 CFS: *Flight Lieutenant C D Lyndon-Smith*

409 CFS: *Flight Lieutenant P Heasman*

410 CFS: *Lieutenant J M Ashlin RN*

411 CFS: *Flight Lieutenant A J Tennant*

AIR WARFARE CENTRE

38 AEROSYSTEMS COURSE

The Andrew Humphrey Memorial Gold Medal is awarded to the 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 in to account both academic and personal qualities.

Winner: *Flight Lieutenant S I Reeks*

The Aries Trophy is awarded to the course member who, in the view of the staff, submits the best personal project.

Winner: *Lieutenant S J Lam*

The Edinburgh Trophy is awarded to the Course member who is assessed by the staff as having achieved the highest overall standard in the computer and communications related subjects of the Course.

Winner: *Flight Lieutenant M J Romanowski*

The Royal Institute of Navigation Trophy is awarded to the Course member who is assessed by the staff as having achieved the highest overall standard in the navigation-related subjects of the Course.

Winner: *Flight Lieutenant S I Reeks*

Flight Trials Trophy

Winner: *Master Aircrew J Bird*

SELEX Trophy

Winner: *Flight Lieutenant S I Reeks*

HONOURS AND COMMENDATIONS 2006

Appointment to the Military Division of the Most Excellent Order of the British Empire

Sergeant J C Stanfield

Commendation by Commander-in-Chief Personnel and Training Command

Squadron Leader G Dean, Flight Lieutenant A L Ward, Flight Sergeant D J Chapple,
Flight Sergeant B Jones, Sergeant R J Smith, Mr A P Dobson

Commendations by Air Officer Commanding No 22 (Training) Group

Flight Lieutenant A E M Scott, WO 1 B Soper, Flight Sergeant G F Drummond,
Flight Sergeant K F Rooney, Sergeant M Cole, Sergeant J S Walkingshaw,
Corporal F McCulloch, Corporal K A McIntosh, Corporal N P Staley,
Mr H K Hawksworth, Mrs W A Kirman, Mrs P Leeks, Mr P Ware

March 2007 - Battle of Britain Sunday 2006

BATTLE OF BRITAIN COLOUR SUNDAY SERMON 2006

by The Right Reverend Tom Burns, Roman Catholic Bishop for the Forces

When a new Pope is elected, it is customary to give him a new car. So, last year Pope Benedict sold his old green Volkswagen. The event got into the news, because when the new buyer checked the documents, he noticed who the previous owner was. The story made it onto the programme: *Have I Got News for You*, and it was reported how the new owner sold the car on, at a higher price. The car was then sold a third time at an even higher price. So, as the presenter said: *On the third day it rose again!*

Now, it is interesting that this story makes you smile or laugh. For you have obviously understood the reference to rising on the third day, even though – statistically – people today are supposed to be a more ungodly and unchurched lot than they were in Britain of 1940. Yet, despite all the secularisation of our society, there is still a religious memory. There are moments when people are struck by something deeply religious: e.g. the picture of the New York Fire Department Chaplain, Father Mychael Judge, being carried dead from the rubble of the twin towers. This is something that resonates deep within each one of us.

Each year here at RAF Cranwell, the same deeply religious experience strikes all of us. By this annual service, we confront those who would find it convenient to forget what happened so long ago. We rightly recognize, spiritually and religiously, those of Bomber and Coastal command, who had to wait 66 years, until now in 2006, for political and official recognition for what they did, so generously and so selflessly. Many will continue to debate whether it was right to depend on the RAF for victory in the Battle of Britain, or whether the nation should have turned to the Royal Navy to prevent an invasion. The facts are: the RAF did it; the Navy did not. But, by our presence here, we keep alive the determination that nothing so evil as war should ever happen again. The people we remember are our very own. We feel proud to honour them in this chapel and at this service. They deserve the efforts of the living to give thanks for the efforts of the dead – and the few who are still alive. But more than that, we the living must shout from the rooftops the words of Pope John Paul II: *War is never a solution* – then or now.

Do we believe what people tell us about the awfulness of war? Are we inclined to dismiss tales of war in the air as tall stories of daring-do:

Oh, that could never have happened. It's been dramatised. It's all an exaggeration. It can't have been like that at all. As time passes, have people become incredulous about the awfulness of war, the lives lost (on land, sea, and in the air), about the inhumanities done by one human being to another? Have we forgotten? Is it all too far away, in distance and in time? Will we ever learn? Iraq, Zimbabwe,

Sierra Leone, Rwanda, Palestine, Afghanistan. The yoke still remains to be eased; the burden still remains to be lightened. When will we ever learn? When will God's Kingdom come?

God's Kingdom will be ushered in when attitudes change. For:

The world says: *Put up your fists.*

But the Gospel says: *Love one another.*

The world says: *Bloody his nose.*

The Gospel says: *Wash his feet.*

The world says: *Worship other gods: like money, status, power, promotion.*

The Gospel says: *Come to me all you who labour and are overburdened.*

The world says: *They don't deserve what they've got.*

The Gospel says: *You're right, but neither do you.*

The world says: *Take your revenge.*

The Gospel says: *Receive the gift of the Holy Spirit.*

The world says: *Don't let him get away with it.*

The Gospel says: *Forgive us our trespasses as we forgive those who trespass against us.*

The world says: *Be ambitious.*

The Gospel says: *Blessed is he who laid down his life for his friends.*

This is a high calling. There is no calling higher than the moment when the Lord laid down his life for sinful mankind. And in human terms, there is no calling higher than the moment when soldiers, sailors and airmen have laid down their lives in defence of the livelihoods and values of a nation threatened by a hostile foe. Yet, today, it can often seem that the reverse is true: that too many now lay down, not their lives for their friends, but their friends for their lives: trampling on others to get ahead, get promoted, get something first. No, *Blessed indeed is he who lays down his life for his friends.*

What we are doing here today in this chapel recalls a remark made by that great England and Yorkshire cricketer, Freddie Trueman, many years ago. He would be as much surprised as you probably are that his words might be applied to this occasion too. He was fielding in the slips with that other great cricketer, David Shepherd, the former Anglican Bishop of Liverpool. Bishop David dropped a relatively easy catch. Immediately, Freddie Trueman turned to him and said: *Eee, lad, can't tha not do what tha does on Sundays: like, put tha hands together!* We today



The Right Reverend Tom Burns SM

put our hands together in prayer as we retain the memory of events and people that occurred 66 years ago – events remembered by many a plaque and inscription on the walls of this College. If only they could speak and teach us today. The generosity and sacrifice of so many fliers, aircrew, and groundcrew in the Battle of Britain and in the years that followed were enormous and selfless. They merit our prayers and our promise never to forget them. They ask us to keep their memory alive, to continue to carry their burden of freedom in our own age. In pursuit of that freedom, airmen continue their initial flying training in this establishment, and go on to meet huge challenges in defence of goodness, right, and family values. In the history of the Royal Flying Corps and then the Royal Air Force, thousands have never returned home. Go to RAF Kinloss today, and you feel the grief of service personnel and families, as they try to come to grips with the loss of 12 members of 120 Squadron in Afghanistan. The generosity and sacrifice of so many, over the years, have been enormous and selfless, including their bereaved families and loved ones. Yet, they might still be asking us today: *When will we ever learn?*

For Christ, the sacrifice of his own life has been seen by some as a great mistake. Out of love for mankind, Christ suffered mortally. Was that a great mistake? If there was any mistake, it was entirely ours that weak mankind needed him to do that for us. Similarly, out of love for dear ones at home, our Armed Forces have suffered mortally. Was that a great mistake? If there was any mistake, it was entirely on the part of governments that failed to find any other way but war to resolve problems. War is as much a contradiction as the cross is. But both show complete selflessness and self-sacrifice on the part of those who suffer in a good cause. They rise to the occasion, with a spirit and a strength that they never knew they had before. For *when we are down to nothing, God is up to something.*

But, paradise is not to be found in this world. Nation will go on warring against nation. From A to Z, from Afghanistan to Zimbabwe, oppression and terror

continue unabated, as though no-one will ever learn. Iran has begun to flex its nuclear muscles against Israel, which it threatens with annihilation. Until there is peace between Jew and Arab in Palestine, we will never have peace anywhere in the Middle East. And in its thirst for resources to feed its growing economy, China widens its influence worldwide, particularly by alliances with oil and gas-rich countries, and by injections of capital into many vulnerable parts of Africa. The world becomes more and more unstable, because Jesus Christ is not recognized in the world. He is no longer wanted. He is not seen as satisfying mankind's needs. We want everyone else to change, but not ourselves. If we find it so difficult to change ourselves, imagine how difficult it is to change others. Conversion, for that is precisely what we are talking about, is not a single, dramatic event. There might not be a blinding light, as happened to St Paul on the road to Damascus – or as one child wrote: *on the road to Domestos!* Conversion requires a leap of faith, a leap into the unknown.

How do we do that? Well, King George VI gave one answer, in the very first royal broadcast on Christmas Day in 1940, as Britain battled against invasion. He quoted a little-known poet called Minnie Louise Haskins, who said:

*Put your hand into the hand of God,
and go out into the unknown.
That shall be for you better than a known way.*

Go out into the unknown. Oh, how we fear uncertainty. Oh, how we are reluctant to LET GO! LET GOD! to let go of what we've always known, to move on from familiar ways. The hardest ministry of all is to let God do in us what we dare not even think of. It would change the world.

Some advice from Oscar Wilde would also change the world, when he said: *"Always forgive your enemies. Nothing annoys them so much!"*

Delivered in St Michael's and All Angels Church on Sunday 17 September 2006.

IN MEMORIAM

We record with regret the passing of the following Cranwell Graduates whose deaths were notified to us during the last year:

AVM	M J C W	Dicken	73 GE	23 Dec 05	Flt Lt	S	Johnson	98 IOTC	2 Sep 06*
Air Cdre	V B	Howells	76 GE	5 Sep 06	Flt Lt	L A	Mitchelmore	192 IOTC	2 Sep 06*
Air Cdre	A M	Ruston	Jan 38 Entry		Flt Lt	S	Mulvihill	194 IOTC	6 May 06*
Gp Capt	J L	Crosbie	Jan 33 Entry	10 Apr 06	Flt Lt	G R	Nicholas	184 IOTC	2 Sep 06*
Gp Capt	F	Drew	Sep 27 Entry	10 Oct 06	Flt Lt	N C R	Rees	81 IOTC	6 Jan 06
Gp Capt	A M	Mumford	68 GE	11 Feb 06	Flt Lt	A J	Squires	115 IOTC	2 Sep 06*
Wg Cdr	J W	Arney	Sep 33 Entry	19 Nov 06	Flt Lt	S	Swarbrick	191 IOTC	2 Sep 06*
Wg Cdr	F D	Belfield	43 IOTC	22 Jun 06	Fg Off	K	Gregory	147 IOTC	3 Jan 06
Wg Cdr	A W	Cochrane	72 IOTC	27 Feb 06	Mr	R	Thomas	72 GE	
Wg Cdr	J	Coxen	67 IOTC	6 May 06*					
Wg Cdr	R F	Martin	Sep 37 Entry	1 Sep 06					
Sqn Ldr	P A	Lean	43 IOTC	10 Mar 06					

(* Whilst on operational service).

March 2007 - Leadership Essay

AVM Gray Leadership Essay Prize

The late Air Vice-Marshal J A Gray CB CBE DFC GM underwent flying training at Cranwell in 1917. On 1 April 1918 he was transferred to the RAF where he served for 36 years, including a tour as a flying instructor at Cranwell in 1935. After a distinguished career he retired in 1954 and died in 1987. In his Will he bequeathed a share of his estate to the Royal Air Force College, and the legacy was used to set up a Trust Fund entitled 'The AVM Gray Memorial Fund'. The Fund supports projects that are concerned with "improving the efficiency of the RAF by encouraging the study of leadership". This may be through essays or presentations. In 2006 the memorial fund was used to support an AVM Gray essay and leadership presentation competition.



GOERING AND DOWDING - A COMPARISON OF LEADERSHIP DURING THE BATTLE OF BRITAIN

by Flying Officer Priestley (216 IOTC)



Air Chief Marshal Sir Hugh Dowding and Hermann William Goering, German Reichsmarschall, commanded opposing sides during the historic Battle of Britain. This was a battle like no other before and no other since. It is now as ingrained in British history as deeply as Trafalgar and the Battle of Hastings¹. This paper will assess the leadership of both commanders, the decisions they made and the impact of these decisions upon the Battle and ultimately the Second World War.

It will be proved that Goering failed completely as an Air Leader during the Battle of Britain. This was largely due to his inability to accept the facts presented before him and his choice to over estimate the capabilities of the Luftwaffe. In addition, in agreement with Hitler, he broke one of the key principles of war, which is Selection and Maintenance of the Aim². Dowding as we will see had an innate ability to plan and grasp the reality of a situation particularly at the strategic level. However, he does not escape criticism due to his failure to put an end to the disagreement on tactics between two of his most senior commanders, which in different circumstances could have had a seriously adverse effect on how the air battle developed.

To be able to make an objective assessment of Dowding and Goering as leaders, we must take into account the situation both leaders found themselves in. Dowding starting the battle with his brain child: the first ever three pillared Integrated Air Defence System, with an Air Force of modern heavily armed metal skin fighters, but heavily outnumbered. Goering on the other hand had an astonishingly successful Air Force designed for tactical lightning war (Blitzkrieg). He was, however, presented with a previously unexpected and unplanned mission to destroy the RAF and pave the way for Operation Sealion, the German invasion of Britain.

Dowding and Goering as characters were poles apart: Dowding austere, aloof and self opinionated,³ traits that made relationships with ministers and

fellow senior officers difficult at times. Crucially, though, he did develop good relationships with those directly involved in his business, namely Lord Beaverbrook, the Minister for Aircraft Production, and Air-Vice Marshal Keith Park, one of his most loyal Group Commanders. Goering on the other hand had a colourful and engaging character albeit mixed with a degree of pomposity and vanity. He was politically aligned with his leader but tainted by a history of mental health problems, exacerbated by his addiction to Morphine and later Paracodeine, a legacy of an injury sustained during the 1923 beer hall putsch.⁴ Both men had seen action in the First World War and fought with distinction, but at no time did they display the acts of outstanding leadership that would indicate their potential to become major players some twenty years later.

Following the allied evacuation at Dunkirk, the two leaders had different thoughts and priorities. Goering chose to allow large elements of his Luftwaffe to go on leave back to Germany. This could be seen as a leader who cared for the welfare of his troops, giving them a reward for a job well done so far. By doing so, though he missed a chance to evaluate with his commanders and pilots what lessons could be learned from the campaign so far. And there were several lessons. Although successful, a price had been paid in terms of aircraft and aircrew. The Luftwaffe failed to seriously disrupt the allied retreat at Dunkirk and suffered heavy losses to the Spitfire and Hurricane Squadrons flying over the channel from England. As General Adolf Galand wrote, 'Dunkirk should have been an emphatic warning to the leaders of the Luftwaffe'⁵. This was an early example of Goering's inability to evaluate the situation before him.

Conversely Dowding became more focussed than ever, fully appreciating the dire situation Britain was in. The Army was in disarray and we had a critical shortage of fighter aircraft and pilots mainly due to a futile attempt to stop the inevitable fall of France. Dowding was strongly against the despatching of

aircraft at this late and desperate stage as he viewed it as a lost cause. After the fall of France he was heard to say, 'Thank God we are now alone',⁶ a clear reference to the relief he felt at not having to lose any more of his invaluable fighters, which would be desperately needed for the next phase of the War.

Before evaluating the leadership performance of Dowding during the Battle itself, his contribution beforehand must be mentioned. From 1930 acting as Air Member for Supply and Research he championed the development of the single seat, metal skinned monoplane which transpired into two brand new fighters namely the Hurricane and later the Spitfire. He also saw the potential of Radar as an Air Defence tool. With these projects in place he set about creating Fighter Command, formed during 1936 with Dowding himself as the Commander in Chief.

During the Battle itself, Dowding largely left the day to day tactical decisions to his group commanders. This was a fine example of how a Commander in Chief should work,⁷ thus allowing himself to evaluate what the future course of the battle may be and to plan accordingly. This hands-off approach did contribute to a destructive disagreement over tactics between two of his Group Commanders, AVM Keith Park of 11 Group and AVM Trafford Leigh Mallory of 12 Group. Park was an advocate of small formations of fighters getting in amongst the Luftwaffe formations as soon as they were detected by radar. Leigh Mallory, influenced by one of his squadron commanders (Douglas Bader) was in favour of a more time consuming approach, which involved large formations of fighters attacking in bulk. Both methods had successes, but the more important issue was the ill feeling that the whole episode created, not only between the two Group Commanders but higher up the chain to the Air Ministry. Unfortunately, Dowding did little to stop the rumblings and for this must take some blame. It also could have had serious consequences particularly with lack of cooperation between the two fighter groups. In some instances 11 Group's airfields were left defenceless as the protectors from 12 Group led by Bader ignored orders and entered the main Air Battle.⁸

Meanwhile in July 1940 Goering's leadership challenges were far greater, although he was yet to realise it. Typically boastful and arrogant he promised that the RAF would be defeated within five days. Furthermore, on the 16th of July he stated that Operation Sealion would not be needed at all, as Britain would surrender to the attacks of the Luftwaffe.⁹ Significant German loses following Initial skirmishes over the channel should have given

Goering a further indication of the difficulty the Luftwaffe was to face. Adler Tag marked the start of the main Battle with the Germans implementing a plan of destroying the RAF and its Radar sites. However, Goering failed to appreciate the superior firepower of the British fighters, eight guns as opposed to the ME109's four, and how ineffective the JU87 and Me110 would be when combating with faster more agile aircraft. The trend for the early part of the battle was repeated with the Luftwaffe inflicting severe damage to airfields and aircraft but suffering huge losses in doing so. These problems were exacerbated by the inadequate range and time over the target capability of the escort fighters namely the Me109 which for some inexplicable reason was not fitted with drop tanks. Moreover, the Luftwaffe failed to fully appreciate the significance of Radar even though intelligence was well aware of its existence. The Germans also lacked a heavy four engined bomber, which, as the Battle changed to the strategic bombing of London, proved to be a major disadvantage.

Goering's biggest mistake as a leader, however, was to allow himself to be distracted from his strategic aim of destroying the RAF. In response to an RAF reprisal raid on Berlin, something Goering said would never happen, he switched the Luftwaffe's main effort into bombing London. This had three consequences: it allowed the RAF some breathing space to repair airfields and aircraft, it exposed his ill-suited and poorly defended HE111 bombers to the rejuvenated Fighter Command and finally it led to a German defeat in the Battle of Britain.

The RAF was in a dire situation during the Battle of Britain, but ineffective leadership from Goering in the form of poor evaluation contributed to the fact that history would remember him as an infamous and ridiculed figure. After the war he incorrectly prophesied that there would be statues erected in his memory all over Germany for the next 50 years. This sums up his character as a leader in that he was a poor predictor of the future and his vanity was monumental.¹⁰ Dowding, however, would hardly be remembered at all, particularly by those who continue to benefit from the decisions and action he took. In terms of leadership the fact is there was no comparison between the two. Many leadership models could be used to analyse Dowding but probably the most appropriate would be the 'Situational' model. He was without doubt the right person at the right time with the right skills. The significance of the Battle cannot be overestimated. Had Britain lost and been successfully invaded by Germany, the course of the war and modern history itself would have undoubtedly changed dramatically.

¹ Sqn Ldr Simon Braun (2005) *The Command and Leadership Competence of Air Chief Marshal Sir Hugh Dowding* (Air Power Review).

² Lee Asher (1972), p.112 *Goering Air Leader* (Duckworth).

³ Basil Collier (1957), p.24 *Leader of the Few* (Jarrolds London).

⁴ Lee Asher (1972), p.28

⁵ Lee Asher (1972), p.8

⁶ Robert Wright (1969), p.129 *Dowding and the Battle of Britain* (Macdonald London).

⁷ Sqn Ldr Simon Braun (2005)

⁸ Robert Wright (1969), p.177.

⁹ Lee Asher (1972), p.92

¹⁰ Lee Asher (1972), p.239

March 2007 - 45 Sqn of RAF Cranwell

No 45(RESERVE) SQUADRON HISTORY AND TRAINING

by Flying Officer Thomas Fox

Formed on 1 March 1916, No 45(Reserve) Squadron celebrated its 90th Anniversary in 2006. The Squadron has served all over the world, notably in Egypt and Iraq, where in the 1920s it adopted the nickname 'The Flying Camels'. This was chosen, along with the winged-camel motif, as an appropriate identity for a squadron acting as the 'ship of the desert' flying the Baghdad-Cairo mail route. The Squadron left the area in 1942 after being deployed to Burma, starting a long association with the Far East. Subsequent areas of operation include Ceylon, Malaya and Singapore flying several different aircraft types such as Venoms, Vampires and Canberras. Here, whilst taking part in Operation FIREDOG, the Squadron successfully flew over 4000 operational sorties against the communist terrorists. After nearly 50 years of continuous service overseas, the Squadron returned to the UK in 1972 to fly the Hunter and subsequently Tornado GR1, becoming the 'shadow' identity - hence the Reserve(R) status - of the Tornado Weapons Conversion Unit (TWCU) at RAF Honington. In 1995, 45(R) Squadron arrived at RAF Cranwell, after a brief spell at RAF Finningley, with their Jetstream training aircraft. The role of training all the RAF multi-engine pilots continues today with the Beechcraft King Air B200, all 7 of which are owned and serviced by Serco.

Those pilots selected for multi-engine training undertake a period of general service training on arrival at Cranwell, including the joys of survival training. The survivors join 45(R) Sqn, and proceed to fly approximately 30 hours during Multi-Engine Lead In Training (MELIN) on the Slingsby Firefly provided via civilian contract with Babcock Defence Services. MELIN acts as a bridging course between EFT and operating a true multi-engine trainer, and introduces the

Beechcraft King Air B200



essential concepts of a 2-crew cockpit and Crew Resource Management (CRM) on an easily managed platform. An understanding of the human factors of a multi-crew cockpit is a crucial requisite to successfully carrying out the huge range of missions asked of today's military pilot.

Basic phase flying on the King Air allows limited use of the aircraft's extensive avionics and flight system. It focuses on general handling of the aircraft, basic instrument flying including radio aids navigation and introduces the student to operations at night. It also provides essential training in asymmetric engine control, whilst continuously improving the student pilot's ability to operate within a multi-crew environment. Extensive use is made of the 2 King Air simulators, ensuring that the student can progress rapidly to advanced exercises and maximising the training value of every precious airborne hour.

Once the students can fly the aircraft, they must learn to operate it as a military platform. The King Air advanced phase introduces more complex sortie profiles, low level flying, formation flying, flights in foreign airspace and more demanding simulated combat missions. Additionally students are expected to operate safely within controlled airspace,

exercising proper radio discipline whilst mixing with commercial traffic at busy civilian airports. All these elements are intended to advance both the student's skill-set, and also to continue to develop their airmanship, CRM, systems management and captaincy.

The course ends with a final handling test, and, for the successful pilot, the award of the coveted Wings at a solemn ceremony in College Hall. The final hurdle is role disposal, where the new pilot discovers, at a much less solemn ceremony, to which frontline aircraft type he is posted. Then it's off to an Operational Conversion Unit, sometimes within a

matter of a few days and the certainty, with today's operational tempo, of combat flying in the near future. It is this operational imperative that drives the training on 45(R) Sqn. Military multi-engine pilots are expected to operate in all roles, in all theatres, and must be prepared for operations in the tactical, low-level and night environments. Crews must operate a plethora of aircraft and role-specific systems, often simultaneously with other aircraft, whilst also ensuring their own safety utilising defensive, tactical, and even offensive aids. To this end, it is the proud boast on 45(R) Squadron that our training does not produce transport pilots. Instead it graduates combat pilots who operate large aircraft.

March 2007 - 55 Sqn of RAF Cranwell (1)

No 55(R) SQUADRON AND THE ITALIAN CAMPAIGN

by Flying Officer Kevin Beale, 495 Weapons Systems Officers Course

The modern role of 55(R) Squadron based at RAF Cranwell is:

"To Train Aircrew in Systems Management, Decision Making, Air Leadership and Teamwork to meet the Operational Demands of the Royal Air Force."

It is one of the largest training squadrons in the RAF. It trains Weapons Systems Officers (WSOs) and Weapon System Operators (WSOPs) to progress to Operational Conversion Units (OCUs). This year saw the 90th Anniversary of the Squadron and the consecration of a new standard. Marked on that standard are many battle honours (see end of article) including The Gothic Line.

By understanding the past, training and leadership can be best prepared for the future. With this aim in mind, current members of 55(R) Squadron conducted a visit to the Commonwealth War Graves in Italy over the Remembrance Weekend 2006.



No 55(R) Squadron Wreath laid at the Commonwealth War Grave - Padua

Despite a gap of over 60 years, many similarities exist between elements comprising the RAF's expeditionary role today and the Squadron's role in the Italy campaign. Despite having much less written about it, compared to the advance through northern Europe, this was an equally grim and bloody struggle for victory.

History

The Squadron was originally formed as a training unit in April 1916 and its role developed to bombing and reconnaissance duties as part of Trenchard's Independent Force for strategic raids over Germany until the end of WW1. Between the Wars, the

Squadron performed Air Policing over Iraq for a period of 19 years. During the initial stages of WW2 the Squadron patrolled the Suez Canal area until Italy joined the War and bombing raids over Libya began. The next stage of the Squadron's history begins in 1940 in the North African desert and ends with the removal of German forces from Italy in 1942.

THE ITALIAN CAMPAIGN

Strategy

The strategic disagreement by the Allies on how to win WW2 was fierce. The US Service Chiefs argued for an invasion of France as early as possible and no other operations should be undertaken which might delay that effort. The British advocated a Mediterranean strategy arguing that the presence of large numbers of troops trained for amphibious landings in the Mediterranean made a limited-scale invasion possible and useful. Eventually the US and British political leadership made the decision to commit to an invasion of France in 1944, but with a low-priority Italian campaign to tie up German forces in the meantime.

The primary strategic goal of the campaign was to force the German Army to tie down units in Italy, which both sides knew was a secondary theatre. Furthermore, it forced German troops from the Eastern Front to defend Italy and the entire southern coast of France, thus aiding the Soviets.

Time Line

- The combined British-American invasion of Sicily began on 10th July 1943.
- Forces of the British Eighth Army landed in the 'toe' of Italy on 3rd September 1943.
- The Italian government surrendered on 8th September, but the German forces prepared to defend without their assistance.
- On 9 September forces of the US Fifth Army landed at Salerno.
- The British Eighth Army under Montgomery was able to make progress for a while up the eastern coast capturing the port of Bari and the important airfields around Foggia. But as the Allies advanced north, increasingly difficult terrain - characterised by a succession of fast flowing rivers and intervening ridges running at right angles to the line of advance - prevented fast movement and proved ideal for defence.

- In early October 1943 Adolf Hitler was persuaded by his Army Group Commander in south Italy, Field Marshal Kesselring, that the defence of Italy should be conducted as far away from Germany as possible. This would make the most of the natural defensive geography of Central Italy whilst denying the Allies the easy capture of a succession of airfields each one being ever closer to Germany.
- Kesselring was given command of the whole of Italy and immediately ordered the preparation of a series of defensive lines across Italy south of Rome. Two lines, the Volturno Line and the Barbara Line were used to delay the Allied advance to buy time to prepare the most formidable defensive positions which formed the Winter Line, the collective name for the Gustav Line and two associated defensive lines on the west of the Apennine mountains, the Bernhardt Line and the Adolf Hitler Line.
- The Winter Line proved a major obstacle to the Allies at the end of 1943, halting their advance on the Fifth Army's front, the western side of Italy. Although the Gustav Line was penetrated on the Eighth Army's Adriatic front, blizzards, drifting snow and zero visibility at the end of December caused the advance to grind to a halt. Landings at Anzio behind the line were intended to destabilise the German Gustav line defences, but the hoped for early thrust inland to cut the German defences off did not occur and the Anzio forces became bottled up in their beach head.



- It took four major offensives between January and May 1944 before the line was eventually broken by a combined assault of the Fifth and Eighth Armies (including British, US, French, Polish, and Canadian Corps) concentrated along a twenty mile front between Monte Cassino and the western seaboard. At the same time the forces at Anzio broke out of their beach head but an opportunity to cut off and destroy a large part of the German Tenth Army retreating from the Gustav Line was lost when, on the brink of success, the Anzio forces changed their direction of attack to move parallel with the coast to capture Rome.
- Rome fell on 4th June.
- In the period from May to September the Allies advanced beyond Rome taking Florence and closing up on the Gothic Line. This last defensive line, just south of Bologna, was not broken until April 1945.
- In the winter and spring of 1944-45, extensive partisan activity in northern Italy took place. Because there were two Italian governments during this period, one on each side of the war, the struggle took on some characteristics of a civil war.

Air Power in Italy

The Italian air campaign remains one of the finest examples of the potential of Air Power to make a decisive difference to land operations.

The Desert Air Force was formed in North Africa to provide close air support to the Eighth Army in its campaigns between 1941 and 1945. It was made up of squadrons from the Royal Air Force (RAF), the South African Air Force (SAAF), the Royal Australian Air Force (RAAF) and the United States Army Air Forces (USAAF) together with individuals from other Allied air forces.

Joint

The role of the Desert Air Force in the 1943-1945 is what we now define as 'Joint Force Employment'. Recognised by General Arnold as "the greatest lesson of the Second World War," joint operations saw their foundation in a number of different areas, but many regard the Italy campaign as the birth of successfully using air support to friendly forces on the ground.

Up to this time, aircraft had seen 3 different roles: Coercive bombing aiming to destroy a country's will to fight; Reconnaissance, to find out what was going on behind enemy lines; Air Defence to prevent enemy aircraft doing the first two roles. The Second World War saw a revolution in the diversity of Air Power and one of the major elements of this was the development of air support to ground operations.

March 2007 - 55 Sqn of RAF Cranwell (2)

Air Interdiction

The Desert Air Force had a staggering numerical advantage and enjoyed air supremacy over Italy. This gave aircraft the opportunity to operate where they wanted and to use air power in support of operations on the ground, rather than defending troops from enemy attack.

The Desert Air Force contributed significantly to the development of Air Interdiction:

“Operations conducted to destroy, disrupt, neutralise or delay the military potential of opposing forces before they can be brought to bear effectively against friendly forces” (AP3000).

Beyond the range of most land-based systems, air power offered reach and flexibility – two of the key characteristics that we preach in today’s air power doctrine – to fly behind the enemy to attack supply lines, reinforcements, front line defensive positions and command and control systems. The objective was to reduce the enemy’s capability to fight, and weaken their defences prior to the main land force attack.

Doctrine

The actions of the Desert Air Force in Italy proved to be a testing ground for airmen in the development of tactics, techniques, and procedures for the employment of airpower in a combat environment. Lessons learned over the Mediterranean in coordination with ground commanders benefited airmen and soldiers landing in Normandy and have continued to make a major difference to conflicts throughout the world ever since.

In spite of the lack of experience in joint operations, dogged determination, innovative thinking, and sound leadership helped the Allied forces overcome the friction and fog of war and, although the Germans fought cleverly and tenaciously, history suggests that this was no match for the decisive contribution made by Allied Air Power.

The coordinated air campaigns that supported the offensive operations throughout Italy allowed the Allies to secure beachheads and advance inland, fighting an adversary with broken supply lines, broken morale and with minimal support from the air. The intensity of the Allied air campaign compelled the Germans to withdraw forces first from Sicily, then from southern Italy. This reduced their ability to mass their effort to oppose attacks and drained German combat power that could have been used on the Eastern front or to reinforce France.



Remembrance

In remembrance of the service of all those who fought and died in operations in Italy WW2, 55(R) Squadron Personnel visited Commonwealth War Graves in Northern Italy. Thirty one Squadron members who lost their lives were visited and each grave was marked with a symbol of our respect.

At each location, visiting members performed presentations consisting of briefings, readings and discussions. Topics included Organisation of Commonwealth War Graves, The Italian Campaign, Allied Strategy, Air Power and 55(R) Squadron history and ethos.

Sites Visited: Argenta
Coriano Ridge
Ravenna War
Forli
Padua War

The Visit concluded with a Service of Remembrance at Padua, led by Officer Commanding 55(R) Squadron, Wing Commander Steve Richards. There was a reading from John 15: v9-17. All personnel then observed a 2-minute silence.

The primary role of 55(R) Squadron in Italy was the bombing and reconnaissance of road and rail communications, stores dumps, factories and enemy aerodromes.

The aerial interdiction and close air support campaigns helped to achieve major strategic goals but, perhaps more importantly, the lessons learned in Italy also helped refine the doctrine which shapes the Royal Air Force we see today. In turn, this relates to the techniques being taught by the modern 55(R) Squadron in its role at RAF Cranwell.

References

World Wide Web
BBC online - Peoples War
Commonwealth War Graves Commission
RAF.mod.com
The RAF Museum London
Wikipedia.com

Bibliography
The Right of the Line by John Terraine

Extracts/Inspiration
Staff Ride presentation scripts by:
Flt Lt Hughes
Flt Lt Nash
Wg Cdr Richards

RAF Cranwell
College Hall Officers Mess Library
55(R) Squadron Diary WW2

55(R) Squadron Battle Honours

* Indicates Displayed on Squadron Standard

Western Front 1917-1918*
Arras, Ypres 1917*
Independent Force and Germany 1918*
Iraq 1920
Kurdistan 1922-1924
Iraq 1928-1929
Kurdistan 1930-1931
Northern Kurdistan 1932
Egypt and Libya 1940-1943*
El Alamein* El Hamma*, North Africa 1943
Sicily 1943,
Italy 1943-1945, Salerno, Gustav Line, Gothic Line*
South Atlantic 1982
Gulf 1991

Nominal Roll of Sqn Graves Visited

Sqn Ldr Ronald Stringer RCAF DFC (Pilot)
FO Robert Horne (WOP/AG)
FO James McGurk (WOP/AG)
FO Patrick Pilcher (NavB)
FO John Stone (Pilot)
FO Godfrey White (Pilot)
Lt Leonard Douglass SAAF (Nav)
Lt Martin Farrell SAAF (NavB)
Lt H Thistleton SAAF (Nav)
2Lt S Kovacovic RYAF
PO Jack Dean (Pilot)
PO Donald Noyes (NavB)
WO Edgar Brown (WOP/AIR)
WO Clifford Crawley (AG)
WO Leonard Flynn (WOP/AG)
WO Ronald Graham RNZAF (Pilot)
WO Edward Wheatley (AG)
FS Frederick Amey (WOP/AIR)
FS Anthony Cauchi (AG)
FS Roy Flood (AG)
FS Leonard Fowler (Pilot)
FS H Hawtin (WOP/AG)
FS Edwin Lea (WOP/AIR)
FS Ronald Patterson (AG)
Sgt John Alves (NavB)
Sgt John Brown (AG)
Sgt Kenneth Butler (Pilot)
Sgt Thomas Hawthorne (WOP/AG)
Sgt Leslie Platts (NavB)
Sgt Herman Toplikar RYAF, (WOP/AIR)
Sgt William Walklate (AG)



Dr J Hayward,
Dean of the Royal Air Force College

March 2007 - OASC (1)

THE OFFICERS AND AIRCREW SELECTION CENTRE - A SNAPSHOT

by Flight Lieutenant Kate Allen

"When were you born?"
"Where were you born?"
"Where are you living now?"
"Where else have you lived?"
"How would you describe your home life as you were growing up?"

Do these questions induce flashbacks and nightmares from your experience of selection? The questions may have changed slightly since you came through, for instance we no longer ask for your age in years and months but the sentiment remains the same. These are just the some of the questions I ask as an OASC Boarding Officer, several times a week. The questions do get more complicated.... though some candidates still get those initial questions wrong!

In 2001, OASC was undergoing a slow change process. No longer the domain of Wg Cdrs and Sqn Ldrs, it was decided that Flt Lts would get the chance to be Boarding Officers too and I am the second Supply branch JO to work at OASC. Which gives me the opportunity to dispel some myths, most of which are generated from those experiences I alluded to earlier.

- 1) Boarding Officers are not split into interview specialists and exercise phase specialists; we all do both.
- 2) We do actually work very hard, and some long hours (we process over 2500 candidates a year).
- 3) We don't just do boarding (possibly the title Boarding Officer doesn't help there).
- 4) We don't all have handlebar moustaches (only one of my colleagues has and he is a pilot).
- 5) We're not all aircrew.
- 6) The majority are actually under the age of 50.
- 7) It is not 'good cop, bad cop' format.
- 8) We do not try to catch candidates out.
- 9) We do not inspect candidates' bedrooms or watch them eating in the mess.
- 10) It does not matter what school you went to; your academic achievement, aptitude and overall performance are what count.



A bright sunny day at Cranwell,
3 new pilot hopefuls approach.

I arrived in March 2005 and, following 2 weeks pre-employment training, which you do have to pass, and a week 'on the job' training, I was ready to be a Board Member. Six months later, my 'probation' ended and I was deemed fully competent. This happens to every Boarding Officer, regardless of rank and standardization checks are carried out frequently. The period of probation may be longer than 6 months if a boarding officer is considered to need extra training. I am now a Board Chairman as well as a Member. From your own selection, you may remember that in the Exercise Phase, the Chairman was the one on your left who asked all those nasty questions in the Group Planning Exercise, and the Member was on the right who asked similar nasty questions during the Individual Planning Exercise.

These are the Selection boards we run:

Ab Initio Direct Entry Boards for Initial Officer Training, Non-Commissioned Aircrew Initial Training Course and Reserve Officer Initial Training.
Commissioned Warrant Officer Boards.
Reselection Boards.
Cadetship and Bursary Boards.
Sixth Form Scholarships Boards.
Defence Sixth Form College Boards (Welbeck).
Service Re-entrant Boards.



The aptitude tests are slightly more technologically advanced these days- but I thought some of you may remember it all looking like this.



Those of you who are younger may remember the aptitudes are like this now...

Specialist Boards.

We help conduct boards for the Civil Service, Rolls Royce, Douglas Bader flying scholarships and Philip



This candidate looks rather happy. He hasn't got to the cough test yet....Or maybe he has.

Sassoon Memorial Scholarships to name but a few. We also liaise with Armed Forces Careers Offices, University Air Sqns (UAS), auxiliary sqns and the TA.

Candidates undergo a whole raft of aptitude testing and medical checks before the boarding officers get to see them. As most of these tests are conducted by specialists I will concentrate on those aspects of selection with which I am most familiar; the Interview and the Exercise Phase.

OASC develops interview skills that are different in style to those required of a Flt Cdr or Sqn Cdr. There are no long silences whilst one hopes that the interviewee will expand upon their personal problem. There are 90 headline questions that are asked in 45 minutes and that does not include questions where we expand upon a topic, such as membership of the Boys Brigade or the UAS. We have no room for overly verbose answers or a lack of alertness as 7 interviews on average are running at once, within

tight timescales, being observed over a CCTV system by one syndicating president. The role of the President is to officiate and ensure fair play with the final decision on the disposal of a candidate.

If a serving airman, soldier or sailor applies for a commission or Non-Commissioned Aircrew (NCA), we also see their last 3 annual appraisals and any recent detachment reports. As a result, we sometimes can see how a candidate may be considered suitable for commissioning by their line management, not always because they possess the right qualities, but because they happen to shine in a weak or small field of their peers. If an airman is industrious and uses their initiative, they may be a strong prospect for promotion, however it is also worth considering if their qualities are appropriate for commissioning or NCA. We also appreciate a comment by any commissioned officers in the reporting chain on NCA or commissioning potential if the subject has asked to be considered.

Many candidates can practise the interview; indeed many have an unfair advantage because they may be overly coached on what questions may appear. This may help them have a successful interview but we are able to see their real personality during the Exercise Phase.

The Exercise Phase is divided up into the Discussion Exercise, Hangar Familiarization, Leaderless Exercise, Individual Planning Exercise and Command Situation Exercises. The running of each exercise is divided between the Board Members. When one Member is running the exercise, the other Member will be assessing with hot debriefs carried out between each exercise when the candidates are getting a short break.

The Board Member runs the Discussion Exercise and there are generally 3 topics discussed by the candidates. The Board Member generates interest when opening the topic and ensures differences of opinion do not become over-enthusiastic! In the Discussion we assess 3 different competencies with sub-categorisations within each. We typically have 6 candidates, so not only do we listen, we notice how they are speaking, how confident they are and if their contributions are actually meaningful. As a new Board member it requires a lot of concentration but you soon become used to looking and listening to the most important elements.

All candidates now get an non-assessed hangar familiarisation lesson on the techniques that they will need to cope with the hangar tasks. Activities include, how to tie planks together, the basic rules of physics when it comes to bridge construction (it is amazing how many candidates try to defy the laws of gravity), and a brief over the infamous General Rules and Special Rules. This lesson is conducted by an independent boarding officer so candidates do not feel afraid to ask questions.

March 2007 - OASC (2)

The Leaderless Exercise follows hot on the heels of the Hangar Familiarisation. The Board Member also runs this exercise and ensures the safety of the team and frequently gets the syndicate going with a hint normally as subtle as a sledgehammer. It can be difficult to encourage the syndicate to spend less time



Don't look down...

talking and more time doing the exercise. The Leaderless Exercise lasts for 30 minutes and is rarely finished.

Next is the Group Planning Exercise run by the Board Chairman. The candidates have 20 minutes of private study, then 20 minutes of discussion where they attempt to produce a comprehensive team solution to the problem before the group are questioned by the Board Chairman. Therefore, the Board Chairman has to assess 5 different competencies as well as establishing an understanding of the syndicate solution and tailor the questions accordingly. Here, fair play is essential; we try to ask each candidate the same amount of questions and spread the difficulty factor amongst them too.

The following day, each candidate gets to display his or her individual problem solving skills during the Individual Planning Exercise. Each candidate has 20 minutes of private study over a problem then comes in to the syndicate room and is questioned for around 10 minutes on their detailed ideas for solving the problem. The Board are allocated 3 minutes debrief time between each candidate and it all runs to the second. We can invariably manage an accurate debrief in 1 min 30 secs, leaving another 1 min 30secs if there are any differences of opinion. To the layman this may seem too fast, but we are very well practised and our progress is monitored, so no candidate gets a disservice. Boarding officers who have been away from boarding for a while, or new boarding officers, are inevitably slower at debriefing.

The last exercises are the Command Situations. They are similar to the Leaderless, but the exercise only lasts for 15 minutes and each member is

appointed as a leader in turn. We have many hangar exercises to choose from that vary in size, height and physical complexity. They are all challenging, but some require more problem solving whilst others can be more of physically taxing. Paradoxically, the boarding officers do not have suggested solutions to these exercises, we have to work out how they are achievable (they can all be done in the 15 minutes allowed) but there are no impossible tasks. When a candidate comes up with a new way of working out one of the command situations (and it works) the method spreads amongst the staff like wild fire. Although it is a rarity!

In such a short article I have only been able to touch on a small aspect of the selection process but I hope I have given you a flavour of the diversity of a Board Member's responsibilities as well the tight time scales involved.



E1 had just dropped E2 into the shark infested custard. She wasn't very happy.

So that, in a nutshell, is what boarding officers get up to, just when we are boarding. We have many other duties, but not as interesting to the casual reader I would guess. I love my job here at OASC, and there are always absolute howlers that happen everyday. Here are just a few:

Boarding Officer: "The RAF isn't all about warfare and operations, we have secondary duties too. What do you understand by that term?"

Candidate: "Well, that's where everyone pulls together and helps out, like washing up in the officers' mess after dinner."

Boarding Officer (trying not to laugh): "Why do you think you'd have to do the washing up?"

Candidate: "Well, some of you cook dinner and others wash up; it's just like helping out around the house when you're at home."

Boarding Officer: "What fast jets do we operate in the RAF?"

Candidate: "Tornados, the Typhoon, the Jaguar and the Hercules."

Boarding Officer: "What is the role of the Hercules?"

Candidate: "It has a vertical take off and landing capability and it is a ground attack aircraft."

Boarding Officer: "I start with the easiest question of all then...When were you born?"

Candidate: "How was I born?"

Boarding Officer: "We've had 7 new countries join NATO in the last few years; what area of the world are they from?"

Candidate: "From East of the Equator."

Boarding Officer (An Admin (Sec) officer): "What other branches did you consider in your application?"

Candidate: "My first choice is Engineer because of my background, but I have thought about Supply and I have even considered Admin (Sec) although that

March 2007 - DCAE (1)

DEFENCE COLLEGE OF AERONAUTICAL ENGINEERING (CRANWELL) MARKS THE BEGINNING OF A NEW ERA IN THE TRAINING OF RAF ENGINEER OFFICERS

by Wing Commander Andy Tait

Officer Commanding Defence College of Aeronautical Engineering (Cranwell) & OC Future Engineer Training

Reporting to the Headquarters of the Defence College of Aeronautical Engineering (DCAE) at Cosford, DCAE (Cranwell) was formed in April 2004 from the engineering training elements of the Department of Specialist Ground Training (DSGT) at RAF Cranwell. Following the disbandment of DSGT in November 2004 DCAE (Cranwell) also took on responsibility for supporting those other elements of engineer, supply and logistics training at Cranwell now owned by the Defence College of Logistics and Defence College of Management and Technology.

The main task of DCAE (Cranwell) is to provide initial specialist training for all RAF engineer officers at the start of their careers, and to prepare them to take up their first productive appointments. Since April 2004 some 270 officers, including 17 from other nations' air forces, have graduated from DCAE (Cranwell) to tours across the RAF, or to return to their own Services, having successfully completed the 31-week Engineer Specialist Training (EST) course. The course prepared junior engineer officers for the twin challenges of holding responsibility for maintenance and repair of the RAF's aircraft and equipment, and of commanding large flights of up to 100 technical personnel. In order to do this it covered not only technical subjects, but also a great deal of management, general service and personnel management training, and used a variety of scenario-based exercises to give students the chance to practice their skills in simulated engineering environments.

The EST course, and its predecessor Engineer Officer Training (EOT), have served both sides of the Engineer Branch well for some 19 years now, with many improvements along the way, but it has been clear in recent years that a fundamental revision of



initial specialist training for engineer officers would be needed. Both a greater urgency and a window of opportunity for this change were provided by the recent overhaul of Initial Officer Training at RAFC Cranwell: the temporary reduction in the numbers of students entering Phase 2 training and the revised IOT syllabus meant that an overhaul was not only desirable but essential. Therefore, in June 2005 DCAE (Cranwell) formed a small Future Engineer Training (FET) team to focus dedicated effort on the requirements for a new training course, and to design, develop and coordinate the work needed to make it happen.

Before 'The New Course'

The first major task was to identify exactly what this training was preparing people for. The many 'change' programmes occurring across the Military Air Environment, have resulted in a lot of learning tours being either 'leaned out' or filled by contractors. The upside of this is that there will be an increased

number of operationally focused tours as a percentage of the available 1st/2nd tours but in consequence we now need to ensure that 1st tourist EngOs hit the ground running (or at least walking reasonably quickly!). The BECAMS Study and the Engineering Branch Sponsor (EBS) had already done much of the work required in this area and the first outcome was a collection of "Foundation" posts within which 1st and 2nd tourists would effectively 'cut their teeth' as engineer officers (EngOs). The essential elements of a Foundation Tour are considered to be the following:

- Warfighting and Operational Focus - through early employment in warfighting organisations.
- Leadership - through relevant Flt Cdr tours.
- Service Ethos (understanding the air perspective of military operations) - through employment in core air activity.
- Professional roles - through employment in core Branch activities.

Whilst not all initial tours would contain each of the requirements above, the aim was that any deficient areas could be taken up within the subsequent tour to ensure that all EngOs finished their 2nd tours having sufficient experience in each area. The final output from this work, in collaboration with STC and Gp staffs, was the identification of 2 distinct lists of 'Foundation' tours: Aerosystems for aircraft, avionics and armament-based posts and Communication Electronics (although this title may change) for those working within the communications and information systems (CIS) world.

These lists were then used by FET and STC staffs to identify the tasks and sub-tasks that would be carried out within Foundation tours and thus create what is known as an Operational Performance Statement (OPS). As we progressed it became increasingly obvious that, whilst we share the word engineer in our titles and use many of the same philosophies, the AS and CE streams carry out considerably different tasks to the extent where, with the exception of some core policy and leadership/ management elements, 2 distinctly different OPSs were required. This strengthened the case for the creation of 2 separate courses with common elements, rather than a having a common course with some streaming. Hence 2 new Engineer Officer Foundation Training (EOFT) courses, Aerosystems and Communications Electronics, were born.

Fundamental to the design of the 2 courses was their size and frequency; for example, classroom sessions or situational exercises need certain numbers of participants if they are to be successful, particularly when using, large, complex and expensive instructional aids. The courses have been optimised



around the predicted throughput for the next 5 years with the capability to flex as necessary. In order to reduce the pipeline time to zero and use the DCAE Cranwell resources better, it was decided to adopt the new IOT 'semester' system of 3 x 10 week terms running concurrently with a week off between each term (see figure below). As well as providing greater visibility of resource requirement, this provides our students with regular breaks, which in turn allows them to use their annual leave allowances under training rather than hitting front line units with large amounts of accumulated leave.

The EOFT Courses

There are 2 major constituent parts to any training package: the delivery of training and the assessments that test whether or not the training has been assimilated. Whilst there were practical exercises and scenario based tests within EST, these were late in the course and became the major stumbling block for our students as many struggled to bring together all that they had learnt over 23 weeks. To overcome this there have been fundamental changes to the philosophy of the new courses; the ethos is now to constantly build and reinforce knowledge rather than the previous modular (or stove-piped) system which, when combined with an examination-heavy testing methodology was found to be encouraging students into a 'learn and dump' mentality. Each course has addressed this new ethos in a slightly different way, but they are consistent in that they both place an emphasis on learning, consolidating and testing through a blended approach. Each term aims to blend instruction in technical and management subjects with reinforcement and regular consolidation through exercises and tutorials.

These have been adopted to enable the students to develop their technical and people skills in parallel, and to try out and refine these skills in increasingly

March 2007 - DCAE (2)

complex scenarios to present students with simulated challenges as close as possible to those they will encounter in their foundation tours. For instance, 'problem based learning' (adapted from methods employed within the Graduate Entry Medicine course at the University of Nottingham) involves giving the students a realistic problem and then the means to resolve this problem are gradually introduced and explored over the following days through lectures, tutorials and practical sessions as necessary.

The management elements of the courses are common for officers destined for either the Aerosystems (AS) or Communications-Electronics (CE) specialisations of the Engineer Branch (and indeed are almost identical to those required by the Supply branch), but each group concentrates on their own range of technical subjects, whether aerodynamics, aircraft systems, engines, avionics and weapons for AS, or information systems, communications networks and radar and command and control systems for CE. In either case the aim is to train officers already qualified to HND, or more likely degree, level in an engineering discipline how to use their professional skills and knowledge to support and manage the RAF's equipment, and thus to provide commanders with the engineering effort needed to produce, deploy and apply Air Power. Following another lead from the new IOT course, and responding to student feedback, there is now a great deal more interaction between students and the JNCO/SNCOs on the staff at DCAE (Cranwell). This serves 2 purposes: primarily it gives real exposure to the expertise and capabilities of their subordinates but a secondary benefit is that, as potential leaders of some of the largest sections in the RAF, the students are being given an opportunity to practise and develop styles of personnel management and leadership in a relatively benign environment.

Ultimately tests have to be carried out to ascertain whether or not the students have the ability to successfully apply the knowledge obtained. As with many RAF training modules, the students'



performance is constantly being monitored and then formally assessed within structured tests. Where the EOFT courses differ from many others is that they prepare the Officers for their future appraisals by assessing them against the 10 OJAR skills and qualities, using the same grades and descriptors (A, A-, B+.....D) that their whole careers will be judged against (and their subordinates following the introduction of the SJAR in 2007!). In order to achieve this, each of the tests has been arranged to contain elements of one or more of the OJAR skills and qualities. At the end of each term all of the individual performance scores are combined in a matrix to identify the overall levels. As well as providing a broader assessment of the students' capabilities, this system also allows for the bad day (or hour) at the office to be considered against all other performances to date and provides the student with a fairer benchmark of their overall performance. Both new courses contain a 2-day assessment carousel at the end of Term 1, a 4-day situational exercise in Term 2 and a lengthy final consolidation and testing session within Term 3 (3 weeks for AS and 2 weeks for CE).

Final Assessment

Set during weeks 24-26, the Term 3 Assessment looks to bring all of the elements of training together in a consolidation and assessment exercise during which the AS course fill officer roles in support of a squadron of 5 Jaguar ground instructional aircraft, carrying out all the tasks necessary to maintain and 'fly' the aircraft, and to deploy and recover No.284 Sqn. At the same time, the CE course will be carrying out their own independent exercise (linking with AS where possible) to run a small fit and deal with all of the information requirements of a moving deployment and manage all of the associated communications equipment and information systems. Both courses



will be constantly monitored using a combination of CCTV and embedded staff in the subordinate roles.

The final hurdle to clear for all students is an oral examination board at SO1 level. For the AS students this is meant to be a generic representation of the interview that they will face from OC Forward Support on their units before the award of any level G authorisations; from the CE perspective this interview is meant to demonstrate their depth of knowledge and prove their competence as a engineering decision maker.

After 18 months effort and development, the results of the redesign efforts, and of the work and contributions of all in DCAE (Cranwell) and across the RAF's engineering community, are now about to bear fruit with the first 14 officers, including 11 engineers graduating from the first of the new IOT courses, who started on No 1 EOFT (AS) and No 1 EOFT (CE) courses on 31 Jul 06, graduating to their foundation tours on 15 Mar 07.

The photographic montage below has been created for DCAE (Cranwell) by the Serco Media Services department at Cranwell to mark the transition to a new era in the training of engineer officers for the RAF. It shows nearly all of the 131 staff and students at DCAE (Cranwell) in May 2006, together with 2 of our Jaguar ground instructional aircraft (they don't fly, but they can do everything else that an active aircraft can), a Marconi Off-the-shelf Satellite Terminal (MOST) used to practice deployment of communications equipment, and DCAE (Cranwell)'s



Marconi Off-the-shelf Satellite Terminal

main training locations at Cranwell – Trenchard Hall, and the Aeromechanical Systems Building and Aircraft Hall at the Rauceby Lane site. Although future steps in the development of the Defence Training Review may well see DCAE (Cranwell) move to a new location as part of a wider Defence Technical College, the work done to create and implement the EOFT courses will mean that until then, and beyond, the RAF's engineer officers will receive the highest quality, and most up-to-date, training to prepare themselves for their challenging careers in the Service.



March 2007 - Queen's Review 2006 (1)

THE QUEEN'S REVIEW GRADUATION PARADE

13 JULY 2006

by Flight Lieutenant Ian Allen, OACTU Flight Commander



Rear Admiral Hardley Lewin, CD ADC MBA JP, Chief of Staff of the Jamaica Defence Force, accompanied by the Chief of the Air Staff, Air Chief Marshal Sir Glenn Torpy KCB CBE DSO ADC BSc(Eng) FRAeS RAF, visited the Royal Air Force College Cranwell on Thursday 13 July 2006 to review the graduation of Initial Officer Training Course No 1 and Specialist Entrant and Re-Entrant Course No 2 on the occasion of The Queen's Review.

Admiral Lewin served as the senior uniformed officer responsible for the organization, training and equipping of just over 2,500 Jamaica officers and other ranks. The Regular Force comprises 2 infantry battalions, an air wing, a coast guard, an engineer regiment and a logistic battalion. At the Graduation Parade on 13th July, the Support Squadron included two officer cadets from the Jamaica Defence Force.

The arrival of the Rear Admiral on the Parade Ground was marked by a fly-past from the Royal Air Force Aerobatic Team, The Red Arrows, after which Rear Admiral Lewin reviewed the Parade.



A total of 84 Officer Cadets graduated on this occasion; Initial Officer Training Course No 2 also took part as the supporting squadron on the Parade Square. The Band of the Royal Air Force College, directed by Flt Lt C J Weldon, provided the musical accompaniment. During the Parade, Rear Admiral Hardley Lewin presented the 2005 Annual Awards and also the awards to the Graduating Officers.



Flying Officer Edward Sellers receiving the Queen's Medal

March 2007 - Queen's Review 2006 (2)



In his speech the Rear Admiral focussed on the heritage and ethos of the Royal Air Force, and the charges made to the graduating officers in their commissioning scrolls:

"You are graduating as officers from a prestigious training institution of one of the world's finest armed forces. You have been well prepared to take your place as officers and to do your duty as so many others have done with pride and distinction before you.

You have a rich legacy, one of which I was reminded of last night when I attended a Mess Dinner at RAF Bentley Priory, hosted by the Battle of Britain Fighter Pilots' Association, commemorating the 70th Anniversary of the formation of HQ Fighter Command. This event promotes the ethos & heritage of the RAF. I urge you to constantly draw your inspiration from the courage and tenacity displayed by those pilots, aircrews and ground support staff who saved this nation during the Battle of Britain.

You are now a part of that military ethos, an ethos that can be defined as that spirit that inspires you to fight. That spirit comes from and depends upon high degrees of commitment, self-sacrifice and mutual trust, which together are so essential to the maintenance of morale. You are different, your training and the military culture to which you subscribe makes you different. You must not only demonstrate that you are different but you are to promote the virtues of being different.

You are to resist any social trend, however popular, which conflicts with the culture of the military. If you allow yourselves to conform to inappropriate social attitudes you run the risk of undermining your fighting effectiveness.

Soon you will receive your Commissions, yes, it is a piece of paper, when framed it looks good on your wall, you may just fold it and stick it into a drawer somewhere. I advise you that it is not just a piece of paper; it is a serious charge that goes to the core of what officer-ship is all about.

I urge you to carefully study the charges to you as an officer, and remember the key words. If you do, words such as loyalty, courage, good conduct may resonate in your mind should you ever be tempted to deviate from that straight and narrow path laid out for you as an officer.

I formally welcome you today in the ranks of Commissioned Officers. Again, I thank you for an excellent parade. I congratulate all the prize winners, but having stayed the course to graduation you are all winners. I congratulate the Command, Training and Administrative staff for having properly prepared you for commissioned service.

To the proud families, friends and well-wishers of the Graduates, I urge you to continue to give them your understanding, encouragement, love and support.

My final charge to you is this:

Please, enjoy your military service, if you do not, it is entirely your fault. Thank you and all the very best in your careers."

As the Graduating Officers ascended the steps and entered College Hall by the front door for the first time, a Typhoon Aircraft from No 29(R) Squadron, Royal Air Force Coningsby, conducted a flypast salute.



Following the luncheon, the Rear Admiral planted a commemorative tree adjacent to the Queen's Walk.



March 2007 - Leadership Training

LEADERSHIP AND OFFICER DEVELOPMENT

by Group Captain Robin Chambers RAF (Retd), GC OACTU (2003 - 2006)

The Royal Air Force has a unique character and ethos that is built on respect and trust between all ranks. The Service has also developed a style of leadership that reflects the technical nature of air power and the specialist expertise at all levels. However, air power is changing and the RAF is adjusting to meet the challenges of future warfare by replacing numbers with technology to produce a leaner but more capable force. However, success will still be dependent on effective leadership at all levels. The creation of the RAF Leadership Centre at RAF Cranwell has ensured a more coordinated 'through life' approach to leadership and one of their early tasks was to play a major part in determining the leadership objectives for the new Initial Officer Training (IOT) Course that was introduced in November 2005.

However, having watched the first 2 IOT Courses progress through the leadership syllabus and been responsible for the development of the next generation of RAF officers for the last 3 years, I wonder if we have over-focussed on the leadership strand of personal development at the expense of Officer Development? There is obviously more to Officer Development than leadership as a SNCO has well developed leadership skills, but are we in danger of producing graduates who would in fact be good SNCOs capable of implementing orders rather than free-thinking, innovative individuals responding to unforeseen situations in line with the Commander's intent? Does the 'Warfighter first' concept suggest being an officer second? Furthermore, do the graduates of the RAF College appreciate what is expected of them in an agile and rapidly changing Air Force? Do they realise that they have been trained to go out there to seek responsibility, use their initiative, be creative and make a difference? Conversely, if we have got our training right, is the Service really ready to accept a generation of officers who will be strong team players but will question why and, in keeping with Mission Command, will expect to be told what to do and not how to accomplish the task.

These questions were the source of many debates at Cranwell as we developed the new IOT syllabus and were also the subject of a presentation that I gave to challenge Term 2 cadets who had mastered the basic tenets of a functional approach to leadership and were starting to explore transactional and transformational styles of leadership. This article is written in the same vein in that it is meant to provide food for thought rather than an exhaustive list that guarantees success at IOT. I would also emphasise that this article is a very personal viewpoint. However, I am aware that the RAF is not alone in

trying to redefine what it expects from its officer corps in a rapidly changing world.

The Partnership for Peace Programme, initiated after the fall of the Soviet Union, enabled many former 'Eastern Bloc' countries to put their forces on a more professional footing and their officers now have a greater appreciation of the role and conduct of an officer in the military profession and the responsibility and authority that go hand in hand with commissioning. As a result, a new term, 'Officership', is starting to be used in an attempt to define what an officer is and what he does. It is an Americanism as the term 'Officership' has been used in the USA and Canada for some time, but even the Royal Military Academy at Sandhurst has recently embraced 'Officership' as a significant part of their syllabus. Why then has it not appeared on the new IOT syllabus?

The glib answer is that it is an ambiguous word and the RAF has more 'ships' in its lexicon (leadership, airmanship etc) than the Royal Navy. Some would argue that officership is already covered by teaching leadership, others that there are elements of leadership that do not fully encapsulate what the word 'officership' is trying to achieve. In fact, officership has proved extremely difficult to define accurately as each Service seeks a particular contribution from its officers. At Cranwell these qualities and duties are covered by 'Officer Development' which is not taught as a standalone subject but is the synergistic effect of many aspects – leadership, professional expertise, communication skills, behaviour, responsibility and example; all of which are developed from a solid foundation of core values, ethos and heritage. In my arrival talk to new cadets I would stress that they had joined a professional way of life. Like all professions, medical, banking or law etc, there is a code of conduct, set of rules, standards to be achieved, and a social way of behaviour if you are to be accepted. However, more than those professions, they wanted to be an officer which means they want to lead others, take responsibility for other people, often older and more experienced and sometimes even professionally better qualified. Also they will have to be an example to others, but one of the hardest aspects is that they will have to earn the respect of others. You can now get a feel for why IOT is so challenging, for both the staff and students, in developing the knowledge, skills and confidence to become effective junior officers.

I think it is important to define an officer's role. Academics state that, in its simplest form, a military officer's role is the management of violence. Whatever your specialisation, this means the

direction, operation and control of people and equipment which, by nature of our job in the RAF, involves danger, the management of risk and making decisions. Ideally, officers should do the right thing, at the right time and in the right way. Subordinates trust the 'boss' to get it right and the public have no lower expectation of the professionalism and competence of UK Forces. No wonder that striving for excellence is one of our core values. In sum, officers enjoy a special position and are expected to be experts in their profession.

This demand for excellence places a responsibility and an expectation on the individual that grow with experience and time. The process is started at the RAF College by first imbuing the right attitude, laying a solid foundation of core values and putting in place the initial blocks on which to build in specialist training, on successive tours and during Force Development training.

In discussing the role of an officer, I have highlighted that professional expertise, as a specialist and as a war-fighter, is crucial and therefore could be considered as one of the pillars of Officer Development.

The second pillar of Officer Development is Leadership or, perhaps more accurately, Command which embraces leadership and management. The Command pillar covers the early, faltering steps as a junior officer dealing uneasily with ambiguity and risk, through growing confidence to creativity and influence as a senior officer. The development of the IOT leadership syllabus, combined with the introduction of the Force Development Sqns on Stations and other initiatives by the RAF Leadership Centre, has really strengthened this pillar and should, with time and continued support and enthusiasm by execs, produce more competent leaders at all levels.

So far, I have focussed on what an officer does but the secret of success is the fusion of the person with the task that produces the inspirational and efficient leader and credible officer. I have labelled the third pillar 'Example', as it covers personality and character and embraces the role modelling that is essential to get the best of self and others. If you don't have the desire to succeed, why would anyone want to follow you? The example an officer sets tells their peers, subordinates and superiors that they are either part of the problem or part of the solution. It is obvious that if you set the right example, you become part of the solution and will earn the respect of others through your actions. Clive Woodward, the England World Cup Rugby Coach only wanted 'energisers' in the team; he had no place for 'energy sappers'.

It is this same character, attitude and example that enable an officer to relate to his or her team, motivate

them, earn their respect and create a winning culture. It is a form of overt and subliminal communication. You have done your job as a leader if every member of your team owns the vision; it is a far more effective way of operating than cajoling and persuading. This is why IOT is not just a series of hurdles or exercises to be passed. It is a cerebral and character building course that puts cadets under pressure so that they learn to not only bond with their team but also show the integrity and strength of character that will enable them to face those difficult decisions that are part of an officer's everyday life. The only way to develop these virtues is by habit.

Officers have to be proactive and actively seek responsibility so that as they progress through the promotion ladder they are used to taking the initiative and seizing opportunities. Therefore, I have labelled the 4th pillar 'Responsibility' which is not only the acceptance of responsibility (and the consequences) in appointments and jobs that come your way but also actively seeking responsibility.

General Goldfein, the Vice Commander of the USAF Air Combat Command, is directed by what he describes as his personal compass where, at the end of each day, he asks himself 3 questions: am I setting a good example; is the team ready; am I worthy to lead these people? In discussion with the cadets, there was a strong feeling that there should be a 5th column to reflect the requirement for officers to be constantly developing, learning and exploring – reassurance for Air Marshal David Walker's philosophy of "develop deep, think broad".

But is there a 6th column? I set this challenge to the staff and cadets, not because I wanted symmetry but to ensure that I hadn't missed anything and because I felt that another column could create a very powerful message. After continued debate it was decided that the 6th column would be your own personal column. Everyone of us brings something quite unique to the Air Force –intellect, charisma, courage, audacity etc and any model of 'officership' should acknowledge that special contribution and also recognise that no two officers are the same.

The adopted style of officer training has been a great success but I think we could do more to increase the awareness and importance of Officer Development – hence this article. However, as the course settles down and the staff start to develop the full potential of the training opportunities, consideration should be given to creating a bespoke Officer Development package. The training objectives could pull together the many strands already taught in different subjects but, most importantly, a specific subject would increase the emphasis, give cadets a clearer direction of what is required and enable the staff to focus the training more accurately.

March 2007 - Reflections from IOTC 1

REFLECTIONS ON NUMBER ONE IOT FROM THE SHOP FLOOR

by FS Andy Greenhalgh, OACTU Deputy Flight Commander

It does not seem possible that 32 weeks of training have gone by so fast and B Sqn is ramping up for IOTC4. After the frenetic activity of the last few weeks of the course, a huge sense of anticlimax followed as the corridors of Whittle Hall fell silent over the block leave period. All the men and women having had so much time, energy and emotional commitment invested in them finally departed through the College gates. Those of us who experienced the roller coaster of IOT for the first time can now draw breath and do what we have been encouraging the Cadet body to do and reflect.



In the week between terms 1 and 2, a group of OACTU staff went on a ski expedition to Cervinia in Italy. The majority of the group had many hours of skiing experience and had become quite proficient at navigating the slopes. However over the last few ski seasons, developments in ski structure and design have necessitated a change in skiing style to get the best from the new equipment. Here lay the challenge for our skiers: no longer could they rely on the tried and tested techniques learned over years of painstaking practice; now they had to put aside these methodologies and put their faith in this new approach if they wanted to progress. To get the benefit of the superior equipment our intrepid snow-bunnies would have to swallow their pride, ski in a more basic manner and even take the odd tumble or two in order to advance. Trying to unlearn something appeared to be more challenging and frustrating than developing a new skill and it was all too easy to default to old techniques when the terrain became steep or unfamiliar. The resultant effect would be deterioration in performance and having to fight against the new equipment rather than allowing it to work with you.

As the week progressed the skill level of the whole party improved, as individuals first tried and then began to trust the new techniques. Each day would bring gleeful reports of enlightenment as the true value of the new design of skis was appreciated. By the end of the expedition everyone was talking of the next trip and how they would take forward what they had learned into the future.

This drew many parallels with my experience of IOTC1. All of us joined B Sqn, bringing with us our differing experiences of training and teaching but all with one common dilemma. This was Number One.

All of us were proficient in navigating the slopes of our varying training worlds but none of us had visited this mountain before. Over the last few years the tried and tested methodologies of training had been redesigned and updated and required us to adopt a different stance if we were to achieve optimum performance.

Each stage of the course brought with it equal shares of excitement and frustration, as the new terrain was explored. Each milestone of the course, Exercises Dynamics 1&2, Military Aid, Decisive Edge 1&2 and the Graduation, brought with it encouraging reports of how the new design was achieving the aims of the Officer Cadet Training Review (OCTR). This mountain set many steep challenges for the staff and it was all too easy to revert to previous techniques to deal with more difficult territory. Fighting against the new design brought with it the same tumbles, falls and frustrations experienced in Italy.

Skiers that have experienced and embraced the new design of ski equipment, now enthusiastically report the advantages and improved performance they are achieving and would never advocate a return to the previous thinking. Indeed, you would never see a World Cup racer trying to compete on his old skis. The ski world has moved on and changed.

In the last week of IOTC1, I read through the final report of the OCTR and reflected on the graduating cadets. It certainly had been a tough mountain to ski but having experienced it and seen the results marching up the steps of CHOM, I am convinced that there is no looking back and trusting that working in harmony with the new way is going to produce equally if not better results in the future.

March 2007 - Jack Holt

JACK HOLT MEMORIAL AWARD

by Squadron Leader George Formby, Officer Commanding Military Skills Squadron OACTU

Sergeant Gareth Burton was posted to the Officer and Aircrew Cadet Training Unit where his outstanding qualities ensured he was an exceptional asset during the transition to the new Initial Officer Training course. Specially chosen to be an acting Flight Sergeant on C Squadron, he proved to be a highly professional SNCO developing an exemplary working relationship with the Squadron officers and cadets alike.

During the busy transition as the new IOT course was implemented, he was instrumental in ensuring that all drill and ceremonial training was delivered in accordance with the exacting standards demanded by the College Warrant Officer. Additionally, he successfully ensured that the department's new drill instructors all mastered the intricacies of the College drill programme very efficiently. An inspirational role model for young junior officers, he would frequently give up his time at weekends to support the training to ensure that the high standards of the RAF were maintained.

Sergeant Burton has also carried out an exceptional amount of fundraising activities. As the principal charities representative within Military Skills Squadron, he was responsible for several charity projects and also organised a charity all ranks social event for each IOT Squadron through the year. In



Air Chief Marshal Sir Jock Kennedy presenting the Jack Holt Memorial Award to Sergeant Gareth Burton

addition, he also represented RAFA at the London Marathon raising a significant amount of money. Sergeant Burton is a truly outstanding SNCO who exemplifies all the traits that OACTU aims to instil in its potential junior officers whilst demonstrating an outstanding level of commitment and enthusiasm for his duties at the RAF College. In recognition of his qualities Sergeant Burton was awarded the 2006 Jack Holt Memorial Award for the best performing Regiment SNCO at the Officer and Aircrew Cadet Training Unit.

March 2007 - History of IOTC 1 (1)

B SQUADRON THE HISTORY OF IOTC 1 21 NOV 2005 – 13 JULY 2006

by Officer Cadet Carol Walker

On 21 November 2005 a new chapter in the history of RAFC Cranwell began with the start of the eagerly awaited IOTC 1. Spearheaded by our leaders Sqn Ldr Claire Taylor-Powell and Flt Lt Jez Batt, this new and improved 32 week course concentrated on producing officers who are able to handle the challenges of the modern Air Force.

The course began with the arrival of over 100 cadets eager to begin their career as RAF officers. We were organised into flights of around 30 and again into smaller sections of between 8 and 10 cadets. Each flight was assigned a Flight Commander and a Flight Sergeant Deputy Flight Commander, and for the first 2 terms a Leadership Instructor.

The first 4 weeks introduced us to military life. We spent the majority of our time with the RAF Regiment who had the thankless job of turning this group, who ranged from 18 year old direct entrants straight from school to 40 something ex-rankers, into military minded leaders with a courageous and determined fighting spirit. Our days began watching the sun rise over No 1 Mess as we anxiously awaited room and uniform inspections, hoping our hours of toil with irons and Brasso would not be ruined by a stray piece of fluff. Beyond inspections and 'training aids' such as restrictions and show parades we were trained in Common Core Skills, learning weapons drills, NBC drills, theoretical and practical first aid and land navigation. And of course we learned how to march, accompanied by frequent hollers of 'you buffoon' from the quiet and unassuming Sgt Burton! As well as the military skills training we had daily physical education sessions ranging from runs to pool circuits and battle fitness to improve our physical robustness. The Operational Studies staff educated us on RAF history and Essential Service Knowledge to ensure we were both mentally agile and politically and globally astute. This education continued throughout Terms 1 and 2, and the power point presentations were backed up by Syndicate Room Discussions on the lectures we had been given. This package of training filled our time and by the end of the 4 weeks and the arrival of Christmas we were all thankful for a break.

Term 1 concentrated on the fundamentals of leadership. From the OASC hangar we moved outside to the North Airfield and the wonders of pine poles, utilising the concept, if all else fails build a tripod! We improved upon our briefing styles using Situation, Mission, Execution, Administration, Command and the sections strengthened their bonds through group reviews of the leaders performance. This feedback was invaluable to back up the training



and let the cadets see how their decisions affected those working below them.

Week 7 brought with it Fairbourne. The outdoor activity centre introduced us to SDI and ensuing discussions on how 'blue', 'green' or 'red' we were. After these classroom based lessons which taught us about our personality types we progressed outside to stretch ourselves. From 'Friog' quarry with its abseiling and rock climbing to the high ropes course the cadets flourished in the more relaxed atmosphere and had a lot of fun scaring themselves.

Returning to Cranwell, and an unexpected room inspection that brought a day's restriction for the entire course and a number of '5 days' restrictions for those whose rooms were far below the expected standard, we were reminded we still had a very long way to go until graduation. Our leadership training moved on into the Dynamic phase, still on the North Airfield at Cranwell, the problems we had to deal with involved split teams and covered a larger distance.

Every training system requires assessment and the final 2 weeks of term one brought just that. Stress levels rose as everyone studied for both written and practical tests of the military skills that we had developed over the previous weeks. Further to this we had our first tested leads in the form of Dynamic 2. This took us to the Proteus training area in Sherwood Forest and tested our basic leadership ability to Plan, Initiate, Control, Support, Inform and Evaluate.



The end of the term brought with it the first review board and, although the majority of us celebrated progressing into Term 2 and the luxury of CHOM, there was the reality that some of the course had not reached the required standard and numbers fell below 100.

We returned to Cranwell after a week's leave refreshed and ready to begin a more relaxed phase of the training living in CHOM. How mistaken we were, and the first inspection resulted in us spending an evening Brasso-ing kick plates and radiators. We may have moved to CHOM but the standards could not be dropped. Further to this we had the bad news that our sports teams had returned unsuccessful from the French intercollegiate games.

Work began in earnest and our academic phase moved onto Air Power. Week 2 of Term 2 saw us deployed to Stanta on Exercise MIL AID. This exercise consisted of 3 different scenarios in rotation and saw us chasing escaped convicts, fishing dead dummies out of rivers and rescuing downed pilots, amongst other things. The week finished off with Pilot Down and then the Rocket Race, with C Flight returning to Cranwell the victors with the 'H for Hero's' trophy. Exercise MIL AID is untested and gives the cadets their first real opportunity to explore their leadership style without fear of failure and re-course. For many this exercise was one of the favourite parts of the entire course, and is a welcome escape from pine poles and shark infested custard. With the assistance of Trg Support Flt and role players the scenarios had a realism that helped the cadets explore how they would really react under pressure.

On returning to Cranwell the academic phase continued with Operational Studies, Essential Service Knowledge, written comms, oral comms and writing a Bandar Essay. Our leadership classes moved on to consider Transactional and Transformational leadership styles and we explored the Estimate Process of planning. There were the associated exams with each of these topics along with practical and theoretical NBC tests.

The Cranwell experience would not be the same without the sports competitions the cadets regularly participate

in competitions. Week 3 saw RAFC Cranwell pitted against the best from RMA Sandhurst, with Cranwell coming out victorious in the overall competition. Later in the term, Cranwell also won against the Dutch teams demonstrating our sporting prowess.

Partners' Day brought our loved ones to Cranwell. They were shown what we had been doing for the last 15 weeks and what the rest of the course involved. The following night was the Training Reception and mid-course function, our first formal event in CHOM and a great evening was had by all.

This led us up to planning and preparation for the first Exercise DECISIVE EDGE (DE). Generally DE runs with the senior course in charge of the Combined Operations Centre, however with no senior course we relied on our staff working twice as hard to fulfil this role. We set up the Deployed Operating Base, becoming experts at erecting tents, taking them down, moving them, putting them up, moving them..... DE concentrates on the Force Protection element of the base and assessed leads included Guard Commander, Combined Incident Team commander and Sector Adjutant. We had to deal with scenarios such as dealing with refugees and enemy attacking our base, as well as real time issues including sleep deprivation (with cadets getting on average about 4 hours sleep a night) and the cold. Here shift rotation became really important, but with limited numbers, when an attack took place it often saw us on guard for hours without relief. We all found out a lot about ourselves and each other in that week. Pushed to the extreme we returned to Cranwell exhausted but with a huge amount gained from the experience.

Term 2 ended with a second Review Board and a potential recommendation to graduate. This stated that we had reached the required level expected of junior officers and subject to continued performance we would be graduating on 13 July 2006. This brought happiness for most and tears for some. For many of us losing a member of our flight was a hard thing to deal with, having grown so close over the past 20 weeks working so closely together.

After a week's leave we returned to Cranwell for the final 10 weeks. We were now treated as junior officers and were given the freedom to prove that we did indeed deserve to graduate. No more marching when walking alone outside and we could remove our head dress when we entered Whittle Hall. These little symbols of the progress meant a great deal to us and we were all careful not to mess up and have to return to Term 2 treatment, or a worse fate of losing our duvets.

Carousel took us away from OACTU for 4 weeks. This was a busy time. We travelled to Ampport House for Care in Command training with the padres. This reinforced the fact that as officers we would have a

March 2007 - History of IOTC 1 (2)



48th International Military Pilgrimage to Lourdes

duty of care for all those around us. Most of the course went on Station visits for a taster of what the wider Royal Air Force was like. For many this was the first time on an operational base. During this time 12 of us accompanied by Father Marcus Hodges, the RC Chaplain for Cranwell, travelled to France to take part in the 48th International Military Pilgrimage to Lourdes. This was an excellent experience for all of those involved. For some it was a time of spiritual discovery, for others simply a time to reflect on our training so far. For most of us the trip was an opportunity to meet members of military organisations from other nations and to be proud to represent the Royal Air Force. The interaction with cadets from both Sandhurst and Dartmouth was significant, and gave us an opportunity to talk in a non-competitive environment. It was extremely interesting to discover the similarities between the courses and to discuss experiences and share stories between the services. It was good to have this time with our fellow Services, as we are increasingly moving towards Joint and Combined operations.

With carousel over we returned to OACTU for exercise planning for the second DE. This time we would be running the exercise from the Combined Operation Centre. The day before deployment we took part in 'Ultimate Challenge', an inter-flight competition testing both mental and physical agility. The morning began with various physical challenges from the swimming pool to the confidence course. On completion of these and some planning we launched into the chariot race around the base

finishing in a 'race' around the orange. With C flight finishing a good 5 minutes before the other flights the winners were clear!

At DE, as the senior course, we fulfilled the A1 to A9 roles in the Combined Operations Centre. Leads this time tested our ability in roles as diverse as OC Admin, OC Force Protection (FP) and OC Operations. The tested period was 12 hours, after this we had a 6 hour shift of FP before having 6 hours personal admin time. For most of us the second DE was less physically arduous than the first, but stretched us more mentally. It felt good to be utilising much of what we had been taught in the last 28 weeks and to get a feel for Out of Area Ops.

With the final challenge of IOT over we returned to Cranwell to embark on our final two weeks, lovingly referred to by the cadets as 'drink and drill'. Starting off on Champagne Monday when we found out if we had maintained the standard in the final term and performed well on DE. Spirits were high as we celebrated the fact we would be graduating in just over a week, and inevitably drill practice the next day was an interesting affair.

And so IOTC 1 came to an end. As the first new course we could be considered guinea pigs or trailblazers. With the hard work and determination of both the DS and the cadets I feel it was undoubtedly the latter. This will be reflected by the calibre of junior officers leaving the gates of RAF College Cranwell keen to join the front line and experience everything that the Service has to offer.

March 2007 - IOTC 2 Memories (1)

C SQUADRON IOTC 2: SETTING THE STANDARD 19 FEB – 5 OCT 2006

by Officer Cadets Chris Tomlinson and Carl Pettitt

5 October 2006 marked the end of a very successful 30 weeks for the first C Sqn through the new Initial Officer Training Course. The new course, still in its infancy, provided challenges for everyone and improving on the foundations created by IOTC 1, C Sqn set high standards for future courses to uphold.

Students arrived at the college on 19 February 2006 from places as far a field as Bermuda, South Africa and Oman. After months of individual preparation we hit the ground running, straight into an intense training program from day one. The course began with initial kitting and the squadron then settled into a month of militarization by the Regiment Training Flight. This month was aimed at bringing the cadets, who were from a vast variety of backgrounds, to the same standard. Naturally this period was a dramatic lifestyle change for cadets with no previous military experience. Although our arrival at the college was a cold winter's day, and No 1 IOT Mess was a very daunting place, C Sqn had some great personalities and cadets soon settled in to their new style of living.

From the word go, C Sqn were committed to the physical side of IOT, and competed alongside B Sqn in convincingly defeating Royal Military Academy Sandhurst in an Intercollegiate Games sports event. Notably, on what was a miserable day, a sizeable crowd turned out to witness an impressive victory in both the Rugby tournament and the Blue Ribbon event, the Superstars competition. This sporting success was the first of many for C Sqn who remained undefeated throughout their time at the college, beating both their junior and senior Sqn's on more than one occasion as well as being victorious over the Dutch military academy KMA, Breda.

On completion of the first 4 weeks of training, C Sqn commenced their leadership training phase. Classroom lessons were put into practice in both



static and dynamic exercises in arduous conditions. Although cadets were not under assessment during these exercises, they were a great opportunity to highlight learning points that assisted the cadets in rapidly improving, building on their foundation leadership skills. This was all in preparation for the Dynamic 2 Leadership assessment that completes the first term of the syllabus.

Prior to Exercise Dynamic 2 the cadets had the opportunity to get involved in some adventure training at FDTC Fairbourne where a thoroughly good time was had by all in a range of activities including mountain biking, canoeing and rock climbing. Alongside the adventure training the cadets were also taught the SDI approach to understanding how different people deal with pressured situations. Exercise Dynamic 2 provided the climax to the leadership training so far. Some cadets from the French air force academy joined the squadron. The crisp good weather along with high morale post Fairbourne led to good performances across the board. The success of Dynamic 2 alongside the move to the impressive College Hall accommodation provided closure for the first term of our initial officer training.

After a well deserved week's leave the cadets returned to face Exercise Mil Aid. This exercise was designed to stretch the cadets' leadership skills beyond the functional approach from term one as well as to push the cadets physically. C Sqn again rose to the challenge and after three positive days of leadership in the field, the Sqn competed in two physically strenuous exercises, Rocket Race and Pilot Down. The exercise culminated with Puma helicopter rides for many of the cadets, courtesy of 230 Sqn.

The next stage of the term concentrated on academics. Along with keeping up a vigorous fitness programme the cadets spent many daylight and evening hours preparing for academic exams and writing a Bandar Essay. In the run up to these exams,

C Sqn had their mid course function. This was an excellent opportunity to invite partners to the college to have a tour round and enjoy a social evening with the course. Shortly after, the Old Cranwellians Association had their annual reunion at College Hall, and C and B Sqn's competed against them at numerous sports. C Sqn were then straight into their exams, before deploying to RAF Syerston (aka "Moltovia") to take on the challenge of Exercise Decisive Edge 1, a 10 day leadership assessment exercise encompassing pre-deployment training. This was an exciting time for the college as it was the first time the exercise had been run with both a senior and intermediate Sqn.

The numerous challenges met by cadets on DE 1 made the exercise the hardest so far. It was our role



to maintain Force Protection on the Deployed Operating Base at RAF Syerston. 18-hour shifts meant cadets endured a tough schedule, but the strong camaraderie amongst C Sqn kept morale high and prevented any sense of humour failures. Exercise Decisive Edge was another success story for C Sqn, and the final part of the second term was then dedicated to providing graduating support for the departing B Sqn.

In week one of term three the cadets had their first taste of some of the traditions involved in being an officer with our training dining in night. The evening was a real eye opener with good food and a great atmosphere. Term three provided a transitional period from being officer cadets to junior officers. Numerous changes between term 3 and the previous



two terms ensured cadets really got a sense of what life may be like post Cranwell.

In the first four weeks of the final term the Squadron was split between the Basic Air Warfare course (BAWC), FDTC Grantown on Spey and the Station visit. The objectives of the BAWC were to increase cadets' awareness of the real time issues faced by the RAF in today's environment. It also provided an insight into how command and control functions worked and their decision-making procedures. Grantown on Spey was another opportunity to get involved in some adventurous training. The focus of this trip being centralised around mission command, the adventurous training was able to provide the necessary unfamiliar environment. With cadets having the opportunity to visit another RAF station, they were able to experience the air force outside the confines of the college.

Now half way through their final term, C Sqn's next focus was preparation for Exercise Decisive 2, the final challenge faced by the cadets. As the senior Squadron it was our responsibility to run the command and control centre for the DOB as well as to ensure that the intermediate squadron were provided for and could maintain an effective force protection footprint around the DOB. The preparation work for Exercise Decisive Edge required a concentrated effort from the Sqn, and once again the cadets proved their worth in ensuring that the deployment and functionality of the DOB was to a very high standard. Being the senior squadron, this exercise was also an opportunity to lead the intermediate squadron by example. With both squadrons having enthusiastic personalities in abundance, the two meld together and worked towards a very successful deployment. With almost the whole of C Sqn having a positive result from this final challenge, celebrations were high-spirited at a well earned champagne Monday.

As C Sqn's time at the college drew to a close and with the drill practice for Graduation dominating the timetable, the squadron had their Dining in night. The evening had a great atmosphere with a series of upbeat speeches, notably Sqn Leader Herbetson gave a moving speech about his time with the Royal

March 2007 - IOTC 2 Memories (2)

Air Force as this night marked his retirement from the Service. Prior to graduation C Sqn had their End of Course Revue; the night was a series of sketch shows performed by the cadets, reminiscing on the humorous aspects of training. As the final week continued, the realisation began to set in amongst the cadets that it would soon be time to leave the college, creating an air of excited anticipation.

As H hr hit us, we woke to a miserable and overcast day. Parents and friends arrived at College Hall to be greeted by our directing staff. The Cadets prepared themselves for the parade itself; shoes gleaming and uniform pressed we braved the weather outside which was deteriorating rapidly. Guests watched on from the stands huddled under blankets as the rain continued to fall; even so the C Sqn spirit could not be dampened. The graduation day was a very proud moment for everyone involved, which was capped off by the party of all parties. As the scroll of graduating officers was read out at the stroke of midnight, C Sqn felt an immense sense of



achievement in what they had done. This 30 week course of intense and arduous training had reached its climax; no cadet will ever forget their time at the college, and will find many fond memories as they reflect back on Initial Officer Training Course No 2.

March 2007 - IOTC 3 Memories

D SQUADRON IOTC 3: THE DRAGON LIVES ON 7 May - 21 Dec 2006

by Flying Officer Rich Gray

On the face of it, you wouldn't think that a bunch of university students, recent 6th form leavers, some teachers, firemen, police, and a handful of current serving Non Commissioned Officers had all that much in common. As we all gathered nervously at Number One Mess in May 2006, neither did we.

But within weeks, having been divided into 3 flights of approximately 25 cadets, we were on our way to learning the skills that would transform us into Officers of the Royal Air Force.

The RAF had identified the need to modernise the existing Initial Officer Training Course (IOT), in order to reflect the environment that the RAF is currently operating in today, with emphasis more towards expeditionary warfare. The course was extended from 24 weeks to 30 weeks, and divided up into terms of 10 weeks.

Each of the 10 week terms had a slightly different emphasis. The first 10 weeks were used to get the Officer Cadets up to the required military standard; with lessons on drill, first aid, weapons, and NBC.

There were also daily lectures from Kings College London on a range of military topics – who could forget the “Comfy Chair Challenge”? Dare you sit in the comfortable arm chairs down the front of the lecture hall, after a late night of cleaning and ironing,

and an early morning start with Physical Education and First Aid theory? Many a brave cadet tried, and failed!

Whilst many of those who had been in the Armed Forces before found the opening 4 weeks comparatively easy thanks to their basic recruit training, those that had come from straight from university or 6th form found adjusting to the military way of life somewhat more difficult. Getting up at 5.30 in the morning, what's that all about? I didn't even realise 5.30am existed; I thought it was just a story told by parents to scare their children. The tables would soon be turned however when the cadets entered Term 2....

D Squadron also enjoyed a week in Fairbourne undertaking Adventure Training and Self Awareness Classes. Make no mistake, the time spent at Fairbourne should not be considered a jolly holiday at the RAF's expense – for many of the cadets of D Squadron it was the hardest thing that they had done, physically, mentally and emotionally (up until that point anyway.....). For those uncomfortable at heights, it was at times an extreme challenge to get them to climb a vertical pole and jump off, many praying that they could fly – or at the very least that the safety rope they were attached to would take them safely back to ground. No-one who saw the faces of the relieved cadets as they touched ground

could doubt the mental anguish that they had been through.

Fairbourne was considered by some to be one of the best aspects of the course. We had the good fortune to get some fantastic weather (or at least the second group who went did), the odd pint down the local, and a number of games of Frisbee down on the beach. It was a great opportunity to build friendships and teamwork skills that would be later relied on whilst on exercise.

The final few weeks of the first term involved preparation for our end of term leadership exercise Dynamic 2. Fortunately, 95% of D Sqn passed this test and progressed onto Term 2.

The priorities in Term 2 changed from basic military skills to academics, defence writing, the estimate process, and leadership theory. It also involved a move from Number One Mess to College Hall Officers Mess. Moreover, what this meant in real terms was a room to yourself, a bit more responsibility and freedom, and being 15 minutes closer to the lecture halls – which very nicely translated to a few more minutes in bed or a bit of extra studying time, depending on the individual cadet's inclination.

One week into the new term and the cadets found themselves going on Exercise Military Aid. Whilst the exercise was “un-assessed”, feedback was given on every lead by their Directing Staff. It was also the first time cadets were exposed to 3 hour leads. These ranged from containing a Virus in the countryside, to apprehending dangerous criminals at large. The cadets were encouraged to try out various types of leadership style, to find the method that suited them best. As part of the scenarios, the cadets were often invited to act in a certain way to provoke a response in the current leader. Several learning points arose from this; no one on IOT 3 is ever going to make it as a Hollywood actor/actress, and it's very easy to wind the person in charge up if you know how to push the right buttons!

With all the academic studies, Term 2 seemed to fly past for D Sqn and before we knew it exercise Decisive Edge (DE) was upon us, DE being the main exercise of the new course, and replacing Exercise Peacekeeper. One of the main differences between DE and Peacekeeper is that cadets take part in the exercise twice. The first time around involves taking a more tactical role, in charge of a Guard or Combined Incident Team, and the second time around taking charge of a role in the Combined Operations Cell at a more strategic/operational level. Cadets now also have to do 18 hours on, 6 hours off per shift, testing the individual's ability to make decisions when tired as well as under pressure – reflecting the current operational environment.

We had the good fortune to get relatively good weather. This made living out in the field that little bit easier. What it did not do to however was make life easier when in full NBC kit (Dress Cat 4R). It was like being inside a steam oven; you could feel yourself slowly cooking! It's best not to talk about the sweaty conditions inside the respirators.

With DE over, it was time for our final 10 weeks at IOT. Whilst many looked forward to the end of initial training which was almost in sight, many were saddened with the knowledge that our exciting and challenging journey would soon be over.

The opening week of Term 3 consisted of many a leadership lecture and a return to our beloved PEd sessions – these would be our last for the next 4 weeks whilst the cadets undertook a Basic Air Warfare course, went to sunny Scotland for some Adventure Training, and made a visit to a station. The AT took place in Grantown in Scotland and had a different emphasis to Fairbourne in the first term. This time around the cadets were given a map of Scotland and told “plan an expedition”. Apparently kayaking to Ireland and taking the Guinness brewery tour was not “realistic” within 3 days so alternative trips had to be planned. Cycling, walking, canoeing and kayaking trips were all planned and all a success with a number of humorous stories as well which makes the experience all the more memorable.

All that was left now was to plan and pass Decisive Edge 2. Not the easiest task in the world but everyone was up to the challenge. The weather was against us this time around at DE, and to make matters worst there was a power cut for a number of days – that meant no more field kitchen, so back to those nourishing ration packs. Back to working by Cyalume and torch light, this made things in the COC even more interesting. At the time it was a nightmare, but as often is the case with IOT, looking back you can't help but laugh!

The final two weeks consisted of a lot of drill in preparation for graduation, a small amount of time in the bar, and tying up any loose ends with regards to leadership training and admin prior to getting our results on “Champagne Monday”.

Upon reflection my time on IOT 3 was an enjoyable one. Sure there were difficult moments and often I

asked myself “Why am I doing this?” but the friendships that I made, the training that I received and the countless moments of hilarity all made it worthwhile in the end.

Officers of IOT 3 I salute you, may your exciting and challenging journey continue for years to come.....



March 2007 - The New SERE

AN INTRODUCTION TO SERE

by Officer Cadet James Bowling

The SERE (Specialist Entrant and Re-Entrant) Course at RAFC Cranwell is an 11-week course undertaken by all those who are seeking commissions in the Royal Air Force as professionals or entrants with previous military service.

Professionals are required for a number of specialist support branches by the Royal Air Force, such as Medical, Dental, Nursing, Legal and the Chaplaincy. These branches are spread throughout the operating area of the RAF both at bases in the UK and assisting forces operating overseas.

The SERE Course itself has undergone a number of changes in recent years and is still evolving rapidly. It was originally a 4 week course which covered the essential service knowledge required to become an officer and little else, leading it to become known disparagingly in certain circles as the "tarts and vicars course". It was extended to 8 weeks and within the last 2 years to the current 11 weeks. This change was driven by the rapidly changing nature of modern conflicts particularly in Iraq and Afghanistan, which have found specialist personnel being deployed more frequently into situations where a wider range of military skills are required than were previously taught. As part of a modern flexible Air Force, specialist officers now need to be prepared to undertake a range of duties, leading to an emphasis on being "warfighter first, specialist second".

The current SERE Course therefore operates not as the attendance course which was how some viewed the older shorter courses, but more as a condensed version of the main Initial Officer Training (IOT) Course. Whilst it is necessary to abridge certain elements of the 32-week IOT Course to fit it within the SERE time-table, essentially specialists entrants cover the same areas as all officer cadets entering the RAF. This includes weapons training, First Aid, Chemical Biological Radiological and Nuclear training and field craft designed to give specialists the skills needed to operate effectively in a fast changing theatre where they may not always be able to rely on other units for support.

The structure of the Course also mirrors the main IOT Course with the first 4 weeks approximating the first term of IOT, the second 4 weeks mirror the second term and the last 3 the final term of IOT. Consequently the amount of material covered makes the Course extremely intensive and cadets are required to learn a wide range of new skills in a very short space of time.

Most successful cadets on SERE graduate as Flight Lieutenants on a Short Service Commission of 6 years, but this can vary between branches. On graduation, successful cadets normally go on to complete the Basic Air Warfare Course (BAWC) at Cranwell before being posted to their respective units. Such is the pressure being faced by the RAF at present that many can expect to be deployed soon after graduation and will need to use all of the skills which they have acquired in diverse roles supporting the main air effort. Therefore the new SERE Course is an important part of the training structure of the modern RAF, helping specialists to deal with the changing pressures which they will face as Junior Officers.

March 2007 - The Sword of Honour

THE SWORD OF HONOUR

From 1921 until 1971 a sword of honour was awarded as a permanent prize to the most outstanding officer of each cadet entry, and similarly during the years 1971 – 1975, to each graduate entry course. The practice was then discontinued on grounds of cost, except for an annual award. From 1980, as the Sword of Merit, it was awarded on each Initial Officer Training Course to the most outstanding graduating officer. Since December 2006 the award has again been titled the Sword of Honour and awarded as a permanent prize on each course through the generosity of Mr Robert Pooley and Pooley Sword Limited.



Pooley Sword is a family owned and operated business whose founders have been respected in the aviation industry for 50 years. In August 2005, the very distinguished sword makers Wilkinson Sword, who had been established for over two hundred years, ceased trading as sword makers. Robert Pooley, who had been commissioning swords from Wilkinson's for the last forty years, purchased from Wilkinson's their drawings, product records, spares and much of their tooling including both heavy and light machinery. A Ryder Mechanical Hammer which was made at the end of the 1800's was also amongst the machinery purchased. Pooleys are now established as the leading supplier to the British Armed Forces and MOD as well as many Commonwealth and Overseas Defence Forces.

Pooley Sword Limited is privileged to donate the Royal Air Force Sword of Honour at RAF Cranwell.

Please call or email or check our website for details.

Pooley Sword Limited

2 & 4 Highdown House • Shoreham Airport • West Sussex • BN43 5FF
Tel: 01273 467277 • Fax: 0560 1158670 • Robert Pooley Mobile: 07816 846484
Email: robert@pooleysword.com • Website: www.pooleysword.com
Accredited: BS EN ISO 9001:2001. OHSAS:18001.