

RAF COLLEGE CRANWELL

College Journal Extracts



2013

May 2013 - Lead Photo



May 2013 - In Memoriam

In Memoriam

It is with deep regret that the Editor hereby records the passing of the following Royal Air Force Officers from the Active Service list, since Apr 2012.

Sqn Ldr Samuel Bailey	3 July 2012
Flt Lt Hywel Poole	3 July 2012
Flt Lt Adam Sanders	3 July 2012
Wg Cdr Richard Nuttall MBE	16 October 2012
Sqn Ldr Rimon Than	14 February 2013
Flt Lt Frances Capps	14 February 2013

The Editor has been further notified of the following members of the Old Cranwellians' Association whom, with regret, have passed away since Apr 2012.

Sqn Ldr (Retd) E D Finch
Sqn Ldr (Retd) T S Keats
Sqn Ldr (Retd) T J Roche
Sqn Ldr (Retd) P J Veal

May 2013 - R&S

RAF Officer Recruiting And Selection

Group Captain Ian Tolfts OBE MA MCIPR RAF - Gp Capt Recruiting & Selection

2012 was a significant year for Recruiting and Selection, as it saw the merger of the previously separate Recruiting organisation and the Officer & Aircrew Selection Centre (OASC). These 2 organisations, integral to the selection of quality officers and airmen – both regular and Reserve – to serve in the Royal Air Force have both a proud history and an enviable reputation. However, with a need to rationalise manpower and create a Recruiting and Selection organisation fit for the future, it was agreed that an integrated organisation would be established on 1 August 2012 under the command of a single Group Captain. Following detailed planning, the new organisation stood up successfully on the due date under the command of Group Captain Ian Tolfts OBE MA MCIPR RAF. Whilst organisationally and functionally this change is significant, the core aim of the new organisation remains unchanged:

To attract, select and recruit sufficient, quality officers, direct entry SNCOs and airmen – both regular and Reserve – to meet the RAF's manpower needs.

The following short article gives an insight as to how the aim was tackled during 2012.

Recruiting

Whilst recruiting numbers remained somewhat suppressed during 2012, to assist with the drawdown in the size of the Royal Air Force to meet the 2015 requirements defined by the 2010 Strategic Defence and Security Review (SDSR 2010), the recruiting staff across the country have remained busy seeking to attract and select the best possible candidates to fill the required vacancies. Integral to this effort has been face-to-face engagement with the public. Attending a wide variety of events from town shows to careers fairs, such engagement has not only generated interest in careers but also allowed the public to gain an insight into the role of the Royal Air Force. Given the Royal Air Force's limited footprint in many parts of the country, this engagement and awareness raising role is important. Attending events is nothing new but, in 2012, through a partnership with a new event management company, the focus has been subtly changed. By using detailed market and audience analysis, the recruiting teams have attended more events that have a higher proportion of young adults – the target audience for recruiting.

As ever, the main events 'season' comes during summer. Attendance at the many events required was a significant challenge as over 50% of the

recruiting force were necessarily deployed to London for Olympic security duties. Notwithstanding the considerable strain this deployment placed on the recruiting force, a 'light blue' presence was still seen across the length and breadth of the country. Despite enthusiasm to maximise the RAF Recruiting presence at the Olympics, plans to place recruiting leaflets in the bags of people searched entering the Olympic venues were not implemented as it was felt that LOCOG might object! But you cannot fault the enthusiasm of the recruiters in trying to exploit the opportunity.

The announcement of the Future Reserves 2020 paper early in 2012 set the requirement to nearly double the size of the Royal Auxiliary Air Force by 2016, with the task of recruiting the additional people falling to the recruiting organisation. Cognisant of the need to keep advertising expenditure to a minimum, a dedicated marketing campaign using a series of new and innovative marketing methods was created. Television sponsorship, cinema advertising, and extensive use of social networking, have (and will continue to) been central to the campaign as well as engagement with employers of prospective reservist personnel. Once the campaign got under way in earnest in late 2012, the results were

near instant with applications rising by over 100%. Whilst there is much work to do, the signs are positive. And, of course, the RAuxAF can recruit people up to the age of 50 so, if you have left the Service, meet the age criteria and feel you are missing that RAF esprit de corps, why not apply to join the 'Auxiliaries'!

Spanning recruiting to both the regular and Reserve is the need to increase the number of people from ethnic minority backgrounds joining the Service. As a military force, it is important that the Royal Air Force is representative of the society that it defends. Societal misconceptions about the role of the military restricts the number of ethnic minority personnel who apply to join Your Royal Air Force and, accordingly, a wide ranging plan – which will span a number of years – has been put in place to build trust and understanding amongst ethnic minority communities and people with the aim of showing that the Royal Air Force offers excellent career opportunities in a truly inclusive organisation. Activities range from working with local groups, activities within schools through to detailed dialogue with groups of community leaders. Although early in its implementation, all indications are that the communities and individuals welcome this engagement.

Officer and Aircrew Selection Centre

Despite the fact that the Royal Air Force has not selected any pilots for entry into training for nearly 2 years, OASC has remained busy selecting personnel for the many other branches, whilst at the same time downsizing and merging with RAF Recruiting. Notwithstanding, the core tools for assessing the potential of candidates to become officers or Direct Entrant SNCOs have not changed fundamentally as they have stood the test of time. Indeed, such is the regard with which OASC is held, a number of other Air Forces from around the world have

expressed interest in adopting the methodologies and tests used. To this end, OASC hosted visits from the Royal Jordanian Air Force, the Royal Air Force of Oman, the Kuwaiti Air Force, the Belgian Air Force and, notably, the Royal Canadian Air Force. All left most impressed by the very high success rate that the Royal Air Force achieves in flying training based on OASC assessment and testing. A number of these countries have now agreed to purchase the OASC system – which makes OASC a 'global brand'! When spare capacity in OASC's aptitude testing suite has existed, we have also been able to offer opportunities to charitable trusts, such as the Air League Educational Trust and Flying Scholarships for Disabled People (in the memory of Group Captain Sir Douglas Bader), to determine the suitability of their candidates for private pilot training. All told, OASC remains at the vanguard of officer and aircrew selection and, as highlighted, is gaining a worldwide reputation for excellence.



OASC Hangar Exercises continue to provide a standardised testing facility for potential recruits.

The RAF Recruiting Team: teaming up with the events management industry to recruit future leaders.



The OASC Hangar offers a chance to demonstrate individual flair, in addition to teamwork.

May 2013 - Leadership Training

Leadership In A Changing World: SDSR 2010 And Leadership Education

Flight Lieutenant Henry Wilkinson MSc RAF - Deputy Squadron Commander Leadership Training Squadron, Officer & Aircrew Cadet Training Unit

"He took his plumed helmet from the ground, and his wife went back again to her house, weeping bitterly and often looking back towards him... so they mourned Hector in his own house though he was yet alive, for they deemed that they should never see him return safe from battle..."

Hector parting from his wife Andromache before battle, Homer, The Iliad, Book VI.

War never changes; it is warfare, the manner in which armed force is employed, that changes¹. The emotions that Homer attributes to Andromache in The Iliad are no different to those felt by families who have said farewell to their loved ones in times of war in the three millennia since these words were coined. In educating our next generation of officers, the Leadership Training Squadron (LTS) at the Officer and Aircrew Cadet Training Unit (OACTU) must balance the permanent - those skills which all military leaders have required throughout history; with the temporary - those skills that make this generation distinct from those before it. This article concerns itself with the temporary, with specific regard to the Strategic Defence and Security Review 2010 (SDSR 2010).

The average age of Officer Cadets at the RAF College is 27. In extremis, however, some recruits may finish school on a Friday, attest on Sunday and begin Initial Officer Training the next Monday.



The generation of Officer Cadets beating a path to the gates of the RAF College nowadays has an average age of 27, many of them were born after the Cold War had ended; almost all of them have no memory of what the Cold War meant. They may remember being alive during it, but, like the author, it probably had very little impact on their lives. This SDSR 2010 is the first Defence Review to be conducted without the shadow of the Cold War hanging over it². We, and other nations' forces, may field equipment which dates back to the Cold War, but nowadays we

are sufficiently removed from it that we should no longer feel its effect³. In this context, the SDSR 2010 White Paper identified 7 military tasks⁴:

1. Defending the UK and Overseas Territories.
2. Providing strategic intelligence.
3. Providing nuclear deterrence.
4. Supporting civil emergency organisations.
5. Defending the UK's interests by projecting power strategically and through expeditionary operations.
6. Providing a defence contribution to UK influence.
7. Providing security for stabilisation.

The RAF has a role, large or small, in all of these and its junior officers must be able to lead their men and women in support of these tasks. The current strategic situation of the UK will provide a wealth of challenges for the future RAF; indeed since the SDSR 2010 we have arguably been caught out by events in North Africa and The Levant and have found ourselves responding at short notice to rapidly changing situations. Even in December 2012, few people envisaged that we would be involved in Mali in January 2013.

Nor are these challenges purely geographical. In 2008 a report highlighted a £38 billion "hole" in the Defence budget⁵, and this was before the full effects of the recent financial crisis had been felt. Defence Transformation dictates that all personnel, military and civilian, must find more effective and more efficient methods of working. Continuous Improvement is not a passing fad and our cadets will have to be able to analyse their situation critically and develop and implement effective solutions to problems. Questioning the status quo takes moral courage, and tact, and effective change requires effective leadership⁶. There will be another Defence Review in 2015 and even those cadets on a short service commission may experience a further one before the end of their RAF career, as junior officers they must be able to identify, lead and adapt to change.

Thus there is no point in teaching cadets "leadership by numbers", for they will come unstuck quickly when faced with the inevitable unexpected situation. For this reason OACTU concerns itself with teaching our future leaders how to think not what to think. LTS is responsible for developing their theoretical understanding of leadership and ensuring that they can lead in practice.

Theory

"There is no prescription of leadership and no prescribed style of leader."

Defence Leadership Centre (DLC)⁷.

Followerhip was the subject of CAS' Leadership Conference in summer 2012 and it has featured heavily in the Initial Officer Training (IOT) leadership syllabus for some time. Effective change is a "bottom up" process: it is those at the bottom of an organisation, followers in every sense, who truly understand an organisation's business and are best placed to recommend and implement improvements⁸. Constructive dissent has been part of the military lexicon for decades, and it remains as important now as it ever has, and responsible followerhip uses



Putting theory into practice is carried out over 3 'Terms' at IOT: Foundation, Development & Applied. Here, in the latter phase, Officer Cadets run a Deployed HQ, where they experiment to develop their own style of practical leadership.

in difficult, dangerous and unpredictable environments. They must show that they can lead by example and they must put their followers' needs ahead of their own.

Cadets have many opportunities to lead outside of PLTEs also: associated duties serving on mess or entertainments committees or organising charity fundraising are far more representative of the bulk of their future work as junior officers than chasing fictional terrorists across the Lincolnshire countryside is and valuable learning abounds in these opportunities. DS are always on hand to guide them in their endeavours and provide coaching, mentoring and education as appropriate. Cadets are under constant assessment as followers as well. Whether at the College or deployed in the field they must embody the ethos and core values of the Service⁹ at all times whether they are in command or not.

Summary

"As officers... you shall neither eat, nor drink, nor sleep, nor smoke until you have personally seen to it that your men have done these things. If you will do this for them, they will follow you to the end of the world."

Field Marshal Sir William Slim¹⁶

The SDSR 2010 emphasised that the only constant of future operations will be their unpredictability. We are now removed from the relative stability of the Cold War by half a generation and it won't be long before the entire cadet body at OACTU is unable to remember it. Now, more than ever, we need a generation of officers who are flexible, open to change and prepared to give, and receive, constructive dissent. They must understand their responsibilities as followers and the important role their personnel will play in the future of the Service. Our cadets may be remarkable individuals, but they must be humble: they must understand that they are not special and that they are no more important than their followers. They will experience future Defence Reviews, they will deploy to unpleasant locations, they will put themselves and their followers in personal danger and throughout all of this they must remain credible, authentic leaders.

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constructive dissent to inhibit the leader's errors as much as it uses obedience to do what the leader says⁹. To be effective, leaders must be prototypical: representative of the team that they lead, they cannot put themselves on a pedestal and as an organisation we cannot pretend that our leaders are infallible¹⁰. If a leader believes that they are better than their followers then they are starting off on the slippery slope to toxic leadership¹¹.

Thus cadets must learn humility, they must understand that they are at the start of their careers and that almost everyone in the Service has more experience and knowledge than they do. This is not easy, we have the honour of educating some of the best and brightest people in our country and many of them may never have experienced failure. The majority may pass IOT first time, but all will face their difficulties and learn the limits of their abilities. A few cadets may even prove to be the brightest stars of their generation, reaching high rank and influencing future Defence Reviews, but they must remain humble and remember that ultimately it is the rank and file of the RAF that gets the job done. For cadets to truly understand their role as leaders, they must put the theory to practice.

Putting theory into practice is carried out over 3 'Terms' at IOT: Foundation, Development & Applied. Here, in the latter phase, Officer Cadets run a Deployed HQ, where they experiment to develop their own style of practical leadership.

Practice

"Theory is Irrelevant when practice points the other way."

Colonel CE Callwell¹².

The method of assessing leadership during IOTC is through a series of Practical Leadership Training Exercises (PLTEs). Increasing progressively in complexity during the course, the 6 PLTEs not only introduce cadets to practical leadership, but also to situations and environments in which they may find themselves for real after graduation. Only two of the 7 military tasks highlighted in the SDSR are not represented by the PLTEs: providing strategic intelligence and providing nuclear deterrence. The remaining 5 are replicated through different scenarios. Exercise ACTIVE EDGE is based around support helicopter operations against UK-based terrorist organisations. Exercise MILAID requires cadets to support Norfolk Constabulary in a search for 2 missing schoolgirls¹³, and Exercise DECISIVE EDGE simulates the deployment of a 700 strong Expeditionary Air Wing to a fictitious Eastern European country.

Simulation is an essential part of preparation for modern military tasks¹⁴ and PLTEs provide a challenging, but supportive, environment where cadets are put through their paces both mentally and physically. Importantly there is only one pass or fail test of leadership during the course (Exercise DECISIVE EDGE 1), on other PLTEs cadets are encouraged to experiment without fear of failure so they can develop a natural, effective, authentic leadership style which reflects their own personality. We are not in the business of building leadership robots; we need to develop credible leaders who will inspire personnel of all three services

May 2013 - IOTC 32 Reflections

IOT – The Term 1 Perspective

Officer Cadet M J Pickford - A Flight, C Squadron, Initial Officer Training Course 32, Officer & Aircrew Cadet Training Unit



Marching down a snow-laden Queens Avenue, from Number 1 Mess towards College Hall.

uniform completely covered in snow. Following completion of a long day, the squadron would trundle back past the illuminated grandeur of College Hall, towards an eagerly anticipated dinner in the more humble surroundings of No. 1 Mess; the College representing an inspirational reminder of things yet to come. Relaxation did not begin here however, as immediately after dinner, the Mess would empty as the Squadron filed off to begin the nightly ritual of ironing, cleaning and preparing for the following day's activities, long into the early hours.

By the 3rd and 4th weeks of the course, the physically demanding nature of the training, combined with long hours and little sleep began to take their toll on the Squadron, both physically and mentally. Staying awake and alert during lectures soon became a real challenge and I frequently had to make the decision to stand at

the back of the lecture theatre, not trusting my sleep-deprived body to stay awake. I was not alone in the battle to remain conscious with some cadets outright losing the fight and suffering the indignity and embarrassment of being caught by staff, having nodded off during the lesson. Others' minds switched off during other routine tasks. My neighbour in the block spent 2 days confined to quarters due to severe blisters from spilling a boiling flask of tea over his bare foot whilst ironing. Also, whilst stencilling our names onto the front of our PT kits in large white letters, one cadet unwittingly spelt his own name wrong, much to the amusement of the rest of the Squadron when it was noticed the following day. However, a more serious and sobering toll was felt when we lost 3 cadets from our Squadron to injury and failed fitness tests, no doubt the gruelling nature of the course being a major contributing factor in this. Entering the Royal Air Force as a Graduate Direct Entrant with a nonexistent military background, I did find this initial phase of training a complete shock to the system. However despite the negative effects of cumulative fatigue and constant pressure, my motivation and that of those around me remained steadfast. The journey to IOT for me began a long time ago and to just be here is a culmination of years of hard work. The daily march down Queens Avenue towards College Hall surrounded by snow is a sight that cannot help but inspire you and put your hard work into context.

The long days of training and lessons during this first month of IOT are designed to prepare us for the 4 main Exercises of Term One. It was these Exercises that gave the experience a real edge, taking us away from our usual daily routine and outside our comfort zone. The first was these was Ex FIRST STEP, in which classroom-taught principles of land navigation, weapons handling and fieldcraft were given practical emphasis, with 2 days spent on the Beckingham Ranges away from our Flight Staff, in the hands of the Regiment Instructors. We had field-based lessons in camouflage and concealment, battlefield movement and targeting, land navigation and fieldcraft. Two days of actions such Leopard-crawling through muddy fields intersected by cooking our dinner from 24-hour ration packs over a 'hexi-stove' and sleeping out in the elements with nothing but a sleeping bag and bivvy sheet on a cold January weekend, came as a welcome shock from the routine life at the College and gave us much needed time to practice lessons learned over the first few weeks.

On our return from Ex FIRST STEP, our time with the Regiment Training Instructors began to decrease and a noticeable shift began from basic

militarisation toward the underlining reason we are all going through IOT; development our leadership potential. This was first really tested on Ex KINETIC EDGE, where classroom-based leadership theories and styles were put into practise in the familiar surroundings of the OASC hangar. Every cadet going through IOT had been through the stress and pressure of performing in that hangar, desperately trying to impress the selection board with leadership potential. To be back there months later was a very surreal experience and as I walked around the different tasks, the memories of nerves and pressure I had felt during selection came rushing back. However this time, the experience proved a thoroughly more enjoyable and rewarding experience. My chance to lead the group came and as in my lead at OASC, I was unable to complete the task in the allotted time; rather than having to wait a tense 3 weeks to find out if this had affected my chances of selection, I was immediately debriefed with constructive criticism and advice from my team. It was very rewarding to see how the time spent at Cranwell had already impacted on my own self-confidence and leadership style from OASC only a few months previous, and it gave me a real boost of confidence moving into the second half of Term One.

Lessons drawn from mistakes made during Ex KINETIC EDGE had to be learnt very quickly, as the following week the Squadron swapped the relative luxuries of Mess life for the not so distant windswept North Airfield of Cranwell for 3 days of leadership tasks as part of Ex SHARP EDGE. The lead times were tripled from the previous exercise and were made far more realistic, physically demanding and mentally challenging than anything we had come up against previously. Over the 3 days we each had a turn at leading our section of 9 cadets in a scenario briefed to us by a member of the Directing Staff. This was followed by half an

hour of careful planning and briefing the team before setting off to execute the task. I was given the task of setting up a camera calibration zone for a fictitious overflying UAV. As new information was picked up, I soon had my team running down the airfield at double-time in a race to reach the co-ordinates and gather essential equipment. Despite the watchful eye of the Leadership Instructor being ever present, I found myself completely buying into the exercise and leading my team as though the scenario was genuinely happening. After a long day of charging around the airfield with equipment in tow, we moved into the nearby woods to set up our familiar temporary homes of bivvy sheets stretched between trees. As I sat under my hastily constructed bivvy sheet, trying to get warm by creeping ever closer to my hexi-stove as it cooked my rations, I felt a real sense of accomplishment. Everything we had learnt in a demanding 6 weeks at Cranwell had been put to use on the airfield. The leads had incorporated and tested everything from fieldcraft, navigation, teamwork and followership, fitness and more importantly leadership. It was very satisfying to realise how the sometimes long and tiring lessons had all been done to prepare ourselves to that point.

At the time of writing, 6 weeks of IOT have passed and we face far more challenging times ahead in Term One alone. Following an upcoming week of Adventurous Training in Fairbourne, my Squadron will sit academic exams in Air Power Studies and face a week in the field, further testing our leadership and military skills on Ex ACTIVE EDGE. However, as I look upon my personal development and recognise the development of those around me and how the squadron has bonded together in just 6 weeks, I look forward not with nervous anticipation but with eagerness and excitement to the challenges thrown down by RAF College Cranwell.



Cadets practice their battlefield manoeuvres during Ex FIRST STEP.

As the flight marches through Queens Gate and off towards Whittle Hall to begin an afternoon of training, a formation of red arrows, twisting and turning, soars a few hundred feet overhead. A fellow Officer Cadet turns to me and whispers; "We must have the best job". As I survey the scene around me, with College Hall shining grandly in the winter sun, I couldn't help but agree.

The first 4 weeks of life at RAF Cranwell flew by in a blur of frenetic activity. A typical day would begin by rising in the dark to administer ourselves and clean the block, before making our way over to No. 1 Mess, to frantically wolf down breakfast, in time to race back and stand in anticipation by our beds awaiting inspection by the Squadron Flight Sergeants. The rush for time led to new personal bests being set for how fast one could enter the Mess, polish off cereal, a fried breakfast and toast before rushing out of the door. Some cadets claimed to have completed the feat in under 3 minutes; hardly civilised officer behaviour, but nonetheless a necessity in those first weeks.

The pace did not let up during the day. Following the early morning inspections were hours of classroom-based learning primarily taken by the Force Protection Training Squadron, in lessons ranging from weapons handling, first-aid, skill-at-arms and land navigation. Lessons were broken up around sessions with the PT staff. Being quite a fit and sporty person before joining the RAF, I looked forward to challenging myself with the PT on offer and hoped to reach new levels of fitness. The PT sessions did not disappoint. Despite a thick covering of snow and ice blanketing the sports fields, a gruelling PT schedule pushed ahead undeterred. In our first OACTU Fitness Assessment (OFA), the squadron ran the 1.5miles through thick snow; trying not to slip around the corners of the route added an interesting and unwelcome element to an already daunting assessment. Daily PT sessions outside in the snow followed and ranged from sprint sessions to carrying simulated casualties in Battle PT, all made more difficult and demanding by the freezing conditions.

The snow also added an extra level of difficulty to the long hours spent on the drill square, as the embarrassment and frustration of 'tick-tocking' and marching out of step was combined with constant slips and skids on the ice and snow. This, however, did provide moments of much needed light relief when marching up and down a frozen drill square; on one occasion as the squad slammed to a halt, a cadet in front of me lost his footing and slipped onto his backside, his carefully washed and pressed

May 2013 - IOTC 31 Impressions

IOT – The Term 2 Perspective

Officer Cadet A C Williams - B Flight, B Squadron, Initial Officer Training Course 31, Officer & Aircrew Cadet Training Unit

Officer Cadets on B Sqn were welcomed into Term 2 with a bang. After 10 long weeks (and in some cases more) of eager anticipation, we were finally in the plush surroundings of College Hall Officers' Mess. We had had a brief interlude in the early days of Term One due to a heating malfunction, but now we had earned our place in CHOM. We no longer had to go outside to reach our bar and we had earned our Term 2 privileges such as having quilts on our beds and being able to wear our blue uniform during the working week.

Our first weekend of term was spent on a Force Development exercise in Nottingham: Ex OUTLAW. The purpose of this Ex was to develop our teamwork and bargaining skills as well as individual initiative by completing a series of tasks in and around the city centre. These included getting airborne, getting waterborne, sitting in the most expensive seat and, bearing in mind the city's Robin Hood connections, take from the rich and give to the poor! The Ex was thoroughly enjoyable and it was good to have the opportunity to practice our leadership and teamwork skills in a non-military environment. The next day we had to present our adventures to the rest of the course. The team with the best presentation and the most completed tasks were rewarded with a small token of chocolate - this went to the team that managed to get themselves a flight at the local airport as well as test-drive a brand new car around town.

However, Monday morning was just around the corner and waiting to greet us with fresh academic pressures. We were faced with Air Power Studies lectures almost every day about the various Air Power campaigns ranging from WWI to the Kosovo Crisis, and beyond to contemporary conflicts. These lectures were enthusiastically received by many cadets who were glad to have moved on from some of the heavier, theory-based lectures of Term One. Cadets had the opportunity to let their passion and enthusiasm for certain battles or eras shine through both in lectures and in Syndicate Room Discussions (SRD), which were now witnessing more lively debates on a regular basis. These SRDs were hosted several times throughout the week by the Academic staff at OACTU, who are now working in conjunction with Portsmouth Business School. Cadets

were put through their academic paces towards the middle of Term 2, with exams on Essential Service Knowledge (ESK), Defence Writing (DW) and Air Power Studies (APS) to pass. On top of this, the infamous Bandar essay was also due in Week 5, a pass / fail element of the course, set in the latter part of Term One. The 1,500 word essay can be written about a number of different military or leadership topics, as well as Air Power campaigns from WWI onwards. The best essay of the year is awarded the Bandar Essay Prize so the pressure was on to win!

Shortly before our deployment on the first exercise of term, Exercise MIL-AID, a number of cadets were selected to represent RAF Cranwell in the Inter-Collegiate games against Officer Cadets at the French Air Force Academy, in Salon de Provence. We competed against our French counterparts in Athletics, Cross Country, Swimming, Rugby, Volleyball and Superstars. Overall, it was a 4-2 victory to France but term 2 cadets made a great contribution to the efforts. Whilst not enjoying a victory over the French, Term 2 cadets were able to enjoy the local town of Provence and learn about the French military training system via our French hosts.

Before we knew it, Ex MILAID was upon us. The UK was covered in a thick layer of snow and the Stanford Training Area (STANTA) was no exception. Cadets were deployed for 5 days as Military Aid to the Civil Authorities (MACA), assisting in the search for 2 missing girls from the Thetford area in Norfolk. This Ex was our last real opportunity to practice our fundamental leadership skills, or in some cases refine them, before the big test of Ex DECISIVE EDGE later in Term 2. All our leadership tuition from the past 15 weeks at OACTU was in the forefront of everyone's mind as we were faced with a fresh challenge every 3 hours throughout the day. It was a busy week for deployed cadets, with various situations to deal with such as media coverage of the search, working in a joint environment, aircraft crashes, search & recovery and road traffic accidents. The Ex finishes off with a 'Rocket Race'; 4 Sections racing across STANTA, in what can only be described as an epic game of hide-and-seek. This was a competition between the 2 flights and each was determined to win the ultimate prize, the B Squadron Tiger mascot.

Officer Cadets establishing a base of operations in the snow during Ex MIL-AID.



The Officer Cadets test their fitness against the RAF standard.

If Term 2 wasn't challenging enough, a PE'd session almost every day appeared in our timetable to keep us on our toes. On top of this, a small group took on the extra challenge of '24x24x24' - a 24-hour endurance event with 24 cadets completing 24 RAF Fitness Tests every hour for 24 consecutive hours. This charity event was put on to raise money and awareness for Home Start UK, which is a charity organisation that supports families and children in times of crisis, bereavement or illness. B Squadron set themselves a fundraising target of £1,000, and 71 donations later, the total amount raised had surpassed our target and stood at £1,500! After a few gruelling weeks of Aero Runs and Battle PT in the snow, the sporting event that all of B Squadron had been waiting for - the Inter-Sqn sports competition - finally arrived. Our opponents were C Sqn cadets in Term One, who were very confident of an impending victory if their cheering at the opening ceremony was anything to go by. However, after going head-to-head in Netball, Volleyball, the Orange Dash, Uni-hockey and the infamous 'Superstars', B Squadron came away with a 5-0 win under their belts. It was a brilliant feeling, especially after our 3-2 defeat the previous term to the undefeatable D Squadron.

The weekend following Inter-Squadron Sports was 'Partners' Day'. This was our first opportunity to demonstrate to our friends, families and loved ones everything we had learned and achieved over the past 15 weeks. Not only was this an opportunity to show them around the College and give them an insight into daily life at IOT, but we were able to entertain our guests in our first practice Mess function, with top-table complete with the PMC and Mr. Vice. This was highly entertaining and enjoyable for all, and built up excitement for future Mess functions to come.

With the ESK, DW and APS exams completed, as well as the Bandar essay handed in, preparation for our deployment on Ex DECISIVE EDGE became our primary focus. Term 3 cadets, who organise and run the Exercise, were sending a mountain of information our way by e-mail or in briefings squeezed around our busy timetable. The operation is set in the fictitious country of Moltovia in Eastern Europe, and simulates the early stages of a deployed operation, in particular the austere conditions of such a deployment. Cadets have to build, sustain and protect an operating base over a period of 10 days, 24 hours per day. The day was broken down into 6-hour shifts, with 4 meals per day provided by the Field Kitchen punctuating the end of each shift. As well as cleaning our rifles and boots, we had to eat 2 meals, administrate ourselves and get some sleep in the one 6-hour shift we had off per day. It was fair to say that sleep deprivation had set in by day 3, never mind by day 10, but this operation was designed to be as realistic as possible for Term 2 cadets - this was the culmination of all our leadership and Force Protection (FP) lessons in one long assessment period. Our leadership abilities were tested over 2 separate 6-hour shifts, during which we could be faced with the leadership challenge of taking on the role of Guard Commander, Patrol Commander, running the Combined Incident Team (CIT) or being the base Adjutant. To pass this assessment, cadets had to demonstrate their leadership abilities alongside FP skills to be awarded a pass from the Directing Staff (DS). Overall, the realism of what actually happens on ops was highlighted by many of our operationally-experienced DS and it reinforced the changing nature of the RAF - from enduring ops to an expeditionary force - to all B Squadron cadets.

May 2013 - IOTC 30 Reflections

IOT – The Term 3 Perspective

Officer Cadet A I Gray, B Flight, D Squadron, Initial Officer Training Course 30, Officer & Aircrew Cadet Training Unit

The entirety of the third term of IOT is dedicated to transformation: transforming from a cadet to a junior officer; a change from a strict structure to one's own 'battle rhythm'; from transactional leadership to a transformational style in the very best cadets. Throughout this term, the cadets have been put in a variety of situations to instigate these changes, from visits to exercises, to physical and mental challenges – this article will detail their experiences and lessons learnt.

One of the most difficult aspects of Term 3 is moving from the thought process of a cadet, into the mindset of a junior officer. The freedom given can be daunting, as well as the constant reminder that in just 10 short weeks, one will hopefully commission. In the first 2 terms, cadets tend to take each day as they come, and try not to get into too much trouble, then all of a sudden you are shown a world outside RAF College Cranwell. The Basic Air Warfare Course was an excellent opportunity to take the 'blinkers' off and see the wider Air Force. Looking at how each of the cadets' branches fits into the wider context of the RAF, and how that fits into the bigger defence picture. Also, being able to defend the attributes of what air power can offer, and understand the difficulties that it faces means the cadets can feel prepared to defend the vital role the RAF plays. Promoting the RAF will be one of the most important tasks that a junior officer will have, and that promotion will not just be aimed at other services, but increasing the knowledge and understanding of airmen in the future. Understand this important element of the cadets' career is key in moving from cadet to junior officer. Making our own brews and carrying them to a classroom was also a real treat.

Visiting Ampert House was a sobering experience for all of the cadets. The realisation that you could be informing a family of a bereavement as a 'notifying officer' is a stark reminder of the responsibility that all of the cadets could soon hold. It puts into perspective not being about to 'bull' your shoes very well. In addition to this, role-playing various interview situations from bullying and harassment, to underperforming personnel, showed all cadets just a few of the myriad of complex topics that could be covered every day, alongside your primary role.

In contrast to these very charged topics, we followed a programme of visits in London, where all cadets were expected to delve into the RAF's identity, culture and history. The atmosphere and the facilities of the RAF Club were impressive, and the feeling imparted on the cadets by the end of the visit will ensure that the membership will swell in the aftermath of our graduation. Being a part of the impressive history and culture of the RAF means a great deal to all cadets. St. Clement Danes Church reinforced the depth of the RAF's short history, with every Squadron ever created, forming a part of the church, as well as all the names of those who have given their lives in service with the RAF. It made us all feel proud to be there, and passionate to move forward in to active service



as officers outside RAF Cranwell, conducting ourselves in a manner that does credit both to the fallen and the wider RAF. The lessons that are given throughout IOT regarding the importance of an officers' conduct, bearing and moral courage seemed to grow and become more visceral after the London visits.

Structuring our own workload and timeframes will be essential in the future careers of the cadets, and as such Ex DECISIVE EDGE preparation and planning was one of the biggest transformations for the cadets. Term 1 & Term 2 is a test of perseverance, leadership, concentration and hard work. There is, however, a great deal of emphasis on following a structure and timetable to the absolute minute. In Term 3, there is a significant amount of time which is allocated for planning. When seen through the eyes of the Intermediate Squadron, it appears that the Senior Squadron have little to do. The 'lost gazes' on the faces of the Term 3 cadets has far more to do with their puzzlement as to how to make a 25-hour day work, as opposed to wanting something better to do. Balancing the preparation for the final exercise of IOTC 30 with presentations, committees, social events or any other delightful treats unleashed by the Directing Staff, is an art at which the cadets of IOTC 30 became wholly proficient. The cliché-bound senior officer's favourite expression about crocodiles and canoes is particularly relevant on Term 3 of IOT.

Grantown-on-Spey was an opportunity to let the cadets loose with a map, compass, some excellent kit, and some seasoned Adventurous Training (AT) Instructors. Once again, this was a change from the previous AT timetable of strict periods of activity and training. The cadets were given parameters, and left to plan and deliver an expedition that covered the 3 major elements of 'risk, rigour and robustness'. Taking care of our own battle rhythm in this way, allowed us to make informed decisions on the routes and contingencies we had planned. This had 2 outcomes: firstly, a sense of freedom, with which the Squadron could explore its own leadership style; secondly, it offered a sense of trepidation and responsibility, as the decisions and the structure that the cadets put in place had real-time consequences in an unforgiving environment. It is fair to say that all cadets were stretched and learnt a great deal from the experience.

In the first 2 terms, the course taught us the principles of transactional leadership, how to supply a 'carrot' for a job well done, and a 'stick' for a poor performance. The focus of leadership in Term 3 moves towards Transformation. This is not to say that the lessons from the first 2 terms are disregarded, but the cadets are encouraged to utilise the most effective blend of these types of leadership to fulfil their potential. The change, however, is a big one. No longer could the cadets do a 'lead' then slip into the relative anonymity of a group within the scenario. From the very first day, the Squadron, were informed that, as the senior group, we would be looked at even more closely, to set the example to the other cadets at OACTU. Throughout the term, there were many opportunities to try out this style of leadership, and observe the results. The establishing of a Combined Operations Centre (COC) accommodation, washing facilities and storage areas at the scenario Deployed Operating Base (DOB) for Ex DECISIVE EDGE was a challenge that the Squadron completed successfully. Within the 12 hours of work during the set-up phase of our deployment, we achieved a great deal, not because we necessarily had to, but because the cadets wanted to give the Intermediate Squadron the best possible arrival 'in-theatre'. Showing what could be achieved in a relatively short space of time encouraged the Term 2 cadets to have a successful time 'on operations'.

Throughout Ex DECISIVE EDGE, it was obvious to all the D Sqn cadets that being able to remain almost constantly upbeat, alert and enthusiastic

Directing Staff discussing the upcoming night training serials during Ex DECISIVE EDGE, March 13.



D Sqn digging into new mental depths to find extra power and commitment during 'Ultimate Challenge' – the faces say it all.

(Flt Lt Jim Smith) throughout IOT, tasted variously throughout the course by the cadets, and then brought to life on that one historic morning from the depths of the cadets' character and endurance.

According to the Oxford English Dictionary, 'Transformation' is a marked change in nature, form or appearance. All of this is true when applied to the cadets completing Term 3 of IOTC 30. The natural thing to do when you are tired is to sit; the natural thing to do when you are unhappy is to look sad, and finally the natural thing to do when you are fed up and you have had enough is to give up. It is fair to say that all of these 'natural' things have changed for the cadets after Term 3. They are prepared and aware of how to 'over-ride' these instincts and continue to deliver strong leadership at the lowest of points. The form for the cadets in their first 2 terms

would inspire the other cadets, who were having a tough time with very little sleep, in extremely cold conditions. The same standard was applied at the breaking of the camp, where a small group of cadets cleared much of the base between the hours of 0100-0630, with constant rain and wind. When the sleeping cadets awoke the next day, their unanimous response was to be impressed, but also to get involved as soon as possible with the collapse of the base, in the same efficient manner as their overnight counterparts.

is to be the best cadet they can be. The form in Term 3 is to transform from a cadet with potential, into a junior officer with promise. Finally, in terms of appearance, the cadets all seem that little bit taller towards the end of Term 3, holding their heads high with pride at what has been achieved, and with a spring in their step as they look forward to what can be achieved in their futures with the RAF.

Being able to practice and offer transformational leadership even in this small way was an important lesson; one that was applied to the gruelling 'Ultimate Challenge' – a morning of physical activity which will never leave our memories. What would the cadets gain from winning the prestigious 'Golden Boot – Money? Food? A day off? None of the above, but by pushing themselves to the absolute limit of their physical endurance and mental stamina, the cadets of Term 3 learned invaluable lessons. Offering a vision is a key aspect of transformational leadership, and 'Ultimate Challenge' revealed to us the biggest attribute of Transformation; that you can get your people to go further and longer than they thought possible by chasing the vision that you give them. For D Sqn, it was the 'victory or death' attitude of B Flt that saw them prevail; the vision of success seeded by the Flt Cdr



B Flt, IOTC 30 - victors of Ultimate Challenge.



The Graduating Officers of Initial Officer Training Course 30 – 'Hic Sunt Dracones!'

May 2013 - Ex DECISIVE EDGE

Evolving Operational Simulations – EXERCISE DECISIVE EDGE

Flight Lieutenant Samuel Wright CEng MEng BSc MIMechE RAF, Exercise Delivery Team, Officer & Aircrew Cadet Training Unit

"...to fight and die in defence of their airfields:...every airfield should be a stronghold of fighting air-ground men, and not the abode of uniformed civilians in the prime of life protected by detachments of soldiers."

Winston Churchill

A major factor in developing strategy for the UK is mainland Britain's geographical situation. Physically it is an island, containing 1% of the world's population, situated off the coast of a politically stable and largely debellated continent. On the face of it a well funded, expeditionary military should not be necessary, but physical geography is not everything. Economically Britain has a much bigger role: the Strategic Defence and Security Review 2010 (SDSR 2010) White Paper notes that Britain has the world's 6th largest economy, which accounts for 7% of global trade. This does not oblige Britain to play an active military role in world affairs, but it must be prepared to protect these interests. So if Europe is politically stable, but Britain wants an active role in world affairs then it must maintain a military force that is able to project force across large distances. Thus our junior officers must be able to operate in foreign lands, away from the comforts of their home unit and in the face of hostile forces. In order to prepare them for this, the Officer & Aircrew Cadet Training Unit (OACTU) runs Exercise DECISIVE EDGE (Ex DE).

Ex DE is the largest and most complex practical leadership training exercise held at OACTU. It involves cadets from the 2nd and 3rd terms of Initial Officer Training (IOT) and from the Specialist Entrant & Re-Entrant (SERE) course, but it requires the efforts of almost all DS from across the unit. The Ex consists of 2 distinct, but related components: Ex DE 1 (Term 2 cadets) and Ex DE 2 (Term 3 cadets), both operating within the same fictional scenario. The scenario is that a small-scale UK-led, multi-national Joint Task Force (JTF) has deployed in a peace-keeping role to a fictional Eastern European country at the behest of the international community, in order to deter a potential invasion by a more powerful neighbour and to prevent a descent of the country into lawlessness, criminality and terrorism. An Expeditionary Air Wing (EAW) has deployed as part of this force to an austere Host Nation (HN) airfield in order to provide Air Power in the region. The Term 3 officer cadets deploy as the EAW Headquarters (HQ), and the Term 2 cadets provide the security force for the EAW HQ.

Ex DE 1 is designed to test the Functional Leadership of the Term 2 cadets. Cadets are assigned 6-hour appointments in a leadership role, typically commanding around 12 other subordinate cadets. They must lead, manage and command their workforce to achieve their tasks efficiently. However, their leadership is put to the test through the use of additional "injects" – dramatic changes to the situation instigated by the Directing Staff (DS). These injects may be kinetic in nature, for example a simulated enemy small-arms attack; or they may require the leader to employ softer skills and offer welfare support to their subordinates. For all cadets, Ex DE 1 is an important step towards their becoming the leaders of Churchill's "fighting air-ground men" in an expeditionary Royal Air Force.



An Officer Cadet stands guard at a checkpoint on Ex DECISIVE EDGE.

If Ex DE 1 assesses the 'warfighter' component in our Officer Cadets, then Ex DE 2 can be thought of as assessing the 'specialist' component. In this case, the specialism is how to be an effective Junior Officer. This process begins immediately after completing EX DE 1: in Week 9 of Term 2, having barely had time to clean their uniform and equipment, they are given their tasks and roles for EX DE 2. They have 8 weeks to set up the EAW HQ and prepare for their deployment. At this stage, the DS' emphasis

changes from that of an instructor, to that of a mentor and coach. Cadets are encouraged to think for themselves at the operational and even strategic level, and devise novel solutions to difficult problems. The cadet's questions are often met with further questions, rather than direct answers, and cadets will need to conduct research through publications in order to find out the answer to their own questions. Where possible cadets are given the freedom of action typical of a Staff Officer in a tactical HQ; most importantly they are responsible for the flow of information to, and some of the training of, the Term 2 cadets. This type of learning is typical of the Term 3 mentality at OACTU, and has been shown to be more effective and empowering for developing officer cadets into effective Junior Officers.



A Term 2 Cadet defends the Deployed Operating Base during Ex DECISIVE EDGE.



A Term 3 Officer Cadet provides a quick briefing in the Combined Operations Centre, the heart of the Deployed Operating Base.

other nations within a coalition or multi-national task force, there is also the role of the HN. There has always been an HN element to Ex DE, but recently much more emphasis has been placed on the need to develop and maintain personal and organisational relationships with an HN. This exposes the cadets to decisions such as whether to use Locally Employed Civilians (LECs) to undertake routine jobs: there is a clear benefit in using LECs, but there are also clear risks. The Officer Cadets must judge these factors and make a decision. The EAW conducts a lot of business with HN Liaison Officers (HNLOs), appointed to provide a link between the HN and the EAW. Every decision, every meeting, every word spoken to the HNLO has consequences, whether positive or negative. The employment of specialist linguists from 51 Sqn has

helped to increase realism considerably. An HN General speaking fluent Russian in an irate manner is a far greater aid to realism than a member of the DS affecting a generic Eastern-European accent. It is highly satisfying to see cadets build effective rapport, despite the language difficulties, and develop skills which they will rely on during future operations.

Cyber Security

The SDSR 2010 emphasised Cyber-Security as a major theme for the immediate and long term future, Cyber-Warfare can ignore geography and threaten any part of British society, commercial or military. Computer viruses can be simulated and voice communications compromised quite simply by DS. Most recently, though, 591 Signals Unit (591 SU), based at RAF Digby, have volunteered their time and resources to assist both before and during Ex DE. They can monitor internet and social media, radio, voice and deployed computer network traffic generated by the cadets before and during the Ex. Their capability on the Ex is purely passive and they do not intervene when Communications Security (COMSEC) is compromised. In this way, the cadets have to deal with the consequences of COMSEC issues and learn their lessons the hard way. The consequences could be a minor break in communications, or a simulated casualty, killed as a result of a leak of sensitive information. At the end of the Ex, 591 SU brief the cadets on their COMSEC, including playback of the cadets' own communications. Whilst often containing a light-hearted jibe at the cadets' misfortunes at the hands of the DS, there is a serious message to the brief. As one cadet put it after one Ex "the COMSEC briefing was excellent, it wasn't until all the mistakes were put together that I realised just how much secure information we had given away over the week. I'll remember that".

Summary

Ex DE is a tried and tested formula, but as the operational and strategic context for the RAF develops, Ex DE needs to evolve to remain relevant. The use of specialist role players has brought a unique dimension to the Ex and helped to maintain realism. The future focus for Ex DE lies in development of the overall scenario, informed by the political and operational situation that the UK finds itself in. As the RAF moves away from the Afghanistan model of the last 10 years, that is, operating an EAW from an air-conditioned, fortified Main Operating Base at Kandahar, Camp Bastion or elsewhere, our future officers must be comfortable in operating in basic conditions and commanding a team of non-FP specialist airmen in defence of their airfield. The lessons they learn on Ex DE must continue to support them in this.

Ex DE has run in this format for some years now, so what can be done in order to keep the Exercise fresh and modern? The main developments in the past 18 months have been introduced in order to reflect the direction that the RAF is taking post-SDSR 2010, especially with regard to: reservists, asymmetric threats, HN relations, and Cyber-Security. Realism as an essential part of simulation and in order to support these developments, OACTU has employed specialists from across the RAF.

Reservists

Reserve Officers attend Ex DE and are assessed accordingly. Unfortunately civilian employment constraints prevent the Reserve Officer Cadets from spending much time with their Regular counterparts, hence many newly graduated Junior Officers leave OACTU with only a very basic understanding of the roles and abilities of the Royal Air Force Reserves. Fortunately we have been able to employ RAuxAF personnel on Ex DE; for example members of 7644(VR) Media Squadron have played the role of media personnel embedded with the EAW. The capabilities of a clever journalist and a laptop in the field are quite remarkable, and Officer Cadets under the scrutiny of the media team learn some salutary lessons very quickly. The benefits of having specialists available cannot be understated – sometimes OACTU staff will not have the capacity or the skills to replicate realistically the challenges of contemporary operations. Above all else, though, the use of Reserve personnel provides a great demonstration of the growing role of the Reserves in the future RAF.

Asymmetric Threats

Early iterations of Ex DE featured a scenario that was focussed primarily on the threats faced by conventional air attack and also Chemical, Biological, Radiological, Nuclear (CBRN) type attacks. Whilst it is important to test the cadet's responses to these events (and hence they are still included), less time is spent on these scenario developments. The current Ex DE scenario tries to fit in a much wider range of mini-scenarios within the overall scenario that tests the cadet's ability to prioritise their time according to their commander's overall intent. For example, as well as facing the threat from terrorists, conventional and CBRN attacks, the cadets must also overcome scenarios that include, but are not limited to: Military Aid to Civil Authorities (MACA); Humanitarian assistance to Non-Governmental Organisations (e.g. The Red Cross); training missions in conjunction with local friendly forces; and their organisational relationships with the HN.

Host Nation Relations

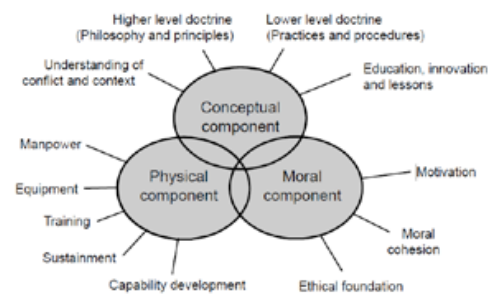
The SDSR 2010 made the assumption that it is highly unlikely that the UK will conduct military operations on its own ever again. As well as

May 2013 - Leadership Training (2a)

A Perspective On Military Education And Leadership: Past, Present And Future Squadron Leader Dave Stubbs MA RAF - SO2 Air Power, Generic Education Training Centre, RAFC Cranwell

When I was asked to describe the Generic Education Training Centre's (GETC) role in delivering the required military education for our personnel, I recalled that the provenance for the military education requirement could be found in British Defence Doctrine and the 2012 version of the Future Air and Space Operational Concept (FASOC). FASOC states that:

"military capability not only depends on the physical component (the means to fight) but also on the moral component (getting people to fight) and the conceptual component (the thought process)".



The reality, however, is that a relatively small proportion of the RAF's resources are spent developing personnel in terms of the conceptual and moral component. If the spheres in the diagram above reflected their budgetary resources, those representing the conceptual and moral components would be dwarfed by the size of the physical component. Before the current Professional Military Development (Air) [PMD(Air)] construct existed, everyone had to develop a sense of their military utility in the context of their professional experiences, which, over time, encouraged confidence in their own judgement. Indeed, a general trait of reveling in the ability to act without reference to doctrine or planning mechanisms emerged amongst many successful senior officers. However, the 1991 Gulf War exposed a number of weaknesses in this development of unstructured self-reliant thinking. In 1992, a report, which became known as the 'Thompson Report', identified a number of deficiencies in the RAF's ability to plan and execute a conventional air campaign.

The Report acknowledged that the end of the Cold War meant that airmen needed to be prepared to operate in a much wider variety of environments, and identified that our leaders required a more comprehensive understanding of air power doctrine and complementary operational practices. One outcome of the Thompson Report was the establishment of the Air Warfare Centre, at RAF Waddington, in 1993 (subsequently called the 'Thompson Building'). Shortly afterwards, a UK Joint Force Component Headquarters was established to deliver operational planning expertise and to create, through completion of an Air Battle Staff Course, a cadre of personnel to perform battle staff headquarters manage roles and responsibilities. However, the institutionalisation of the supporting academic understanding was still missing.

Unfortunately, the rationale behind the recent changes to the way the RAF educates its personnel has not yet percolated through to everyone in the RAF, and whilst we should applaud the success achieved in recent air campaigns, it can be uncomfortable to witness the way ignorance of well-founded planning processes is occasionally articulated to younger, less experienced Service personnel. Why? Because the idea that you can

make it up as you go along, based on applied military judgment, could promote the idea that knowledge of doctrine and process is somehow the remit of the nerd, or the geek. Put simply, it could promote bad practice. Success does not always mean things have been done well. As the resources allocated to the RAF shrink, poorly thought-out operations could prove catastrophic. In this context the 2011 air campaign over Libya was managed in a way that was seen by some as worryingly ad hoc. The Royal United Services Institute (RUSI) assessed that "several features of this operation show evidence of improvisation, innovation, and good luck, as well as the characteristic military professionalism of the allied forces involved."

We shouldn't be surprised that ignorance of the full value of military education has a foothold in the RAF. The idea that a small cadre of officers are better equipped to apply military judgment than their peers has characterised British military culture for centuries. Those who have set out to define a structure to the operational art of warfighting have often been branded as eccentrics, treated with suspicion and marginalised. Senior posts in the British Army were, until the very late 1890s, held by those with connection to property and rank. Commissions could be purchased and, therefore, ability and rank were not necessarily related. In this context progressive intellectuals were often viewed as outsiders.

Sadly, the view that some of our officers benefit little from a military education beyond their personal experience has not been entirely extinguished. It would be unwise, however, for our future leaders to ignore identified processes in order to manage campaigns in a way that relied solely on their ability to improvise and innovate; particularly if, under greater scrutiny, their judgment is found to be wanting. The problem, of course, is that conceptual and moral components have not always been well resourced. Fortunately, things are changing. The Chief of the Air Staff, Sir Stephen Dalton, acknowledged that "One of FASOC's most important conclusions is that military success is likely to depend on the training and ability of our people to think radically, as much as on the kit that they use".

As equipment programmes and resources become increasingly constrained it is increasingly important that the ability to define solutions is based on properly structured analysis as well as on applied military judgment. "A continuing commitment to world-class military education, not just specialist training, will be necessary for the relatively few personnel identified as key to the delivery of the conceptual component of fighting power."³

In 2012 RAF Cranwell hosted the Council of Military Education Committees Military Symposium. One of the speakers, Frank Ledwidge (author of *Losing Small Wars*) lamented that in recent times commanders who have failed to deliver quantifiable success are rarely held accountable for their failure, and that it can be difficult to persuade senior leaders that they needed military education when they thought they already knew all the answers. He also thought British military education was less effective than its American counterpart. Indeed, he concluded, it is hard not to come to the conclusion that, in the past 2 centuries, amongst the British military hierarchy, an atmosphere of anti-intellectualism has prevailed.

As far back as 1799, Colonel John Gaspard Le Marchant concluded that the inefficiency of British arms in the campaigns of 1793-1794 was a direct result of a lack of professional military education. Eventually, though not without difficulty, Le Marchant persuaded the Duke of York that a military education would prove beneficial in the prosecution of the war against Napoleon. He opened a senior staff training college at High Wycombe in 1799; 2 years later it attracted a Royal warrant to become the Royal

Military College. Graduates from the College were known as 'Wycombites' or 'scientific soldiers'. However, the College wasn't popular amongst the Army's hierarchy. For instance General Wellesley, later the Duke of Wellington, hated the idea that Junior Officers would be able to scrutinise his decisions, and was even suspicious that officers with no connection with property and rank would become potential revolutionaries.⁴

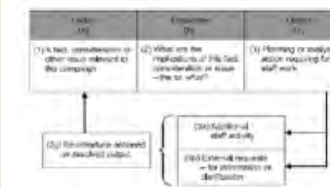
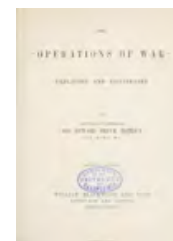


John Gaspard Le Marchant



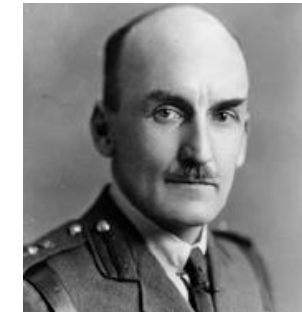
Edward Bruce Hamley

Within the Army's hierarchy, this aversion to scientific soldiers and military academics continued to prevail. When the College moved to Sandhurst in 1820 student numbers remained low; they had barely increased when the College moved to Camberley in the 1860s. Clearly, attendance at Staff College was not a prerequisite to achieve the highest rank in the way it is today. Edward Bruce Hamley became the College's Professor of Military History in 1859. In 1867, he wrote *The Operations of War*, a textbook of military instruction in which he devised a way to analyse military campaigns in terms of 'facts' and 'deductions'; something akin to the 3-column analysis format we use today. Hamley became the Staff College Commandant in 1870.



However, when he deployed as commander of the 2nd Division under Sir Garnet Wolseley, in the Egyptian campaign of 1881-1882, Hamley thought his involvement in the war was neither acknowledged nor sufficiently rewarded.

J. F. C. Fuller was another atypical officer. In 1917, as Chief of Staff of the Tank Corps he planned the massive tank attack against the Germans at Cambrai, and went on to plan tank operations in 1918. He envisaged a fully mechanised army by 1919 but such ideas were thwarted when the Germans called for armistice. Nevertheless, in the 1920s, Fuller continued to develop his ideas for the mechanisation of armies, as described in his 1926 book *The Foundations of the Science of War*. The book focused on grand tactics and battlefield planning, not field strategy. Fuller thought this new warfare could create 'Strategic Paralysis' in the mind of the enemy. He considered strategy to be a pragmatic science based on a number of immutable principles. Drawing on the writing of Sun Tzu, Clausewitz and Jomini he devised and articulated 9 Principles of War; the forerunner to the 10 principles of war in today's British Defence Doctrine.⁵ His proposals were controversial; as much for the tactless and dogmatic



J.F.C. Fuller



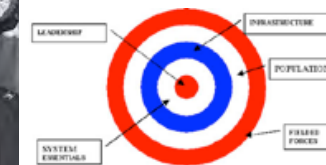
manner of their presentation, as for their content. Consequently, his critics sought to diminish him, by overemphasizing his adherence to the 'all-tank' concept.⁶

Unfortunately, many in the Army thought Fuller an unreliable crank. Fuller "is damned silly", declared Major-General Sir Ernest Swinton in 1929, "and has a sort of buffoon reputation". This sort of personal attack and the often-negative reaction to his writing probably influenced his decision to retire in 1933. But though he was ignored and sidelined at home, Fuller was lauded elsewhere. On 20 April 1939, he was an honoured guest at Adolf Hitler's 50th birthday parade. It is thought that Heinz Guderan, the German pioneer of armoured warfare, studied Fuller's theories and used tanks, with air power support, to achieve strategic paralysis amongst the Allies in what became known as Blitzkrieg.

Most air power commentators, including the esteemed Sir John Slessor, believed that the nuclear threat marked the end of conventional war.⁷ The implication was that air power theory had run its course. However, this type of thinking had to be adjusted when John Warden, a USAAF Colonel, filled the theoretical air power void that had prevailed since the 1930s. Warden was an avaricious reader of military history and thinking. He suggested that air power could target identified vulnerabilities in the Clausewitzian trinity (People, Military, Government) as well as in the enemy's infrastructure, as identified in the work of the USAAC Air War Plans Division, to deliver the necessary strategic paralysis in the minds of the enemy, as described by Fuller. Warden articulated these ideas in the blueprint for the air war campaign against Iraq in 1991. Known as the 'Air Campaign', Warden's clever synthesis of ideas was the forerunner of today's doctrinal air campaign planning process.



John Warden



Many forecasts for the 1991 campaign believed that Coalition ground troops would suffer thousands of casualties in their attempts to eject Saddam Hussein's Iraqi forces from Kuwait. Though not all of the elements of Warden's Air Campaign were used, the air war was a phenomenal success, paving the way for the relatively bloodless victory for the Coalition forces. However, despite the campaign's astonishing success, the 1992 Promotion Board for General Officer rank held mixed views on Warden's suitability for higher command. Some of the Board members

1. Central Mission Support Establishment Final Report, D/DAFSD-1/2/5, dated 14 Sep 92
2. Adrian Johnson and Saqeb Mueen, Short War, Long Shadow: The Political and Military Legacies of the 2011 Libya Campaign, *RUSI Journal*, Whitehall Report 1-12, p. 2
3. Joint Concept Note 3-12 Future Air and Space Operating Concept, September 2012, p. 1-10.

4. Mark Urban, *The Man Who Broke Napoleon's Codes; The Story of George Scovell* (London: Faber and Faber, 2001), pp. 46-48.
5. JDP 0-01, Fourth Edition, November 2011, pp. 2-3 - 2-8.
6. Brian Holden Reid, J. F. C. Fuller's theory of mechanized warfare, *Journal of Strategic Studies*, 1:3, pp. 295-312
7. MRAF Sir John Slessor, *The Central Blue: Recollections and Reflections* (London: Cassell, 1956), p. 635.

May 2013 - Leadership Training (2b)

claimed that he was “from academia”, and that he “could not hack it operationally”. Another Board member lamented the way “the marginal status of air power theorists in the contemporary Air Force” somehow queered Warden’s chances. Warden was not promoted; like Fuller he retired a few years later.⁸

Scientific soldiers have often been vilified or sidelined, and an academic understanding of the environment in which the military operates has not always been something military superiors have appreciated. Ideas from academically-minded military personnel have often been considered unreliable. Those who have had the courage to commit their thoughts to paper have been considered cranks, or disparaged as ‘from academia’, and their prospects of promotion have often been thwarted. So what has the RAF done to rectify the disparity between the perception of academic warriors on the one hand, and the need for an academic understanding of the capability of air power and leadership on the other?

In July 2002, the Air Force Board Standing Committee (AFBSC) 2nd Group directed that a study be undertaken to analyse the RAF’s Air Warfare Training (AWT) requirements. The goal of the AWT Strategy⁹ was to develop the knowledge, skills and attitudes of personnel to enable them to enhance the RAF’s operational capability.¹⁰ The gaps in the training strategy that existed at the time were identified, and in 2006 a plan was developed to address the requirement. Subsequently, the AFBSC 2nd Gp endorsed the establishment of a Higher Air Warfare Course (HAWC), linked to a Basic Air Warfare Course (BAWC) through uplifts during Intermediate Level Command and Staff Training. Until the HAWC was replaced by the Senior Officers Study Programme (SOSP) in 2012, these courses provided officers with an understanding of the theory and the applications of air power in order to develop their appreciation of the environment within which they operated.

In 2003, the Officer Cadet Training Review sought to develop officers with a wide-range of attributes, to optimize their involvement in operations. Its finding, in 2004, identified the requirement thus: “*Tomorrow’s officer will need to be military-minded and of a courageous and determined fighting spirit, mentally agile and physically robust, politically and globally astute, technologically competent, capable of understanding and managing interpersonal relations, flexible, adaptable and responsive, willing to take risks and able to handle ambiguity*”¹¹. Another of the significant features of the report’s recommendation was the idea to set up an Academic Defence Studies Department, comprised of academics affiliated to an accredited university. Kings College London was selected to provide the first iteration of academic content delivery, to officer and non-commissioned students at RAF Cranwell and RAF Halton respectively. In 2012 Portsmouth Business School has picked up the baton in this regard.

Yet another initiative, a Review of Officer and Airmen Development (ROAD),¹² was initiated by the Air Member for Personnel in late 2005, to critically analyse the disparate generic training initiatives, in order to

improve their overall coherence and alignment. The ROAD identified optimum through-life solutions to develop the essential non-specialist knowledge, skills and attitudes to equip individuals to undertake their responsibilities in the operational and non-operational environments.¹³ Specifically, ROAD identified the need for greater coherence in the provision and management of non-specialist education and training. A Generic Education Training Centre (GETC) was established and in 2009 a competency framework for all ranks, the Generic Education and Training Requirement (GETR), was defined. The GETR describes what the Formal Training Establishments should teach, not how to teach. To prevent ad hoc and dysfunctional requirements appearing in the GETR new education requirements are only created when approved by a group comprising (among others) the Directorate of Defence Studies, the Air Warfare Centre, Air Command and the Defence Concepts and Doctrine Centre.

ROAD also identified the lack of coherency in RAF junior officer non-specialist education¹⁴ and recommended that a through-life development path was needed. The outcome of this work is now known as the Junior Officer Development Programme (JODP). Overwhelming evidence was also found to support the need for the Intermediate Command and Staff Course (Air) [ICSC(A)] to become mandatory and be delivered at the point of promotion.

ROAD also noted that the RAF’s airmen recruits were also required to have an interest in, and basic understanding of, the core business of the Service: the delivery of Air Power. A review of the educational content required by airmen took place in 2007 and uplift points now occur, in accordance with the GETR, on Command Management Leadership Training (CMLT) courses which are mandatory at the point of promotion and delivered by ACS at RAF Halton. Finally, ROAD noted the limited opportunity for non-specialist training for those who were not selected for the Advanced Command and Staff Course (ACSC) and recommended a SOSP for Wg Cdrs to mitigate this deficiency. SOSP is now linked to the GETR competency framework output standard of ICSC(A). Essentially, therefore, policy, doctrine and the education requirement have now converged. As the 2012 FASOC noted: “*Ultimately, both the moral and conceptual components depend on the quality of people. Given the resource constraints on the physical component, these are the only areas where we can realistically aspire to create a military edge beyond 2020.*”¹⁵

FASOC also alluded to the need to identify leaders with the courage to think and articulate their arguments differently, and also to reward them appropriately: “*This demands institutionalised air power education and a rigorous approach to identifying personnel key to the conceptual component of fighting power. They will also need to be supported by a career structure that prepares, employs and rewards them appropriately.*”¹⁶

Only time will tell if the rhetoric is realised, but the foundations have been laid and the GETC is at the forefront of the plan. It is time for everyone within the RAF to embrace the value of military education.

8. John Andreas Olsen, *John Warden and the Renaissance of American Air Power* (Washington: Potomac Books, 2007), pp. 268-273.

9. AWC/Cran/1130/6 AWT dated 31 Oct 02.

10. 20070416 – ROAD REPORT – Part 2 Section 3

11. Officer Cadet Training Review, Main Report, October 2004, Executive Summary, p. 2

12. PTC/340/AMP (1145/05) dated 10 Oct 05.

13. 20070416 – ROAD FINAL REPORT

14. The requirement for JOs to ‘opt in’ to existing CST was contributing to a 2-tier JO corps, with some JOs not undertaking any non-specialist training after Initial Officer Training (IOT).

15. Joint Concept Note 3-12 Future Air and Space Operating Concept, September 2012, p. 1-10.

16. Joint Concept Note 3-12 Future Air and Space Operating Concept, September 2012, p. 1-14.

May 2013 - Curator's View

Curating Our Heritage For The Future

Miss Hazel Crozier, RAF College Curator

The task of curating the heritage of the RAF College for future cadets, and the introduction of the ethos and heritage of the Royal Air Force to the cadets of today continues unabated. This curatorial year has been busy, ensuring that the condition of our valuable artefacts is not worsening and that the building and storage environment continues to be monitored for 'museum pests'. Also included in this year's work is the checking of the temperature and relative humidity in all the rooms of College Hall Officers' Mess. The College has also received some exciting donations and long-term loans, and work continues unabated to catalogue and conserve our long-standing collection of artefacts.

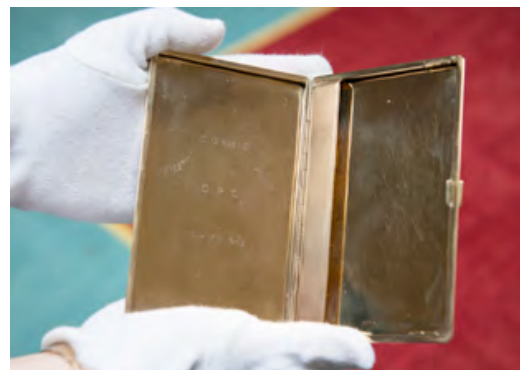
In February 2012, the College acquired the Battle of Britain Commemorative Lace Panel from Norwich Cathedral. This is one of 10 such panels produced on lace-making machines between 1942 and 1946 by the Nottingham lace-making firm of Dobson and Browne Ltd. The white cotton lace panel was woven on a loom using a set of 40,000 cards called 'jacquards' which, when sewn together, produced a strip pattern which was hundreds of feet long and about 18 inches wide. The lace panel itself is 15ft long by 5ft 5in wide, and accurately depicts scenes of devastation and battle which were produced from original photographs taken during the London Blitz in September 1940. The centre panel of the lace depicts a dogfight, with pilots baling out of their doomed aircraft, and includes the lace-makers name and the badges of the Allied air forces involved in the Battle.

This particular lace panel was displayed in the Officers' Mess at RAF Coltishall until the station's closure on 30th November 2006; whereupon it was moved to Norwich Cathedral and displayed in one of the transepts. The original wood and perspex case in which the lace was displayed was conservationally unsound therefore, upon its donation to the RAF College in 2012, the lace was unpicked from the hessian backing and carefully rolled for transportation to Cranwell. It is now wrapped in conservation acid-free tissue paper and will be held in storage in College Hall Officers' Mess until such time as it can be effectively displayed.

In 2011, on the closure of RAF Cottesmore, the RAF College took over the ownership of an original oil painting of a Norwegian landscape which was painted in 1865 by Augustus Wilhelm Leu. This striking artwork was darkened by years of exposure to cigarette smoke due to being hung on the wall of the Officers' Mess Dining Room, and was also physically damaged by careless handling. This painting was tested by specialist art

conservators which brought to light some snippets of its former glory, should it be subjected to conservational cleaning; the results of this were impressive and it was, therefore, sent away for conservational work. On the painting's return to the College in July 2012, the transformation was remarkable; there was real colour in the clouds, a hamlet appeared on the far shore, and the observer can now also see the shallows in the foreground centre with fishermen working out on the lake. This artwork can be viewed in College Hall, situated in the Trenchard Room opposite the Van der Meulen's 'Battle of Monte Cassel'.

2012 also saw the College accept, on loan, a 9-carat gold cigarette case which is fairly plain and unassuming from the front, but, on the inside, is inscribed with the initials "GPG" and "ED-932 17th May 1943" and with the code-words for the breach in the Moehne and Eder Dams. This cigarette case was presented to Wg Cdr Guy Penrose Gibson, the Commanding Officer of 617 Squadron for Operation CHASTISE - the 'Dams Raid' - by Vickers Limited, at a dinner held on 22nd June 1943 to celebrate the success of the operation. This wonderfully historic piece has been generously loaned to the RAF College indefinitely.



Wg Cdr Guy Gibson's 9-carat gold cigarette case, emblazoned with the codewords indicating the successful breaching of the Moehne & Eder Dams in 1943.

Work continues on Curatorial policies and planning projects; the current focus is on producing a Post-Disaster Heritage Recovery plan for the treasures and historic artefacts displayed and stored within College Hall. The plan details the recovery procedures for salvaging artefacts after a fire or flood, stating which items are for priority salvage, where the items are located or displayed, how to handle and salvage them, and how to conserve them after they have been salvaged. The priority list also details the documents and artefacts which are considered the most valuable; both in heritage and ethos terms, and those which are of financial value. Examples of items on the priority list are Guy Gibson's Cigarette case, Lord Dowding's letter which he wrote in May 1940, Lord Trenchard's cap and sword, the Dowding Pennant, and the painting of the Battle of Monte Cassel. After salvaging the priority items, other documents and artefacts will be salvaged in the most sensible order on the day. The inclusion of individual laminated cards or 'snatch lists' into the plan will be for use by salvage teams and the Fire Service during post-disaster



An Oil Painting of a Norwegian Landscape, Augustus Wilhelm Leu, 1865

Lord Trenchard's Service Cap and Sword, as displayed in the Founders' Gallery at RAF College Hall.



recovery 'on the ground', as these cards will show the exact location of each artefact to be salvaged, together with the room layout and a photograph of the object. The object itself may have received fire or water damage and there are different processes of storage and treatment - either immediate or postponed - to be carried out according to how the object was damaged and, of course, how badly. To ensure that the artefacts are taken to the correct area to be given the correct treatment for preservation before storage, the plan details the processes to be undertaken when the artefact is recovered (i.e. how to decide the artefact's condition). There is much more to the Post Disaster Recovery Plan than this, but I hope this gives a good idea of what is involved in the recovery of our valuable and irreplaceable heritage assets held within the College.

Our comprehensive collection of artwork includes an original Gerald Coulson oil painting of Operation CATECHISM - the RAF's final and successful attack on the German battleship Tirpitz on 12th November 1944. Commissioned in 1941, the Tirpitz never took part in a major naval battle, and yet had huge impact on both British military and political thinking; at times, even putting the Allied alliance under strain. The painting depicts Tirpitz in the Tromso Fjord in Norway, where she was successfully attacked by Lancasters of 617 and IX(B) Squadrons; eventually keeling over with irreparable damage. This display has been re-interpreted to present the painting in a modern manner with updated text, and a silk and conservation foam lining for the preservation of the wooden cubes of Tirpitz's deck.

A large part of curatorial work is monitoring the environment. An old building such as College Hall has large fluctuations in both temperature and relative humidity percentage (RH). Therefore, monitoring of the environment is essential to assist with the diagnosis of problems - or potential problems - because high RH and temperatures encourage pests to breed, mould to grow, and cause environmental damage to artworks and documents. This fluctuation in % RH and temperature can be a major problem, as it can cause irreparable damage to oil paintings, paper art and documents, and parchment or Vellum documents. In the case of oil paintings, the canvas will stretch and contract with the changes in RH. This movement weakens, and then cracks the paint down to the ground and then the canvas; eventually making the paint peel off - obviously not a desirable state. Paper art and documents will 'cockle' (a term used to describe the 'ridging' of paper due to the RH) which not only stresses the paper, but the damp encourages the growth of green and grey mould and 'foxing', which appears to the naked eye as very small brown dots. Foxing is a form of mould, and if left unchecked will eat away at the document until there is very little left. Damage from cockling is incredibly expensive to repair, yet there is nothing that can be done to stop foxing once the process has started, and it will destroy the document over a number of years. All the conservator or curator can do, in this instance, is to lessen the effects and try to prolong its life. Cockled parchment and Vellum can

be flattened, but this is an expensive process. As an example, the effects of a high and fluctuating RH can be seen on the cockled parchment documents displayed in the College Hall Rotunda.

A curator's work also includes checking up on those artefacts which belong to the College but which have been loaned out to other organisations. The College is lucky enough to own the cap, sword, boots and aiguillettes which once belonging to Lord Trenchard. His cap and sword are displayed in the Founders' Gallery in College Hall and are in very good condition, however, last year, I discovered that Trenchard's boots and aiguillettes are on long-term loan to the Trenchard Museum at Upavon in Wiltshire. The Trenchard Museum is in the original Central Flying School building and therefore has strong links with the RAF College. The boots are displayed in Trenchard's original trunk, which also belongs to the RAF College and were in very good condition, but required a polish with conservation microcrystalline wax. The trunk required some re-displaying and a few additions of special conservation foam to make it as conservationally sound as possible, whilst retaining the original style and "look".

In summary, this has been another busy curatorial year at the RAF College. We have continued to accession, catalogue and display our prized artefacts. From my point of view as the curator, and therefore the guardian of our treasures, this year's highlight was to see the re-birth of the "Mountain Landscape" by A W Leu after its trip to the conservators in which its magnificent colour and detail were returned. I look forward to the curatorial challenges that 2013 has in store.

The work of the Curator ensures that future generations can look upon the treasures of the RAF College, such as this painting of Lord Trenchard.



May 2013 - Leadership Essay

Air Vice Marshal Gray CB MC RAF Winning Essay

Assess the effectiveness of the opposing commander's leadership and key decisions at the Battle of Waterloo 1815 (Napoleon vs. Wellington).

Officer Cadet R C S M Perry, B Flight, C Squadron, Initial Officer Training Course 32, Officer & Aircrew Cadet Training Unit

Many historians have evaluated the Battle of Waterloo in some attempt to find out why arguably the greatest military commander of all time, with the most modern army of the day, was beaten by an army that was, in comparison, outdated.¹ This essay will evaluate Napoleon and Wellington, compare them directly, and then assess how their qualities expressed themselves, on and off the battlefield, in the key decisions made during the Battle of Waterloo. This essay will also conclude that the main cause of Wellington's victory was an out of character performance from Napoleon and a superb show of tactical leadership from Wellington.

To greater understand the events of June 18, 1815 an analysis of the two commanders needs to take place. Their personalities must be reviewed in order to assess their leadership styles, strengths and weaknesses.

Napoleon was one of the greatest military leaders of all time, but why was he so successful? Napoleon possessed "... a spark and insight that can only be described as breathtaking"² which led to an ability to inspire his men to perform at their fullest capability. His powers of persuasion and influence over the everyday soldier, through to his Corps commanders, were noticed by all, including his opposition; Wellington said "that his [Napoleon's] presence in the field was worth 40,000 men"³. Furthermore, it cannot be denied that Napoleon was a military genius. He was somebody who revolutionised warfare through "his sheer mastery of the military profession"⁴. His concepts of envelopment, speed and mass mobilisation won him numerous conflicts from 1796 onwards. When his strategic brilliance was coupled with his ability to "speak to the soul of his officers and men"⁵ his armies moved with unparalleled vigour and determination.

However, by 1815, there was a change in Napoleon. There was no question that he was still "a giant surrounded by pygmies"⁶ and had the potential to beat any army on the day, but weaknesses were appearing. His early successes had made him over-confident and arrogant. This was shown in a tactical decline from the Battle of Wagram onwards, where he used brutal, hard-fought frontal assaults rather manoeuvre around a central point from earlier conflicts.⁷ His arrogance was made clear with one comment to his generals on the morning of June 18, 1815: "Because you've all been beaten by Wellington, you consider him a great general. But I tell you that he's a bad general, and it [victory] will be as easy as having breakfast"⁸.

Also, Napoleon was not in good health. It has been suggested he was suffering from a glandular disorder as well as haemorrhoids, and so the ever-present, enthusiastic general of Austerlitz was no longer to be seen.⁹ One of his men commented on his appearance on the morning of the battle as "... without colour, almost waxen"¹⁰. Both his poor health and over-confidence would end up being decisive factors in his defeat.

On the other hand, Wellington was a man in peak physical condition; years of "hard service and simple living had strengthened his constitution and general good health"¹¹. This meant his activity around the field was much higher than that of Napoleon's, and this impacted on his victory.

His time in India and the Iberian Peninsular had given him recent battle experience, which resulted in his outstanding physical fitness, high standards and professional bearing. India, in particular, had moulded him into the man he was in 1815 "... burgeoning his latent talents as a soldier, administrator and diplomat."¹²

Geoffrey Wootten makes a thorough comparison of the two commanders;

In personality, temperament and outlook the two men were as different as chalk and cheese. Napoleon inspired by sheer charisma... Wellington led by cool ability and competence. Napoleon elevated strategy to an almost intuitive art form; Wellington developed a style that depended on analysis and logic. Napoleon would throw troops in by the thousand... Wellington would hoard his meagre army and begrudge improvident loss of human life.¹³

Wellington's logical style of command and his "sure-handed application of the principle of economy of force"¹⁴ were possibly the most important factors in making him tactically brilliant. His tactical ability, particularly in defence, would play a decisive role in the outcome of the Battle of Waterloo.

With an understanding of Napoleon and Wellington's qualities, the key decisions of the two commanders at the Battle of Waterloo can be analysed as to their contribution to the outcome. Before the campaign had started, both Wellington and Napoleon had allocated their subordinates for the conflict to follow. Napoleon was "supported by a staff that was less than perfect for the task ahead of it"¹⁵. The generals below him had either very little battle experience or a poor track record, particularly against Wellington in the Peninsular Wars. This put a heavy reliance on Napoleon's ability to inspire a dogged performance from the rank and file¹⁶. Under normal circumstances this was his strong point, which is why he had felt confident in choosing the commanders he did. But, inspire was not something he could do affectively at Waterloo, due to his poor physical condition and lacklustre attitude: "Napoleon [on the day] was sick, sleepy, and sometimes overcome with a degree of lethargy that left his staff despairing"¹⁷. As the battle unfolded, the choices Napoleon made in his staff, and his lack of presence and influence, came into fruition as his commanders, such as Ney, d'Erlon and Reille, led ineffective frontal assaults on the British suffering huge casualties to little or no gains.

Wellington did not have the luxury of choice with his subordinates, but "the vagaries of the British appointments system had provided him with... a good British command"¹⁸. However, there were certain decisions of influence made by Wellington. Firstly, his placement of his officers was superb, which meant that he could focus on control of his weaker commanders and employ effective economy of force. In Hougoumont, a pivotal position in the outcome of Waterloo, Wellington had placed 1,500 to 2,500 men under the command of Lieutenant-Colonel James MacDonnell. When questioned on whether this number would be enough



to hold Hougoumont, Wellington replied "... I've thrown MacDonnell into it"¹⁹. The French lost 5,000 men in the struggle for Hougoumont, and over the course of the day attacked it with over 20,000 men, almost the whole II Corps; the British lost only 1,500 men and defended it with no more than 3,000.²⁰ It was by using his competent commanders in vital positions that Wellington was able to deploy a very effective defensive position with the minimum amount of manpower to complete a task.

The strategic positioning of Wellington's troops at Waterloo was also influential to his success. Placing his troops over the ridge of Mont St. Jean, with the settlements of Hougoumont, La Haye Sainte and Papelotte to his front, Wellington was able to slow the advance of the French and stop the effectiveness of their artillery fire. The ridge protected his men from direct fire, and the settlements acted as 'wave-breakers'²¹ for any French advance. Furthermore, Wellington's activeness on the battlefield meant he could influence events across his position directly. "Wellington was alert, active, ever on the move, exercising almost minute-by-minute control of the battle"²². This control was vital as Wellington had few reserves and this meant victory in the small tactical skirmishes would win the battle. In the closing phase of the battle, Ney ordered a charge against the right-centre of Wellington's line. This point had been targeted all day and was on the verge of breaking. "Wellington, as ever, was present at the crisis point, and it was he who gave the order..." "Stand up, Guards! Make ready! Fire!"²³, this control from Corps to Battalion level, was possible due to Wellington's fitness and led to British success at vital points during the battle. At a tactical and strategic level Wellington was superior to Napoleon at Waterloo.

The British victory at Waterloo was due to an out of character performance from Napoleon and a superior tactical performance from Wellington. Napoleon's over-confidence and arrogance had led him to poorly choose his subordinate commanders and underestimate his opponent. In turn, this led to a poor strategic battle plan and poor decisions at the tactical

level from his subordinates leading inflexible frontal assaults. Also, Napoleon's lack of energy and influence, caused by his poor physical health, had a part to play in defeat. By not having the capacity to inspire and influence his rank and file, Napoleon could not make up for the misgivings of his subordinates.

On the other hand, the previous points should not detract from the brilliant showing of Wellington and the British at Waterloo. Wellington's defensive strategic and tactical superiority was a deciding factor in the victory over the French; effective economy of force is the best example of this. Furthermore, Wellington's omnipresence on the battlefield meant he could control how the battle was to be fought, which was a direct outcome of his good health and physical fitness. In his own words, even Wellington believed his influence was vital to victory at Waterloo: "... [Waterloo was] the nearest run thing you ever saw in your life... By God, I don't think it would have been done if I had not been there"²⁴.

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May 2013 - CFS (1)

The Central Flying School

Group Captain David A Bentley RAF, Officer Commanding Central Flying School

2012 saw one of the most significant anniversaries in military flying training for many years. Formed on 12 May 1912, the Central Flying School (CFS) is as old as military flying itself. It has trained aircrew from over 60 different nations along with several generations of the Royal Family. It has established a world-wide reputation for excellence in flying instruction, formation aerobatics through the provision of the Royal Air Force Aerobatic Team the Red Arrows, and for the development and maintenance of the very highest standards of flying. The CFS continues to be an integral part of UK military flying training, and it will remain so as it embarks on the next 100 years.

The concept of a British military air force was born in 1911 when Herbert Asquith, the Prime Minister, instructed the Committee of Imperial Defence to examine the question of naval and military aviation and suggest measures to create an efficient air force. The Committee recommended the formation of a Royal Flying Corps (RFC) comprising a Military Wing, a Naval Wing and a Reserve, the Royal Aircraft Factory at Farnborough, and most notably the formation of a Central Flying School. Thus, less than a decade after the historic 12 second flight by Orville Wright in North Carolina, the CFS was borne.

A naval officer, Captain Godfrey Paine RN, was chosen to be the first Commandant and was informed by the First Lord of Admiralty, Winston Churchill, that he must learn to fly within 2 weeks if he was to take up the appointment. Capt Paine completed his conversion training and formed the CFS at Upavon on Salisbury plain on 12 May 1912.

The primary aim was not to produce general aviators as such, but professional war pilots. This was to be achieved by accepting for advanced training only men who already held a Royal Aero Club Certificate, although they were offered a refund of part of their expenses incurred in private tuition. Having obtained their Pilots Certificates in order to qualify, the students were taught to fly all the types of aircraft available at the school; an inventory that then consisted of Maurice Farmans, Henri Farmans, Shorts, Avros and Bristol Bi-planes. The ground training syllabus chimes well with that of today's flying training courses, it included theory of flight, map reading, strength of materials, military and naval aviation history, hints on flying and practical work on Gnome and Renault engines and aircraft repair. The very first CFS Course was completed on 5 December 1912 with graduates completing short cross-country flights and local flights of 20-30 minutes, at heights around 1500 feet.



Upavon, 1913.

The CFS course alumni is impressive indeed, with one of the successful students from this first course being Major Hugh Trenchard (later to become Lord Trenchard and first Marshal of the Royal Air Force) with one of his fellow students becoming Marshal of the Royal Air Force Sir John Salmond, the second Chief of the Air Staff. Trenchard was rapidly appointed Senior Staff Officer at Upavon, although he had not then qualified for his military brevet. However, one of his duties was to set the examination papers, arrange and invigilate the examinations, correct the papers and assess the results. So he regularised the situation by setting himself an examination, correcting his own paper and awarding himself his 'wings'.

By the outbreak of the War in August 1914 CFS had contributed 93 pilots to the RFC. A rapid expansion took place, and by the end of 1914 the basic training policy was for all pupils to do their ab-initio flying at one of the Reserve Squadrons and then pass on to CFS or to a service Squadron for advanced training.

Aerial combat proved to be something of a challenge for the fledgling RFC pilots. After the Battle of the Somme some young pilots were arriving on the Western Front with as few as 7 hours' flying experience. They had little chance of surviving if they were attacked by the German "Jagdstaffeln" aircraft. In their early weeks the new RFC pilots were fully occupied simply flying the aircraft and finding their way. The German pilots, on the other hand, flew as if by second nature. They could make tight turns, savage sideslips, and steep dives and zooms.

If Trenchard was the father of the RAF, a young pilot named Smith-Barry could be considered as the father of CFS. Shocked by the losses of airmen on the Western Front, in 1916 he produced 2 papers on how to improve flying instruction. He wrote that the practice of a pupil flying in the passenger seat, leaning over to see what the instructor did, was lamentable. He believed that all training aircraft should have a full set of controls in each seat, and that the pupil should occupy the seat that he would use when flying solo. He was of the opinion that training should begin by teaching the pupil how to take off and land. To this end the machine should be flown quickly round the aerodrome to get in as much instruction as possible. When the pupil was able to do circuits safely he should be sent solo. Instruction would then progress with 'advanced dual' instruction to teach sharp turns, spinning and recovery, and cross-wind take-offs and landings. He wrote that the enormous number of accidents that happened when pupils flew Scouts for the first time would be avoided if there were transitional stages of instruction between slow and easy training aircraft and the fast and difficult single-seat Scouts.

Instructors were the key to solving the problem. In his experience instructors were pilots waiting to go overseas or resting after duty at the front, or useless for anything other than training duties. Instructors' results were not monitored or compared. They received no praise or blame. They worked without guidance or system, and they looked upon the whole business as drudgery. The remedy was to create a school where instructors were drawn from front-



Maj Smith-Barry.

line Squadrons. Their flying had to be brought up to a very high pitch. From this they would acquire an esprit-de-corps that would improve the whole atmosphere surrounding pilot training. Trenchard arranged for Salmond to give Smith-Barry a free hand to choose his own instructors and run his school.

Smith-Barry established a school to teach the art of instructing to experienced pilots. He selected the AVRO 504 as the basic trainer, Bleriot as the intermediate aircraft, and Bristol Scouts and Moranes as the advanced trainers. Pupils spent a month on each aircraft. He published instructions that pupils could not be sent solo until the Flight Commander had flown as a passenger and satisfied himself that the student could fly, land and drive the engine without making mistakes. The Flight Commander of the AVRO Flight had to ensure that no student progressed to the more advanced machine until he could fly the AVRO under any weather conditions, also stall, turn very sharply and take off and land in cross-winds.

General Salmond visited the school to check on progress and was given the full treatment; loops spins and rolls in the air. On his return to London he declared Gosport as a School of Special Flying and ordered that all instructors, no matter how experienced, had to take a 2-week course there. On the course instructors were taught a "patter" for each exercise, something that would be familiar to the student instructors going through a CFS course today, and at the end they were given a category: A, excellent - able to teach other instructors; B, a first-class pilot - suitable for all types of flying instruction; C, licensed to instruct, but

Pupil and instructor communicating using the Gosport tube.



CFS Instructional Staff, including Major Hugh Trenchard.

needing supervision and further training; and D, not recommended as an instructor. Seeing the clear results, Salmond ordered that Smith-Barry's instructional system be standardised throughout his division. It is this system that has formed the bedrock of CFS instruction over the last 100 years, and has been adopted and revered by Air Forces throughout the world. As a fitting tribute to this remarkable man, Marshal of the Royal Air Force Viscount Trenchard wrote: "The great Smith-Barry. He was the man who taught the Air Forces of the world how to fly".

The foundations of a world-leading instructor training school had been laid down; forged from bitter experience of operations on the Western Front and the vision of Smith-Barry. From this beginning the CFS continued to build an unrivalled reputation across the globe for achieving and maintaining high standards of flying and flying instruction. The inter-war years saw significant developments in aviation, including display flying, with the CFS at the forefront. For example, in 1928 a team of CFS instructors achieved the first outside loops. Then, in 1929 CFS staff instructors flying the Supermarine S6 aircraft won the Schneider Trophy for Great Britain and 2 years later, flying the uprated S6B, won the trophy again thus enabling Great Britain to retain it 'for all time'.

Whittle demonstrating 'Crazy Flying' at the RAF Hendon Pageant in 1934.



The idea of an annual get-together of past and present members of the staff was born in 1930, and the first dinner was held at Wittering. Among the 40 to 50 who attended were Air Vice-Marshal Sir Godfrey Paine, Marshal of the Royal Air Force Lord Trenchard, and Air Vice-Marshal Longmore. The Central Flying School Association (CFSA) developed from this beginning and now has a membership of over 1000. The following year the CFS became one of the first Royal Air Force units to receive its own armorial bearings: the Pelican represents a seat of learning, the Crown and Tower the School's naval and military genesis; the pilot's brevet, and the anchor and sabre of the 3 Services. The White and Blue wavy lines serve as a reminder of the original site of the CFS which was close to the banks of the River Avon. The motto can be interpreted to mean "Our Teaching is Everlasting". The CFS went on to play a large part in producing pilots, and just as importantly, experienced and capable instructors during WWII. Post-war, CFS continued to lead the world in aviation. The outstanding achievements of CFS were recognised in 1960 when Her Majesty Queen Elizabeth, the Queen Mother, accepted the appointment as Commandant-in-Chief of CFS. Two years later on the 50th anniversary of the CFS, the Queen Mother received the Cheltenham Sword and CFS was granted the freedom of the city of Cheltenham. Cheltenham holds particular significance to the CFS as shortly after WWII, the CFS reformed at Little Rissington in Gloucestershire, where by 1948 it was producing 240 flying instructors per year from over 13,000 flying hours. CFS' royal links grew stronger when on 26th June 1969 Her Majesty the Queen presented the CFS with the Queen's Colour; one of only 7 Queens' Colours currently held within the RAF, an honour that the CFS is fiercely proud to hold.



CFS Coat of Arms

May 2013 - CFS (2)

2012 saw a high point in the history of the CFS when it completed 100 years of service. This most significant milestone was marked by a commemorative church service in Upavon village followed by an anniversary lunch at the Officers' Mess at Upavon, the birthplace of the CFS. Her Majesty's Colour was paraded with justifiable pride at both locations.



The Queens' Colour for the Central Flying School.

On 28 June 2012, the CFS joined in the celebrations when they were hosted at RAFC Cranwell. The Association was formed in 1952 and is open to anyone who has served with the CFS. The day began with a meeting of the Association chaired by the current Commandant CFS, Group Captain David Bentley, followed by a thrilling air display at RAF Waddington. The day culminated in a magnificent Anniversary Dinner at College Hall Officers' Mess, attended by members past and present from all 3 services, with ACM Sir Stephen Dalton as the Guest of Honour.



The CFS parades the Queens' Colour at Upavon church.

The first week in October 2012 saw the final anniversary event of the year, with the CFS hosting the Biennial Commonwealth Flying Training Conference at RAFC Cranwell. The theme of the conference was 'Innovation in Flying Training', indicating a desire not just to celebrate the last 100 years, but for the School to grasp the opportunity to look forward to the future as its Centenary year came to an end; the conference was a resounding success, with delegates representing 14 nations from as far afield as Australia and New Zealand to Pakistan and Qatar attending. The significant participation by industry cemented the importance of the event, with attendance and contributions from major aerospace industry representatives throughout the week. The key note address was delivered by Air Vice Marshal Mike Lloyd, Air Officer Commanding 22 (Trg) Group, with the event being rounded off superbly with an international Gala Dinner.



CAS addresses the CFS Centenary Dining-in night.

While the CFS celebrated its Centenary with justifiable pride in 2012, it is important that the CFS continues to adapt to meet the demands of Defence aviation in the 21st Century, whilst maintaining the core attributes and traditions that have made it the envy of the world.

One of the greatest challenges faced is the successful integration of the CFS into the UK Military Flying Training System (UKMFTS). 'Ascent' has been contracted to provide the UK military with all of its flying training requirements up to the operational conversion unit entry point, although rotary wing training remains outside the scope of UKMFTS at the current time. The CFS will remain the guardian of instructional standards within UKMFTS, thereby helping to ensure that the UK's flying training system remains world-leading. As our equipment becomes ever more sophisticated, so the range of skills and competencies for which we must train our personnel continues to evolve and broaden. This training demands an increased use of innovative and modern training techniques, especially within the synthetic environment. It is imperative that CFS remains at the forefront of developments in synthetic teaching techniques, thereby ensuring the highest standards of simulator instruction are maintained. Similarly, and anticipating the increased use of Remotely Piloted Air Systems (RPAS) in the future, CFS will most likely be asked to bear the responsibility for training the instructors of these unmanned aircraft.

The RAF has been involved in continuous overseas operations for well over 2 decades. As a result, its airmen have become experts in certain niche areas of operational flying, which have proven invaluable for operational success. As a consequence we have seen a reduced emphasis on core flying skills, allied to a dilution of front-line instructional experience. However, the CFS retains a cadre of highly experienced flying instructors capable of passing on its expertise in flying instruction, syllabus development and pure flying skills. The CFS will continue to play a pivotal role in assisting front-line squadron aircrew to hone their core flying skills post-operations.

The traditional role of the 'CFS Trappers' will endure, providing vital assurance to the command chain on the standards of pure flying and flying instruction. With the expansion of the CFS Exam Wing remit to include biennial visits to front-line operational conversion units this role will increase. Equally, overseas visits by the CFS will continue, thereby enabling Defence engagement, influence and assisting flying training organisations and militaries across the globe.

CFS has become a world leader in Human Performance Training. As the investment required to produce front-line aircrew for ever more complex and expensive equipment continues to grow, the RAF can ill afford high aircrew wastage rates through training. In the future, the CFS will lead the way in coaching our aircrew to perform to the best of their ability, not only reducing inefficiency, but also enhancing the overall performance of the aircrew cadre.

Whether auditing the flying training system, ensuring Air Safety, engaging in re-establishing the pure flying skills of a battle-weary front-line; training flying instructors of other nations, acting as an integral partner within UKMFTS, or playing its part in the future of unmanned aviation, one constant is that the CFS will continue to uphold its tradition of excellence.

Back in 1919, just 7 years after its formation, the CFS was fighting for its survival. It won that battle, and the last 100 years have seen it evolve into a unit which prides itself on its unrivalled excellence in flying training; of course it is now so much more, and with judicious guidance, the CFS has a bright future. After all, and as we know, CFS' teaching is everlasting!

IV Sqn Hawk T-2 from RAF Valley.



May 2013 - NCAITC

Non-Commissioned Aircrew Initial Training Course (NCAITC): What We Do

Cadet S Naylor and Cadet D Larner, NCAITC 254, Officer & Aircrew Cadet Training Unit

We have not been in the RAF long, yet in 11 weeks time the 9 of us on the current NCAITC are expected to graduate as credible SNCOs, heading to RAF Shawbury to complete Air Traffic Control (ATC) training. Before we arrived at Cranwell, we undertook Basic Training at RAF Halton for 9 weeks. At the moment, life in the RAF has been nothing but training and it is safe to say that for the first 2 years of our RAF careers we will be in some form of training environment.

The NCAITC is just over 70 days long, and is said to be one of the most physically demanding Phase 1 courses in the RAF. There was a lot of anxious and worried airmen as we'd come straight from the Basic Recruit Training at Halton where we spent 9 weeks being transformed into Airmen and Airwomen from our previous civilians lives. The strict environment controlled by Corporals and Sergeants regulates when to wake up, when to be in class, when to eat, when to turn the lights out and when to be in bed. We did not have much freedom there, so feelings of trepidation when we saw the iron gates of the College Hall, knowing that we will be dealing with Warrant Officers and Master Aircrew and not Corporals, was understandable.

The NCAITC Mission Statement is *"to deliver air minded training and the necessary leadership skills required to produce credible, motivated, physically and mentally robust SNCOs in order to undertake specialist Phase 2 training"*. Straight away during the initial meeting with the flight staff on the familiarization visit, it was clear that the NCAITC was different from Basic Training at RAF Halton. We weren't marched into a room, nor told in any certain terms that the next few weeks will be the worst we'd ever experience. Instead we sat down and introduced ourselves to the flight staff and talked about what to expect when we came to RAF Cranwell for the NCAITC.

Day 1 of 'Induction Week' soon comes around with early morning inspections looming and evenings of preparing our kit. In some ways the course is effectively contributed to heavily by the Cadets, for example it is up to us when inspections can lessen. We can be rid of them within 3 weeks if the standard is high enough, with shirts creased to perfection, shoes gleaming (including the soles as well as the leather) and the block free of any dust. From the fire extinguisher in the foyer to the outside taps, dust is not allowed to exist and everything must be gleaming. As previously mentioned, we were expected to graduate from the course as credible Sergeants; so the high standards we expected in order that in the future we could aid the progression of subordinates and set the very highest standards ourselves. Luckily for our course, we managed to limit the continuous early morning inspections to just over 2 weeks. The early starts at 0530 for the 0705 inspections were no more so we were able to indulge in just a little more sleep before the daily Physical Education (PEd) sessions first thing.

PEd was undertaken on the first period each day that we were not on Exercise, which resulted in us becoming very physically fit and robust. From circuit training to Battle PT, and swimming circuits to aero runs up and around 'Cardiac Hill', the NCAITC push everyone to their physical limit. This is all designed to get us fit for the Exercises that we undertake throughout the course. Before we do all of the dynamic leads at Cranwell, Stanford Training Area (STANTA) and Otterburn, we undertake lessons at Cranwell. We learn a myriad of subjects including Essential Service Knowledge, how to conduct drill and carry out inspections, as well as the all important theoretical leadership and navigation practice. All of this is designed to aid us on our way to passing the course and venturing into the RAF as credible SNCOs.

Just as when we eventually get into the wider RAF, there are additional duties which need to be carried out whilst on course. So as well as the

lessons and practical leadership, we undertake specific jobs across a wide spectrum of responsibilities, such as course photographer, PEd representative, course journal writer, charity organizer and MT representative. We also have to organize the dynamic leadership weeks: Initial Practical Leadership Training (IPLT); Additional Practical Leadership Training (APLT); Ex SOUTHERN BORDER; and our final assessed leadership exercise, Ex BORDER PATROL. Each of these Exercises is led by a single cadet who briefs the course on how the week will run and allocates the individual specific roles to the cadets. Each person on the course will gain the knowledge on how to organize an Exercise or trip in the future, so it is all viewed as essential training for what is initially a very steep learning-curve.

The Exercises are a week long and of increasing difficulty, culminating in Ex BORDER PATROL. This Exercise is an assessment of leadership ability yet, possibly because we are conditioned by this stage, does not feel as physically demanding as the previous Exercises; however, it is no walk in the park! This phase of the course begins with Ex IPLT, which is based on the North Airfield of RAF Cranwell. This is the introductory exercise to the dynamic leads and the much loved pine poles and 'hernia boxes'. Every cadet has 2 leads during the week which, for our course, meant a total of 18 leads. In this scenario, RAF Cranwell experiences terrorism, floods and many aircraft incidents, all of which must be sorted by the cadets to varying degrees of competency!

Ex APLT follows next, at STANTA near Thetford, Norfolk. The cadets experience field conditions whilst living out under shelter sheets. The scenario sees the cadets assisting the civilian authorities in searching for 2 missing persons from the local area. The cadets are asked to support helicopter operations, search the ground and move vital equipment to support the search. As the week develops and information is found, the leads develop towards Vehicle Check Points (VCPs) and similar real-time tasks. Ex APLT is designed to condition the cadets to carry heavier kit for a longer period of time, almost twice as far as previously, and to develop more lateral thinking to solve problems. At the end of each day the cadets have to make their way back to their accommodation, where they eat their rations and carry out relevant personal admin tasks to prepare themselves for the next day's tasks.

The final 2 Exercises are held at Otterburn, near Newcastle, where Ex SOUTHERN BORDER is the first real introduction to contours, and the physical demands these place when carrying the same equipment as on Ex APLT. Accommodation has been upgraded to the standard 12' x 12' tent with generators and camp beds. Ex SOUTHERN BORDER is the final chance for cadets to prepare for the assessed Exercise 2 weeks later on Ex BORDER PATROL.

Ex BORDER PATROL is a return to Otterburn for the leadership assessments. This time the cadets are accommodated in the shelter of a derelict cottage and, if all goes well, they only need to take one lead. However, should anyone be unsuccessful in their lead they will be offered one final attempt to prove they can pass the leadership phase of the course. These leads really represent what the cadets have been through over the past 10 weeks and the leadership and standardisation skills are now refined to the high degree. Every cadet gives 100% on each and every lead in order to demonstrate both good leadership and vitally, great followership.

All of this culminates on graduation day with a ceremony in the Rotunda of College Hall and the Graduating Luncheon in the WOs' & Sgts' Mess. Cadets find out on preceding Tuesday if they have been successful or not - if they have been, they graduate on a Friday, with family and friends around them for that very special day.

May 2013 - 3 FTS (1)

Achieving With No 3 Flying Training School

Articles compiled by Squadron Leader Ian Pallister RAFR, SO2 Force Development, No 3 Flying Training School Headquarters, RAFC Cranwell

Introduction

In December 2011, the amalgamation of No 1 Elementary Flying Training School into No 3 Flying Training School (FTS) created the largest and most diverse military flying organisation in the country. Encompassing Air Cadet Gliding, the University Air Squadrons (UAS), Elementary Flying Training (EFT) and Advanced Multi-engine Flying Training together with the broad range of associated ground schooling, makes 3 FTS truly multi-cultural. Regulars from all 3 Services, Reserves (FTRS, VR (UAS) and VR(T)), contractors (pilots and engineers), and MOD civilians, all work alongside each other to fulfil a multitude of tasks and provide the best possible experience for the trainees. In this article from 3 FTS, we have provided a series of short pieces which offer a flavour of this year's various tasks and activities.

Aircrew Survival Training Centre

The Aircrew Survival Training Centre (ASTC) conducts Survival, Evasion, Resistance, and Extraction (SERE) Training for all ab initio aircrew from the RAF and Army Air Corps. Notably, in the last year, 14 International Defence Training (IDT) Trainees from Bahrain, Iraq, Kuwait, Qatar and Saudi Arabia have also completed training at the ASTC. The aim of Aircrew SERE Basic Training is to equip aircrew with the necessary skills to be able to survive indefinitely, in a permissive peacetime environment, with only the equipment they would have at their disposal on abandoning their respective aircraft type.



Trainees are taught how to survive after an aircraft crash, in a broad range of environments.

Trainees ride out the extreme sea-states in the Environmental Tank, Lowestoft.



The Course is split into 2 distinctive phases: the first deals with the harshest of environments - not the desert, but water. To help achieve the training objectives, practical drills are conducted in Environmental Tank Training Facilities - the nearest to the College being Lowestoft. Here the trainees can experience all manner of sea conditions from a calm Mediterranean (although not as warm!) to a stormy North Sea together with waves, simulated lightning provided by a strobe light (a real electrical storm was thought to be a little harsh), wind and water spray - courtesy of a hosepipe and Instructor's thumb!

Once the trainees have lost their sea legs, the Land Survival phase starts in earnest. The first half is mainly classroom-based, with a day of practical application spent outdoors. This initial phase includes theoretical and practical instruction encompassing the 4 priorities of survival (Protection, Location, Water, Food) and parachute training on an indoor rig. Following appropriate briefings and kitting, the second phase



The weather phenomena of early-2013 tested land-survival drills to the limit.

is spent in field conditions culminating in practical Basic Land Survival Training (BLST) known as Exercise MOORTREK. Both the last Exercise of 2012 and the first for 2013 took place in Forestry Commission Land North of Pickering where conditions were arduous with snow and low temperatures - zero by day and -8°C overnight. Through the 5-day deployment, trainees honed their skills, culminating in an 18-hour assessment during which the construction of shelters and lighting of fires became a real-time priority. All involved were physically and mentally tested to their limits, and displayed character and determination to emerge at first light to implement a recovery plan. Despite the challenging conditions, the overwhelming majority of the students successfully met the Exercise objectives, and all returned safely to the College with renewed confidence and both the knowledge and skills to survive.

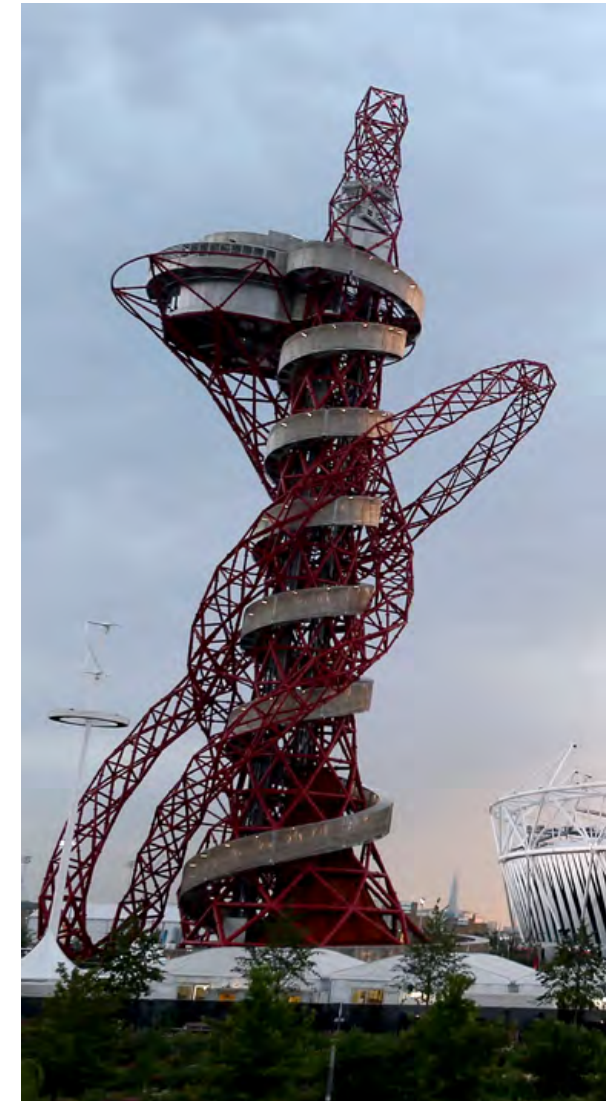
Elementary Flying Training At Barkston Heath

RAF Barkston Heath has been home to Elementary Flying Training (EFT) for the Army and Royal Navy since 1995, 2 years after the creation of the Joint Elementary Flying Training School (JEFTS) in 1993 at RAF Topcliffe. Operating the Slingsby Firefly, JEFTS was run by Hunting Contract Services who provided the aircraft and civilian instructors. The RAF withdrew from EFT at RAF Barkston Heath in 1999, and following the downsizing of the JEFTS contract in 2003, withdrew from the school entirely, electing to carry out EFT on the Grob Tutor in the existing University Air Squadrons (UAS). The school at RAF Barkston Heath was renamed the Defence Elementary Flying Training School (DEFTS) and consisted of 2 squadrons, 703 Naval Air Squadron and 674 Army Air Corps. DEFTS continued to operate the Slingsby Firefly until the winter of 2009 when it was replaced by the Grob Tutor. While it may only be just over 3 years since the Grob Tutor began operating at RAF Barkston Heath, many of those that have been utilising it as the EFT platform to deliver the syllabus to Army and Royal Navy ab initio pilots have been around a great deal longer. The importance of having dedicated civilian flying instructors, air traffic controllers, engineers, ground handlers, flight planning and ops staff is immeasurable. This group of committed civilian staff, many with decades of experience in the EFT environment, have brought a deep understanding of the standards required and have acted as the much needed continuity throughout various command changes, enabling a clear retention of corporate knowledge. Alongside this continuity lie the dedicated military staff who ensure that the students have a frontline focus and can see what is achievable with hard work. The benefits of EFT are well understood, including the clear cost savings of operating a relatively cheap light aircraft, to teach the fundamentals of airmanship and situational awareness prior to moving onto more complex and costly types. The hugely valuable experience of piloting a machine for the first time in the dynamic 3-dimensional real-time airborne environment cannot be replaced by even the most modern synthetic training devices. As we look forward to the continued progress of the UK Military Flying Training System (UKMFTS), the benefits of a dedicated core of staff that have been present throughout the evolution of EFT will remain equally important in its continued success.

International Defence Training (IDT) on No 16(R) Sqn

The first-class training received by RAF pilots is respected throughout the world. For this reason many Foreign and Commonwealth countries choose to send their ab initio pilots to the RAF to conduct both Initial Officer Training and EFT.

16(R) Sqn delivers RAF EFT, Multi-engine Lead-In, Fast Jet Lead-In and, indeed, IDT. International students now represent about 25% of the EFT student intake on the Sqn, and will be an enduring task for the foreseeable



future. Most have completed English language training courses in the UK prior to attending EFT, which prepares them for any language barriers they may otherwise face. 16(R) Sqn is currently training student pilots from the Kingdom of Bahrain and the State of Kuwait, and will shortly welcome officers from the Kingdom of Saudi Arabia. The students broadly follow the same syllabus as the UK RAF and RN EFT course (currently around 55 hours flying instruction, of which 8 are solo).

The main difference between IDT students and their UK counterparts is that the former have not undergone the UK pilot aptitude tests. Moreover, they are most unlikely to have any previous flying experience. In contrast, many UK trainees have flown on an Air Experience Flight (AEF) or UAS and this, albeit limited, exposure to flying leaves them significantly more comfortable with the basic principles of the controls and instruments. Consequently, in the early stages of the course, IDT students find the learning curve very steep, and often require more focussed tuition to supplement the core syllabus. It is therefore essential that the instructor takes particular care to be concise and not to overload the student with unnecessary talking. The many challenges of learning a



A Grob Tutor flies over the RAF College.

May 2013 - 3 FTS (2)



45(R) Sqn flew AOC 22(Trg) Gp to his appointment with the Red Arrows, in the skies about the Olympic Stadium, London 2012.

new skill are exacerbated by the introduction of a second language for the student; naturally, everything from pre-flight briefing through to post-flight debrief takes that little bit longer.

The early flights can appear rather daunting for the IDT student as he gets to grips with not only the tidal wave of new information but also the demands of deciphering Radio Transmission phraseology over a sometimes less-than-perfect radio. With careful direction from the instructor, however, performances steadily improve as the students approach first solo: a milestone that often brings increased confidence before progression to the applied phases. Instrument flying and navigation often bring further challenges as both phases require more interaction with Air Traffic Control, hence more difficult and complex radio calls. Additionally, the cerebral pressures increase with evermore complex mental arithmetic and airmanship tasks required, all of which require initiative, flexibility, and critically a rapidly increasing spare mental capacity. It is at this point that the lack of pre-selection aptitude testing can sometimes be most clearly evident.

Overall however, the staff of 16(R) Sqn are always impressed by the determination of all the IDT students. The challenges delivered by EFT are significant enough for the RAF and RN students, let alone their international counterparts and all those who succeed, regardless of their

nationality, are assessed against the same EFT course standards. When our IDT students are repatriated, they return to their respective homelands with a world-class qualification and a wealth of hard-earned professional experience in a military training environment that is second to none.

Flying Camels at the London 2012 Olympics

The 27 July 2012 was a warm, sunny, if not slightly hazy, day. A 45(R) Sqn crew waits, engines running, on the down-sloping ramp at RAF Benson, surrounded by Puma helicopters. Air Traffic informs the crew that their passenger has been delayed. The flight plan is put on hold; the fuel carefully checked. Finally, a staff car pulls through the gate and onto the ramp. The aircraft commander salutes AOC 22(Trg) Gp, AVM Lloyd, and escorts him to the King Air B200GT aircraft. Minutes later, the aircraft is soaring up into the recently created London 2012 airspace. Flying straight over central London, ASCOT7090 is routing to Manston. After a 30-minute transit, the AOC steps off the aircraft and is greeted by RAFAT staff. That evening he will fly with the Red Arrows in a flypast to mark the Opening Ceremony of the London 2012 Olympic Games. Command Task 122 is almost complete. The crew safely returns to RAFC Cranwell, landing with seconds to spare before the routine airfield closing time.

45(R) Sqn, known as the 'Flying Camels', has the following mission: to train aircrew in systems management, decision making, air leadership and

teamwork to meet the operational demands of the RAF. The King Air's normal role is Advanced Flying Training; the Sqn provides up to 35 *ab initio* pilots to the front line each year. Post Strategic Defence & Security Review 2010 (SDSR 2010), however, during a period of reduced throughput in the flying training pipeline, the Sqn took on a variety of operational and communications tasks.

Alongside routine training sorties, the main focus during the Olympics was Op PROTEGO. The objective was to deliver Typhoon pilots from 6 Sqn, based at RAF Leuchars, to their temporary deployed base, at RAF Northolt. The Typhoon deployment was a key element of the Air Defence strategy to ensure safety at the largest sporting event in the world. The King Air contribution enabled the 6 Sqn pilots to remain current at RAF Leuchars, where the Northern element of the UK's Quick Reaction Alert (QRA) is located. The flight schedule – from July to September – was designed around crew rest regulations for the Typhoon pilots. Approximately 70 hours were flown in support of Op PROTEGO, each series of transits requiring a King Air and 2 Qualified Flying Instructors (QFIs). Despite the significant demands on the Sqn's resources, Op PROTEGO was completed successfully and did not adversely affect the Sqn's ability to train aircrew.

Summer 2012 was an incredibly busy period for 45(R) Sqn. Shortly after the Olympics, there was a proud moment as the Sqn was invited to conduct a flypast alongside the Battle of Britain Memorial Flight, as part of the Queen's Diamond Jubilee celebrations. The King Air element was led by the Officer Commanding 45(R) Sqn, Wing Commander Rich Berry.

University Air Squadrons Shine At Bomber Command Memorial

The most significant event of the year for the UASs was undoubtedly their involvement with the unveiling of the Bomber Command Memorial in Green Park, on 28 June 2012. The task had started quite informally in November 2011 when the University of London Air Squadron (ULAS), through their Honorary Air Commodore HRH The Process Royal, was invited to assist with providing hosts and escorts for the veterans attending the ceremony. At the next planning meeting held in the RAF

Club, it became clear that the task would involve far more students than those available on ULAS. In the event, some 200 students, representing all 14 UASs, took part; however, this was only the beginning. At the meeting in April, SO2 P1 Ceremonial revealed that the majority of the Queen's Colour Squadron (QCS) were committed to performing at the Nova Scotia Tattoo in Canada and would not be available for the Bomber Command ceremony. Knowing that Flt Lt Forster, the RAF Regiment officer responsible for UAS Force Protection training, had himself served with QCS, he enquired as to whether the UAS students were trained well enough to provide a Royal Guard of Honour (RGOH) for Her Majesty the Queen, alongside the remaining contingent of the QCS. After seeing film footage of East Midlands UAS and the Liverpool and Manchester & Salford UAS conducting 'Armed Forces Freedom Parades', he was suitably impressed and the formal task was received the following day; the hunt was then on to find 28 cadets who could make the grade.

Thereafter followed an intensive period of selection & training, arrangement of London accommodation for 200 cadets, a route recce, uniform checks and perfection of arms drill. All of this occurred during the period of university exams and other UAS summer exercises. Indeed, during the week of the ceremony, most of the contingent and staff were at Bisley taking part in the inter-UAS shooting match. On the big day all hosting troops did their job brilliantly in blazing hot weather. Working tirelessly with veterans and VIPs, the youngsters drew nothing but praise for their department, immaculate turnout and willingness to help. As for the Guard of Honour, marching past Buckingham Palace just 10 minutes before the changing of the Guard to the cheers of thousands of well-wishers was an experience they will never forget. The whole day was a resounding success; the Chief of the Air Staff himself commented that it was difficult to differentiate between the students and the regulars, such was the quality of their performance.

Two King Airs and the BBMF Dakota, on their way to the Mall to display for the Queen, in celebration of Her Majesty's 2012 Diamond Jubilee.



May 2013 - Leadership Training

The International Junior Officer Leadership Development Programme (IJOLD)

Flying Officer Adrian Cooper RAFR

The International Junior Officer Leadership Development Course (IJOLD) is a multi-national training programme for international air reserves that looks to enhance international co-operation, learn about leadership and establish new contacts; it is organised under the umbrella of the Committee on Leadership Development of the International Air Reserve Symposium. The course has been running for 18 years and is usually held at the host nation's officer academy. In 2013, by kind permission of the RAFC Cranwell Commandant, IJOLD will take place at RAFC Cranwell (22-29 June 2013), using the expertise and facilities of the OACTU and RAF Leadership Centre to provide a programme that combines leadership with heritage and culture, and the aim of sharing topics to help forge world stage unity; this will provide a better understanding of each other's unique professional military education. Last year, IJOLD was hosted by the German Air Force at their Officer Academy at Fürstenfeldbruck, near Munich in Bavaria. Three members of the RAuxAF participated and the following article, written by Fg Off Adrian Cooper, offers an insight to the utility of the week-long course.

IJOLD is an international programme for Junior Officers belonging to the Reserve Air Forces of a number of different countries and allows them to get together and exchange ideas and experiences, and to further their appreciation of how Reserve Forces in other countries operate. One of main aims of the week-long IJOLD programme is to encourage networking and build friendships – after all, the junior officers of today can become the senior officers of tomorrow. With the modern emphasis on Coalition and Multi-National military operations, these foundations of friendship and mutual understanding will doubtless pay dividends in the future.

Each year, one of the participating nations acts as host for the IJOLD event. Next year, it will be the turn of the Royal Air Force, with the visiting Junior Officers all congregating at RAF College Cranwell. However, this year IJOLD was hosted by the German Air Force at their Officer Academy at Fürstenfeldbruck, near Munich in Bavaria, and I was one of 3 Junior Officers from the RAuxAF fortunate enough to attend. There were also junior officers from Canada, USA, Germany, Denmark, Holland, and Switzerland participating. The constellation of trades and specialists represented by this international mix included Force Protection, Intelligence, Artillery, Air Engineering, Logistics, Air Movements, Political Advisers, IT Security, Police, Medical, Public Relations, CIMIC, Education and Admin/HR. In addition, there were 3 C17 pilots, one C130 pilot, one C38 communications aircraft pilot, and an F16 pilot, all from US Air National Guard units. Some of these reservists are part-timers like me, and some of the others are full-time Reservists.

The week-long IJOLD programme had a fascinating mix of activities. Some of these were classroom-based lectures on interesting subjects about the host nation, Germany. These included an outline of the modern-day Luftwaffe's officer training programme, and a thought-provoking presentation on "How the German Military sees itself", i.e. the role of the post-WW2 German military living in the shadow of past German military history. In addition to lectures, the IJOLD students had a number of outings. Several of these were 'tourist' in nature, and included a visit to King Ludwig II's summer palace on an island in the middle of Lake Chiem. However, even this had a serious side to it, as it was here in the early post-war years that representatives from the Allied Powers met to draft the constitution for the new Federal German Republic which came into being in 1955. The wording of the constitution was specifically phrased in such a way that it would constrain the German Armed Forces from repeating the unfortunate episodes of 1914-1918 and 1939-1945.

On another day, the group visited Neuberg Air Force Base where the Luftwaffe is just starting to convert its JG74 Fighter Wing to Eurofighter. In addition to being given an up-close tour around one of the Eurofighters, the Luftwaffe had arranged for examples of every type of aircraft in their inventory to be lined up on the apron so that we were able to inspect them in detail and chat to the aircrew. We also visited the Eurofighter simulator complex, where several of the pilots amongst us tried their hand at flying a Eurofighter rather than a C17. Finally, we watched a demonstration QRA scramble of 2 Eurofighters.



Working up a sweat at the German Rangers School

Perhaps the most enjoyable day for me was when we visited the German Rangers School training area in the foothills of the German Alps. Here, our group was divided up into several teams and we undertook a number of practical leadership / team tasks that would be instantly familiar to anyone who has undertaken Initial Officer Training and Leadership Development exercises.

In addition to rescuing a plastic tube from the traditional circle of shark-filled custard without touching the ground, and with only two ropes to assist us, we also found ourselves clambering over an interesting confidence course that traversed a wooded area, and then shuffling our way across suspended cables strung about 50 feet above a ravine, some 200 metres wide.



Of course, it would be most disingenuous of me to pretend that holding a week-long event for Junior Officers in Munich, just prior to the commencement of the world-famous Oktoberfest beer festival, would not involve some more 'relaxed' pursuits in some small measure. And thus the IJOLD students also had an opportunity to enjoy a typical Bavarian meal at a hostelry in the centre of Munich, which just happened to be situated immediately opposite the famous Hofbrauhaus beer hall.

All in all, I found it to be an exceptionally useful and valuable week which enabled me to forge a number of international friendships and has opened my eyes to the wide range of key roles that reservists now hold across the various participating nations. This was very much brought home to us half-way through IJOLD, when the shocking ambush and murder of the US ambassador in Libya took place. That same afternoon, 3 of our US colleagues, all full-time reservist intelligence analysts were immediately recalled to Ramstein Air Base in order to fly straight out to the Middle East that same evening, to assist with the intelligence assessment of the situation.

To me, this is a clear sign that the Whole Force Concept now embraced by a number of nations, including the UK, means that Reservists will have an increasingly important role in the Armed Forces in future.

May 2013 - Jack Holt

The Jack Holt Memorial Pace Stick 2012

The Jack Holt Memorial Pace Stick is awarded annually, to the Senior Non-Commissioned Officer (SNCO) engaged in Initial Officer Training (IOT) who has, by instruction and personal example, done the most to instil into the cadets the qualities required of an Officer in the Royal Air Force. The nominees are assessed for instructional skills, personal standards, extracurricular activities directly linked to IOT, and personal standing and influence across the entire cadet cadre.

Flight Sergeant Richard Bromell has been a consistent and trusted stalwart to B Sqn, Officer & Aircrew Cadet Training Unit (OACTU) and the Royal Air Force during the 3 years he has been in post. He has served variously as Deputy Flight Commander and Squadron Flight Sergeant, in support of cadets at IOT. He is meticulous with his conduct and appearance, and has become the epitome of how cadets should conduct themselves in striving for the excellence the RAF demands from its entire staff.

Not only has Flight Sergeant Bromell acted as the Squadron Flight Sergeant, he also regularly assists the College Warrant Officer with the varying and lengthy drill parades and practices, normally in preparation for upcoming cadet ceremonial duties that belie RAFC Cranwell. In addition, Flight Sergeant Bromell is not averse to aiding the Force Protection Training Squadron when they have staffing issues or require his expertise. He does not consider time nor weather as a constraint to anything he undertakes; he invests his personal time coaching cadets in all conditions, where their course programme allows, thus enabling maximum learning opportunity. Furthermore, on matters such as

dress and deportment, standards and officer qualities, he excels when imparting the Ethos and Core Values that are synonymous to IOT.

His dedication to the Service is second to none, as he constantly strives to increase his situational awareness of the Royal Air Force and Force Protection matters – this ensures leadership exercises are relevant and realistic; he even role-plays when required. These regular selfless acts amplify self-efficacy, and demonstrate his drive to allow cadets a balanced transition to officer life in the Royal Air Force. His peers utilise his wealth of service knowledge as a sounding board when they need to resolve a policy issue, or require a succinct but factual answer. His firm but fair traits ensure he is also a valued role model to OACTU staff, and all who interact with him.

To conclude, Flight Sergeant Bromell is a diligent SNCO who always puts the cadets' needs first; he develops and challenges them where possible and uses every opportunity to ensure they are fully prepared for service life by imparting his experience where appropriate. He fully deserves his plaudits, and the award of the Jack Holt Memorial Pace Stick.

Flight Sergeant Richard Bromell receives the Jack Holt Memorial Pace Stick from Sir Jock Kennedy.



May 2013 - Ethos & Heritage

Music To Our Ears

Warrant Officer Phil Lister RAF, RAF College Warrant Officer

This year's Journal looks to the future for inspiration, informing us of the changes that are afoot within the Armed Forces, and our relationships with industry. However, neither the UK, nor its military structure, are a 'Public Limited Company', despite the best efforts of clichéd individuals to try and tell us otherwise. In this article, the RAF College Warrant Officer, WO Phil Lister, reminds us of that ethos & heritage unique to Service life; ethos that stands at the very heart of why we joined, what we do, and how we do it. Only by reinforcing this central supporting pillar of who we are, can we hope to operate with effect.

I am often surprised by the lack of knowledge or awareness some members of our Service have towards the history and traditions of the Royal Air Force. In comparison, our British Army and Royal Navy counterparts are immersed and indoctrinated with their ethos, and they pride themselves on their knowledge of their Regiment or Unit, able to quote 'chapter-and-verse' the numerous Battle Honours and VCs won by their forebears. Although the youngest of the 3 Services, the RAF has its own colourful traditions which unfortunately will fade with time as the enthusiasm to honour and protect traditions dwindles, and the days of eccentric Warrant Officers and SNCOs become a thing of the past.

The Royal Air Force College Hall Officers' Mess (CHOM) accommodates students undergoing Initial Officer Training (IOT); the environment also serves to immerse the students in RAF history. The students are taught Customs, Etiquette & Social Responsibilities (CESR) lessons in order to ease their transition into military life, but it also serves to spark an interest which will hopefully develop over the course of their career.

For the first time the College has a curator, Hazel Crozier, who has been instrumental in cataloguing the mass of treasures RAF College Cranwell has accrued since its earliest beginnings. Her infectious enthusiasm for the treasures and history puts some of our serving members to shame. She is keen to ensure these gems are not hidden in dark rooms, but displayed as a means of inspiration for the newest members of the Royal Air Force.

Look around the College and you will see items that may go often un-noticed, but are the essence of who we are as the Royal Air Force College. These items include Arthur 'Bomber' Harris' desk in the Library, on which he planned and orchestrated his famous area-bombing campaign; Squadron Standards lodged in the Rotunda whilst waiting for the Squadron to be reformed; and the many pictures of characters that were instrumental in the formation of the Royal Air Force, such as Major General Jan Smuts, Air Vice Marshal Sir John Salmon and Marshal of the Royal Air Force Sir Hugh Trenchard, to name but a few. In this article I want to highlight a tradition that really does go unnoticed, except by the few: the history of the "College March".

The College March

The Lincolnshire Poacher is a stirring tune that has been played on all parades since 1920, when it was first introduced by the RAF College Commandant, Air Vice Marshal Sir Charles Longcroft. The tune was played up to 1932 when it was replaced by a March specially composed by Wg Cdr Sims. However, after World War II, the RAF College reopened for Officer Training, and such was the popularity of the Lincolnshire Poacher it was reintroduced. This caused some raised eyebrows within the Army as the tune is the official Regimental March of the 10th Regiment of Foot (The Royal Lincolnshire Regiment), later to be known as the 2nd Battalion of the Royal Anglians (The Poachers).



The 10th Regiment of Foot.



Cap Badge of the Royal Anglian Regiment.

In 1949, Air Commodore Beamish, the RAF College Commandant at the time, wrote to Major General J A A Griffin of the Royal Lincolnshire Regiment to canvas his views. His response read:

"I am sure that I speak for all ranks of the Regiment when I say that there is no unit in the Services which we would rather have associated with our Regimental March. We all very fully appreciate the fact that there would be no Royal Lincolnshire Regiment but for the gallantry, devotion to duty and sacrifice of the officers of the Royal Air Force, who fought over Dunkirk and in the Battle of Britain, many of whom were trained at, and gained experience from, the Royal Air Force College. Moreover, all infantrymen know the inestimable value of close air support in the saving of casualties, and there is no more heartening sound when going into action on the ground than to hear the roar of the bombers and fighters of the Royal Air Force flying overhead."

"The value of tradition is also well understood by us, as is the importance of inter-Service friendship and co-operation. For these reasons, and because of your location in our county, the Royal Lincolnshire Regiment will be proud for you to share their Regimental March and to use it on all ceremonial occasions, which may be adjudged proper and suitable by you or succeeding Commandants."

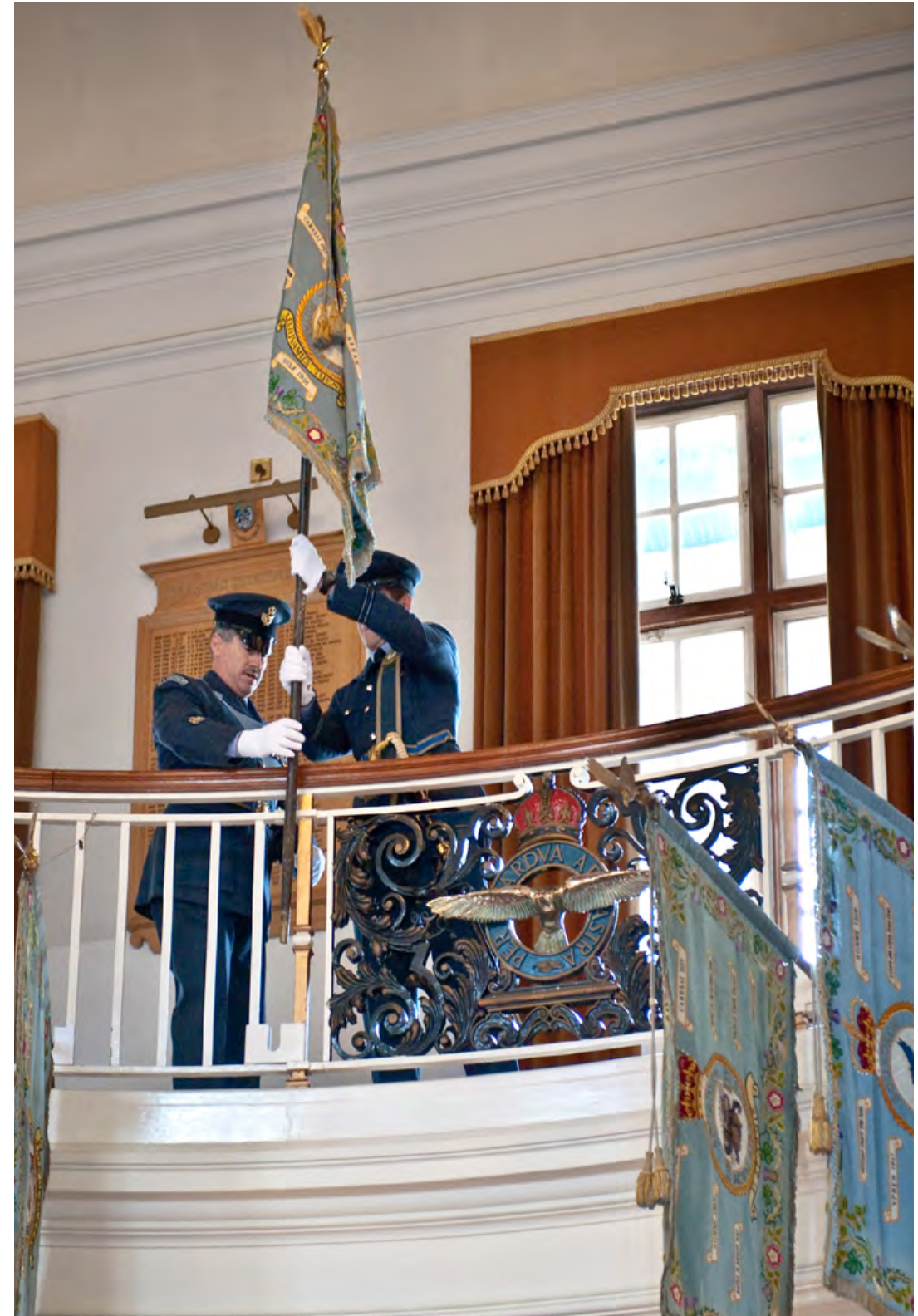
Thereafter, the Lincolnshire Poacher became an official march of the RAF College. Today the Lincolnshire Poacher is played as The Queen's Colour for the Royal Air Force College is marched on and off formal parades.

But this does still not answer the question: why was it introduced in the first place? The answer is a bit vague but also simple. The Lincolnshire Poacher is also the official march of the 2nd Battalion of the Welsh Regiment whose origins are linked to South Lincolnshire. But geography apart, what is the connection? Air Vice Marshal Sir Charles Longcroft, the first Commandant of the Royal Air Force College, was an officer in the Welsh Regiment prior to joining the Royal Flying Corps and subsequently the Royal Air Force. He obviously kept an affinity for his old unit, and brought their tradition with him to the new RAF.



Sir Charles Longcroft.

The County of Lincolnshire has been entwined in the history of the Royal Air Force since the First and Second World Wars, and has been commonly referred to as 'Bomber County'. During World War II, over 55,000 members of Bomber Command were lost on operations and at the height of World War II, there were over 46 RAF Stations in the county of Lincolnshire alone. The local population have adopted the RAF and its personnel as family with many RAF personnel settling in this county. What better tribute and honour can we demonstrate to the County of Lincolnshire, than to adopt the Lincolnshire Poacher as the Regimental March whenever The Queen's Colour for the Royal Air Force College is marched on and off parade.



May 2013 - Remedial Training

Delta Flight Remedial Training Overview 2012 – 2013

Flight Lieutenant Tiffany Lamont MA RAF, OC Delta Flight, Officer & Aircrew Cadet Training Unit

For some Officer Cadets, the road to the Graduation Parade is not always as smooth as they would like. In a 9-month period, virtually anything can (and does) occur; family, health, personal, or training issues, can all deflect a trainee from achieving a single-shot trajectory through Phase 1 Training. 'Delta Flight' exists to reinvigorate, re-motivate and reset those cadets who have, for whatever reason, found themselves requiring a little further instruction at various phases of the course. Here, Flt Lt Tiffany Lamont explains how Delta Flight can take a wayward cadet, and set them back on the right path.

During the past 12 months Delta Flight has been supporting cadet development through remedial training and coaching. In addition to delivering training to Initial Officer Training (IOT) and Specialist Entrant and Re-Entrant (SERE) cadets, Delta Flight also delivers training to Non-Commissioned Aircrew (NCA) cadets who have not met the required standards. Although the Strategic Defence and Security Review 2010 (SDSR 2010) has resulted in a reduction of cadet numbers this had not altered the way in which we carry out our business; the aim remains the same, "To attract, select and recruit the Air Force of tomorrow, whilst training and developing the Air Force of today and fully supporting the Defence Vision".

The Delta Flight role is to reinforce that training and unearth the potential that was identified during initial selection at the Officer and Aircrew Selection Centre (OASC). New in post and with a new Deputy Flight Sergeant, the current OC Delta Flight is in an ideal position to look at the training with a fresh pair of eyes. What we have found is the focus for Delta has been to target early. By speaking with 'Main Squadron' staff throughout the Term, and before the cadets have been selected for remedial training, we get a better understanding of the cadet's needs and areas for development. This then enables each package to be specific in design and better prepared to target particular areas. This ultimately ensures the success of the courses.

There are 3 reasons why a cadet may be placed on one of the remedial packages: firstly, to give 'at risk cadets' the best possible chance of succeeding the following term; secondly, for 'failed cadets' that have been unsuccessful in reaching the standard required for leadership or Officer Qualities; and thirdly, for cadets 'volunteered' by their instructors as people who would benefit from additional training. The challenge for the Delta Flight staff is to find the appropriate training opportunities, to give these cadets the best possible chance to address and develop their areas of shortfall. Delta Flight introduced 3 reinforcement and remedial leadership training packages which are known as R1 (following Term 1), R2 (following Term 2) and R3 (following Term 3 but also resulting in a 10-week recourse in training).

The R1 package is for cadets who are assessed as requiring further leadership and/or Officer Qualities training at the end of Term 1. This means those who have not met the required standard at the end of Term 1 or who are thought to be 'at risk' are strongly recommended to take the R1 package. From a cadet perspective, they can see this as a punishment and a loss of their between-term leave. In actual fact this could not be further from the truth, indicated by one such cadet on a recent course critique, "What the cadets have been taught and learned both from their own leads and watching others has far exceeded what most of us believed would be possible in such a short space of time. Overall the cadets have enjoyed the package more than they initially thought".

The cadets undertake the R1 package during the Staff Continuation Training (SCT) period and rejoin their original IOT course for the start of Term 2, thus avoiding the traditional 'recourse'. The training

package is 5 days long, and as such is a very limited amount of time to address a multitude of areas ranging from under-confidence, over-confidence, a lack of emotional intelligence, or command language to name but a few. In order for the package to be effective it is intense, and feedback is delivered in an alternative manner to maximise impact. The cadets are under no illusions as to why they have been put forward. The cadets receive further leadership theory lessons which are facilitated, and which reinforce areas such as Action Centred Leadership (ACL), planning, emotional intelligence and mission command. Following a table-top planning exercise the cadets undertake a practical 'Rapid Planning Day' on the North Airfield. Previously the focus was on Force Protection and involved contact-under-cover extraction drills. Following a SWOT analysis this was changed to focus on leadership and Officer Qualities through practical application. The Rapid Planning Day (25 min leads to plan and achieve the task), enable Delta Flight to identify the cadet's base-level and identify areas to work on, such as coaching through focusing on self-esteem, confidence and command presence. Officer Qualities are also monitored and coping strategies implemented throughout. The training benefits are immense: cadets identified by their Squadron as having 'weak' leadership or under confidence have a minimum of 2 leads each to enable additional coaching and practice, which more than doubles the overall capacity for leads during the R1 package. Moreover, this creates additional time for Delta Flight to build rapport and gain trust thereby enabling root causes to be identified and coping strategies implemented earlier than previously achieved. It also enables the cadets to try out more ways of conducting their own leadership style, taking risks, gaining a deeper understanding and increasing their self-esteem and confidence. All of this builds towards the cadets' understanding and confidence for undertaking the final Ex DELTA DYNAMO.

Cadets are placed on the R2 package if they have not met the required standard in Term 2, and in particular those who have failed their leads



work and learn. For many of the cadets this personality-type theory has profound results, as described in a course critique which read: "It was an awakening of how we are perceived".

Generally cadets placed on the R3 Package are there for Officer Qualities, and they are recoursed by 10 weeks. During this time the cadets undertake the R1 and R2 packages in which they are heavily involved in the mentoring of the R1 and R2 cadets. In addition to the Exercises, R3 cadets undergo an office simulation which aims to expose cadets to the type of work they will be expected to complete as a junior officer. This ranges from writing Visit Instructions, dealing with telephone and e-mail 'injects', carrying out Flight Commander roles (e.g. interviews), and presenting briefs. All of these elements aim to improve the cadets' oral and written communication as well as their ability to plan, prioritise and manage their time effectively. Furthermore, the cadets are tasked with organising 2 one-day staff rides. The photos below are examples of where the cadets have previously chosen as their destination, the National Arboretum.

During these tasks the cadets take complete ownership and responsibility with regard to preparation, documentation and management of the day as well as delivering a brief on their chosen stand.

The R3 package also sees the cadets delivering a number of presentations, ranging from 10 to 20 minutes, covering both military and civilian

topics. This helps to highlight why it is important to be a good presenter as an officer. Towards the end of the remedial training, and before the cadets join their new Squadron, they undergo Adventurous Training with the Term 3 cadets. This provides an opportunity for the R3 cadets to get to know their new course and start bonding with their new peers. Following on from this, the R3 cadets begin assisting with the planning and preparation for the deployment on EX DECISIVE EDGE 2. They have now been given a number of additional tools and strategies to assist them with their next phase of training at OACTU.

Overall, the Delta remedial training packages aim to develop and build upon the cadets' confidence and Officer Qualities. In order to make the assessment as objective and evidence-based as possible, Delta Flight use the RAF Leadership Attributes, in addition to the areas highlighted within the RAF Ethos & Core Values. The RAF Leadership Attributes document is pivotal and robust, and is used as a gauge for Officer Qualities to ensure objective formative assessments are undertaken. The cadets who come through the various training packages all conclude they have benefitted and are better equipped not to just pass through IOT, but to continue with their careers within the Royal Air Force as Junior Officers. The reduction in cadet numbers following SDSR 2010 has not impacted on the work we carry out, but has meant we can target the training to individual needs. As Squadron cadet numbers increase, our role within Delta will remain and our focus of targeting earlier will only serve to increase our effectiveness.

during EX DECISIVE EDGE 1. They undertake the R2 package during the SCT period before they rejoin their original IOT course for the start of Term 3. The R2 package is 10 days long and covers both leadership and Officer Qualities. During this time the emphasis is very much on them drilling down to the root cause and accepting responsibility for their actions. In doing so, the R2 cadets undertake the R1 prior to deploying to STANTA on Ex DELTA PRIME. This is one of the most physically demanding exercises and puts the cadets into 'stretch'. They really have to work together and give each other honest feedback without the overhanging feeling of being assessed. EX DELTA PRIME provides the cadets further opportunity to explore their leadership as well as their followership. In addition the leads can be manipulated to ensure that optimal training opportunities are embraced. Building on their Officer Qualities, R2 cadets coach R1 cadets under the supervision of Delta DS. This proves very useful in a number of ways; firstly, the R2 cadets see how far they have progressed within 20 weeks; secondly they are in an ideal position to give effective feedback to the R1 cadets having recently undergone Term 1.

In addition to the Ex, the R2 package uses the Myers-Briggs Type Indicator (MBTI) as a key training tool for cadets highlighted with poor Officer Qualities. Having recently undertaken the training myself, I can see the vast potential for developing cadets and have witnessed the 'light bulb moment' when a cadet is able to put the pieces together. The tool is instrumental in assisting cadets understand themselves better and how they interact with others, helping them improve how they communicate,

May 2013 - Training Partner

A New Academic Partner For The Royal Air Force

Air Commodore (Retd) Nick Randle BSc MLitt MRAeS FCMI, Portsmouth Business School, Officer & Aircrew Cadet Training Unit

The 14th November 2012 was a red letter day for 2 of Britain's leading universities, when the partnership between the University of Portsmouth Business School and Cranfield University (Defence and Security) was awarded the contract to provide academic support to the Royal Air Force for the next 5 years. This success comes at a particularly fascinating and challenging time for the universities as the Royal Air Force undergoes a period of profound change and transformation, to match the challenges of the contemporary security environment. Both universities look forward to contributing to the educational development of all Royal Air Force personnel over coming years as they contribute to officer and non-commissioned aircrew training at the RAF College, to all promotion courses within the Airmen's Command School at RAF Halton, and to the new and ground-breaking Senior Officers' Study Programme – a brand new initiative to provide a blended-learning Masters-level 6-month study programme, for all Wing Commanders not selected for the Advanced Command and Staff Course.



The Crests of Cranfield University and the University of Portsmouth respectively.

Richmond Building. The futuristic, dramatic, yet highly functional home of Portsmouth Business School.



Both universities have a long and productive history of working with the military. The University of Portsmouth has a long tradition of working with the Armed Forces due to its location, and receives acclaim for its teaching quality and flexibility in working with large corporate clients. Growing from the Portsmouth and Gosport School of Science and Arts founded in 1869, University of Portsmouth was inaugurated in 1992 and has continued to develop, now having approximately 20,000 students undertaking undergraduate, postgraduate and research qualifications. The University is particularly known for providing work based learning and has over 10 years' experience in providing work-based learning for HM Forces personnel with currently 180 postgraduate leadership and management students from the Services, including at Wing Commander level. Portsmouth Business School is one of the 5 faculties within University of Portsmouth with over 3,600 students including 1,000 postgraduate students, and is in the top quartile of UK Business Schools, both for quality of research reputation and also for student satisfaction. We are recognised as a Centre of Excellence by the Chartered Institute of Personnel and Development.

Cranfield University similarly has a long history of serving HM Forces. The University evolved from the original establishment of Royal Air Force Cranfield in 1937 and subsequently the founding of the College of Aeronautics on the site in 1946. Since then a process of strong organic growth has seen the College spawn a succession of offshoots that have become the 5 Schools of Cranfield University as it exists today. Over this period of time, the institution has repeatedly affirmed its close ties to the Royal Air Force, the Aeronautical sector and Defence. In fact, the College of Aeronautics' first Principal was succeeded in September 1951 by Air Vice-Marshal Sir Victor Goddard. A policy of diversification brought about significant developments; the College became the Cranfield Institute of Technology and later attained university status. The growth and spread of Cranfield saw new developments including the academic partnership with the former Royal Military College of Science at Shrivenham – now

part of the Defence Academy of the UK and the location of Cranfield Defence and Security. Cranfield University is now one of Britain's largest centres for postgraduate teaching and applied research, and is the leading British university in terms of its income from industrially and commercially funded research.

The partnership of the 2 universities seeks to work in a true 3-way partnership with the Royal Air Force, and contribute fully to meeting the needs of developing the Service's present and next generation of warfighters and leaders. These individuals, irrespective of rank and specialisation, need to be capable of operating effectively in an operational environment dominated by uncertainty, complexity and ambiguity. The Government's 2010 Strategic Defence and Security Review identified the critical contribution educated minds will make to operational success in coming years; this presents part of the challenge for the academic partnership. Other elements include inculcating in junior officers and airmen an understanding of the history and ethos of the Royal Air Force, the contribution aerospace power makes to contemporary operations, and will continue to contribute to the future operational environment and contributing to the development of well-rounded and effective leadership skills at all ranks within the Service.

Both universities seeks to build on a shared strong foundation of working with UK Armed Forces, in addition to their experiences working with larger organisations undergoing transformational change. Cranfield University, for example, has worked in close partnership with the Ministry of Defence for nearly 3 decades, but both universities seek to supplement military training with innovative teaching which seeks to promote flexible and critical thought. This educational approach is a critical component of the individual development so necessary to meet the security challenge of increasingly complexity and unpredictability. In addition, both universities will be working to provide and publicise reliable and innovative research that seeks to inform as wide an audience as possible of air power's unique attributes, history and primacy on the modern battlefield.

The partnership has got off to a strong start; collaboration and cooperation resulted in a seamless transition to the new academic partner. In part this was due to the majority of the highly experienced and effective academics, who have developed their skills within the RAF College over several years under the King's College London contract, agreeing to transfer to the new contractor. But this is only part of the story; the emphasis placed by PBS on delivering a partnership approach, of setting sights high to achieve an exemplary pilot version of the Senior Officers' Study Programme, and demonstrating innovation from the outset, also contributed to what has been a testing but rewarding and successful start.

Air Commodore David Stubbs, Commandant of the RAF College Cranwell said: "This contract demonstrates the RAF's commitment to developing our people to be among the best leaders of their generation. Senior officers will be challenged to bring their wealth of experience back to the academic environment in order to thrash out the big issues surrounding the future of national and international defence and air power, thus institutionalising the culture of strategic thinking that is called for by today's ever more complex military-political landscape".



The RAF Commandant, Air Commodore David Stubbs, welcomes members of Portsmouth Business School and Cranfield Defence and Security to the College. Front row, left-right, Air Commodore (Ret'd) Nick Randle (PBS), Mr David Smith (PBS), The RAF Commandant, Dr Sylvie Jackson (CDS) and Mr Nick Capon (PBS).

His comments were echoed by Professor Gioia Pescetto, Dean of Portsmouth Business School, who said: "I am delighted that Portsmouth Business School is working with the Royal Air Force and look forward to the partnership between the School and Cranfield Defence and Security maturing to become a real partnership with the Air Force. The opportunities presented by the contract are truly boundless. For Portsmouth Business School it represents a strategic opportunity to further diversify into the security and defence sector and to further develop our leadership studies portfolio. The Royal Air Force College is an impressive building in which impressive work is taking place, I am proud that my School is part of this enterprise".

Professor Gioia Pescetto, Dean of Portsmouth Business School



May 2013 - SERE Training

Specialist Entrant And Re-Entrant Officer Training

Officer Cadet C Bullock, SERE Course, Officer & Aircrew Cadet Training Unit

The vast majority of Royal Air Force Officers have earned their commission following completion of Initial Officer Training (IOT), a complete and arduous introduction to the Service way of life where they developed an understanding of their responsibilities of being awarded that commission. However, this is not the case for all Officers. By virtue of professional qualification or previous service, a number of students undertake their officer training via the shorter Specialist Entrant and Re-Entrant (SERE) course, where there is little luxury of time to develop the skills and attributes required of them. This article aims to demonstrate how the SERE course has evolved in order to help them achieve these standards and produce high quality officers, who can stand proud with the other graduating cadets on the College Hall Parade Square.

The SERE course caters for those joining the Medical, Dental, Nursing, Legal and Chaplains branches, as well as for re-entrant officers of all branches seeking to rejoin the Service. Recent courses have included cadets from an ever broader background, including Physiotherapists and Radiographers moving into the Medical Support role. Some of the cadets already have the occasionally confusing privilege of having been awarded their commission prior to commencing military training (although the SERE Course 'confirms' their commission). The SERE course has taken place at RAF College Cranwell for just over 33 years. Prior to this, training had been conducted at the Officer Cadet Training Units at RAF Jurby on the Isle of Man then RAF Feltwell in Norfolk, where it was called the Professionally Qualified and Re-Entrant (PQ&RE) course, before later moving to RAF Henlow. In January 1980, the SERE course settled here at RAF Cranwell, at what was then the Department of Initial Officer Training (DIOT). Initially just 4 weeks long, the shorter duration course (relative to IOT) earned SERE a tongue in cheek reputation of being a 'vicars & tarts' attendance course. When known as PQ&RE, the course had a nickname of 'Pick one Quick and Retire Early'. Now an 11-week course, SERE has earned itself a far higher reputation by condensing the essential elements of IOT in a rollercoaster ride of Professional Studies, Leadership and Force Protection (FP) training, with each week bringing its own varied challenges.



SERE cadets putting paid to the image of 'vicars & tarts' as they march a heavy stretcher through the snow during 'Battle PT'.

Each SERE course begins with arrival to College Hall Officers' Mess on a Sunday afternoon, one week earlier than the start of the new IOT main Squadron intake. This allows for an induction week, before running

alongside the 10-week IOT term. Following the unload of fully packed boxes, ironing boards and far too many clothes, the cadets have an initial briefing with the Directing Staff (DS) followed by Attestation by the Squadron OC, where cadets are formally sworn into the RAF. The subsequent couple of weeks consist of rapid militarisation. Because of the professional background and extra 'life experience' (and in some cases extra grey hairs!) of the Officer Cadets that join SERE, some find adapting to this phase easier for some than others. From learning terms of address and receiving lessons in drill, to ironing perfection and the daily dispelling of dust, these few weeks are a steep learning curve. Effective and almost instantaneous teamwork is required in order to achieve the standards of uniformity, as well as the humility to accept that even as a highly skilled professional you may not be very good at 'bulling' your shoes. During this time the cadets also start their classroom based studies, which include Defence Writing, Essential Service Knowledge (ESK) and Air Power Studies, with PED lessons breaking up the day and allowing the cadets out for some fresh air. The ESK curriculum also extends out of the classroom, with a formal 'Meet-and-Greet' night, where cadets learn hosting skills. Leadership is also introduced at this stage, with lecture based theory as well as developing the 'SMEAC' style of briefing in a day of hangar based leadership exercises. The cadets then attend Force Development Training Centre Crickhowell for 3 days of adventurous training with the intent of pushing cadets out of their comfort zones. The Regiment Training Flight also delivers instruction on FP. This involves developing military bearing through patrolling skills, search techniques and other field-based skills, and all cadets also complete weapon-handling training. This is a change from previous thinking, where it was considered that 'non-combatant' SERE cadets did not require these skills. This field training is brought together with the first field Exercise of the course, Ex FIRST STEP, which is an overnight stay in a 'bivvy' at Beckingham, run with the Term 1 IOT cadets.

From the start of Week 4, the SERE cadet is involved in back-to-back Exercises, resulting in almost as much time spent in the field as the full IOT course. This starts with Ex ACTIVE EDGE, which is a 3-night Exercise back at the Beckingham Training Area. This is the first time the cadets have to combine their FP and leadership training, taking it in turns to lead realistic scenarios. Having had the opportunity to consolidate their weapon-handling skills with a day at the 25m live-firing range, the cadets are able to simulate enemy contacts within the Exercise, considered to be one of the highlights. The following week is Ex MILAID, where the SERE course deploys to Stanford Training Area (STANTA) in which they follow a complex scenario, assisting civilian authorities with a search for missing children. The Exercise covers how to interact with the Police and the media, as well as furthering leadership development.

Week 6 brings the SERE cadet back to the classroom for some theory consolidation as well as Chemical Biological Radiological and Nuclear (CBRN) training, which is an experience well remembered, if not enjoyed. There is also the opportunity to demonstrate teamwork and competitive spirit with 'Ultimate Challenge,' a morning of gruelling physical competitions run by the PED staff in which cadets from IOT Term 3, SERE and also the Non-Commissioned Aircrew (NCA) course, compete in flights for the coveted 'Golden Boot' trophy. After this physically demanding day, the cadets get their rewards by attending a Training Dining-In night at the College Hall Officers' Mess, for many their first formal Mess function.



SERE cadets successfully apprehend a suspect individual during Ex MIL-AID.

Weeks 7 and 8 are the pinnacle of the SERE course, where cadets deploy on Ex DECISIVE EDGE for a 2-week exercise with IOT Term 3. Whereas the Term 3 cadets have visited RAF Syerston, or for Exercise purposes the country of 'Moltovia,' during Term 2, this is the first and only time that the SERE cadets participate in this Exercise. Consequently, they have to draw on everything they have learned so far in order to demonstrate good leadership and officer qualities. Each cadet performs a 6-hour 'lead' in one of a variety of roles including Adjutant, Guard Commander, Combined Incident Team Commander and Patrol Commander. These are assessed formally, and the cadets have to perform well in order to be recommended for graduation. It is a physically and mentally demanding period, stretching and testing the cadets in all the areas required of an officer.

On return from Ex DECISIVE EDGE, there is the nail-biting wait until the start of the following week, when each cadet receives an interview with the SERE Flight Commander. This is when the cadet will find out whether they are recommended to graduate, and as such the following evening has adopted the name 'Champagne Tuesday,' replacing the rather more pessimistic previous name of 'Black Monday'. From this point on, all graduating officers from both SERE and IOT Term 3 spend the next 2 weeks practicing their drill ready for the Graduation Parade, under the ever-watchful eye of the College Warrant Officer. Being the shorter course, the SERE cadets have had far fewer drill lessons than their



The Deployed Operating Base defences are out in place during Ex DECISIVE EDGE.

Term 3 colleagues, so with the added challenge of carrying a sword, the pressure is on to quickly reach the standard. Despite this, there are few in the audience on Graduation Day that would be able to tell the difference between a SERE and an IOT cadet, apart from perhaps the female Nursing Officers in their 'pirate hats'. The SERE course, thanks to the dedication and enthusiasm from its DS, is an intensive and wholly encompassing 11 weeks that fulfils its objective to polish its cadets into competent officers, who understand and appreciate the responsibilities of the Queen's Commission. It is a feat certainly worth toasting come the Graduation Dinner!

May 2013 - College 'LLL' (1)

Officer Development & Education - The Evolving Challenge

Flight Lieutenant Stu Coffey MSc RAF, Junior Officer Development Programme, Joint Service Command & Staff College, Shrivenham

Flt Lt Stu Coffey has experience in the field of leadership and instructional duties. A C130-J Hercules captain by profession, he was a Flight Commander at the Officer and Aircrew Cadet Training Unit (OACTU) during the last of the old 24-week courses between 2003 and 2005, and was involved in trialling new exercises designed for the current course. A current instructor on the new Junior Officer Development Programme (JODP) - the replacement for the former Junior Officers' Command Course (JOCC), he has also completed the Intermediate Command and Staff Course (Air), [ICSC(A)], as a student. He has therefore seen all generic officer training prior to the Advanced Course. In this article, he discusses the through-service generic officer education and development, and how it adapts to meet the challenges of the present and future.

Transformational Leadership - we aspire to employ it. But what does it look like? How can we tell in the moment that one initiative is more transformational than another? In Churchill's wilderness years (between the World Wars) his vision of the growing Nazi menace, and his confidence to maintain a minority position in the face of almost unanimous disagreement across the political divide, demonstrated an ability to see the bigger picture despite the consequences. To truly transform an organisation from the top takes a similar level of steadfastness; a recognition that change is needed with a vision to achieve it, whilst understanding the culture that will enable that change to happen.

An old Chinese proverb reads "When the wind of change blows, some people build walls and others build windmills". This has been a truism of the Royal Air Force's professional development of officers over the last decade. The RAF has taken the opportunities afforded by the winds of change to shepherd in a new dynamic across generic officer development. At the turn of the century, Sir Peter Squires instituted a radical rethink of how officers were trained at Initial Officer Training. The remit was simple; start with a blank page. Nothing is sacrosanct and nothing too outlandish. Instead of simply adding extra to what went before, a full and detailed training-needs analysis took place to establish what behaviours and values needed to be inculcated in the officers of the future. Later, Sir Jock Stirrup and Sir Glenn Torpy encouraged the momentum to be maintained beyond IOT into the Junior and Intermediate staff courses. The RAF has, therefore, embarked on a redesign of generic officer development that is arguably the most innovative and comprehensive in its history, and this progression continues into the present day.

This article charts the changes that have been made to officer development in the RAF since the end of the Cold War from the perspective of someone who has been a recipient of the old and a deliverer of the new. It represents this officer's experience-based opinion, and does not claim to represent policy or organisational intent.

Generic Officer Development in the 1990s

Generic officer development in the early 1990s consisted of 18 weeks at RAF Cranwell as an officer recruit. When officers had completed their specialist training and first tours they then applied to undertake the Individual Staff Studies Course (ISSC), sometime between 4 and 12 years in the Service, following which they would be eligible to apply to complete the 3-week Junior Officer Command Course. Upon selection for promotion to the rank of Sqd Ldr, they would then complete the 4-week Intermediate Command and Staff Course (Air) [ICSC(A)]. This haphazard development regime resulted in periods of up to a decade between generic officer education interventions. Additionally, staff training was considered a stepping-stone to promotion - something that needed to be done to move on, rather than as a means to develop in the current rank. Later, if considered suitable for command, and officer would complete the 1-year Single-Service Advanced Course.

The contrast with the current system is stark. IOT now takes 30 weeks to complete, 14 weeks longer than 20 years ago. Newly graduated officers immediately join the generic education timeline that results in a residential intervention at the JSCSC every 2 years until 3 interventions are complete. The total residential time at the JSCSC for junior officers

following the new JOD Programme is 4 weeks vice the single 3-week iteration (JOCC) that it replaced. The ICSC(A) was similarly extended to 8 weeks in 2007 from the former 4 weeks duration.

Advanced Course Development

Following the Defence Costs Study of 1994, and lessons learned process after the first Gulf War, PJHQ was opened by The Rt Hon Michael Heseltine in April 1996. One of the reasons for this development was to improve 'jointery' across Defence. Subsequently, in September 1998, the first Tri-Service Advanced Command and Staff Course began bringing the best of each Service together at an earlier point in their careers than hitherto, in an effort to further improve understanding between the Services and develop jointery at the command level.

Officer Recruit Training

This author joined the RAF just after a change in officer training had taken place after the end of the Cold War. The former 18-week officer recruit training programme had been replaced with an extended 24-week version incorporating more academic study and a distinct military skills section at the beginning to 'militarise' new recruits before they could progress to the 'main Squadrons' where they would be taught field leadership. However, the answer to the question was known before the solution had been decided: 24 weeks was the answer with the question being simply this, "What extra training should be added to the existing 18-week course?"

During his time at OACTU as a Flt Cdr, what became clear to the author was that the rationale and resources put into the new change from 2006, that was to become the new 30-week course, was indeed groundbreaking. No longer was an answer provided in terms of the length of the course and then a decision made to simply fill the extra weeks by extending the existing course. This new course design started with a blank piece of paper. Firstly, branches and all other stakeholders were asked to contribute what they wanted from IOT graduates. A comprehensive training-needs analysis was then completed to establish the requirement before designing a course to fulfil those needs. The lead-in time was extensive: The project had started before 2003 and the first course did not begin until 2006. The constraints were kept to the absolute minimum.

Since 2006, officer recruits have undertaken a 30-week course comprising three 10-week terms separated by periods of either leave or 'reinforcement' training. However, whilst this represents a 25% increase in the investment of new officer recruits, this simple fact hides the truly transformational nature of the change that started some 4 years earlier. In September 2003, the energy for the new IOT course was being supplied by Wg Cdr Dan Archer. Many at OACTU were sceptical because much of what was taught on the former IOT was being discarded or significantly altered. Staff believed in the product they were developing and found it hard to see past the seemingly wholesale changes being made to the system into which they had bought. However, the change witnessed by staff on the new JODP of this new breed of junior officer has been almost entirely positive.

A key element of this new IOT course included a graduation expectation following successful completion of the second term. This allowed yet-to-graduate 'officers under supervision' to attempt leadership in different ways to expand their leadership repertoire. This was called giving

'permission to fail' to achieve greater success. By having a developmental term following a positive assessment of their functional leadership ability, 'officers under supervision' could experiment in a safe environment where the only impact of failure would be on their peers rather than those under their command once they had left IOT as a graduate. This radical departure to a system whereby failure could be accepted and used as a tool to aid development took courage to introduce, support and maintain. It transformed OACTU's culture by empowering students to take ownership of their leadership style development whilst still in training, using peer-learning to great effect.

The result of the changes has been a cohort of junior officers who have a greater willingness to question the status quo. There have been reports that this has changed too far in that junior officers are less respectful of the chain of command. However, the Haddon-Cave report from 2007 indicated that more questioning should be encouraged if Risk Management is to improve in general and a recurrence of the Nimrod disaster is to be avoided: a constructive dissent model of junior officership is preferable to a model of destructive consent. This gives the impression that some are not comfortable with the questioning nature of this new breed of junior officer. However, in the author's opinion this is a classic generational cultural divergence. In the modern RAF, where responsibility is pushed down to the lowest possible level, all should expect to be challenged as to the rationale and efficacy of their decisions, and this should be considered as healthy debate and not insubordination.

Junior Officer Development Programme (JODP)

For the new (post-2006) cohort of junior officers, JOD 1, 2 and 3 are the residential developmental interventions undertaken nominally at the 2, 4 and 6 year points post-IOT respectively. These courses have been designed to continue the development of this new breed of free-thinking and intellectually engaged officer, and to instil a sense and expectation of continual professional development at an early stage of their RAF careers. Indeed, the new JODP that has replaced JOCC is different in many ways. Firstly, the course has only 1 element of formal assessment in the form of a 2500-word essay to be submitted directly to the university staff at the JSCSC following their last JOD course, JOD 3. The fact that the course is unassessed until this point gives the students the intellectual freedom to innovate and voice their opinions freely without fear of censure. Notwithstanding this, unsupported assertions and those opinions that lack depth are still challenged by peers, instructors and university

lecturers alike. Indeed, students are required to work hard during each intervention with extensive evening work each night. Conversely, the lack of assessment has improved the quality of output by allowing quality to be dictated by the personal motivations of the students themselves. The driving force behind the quality output that is seen is the informal assessment by their peers and their sense of pride and professionalism. External validators comment that many of the presentations produced could equally grace higher courses such as ICSC(A) or indeed the Advanced Course.

Perhaps the most important element of the change in delivery from JOCC to JODP is the use of blended learning to make the most of the precious resource, the residential time away from primary roles. At the 18-month point between residential interventions, individuals book onto courses. This gives students 6 months to prepare and complete pre-course activity that typically equates to between 40 and 60 hours of pre-course reading and associated activity. Indeed many students arrive having spent upwards of 100 hours preparing for their courses. This results in students arriving for each course with deliverables pre-prepared. Because there is an electronic audit process, staff can check to see how much of the activity has been accessed on Professional Military Development (Air) Online [PMD(A)], by students to gauge their pre-course progress prior to the courses and then 'encourage' as required.

Groups have a lot of deliverables to perform once they arrive and so do not have time to catch up their 40+ hours of pre-work once they have arrived. Hence, it is not uncommon for students to realise upon arrival that they would be a burden to their group because they have ill-prepared for their course, voluntarily departing back to their home units, to come back another time and 'do themselves justice' among their peers. It has become a matter of pride to perform as well as possible on the JOD courses to leave with self-esteem either intact or enhanced, rather than to see the course as simply a hurdle to be jumped. Each course also involves post-course validation and further on-line activity in the 6 weeks following completion of a JOD iteration, be it a written brief to provide feedback on students' written communication skills or the essay at the end of the JOD programme. Therefore, no junior officer is ever more than 17 months from involvement in working towards their JODP completion within their first 7 years of service. By using pre and post-course activity in this way, the efficacy of the 4 weeks of residential work over the 6-year post-IOT continuum is magnified. Both of the other 2 services are in the process of developing their own online portal using PMD(A) online as a template.



May 2013 - College 'LLL' (2)

The academic level of output of the new JODP is higher than that of its predecessor. JOCC was validated by the Open University at Level 5. The JODP has recently been validated at Level 6 by the Institute of Leadership and Management. The benefit of repeated examination of subjects at successive interventions is demonstrated well by the leadership element of the Programme. JOD 1 starts with a facilitated discussion sharing experiences and pragmatic solutions to everyday leadership challenges. Part of the value of a 2-year break between iterations is the ability to reflect on that learning, implement ideas or change and then report back on the following course. On JOD 2 new models are introduced, currently 'Kotter's 8-steps' and the 'Kubler-Ross Grief Cycle', before performing a Cambridge Union-style debate on a nominated leader against their peers.

Kotter's 8-steps are particularly suited to explaining the logical and methodical process of leading change and addressing common failures of change programmes. The Kubler-Ross model deals with emotional intelligence thereby helping new Flt Cdrs understand the emotional processes personnel transit when the organisation they care deeply about is being changed. By the time students reach JOD 3, their pre-work is to develop and come prepared to present a model of leadership of their own design, which encompasses all their experience and study of leadership since joining the RAF some 7+ years before. Again, the value of the 4 weeks of junior officer development has enhanced the quality of each attendee and been magnified by the design that deliberately enforces 2 years of reflection between each intervention.

ICSC(A)

The original 2006 IOT cohort are now approaching ICSC(A), hence the current re-working of the ICSC(A) course content to allow the excellent progress to date to be continued beyond the JODP and into the senior ranks. The ICSC(A) is for newly promoted Squadron Leaders and is aimed at preparing them for their new rank. At the end of the Course the students should have a greater understanding of Air Power's contribution to Defence as a whole. This is to increase their credibility, particularly as Air Power advocates within the joint environment. The Course is residential within the JSCSC. In an ideal world, all students would complete the course on promotion and prior to taking up their new appointments, although manning constraints make this unachievable for many officers. However most students do complete the course within, or at the end of, their first tour as Squadron Leaders. In its original guise, the course was 4 weeks long; however, in 2007 a decision was taken by the RAF Senior Leadership Team to increase this to 8 weeks. It was believed that this would give the RAF's newly promoted senior officers the maximum benefit and opportunities offered by the JSCSC, whilst working within manning constraints.

In the current form, ICSC(A) is 'blocked' into 6 modules: Introduction; Air and Space Power; Strategic Context; Warfighting and Planning; Command Leadership and Management; Air Power Presentations and Future. When at the Staff College the students' time is split between lectures, primarily given by university lecturers or visiting senior officers, Syndicate Room lessons and discussion periods. In addition, there are external visits to Air Command, MOD, HQ Land, HQ Fleet, DE&S and PJHQ. One of the main benefits of the extending the course from 4 to 8 weeks was that it enabled greater support from the highest levels of Defence. Over the past year the ICSC(A) has been privileged to hear from the Chief of the Air Staff, the Second Sea Lord, Director General Finance, as well as various other senior officers from all services and the Civil Service. Another advantage of extending the course was that it gave the opportunity for a 3-day Staff Ride to be included. This takes place in the Pas-de-Calais region of Northern France where, accompanied by Academics, various First and Second World War stands are visited. For many students this proves to be the highlight of ICSC(A), despite the fact that they are required to give a formally-assessed group presentation on an aspect of warfare relevant to a particular stand.

Throughout the Course the students' analysis is assessed at the post-graduate level. The main academic assessment is a 4000-word essay which is marked by the retained university staff. The final assessment comes in the form of a formal group Air Power Presentation in the last week of the course.

The future ICSC(A) is currently under development. A new academic module has been developed, and although similar in outlook and construct to the current module it has been further refined and brought up to date. The other aspects of the course are being developed by the RAF Division's in-house Course Design Team. Although the work is currently on-going, ICSC(A) will be restructured to bring it in line with the output from the JOD Programme; in particular, marrying it with the output from JOD 3. Some elements of the Course will remain, such as the Staff Ride and the modularized structure, however, others will be amended. For instance, it is currently planned to replace the group Air Power Presentations with an individual 'carousel' assessment that will run throughout the 8 weeks.

Summary

So, the RAF has truly built its windmills when the winds of change have blown to enhance its generic officer education. Is this iteration of professional development the optimum and final chapter? Certainly not. The current ICSC(A) redesign is looking to develop the perceptual and conceptual edge of JODP graduates and new senior officers. This is necessary as it is our people's ability to think through a problem with minimal resources that will give us the edge in the campaigns of tomorrow. Since 2003 and the invasion of Iraq, junior officers have worked alongside their peers in the other services at a very early stage of the careers than hitherto. With less personnel in Defence, the ability to operate jointly is an imperative. Therefore, it is the opinion of this author that integration of the services at an earlier stage in generic education than the Advanced Course is essential to improve cross-service understanding and operational output. However, engagement at a higher level than CAS is likely to be necessary to make that change a reality. Now that truly would be a transformational change.

In the meantime, is there anything that could be done to improve the RAF's system? This author opines that the current ICSC(A) should be split into 2 distinct courses and for these to join the continuum beyond JOD 3. Squadron Leaders are required to complete a staff and command tour to be considered for promotion, so the first 2 tours as a Sqn Ldr would be one of each type in an ideal world. Therefore, the continuing of small bite-size interventions should go beyond JOD 3 to similarly magnify the efficacy of the ICSC(A) and improve the preparedness of a cohort to compete with their land counterparts, who will have completed a much longer 32-week ICSC (Land) course in preparation for the Advanced Course. It can be difficult to recognise the transformational nature of change programmes in the moment. However, with hindsight, the change process that was instituted by Sir Peter Squires has left a true legacy of an early-career development programme that is the envy of the other 2 Services. The challenge will be to keep that momentum to inject jointery at an earlier stage and to target those interventions at the appropriate point for individuals to better prepare them for the roles they are required to fill in the Service need.

In the meantime, RAF culture is changing. The new cohort of junior officers have the Moral Courage to challenge with reason beyond their Area Of Responsibility. This ability is necessarily and deliberately being trained-in following the Haddon-Cave report. Consequently, all must accept the need to allow the constructive questioning of decisions/action, considering challenges as cooperative and collegiate, to be encouraged and supported, perhaps in the transformational sense. This is cultural and behavioural change in action, initiated by a leader's vision. It has reached the self-sustaining point and will continue to filter through the organisation. Sometimes it takes time to see the transformational nature of a change programme, but this one is a fitting example in action.

May 2013 - Prize Winners 2012-13 (1)

Royal Air Force College Cranwell - Prizewinners May 2012 - 2013

Officer & Aircrew Cadet Training Unit

Initial Officer Training Course Annual Awards

Annual Awards are given during the Queen's Review of the RAF College. In 2012, this coincided with the graduation of IOTC 28 & SERE 22 on 20 Sep 12. The reviewing officer was Air Chief Marshal Sir Stuart Peach KCB CBE ADC BA MPhil DTech DLitt FRAeS RAF, Commander of Joint Forces Command

The Queen's Medal

The Queen's Medal is awarded to the RAF officer who, during Initial Officer Training, proved to be the most outstanding cadet of the year.

Flying Officer M A Williams BSc RAF

The International Sword of Honour

The International Sword of Honour is awarded to the International officer who, during Initial Officer Training, proved to be the most outstanding International cadet of the year.

Pilot Officer N A H Al-Zahli RAFO

The Ecole De L'Air Trophy

The Ecole De L'Air Trophy is awarded to the RAF officer who, during Initial Officer Training, produced the most distinguished performance of the year in academic studies.

Flying Officer S W Martin BA MEng(Hons) RAF

The Prince Bandar Trophy

The Prince Bandar Trophy is awarded to the RAF officer who, during Initial Officer Training, submitted the best essay of the year on a Defence-related topic.

Flying Officer I G Brooke-Bennett MSc RAF

The John Constable Memorial Trophy

The John Constable Memorial Trophy is awarded to the RAF officer, under the age of 21 at entry to the RAF College, who, during Initial Officer Training, demonstrated the greatest potential for further development by producing the best overall performance in both leadership and professional studies during the year.

Pilot Officer M J Robbins RAF

Initial Officer Training Course Awards

The Sword of Honour

Awarded to the cadet who, has demonstrated outstanding ability, leadership and other officer qualities and potential for further development.

IOTC 26	Officer Cadet B H A Collins BSc RAF
IOTC 27	Not Awarded
IOTC 28	Officer Cadet M J L Wood RAF
IOTC 29	Officer Cadet D A Stevens RAF
IOTC 30	Not Awarded

The Hennessy Trophy and Philip Sassoon Memorial Prize

Awarded to the RAF cadet who, during Initial Officer Training, has proved to be the best all-round cadet, other than the Sword of Honour winner.

IOTC 26	Not Awarded
IOTC 27	Officer Cadet V H Garrad BA RAF
IOTC 28	Officer Cadet M A C Myers BA RAF
IOTC 29	Not Awarded
IOTC 30	Officer Cadet M A Preston RAF

The MacRobert Prize

Awarded to the cadet who, during Initial Officer Training, in the opinion of his peers, has made the greatest contribution to the course.

IOTC 26	Officer Cadet C E Mitchell RAF
IOTC 27	Officer Cadet J M L Conolly RAF
IOTC 28	Officer Cadet S D Kingshott BSc RAF
IOTC 29	Officer Cadet J B Knight RAF
IOTC 30	Officer Cadet J M Moore RAF

The King's College London Trophy

Awarded to the cadet who, during Initial Officer Training, has demonstrated consistent academic excellence.

IOTC 26	Officer Cadet D P Smith MEng RAF
IOTC 27	Officer Cadet V H Garrad BA RAF
IOTC 28	Officer Cadet M A C Myers BA RAF
IOTC 29	Not Awarded
IOTC 30	The King's College London Trophy has been removed from the list of prizes.

The BAE Systems Trophy

Awarded to the RAF or International cadet who has attained the highest marks for professional studies on the course.

IOTC 26	Not Awarded
IOTC 27	Officer Cadet G A Wilkie MEng RAF
IOTC 28	Officer Cadet V L L Williams MEng ARAeS RAF
IOTC 29	Officer Cadet A R Hamling BSc RAF
IOTC 30	Officer Cadet N J Crosthwaite BSc RAF

Overseas Students' Prize

Awarded to the International cadet who, during Initial Officer Training, has attained the highest marks for professional studies on the course.

IOTC 26	Not Awarded
IOTC 27	Not Awarded
IOTC 28	Officer Cadet Y A Kadhim IQAF
IOTC 29	Not Awarded
IOTC 30	Officer Cadet S Attard AFM

The Group Captain Williams Memorial Trophy

Awarded to the RAF cadet who, during Initial Officer Training, has shown the greatest improvement.

IOTC 26	Not Awarded
IOTC 27	Officer Cadet K V Ferguson BSc RAF
IOTC 28	Officer Cadet C D Hinton RAF
IOTC 29	Not Awarded
IOTC 30	Officer Cadet J D O'Neil BSc RAF

The Sarah Moland Prize

Awarded to the RAF cadet who, during Initial Officer Training, has demonstrated outstanding qualities of courage and fortitude.

IOTC 26	Not Awarded
IOTC 27	Not Awarded
IOTC 28	Not Awarded
IOTC 29	Officer Cadet R D Maxwell-Whale RAF
IOTC 30	Not Awarded

The Longcroft Trophy

Awarded to the cadet who, during Initial Officer Training, has contributed most to sport.

IOTC 26	Not Awarded
IOTC 27	Not Awarded
IOTC 28	Not Awarded
IOTC 29	Not Awarded
IOTC 30	Not Awarded

The RAF Club Prize

Awarded to the RAF cadet who, in the eyes of the Directing Staff has, throughout the course, shown grit and unwavering perseverance, meeting every challenge with enthusiasm.

IOTC 26	Officer Cadet T A Ginger BSocSc RAF
IOTC 27	Officer Cadet P M Williams RAF
IOTC 28	Officer Cadet E M Hobson BEng RAF
IOTC 29	Officer Cadet C Smyth RAF
OTC 30	Officer Cadet P D Yarwood RAF

The Warrant Officer Bill Torrance Trophy

Awarded to the graduating officer who, in the opinion of the Physical Education Staff, has throughout Initial Officer Training shown maximum effort, determination, and a high level of fitness.

IOTC 26	Officer Cadet A Burt MEng RAF
IOTC 27	Officer Cadet P M Williams RAF
IOTC 28	Officer Cadet S D Kingshott BSc RAF
IOTC 29	Officer Cadet D A Stevens RAF
IOTC 30	Officer Cadet P D Yarwood RAF

Specialist Entrant and Re-Entrant Course Awards

The Daedalus Trophy

Awarded to the student who, during training on the Specialist Entrant and Re-Entrant Course Officer, has proved to be the best all-round cadet.

SERE 20	Officer Cadet C J Carré Dip(HE) RAF
SERE 21	Not Awarded
SERE 22	Officer Cadet N R McNamee MSc BSc MCSP RAF
SERE 23	Officer Cadet I D O'Brien BSc MBChB RAF
SERE 24	Officer Cadet M F Hayhurst BA RAF

The Chapman Trophy

Awarded to the Specialist Entrant and Re-Entrant Course Officer cadet who, by showing strength of character, has succeeded despite adversity and who inspired others on the course to reach the exacting standards required to graduate.

SERE 20	Officer Cadet M A Obayed MBBS BSc AICSM RAF
SERE 21	Not Awarded
SERE 22	Not Awarded
SERE 23	Officer Cadet N F Morrell BSc MCSP RAF
SERE 24	Not Awarded

Non Commissioned Aircrew Initial Training Course Awards

The Air Gunners' Association Trophy

Awarded to the cadet who, during NCA Initial Training, attained the highest overall academic performance.

250 NCAITC	Not Awarded
251 NCAITC	Not Awarded
252 NCAITC	Sgt M G Irons
254 NCAITC	Sgt S M Squires

The Butler Trophy

Awarded to the cadet who, during NCA Initial Training, has demonstrated outstanding team support.

250 NCAITC	Sgt O C Batty
251 NCAITC	Sgt A M Hurcombe
252 NCAITC	Sgt J R Elkin
254 NCAITC	Not Awarded

The Bowering Trophy

Awarded to the cadet who, during NCA Initial Training, has demonstrated the greatest determination, effort and enthusiasm in physical education.

250 NCAITC	Sgt J Lyon
251 NCAITC	Sgt A M Hurcombe
252 NCAITC	Sgt L J Armstrong
254 NCAITC	Sgt C Hannibal

The Training Trophy

Awarded to the graduating SNCO who, during NCA Initial Training, has made the greatest improvement throughout the course.

250 NCAITC	Sgt O C Batty
251 NCAITC	Sgt B A Light
252 NCAITC	Not Awarded
254 NCAITC	Sgt C Hannibal

The Cadet's Cadet Trophy

A new award as of 254 NCAITC, the Cadet's Cadet Trophy is awarded to the graduating SNCO who, during NCA Initial Training, has made the greatest contribution to the course, in the opinion of his/her peers.

254 NCAITC	Sgt S A Naylor
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The Training Poignard

Awarded to the cadet who, during NCA Initial Training, has achieved the best overall performance in leadership and SNCO qualities.

250 NCAITC	Sgt O C Batty
251 NCAITC	Sgt A M Hurcombe
252 NCAITC	Sgt M G Irons
254 NCAITC	Not Awarded

Reserve Officers Initial Training Course Awards

The Trenchard Trophy

Awarded to the graduating Reserve officer who, during the Reserve Officers Initial Training Course, has achieved the best all-round performance

ROIT 50	Officer Cadet Thomas James BSc MBChB FCEM RAuxAF
ROIT 51	Officer Cadet Alexander Norman BSc MBChB RAuxAF

May 2013 - Prize Winners 2012-13 (2)

Defence College of Logistics and Personnel Administration Annual Awards

The BAe Systems Prize

Awarded to the student on the Defence Logistics Staff Course, latterly the Air Logistics Staff Course, who achieves the highest overall academic average throughout the duration of each Cohort.

Cohort 1	Lieutenant Commander S Forge RN
Cohort 2	Commander R Scandling RN

The AgustaWestland Prize

Awarded to the student who submits the best individual academic essay throughout the duration of each Cohort.

Cohort 1	Lieutenant Commander S Forge RN
Cohort 2	Major N Torrington RLC

The Chartered Management Institute Prize

Awarded to the student who achieves the highest aggregated mark, across 2 Cohorts, measured against 4 discrete academic management essays.

Cohort 1	Lieutenant Commander S Forge RN
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The Chartered Institute of Purchasing and Supply Prize

Awarded to the student who submits the best Masters level dissertation during the academic year.

Cohort 1	Squadron Leader H Parr RAF
Cohort 5	Flt Lt H Wilkinson RAF

Air Warfare Centre Cranwell

Andrew Humphrey Memorial Gold Medal

Awarded to the Aerosystems Course member who is assessed by the staff as having achieved the highest overall standard throughout the Course and made the greatest personal impact upon the overall success of the Course. The award takes into account both academic and personal qualities.

No 44 Aerosystems Course	Flight Lieutenant J B Cooke RAF
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The Aries Trophy

Awarded to the Aerosystems Course member who, in the view of the staff, submits the best personal project.

No 44 Aerosystems Course	Lieutenant C R Fellows RN
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The Edinburgh Trophy

Awarded to the Aerosystems Course member who is assessed by the staff as having achieved the highest overall standard in the computer and communications related subjects on the course.

No 44 Aerosystems Course	Lieutenant P J L Coughlin RN
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The Royal Institute of Navigation Trophy

Awarded to the Aerosystems Course member who is assessed by the staff as having achieved the highest overall standard in the navigation-related subjects of the Course.

No 44 Aerosystems Course	Lieutenant I K Holmes RAN
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The QinetiQ Trophy

Awarded to the Aerosystems Course member who is assessed by the staff as having contributed the most in the Flight Trials module of the course.

No 44 Aerosystems Course	Lieutenant C R Fellows RN
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SELEX Trophy

Awarded to the Aerosystems Course member who has achieved the best overall standard in the Sensors module.

No 44 Aerosystems Course	Lieutenant C R Fellows RN
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Old Crows' Award

Awarded to the student who has submitted the best Electronic Warfare project.

No 44 Aerosystems Course	Flight Lieutenant J C Harkin RAF
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The Thales Trophy

Awarded to the Aerosystems Course member who has submitted the best Industry Studies Exercise paper on the course.

No 44 Aerosystems Course	Flight Lieutenant I D A Standen RAF
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No 3 Flying Training School

The No 3 Flying Training School Sword of Merit

Awarded to the student, at each graduation, who has produced the best overall performance during training, irrespective of rank. The award is subject to grades of 'high-average' or 'above-average' both on the ground and in the air.

Not Awarded.

The R M Groves Memorial Prize and Kinkead Trophy

Awarded annually to the best all round Royal Air Force graduate from Elementary Flying Training.

2012 Winner	Flying Officer Philip Dawe RAF
2012 Runner-up	Pilot Officer Matt Pilbeam RAF

The Michael Hill Memorial Prize

Awarded annually to the Royal Air Force graduate from Elementary Flying Training with the best proficiency in applied flying.

2012 Winner	Flight Lieutenant Adrian Cooper RAF
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The Meteor Trophy

Awarded to the EFT Sqn that, in the opinion of HQ 3 FTS, has performed the best over the past year.

2012 Winner	115(R) Sqn
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No 1 Elementary Flying Training School

The Bryan Memorial Trophy

Awarded to the Royal Air Force student who has delivered the best performance during Groundschool.

EFT 163	Flying Officer M Douglas RAF
EFT 164	Flight Lieutenant A Toogood RAF
EFT 165	Flying Officer N Blundell RAF
EFT 166	Flight Lieutenant P Cais RAF
EFT 167	Not Awarded
EFT 168	Flight Lieutenant J Eatherton RAF

The VT Aerospace Trophy

Awarded to the Royal Air Force student who has displayed the best performance in the air.

EFT 163	Flying Officer M Douglas RAF
EFT 164	Flight Lieutenant A Cooper RAF
EFT 165	Flying Officer N Blundell RAF
EFT 166	Flying Officer P Dawe RAF
EFT 167	Not Awarded
EFT 168	Flight Lieutenant J Eatherton RAF

The Dickson Trophy

Awarded to the Royal Air Force student who gives the best overall performance in the air and on the ground.

EFT 163	Flying Officer M Douglas RAF
EFT 164	Flight Lieutenant A Cooper RAF
EFT 165	Flight Lieutenant D Nash RAF
EFT 166	Flying Officer P Dawe RAF
EFT 167	Not Awarded
EFT 168	Flight Lieutenant J Eatherton RAF

The Midshipman Simon Trophy

Awarded to the Royal Navy student with the best results in Groundschool.

EFT 165	Lieutenant J Hole RN
EFT 166/7	Lieutenant M Nicoll RN
EFT 168	Lieutenant E Campbell RN

The Hargreaves Trophy

Awarded to the Royal Navy student with the best overall results in flying.

EFT 165	Sub-Lieutenant J Smith RN
EFT 166/7	Sub-Lieutenant L Wraith RN
EFT 168	Lieutenant E Campbell RN

The British Aerospace Trophy

Awarded to the best overall Royal Navy student during Elementary Flying Training.

EFT 165	Sub-Lieutenant J Smith RN
EFT 166/7	Sub-Lieutenant L Wraith RN
EFT 168	Lieutenant E Campbell RN

The Commanding Officer's Trophy

Awarded to the Royal Navy student displaying the best fortitude, character and individuality during EFT and 'The man you would wish to have on your Squadron'.

EFT 165	Lieutenant S Hall RN
EFT 166/7	Sub-Lieutenant L Wraith RN
EFT 168	Lieutenant E Campbell RN

The Martin Trophy

Awarded to the Army student who has demonstrated the highest skill and ability in aircraft piloting, during Elementary Flying Training.

APC 149	Second Lieutenant M Ibbotson AAC
APC 150	Second Lieutenant C Barber AAC
APC 151	Second Lieutenant J Henley AAC
APC 152	Corporal J Bahr R SIGNALS
APC 153	Corporal M English REME

The Bruce Trophy

Awarded to the Army student who has achieved the best overall navigation performance during Elementary Flying Training.

APC 149	Sergeant W Mintern-Fountain RLC
APC 150	Second Lieutenant C Barber AAC
APC 151	Corporal J Riley AAC
APC 152	Corporal J Bahr R SIGNALS
APC 153	Corporal M English REME

The Chief Groundschool Instructor's Cup

Awarded to the Army student who achieved the best overall Groundschool result.

APC 149	Second Lieutenant I Kiy AAC
APC 150	Second Lieutenant C Barber AAC
APC 151	Corporal J Riley AAC
APC 152	Sergeant J Lyon REME
APC 153	Corporal M English REME

The Horsa Trophy

Awarded to the Army student who has demonstrated the greatest determination and courage, during Elementary Flying Training.

APC 149	Second Lieutenant R McCrea AAC
APC 150	Second Lieutenant C Barber AAC
APC 151	Corporal of Horse J Griffin HCR
APC 152	Corporal J Bahr R SIGNALS
APC 153	Corporal J Linnett AAC

No 45(Reserve) Squadron

The Serco Trophy

Awarded to the student pilot who gains the highest overall marks on Ground-School during Multi-Engine Advanced Flying Training (awarded subject to the student achieving an 'above-average' Ground-School assessment).

203L Course	Flight Lieutenant T Grant RAF
205L Course	Not Awarded
206L Course	Flying Officer M Daley RAF
207L Course	Flying Officer B Wainwright RAF

Glen Trophy

Awarded to the student pilot who gains the highest overall marks for flying (awarded subject to the student achieving a 'high-average' assessment).

203L Course	Flight Lieutenant T Grant RAF
205L Course	Flying Officer R Saddler RAF
206L Course	Flying Officer E Reeder RAF
207L Course	Flying Officer N Zbieranowski RAF

Radley Trophy

Awarded to the student pilot who gains the highest overall standard in academic studies and officer qualities (awarded subject to the student achieving an overall 'high-average' assessment).

203L Course	Flight Lieutenant T Grant RAF
205L Course	Not Awarded
206L Course	Not Awarded
207L Course	Flying Officer B Wainwright RAF

May 2013 - Prize Winners 2012-13 (3)

Dacosta Trophy

The DaCosta Trophy is awarded at the discretion of Officer Commanding No. 45(R) Squadron, to the student who has shown the best overall improvement during the course.

203L Course	Flying Officer S Froggatt RAF
205L Course	Not Awarded
206L Course	Flying Officer M Daley RAF
207L Course	Flight Lieutenant W Easterbrook RAF

Royal Air Force Central Flying School, Cranwell

Wright Jubilee Trophy

Retained by the Central Flying School at RAFC Cranwell, and permanently displayed in York House Officers' Mess, it is now awarded to the display pilot from 22 Group who gives the best flying displays through the season. Competing aircraft types are: Grob Tutor; Shorts Tucano; BAe Hawk; and Beechcraft King Air.

Flight Lieutenant J Bond RAF

Trenchard Memorial Prize

Nominations for the award of the trophy are for any individual or organisation that has made a noteworthy contribution to the art of flying instruction. The terms of the competition are set very broadly, as the wording of the inscription on the trophy leaves plenty of scope for nominations. Operational, as well as the training arms of the 3 Services, are invited to submit nominations. The 'art of flying instruction' is deemed to include instruction in a wide range of flying disciplines, for example specific weapon-delivery techniques or operational tactics.

No Awarding Notified

Gross Trophy

Awarded to the student who has achieved the highest marks in Ground-School during the CFS course.

432 Main Fixed Wing Course	Flight Lieutenant A J Luckins RAF
433 Main Fixed Wing Course	Flight Lieutenant I D Brett RAF
434 Main Fixed Wing Course	Lieutenant A K Rotich (Kenyan Air Force)
435 Main Fixed Wing Course	Flight Lieutenant J W Boning RAF
436 Main Fixed Wing Course	Flight Lieutenant D C McHugh RAF

The Bulldog Trophy

Awarded to the Grob Tutor Qualified Flying Instructor who has achieved the highest average marks and assessments throughout the CFS course.

432 Main Fixed Wing Course	Flight Lieutenant M J L Jones RAF
433 Main Fixed Wing Course	Flight Lieutenant I D Brett RAF
434 Main Fixed Wing Course	Flight Lieutenant M S Palmer RAF
435 Main Fixed Wing Course	Not Awarded
436 Main Fixed Wing Course	Not Awarded

The Bulldog Cup

Awarded to the student who was judged to give the best aerobatic display in the Grob Tutor, during the CFS course.

432 Main Fixed Wing Course	Flight Lieutenant C Haywood RAF
433 Main Fixed Wing Course	Flight Lieutenant I D Brett RAF
434 Main Fixed Wing Course	Flight Lieutenant M S Palmer RAF
435 Main Fixed Wing Course	Not Awarded
436 Main Fixed Wing Course	Not Awarded

The Hopewell Trophy

Awarded course to the Shorts Tucano student who has achieved the highest assessments, during the flying phase of the CFS course, for ability and instructional technique.

432 Main Fixed Wing Course	Not Awarded
433 Main Fixed Wing Course	Lt Cdr N J Gray RN
434 Main Fixed Wing Course	Not Awarded
435 Main Fixed Wing Course	Flt Lt C W Thompson RAF
436 Main Fixed Wing Course	Not Awarded

The Clarkson Trophy

Awarded to the best Shorts Tucano aerobatic pilot on the CFS course.

432 Main Fixed Wing Course	Not Awarded
433 Main Fixed Wing Course	Flt Lt J Devine RAF
434 Main Fixed Wing Course	Not Awarded
435 Main Fixed Wing Course	Flt Lt T Morgan RAF
436 Main Fixed Wing Course	Not Awarded

The Hawk Trophy

Awarded to the best BAe Hawk instructor on the CFS course.

432 Main Fixed Wing Course	Not Awarded
433 Main Fixed Wing Course	Lt N Mattock RN
434 Main Fixed Wing Course	Not Awarded
435 Main Fixed Wing Course	Flt Lt T Morgan RAF
436 Main Fixed Wing Course	Not Awarded

The Indian Air Force Trophy

Awarded periodically on CFS courses for outstanding effort and determination.

432 Main Fixed Wing Course	Not Awarded
433 Main Fixed Wing Course	Flt Lt G Austin RAF Flt Lt E J Dudley RAF
434 Main Fixed Wing Course	Not Awarded
435 Main Fixed Wing Course	Not Awarded
436 Main Fixed Wing Course	Not Awarded

The CFS Trophy

Awarded periodically, when merited, to the best all-round student on the CFS course.

432 Main Fixed Wing Course	Not Awarded
433 Main Fixed Wing Course	Lt Cdr N J Gray RN
434 Main Fixed Wing Course	Not Awarded
435 Main Fixed Wing Course	Not Awarded
436 Main Fixed Wing Course	Not Awarded

The Folland Trophy

Awarded to the BAe Hawk student who demonstrated the best navigational skills throughout the CFS course.

432 Main Fixed Wing Course	Capt P Duborgel (French Air Force)
433 Main Fixed Wing Course	Flt Lt S Exley RAF
434 Main Fixed Wing Course	Not Awarded
435 Main Fixed Wing Course	Not Awarded
436 Main Fixed Wing Course	Not Awarded

The Top Hat

The Top Hat is awarded to the student who achieves the lowest marks in Ground-School during the CFS course.

432 Main Fixed Wing Course	Flt Lt M J L Jones RAF
433 Main Fixed Wing Course	Flt Lt D I Bradbury RAF
434 Main Fixed Wing Course	Not Awarded
435 Main Fixed Wing Course	Sqn Ldr AA Durrani (Pakistani Air Force)
436 Main Fixed Wing Course	Wg Cdr D Legg RAF

Air Cadet Organisation Annual Awards

The Lees Trophy

Awarded annually to the Squadron which is judged to be the best in the Corps, in overall achievement and efficiency, during the assessment year. This award takes into account size, location and facilities.

2160 (Sleaford) Sqn

Morris Trophy

The runner-up to the Lees Trophy, this is awarded annually to the Squadron which is judged to be the second-best in the Corps, in overall achievement and efficiency, during the assessment year. This award takes into account size, location and facilities.

633 (West Swindon) Sqn

The Commandant's Special Award

Awarded to any element of the Air Cadet Organisation, whether individual or Squadron, that merits formal recognition of their achievement, in the opinion of the Commandant.

282 (East Ham) Squadron

Dacre Sword

Awarded to the best male cadet, based on all-round performance

Cadet Warrant Officer Luke Horrobin
425 (Aldridge) Sqn

Dacre Brooch

Awarded to the best female cadet, based on all-round performance

Cadet Warrant Officer Sarah Flower
215 (City of Swansea) Sqn

The Ganderton Sword

Awarded to the officer who, on the recommendation of the Adult Training Facility Directing Staff, has performed to the highest degree in all aspects of the Officers' Initial Course.

Pilot Officer Elizabeth Tunley
2313 (Chalfonts) Sqn

The Quinton Memorial Trophy

Awarded to the SNCO who has achieved the highest academic results whilst on the SNCO Initial Course.

Sergeant (ATC) Thomas Hughes
2056 (Knutsford) Sqn

The Shackleton Trophy

Awarded to the Region, Wing or Squadron which mounts the most successful, imaginative and adventurous expedition.

London Wing
(Expedition to Tanzania)

The Air Squadron Trophy

Awarded to the best CCF (RAF) unit of the year.

Dulwich College CCF

Sir John Thomson Memorial Sword

Awarded to the best CCF (RAF) cadet of the year.

Cadet Warrant Officer Benjamin Moor
Colston's School CCF, Bristol

May 2013 - Senior Appointments (1)

Royal Air Force College Senior Appointments

Commandant Royal Air Force College and Director of Recruitment and Initial Training (Royal Air Force)



Air Commodore D J Stubbs
OBE ADC FRaE RAF

Air Commodore Stubbs was born in Chester and educated in North Wales. As an active member of the Air Training Corps he was awarded a flying scholarship in 1979, and soon after commissioned into the Royal Air Force at Royal Air Force College Cranwell (IOT 49- Mar 1981). Following pilot training in Yorkshire and Shropshire he served on a number of operational Support Helicopter Squadrons in various conventional and specialist roles. These have included Jungle Warfare, Sensor Operations, Arctic and Mountain Warfare and Maritime Counter Terrorism with duties in the UK, Northern Ireland and the Balkans operating the Puma, Chinook Mk 1 and 2, Gazelle and Merlin helicopters. He has enjoyed a variety of Command tours; early in his career, in the mid-1980s, he was Officer Commanding the Tactical Air Operations Cell in Belize and later he commanded No 28 (Army Cooperation) Squadron, charged with introducing the Merlin Mk3 helicopter into Royal Air Force service. More recently he was privileged to command Royal Air Force Aldergrove as Commander of the Joint Helicopter Force (Northern Ireland). Concurrently he undertook representational duties as Senior Royal Air Force Officer Northern Ireland.

Air Commodore Stubbs has also served in a number of Staff tours. As a Squadron Leader he was appointed as the Specialist Support Helicopter Staff officer in HQ 1 Group, and subsequently attended the second Joint Advanced Command and Staff Course at Bracknell. He later undertook two tours in the Ministry of Defence in London. The first appointment, in Equipment Capability, involved managing Defence's Strategic Reach Capabilities. The second, on promotion, was a tour in the Directorate or Targeting and Information Operations as an Assistant Director. Following Station Command, Air Commodore Stubbs became a member of the Royal College of Defence Studies prior to his most recent staff appointment in the Ministry of Defence as Head of Capability responsible for Special Projects, Chemical, Biological, Radiological and Nuclear Capability.

Air Commodore Stubbs was appointed Commandant of the Royal Air Force College Cranwell and Director of Recruiting and Initial Training (Royal Air Force) on 6 Mar 2012. He is married to Kath and they have two children, Jack and Emily, who are both currently reading for degrees at University. He is nearing completion on a self-build 'New Home' project and enjoys sailing, cycling, cross country skiing and, occasionally, golf.

Chief of Staff & Deputy Commandant Royal Air Force College Cranwell

Group Captain Greg Hammond joined the Royal Air Force from Highgate School in 1984 on a University Cadetship to read History at King's College London. Following graduation, initial professional training and three ground tours, he converted to flying duties in 1994, operating as an E-3D (AWACS) mission crew member on Nos 8 and 23 Squadrons, and the Sentry Standards Unit, over a ten-year period (including a break for his first headquarters tour); during this



Group Captain G Hammond
RAF

time he flew on combat support operations around the Balkans (Bosnia and Kosovo) and over Afghanistan in 2002 and Iraq in 2003.

He has attended the one-year Advanced Command and Staff Course, gaining an MA in Defence Studies as part of the course, and worked twice at the Defence Procurement Agency and its replacement organisation (Defence Equipment & Support), including as Military Assistant to successively the Chief of Defence Procurement and the senior RAF engineering officer.

He commanded the Ballistic Missile Early Warning Station at Royal Air Force Fylingdales for two years from January 2008 before working in the British Embassy, Kabul, for the UK National Contingent Commander in Afghanistan and returning to a UK-based role in the Development, Concepts and Doctrine Centre (the Ministry of Defence's 'think tank').

He was appointed Deputy Commandant of the Royal Air Force College, Cranwell, in September 2012. Group Captain Hammond is from London and enjoys the theatres and other 'bright lights' of the capital; he is a keen follower of current affairs, and maintains his interest in military and political history.

Group Captain Inspectorate of Recruiting (Royal Air Force)

Group Captain Ian Tolfts joined the Royal Air Force in 1984 as an Administrative (Secretarial) (now Personnel Branch) officer. He completed junior officer tours at a variety of locations including the RAF College Cranwell, RAF Coningsby, RAF Headley Court and RAF Honington. On promotion to squadron leader in 1995, he was posted to RAF Marham as Officer Commanding Estate Management Squadron and was heavily involved in the planning for the rebasing of Tornado squadrons from RAF Bruggen. Following nearly 3 years at RAF Marham, the Royal Air Force Infrastructure Organisation beckoned where he was responsible for property management issues across half of the RAF. Group Captain Tolfts attended Number 4 Advanced Command and Staff Course in September 2000 and was promoted wing commander in January 2001. Following completion of the course, during which he gained an MA in Defence Studies, Group Captain Tolfts was posted to the RAF's Directorate of Corporate Communication in the Ministry of Defence where he was responsible for day to day news management, forging links with the national and international media and development of the RAF's Corporate Communication Strategy. From January to May 2003, he was deployed to the Permanent Joint Headquarters and then the Gulf Region on Operation TELIC where he acted as SO1 Media Ops for the National Contingent Headquarters. He assumed command of Base Support Wing at RAF Brize Norton in August 2003 and during his 2 years there he handled many repatriation ceremonies as well as developing the Station's community facilities extensively. Following 18 months as SO1 A1 Operations at Headquarters Air Command, Group Captain Tolfts assumed his current rank in May 2007 and was appointed as DACOS Media and Communication - a return to his "media roots" - charged with the delivery of the RAF Engagement Strategy. He started his current role as Group Captain Recruiting in July 2010.



Group Captain I R Tolfts
OBE MA MCIPR RAF

Group Captain Tolfts is married to Jo, a freelance consumer and financial journalist. They have a house in the Cotswolds with their 2 (rescue) dogs - Bob, a black Labrador and Benson, a Boxer cross English Bull Terrier - but

also a house at RAF Cranwell. Group Captain Tolfts enjoys scuba diving, mountaineering and dining out as well as the enforced interest of trying to keep the garden under control.

Officer Commanding No1 Elementary Flying Training School

Group Capt John Cunningham joined the RAF as a University Cadet in July 1983 and attained a BSc(Hons) in Biochemistry at Leeds University. On graduation from initial pilot training, he was selected to become a Qualified Flying Instructor (QFI) and taught pilots for the next 2 years at RAF Church Fenton. On completion of fast-jet training, he was posted to the Tornado F3.



Group Captain W J Cunningham
BSc RAF

The next 5 years saw Flt Lt Cunningham deploying to Italy in support of Operation DENY FLIGHT, holding Quick Reaction Alert (QRA) in both the UK and the Falkland Islands, and selection as a Tornado F3 Instructor Pilot on 56(R) Sqn. He was promoted to Sqn Ldr in November 1998 and spent 2 years at RAF Leuchars as the Operations Flight Commander on 43(F) Sqn. Highlights of this tour included flying operations in support of Op RESINATE(South) over Iraq, and deployment to Singapore in support of the 5-Powers Defence Agreement.

His first staff tour was at HQ 1 Gp where he was responsible for honing the introduction-to-Service plans for Eurofighter Typhoon. In 2003, he attended the Joint Services Command and Staff Course, followed by a tour at the Joint Concepts and Doctrine Centre developing effects-based warfare and leading the Joint Campaign Development Estimates for future Defence capabilities. In March 2005, he spent 4 months as the Chief of Strategy in the Combined Air and Space Operations Centre in Al Udeid, Qatar. Wg Cdr Cunningham then took command of 1 FTS at RAF Linton-on-Ouse charged with delivering the RAF's and RN's future FJ pilots and navigators. In 2008, he joined Joint Force Headquarters as an Operations Liaison and Reconnaissance Team Leader, which included short-notice deployments to Uganda and Ethiopia in support of Defence strategic aims. In March 2010, Gp Capt Cunningham was posted to Camp Bastion Airfield, Afghanistan, as CO 903 Expeditionary Air Wing. As the Airfield Operating Authority, he was responsible for operating the UK military's most complex airfield (equivalent to Gatwick Airport) in a war zone. His last tour was as Gp Capt Typhoon at Air Command, responsible to AOC 1 Gp for the operational commitments, training, coherent delivery of future capability, force growth and display of Typhoon. He is married to Tara, who is the Sqn Ldr RAF Heritage Desk Officer at Air Command. They have 2 young children.

Commandant Air Cadet Organisation

Born in the Rhondda Valley, South Wales, Dawn left Wales at the tender age of 6 with her family and lived in Wigston Magna, near Leicester, and Kettering before leaving the family home to join the RAF. Dawn joined up at 19 years of age for a 4-year Short Service Commission as an Administrative Secretarial Officer and left the RAF in 2006 having completed 23 years.

Dawn enjoyed a varied career in the RAF which culminated in her appointment



Air Commodore D McCafferty
RAF

as the Group Captain Inspector of Recruiting for the RAF. On route to this hugely rewarding job, she undertook a wide range of management roles within the Service, including command of the Personnel Management Squadron at RAF Wittering, and the Administrative Wing at RAF Waddington. Dawn completed staff tours in Command Headquarters and in the MOD and was able to fly in a variety of RAF aircraft, including a low-level trip in a Jaguar on her 21st birthday and a flight in one of the Red Arrows to mark her departure from the Service.

Dawn opted to leave the RAF in 2006 as she didn't want to live apart from her family. Repeated staff tours in MOD and Air Command beckoned and, having settled in Lincolnshire and stabilised the children's education for the first time, she opted to leave and find employment closer to home but still linked to the Service. The opportunity to work for the RAF Association developing and managing a new RAF Families Federation was too good an opportunity to miss. She led the RAF Families Federation from its inception in 2007 until July 2012 and thoroughly enjoyed working in support of RAF families, maintaining links with her many friends and colleagues in the RAF.

Recently appointed as the new Comdt ACO, Dawn returns to uniform as a Full Time Reservist and is delighted to remain part of the RAF Family.

Dawn likes to keep fit and enjoys swimming and cycling and undertaking sponsored Challenges. She completed the Inca Trail in Peru in 2008 and a 420km Vietnam to Cambodia cycle in 2011. Married to Paul, a retired wing commander, and mother to Laura aged 17 and Peter aged 12, Dawn spends any spare time walking their 2 dogs around the local Lincolnshire countryside.

Commandant Central Flying School

Group Captain David Bentley joined the Royal Air Force in 1981 as a Halton Apprentice, graduating as an Airframe and Propulsion technician in 1984. He was commissioned into the General Duties (Pilot) Branch in 1985 and posted to 14 Sqn, RAF Bruggen in 1988 flying the Tornado GR1 in the ground attack role. In 1991 he qualified as a Tactics Instructor on the Hawk at No 1 Tactical Weapons Unit, RAF Brawdy; with the closure of Brawdy in 1992, he was posted to 74 Sqn, RAF Valley. In 1993 he successfully completed the Hawk Qualified Weapons Instructors Course, and in 1994 he was the RAF Valley Solo Hawk Display Pilot completing displays throughout the UK and Europe. He returned to RAF Bruggen in 1995, flying the Tornado GR1 with IX Sqn in the ground attack and Suppression of Enemy Air Defence (SEAD) role. Promoted to Squadron Leader in 1996 he undertook an operational tour as the Mission Director on Op NORTHERN WATCH at Incirlik Air Base in Turkey. Following a Flight Commander tour on 31 Sqn, again at RAF Bruggen, he undertook a staff tour as the air-to-ground weapons specialist within the Air Warfare Centre at RAF Waddington. Promoted to Wing Commander in Apr 01, he took command of the RAF's Flying Training Development Wg at RAF Halton. During that tour he deployed to Saudi Arabia in support of Op IRAQI FREEDOM where he was the Assistant Chief of Staff for UK Air Operations. In Apr 04 he took command of 19(R) Sqn at RAF Valley, the RAF's Tactical Weapons Unit flying the Hawk. During his command he oversaw the tactics and weapons training for Indian Air Force pilots undertaking the highly successful Hawk India Interim Flying Training Programme at Valley. Following a further operational tour as Chief of Staff Operations, HQ 83 Expeditionary Air Group at Al Udeid Air Base, Qatar he successfully undertook the Indian Defence Services Staff College at Wellington, graduating in May 2008. Promoted to Group Captain he commanded the Operations Division of the Air Warfare Centre



Group Captain D A Bentley
RAF

May 2013 - Senior Appointments (2)

where he was responsible for the provision of tactical advice to UK Air platforms, the delivery of Air Power and specialist Air Warfare training, and the tactical facilitation of UK Large Force Employment Air exercises. From Mar-Sep 2011 he commanded 904 Expeditionary Air Wing at Kandahar Airfield. He has been selected to command the Central Flying School as of spring 2012.

He has over 3,000 flying hours on fast jets, is a Qualified Weapons and Flying Instructor, and has conducted numerous operational flying deployments in the Middle East. He is married to Wendy and they have 2 children, Christian aged 9 years and Zara aged 7. His interests include playing and watching most sports, reading and willing Arsenal FC to win a trophy!

Officer Commanding Royal Air Force Generic Education and Training Centre (GETC)

Group Captain Mark Bunting was born in Belfast in 1960 and was educated at Belfast Royal Academy. He read Physics and Electronics at the University of St Andrews, in Fife, before completing a Post Graduate Certificate in Education at Queen's University, Belfast.



Group Captain M Bunting BSc (Hons) MSc MBA CEng MIET RAF

He joined the RAF in 1984 as an Education Officer in the Administration Branch, and was posted to RAF Cosford, in the West Midlands, as an instructor in Air Radar Techniques. He transferred to the Engineer Branch in 1987 and his first engineering tour was at RAF Marham, as the Junior Engineering Officer on 617 Squadron – the 'Dambusters' Squadron – equipped with Tornado GR1s. As part of this tour, he took part in the initial deployment of UK Forces to Tabuk, in north west Saudi Arabia as part of OP GRANBY.

On return from OP GRANBY and after a short tour at RAF Lossiemouth, he returned to RAF Cranwell to complete an MSc in Aerosystems Engineering. On promotion to Squadron Leader, he then completed a tour at the Air Warfare Centre at RAF Waddington as the technical lead in a team that developed airborne Electronic Counter Measure techniques.

He returned to Scotland in 1996 as the Senior Engineering Officer on the Jaguar Operation Conversion Unit at RAF Lossiemouth, after which he completed a 4-month Out-Of-Area tour in Turkey at Incirlik Air Force Base.

On returning to the UK he completed the Advanced Command & Staff Course at the Joint Services Command and Staff College at Bracknell and then, on promotion to Wing Commander, completed a tour in the Defence Logistics Organisation in the Sentry (E-3D) Integrated Project Team based at RAF Wyton. After 2 years in the IPT he was posted to RAF Kinloss as Officer Commanding Engineering and Supply Wing during the busy period of OP TELIC. During his time at Kinloss he completed his Open University Masters of Business Administration.

Following his tour at Kinloss he returned to RAF Wyton to take post as SO1 Airworthiness Engineering Policy (Governance & Assurance) as part of Director General Logistics (Strike)'s Domain Support Team. This was followed by a tour in MOD 'Deep Centre' as a member of the Capability Strategy team in the Directorate of Equipment Planning. During this time he led the MOD co-ordination of all Urgent Operational Requirements for OP TELIC and OP HERRICK.

Promoted to Group Captain in April 2007, he became Director of the CAPS (Commodity Acquisition Procurement Strategy), followed by a secondment to DG Combat Air's Outer Office as an airworthiness and safety advisor. In July 2008 Bunting was posted to RAF Henlow, as lead OF5 for delivering CIS Urgent Operational Requirements to Theatre within

the Service Operations element of ISS, DE&S. In Sep 2012 he was posted to RAF Cranwell as OC Generic Education & Training Centre.

Mark is married to Ann, manager of the Huntingdonshire Volunteer Centre and they have 3 children – Jamie (21, at Exeter University reading mechanical engineering), Andrew (18, Yr 13) and Sarah (16, Yr 11). Both Mark and Ann are committed Christians and play an active part in the local Church community. Mark is also a Council Member of the Soldiers' and Airmen's Scripture Readers Association (SASRA). In his spare time Mark largely acts as taxi-driver to his children who take part in a bewildering variety of sporting and school activities. When not taxi-driving, he is heavily involved in his local Methodist Church.