

# Australian Air Force Cadets

## Manual of Ground Training

### Part 1

### Chapter 1

## Introduction to AAFC Training

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## INTRODUCTION TO AAFC TRAINING

### Background

1. The Australian Air Force Cadets (AAFC) Manual of Ground Training (MoGT) has been written to provide guidance in the planning and operation of Ground Training activities in the AAFC. Ground Training activities are any training activities that are not covered by the Civil Aviation Safety Authority, the Gliding Federation of Australia or the Australian Parachute Federation.
2. All training is to be conducted in accordance with policy defined within the publications listed below. This Manual is to be used to supplement the information found in those manuals. Where a contradiction exists, the manuals listed below take a higher priority than the Manual of Ground Training.
  - a. AAP 5110.001 AAFC Policy Manual.
  - b. ADFC OH&S Policy Manual.
  - c. ADFC Behavioural policy
3. Responsibility for the supervision, management and policy determination of training within each AAFC Wing rests with the Staff Officer Ground Training (SOGT). SOGT is responsible to OC GTW for these processes. SOGT is responsible to OC Operational WG for the delivery of Ground Training services.
4. If there are inconsistencies between training policies at different levels of the AAFC, then the policies of the Officer Commanding Ground Training Wing (OC GTW) are to take precedence.

### AAFC Youth Development Philosophy

5. The widely accepted principal role of the AAFC is to train and develop cadets aged between 13 and 20 years. The AAFC is a youth training organisation set in a military and aviation environment which receives its support from both the community and the Commonwealth through the Air Force.
6. **Background.** Cadets of the AAFC organisation are valuable members of the community who make significant contributions to community life. Further, cadets' participation in the activities and operation of their Squadron provides one of the more enduring environments for that development to occur in a tangible and practical sense. Cadets' participation in decision making provides opportunities for them to influence or contribute towards issues of importance to them. Active involvement also means cadets will apply new organisational and leadership skills acquired on promotion courses and developed through their participation in AAFC activities.

7. Actively engaging senior cadets in the design and delivery of approved training and services presented to more junior cadets within their Squadron environment is critical to their development both during their years in the AAFC, and later in life.

8. **Philosophy.** The AAFC, its Officers and Instructors are committed to the following principles in the conduct of AAFC activities:

- a. Involving ranking cadets in the planning and delivery of local services to their Squadrons and Wing activities, commensurate with their maturity and interest;
- b. Equipping cadets with the relevant skills so they can increasingly contribute to the decision-making in their Squadron and Wing;
- c. Creating opportunities for cadets to become more involved in their Squadron and Wing.
- d. Empowering cadets to participate through the provision of information, training and support, including clearly defining roles and responsibilities.
- e. Providing cadets with feedback on decision-making outcomes, and
- f. Always striving to do it better by ensuring systems and processes for reviewing and improving cadets' active involvement in the AAFC.

9. Participation is beneficial to cadets and can be a positive, meaningful experience, which acknowledges cadets' input and contributions. As such, all supervising and commanding personnel in the AAFC are to ensure that the principles espoused in this philosophy are followed consistently in the planning, organising and execution of their duties with the AAFC. This philosophy is central to the AAFC remaining the premier air minded youth development organisation in Australia.

### **AAFC Training Philosophy**

10. The philosophy of AAFC training is to focus on the development of the cadet within a safe and supportive environment, providing opportunities for cadets to learn and extend their capabilities beyond those experienced within their home and normal civilian life.

11. The key elements of this philosophy are:

- a. In conducting activities, the emphasis is on **training and youth development**.
- b. Unless annotated otherwise in the respective syllabi or training, all theory lessons are to be conducted with an emphasis on engagement with each

of the members under instruction. Lessons that are able to be delivered as full lectures (i.e. to classes greater than 30) are identified as such within the syllabi.

- c. The Directing and Instructional staff role is to provide training to all cadets and staff under instruction and to do everything they can within their best endeavours and resources available to ensure all cadets and staff under instruction meet or exceed the minimum standards. The role is not to break down a members confidence.
- d. Directing and Instructional Staff need to ensure standards are maintained and never compromised.
- e. Cadets and staff under training must be trained up to the standard. Standards are not lowered to achieve success. Lowering standards cheats everyone and ultimately favours no one.
- f. The role of Directing and Instructional Staff goes well beyond mere evaluation and assessment.
- g. Training does not finish when the assessments start. Training continues to those cadets and staff who need supplementary assessments to help them meet the minimum standard.
- h. This philosophy needs to be reinforced when Directing and Instructional Staff require members to perform particular activities such as 'stand by bed inspections', extra parades, extra inspections, extra drill periods, use of class time for pool etc. The maintenance of discipline needs to be balanced with the requirements of training.
- i. Directing and Instructional staff should be aware of cadets with learning difficulties and provide support and guidance during training.
- j. The personal needs and welfare of members must be accommodated for legitimate purposes; e.g. sleep and relaxation, personal time, study time, preparation of practical lessons/tasks, uniform maintenance, etc.
- k. The role of the CSECDR, TRGO and CI is to be reinforced at appropriate intervals, i.e. to supervise Directing staff under their command & ensure this philosophy is maintained, promoted and explained to lesser experienced instructing staff.
- l. Instructing staff are to fully understand that counselling is to be directed towards the training outcomes required by the (MoGT).

12. Any tasks assigned to (a) cadet/s should have a positive training benefit. Supervising instructors are accountable at all times to justify how the task assigned to (a) cadet/s achieves a training benefit or outcome. This includes any counselling, special parades or inspections of barracks. With this self-imposed discipline,

Directing staff should provide themselves with a reliable internal check on their performance at camp/Squadron and whether they are maintaining similar high standards of instruction and role modelling.

### Principles of Training

13. Education research shows that the best types of education and training actively engages the trainee in both the acquisition and practise of knowledge and skills required to complete the training being undertaken. Therefore, AAFC training should be :

- a. steadily progressive,
- b. interesting and purposeful,
- c. based on practical application of knowledge rather than purely theoretical, and
- d. actively participatory by those under instruction.

### Safety in Training

14. The safe conduct of AAFC training activities is to be given first priority. All AAFC training activities must comply with the relevant Air Force, AAFC or civilian regulations, orders and instructions.

15. When approving and conducting training activities, officers and instructors are to observe their duty of care towards cadets and other staff. In a practical sense, training activities must include:

- a. competent instructors/ Directing Staff
- b. the required materiel resources to conduct the activity safely
- c. detailed administration and organisation
- d. proper system of training, work or activity (training program and risk assessment); and
- e. effective supervision (see also Part 1, Chapter 2. Duty of Care).

16. If these criteria are not met at any time during the conduct of an approved activity, the member in command, or designated Safety Officer, is to immediately suspend the activity and inform the Officer in Charge of the reason for the suspension, and request corrective action. The activity may be resumed once appropriate corrective action is taken; otherwise the activity is to be terminated. An OH&S Incident Report may need to be lodged, and this is detailed at annex A.

17. All AAFC members are to comply with the requirements in Part 1, Chapter 2, MoGT regarding duty of care. All AAFC activities conducted outside the regular parade times are to have a completed OA86 and other information as required by AAFC processes.

### **Adherence to ADF, ADFC and AAFC Policies and Procedures**

18. All Officers, Instructors and Cadets are subject to regulations and instruction contained in the AAFC Policy Manual, AAFC MoGT, other ADFC policies, Detachment Standing Instructions, RAAF Regulations and Base Standing Orders. Any person found to be contravening these regulations; instructions and orders may be subject to disciplinary action by authority of the Officer Commanding.

### **Compliance with AAFC Syllabus of Training**

19. Only subjects contained in syllabi outlined in the MoGT or approved by OC GTWAAFC may be instructed. Where a Squadron or member wishes to instruct a subject not contained in the MoGT, a detailed syllabus should be forwarded to SOTC or SOTS through SOGT for approval. To assist SOTC and SOTS reach a decision on such requests, the recommended qualifications of the instructor and/or training materials to be utilised in the instruction of the subject must also be forwarded.

20. Lecture notes will be issued by GTW to assist Squadrons in their training. These notes will help ensure a standardisation of training. They are to be used by all Squadrons unless the SQN develops a better standard. In this case, the standard should be submitted back to SOTC or SOTS through SOGT.

### **Responsibility for the development of AAFC Ground Training Policy**

21. Responsibility for the development of AAFC ground training policies and procedures is vested in the Officer Commanding Ground Training Wing. For detailed information regarding Ground Training Wing see Part 1, Chapter 4 MoGT.

### **Amendments to Manual of Ground Training**

22. Submissions from staff and cadets on the development or suggested amendment of training syllabi and instructional resources are welcome. These are to be forwarded to SOGT who will process them and send them to SOTS-AAFC/SOTC-AAFC (as appropriate) before recommendation by OC GTWAAFC. OCGTW will present the proposal to the Ground Training Conference for endorsement. After the proposal has been endorsed by the GTW Conference, OCGTW will make a recommendation to CDR-AAFC.

### **Instructor/ Student Ratios**

23. The preferred instructor to student ratio for all theory lessons is 1:24. Under no circumstances are lesson ratios to exceed 1:30 unless annotated as such in the respective syllabi. Lesson times and period allocation are based on 1:24. Where

practical demonstrations and practical evaluations are involved, the instructor to student ratio is to be appropriate to the size of the group and the instruction to be provided.

### **Confidentiality and Privacy of Training Records**

24. The AAFC privacy policy is outlined in the AAFC POLMAN. All staff are to adhere to the requirements of this policy regarding the training records of cadets and staff.

25. Directing and Instructional staff should be especially careful with the handling of assessment material both before and after it has been completed.

### **Authorisation of AAFC Ground Training Activities**

26. AAFC ground training activities are to be processed and authorised in accordance with the directive given by DGCADETS-AF.

### **Prohibited Activities**

27. In keeping with the requirement of providing activities for Cadets that are non-warlike in nature and Government direction, the following activities **are** prohibited as an AAFC activity. No CO or OC has any authority to introduce, exercise, train or prepare members in the following activities whether actual or simulated:

- a. Bayonet training;
- b. Hostage taking or hostage rescuing
- c. Ambush techniques, attacks and mock killing;
- d. Live firing of firearms in battle scenarios;
- e. Use of explosives or blank ammunition during, or in preparation for, any ADF Cadet activities;
- f. Computer based games depicting combat or combat related activities;
- g. Paintball games;
- h. Participation in opposed survival exercises;
- i. Unarmed combat;
- j. Live firing at targets that depict human or animal shapes;



- k. Any activity that depicts or portrays violence towards an individual or group; and,
- l. Other activities already prohibited under Occupational, Health and Safety and other ADF Cadet policy guidelines.

28. WG organised courses with content that is not part of the Manual of Ground Training are prohibited. Exceptions to this are published through National AAFC RI.

### **Participation in AAFC activities**

29. Prior to undertaking activities of any nature, Cadets must have the prerequisite skills, the knowledge and attitudes and an understanding of their limitations prior to training in group or individual activities. Where there are external restrictions that limit Cadets as a result of parental concerns, religious beliefs, medical conditions or other any considerations, the requirements of the Cadet and/or the parents are to be respected.

### **Authorisation of AAFC Air Training Activities**

30. The authorisation requirements for parachuting, gliding and powered flying activities conducted in the AAFC are the responsibility of OC-ATW. All SQN based requests for aviation activities should be directed through the applicable ATW representative located in the operational Wing.

### **Course and Subject Evaluation**

31. Course or subject evaluation is an important component in training. Evaluation is about gathering information and feedback from everyone involved about the effectiveness of the program. It provides information which allows staff to either “fine tune’ or “carry out major repairs” to courses.

32. A progressive and positive attitude in curriculum and program development is required.

33. Evaluation is conducted as an ongoing and integral part of training. There are many reasons why we need to evaluate training programs. In general terms the following four reasons apply:

- a. Improvement
- b. Accountability
- c. Legitimacy, and
- d. Promotion

### **Process Evaluation**

34. There are two types of evaluation which may be conducted. The first is a '**process**' evaluation which is conducted at the immediate conclusion of the course of training. This will focus on the actual issues surrounding the running of the course and the content. Issues such as pre course joining instructions, module content, applicability of course content to the candidate's current role are all examples of 'process' evaluation. This is the evaluation with which most AAFC members are most familiar. Course/Unit Evaluation sheets are conducted at the conclusion of all courses.

### **Product Evaluation**

35. The second type of evaluation is a '**product**' evaluation and is normally conducted approximately six months after the training course has been completed. As the name implies, its focus is on the 'product' of the course, i.e, have we supplied the member with training that six months down the track has resulted in that member being more efficient for the AAFC in their trained role? This will normally be conducted on a 'needs' basis as directed by WG management and SOTS-AAFC or SOTC-AAFC as appropriate.

36. The Course/Subject Evaluation sheet are to be completed by all cadets and staff at all levels of training. Specific procedures for the completion of these evaluations are found in Part 2 for Squadron Training; Part 4 for Promotional Training and Part 6 for Staff Training. The form to be utilised is shown at Annex B.

37. For any VET training, evaluation sheets should be held with the candidate's project records.

38. Moderation of all workplace assessment procedures should be ongoing, with opportunities to discuss moderation results and methods provided for by AAFC Headquarters and Wing Headquarters. The Annual Ground Training Wing Conference and Wing Training Officers Conference are ideal for this purpose.

### **Confidentiality and Freedom of Information**

39. The AAFC training program necessitates record keeping at all levels. The following guidelines apply to instructors, tutors, assessors and observers in the training system as well as others within the management structure.

40. **Privacy and record keeping.** The Commonwealth Privacy Act 1988 provides an effective model for responsible record keeping. Each member involved in staff training is to ensure that:

- a. information collected is necessary to, or related to, the function that has to be performed;
- b. information held is up to date and complete;
- c. information is protected against unauthorised access;

- d. the candidate has access to information about themselves unless there is a legal reason for refusing it;
- e. limitations are applied on the uses of the information held; and
- f. VET information must be held for a period of 30 years.

41. **Confidentiality.** Confidentiality is essential due to the nature of the relationship between a candidate and those involved in the training of the candidate. The law prohibits the disclosure of information (with some exceptions), which a person should reasonably know to be confidential. Some exceptions to confidentiality include:

- a. where the candidate gives informed consent to the release of specific information to an identified person or persons for a clearly understood purpose;
- b. where a subpoena has been received;
- c. where disclosure is compulsory by statutory requirements, such as notification of child abuse;
- d. where a serious crime has been committed; and
- e. where there may be a duty to warn of danger to others.

42. **Freedom of information.** Candidates are entitled to access their training records. Where such records include references to other persons and access would breach confidentiality of those other persons, those references should be deleted or blacked out. Any disputes arising from freedom of information requests should be handled within published AAFC guidelines.

### **Accident, Injury and Fatality Reporting**

43. Procedures to utilise in the reporting of accidents, injuries and fatalities in the AAFC are available in the WHS Portal of the AAFC Intranet.

### **Operative Words and Attainment Levels**

44. Operative words refer to those performance words used as key words in syllabus or lesson objectives, in learning outcomes or in statements of competencies.

45. Operative words may describe areas of knowledge (cognitive skills), skills (performance) or attitudes. (For a fuller definition and description of the following refer to the **Manual of Training Policy and Procedures** DI(AF) AAP 2002.001)

<b>Cognitive Skills</b>	
<b>Area Operative Word</b>	<b>Definition and Example</b>
<b>Knowledge</b>	Is able to recognise or recall the material taught, the emphasis is on the process of remembering
<b>State</b>	Express in speech or writing, largely but not necessarily in the format in which originally given  <b>Example: State the definition of First Aid</b>
<b>List</b>	State the number of items or points, not necessarily in an ordered sequence. <i>Example: List four different types of fire extinguishers</i>
<b>Describe</b>	State the characteristics or features of an object, system or process <i>Example: Describe the aircraft hydraulic system</i>
<b>Comprehension</b>	Is able to grasp the meaning and intent of the material, to explain and summarise the facts in their own words, to see the implications and effects.
<b>Explain</b>	Describe cause and effect or account for some situation or requirement <i>Example: Explain the operation of a four-stroke internal combustion engine</i>
<b>Define</b>	State precisely the exact meaning or peculiar characteristics that identify a word or word usage, an object or process. <i>Example: Define the phrase 'angle of attack'.</i>
<b>Outline</b>	Determine then describe the more important features or points. <i>Example: Outline the purpose of the ANZUS Treaty</i>
<i>Note: For these objectives the student must use information remembered, by defining in own words, explaining, differentiating, to demonstrate correct interpretation of meaning and relationship</i>	
<b>Application</b>	Is the ability to apply the knowledge in the form of general ideas, principles or procedures to particular and concrete situations not previously encountered.
<b>Apply</b>	Make use of information or skills, put into effect or comply with procedures or instructions.

	<i>Example: Apply first aid in the treatment of heat stroke.</i>
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*Note: Application involves decision making in the selection of an appropriate procedure or criteria and then the implementation of a process to arrive at a product, solution or decision*

### Practical Skills

Operative words for **practical skills** are:

<b>Area</b>	<b>Operative Word</b>	<b>Definition and Example</b>
<b>Communication</b>		Involves the imparting or receiving of any communication
<b>Maintain</b>		Keep a written record, update or amend a chart, display or information system
<b>Plan</b>		Make decisions regarding future actions
<b>Compile</b>		Collect information and/or material and organise or record in a structured or appropriate format <i>Example: Compile a guide to cadets' uniform issue and wear</i>
<b>Prepare</b>		Assemble material and/or information in a format that will assist or facilitate communication
<b>Design</b>		Using recognised criteria or systematic processes develop a diagrammatic representation of a product or process.
<b>Operation</b>		Involves making and complying with instructions. Directions for completion.
<b>Operate</b>		Operate body mechanisms as in playing, swimming, or exercising. Operate a tool as in welding, soldering, grinding or painting. Operate equipment as in driving trucks or flying aircraft
<b>Prepare</b>		Make ready self or equipment for future action or operation <i>Example: Prepare a video player for operation</i>
<b>Use</b>		Operate equipment in the manner intended, effectively employ material or access information <i>Example: Use Defence Instructions to answer queries on conditions of service</i>
<b>Practice</b>		Exercise repetitively to improve the standard of performance <i>Example: Practice recognition of military aircraft in use by other defence forces</i>
<b>Observe</b>		Comply with instructions or directions

	<i>Example: Observe safety precautions</i>
<b>Perform</b>	Complete or carry out an observable action in accordance with established procedures or techniques <i>Example: Perform first aid on a simulated casualty</i>

<b>Present</b>	Bring formally under notice for evaluation of effectiveness <i>Example: Present a five minute micro presentation</i>
<b>Participation</b>	Involves taking part in an activity
<b>Participate</b>	<i>Example: Participate in a game of cricket</i>
<b>Evaluation</b>	Involves the ability to make and justify judgements on the relative merit of material or methods
<b>Discuss</b>	Examine by argument or debate with the aim of deciding on a course of action
<b>Assess</b>	Analyse an item or process and allocate a value or indicate positive or negative aspects
<b>Validate</b>	Determine suitability, correctness or preferential order.
<b>Analysis</b>	Involves examining data and assigning to a predetermined category
<b>Analyse</b>	Examine data, a system or an item to determine organisation, components, purpose, meaning or operation.
<b>Classify</b>	Assign an object or process to a predetermined category by analysis of characteristics

### Attainment Levels

Competencies in AAFC courses are assessed in accordance with Syllabus entries in the column headed 'Attainment Level' (AL). These entries are to be interpreted in accordance with the following codes:

<b>1.</b>	<b>Expert</b>	Needs no supervision, has reached a high level of performance skill; could cope with difficult and unusual problems; could apply knowledge or skill to new situations
<b>2.</b>	<b>Effective</b>	Needs occasional supervision; has reached an effective level of performance skill; could cope with common problems
<b>3.</b>	<b>Trained</b>	Has done the task in the training situation, but

		needs careful supervision to do the task in the operational situation.
<b>Attainment in Cognitive Skills</b>		
Attainment		Description
<b>A</b>	<b>Essential</b>	Theoretical knowledge or skills which must be known for safety or for effective practical performance. A very high level of test result is required
<b>B</b>	<b>Important</b>	Theoretical knowledge or skill which is significant and is likely to affect practical performance. A reasonably high test result is required.
<b>C</b>	<b>Background</b>	Theoretical knowledge or skill which is desirable, but is not likely to affect practical performance. Testing is at unit discretion

Pages removed from MoGT as at 15 Jul 14.

Refer to "[Notification and Reporting of WHS Incidents in the AAFC](#)" page in the AAFC Intranet.





AUSTRALIAN AIR FORCE CADETS  
**COURSE/SUBJECT EVALUATION**

CANDIDATE NAME:(optional).....RANK.....

SQUADRON .....INSTRUCTOR (where applicable).....

NAME OF COURSE/UNIT.....

DATE OF COMPLETION .....

*Please circle the appropriate number in each case*

**COURSE CONTENT**

I learnt A great deal						Very little	
5	4	3	2	1	0		

Subject Structure Clear						Confused	
5	4	3	2	1	0		

Assessment Methods Appropriate						Inappropriate	
5	4	3	2	1	0		

Satisfaction Enjoyed the subject						Disappointed	
5	4	3	2	1	0		

**Comments**

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**COURSE PRESENTATION (where applicable)**

Instructor's Communication Skills					Excellent		Poor	
5	4	3	2	1	0			

Instructor Preparation					Very Well Prepared		Poor	
5	4	3	2	1	0			

Instructor					Highly Knowledgeable		Unsure of Material	
5	4	3	2	1	0			

Structure of Sessions					Highly Appropriate		Inappropriate	
5	4	3	2	1	0			

Class Size					Ideal for Learning		Poor for Learning	
5	4	3	2	1	0			

**Comments:**

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**COURSE MATERIAL**

**(Handouts, references, etc)**

Well Presented					Poorly Presented			
5	4	3	2	1	0			

Highly relevant to objectives					Irrelevant			
5	4	3	2	1	0			

Up to date					Out of date			
5	4	3	2	1	0			

**Comments:**

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**ASSESSMENTS**

Well Presented				Poorly Presented	
5	4	3	2	1	0

Highly relevant to objectives				Irrelevant	
5	4	3	2	1	0

Up to date				Out of date	
5	4	3	2	1	0

**Comments:**

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**Any other remarks?**

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**Thank you for your input and time - it is much appreciated.**

# Manual of Ground Training

## Part 1

### Chapter 2

#### DUTY OF CARE, EQUITY AND DIVERSITY

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## CHAPTER 2

### DUTY OF CARE, EQUITY AND DIVERSITY

#### Duty of Care Definition

1. Duty of Care is the legal responsibility for a person to exercise reasonable care towards another, to avoid some form of harm which is reasonably foreseeable. This is the law of negligence.

#### Policy

2. The Officer in Charge (OC, Detachment Commander, Commanding Officer, Flight Commander, etc) of an activity and all staff owe a duty of care to their subordinates for the conduct of AAFC authorised activities. In the general sense, this overall responsibility cannot be delegated to parents, volunteers or other cadets. More specifically:

- a. the Officer in charge accepts responsibility for AAFC activities under his or her command.
- b. Instructors have primary responsibility for the supervision of cadets or providing for the supervision of cadets and this cannot be delegated to other cadets, parents or volunteers.

#### Background

3. Staff have a duty to take reasonable care for the safety and welfare of cadets and subordinates while they are under the control and supervision of the Squadron and/or Wing. It is not a duty to ensure that no harm will ever occur but a duty to take reasonable care to avoid harm which is reasonably foreseeable being suffered.

4. The Commanding Officer and instructors of a Squadron or Detachment need to consider how to achieve a balance between the meticulous supervision of cadets and the desirable objective of encouraging independence.

5. The MoGT provides a generic set of procedures and guidelines for the guidance of AAFC activities. Operational Wings and Detachments may need to publish extra guidance to meet the specifics of a particular location and/or activity. These procedures will assist staff with support and advice to meet their duty of care responsibilities.

6. Each case of alleged breach of duty brought before a court is decided on the facts relevant to that case. In determining whether a breach of duty in a particular case has taken place, a court will consider whether the CO or instructor should have foreseen that their

conduct or failure to act involved a risk of injury to the cadet or put the safety and welfare of the cadet at risk. A court may ask what steps a reasonable CO or instructor would have taken in response to that risk having regard to:

- a. the age, experience and capabilities of the cadet and/or staff member,
- b. the magnitude of the risk,
- c. the degree of probability of its occurrence,
- d. the difficulty and inconvenience of taking alleviating action,
- e. any other conflicting responsibilities which the Squadron or instructor may have,
- f. evidence of compliance with AAFC policies and procedures.

7. The question of breach of duty involves balancing these factors to determine whether the conduct of the person on the particular occasion was reasonable in the circumstances. Whilst the key word is reasonable, members involved in particular aspects of training should adhere to the general principles of the duty of care which include:

- a. assessing the likelihood and the extent of the foreseeable benefits from the training being undertaken;
- b. assess the likelihood and extent of foreseeable harm from the training being undertaken;
- c. looking for ways to minimise the risks without sacrificing the benefits;
- d. balancing the foreseeable harm against foreseeable benefit; and
- e. if in doubt, consulting with other staff, management or experts.

8. Staff who are found to be negligent may be sued personally under civil law and may be prosecuted criminally if sufficiently negligent or breaching OH&S or workcover legislation.

### **Vicarious Liability**

9. Vicarious Liability means if a person's act or omission causes damage, and that person is an employee or agent of another; and the act or omission occurs as a consequence of the course of his employment **and** falls within the scope of his duties; then the employer will be vicariously liable for any resulting damage.

10. AAFC staff are at least agents of the Commonwealth. Given they are acting 'on behalf of the Commonwealth'; the Commonwealth is generally likely to be held vicariously liable where staff are acting within the scope of their authority. In the event of an incident resulting in the injury to another under their supervision, AAFC staff must show they were

acting reasonably in the course of their duties. If the actions of the staff member show gross negligence or criminal behaviour (e.g. authorising an activity which was clearly unsuitable, or being under the influence of drugs or alcohol whilst being in control of cadets and instructors) then the Commonwealth is unlikely to indemnify, or take responsibility for the members' actions. This could include situations where a member allows an activity to occur without Wing HQ approval. It should be noted that if a staff member is acting outside of the scope of their duties and/or authorisation then the employer may be able to take follow up action against the member for any liability held against the employer.

### General

11. Guidance is provided in each Part of the MoGT regarding the steps that staff must take to meet their duty of care obligations.
12. Each member involved in a candidate's training and the AAFC organisation as a whole, owe a duty of care to the candidate. There is a clear requirement to take reasonable steps to prevent injury (physical or otherwise) to the candidate.
13. Risk of a breach of duty of care can be minimised through:
  - a. ensuring that all relevant permissions for activities e.g. OA86 and Administrative Instructions are completed accurately, submitted on time and are given approval before the activity proceeds.
  - b. ensuring that risk assessments are conducted for activities and that the training program reflects these assessments.
  - c. ensuring that the Squadron/Detachment training program operates within the policies and procedures of the AAP 5110.001 AAFC Policy Manual, MoGT or and other published AAFC policies and procedures.
  - d. ensuring that supervising staff for any risk activity are qualified to do so.
  - e. not deviating from the approved training program.
  - f. no alcohol policy when supervising cadets and staff.

### Guidance and Advice

14. If faced with an uncertain situation, cadets and staff members should always seek advice and direction from a superior. For COs, DETCDRs and others involved in the supervision of activities advice can be sought from WG Executive (OC, XO, SOGT, SOMS), HQ GTW, HQ ATW or HQAAFC.

### Consumption of Alcohol by AAFC members

15. Consumption of alcohol compromises the ability of staff to respond effectively to their duty of care obligations. The following applies to the consumption of alcohol by AAFC members, ADF auxiliaries, civilian instructors and any other person actively participating in an AAFC activity.
16. Staff should be cognisant of the need to exercise constraint in the consumption of alcohol, particularly taking care to project a positive image to Cadets and the community at large. Reasonable consumption of alcohol by AAFC Staff is permitted only under the conditions outlined below.
17. **Prohibition Whilst On Duty in the Presence of Cadets.** AAFC Staff participating in any AAFC activity are prohibited from consuming alcohol, or being under the influence of alcohol, **whilst on duty** and especially in the presence of Cadets. This prohibition applies to all AAFC activities, regardless of their location, with the following exception outlined in paragraph 18.
18. **Formal Dinners/Mess Dinners.** AAFC Staff may consume alcohol in the contextual setting of a formal or mess dinner, for example, wine with the meal, Passing of the Port Ceremony. Care should be taken to consume in moderation and those staff detailed to act as supervisor/s of the function should refrain from consuming alcohol whilst acting in that capacity – see paragraph 21.
19. **AAFC Field Activities.** A total prohibition on alcohol consumption therefore applies to all AAFC field activities held in bush or remote locations. OCs, COs and OICs are not authorised to vary this prohibition.
20. **AAFC Activities on ADF Establishments.** When participating in AAFC activities on ADF establishments, AAFC Staff may avail themselves of ADF Mess facilities for alcohol consumption, provided they observe the rules, standards and protocols expected of their ADF counterparts when using Mess facilities and the remain cognisant of the requirements in 21.
21. **Safety and Emergency Response.** Consistent with the need to provide for safety and emergency response, AAFC Detachment Commanders at a camp located on an ADF facility are to ensure that sufficient staff who have not consumed alcohol are available throughout any 24 hour period. This may mean that DETCDRS invoke rosters of duty standby personnel who will not be permitted to consume alcohol during their rostered duty period.
22. **Alcohol Use By Cadets.** Cadets, regardless of age, are not permitted to consume alcohol whilst engaged on any AAFC activity, or whilst travelling to and from any AAFC activity, whether in uniform or not. Cadets attending AAFC activities under the influence of alcohol will be immediately suspended from the activity and returned home. This includes any time spent away from the detachment on a staff social occasion.
23. **Senior Cadets In ADF Messes.** CUOs and CWOFFs are permitted to use the relevant Mess facilities and are encouraged to socialise with AAFC Staff and ADF



members whilst using those facilities. They are not, however, permitted to purchase or consume alcohol, regardless of age.

### **Administrative action against AAFC Members found to have breached AAFC policy on the consumption of alcohol**

24. Any AAFC member found to have breached AAFC policy on the consumption of alcohol may have their appointment or enrolment terminated. Termination provisions in accordance with AAFC POLMAN are to apply to all such cases. Potential termination action applies equally to Cadets and AAFC Staff.

### **Equity, Diversity, and Duty of Care**

25. AAFC training courses have been developed with the recognition of equity and diversity as a major requirement.

26. The network of supervisors, assessors, tutors and mentors provides the best practical support for candidates available within the AAFC environment. Any candidate who feels that equity and diversity principles have been breached in their case should refer the matter to training management as soon as possible.

## Australian Air Force Cadets

### Manual of Ground Training

#### Part 1

#### Chapter 3

### Assessment and Feedback- Common Principles

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## Chapter 3

### Assessment and Feedback- Common Principles

#### Purpose of Assessments

1. The Australian Air Force Cadets (AAFC) conducts assessments for the purpose of obtaining a measure of candidate's performance during Squadron and continuous training.
2. In both Squadron training and continuous training (e.g.; promotion courses, GSTs, etc), course results are based on the marking and grading of the written examinations and demonstrations of practical ability (e.g. drill). The following outlines the procedure and methods adopted by the AAFC for graduation assessment.

#### Maintenance of Standards

3. Directing staff at all levels have a clear obligation to ensure that standards are met and not compromised, and to ensure all members receive the opportunity to be trained so they can meet that standard with the resources available. CSECDRs, CIs and TRGOs are to supervise their staff and are responsible for the academic and personal welfare of each of their course candidates.

#### Completion of Assessments

4. **Theoretical Assessments.** Where available, all final theoretical assessments are to be conducted utilising National examination papers.
5. Examination questions are based on the objectives in the syllabus, commensurate with the prescribed attainment level and instructors should in all cases cover this material.
6. The requirement for the use of the National examinations does not prevent instructors from preparing formative assessments for the development of knowledge and skills during a training course. It is only the final assessment that it is compulsory to use the National examinations. Any examinations that are found to be incorrect or any instructor that wishes to develop further examinations is encouraged to submit via email to the Staff Officer Training Cadets <sup>1</sup> for ratification and /or update to existing question library.
7. Staff are to be aware that all examination papers remain confidential, both during and after the course of instruction. Past examination papers are not to be released for training aids or for pre-course training/selection. The purpose for all examination papers remaining confidential is that there are a limited number of quality questions, which can be constructed given the number of courses, conducted during continuous

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<sup>1</sup> SOTC email: [sotc@aafc.org.au](mailto:sotc@aafc.org.au)

and home training. Ease of access to a range of examination questions will eventually lead to a diminution in the quality of questions which can be given to cadets undertaking promotion courses and home training.

8. Instructors should be aware of any difficulties cadets have in completing examinations, e.g. dyslexia etc. and provide support to enable cadets to complete examinations.

9. **Practical Assessments.** Assessment of practical skills shall utilise the assessment tools attached to this Chapter or as annotated on each of the training syllabi.

#### **Determination of the Pass/Fail Cut-Off**

10. As a training organisation, the AAFC adopts two general methods of assessment; a competency based method of evaluation and theoretical examinations. Nationally prepared theory examinations will be provided by Wings through SOGTs from a national database. The pass/fail cut off for theoretical examinations will be determined by norm referencing. The range of marks above the pass (competency) level will determine the award of distinction and/or credit grades. Competency assessments will be completed on forms annexed to relevant chapters. Some (assessment) annexes allow for an assessment of competency above the minimum criteria to allow a grading classification.

11. The pass/fail, competency displayed/not displayed grading classifications indicate the minimum level to be achieved by a cadet. Pass/competency displayed gradings are based on outcomes arising from subject objectives. Details of Attainment Levels and Code descriptions are listed in each course chapter.

#### **Determination of Grade**

12. Cut-offs points for grades above pass (competency displayed) should be indicated by the relative merit of the group results as a whole, moderated by the results of parallel groups in current or previous courses. Allocation of graded results - for example, the 5%-10% for Distinction and Credit for the next 10%-30% of candidates - may be based on groupings or clusters of identical or similar marks in close proximity. It is possible that the exact distinction or credit cut-offs cannot be determined by groupings or clusters of marks, or may vary outside the percentages suggested. This may be because of higher or lower overall performance by particular groups or courses. In this case discretion should be exercised by the CSECDR/TRGO/CI to determine the cut off points in consultation with the relevant instructor.

13. Parallel or sequential groups sitting identical or equivalent examinations may be compared by scaling the mean scores above the pass (competency displayed) levels for groups of less than 30 students, or scaling to equate means and standard deviations for larger groups. This will assist quality assurance in the allocation of distinction and credit gradings.

14. Each of the **individual subject examinations or assessments** will be granted in one of the following categories.

Grade		Rating
Distinction	D	4
Credit	C	3
Pass	P	2
Supplementary	S	1
Fail	F	0
Not Completed	X	0
Withdrawn	W	0

### Supplementary Assessments

15. A pass is required in all subjects - other than those listed as not mandatory for course completion - in order to pass either the promotional course or SQN training course. AAFC policy is that, consistent with a cadet's genuine endeavours, all reasonable efforts are to be made to assist the cadet in achieving the required standards prescribed to pass the course undertaken.

16. Where a cadet is assessed by the instructor responsible for the subject in question as failing to meet the required standard, then the cadet is to be informed by the class instructor as soon as practicable following confirmation of the assessed failure by the Chief Instructor. The cadet is to be appraised, in a positive manner, of the deficiencies with their answers and appropriate remedial action taken with the view to allowing the cadet to attempt a supplementary examination.

17. The decision as to whether or not a supplementary examination may be attempted is to be made by the Chief Instructor in consultation with the relevant staff. The exact nature of the remedial instruction is at the discretion of the Chief Instructor. However, a balance must be determined between devoting additional resources to the needs of the individual cadet(s) and the needs of the remainder of the candidates. Any decision to provide remedial action should be reviewed by the Chief Instructor and other relevant staff (IE CSECDR) where the cadet begins to accumulate a significant number of failures in other subjects.

18. All supplementary exams are to cover the entire subject content, not just the areas where the cadet(s) showed weaknesses.

19. **Oral Examinations.** Occasionally, the reason a cadet performs poorly with the written examination is possibly due to an inability to express their thoughts, and therefore their answers, in the written form. In other words, the cadet may well be able to articulate the answers orally, but when confronted with relying on written expression,

he or she experiences great difficulty in communicating their answers effectively. Instructors should therefore take such a possibility into account when assessing examination papers. The initial examination is to be recorded as a fail. However, it could be well advised that the form of the supplementary examination be oral. In such cases the instructor will need to structure the questions very carefully, so as to maintain the test reliability and validity criteria. The test questions must also be recorded on paper, together with a written record of the cadet's oral answers, to accompany the other examination papers to HQ, as required. Two (2) instructors should conduct the supplementary examination session.

### **Integration of Supplementary Examination Results**

20. On ascertaining the raw score results of the supplementary examination, the mark is to be converted mathematically to the same denominator or total maximum mark used in the original examination paper on course for the subject in question. This "converted" mark is then integrated into the spread of initial marks achieved by the remainder of the class. Based on relative performance an assessment is then made as to whether the supplementary converted score achieves a 'pass' mark. It should be noted that, irrespective of the final supplementary score achieved by the candidate, a standard supplementary pass is all that can be awarded for that subject. Neither a 'credit', nor 'distinction' pass can be awarded to supplementary examinees. If the supplementary score is still below the relative performance of the group, then a 'fail' is to be recorded. Conversely, if the score reflects significant improvement so as to reach within both the standard deviation and grouping, then a supplementary pass can be awarded.

21. Following the successful completion of a supplementary examination, the cadet should be informed as soon as possible in appropriate time determined by the CI/CSECDR.

#### **Failure to pass a Supplementary Assessment**

22. The procedures for managing cadets who fail a supplementary assessment differ depending on whether it is SQN training or promotional training. For detailed procedures on managing failed supplementary assessments see Part 2, Chapter 1 for SQN training. Where a cadet has failed the supplementary examination they are to be counselled in accordance with this policy. If that cadet then fails a second subject (including supplementary assessment, if offered) then they should be considered to have failed the course as a whole and be withdrawn and no further supplementary examinations given.

### **Deferred Assessments**

23. The criteria that determines whether or not a deferred assessment will be appropriate differs from Squadron Training to that offered on Promotional courses. For definitive advice on the criteria for awarding a deferred assessment on promotional

courses, see Part 4, Chapter 2 of the MoGT. For definitive advice on the criteria for awarding a deferred assessment during Squadron Training, see Part 2, Chapter 1.

### **Storage of Assessments**

24. Completed assessments for SQN training will be held on the cadets' personnel file. For completed assessments on promotion courses, see part 4, Chapter 1.

### **Determining Order of Merit**

25. The procedure for determining the order of merit **for home training courses** is as follows:

- a. Collate all 'D', 'C', 'P', 'S', 'W' and 'F' ratings for each student.
  - b. Convert the 'D', 'C', 'P' and 'S' rating to 4, 3, 2, 1 respectively. A result of 'W' or 'F' is converted to 0. A 'W' can also be used to indicate where a cadet did not complete the course.
  - c. Add the points scored by each student to produce a total points score. Column 'C' of SR1-SR4 which is available on CadetOne.
  - d. Award composite course results in terms of 'D', 'C' or 'P' to produce a Course Assessment. Column 'A'.
26. Determine the graduation ranking, consistent with sub-paragraph 'd' above, to produce the Graduation Order. Column 'B'.
27. This procedure is automated within the computerized administration system.

### **Performance Feedback**

28. Feedback to cadets and staff members form an important part of AAFC training and development. Staff and cadets who find themselves in the position of providing feedback to other AAFC members are reminded of the respective youth development, cadet training and staff training philosophies.

29. Guidance on feedback is provided at Annex A. This guidance is to be followed unless the member can justify a more effective method.

30. Specific guidance on the provision of feedback to candidates on cadet promotion courses is shown in Part 4, Chapter 2 of the MoGT

### **Recognition of Prior Learning- General Principles**

31. Recognition of Prior Learning acknowledges the skills and competencies of members irrespective of how those competencies are gained. Many personnel will enter a course already possessing some of the competencies the course is designed to

develop. As a general rule, the AAFC will endeavour to acknowledge these skills with the granting of RPL for components that a member is able to demonstrate.

32. It is a requirement for AAFC management at all levels to ensure that all AAFC staff members and applicants for AAFC staff appointments are aware that there is an AAFC Staff training RPL policy, and how the RPL process may be initiated.

33. The AAFC POLMAN training section regarding Australian Air Force Cadets: Policy and Procedure Overview is to be brought to the attention of all members and applicants.

34. Due to the time requirement in both compiling the request and assessing it, a candidate seeking RPL must weigh up the time taken to compile the RPL request and the time requirement to complete the training and/or assessment.

35. All supporting documentation submitted with RPL applications must address the following criteria:

- a. Validity- addressing the competencies claimed for,
- b. Sufficiency- enough evidence to demonstrate the competency. Bear in mind that the type of evidence will dictate how much evidence will be required, (Primary – you as assessor saw the candidate complete the task; Secondary – 2<sup>nd</sup> hand evidence (eg. Another person saw the candidate perform the task) (possibly need confirmation from another party as well); Tertiary – someone states that someone else told them that the candidate performed the task (this type of evidence should generally not be submitted))
- c. Authenticity- evidence must be genuine, and
- d. Currency- must still be capable of demonstrating competency (normally three years).

36. **Validity.** A number of questions can be asked when assessing if a piece of evidence is 'valid'.

- a. Is the evidence relevant to what is being assessed? Does it relate directly to the element or learning outcome?
- b. Does the evidence match what is being assessed? If you have to collect evidence about 'removing engine components' then direct observation of performance will generate valid evidence.
- c. If the learning outcome is 'identify the sequence for removing engine components' then a verbal or written test will provide valid evidence.



- d. If the candidate must 'apply project management principles' then valid evidence may come from an indirect source as well as observation or questioning about case studies.
- e. In order to ensure validity, evidence should be gathered on a number of occasions and in a variety of situations. The evidence can then be established as typical of the candidate's performance.

37. **Sufficiency.** This relates to the amount of evidence. Have you collected enough evidence to satisfy yourself that the candidate is competent across all elements according to the performance criteria, taking into account the range of variables?

38. To ensure that you have enough evidence, it may be necessary or desirable to use a supplementary source such as oral or written testing, case studies or drawings. If you are assessing a team presentation or product, for example, you will need to develop ways to ensure that you have evidence of each member's contribution. The presentation or product alone may not be sufficient evidence for each member.

39. You might gain additional evidence through:

- a. observation of team meetings,
- b. records of team activity maintained by each member of the group,
- c. reports from group members on each other's performance,
- d. reports from individual members on their own performance.

40. **Authenticity.** You need to ensure that the evidence is genuine - that is, it actually relates to the candidate's performance and not that of another person. Evidence such as a workplace performance conducted without the presence of an assessor will need to be validated by a third party, such as a workmate.

41. Authenticity is also a problem when the candidate is working in a team. How do you know that the evidence produced represents the individual candidate's work? The strategies listed above for ensuring sufficiency also applies to Authenticity.

42. **Currency.** How recent is the evidence? Generally the focus is on what can be done now. In assessing for recognition of prior learning or job selection interviews this is of particular concern. What must be ascertained is whether the evidence (for example, two year old reports or references) reflects current skills. The assessor must be guided by the competency standards and where necessary use a supplementary source of evidence such as answers to questions.

### **RPL for Cadet Promotion Training**

43. An inherent part of a promotional training is to participate in the entirety of the Detachment for the purposes of leadership, promotional attributes assessment, determination of merit and confirmation of currency of skills. Therefore, when a cadet is not able to successfully complete a promotion course, that cadet will not be granted RPL on a subsequent promotion course for those subjects completed successfully previously.

### **RPL for Cadet Squadron Training**

44. Cadets are eligible to seek RPL. The guidelines at paragraph 35 apply.

### **RPL for former ANC and AAC Cadets**

45. Former ANC and AAC cadets who enrol in the AAFC may seek RPL for aspects of Squadron and Promotional Training courses IAW the guidelines in this section and other general principles applying to RPL. Cadets who intend to seek enrolment at a rank other than CDT are counselled that it is highly unlikely that they will be enrolled at the same rank that they held in the AAC or ANC.

46. Requests for RPL for ANC and AAC cadets are to include the following information:

- a. Length of service and rank attained
- b. Certificates or other documentation showing subjects completed and grades (if applicable)
- c. AAFC Subjects that RPL is requested for
- d. Statement of support by CO that the member has been practically assessed on those subjects which the member is seeking RPL for so as to demonstrate currency, and
- e. a record of activities completed whilst in the other cadet service..

47. Requests for RPL for promotion course content are to be forwarded to SOTC (through SOGT) for final determination and authorisation by OC GTWAAFC.

48. Determinations for Squadron Training content may be approved by the SOGT (through WG RPL Assessor).

### **RPL for Staff Training**

49. The AAFC policy in respect of RPL for Staff Members is found at Part 6 ch 7.

### **Guidelines for Submission of RPL**

50. A sample format for RPL applications appears at Annex B. Note that the use of the pro forma attached is not mandatory however inclusion of the evidence is a requirement.

51. **Applications for RPL.** RPL applications are made to the appropriate Wing RPL Assessor. Where exemptions from entire AAFC training courses are claimed or where RPL is sought for external courses such as those available in the RAAF or tertiary institutions, all applications are to be made in writing to WG SOGT (through WG RPL Assessor).

52. Applications for RPL for elements within an AAFC course can be made to the Course Commander, who may have to refer the matter to the SOGT or WG RPL Assessor. All applications must be fully supported by documentation, which clearly identifies the competencies or course objectives contained in the RPL claim. The WG RPL assessor is to make a recommendation to SOTC or SOTS as applicable. The final authorisation for RPL to be granted is SOTC for Cadet Training and SOTS for Staff Training.

### **Processing Requests for Recognition**

53. Expanded information regarding these steps are contained at Part 6 ch 5

### **National Exam Database**

54. When published, National Examinations (questions and answers) are to be used for all evaluations.

53. Examination questions are based on the objectives in the syllabus, commensurate with the prescribed attainment level.

54. TRGOs are required to maintain the confidentiality of examinations and not store papers for lengthy periods of time. The content of the examination changes over time to adapt to changing policy and subject matter, therefore it is imperative to get the latest version.

## **GUIDELINES ON FEEDBACK TO PERSONAL PERFORMANCE FOR OFFICERS, INSTRUCTORS AND CADETS**

### **Introduction**

1. These Guidelines are intended to be used by all members of the Australian Air Force Cadets (AAFC) from the rank of Cadet Corporal and above. Whether in our daily school life, work life or participating in AAFC promotion courses or simply undertaking regular tasks at Squadron level, feedback on how well we are doing or not doing is very important to us all. How well others in command or positions of authority provide that feedback is usually influential on our performance, and how we perceive ourselves individually.
2. In the AAFC, feedback plays an important role in two main areas.
  - a. The first is at the organisational level where each member from the Officer Commanding or Commanding Officer down needs to be clear on their respective performances of their assigned tasks and responsibilities, what is expected of them as officers, instructors or ranking cadets, and conversely what is expected of members holding positions of authority up the chain of command.
  - b. Secondly, feedback is important in the developmental stages for cadets and junior members of the adult ranks, including officers. The developmental stage is particularly important with cadet training where many of the theories learned are put to practical effect.
3. These Guidelines are designed to be sufficiently broad to cover all aspects of personal performance feedback. This reinforces the position that providing and receiving feedback is the responsibility for all members who are placed in positions of authority and/ or command, irrespective of your rank, cadet or otherwise. The Guidelines are just that: guidelines. Each personal appraisal situation will be different from another.
4. However, the information and guidance contained in this publication should provide you with some assistance in dealing with likely reactions. It should also provide you with some pointers to how to make the best out of your appraisal.

### **Essentials on feedback**

5. Feedback refers to the process of giving someone accurate information about the impact of his or her behaviour on you, other people and/or the completion of a task. We give feedback all the time - as managers, as parents, as spouses, as friends, as members of the AAFC. Feedback is the method we use to change behaviour, improve performance or deal with stress. To be constructive, feedback should be intended to:
  - a. motivate the receiver to continue effective behaviour,

- b. supply information that will help solve a problem, or
  - c. enable the member to become more productive.
6. Only when the intention is to be helpful and that intention is communicated will the recipient be likely to accept the information and use it in a positive manner.

### **General Guidelines on Feedback**

7. By following the seven (7) guidelines listed below, you can increase the probability that feedback will be constructive for the receiver.
- a. Present the information in terms which are relevant to the situation, the recipient's behaviour and the impact of the behaviour on you, others and/or the task.
  - b. Present perceptions and reactions as such, not as facts. If possible, offer specific suggestions as to what the member might do differently. If established procedures are not being followed, clearly describe how these procedures can improve performance.
  - c. Avoid loaded terms likely to produce emotional or defensive reactions.
  - d. Avoid issues over which the member has little or no control. If, however, such issues must be addressed, give the information in a way that will help the member improve or plan alternative action.
  - e. If the member becomes defensive or emotional, deal with those reactions rather than trying to convince, reason, or supply additional information.
  - f. Give the information in a manner which communicates acceptance of the member and his or her right to be different.

### **Activity and Instructional Review Process**

8. The suggested 11 steps used in conducting a feedback session are:
- a. Conduct preliminaries,
  - b. Put the candidate at ease,
  - c. Ask for the candidate's views,
  - d. Ask for the candidate's suggestion for self-improvement,
  - e. Bring out points not raised,

- f. Give practical advice,
  - g. Emphasise good points,
  - h. Ignore small, incidental points,
  - i. Give a progress summary,
  - j. Give a final summary; and
  - k. Follow up.
9. Expanding on these points:
- a. **Step 1. Preliminaries.** The assessor should ensure that the critique is held as soon as possible after the period event. This will ensure that the conduct and performance of the candidate is fresh in the candidate and assessor's mind.
  - b. **Step 2. Put the candidate at ease.** After the candidate arrives the assessor should put them at ease. It should be stated, or at least clearly understood, that the assessment is aimed at having the candidate identify their strengths and weaknesses and to work out a remedial plan to overcome weaknesses with the assessor's help.
  - c. **Step 3. Ask for the candidate's views.** The assessor should use leading questions to have the candidate describe what they believe went well or went poorly. If the candidate is particularly nervous, it may be better to chat or defer for a few minutes before addressing the assessment report.
  - d. **Step 4. Ask for the candidate's suggestions.** Often the candidate will have recognised problems and worked out solutions. This is good if it happens because the assessor does not have to take the role of critic and recommend solutions. Further, it demonstrates that the candidate has developed an ability to self-analyse and evaluate their performance. The assessor should guide the candidate, as required, to focus on good solutions.
  - e. **Step 5. Bring out points not raised.** The assessor raises points which have not been identified by the candidate but which the assessor may have noted.
  - a. **Step 6. Give practical advice.** The assessor should not generalise. Advice should be specific and deal directly with the candidate's problems.
  - b. **Step 7. Emphasise good points.** The assessor must be conscious of emphasising the correct use of skills as well as the incorrect use of skills. As a general guide, the good points should outweigh the bad points. It is very rare for a period of instruction to be a complete disaster. Where the candidate has been a complete disaster, extra care should be taken with the critique, perhaps in private.

- c. **Step 8. Ignore small, incidental points.** All instructors make small errors. The assessor should concentrate on the important errors that affect the learning process, and not on incidental errors which are minor distractions.
  - d. **Step 9. Progress summary.** It is important to summarise and consolidate each stage of the session before going on to another. The assessor should allow time for the candidate to take notes if this is helpful.
  - e. **Step 10. Final summary.** The final summary consolidates all the major points raised in the session. A final summary should always conclude on a positive and encouraging note.
  - f. **Step 11. Follow up.** All critique sessions are subject to follow up action in some form or another. Sometimes, an assessor may only need to remember to encourage the candidate more often. At other times, further remedial action and assessment may need to occur.
10. These 11 steps can be summarised into a few major points:
- a. Ask the candidate:
    - (1) How did you rate your performance?
    - (2) Did you notice any faults in your lesson?
    - (3) How would you overcome these faults (if any) if required to conduct the lesson again?
  - b. Confirm/comment on candidate's suggestions.
  - c. Bring out points not raised by the candidate and suggest methods of improvement.
  - d. Summarise the candidate's good and bad points.

### Receiving feedback

11. When you are the recipient of feedback, remember that the information offers the possibility of learning how to improve and grow in effectiveness. To tap the potential of any feedback you receive listen carefully and take note of the following:
- a. to be useful to you, feedback needs to provide:
    - i. Description of specific, concrete, observable behaviour.
    - ii. Perceived effects of this behaviour on people or events.
    - iii. Statement of ideal behaviour.

- b. to convert general comments into useful information you will have to ask some questions to draw out the other member who is giving the feedback, i.e. to give a description of the behaviour:
  - i. What did you like about?
  - ii. What did you see as lacking?
  - iii. Where do you feel I fell short?
  - iv. Could you please give me an example, so I'm sure you're talking about?
- c. perceived effects on others:
  - i. How did that affect you?
  - ii. How do you think others perceive this behaviour?
- d. stating the ideal:
  - i. What do you want to see in the future?
  - ii. What would improve my performance?

### **Tips for making Negative Feedback useful**

12. Negative feedback is not necessarily accurate or possible to implement, so don't make any immediate promises. Rather:

- a. ask for examples and specific descriptions.
- b. keep cool and try to understand the other member's point of view.
- c. ask yourself "*is it true?*" (remember your self-evaluation techniques).
- d. if you believe the feedback doesn't fit, still ask yourself "*How did the person form this impression?*"
- e. take action appropriate to your goals and interests and to the situation and possible consequences.
- f. inform your superior that you will consider carefully what has been said and let them know as soon as possible of your intentions.
- g. for positive feedback, make sure you ask for specifics. "*What did you like about ...?*" "*What particularly was good.?*"
- h. try not to become defensive but mentally note questions or disagreements. If the information is positive, there will probably be no need for change unless you decide to do more of whatever it is!
- i. ask questions for clarification and request examples if the information is unclear or if you disagree. Paraphrase the answer you receive and look for confirmation to ensure



you understand what is being said to you. Carefully evaluate the accuracy of the information and its potential value.

- j. gather additional information from other sources or by observing your behaviour and others' reactions to it. Do not overreact to feedback. If you wish to modify your behaviour in the suggested direction, make the changes and then evaluate the outcomes.

### **Feedback for long term development**

13. You can use a feedback process to help motivate members to achieve long term development goals. There are five (5) basic steps:

- a. **Step 1 - Expectations.** You first figure out what each member must do to achieve your Squadron / section's goals. You then agree on methods for measuring progress and on the most appropriate leadership style with the relevant member(s).
- b. **Step 2 - Discussion with Members.** Meet with each member under your immediate command and together establish standards for satisfactory accomplishment of each task. If there is disagreement which cannot be resolved (remember that there is a 30% discrepancy between what leaders expect and what members think they expect), it is the ranking or appointed member's role to decide what is acceptable. Encourage the member to set goals which are above standard - challenging but achievable. Research indicates that the most motivating goals are those perceived by the people as having a 50% chance of attainment, and that good management and leadership can help people to achieve 80% of the goals they set at that level.
- c. **Step 3 - Feedback.** Monitor performance and provide feedback in accordance with the style agreed upon. Document all feedback with a short note in the member's file as these become the basis of performance appraisals (OIPARs) and can be especially helpful in adverse personnel actions. It is also useful to send a copy of the note to the member asking them to let you know if their perception of what was discussed is different than yours.
- d. **Step 4 - Development.** As a member gains experience, confidence and commitment in each task, adjust your supervision and support accordingly (refer to the Situational Styles of Leadership). Behaviour flexibility is essential on your part since few people are at the same development level.
- e. **Step 5 - Inadequate Performance.** If below standard outcomes occur, review them with the member, using all your knowledge about constructive feedback. In the event of a disagreement, as a leader, you have two obligations to pursue.

### **Obligations of the Leader where Inadequate Performance occurs**

14. Leaders have two obligations especially if the member disagrees with your assessment. The two obligations are to find the cause of the problem and not to take any arbitrary action.
15. Determine the cause of the problem and respond appropriately. Through discussion with the member and other investigations, find out if the problem is one of the following:
- a. **Lack of aptitude or ability.** All the feedback and training in the world won't help. Reassignment of tasks, transfer, or termination of appointment should be discussed openly.
  - b. **Lack of relevant skills.** Training can correct this problem and it is your role to supply it, if possible.
  - c. **Insufficient information to perform the task successfully.** Again, it is your responsibility to find out what data is not being received and ensure that it is in the future.
  - d. **Poor job design.** This can be reflected by work overload, conflicting demands, unrealistic time schedules or goals. The job should be redesigned.
  - e. **System problems.** The appropriate response will necessarily be influenced by organisational structure, traditions, existing communication lines, and many other factors. In general, your obligation is to provide or facilitate whatever assistance the member needs to correct the situation. You should help members recognize their responsibility towards for helping other members become better at providing the needed support.
  - f. **Problem with motivation.** Determine, if possible, why the member is motivated to behave differently than what was agreed upon or expected. Some common examples of competing motivations are family problems and/or emotional or physical illness. Encourage the member to do whatever is necessary to deal with the problem (e.g. consulting a doctor). Do not become involved in any long term counselling once you have suggested sources of help.
  - g. **No arbitrary actions.** It is important that members under your command know you will never make any adverse appraisals, Officer/Instructor Performance Appraisal Report (OIPARs), or personnel decisions without checking to see if there has been any improvements or a least provide them with a right of reply. Keep them informed of the likely consequences (to the extent to which your authority allows and the system's predictability). Avoid using negative consequences (low ratings, no promotion, change in appointment, reassignment, and termination of appointment) as threats. Rather you should make clear your honest desire to see them succeed, while at the same time ensuring that they understand the possible results if no improvement occurs.

16. Whilst it is important to make every reasonable effort to assist the member to overcome the problem(s), any prerequisite standards cannot be compromised or lessened to achieve that aim. The member must meet the standards set. The standards cannot be lowered to meet the member.

17. If marginal or unsatisfactory performance continues and all reasonable efforts have failed, you must decide whether:

18. You are willing to live with that level of performance and the type of supervision necessary to maintain it; or

19. Whether a reassignment, termination of appointment or a 'fail' assessment (in context to a promotion course) is required. In any case, you must communicate the decision / recommendation and the reasons to the member affected and to the appropriate senior HQ or Detachment appointment.

#### **Why Members don't get the job done and causes of performance and attitude problems**

20. Usually there are three (3) reasons why people do not get the job done regardless of what reasons people may give. The answer may be one of these:

- a. they don't know how - lack of instruction, orientation or training, intellectual inability, improper or lack of feedback, conflicting demands, or system or organisational problems
- b. something or someone keeps them from it - not enough time, wrong materials, resources or references, or undesirable disposition
- c. they don't want to - previous good work unrecognised, burn out, unhappy with manager / job, or poor attitude or lack of commitment

#### **Handling emotional reactions**

21. There are some basic rules to follow if someone becomes defensive in response to your feedback or if you are verbally attacked by someone who is upset.

- a. **A source of information.** Whether you precipitated the outburst or not (and if you adhere to what has been discussed thus far, the former case is unlikely), recognise it as an opportunity to get uncensored feedback (a rare occurrence) which may be accurate and valuable.
- b. **Your initial task is to let them explode.** Help the member ventilate and verbally express their feelings. It will do you no good to ignore their reaction "*we'll discuss this later after you've calmed down*", be critical of it or try to reason it away. Remember, they probably won't hear you.

- c. **Understanding.** Try to understand what the member is saying and why they feel as they do. The pay off is worth the effort required to remain calm and to sincerely try to understand what the member is feeling and why. Remember that he or she may have goals, values, information and feelings different from your own and from what you think theirs are. Encourage the member by showing concern through eye contact, nods of the head and leaning forward.
- d. **Check your perception.** Don't evaluate what is said. Rather, paraphrase in terms of your own experience of similar emotions (i.e. don't repeat verbatim). By hearing her or his words in a similar form, the member knows you are trying to understand and can clarify any misconceptions on your part. Also, this process can bring the situation into perspective; when a member can ventilate emotions and be heard in the process, the boiling pot begins to simmer down. If the member expresses a long string of different feelings, try to pick out a common thread running through the statements, or to reflect as many of the feelings as possible. Otherwise, focus on the last feeling expressed. When there is a period of silence, wait it out; though it may seem interminable, the member will probably begin speaking again after a minute or so.
- e. **Move toward problem solving.** Once they have begun to calm down, initiate a problem solving discussion, using the rules of constructive feedback as your major tool. At the close of a session, use your judgment in determining whether to give feedback about how it felt to be attacked; be careful not to discourage them from ever ventilating to you again.

### **Giving feedback to Superiors**

22. Most people underestimate their supervisor's desire and ability to accept feedback and while most would say that they would like feedback from their members, they do not give their supervisors the same credit. The following are some useful pointers for handling the opportunity that giving feedback to supervisor's presents to us.

- a. **Postpone emotion-laden feedback.** As with any feedback, don't immediately give it to your boss if you are feeling irritated, angry, or superior about something he or she has said or done.
- b. **Criteria for content.** Significant but "safe" subjects. Pick a topic which is important and about which you feel certain of your ground, e.g. something which has made your job easier or more difficult. Avoid criticising something in which your supervisor takes special pride or has a great deal invested, especially if it is your first attempt at feedback.

- c. **Follow the rules.** Present your views according to the rules of constructive feedback, concentrating on the goal of being helpful, e.g. "it may be a misunderstanding on my part, but ..." (explain the situation, behaviour and outcome).

### **Eliciting more feedback**

23. Feedback always offers the possibility of learning something valuable something that can broaden your perspective, enrich your understanding of events, or help improve your effectiveness. If you accept that premise, then it becomes worth the effort to seek out feedback.

24. How to get more feedback. If you are one of those rare individuals who already has a feedback-rich environment, then perhaps you have more feedback than you can handle. But for most of us, the best way to get more feedback is to give more ourselves, to ask for it and to receive it in a manner that shows appreciation and does not punish the giver. The word will get around that you know how to handle it.

25. Responding to the feedback. A few pointers:

- a. **Evaluate the data.** Examine the feedback for accuracy and potential value. Gather more information, if necessary. Check out the feedback with other people or observe your behaviour and others' reaction to it. Then, decide whether change is merited.
- b. **Feedback to the giver.** Once you have reached your decision, get back to the member and explain what you are going to do and why. Most people don't expect automatic change, just some feedback on their feedback.

### **Feedback Summary**

26. Clearly, it takes planning, patience and persistence to help people, particularly young people, to develop. Spending the time and energy is usually more effective and efficient than simply letting a problem continue. The more your senior members are functioning well at their tasks, the less you will be required to actively supervise them.

### **Formal Counselling**

27. Formal counselling may be required either for poor performance or due to a particular circumstance or incident. Whilst the above processes are suitable for use when conducting a formal counselling session, staff are reminded about their obligations under the principles of natural justice:

- a. Any person accused of wrong doing should be supplied with the details of the allegations made against him/her,
- b. A person should be given adequate opportunity to respond to those allegations,

- c. The Officer/ Instructor dealing with the matter must act honestly, fairly and without bias in coming to their conclusions,
- d. The Officer/ Instructor dealing with the matter must act within the scope of their authority.

28. Directing Staff are also reminded of the requirements of the ADFC Behaviour policy and should ensure that their actions in counselling members of the opposite sex can not be misconstrued. A Directing or support staff member of the same sex of the member to be counselled should always be present.

29. Staff are to exercise extreme caution when providing informal feedback or formal counselling in a one to one situation with no other staff in close proximity.

### **Questioning**

30. Questioning staff and cadets should occur very infrequently. If it is required then contact should be made with a senior member to provide and assistance BEFORE the questioning. The following guidelines apply before questioning a staff member or cadet:

- a. State the case consistent with natural justice,
- b. State that the member need not answer questions,
- c. State that they need not answer immediately,
- d. State that they may have another person present,
- e. Ask questions clearly and directly,
- f. No attempt should be made to use trickery.

### **Duress**

31. Duress is a compulsion to answer due to a fear of force being used or fear of a threat. The threat may be real or implied.

32. Whilst staff and cadets are not to use duress when questioning, all members should be aware that their actions have consequences which may be independent of their decision to answer questions or not.

## **AAFC Recognition of Prior Learning Process**

### **Stage 1 The Initial Contact**

1. Prior to requesting RPL, members are **required** to make contact with their WG RPL Assessor, TRGO(C) or TRGO(S) (as appropriate) to discuss the process and the types of evidence that will assist the member to submit a successful request.
2. The HQ member involved will provide the prospective applicant with an idea as to the evidence to be supplied, the supporting or secondary evidence that may be available and the likelihood of success of the request based on the initial information supplied by the applicant.

### **Stage 2 The request**

3. It is the responsibility of the individual member to collate the materials required to demonstrate RPL. Many members fail at this point believing that their word is sufficient to be granted RPL. Note that even if a member is able to show that they demonstrated something in the past, they may be required to demonstrate this activity now to show currency.
4. RPL application forms are provided in all staff training course materials. Whilst the submission of these forms is the beginning of the formal RPL assessment process, the consideration and preparation of such applications will usually need to be preceded by discussion and mentoring.
5. RPL applications should be sent to the WG SOGT (or Staff Training delegate) for initial assessment with all supporting evidence attached.

### **Stage 3 Assessment of RPL Applications**

6. Once an RPL application has been received, a qualified AAFC RPL assessor or assessment team will assess it. (An accreditation in respect of RPL Assessment is required to be held by the RPL Assessor) The RPL assessor will oversee the process, and involve specialists in the decision making process as required.
7. Because of the nature of AAFC training, RPL assessments will often be based on documentary evidence, which may be in portfolio form. It is expected, however, that all RPL applicants will also be interviewed – formally or informally – by RPL assessors in order to support or clarify applications. Such interviews may be by telephone, and may take place in any appropriate AAFC or informal environment.
8. Mentors who assist a member through the RPL process may support RPL applicants.

9. There are three possible assessment decisions. These are to grant the application, to deny the application, or to defer the decision to allow for further evidence or further assessment.

10. In all situations, applicants for RPL are to be fully advised of any decisions, and the implications of such decisions. Subject to AAFC policies, including those on confidentiality and freedom of information, all stakeholders are to be advised of RPL decisions and processing, and all appropriate records are to be maintained in the manner required. It is important that the records show that the RPL process was complete and accurate.

11. It is to be stressed that RPL recommendations be correctly made by properly qualified RPL assessors or assessment teams on the evidence of competencies displayed by the applicant. RPL Assessors are to make recommendation to SOTC or SOTS where applicable. SOTC or SOTS is to either support or decline the recommendation by the RPL Assessor.

#### **Stage 4      Reviewing the RPL Process**

12. Stage 4 will only be implemented if there has been any disagreement over the RPL decision, or if the RPL process is found to be deficient. The review is to be carried out by or under the oversight of an AAFC staff member senior to the original RPL assessor.

13. Should the review result from an RPL applicant disagreeing with the RPL decision, the AAFC policy on appeals may need to be consulted.

14. Normally a review will consist of the following steps:

- a. review the original process and correct any deficiencies found,
- b. select an additional assessment method in consultation and negotiation with the applicant,
- c. implement any additional assessment,
- d. make the RPL assessment decision, and
- e. record the decision and report it as appropriate to all stakeholders.

15. Note that, under AAFC appeals policy, this stage may be repeated.

16. It must be stressed that stage 4 will occur very rarely if stages 1, 2 and 3 are properly executed.



### RPL Evidence Exercise

17. The following exercise invites you to put yourself in the position of a candidate providing RPL evidence, so as to see how the answers to key questions concerning validity, reliability, authenticity and sufficiency can assist assessors to be confident that they have reached the right decision. (As a candidate for assessment in this course you will need to consider the rules of evidence when compiling your Assessment Folio if applying for RPL).

18. Think about particular activities you have performed which provide a clear demonstration of your current competence in an important area of your work or study.

19. Describe a performance or activity and answer these questions:

- (a) What aspects of the competency does it demonstrate?
- (b) Is the evidence valid? In other words, how is it relevant to the competency being assessed?
- (c) Is the evidence sufficient? In other words, would you need to provide any further evidence to allow an assessor to make a decision about your competence?
- (d) Is the evidence authentic? In other words, how would you be able to convince an assessor that it is genuinely your own work?
- (e) Is the evidence current? In other words, how does it show your competence at this point of time?

20. The above exercise should help you to see how it is possible for candidates to use these questions as a guide in preparing the evidence they will present for assessment. In contrast to more traditional forms of assessment, in competency based assessment the responsibility for collecting evidence is shared. For this reason the assessor should make sure candidates have detailed information about the standards they will be measured against and that they know the four key questions against which to measure their evidence.

21. RPL Evidence Summary Sheet

**AAFC Number:** .....

**Rank:** .....

**Name:** .....

**Squadron/Section:** .....

**Course in which RPL is claimed:** .....

**Unit or Element of Competency Claimed:**

(Refer to Appropriate Syllabus Outcomes or objectives)

**Evidence of Display of Competence.**

(Brief overview statements on this form with attached supporting documentation as required)

**Direct Evidence:**

(e.g. sample of writing competence, or reference to observation of the competence by the assessor SOGT)

**Indirect Evidence:**

(e.g. duty statements of roles or work carried out that demonstrates the competency claimed)

**Supplementary Evidence:**

(e.g. signed statements of supervisors/assessors certifying observations of the competency claimed)

**SOGT Assessment or Recommendation:**

Evidence is:	Valid?	Y/N	Sufficient?	Y/N
	Authentic?	Y/N	Current?	Y/N

Application is:        approved/supported/not approved

Details of further processing required:

Applicant advised (date):.....

SOGT signature: .....

Name: .....

Rank:.....

Posn:.....

Date.....

**Example of a completed RPL application form**

22. The following is an example of an RPL application form submitted by an applicant who has just left the RAAF as a FLTLT.

**RPL Evidence Summary Sheet**

**AAFC Number:** AA 999999.....

**Rank:** FLTLT (AAFC).....

**Name:** Joseph E Bloggs .....

**Squadron/Section:** 45 FLT .....

**Course in which RPL is claimed:** Instructor Probation course

**Unit or Element of Competency Claimed:**

All competencies for Education Management and Instructional Technique

**Evidence of Display of Competence.**

**Direct Evidence:**

I was an instructor on 2/09 Cadet SNCO course and was observed delivering an instructional session by SOGT during her visit to the course.

**Indirect Evidence:**

I served as an instructor at RAAF STT for five years – **See attached copies of my RAAF SMTT IT course certificate and my Record of Service.**

**Supplementary Evidence:**

**I attach copies of my last RAAF AER** and a supporting Minute from FLTCDR 45 FLT, both commenting favourably on my instructional duties performance.

**SOGT Assessment or Recommendation:**

Evidence is: Valid?	Y/N	Yes	Sufficient?	Y/N	Yes
Authentic?	Y/N	Yes	Current?	Y/N	Yes

Application is: approved/supported/not approved      Approved

Details of further processing required:

Advise member and FLTCDR 45 FLT.

Record on member's file

Applicant advised (date): 13 Apr 2010 .

SOGT signature: *Ian.M. Certain*.....

Name: I. M. CERTAIN .....

Rank: SQNLDR(AAFC).....

Posn: SOGT .....

Date 13 Apr 2010 .....

**Notes:**

1. A telephone discussion (or face to face meeting) is normally a requirement of an RPL assessment. In this case, the applicant had confirmed that the RPL assessor had actually seen him displaying the competencies at the Camp.
2. In this case the applicant had been able to 'batch' the competencies for a whole subject.
3. The RPL assessor was able to make a positive decision because the supporting material could be matched with the competencies required by the course.

## Part 1

### Chapter 4

# Ground Training Wing Responsibilities and Processes

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## Ground Training Wing Structures and Processes

### Introduction

1. This Chapter is designed to provide guidance to staff and cadets on the structures that exist in the area of Ground Training and the processes utilised by HQ GTWAAFC.

### Officer Commanding Ground Training Wing

2. OC GTWAAFC is responsible to CDR-AAFC for the development of training policy in the AAFC and the review and oversight of the implementation of this policy in the Operational WGs.

### Headquarters Ground Training Wing

3. **Staff Officer Training Cadets (SOTC)** is responsible to OC GTWAAFC for the development and maintenance of AAFC cadet training policies, procedures, training courses and resources that meet the needs of AAFC cadets. SOTC is to provide feedback to OC GTWAAFC on all matters that may affect the training and development of AAFC cadets. A duty statement is shown at Annex A.

4. **Staff Officer Training Staff (SOTS)** is responsible to OC GTWAAFC for the development and maintenance of AAFC staff training policies, procedures, training courses and resources that meet the needs of AAFC staff. SOTS is to provide feedback to OC GTWAAFC on all matters that affect the training and development of AAFC staff. A duty statement is shown at Annex B.

5. **Senior Operations Officer Firearms .22 (SOPSOF .22)** is responsible to OC GTWAAFC for the development and maintenance of AAFC .22 firearms training policies and procedures taking into account relevant Defence and State requirements. This role extends to providing practical assistance to Operational WGs in the development of .22 firearms training within the Operational WG. A duty statement is shown at Annex C1.

6. **Senior Operations Officer Firearms F88 (SOPSOF F88)** is responsible to OC GTWAAFC for the development and maintenance of AAFC F88 firearms training policies and procedures taking into account relevant Defence and State requirements. This role extends to providing practical assistance to Operational WGs in the development of F88 firearms training within the Operational WG. A duty statement is shown at Annex C2.

7. **Training Officer VET (TRGOVET)** is responsible to OC GTWAAFC for the development and maintenance of policies and procedures that allow AAFC cadets to partake in the DEA and be awarded VET awards which align with AAFC training. TRGOVET will provide advice and support to WG GT Flights in the area of VET and DEA. A duty statement is shown at Annex D.

8. **Administration Officer (ADMINO)** is responsible to OC GTWAAFC for the provision of administrative and logistical support to GTW. This extends to the development and distribution of instructional resource. A duty statement is shown at Annex E.

9. **Training Officer Firearms (TRGO(F))** is responsible to OC GTWAAFC through SOPSOF for the development and maintenance of AAFC firearms training policies in the area of .22LR. A duty statement is shown at Annex F.

10. **Staff Officer Ground Training (SOGT)** is responsible to OC GTWAAFC for the planning, co-ordination and delivery of training in accordance with Ground Training Wing policies, procedures and training ethos within their Operational WG. SOGT is responsible for ensuring that all training in the Operational WG is carried out in accordance with the policies and procedures laid down in the Manual of Ground Training. SOGT is considered to form part of HQ GTWAAFC. A duty statement is shown at Annex G.

11. SOGT is also responsible to the OC Operational WG for the provision of training services to meet the needs of the Operational WG. After consultation with OC GTWAAFC, the duty statement at Annex G may be varied to meet Operational WG needs. SOGT also forms part of the Operational WG executive.

### **Standardised nomenclature for WG Ground Training units**

12. Operational WG HQ training areas are to be known as 'X Wing Ground Training Flight ('X' is the local Operational WG number). This is to be utilised when talking about the Ground Training functions within a particular WG as a whole. This may be abbreviated to 'XWG GT FLT'.

13. Subordinate staff within the WG GT FLT may still be known as their position. IE SOGT 4WGAAFC, TRGO(C) 6WGAAFC, ASSTTRGO(S) 3WGAAFC without the need to specifically refer to the GT FLT.

14. Where a WG GT FLT has a subordinate unit for field, aeromodelling, engineering or other training, these units are still be known as a 'Flight' and retain their previous numbering identity. IE 320 (Field Training) Flight. Where a subordinate unit does not hold a numerical designator, they shall be known as 'X'WG Aeromodelling (or other specialisation) Flight.

15. This standardisation is to ensure that that cadets, staff and RAAF personnel who interact with the AAFC instinctively recognise the functions of the units responsible for AAFC Ground Training functions.

### **Structure of WG GT FLTs**

16. The structure of each WG GT FLT varies due to the specific size and training needs of the Operational WG. Each WG GT FLT is commanded by SOGT. SOGT is

responsible for the ensuring that the structure of their respective WG GT FLT's and duty statements for members of the WG GT FLT are published in Operational WG SOPs.

17. Some Operational WGs may have one staff member performing multiple roles dependant on local conditions.

18. Each WG GT FLT will designate a suitably qualified WG RPL Assessor(s) to oversee the RPL Process in the WG.

### **Standardised titles to be used in WG GT FLT's**

19. The following titles and abbreviations are to be utilised by personnel within WG GT FLT's holding the following positions.

- a. Training Officer- Cadets. TRGO(C) XWGAAFC
- b. Training Officer- Staff. TRGO(S) XWGAAFC
- c. Assistant Training Officer- Cadets. ASSTTRGO(C) XWGAAFC
- d. Assistant Training Officer- Staff. ASSTTRGO(S) XWGAAFC
- e. Training Clerk- Cadets. TRGCLK(C) XWGAAFC
- f. Training Clerk- Staff. TRGCLK(S) XWGAAFC.

20. Other personnel within the GT FLT will be known as Training Officer - Title or Training Clerk - Title as appropriate. In all cases, the title should reflect the roles and responsibilities of the position, not the rank of the person holding the position. There is no general prohibition on whether an airman or NCO is to be considered as a 'clerk' or an 'officer'.

### **Ground Training Flight Responsibilities**

21. All members of WG GT FLT's are responsible to OC GTW for the processes and procedures they utilise in the management of the WG GT FLT. They are responsible to OC Op WG for the delivery of training services in the operational WG. These services include:

- a. Coordination and selection of Directing Staff for all GTW auspices courses. This includes promotion courses, GSTs, work experience, WG based field craft courses, engineering and trade courses.
- b. Recommendations to OC Op WG for the selection of DETCDR for all detachments. Consultation will then occur as per Part 3, Chapter 1.



- c. Oversight and approval of Training aspects of SQN Activities IAW AAFC POLMAN, MoGT and WG RIs
- d. VET administration and oversight
- e. DEA advice, administration and oversight (unless delegated to SQN level)
- f. Updating of member records WRT GT information
- g. Provide advice to SQNs regarding general training matters.
- h. Provision and supervision of weapons and firearms training IAW AAFC POLMAN after authorisation from SOPSOF

22. The primary responsibility of all members of WG GT FLT is to the training outcomes and policies that are specified in the AAFC POLMAN and MoGT. The responsibility to the local WG is to the delivery of training services in that WG.

### **Ground Training Wing Conference**

23. Each year HQ GTWAAFC will hold a conference to enable a review of AAFC training policies and procedures. Attendees at the conference include:

- a. All members of HQ GTWAAFC.
- b. Staff Officers Ground Training
- c. Training Officers Staff and Training Officers Cadets will generally attend on alternate years to each other to enable review of their respective policy areas.

24. Other attendees to be invited annually include:

- a. CDR-AAFC
- b. The chairman of the NCRG and one other member of the NCRG,
- c. An Operational WG OC.

25. Other invitations will be issued as directed by CDR-AAFC or OC GTWAAFC.

26. Minutes of the conference are required to be drafted and published by ADMINO GTW. Recommendations and Action Items from the conference are to be issued to all attendees in draft form within 14 days from the conclusion of the conference. These are to be confirmed not later than six weeks from the conclusion of the conference.

27. Unless amendment is required (upon which the revised recommendations and action items will be re-issued for comment) the recommendations and action items will be forwarded to the CDR within two months from the conclusion of the conference. After OC GTWAAFC has had the opportunity to discuss the recommendations from the conference with the CDR the Recommendations and Action Items will be released to the wider AAFC on 1 Nov each year.

### **National Schedule of Courses**

28. Each year HQ GTWAAFC will publish a list of national courses that fall under the direct coordination of HQ GTWAAFC. This list will include:

- a. Staff Training courses,
- b. National Fieldcraft Competition and National Firearms Competition (as appropriate),
- c. National GST.
- d. Other courses as directed by CDR-AAFC.

29. The schedule will include details as to when the activities open and close for nominations via CadetOne.

### **Operational WG Training Program**

30. Training programs published by Operational WGs are to cover an eighteen month period. They should be reissued when major changes occur that affect staff and cadet planning within the next 12 months. Where appropriate the Op WG training program is to include activities coordinate by HQ GTWAAFC for publication to the operational WG.

### **Training Audits**

31. Training audits are carried out under the authority of Officer Commanding Ground Training Wing for the purposes of ensuring adherence to the policies and procedures outlined in the Manual of Ground Training.

32. Officer Commanding Ground Training Wing (or delegate) will conduct the training audits. Training audits will be carried out on both WG GT FLT's as well as detachments.

33. **TERMS OF REFERENCE- STAFF TRAINING.** The terms of reference for Staff Training Audits covers the following areas:

- a. access to all staff personal files,
- b. access to all staff training evidence logs and portfolios,

- c. access to all Wing HQ administration and ground training documentation,
- d. OC GTW (or delegate) shall advise the Wing Officer Commanding (OC) of any corrective action required,
- e. OC GTW (or delegate) to provide a report to the CDR-AAFC following each Wing audit, and
- f. OC GTW (or delegate) to provide follow-up to any corrective action.

**34. TERMS OF REFERENCE- CADET TRAINING.** The Terms of Reference for Cadet Training Audits covers the following areas:

- a. access to all cadet promotion course training records,
- b. access to all cadet promotion course training assessments,
- c. access to all cadet promotion course training programs,
- d. OC GTW or his delegate shall advise the Wing OC of any corrective action required,
- e. OC GTW or his delegate to provide a report to the CDR-AAFC following each Wing audit, and
- f. OC GTW or his delegate to provide follow-up to any corrective action.



## Ground Training Wing

### POSITION DESCRIPTION

Title	Abbreviation	Rank
Staff Officer Training Cadets	SOTC	Squadron Leader (AAFC)

Role	Description
	<p>Develop and maintain AAFC Cadet training policies, procedures and training courses that meet the needs of AAFC cadets.</p> <p>Provide feedback to OC GTW on all matters that may affect the training and development of AAFC cadets.</p>

Responsibilities	Description
	<ul style="list-style-type: none"> <li>- Oversee and manage the Cadet Training Working Group</li> <li>- Amendment and updating of the AAFC Manual of Cadet Training</li> <li>- Development of resources suitable for delivery and assessment of Cadet Training courses</li> <li>- Oversee and conduct quality assurance of AAFC WG Cadet Training</li> <li>- Oversee and conduct validation and evaluation of AAFC Cadet Training</li> <li>- Review courses on offer by other institutions and evaluate for inclusion into the AAFC Cadet Training suite</li> </ul>

Specific Duties	Description
	<ul style="list-style-type: none"> <li>- Liaise with ADF personnel to advance AAFC Cadet Training issues</li> <li>- Liaise with WG SOGT and WG TRGO(C) in the development, delivery, validation and quality assurance of AAFC Cadet Training</li> <li>- Liaise with other ADFC services for the development of common training packages</li> <li>- Liaise with DDFC personnel on Cadet Training issues- particularly the training enhancement package</li> <li>- Provide a written report to OC GTW and WG SOsGT regarding CT issues for the GTW Annual Conference</li> <li>- Other duties as delegated by OC GTW.</li> </ul>

Key Relationships	
Personnel	Notes
OC GTW	Responsible to OC GTW for all items articulated above.
OC Operational WG	Provide feedback to OC WG as needed or requested regarding effectiveness of Cadet Training initiatives in their WG.
WG SOsGT	Liaise with WG SOsGT regarding the effectiveness of Cadet Training initiatives within the WG. Copy in WG SOsGT on any direct communication with WG TRGO(C).
WG TRGO(C)	Liaise directly with WG TRGO(C) regarding cadet training courses, resources and issues that have a direct effect on the outcomes of cadet training courses. Provide advice regarding course scheduling, directing staff selection and other course administrative issues.

RAAF	Liaise with RAAF training personnel regarding issues that will provide a benefit to AAFC cadet training.
DDFC	Liaise with DDFC regarding initiatives that impact on AAFC staff training and development.
Cadet Training Working Group	Supervise and oversee the activities of the working group. This includes tasking duties, resource control and feedback sought from external of the working group.

### **Requisite Skills and Attributes**

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC, ADFC and ADO in order to produce quality outcomes despite geographical limitations.

Demonstrated ability to lead a team, and be self motivated.

Demonstrated ability to respond to change and initiate change when required.

Knowledge of and familiarity with the AAFC Ground Training process; particularly Cadet Training processes at both operational WG and GTW level.

Knowledge of and familiarity with the vocational education training system.

Experience as a Wing SOTG, TRGO(C), Squadron CO or SQN Training Officer with a demonstrated focus on Cadet Training and development.

Experience on promotion course detachments in the role of Course Commander, DET Chief Instructor/ Training Officer or Detachment Commander.

Demonstrated project management skills in an AAFC or related field.

Hold nationally accredited course qualifications relating to vocational education, preferably:

- a. Holder of a Certificate IV in Workplace Training and Assessment
- b. Holder of the minimum of Cert IV in Business (Frontline Management).
- c. Holder of a commercially accredited Recognition certificate

### **Desirable Attributes and skills**

Demonstrated suitable computer skills including use of spreadsheets and document creation tools.

Hold nationally accredited course qualifications relating to vocational education, preferably:

- a. Diploma of Training and Assessment Systems
- b. Diploma of Business (Frontline Management).
- c. Commercially accredited Recognition certificate

Availability of a considerable amount of time throughout the year to be devoted to its responsibilities.

Availability to travel interstate during the working week.

A background in adult vocational education.



## Ground Training Wing

### POSITION DESCRIPTION

Title	Abbreviation	Rank
Staff Officer Training Staff	SOTS	Squadron Leader (AAFC)
<b>Role</b>	<p>Develop and maintain AAFC Staff training policies, procedures and training courses that meet the needs of AAFC staff.</p> <p>Provide feedback to OC GTW on all matters that may affect the training and development of AAFC staff.</p>	
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>- Oversee and manage the Staff Training Working Group</li> <li>- Amendment and updating of the AAFC Manual of Staff Training</li> <li>- Development of resources suitable for delivery and assessment of Staff Training courses</li> <li>- Oversee and conduct quality assurance of AAFC Staff Training</li> <li>- Oversee and conduct validation and evaluation of AAFC Staff Training</li> <li>- Review courses on offer by other institutions and evaluate for inclusion into the AAFC Staff Training suite</li> </ul>	
<b>Specific Duties</b>	<ul style="list-style-type: none"> <li>- Liaise with ADF personnel to advance AAFC Staff Training issues</li> <li>- Liaise with WG SOGT and WG TRGO(S) in the development, delivery, validation and quality assurance of AAFC Staff Training</li> <li>- Liaise with other ADFC services for the development of common training packages</li> <li>- Liaise with DDFC personnel on Staff Training issues.</li> <li>- Provide a written report to OC GTW and WG SOsGT regarding ST issues for the GTW Annual Conference</li> <li>- Provide a recommendation to OC GTW for the award of the Staff Training trophy to a WG.</li> <li>- Other duties as delegated by OC GTW.</li> </ul>	
<b>Key Relationships</b>		
<b>Personnel</b>	<b>Notes</b>	
OC GTW	Responsible to OC GTW for all items articulated above.	
OC Operational WG	Provide feedback to OC WG as needed or requested regarding effectiveness of Staff Training initiatives in their WG.	
WG SOsGT	Liaise with WG SOsGT regarding the effectiveness of Staff Training initiatives within the WG. Provide feedback gathered from product and process evaluations. Copy in WG SOsGT on any direct communication with WG TRGO(S).	
WG TRGO(S)	Liaise with WG TRGO(S) (copy to WG SOGT) regarding staff training courses, resources and issues that have a direct effect on the outcomes of staff training courses. Provide advice regarding course	

	scheduling, directing staff selection and other course administrative issues.
RAAF	Liaise with RAAF GTW personnel (specifically OTS, 1RTU and other training service providers) regarding issues that affect the development of GTW staff training processes.
DDFC	Liaise with DDFC regarding initiatives that impact on AAFC staff training and development.
Staff Training Working Group	Supervise and oversee the activities of the working group. This includes tasking duties, resource control and feedback sought from external of the working group.

### Requisite Skills and Attributes

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC, ADFC and ADO in order to produce quality outcomes despite geographical limitations.

Demonstrated ability to lead a team, and be self motivated.

Demonstrated ability to respond to change and initiate change when required.

Knowledge of and familiarity with the AAFC Ground Training process; particularly Staff Training processes at both operational WG and GTW level.

Knowledge of and familiarity with the vocational education training system.

Experience as a Wing SOTG, TRGO(S), Squadron CO or SQN Training Officer with a demonstrated focus on Staff Training and development.

Demonstrated project management skills in an AAFC or related field.

Hold nationally accredited course qualifications relating to vocational education, preferably:

- a. Holder of a Certificate IV in Workplace Training and Assessment
- b. Holder of the minimum of Cert IV in Business (Frontline Management).
- c. Holder of an AAFC RPL Assessor Course certificate

### Desirable Attributes and skills

Demonstrated suitable computer skills including use of spreadsheets and document creation tools.

Hold nationally accredited course qualifications relating to vocational education, preferably:

- a. Diploma of Business (Frontline Management)
- b. Diploma of Training and Assessment Systems
- c. Commercially accredited Recognition certificate



Availability of a considerable amount of time throughout the year to be devoted to its responsibilities.

Availability to travel interstate during the working week.  
A background in adult vocational education.



**SENIOR OPERATIONS OFFICER FIREARMS (.22"LR)  
POSITION DESCRIPTION**

<b>Title</b>	<b>Abbreviation</b>	<b>Rank</b>
Senior Operations Officer Firearms .22"LR	SOPSOFF-.22"LR	Squadron Leader (AAFC)

<b>Role</b>	<p>Initiate and oversee the on going development of AAFC firearms training polices, procedures and resource WRT .22" Long Rifle (LR) firearms.</p> <p>Provide assistance and guidance to operational WGs with respect to .22"LR firearms training issues in the AAFC.</p>
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<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>- Liaise with ADF personnel to advance AAFC .22"LR Training issues.</li> <li>- Represent the AAFC and make recommendations to CB-AF &amp; HQ CSG, subject to direction of CDR-AAFC or OC GTW, on .22"LR matters affecting the AAFC.</li> <li>- Establish and maintain an equitable system of access to AAFC .22"LR firearms training for AAFC members.</li> <li>- Liaise with HQ Combat Support Group (HQ CSG) on matters pertaining to AAFC .22"LR firearms training</li> <li>- Develop and maintain a high degree of safety consciousness and education within the AAFC .22"LR training group.</li> <li>- Develop and maintain an effective communication network among AAFC Range Control Officer (RCOs) and OpWG SOGTs for .22"LR live fire practices for AAFC-conducted practices, and private gun clubs authorised to conduct practices for the AAFC.</li> </ul>
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<b>Specific Duties</b>	<ul style="list-style-type: none"> <li>- Monitor relevant ADF and ADCF publications on .22"LRs and advise CDR-AAFC, OC GTW, Wing SOGTs, OpWG OCs and CB-AF of changes in Policy or Procedures WRT .22"LR training and operations for the AAFC.</li> <li>- Produce, for CDR-AAFC, an annual summary for Routine Instructions and other occasional notices covering .22"LR training and live fire practices.</li> <li>- Collate and compile annual .22"LR ammunition requests from the AAFC for forwarding to HQ CSG.</li> <li>- Conduct or assist with .22"LR training for AAFC upon request, dependent on availability of personnel and resources.</li> <li>- Represent the AAFC and make recommendations to CDR-AAFC, OC GTW, CB-AF pertaining to the standardisation, training, storage and use of .22"LRs firearms regulation and operations.</li> <li>- Manage the National Rifle Competition (NRC) and provide advice</li> </ul>
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	<p>and assistance to the host Wing.</p> <ul style="list-style-type: none"> <li>- Maintain Subject Matter Expert (SME) status for FTE syllabus resources.</li> <li>- Develop marksmanship capability within the AAFC for .22"LRs.</li> <li>- Other duties as assigned by OC GTW.</li> </ul>
<b>Key Relationships</b>	
<b>Personnel</b>	<b>Notes</b>
OC GTW	Responsible to OC GTW for all functions articulated above.
OpWG OC	Provide feedback to OpWG OC as needed or requested regarding effectiveness of AAFC .22"LR Firearms Training initiatives.
WG SOsGT	Liaise with WG SOsGT regarding the effectiveness of .22"LR firearms training initiatives. Maintain direct communication on .22"LR matters.
WG FTE members, OIC Practice and Range Control Officers	Liaise directly with WG FTE Instructors, OIC Practice and RCOs regarding .22"LR firearms courses, resources and issues that have a direct effect on the outcomes of .22"LR firearms training and operations. Provide advice regarding course scheduling and other course administrative issues.
CB-AF	Liaise with CB-AF on issues that impact on AAFC .22"LR training and development.
HQ CSG	Liaise with HQ CSG regarding AF requirements for AAFC .22"LR policy and procedures.
Other RAAF	Liaise with other ADF units regarding the conduct of AAFC .22"LR training, where necessary
State Firearms bodies	Liaise with respective firearms safety councils, state firearms registries and state police regarding AAFC .22" issues. Develop and maintain positive relationships with civilian and external regulatory firearms organisations.
CATC	Liaise with CATC regarding AAFC procedures affecting .22"LR firearms.

### Requisite Skills and Attributes

Hold the following firearms qualifications relating to .22"LRs and maintain currency;

- AAFC Range Control Officers (RCO) accreditation, or be prepared to undergo RCO accreditation ASAP post appointment.
- FTE Instructor

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC, ADFC and ADO in order to produce quality outcomes.

Demonstrated ability to work in a team environment as a leader, and be self motivated.





**SENIOR OPERATIONS OFFICER FIREARMS (F88)  
 POSITION DESCRIPTION**

<b>Title</b>	<b>Abbreviation</b>	<b>Rank</b>
Senior Operations Officer Firearms F88	SOPSOF-F88	Squadron Leader (AAFC)

<b>Role</b>	Develop F88 policy within the AAFC. Manage access to F88 training and experiences with the AAFC
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<b>Responsibilities</b>	<p>Liaise with ADF personnel to advance AAF Cadet &amp; Staff F88 training issues</p> <p>Represent the AAFC and make recommendations to CB-AF &amp; HQ CSG subject to direction of CDR-AAFC or OC GTW on F88 AuSteyr matters.</p> <p>Develop and implement a robust framework that will increase and maintain access to F88 training to the AAFC</p> <p>Liaise with key stakeholders and external agencies to achieve reliable access to F88 training and experiences.</p> <p>Manage regional F88 OPSO's</p>
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<b>Specific Duties</b>	<p>Establish a robust framework that will formalise and increase access to F88 training across the AAFC in all Wings immediately and into the future</p> <p>Monitor relevant ADF publications and advise CDR-AAFC, OC GTW, Wing SOGTs, OpWG OCs and CB-AF on changes in policy or procedures. Publications include but are not limited to MLW 2-4-9, LWP-G 7-4-12, AAP 4138.001, SECMAN 4 and AAP 4135.002</p> <p>Call for, collate and rationalise annual 5.56mm (F88) ammunition requests from Wings for on forwarding to HQ CSG.</p> <p>Represent the AAFC and make recommendations to CDR-AAFC, OC GTW, CB-AF pertaining to storage of and access to F88 Innocuous Weapons</p> <p>Utilise regional F88 OPSO's to implement F88 policy</p> <p>Attend GTW Conferences and provide a report on F88 training in the AAFC</p> <p>Quality review activity requests from WG's relating to F88 and WTSS</p>
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	<p>training</p> <p>Provide regular reports to OCGTW regarding access to F88 and WTSS experiences</p> <p>Communicate current issues and information to the AAFC.</p>
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<b>Key Relationships</b>	
<b>Personnel</b>	<b>Notes</b>
OC GTW	Responsible to OC GTW for all items articulated above.
OpWG OCs	Provide feedback to OpWG OCs as needed or requested regarding effectiveness of ADF F88 training initiatives.
WG SOsGT	Liaise with WG SOsGT regarding the effectiveness of F88/F88I training initiatives. Maintain direct communication on F88/F88I matters.
WG/ADF Weapons Instructors	Liaise directly with WG/ADF F88 Weapons Instructors regarding firearms and weapons courses, resources and issues that have a direct effect on the outcomes of weapons and firearms issues. Provide advice regarding course scheduling and other course administrative issues.
CB-AF	Liaise with CB-AF on issues that impact on F88/F88I training and development.
HQ CSG	Liaise with HQ CSG regarding conduct of weapons instructor courses. Safety Supervisors and OIC Practice Courses for F88
Other RAAF	Liaise with other RAAF assets regarding the conduct of F88 weapons training
AF TC	Liaise with AF TC regarding AAFC training eligibilities on F88
CATC	Liaise with CATC regarding AAFC procedures wrt F88 weapon publications

### **Requisite Skills and Attributes**

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC and ADFC in order to produce quality outcomes despite geographical limitations.

Demonstrated ability to articulate a vision and develop a workable plan to implement that vision

Demonstrated ability to work within a team.

Demonstrate the ability to be self motivated.

Demonstrated ability to respond to change and initiate change when required.

Demonstrated organisational skills

Demonstrated capacity to work unsupervised and remotely whilst maintaining desirable work output.

Hold the following ADF qualifications relating to “In Service” firearms and maintain currency;

- F88 Weapons Instructor
- CAT B OIC Practice

Has a degree of flexibility in work schedule that will enable travel and attendance at meetings within Australia

Demonstrated suitable computer skills including use of spreadsheets and document creation tools.

### **Desirable Attributes and skills**

Has successfully completed the AAFC Initial Course or Bridging Workshop

Demonstrated project management skills in an AAFC or related field.

Has a background in policy development or related field



## Ground Training Wing

### POSITION DESCRIPTION

<b>Title</b>	<b>Abbreviation</b>	<b>Rank</b>
Training Officer VET	TRGOVET	Flight Lieutenant (AAFC)
<b>Role</b>	<p>Initiate and oversee AAFC implementation of VET and DEA schemes into the AAFC.</p> <p>Provide support to WG GT Flights regarding VET and DEA issues.</p>	
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>- Manage the relationship with Kangan Batman TAFE and other service providers of VET issues.</li> <li>- Manage the relationship with the national office of the Duke of Edinburgh award.</li> <li>- Initiate and oversee the development of AAFC VET within the scope of Cadet and Staff training courses</li> <li>- Manage the AAFC processes for delivery of VET</li> <li>- Function as an Approved Operational Manager for processing all VET qualification documents.</li> <li>- Review implementation of VET in Operational WGs.</li> <li>- Coordinate and support the implementation of DEA in the Wings.</li> </ul>	
<b>Specific Duties</b>	<ul style="list-style-type: none"> <li>- Maintain the currency and accuracy of AAFC VET documentation including Evidence logs/ portfolios, instructor guides and resource materials.</li> <li>- Manage the review, revision and modification of AAFC VET requirements in conjunction with any changes to National Training packages Process VET applications</li> <li>- Oversee and conduct validation and evaluation of AAFC VET requirements as provided in Memorandum of Agreements (MoU) signed with associated Registered Training Organisations (RTO).</li> <li>- Oversee and conduct quality control measures to ensure the AAFC meet the requirements for VET audit purposes.</li> <li>- Liaise with Wing SOGT in the development, delivery, validation and quality control of AAFC VET audit requirements.</li> <li>- Provide support and functional direction to WG DEA coordinators</li> <li>- Manage and propose amendments to AAFC documentation regarding DEA issues.</li> </ul>	



<b>Key Relationships</b>	
<b>Personnel</b>	<b>Notes</b>
OC GTW	Responsible to OC GTW for all items articulated above.
SOTC	Provide support and advice regarding DEA and VET matters in the Cadet Training portfolio.
SOTS	Provide support and advice regarding VET matters in the Staff Training portfolio.
RAAF- Training Command	Liaise with RAAF Training Command wrt maintaining cadet and staff training resources in line with the RAAF training standards.
Kangan-Batman TAFE	Manage the AAFC relationship with KBT.

### **Requisite Skills and Attributes**

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC, ADFC and ADO in order to produce quality outcomes.

Demonstrated ability to work in a team environment as a leader, and be self motivated.

Demonstrate the ability to adapt to change and respond to change.

Knowledge of and familiarity of the AAFC Ground Training process, in cadet and staff training.

Knowledge of and familiarity with the adult vocational education training system.

Hold nationally accredited course qualifications relating to vocational education, preferably:

- a. Holder of a Certificate IV in Workplace Training and Assessment
- b. Holder of a commercially accredited Recognition certificate
- c. Holder of the minimum of Cert IV in Business (Frontline Management).

Demonstrate suitable computer skills.

Experience as a Wing SOTG/SOTS, Squadron CO or SQN Training Officer

Knowledge of the Duke of Edinburgh Award in Australia program

### **Desireable**

Availability of a considerable amount of time throughout the year to be devoted to its responsibilities.

Availability to travel interstate during the working week.

An advantage would be to have a background in adult vocational education.



## Ground Training Wing

### POSITION DESCRIPTION

Title	Abbreviation	Rank
Administration Officer	ADMINO	ANYO
<b>Role</b>	<p>Support Ground Training Wing activities through the provision of administrative and logistical services.</p> <p>Provide support to HQ GTW staff for the sourcing and provision of resources appropriate to their portfolios.</p>	
<b>Responsibilities</b>	<p>Provide Administrative support to all GTW areas</p> <p>Manage the continued update of the MoGT</p> <p>Maintain communication mediums</p> <p>Provide logistical support to SOGT OPS</p> <p>Maintain training records as required by SOTC and SOTS</p>	
<b>Specific Duties</b>	<p>Maintain GTW files and resources</p> <p>Maintain a current working copy of the MoGT</p> <p>Maintain a register of VET certificates issues</p> <p>Provide input on all GTW processes and projects as tasked</p> <p>Maintain the GTW Section of the AAFC Resource Centre</p> <p>Ensure that applicable documents are archived appropriately</p> <p>Provide support to TRGO-VET for the administration and oversight of VET awards</p> <p>Plan and organise the GTW Conference</p> <p>Manage travel bookings for GTW personnel and course participants for GTW detachments</p> <p>Maintain the GTW Webpage</p>	

	<p>Revise PH299 bi-annually for accuracy and editing.</p> <p>Maintain the Ground Training Wing AAFC online Resource Centre for structure and content.</p> <p>Provide logistical support to SOGTOPS</p> <p>Provide support to SOTS in respect of training record management</p> <p>Assist with the development of the GTW Schedule and budget submissions</p>
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<b>Key Relationships</b>	
<b>Personnel</b>	<b>Notes</b>
OC GTW	Responsible to OC GTW for all items articulated above.
SOGTOPS	Provide logistical support to SOGTOPS and assist with the development of the GTW schedule and budget
HQAFLO	Liaise with HQ AFLO for expenditure and logistics issues

### **Requisite Skills and Attributes**

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC, ADFC and ADO in order to produce quality outcomes despite geographical limitations.

Demonstrated ability to work as part of a team, and be self motivated.

Demonstrated ability to respond to change and initiate change when required.

Demonstrated an exceptional level of organisational skills

Demonstrated capacity to work unsupervised and remotely whilst maintaining desirable work output.

Has a degree of flexibility in work schedule that will enable travel and attendance at courses and meetings within Australia

Demonstrated a high level of computer skills including use of spreadsheets and document creation tools and maintaining web pages.

Demonstrated ability to manage and prioritise tasks

Demonstrated exceptional time management skills

### **Desirable Attributes and skills**

Previous experience as a SQN or WG ADMINO

Professional employment in a field that requires exceptional organisational and time management skills  
Has completed the AAFC Initial Course or Bridging Workshop



## Ground Training Wing

### POSITION DESCRIPTION

Title	Abbreviation	Rank (AAFC)
Regional Operations Officer (.22 LR)	ROPSOF(22) [LOCATION]	Senior NCO/Junior Officer

Role	Description
	Support SOPSOF 22 in the implementation of .22" LR firearms training policy.  Provide assistance to operational WGs with respect to .22" LR firearms training issues.

Responsibilities	Description
	<p>Within a defined geographical area:</p> <ul style="list-style-type: none"> <li>Act as Subject Matter Expert for .22" LR operations.</li> <li>Ensure that all .22" LR activities are conducted in an efficient and safe manner, in full compliance with AAFC Orders.</li> <li>Encourage, support and promote .22" LR shooting to the widest extent possible.</li> </ul> <p><i>Positions will be held by a mix of secondary and primary appointments, depending on size/complexity of geographic coverage, the level of maturity of .22"LR operations in each area, and an IOC/OOC's individual circumstances.</i></p>

Specific Duties	Description
	<ul style="list-style-type: none"> <li>Conduct biennial recertification of other Range Control Officers (RCOs);</li> <li>Review Activity Applications for appropriateness as delegated by SOPSOF 22;</li> <li>Identify potential RCO candidates, especially in SQNs or regions currently lacking support, and provide them with pre-course on-range experience;</li> <li>Formally supervise and endorse all new RCOs during their first post-qualification live-fire .22"LR Practice, and provide ongoing mentoring and advice;</li> <li>Conduct FTE and Safety Supervisor training, assessments and live-fire practices for SQNs currently without access to .22" LR shooting;</li> <li>Co-ordinate participation in WG and National Rifle Competitions; and</li> <li>Oversight all activities to ensure that the CDR's requirement for safe, proficient and standardised .22"LR operations in the AAFC is met at the local level.</li> </ul>

Key Relationships	
Personnel	Notes
SOPSOF (22)	Responsible to SOPSOF (22) for all items articulated above.
OC Operational WG	Provide detailed advice as a Subject Matter Expert, including advice on .22" LR –related Activity Applications if so-delegated.
RCOs/COs/OIC	Be the initial point of reference to all RCOs, OIC Practices, and COs

Practices within region	for all matters related to .22” operations
State Firearms bodies	Liaise with respective state firearms safety councils regarding .22” LR issues as directed.

**Requisite Skills and Attributes**

1. Be EITHER a current AAFC-certified Range Control Officer (RCO), OR hold an equivalent Police/ADF/ Gun Club Equivalent, with a minimum of three years experience. Successful applicants who hold a qualification other than AAFC RCO must achieve AAFC RCO certification before taking up ROPSO duties.
2. Demonstrated enthusiasm for and commitment to firearms training, ideally in a Youth Development environment, and a willingness to promote .22” LR shooting as widely as possible
3. Detailed knowledge of and familiarity with policies governing AAFC .22” LR shooting, including AAFC Range SOPs and the Firearms Training Elective (FTE) syllabus, or the ability to quickly acquire such knowledge.
4. Demonstrated commitment to AAFC/ADF EEO and OHS principles, with a particular emphasis on safety as it relates to both firearms training and live firing activities.
5. Demonstrated high degree of interpersonal and oral communication skills, including the ability to establish and maintain effective working relationships within the AAFC, ADFC, ADO and civilian community in order to produce quality outcomes despite geographical limitations.

**If Position is held as a Primary Appointment:**

6. Proven drive and ability to devote a considerable amount of time during the year to liaison, training and co-ordination activities.
7. Availability to travel widely to transport firearms and conduct Range Reconnaissance, Training and Live Fire Practices, including during weekdays if required.
8. Demonstrated willingness and ability to contribute to AAFC firearms policy and procedures development, and to play a key role in managing activities such as WG and National Rifle Competitions.

**Desirable Attributes and skills**

Has successfully completed the AAFC Initial Course or Bridging Workshop



## Ground Training Wing

### Position Description

Title	Abbreviation	Rank
Staff Officer Ground Training Squadron Training	SOGT-SQN	Squadron Leader (AAFC)

<b>Role</b>	<p>Ensure that planning, delivery and execution of all <b>SQN Delivered Ground Training</b> activities is conducted in a safe and efficient manner in accordance with AAFC policies and guidelines.</p> <p>To provide feedback to OC GTW on the development and implementation of Ground Training policy and procedures that will further the aims of the AAFC.</p>
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<b>Responsibilities</b>	<p>SOGT-SQN has the responsibility of over sighting SQN delivered ground-training programs that are not regulated by a Civil Aviation Authority, Gliding Federation, Ultralight Federation or Parachute Federation to WG through OC WG.</p> <ul style="list-style-type: none"> <li>- Responsible for reviewing SQN Training Programs to ensure balance and a range of activities are being delivered in the SQN</li> <li>- Responsible for authorising SQN activities in accordance with the AAFC policies and procedures.</li> <li>- Responsible for ensuring that Squadrons are planning and executing activities IAW AAFC policies and procedures</li> <li>- Provide feedback to OC GTW regarding specific training issues identified during the training year</li> <li>- Oversight the standard of SQN training records that are being maintained</li> <li>- Be pro active with strategy development that will ensure that the SQN's are supported in delivering GTW Training Programs.</li> <li>- Assist SQN's to develop strategies that ensure SQN delivered training is transparent, relevant, accessible and desired.</li> </ul>
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<b>Specific Duties</b>	<ul style="list-style-type: none"> <li>- Provide a report to OC WG regarding SQN Training that is being delivered for the SQN Management conference.</li> <li>- Provide feedback to OC GTW regarding SQN Training that is being delivered for the GTW Conference</li> <li>- Attend the Ground Training Wing conference and represent WGs interests on SQN Ground Training issues</li> <li>- Attend TRGO Conference each year and provide update of SQN and National Ground Training issues to SQN TRGOs.</li> </ul>
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**Key Relationships**

**Personnel**

**Notes**

OC GTW		Responsible to OC GTW for the standard of delivery of training in accordance with Ground Training Wing policies, procedures and training ethos. Providing feedback on issues that have national implications.
OC	Operational	Responsible to the OC WG for the delivery of training and recommendations regarding SQN extra curricular activities
SQN CO		Provide feedback and advice to COs regarding SQN training. Can be specific regarding activity planning and execution or more generic regarding balance of training, home training programs and SQN training development.
AFLO		Liaison required regarding supporting SQN Extra Curricular Training Programs
SOTC		Liaison with respect to Cadet Training issues.

**Requisite Skills and Attributes**

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC and ADFC in order to produce quality outcomes despite geographical limitations.

Demonstrated ability to work and lead a team.

Demonstrated ability to be self motivated.

Demonstrated ability to respond to change and initiate change when required.

Knowledge of and familiarity with the AAFC Ground Training process, both at SQN and operational WG level, but particularly at SQN level

Experience as a Wing SOGT, TRGO(S), Squadron CO or SQN Training Officer with demonstrated focus on Cadet Training and development.

Demonstrated project management skills in an AAFC or related field.

Demonstrated suitable computer skills including use of spreadsheets and document creation tools.

### **Desirable Attributes and skills**

Hold nationally accredited course qualifications relating to vocational education, preferably:

- a. Holder of a Certificate IV in Assessment and Workplace Training
- b. Holder of a commercially accredited Recognition of Prior Learning certificate
- c. Holder of the minimum of Cert IV in Business (Frontline Management).



## Ground Training Wing

### POSITION DESCRIPTION

Title	Abbreviation	Rank
Staff Officer Ground Training	SOGT	Squadron Leader (AAFC)

<b>Role</b>	<p>Ensure that planning, delivery and execution of all WG Ground Training activities is conducted in a safe and efficient manner in accordance with AAFC policies and guidelines.</p> <p>To provide feedback to OC GTW on the development and implementation of Ground Training policy and procedures that will further the aims of the AAFC.</p>
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<b>Responsibilities</b>	<p>SOGT has the responsibility of providing ground training services that are not regulated by a Civil Aviation Authority, Gliding Federation, Ultralight Federation or Parachute Federation to WG through OC WG.</p> <ul style="list-style-type: none"> <li>- Responsible for all WG Ground training activities <ul style="list-style-type: none"> <li>- Promotion courses</li> <li>- General Service Training</li> <li>- Fieldcraft Camps</li> <li>- Range practises</li> <li>- Staff Training</li> </ul> </li> <li>- Responsible for the publication of the WG Ground Training program to ensure balance and range of activities</li> <li>- Responsible for authorising SQN activities in accordance with the AAFC policies and procedures.</li> <li>- Responsible for ensuring that Squadrons are planning and executing activities IAW AAFC policies and procedures</li> <li>- Ensure that all staff on AAFC Cadet Promotion courses are qualified for their respective roles.</li> <li>- Provide feedback to OC GTW regarding specific training issues identified during the training year</li> <li>- Ensure that training records are kept updated</li> <li>- Be pro active with strategy development that will ensure that the WGs Ground training continues to be effective into the future.</li> <li>- Ensure that future training needs are planned for.</li> <li>- Develop strategies that ensure that 2WGs Ground training is transparent, relevant, accessible and desired.</li> <li>- Responsible for ensuring that WG VET processes are followed.</li> </ul>
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<b>Specific Duties</b>	<ul style="list-style-type: none"> <li>- Plan next years WG Ground training program by end of November of the preceding year.</li> <li>- Provide a report to OC WG regarding WG Ground Training for the SQN Management conference.</li> <li>- Provide feedback to OC GTW regarding WG Ground training for the NGTC</li> </ul>
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	<ul style="list-style-type: none"> <li>- Attend National Ground Training conference and represent WGs interests on Ground Training issues</li> <li>- Attend TRGO Conference each year and provide update of WG and National Ground Training issues to SQN TRGOs.</li> </ul>
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<b>Key Relationships</b>	
<b>Personnel</b>	<b>Notes</b>
OC GTW	Responsible to OC GTW for the planning, co-ordination and delivery of training in accordance with Ground Training Wing policies, procedures and training ethos. Providing feedback on issues that have national implications.
OC Operational WG	Responsible to the OC WG for the delivery of training. Liaison required as to what courses and timings meet the needs of the WG. OC to approve all recommendations by SOGT regarding key Detachment appointments
SQN CO	Provide feedback and advice to COs regarding SQN training. Can be specific regarding activity planning and execution or more generic regarding balance of training, home training programs and SQN training development.
WG Training Cell	Supervision and development of WG training cell personnel to ensure that respective duties are completed in order to meet WG needs.
AFLO	Liaison required regarding budgetary constraints for movements, accommodation and rations for cadets and staff.
SOTS	Liaison with respect to Staff Training issues. SOTS may deal directly with WG TRGO(S) and copy SOGT in for information
SOTC	Liaison with respect to Cadet Training issues. SOTC may deal directly with WG TRGO(C) and copy SOGT in for information.
SOPSOF GTW	Liaison with respect to all issues regarding AAFC weapons and firearms policy, procedures and courses. This includes .22LR, BATRC, F88I, F88T and F88.
TRGO-VET GTW	Liaison and advice with respect to VET processes and awards.

### **Requisite Skills and Attributes**

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC and ADFC in order to produce quality outcomes despite geographical limitations.

Demonstrated ability to work lead a team, and be self motivated.

Demonstrated ability to respond to change and initiate change when required.

Knowledge of and familiarity with the AAFC Ground Training process, both at SQN and operational WG level.

Knowledge of and familiarity with the vocational education training system.

Experience as a Wing SOGT, TRGO(S), Squadron CO or SQN Training Officer with demonstrated focus on Cadet and Staff Training and development.

Demonstrated project management skills in an AAFC or related field.

Hold nationally accredited course qualifications relating to vocational education, preferably:

- a. Holder of a Certificate IV in Assessment and Workplace Training
- b. Holder of a commercially accredited Recognition of Prior Learning certificate
- c. Holder of the minimum of Cert IV in Business (Frontline Management).

**Desirable Attributes and skills**

Demonstrated suitable computer skills including use of spreadsheets and document creation tools.

A background in adult vocational education.



## Ground Training Wing

### POSITION DESCRIPTION

<b>Title</b>	<b>Abbreviation</b>	<b>Rank</b>
Staff Officer Training and Development	SOTD	Squadron Leader (AAFC)

<b>Role</b>	
	Coordinate major training related projects within the AAFC to achieve the desired outcomes. Manage the development of AAFC training related materials

<b>Responsibilities</b>	
	Coordinate Training Projects Report on project progress Communicate the progress of projects to the AAFC Manage staff in support of SOTD functions Ensure objectives of identified projects are achieved Develop strategies to enhance training related materials

<b>Specific Duties</b>	
	Co ordinate AAFC training projects utilising available staff Set project prioritise Provide advice to OCGTW on project directions Proactively target opportunities to advance training within the AAFC Provide reports on the progress of current projects. Oversight project managers Develop strategies to maintain currency of training material Develop strategies to ensure training material is consistently updated at SQN and operational levels. Maintain communication with the AAFC as to the progress of projects and

	<p>expected outcomes</p> <p>Liaise with TRGO-GTW (RAAFR) to build relationships with ADF training establishments</p>
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<b>Key Relationships</b>	
<b>Personnel</b>	<b>Notes</b>
OC GTW	Responsible to OC GTW for the planning, co-ordination and delivery of training in accordance with Ground Training Wing policies, procedures and training ethos.
SOGT	Liaison with SOGTs on operational training issues to identifying the needs of the WG, implementation of training policy and compliance.
AFLO	Liaison required regarding consistent and uniform support for training needs of the AAFC
SOTS	Liaison with respect to Staff Training issues. Assist with the implementation and delivery of Staff Training policy
SOTC	Liaison with respect to Cadet Training issues. Assist with the implementation and delivery of Cadet Training policy
TRGO-VET GTW	Liaison and advice with respect to VET processes and awards.
TRGO OPS GTW 1	Delegation of duties and tasks to achieve outcomes
TRGO OPS GTW 2	Delegation of duties and tasks to achieve outcomes

### **Requisite Skills and Attributes**

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC and ADFC in order to produce quality outcomes despite geographical limitations.

Demonstrated ability to work within and lead a team.

Demonstrate the ability to be self motivated.

Demonstrated ability to respond to change and initiate change when required.

Knowledge of and familiarity with the AAFC Ground Training process, at SQN, WG and National level.

Knowledge of and familiarity with the vocational education training system.

Experience as a Wing SOGT, TRGO(S), Squadron CO or SQN Training Officer with demonstrated focus on Cadet and Staff Training and development.

Demonstrated project management skills in an AAFC or related field.

Demonstrated organisational skills

Hold nationally accredited course qualifications relating to vocational education, preferably:

- a. Holder of a Certificate IV in Assessment and Workplace Training
- b. Holder of a commercially accredited Recognition of Prior Learning certificate
- c. Holder of the minimum of Cert IV in Business (Frontline Management).

### **Desirable Attributes and skills**

Demonstrated suitable computer skills including use of spreadsheets and document creation tools.

A background in adult vocational education.

It is recommended that the now dissolved Staff Officer, Tri Service Training and Development (SOTSTD) position be realigned with a more functional role within Ground Training Wing to cater to various projects that are being undertaken. The amended position is proposed as Staff Officer, Training and Development (SOTD) and will focus on heading key projects including the TEP, CadetLife and VET projects. It is also envisaged that this role will take on the project that was known as the LMS (Learning Management System). Some of these projects were within the scope of the SOTSTD role and are there is a continued requirement for their continuation within a AAFC context.





**Ground Training Wing – Australian Air Force Cadets**  
**POSITION DESCRIPTION**

<b>Title</b>	<b>Abbreviation</b>	<b>Rank</b>
Training Officer – Staff GTW	TRGO-S GTW	ANY

<b>Role</b>	Assist SOTS GTW in the development, implementation and administration of Staff Training across the AAFC.
<b>Duties &amp; Responsibilities</b>	<ul style="list-style-type: none"> <li>- Provide training admin support to SOTS GTW;</li> <li>- Liaise with OPWG TRGO(S) to monitor WG training requirements and needs;</li> <li>- Liaise with OPWG TRGO(S) in respect of assessment outcomes of individuals.</li> <li>- Assist OPWG TRGO(S) in the development of individual training programs for trainees with a Not Yet Competent</li> <li>- Assist with the development and maintenance of resources for staff training courses;</li> <li>- Assist with the development and review of assessment tools for staff training courses;</li> <li>- Assist SOTS and SOGTOPS in the planning and execution of staff training courses;</li> <li>- Conduct Quality Assurance reviews of Staff Training Courses.</li> <li>- Review feedback from Staff Courses and make recommendations to SOTS.</li> <li>- Provide advice to SOGTOPS as to the timing and locations of Staff Training Detachments.</li> <li>- Conduct course validation checks with staff who have completed Staff Training Courses.</li> </ul>
<b>Key Relationships</b>	SOTS (direct report); Other GTW members; TRGO-S WGs 1-8 (co-ordination role); Staff of the AAFC.

Selection Criteria for	TRGO-S GTW
	<ol style="list-style-type: none"> <li>1. Is presently an Officer in the AAFC with experience in the area of staff training;</li> <li>2. Demonstrated dedication to the continued development of national staff training courses, and the development of AAFC Staff members;</li> <li>3. Demonstrated effective communication skills (both verbal and written);</li> <li>4. Demonstrated effective administrative skills;</li> <li>5. Knowledge of and familiarity with the AAFC Ground Training process; particularly Staff Training processes at both operational WG and GTW level.</li> <li>6. Demonstrated effective interpersonal relationship skills.</li> <li>7. Ability to work within a team environment</li> <li>8. Demonstrated capacity to work unsupervised and remotely whilst maintaining desirable work output.</li> </ol> <p><b>Desirable Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Holds a Certificate IV WTA or TAA (or equivalent/senior qualification), or willing to undertake such a course.</li> <li>2. Experience as a Wing SOTG, TRGO(S), Squadron CO or SQN Training Officer with a demonstrated focus on Staff Training and development.</li> </ol>



## Ground Training Wing

### POSITION DESCRIPTION

Title	Abbreviation	Rank
Training Officer Cadets GTW	TRGO(C) GTW	ANY (AAFC)

Role	Description
	<p>Assist with the development and maintenance of AAFC Cadet training policies, procedures and training courses that meet the needs of AAFC cadets.</p> <p>Provide feedback to SOTC on all matters that may affect the training and development of AAFC cadets.</p>

Responsibilities	Description
	<ul style="list-style-type: none"> <li>- Participate in the Cadet Training Working Group</li> <li>- Assist with the amendment and updating of the Cadet Training syllabus</li> <li>- Development of resources suitable for delivery and assessment of Cadet Training courses</li> <li>- Assist with the oversight and conduct of AAFC WG Cadet Training</li> <li>- Assist with the oversight and conduct of validation and evaluation of AAFC Cadet Training</li> <li>- Identify courses on offer by other institutions and evaluate for inclusion into the AAFC Cadet Training suite</li> </ul>

Specific Duties	Description
	<ul style="list-style-type: none"> <li>- Report to SOTC to advance AAFC Cadet Training issues</li> <li>- Act as a point of contact for the WG TRGO(C) in the development, delivery, validation and quality assurance of AAFC Cadet Training</li> <li>- Other duties as delegated by SOTC</li> </ul>

Key Relationships	
Personnel	Notes
SOTC	Responsible to SOTC for all items articulated above.
WG TRGO(C)	Liaise directly with WG TRGO(C) regarding cadet training courses, resources and issues that have a direct effect on the outcomes of cadet training courses. Provide advice regarding course scheduling, directing staff selection and other course administrative issues.

### Requisite Skills and Attributes

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC, ADFC and ADO in order to produce quality outcomes despite geographical limitations.

Demonstrated ability to lead a team, and be self motivated.

Demonstrated ability to respond to change and initiate change when required.

Knowledge of and familiarity with the AAFC Ground Training process; particularly Cadet Training processes at both operational WG and GTW level.

Knowledge of and familiarity with the vocational education training system.

Experience on promotion course detachments in the role of Course Commander, DET Chief Instructor/ Training Officer or Detachment Commander.

### **Desirable Attributes and skills**

Demonstrated suitable computer skills including use of spreadsheets and document creation tools.

Hold nationally accredited course qualifications relating to vocational education, preferably:

- a. Diploma of Training and Assessment Systems
- b. Diploma of Business (Frontline Management).
- c. Commercially accredited Recognition certificate

Availability of a considerable amount of time throughout the year to be devoted to its responsibilities.

Availability to travel interstate during the working week.

Hold nationally accredited course qualifications relating to vocational education, preferably:

- a. Holder of a Certificate IV in Workplace Training and Assessment
- b. Holder of the minimum of Cert IV in Business (Frontline Management).
- c. Holder of a commercially accredited Recognition certificate



## Ground Training Wing

### POSITION DESCRIPTION

Title	Abbreviation	Rank
Operations Officer 1	OPSO1	ANY

Role	Description
	Assist with the Planning, delivery and execution of Ground Training Wing activities in a safe and efficient manner and in accordance with AAFC policies and guidelines. Assist with the development of GT Policy regarding the conduct of AAFC GT activities. Assist with the identification and review of operational training issues within each Wing.

Responsibilities	Description
	Assist with the Planning & Delivery of National AAFC Courses Assist with the management of the GTW Calender of Training Promote compliance with AAFC Policy Assist SOGTOPS with the review instances of non compliance with AAFC GT policy. Assist with the implementation of Training Policy developed by SOTC and SOTS. Identify areas of best practice with respect to training operations Promote uniformity in training systems across the AAFC Review the delivery of WG Training Courses Promote Nationally delivered training Provide feedback to SOGTOPS in relation to operational training issues and policy deficiencies. Manage Training records Identify and capitalise on training opportunities for cadets and staff

Specific Duties	Description
	Assist with planning National AAFC Courses including; <ul style="list-style-type: none"> <li>➤ National GT Competitions</li> <li>➤ National General Service Training Course</li> </ul>

	<ul style="list-style-type: none"> <li>➤ GTW Promotion Courses</li> <li>➤ Staff Training Courses</li> </ul> <p>Assist with the delivery of National AAFC Courses including;</p> <ul style="list-style-type: none"> <li>➤ National GT Competitions</li> <li>➤ National General Service Training Course</li> <li>➤ GTW Promotion Courses</li> <li>➤ Staff Training Courses</li> </ul> <p>Advertise National Ground Training Camps &amp; Courses</p> <p>Manage logistics issues concerning National Courses</p> <p>Select staff for National Courses</p> <p>Produce Administrative Instructions for National Ground Training camps</p> <p>Manage requirements for unaccounted for activities</p> <p>Investigate non compliance with training policy as directed</p> <p>Adopt a proactive approach to review WG training courses.</p> <p>Develop common systems for use across the AAFC</p> <p>Develop opportunities to enhance training in the AAFC</p>
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<b>Key Relationships</b>	
<b>Personnel</b>	<b>Notes</b>
SOGTOPS	Responsible to SOGTOPS for the planning, co-ordination and delivery of training in accordance with Ground Training Wing policies, procedures and training ethos.

**Requisite Skills and Attributes**

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC and ADFC in order to produce quality outcomes despite geographical limitations.

Demonstrated ability to work within a team.

Demonstrate the ability to be self motivated.

Demonstrated ability to respond to change and initiate change when required.

Knowledge of and familiarity with the AAFC Ground Training process, at SQN, WG and National level.

Demonstrated project management skills in an AAFC or related field.

Demonstrated organisational skills

Demonstrated capacity to work unsupervised and remotely whilst maintaining desirable work output.

**Desirable Attributes and skills**

Demonstrated suitable computer skills including use of spreadsheets and document creation tools.

A background in adult vocational education.



## Ground Training Wing

## POSITION DESCRIPTION

<b>Title</b>	<b>Abbreviation</b>	<b>Rank</b>
Cadet Life Senior Training Officer	CLSTRGO	ANYO

<b>Role</b>	
	Coordinate and implement CADETLife training within the AAFC. Establish systems and processes to manage CADETLife training within the AAFC. Assist with the delivery of CADETLife Training

<b>Responsibilities</b>	
	<p>Administer CADETLife Training</p> <p>Plan and Organise CADETLife regionally and Nationally</p> <p>Maintain Training data and records</p> <p>Monitor and report of training being conducted</p> <p>Plan and co ordinate the effective implementation of CADETLife Training in consultation with SOTC and SOTS</p> <p>Promote the CADETLife program</p> <p>Maintain critical levels of trained staff within the AAFC</p>

<b>Specific Duties</b>	
	<p>Plan and organise CADETLife Mentor Training</p> <p>Attend CADETLife implementation meetings</p> <p>Maintain a register of trained staff</p> <p>Report on progress of implementation across the AAFC</p> <p>Attend GTW conferences and provide a report on CADETLife Training</p> <p>Consult with SOGT-OPS regarding scheduling of courses</p> <p>Schedule meetings and training within the budgetary provisions</p> <p>Communicate with the AAFC in order to Promote CADETLife</p> <p>Manage training resources for CADETLife that are remotely located</p> <p>Meet with SOTC and SOTS and take guidance in respect of the integration of CADETLife into current Cadet and Staff Training Programs</p> <p>Assist with the training of Mentors and Facilitators</p>



	Establish and create a robust framework for the implementation and ongoing training of Mentors within the AAFC
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<b>Key Relationships</b>	
<b>Personnel</b>	<b>Notes</b>
SOTD	Responsible to SOTD for the implementation of the CADETLife program.
SOTC	Work with SOTC in regards to the integration of the program into current Cadet Training Programs
SOTS	Work with SOTS in regards to the integration of the program into current Staff Training Programs
SOGTOPS	Work with SOGTOPS to schedule courses
CLSM	Work closely with CLSM to ensure the best strategies are employed to implement Training
CLCOORD	Task CLCOORD appropriately to achieve the aims
WG SOGT's	Provide information to WG SOGT's in respect of the progress of implementation and scheduling of training courses

### **Requisite Skills and Attributes**

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC and ADFC in order to produce quality outcomes despite geographical limitations.

Demonstrated ability to work within a team.

Demonstrate the ability to be self motivated.

Demonstrated ability to respond to change and initiate change when required.

Demonstrated organisational skills

Demonstrated capacity to work unsupervised and remotely whilst maintaining desirable work output.

Is a CADETLife Mentor or is willing to undertake CADETLife Mentor Training within 6 months

Demonstrated ability to deliver training within the AAFC

Has a degree of flexibility in work schedule that will enable travel and attendance at courses and meetings within Australia

Demonstrated suitable computer skills including use of spreadsheets and document creation tools.

Understand the objectives of the CADETLife program

**Desirable Attributes and skills**

Has successfully completed the AAFC Initial Course or Bridging Workshop

Demonstrated project management skills in an AAFC or related field.

A background in adult vocational education.



## Ground Training Wing

### POSITION DESCRIPTION

Title	Abbreviation	Rank
Cadet Life Coordinator	CLCOORD	ANY

<b>Role</b>	Assist with the coordination and implementation of CADETLife training within the AAFC. Assist with the establishment of systems and processes to manage CADETLife training within the AAFC.
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<b>Responsibilities</b>	<p>Be responsive to the CADETLife Senior Training Officer (CLSTRGO)</p> <p>Assist with the planning of CADETLife regionally and Nationally</p> <p>Maintain Training data and records</p> <p>Promote the CADETLife program</p>
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<b>Specific Duties</b>	<p>Plan and organise CADETLife Mentor Training</p> <p>Maintain a register of trained staff</p> <p>Attend GTW conferences with CLSTRGO</p> <p>Plan meetings and training as directed by CLSTRGO</p> <p>Communicate with the AAFC through CLSTRGO in order to Promote CADETLife</p> <p>Manage training resources for CADETLife that are remotely located</p> <p>Assist with the integration of CADETLife into current Cadet and Staff Training Programs</p> <p>Assist with the training of Mentors and Facilitators</p> <p>Assist CLSTRGO to establish and create a robust framework for the implementation and ongoing training of Mentors within the AAFC</p>
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Key Relationships	
Personnel	Notes
CLSTRGO	Take direction and assist the CLSTRGO. Work with CLSTRGO to achieve their objectives

### **Requisite Skills and Attributes**

Demonstrated interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC and ADFC in order to produce quality outcomes despite geographical limitations.

Demonstrated ability to work within a team.

Demonstrate the ability to be self motivated.

Demonstrated ability to respond to change when required.

Demonstrated organisational skills

Demonstrated capacity to work unsupervised and remotely whilst maintaining desirable work output.

Is a CADETLife Mentor or is willing to undertake CADETLife Mentor Training within 6 months

Demonstrated suitable computer skills including use of spreadsheets and document creation tools.

Understand the objectives of the CADETLife program

### **Desirable Attributes and skills**

Has experience within the a AAFC training or administrative related field

Has successfully completed the AAFC Initial Course or Bridging Workshop



## Ground Training Wing

### POSITION DESCRIPTION

<b>Title</b>	<b>Abbreviation</b>	<b>Rank</b>
Cadet Life Senior Mentor	CLSM	ANYO

<b>Role</b>	Coordinate and implement CADETLife training within the AAFC. Establish systems and processes to manage CADETLife training within the AAFC. Assist with the delivery of CADETLife Training
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<b>Responsibilities</b>	<p>Be a subject matter expert in respect of CADETLife training</p> <p>Act as a point of contact for trained CADETLife mentors</p> <p>Ensure support mechanism are in place for CADETLife Trainers</p> <p>Deliver CADETLife mentor training</p>
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<b>Specific Duties</b>	<p>Provide advice to CLSTRGO in respect of the requirements of the CADETLife Program</p> <p>Keep abreast of current issues with the CADETLife Program</p> <p>Assist with the delivery of Mentor and Facilitator Training</p> <p>Be a subject matter expert in respect of CADETLife training</p> <p>Act as a point of contact for trained CADETLife mentors</p> <p>Build and maintain relationships with key CADETLife personnel including those external of the AAFC</p> <p>Provide information and updates to changes and issues with CADETLife to the AAFC</p> <p>Provide a report on the effectiveness of the CADETLife program to SOTD</p> <p>Be the principle Mentor of the CADETLife program</p> <p>Ensure support networks are in place across the AAFC for CADETLife mentors and facilitators.</p> <p>Attend CADETLife program meetings as required</p> <p>Assist with the identification of local support services for SQN's and WG's as</p>
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	required
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<b>Key Relationships</b>	
<b>Personnel</b>	<b>Notes</b>
CLSTRGO	Provide advice to the CLSTRGO as required regarding the CADETLife program
SOTD	Provide advice to SOTD regarding requirements of the CADETLife program
CADETLife Mentors	Act as a point of contact to support CADETLife mentors in the field
External	Maintain relationships with the developer of CADETLife and any other identified stakeholders external of the AAFC

### **Requisite Skills and Attributes**

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC and ADFC in order to produce quality outcomes despite geographical limitations.

Demonstrated ability to work within a team.

Demonstrate the ability to be self motivated.

Demonstrated ability to respond to change and initiate change when required.

Demonstrated organisational skills

Demonstrated capacity to work unsupervised and remotely whilst maintaining desirable work output.

Is a CADETLife Mentor or is willing to undertake CADETLife Mentor Training within 6 months

Demonstrated ability to deliver training within the AAFC

Has a degree of flexibility in work schedule that will enable travel and attendance at courses and meetings within Australia

Demonstrated suitable computer skills including use of spreadsheets and document creation tools.

Has successfully completed the AAFC Initial Course or Bridging Workshop

Understand the objectives of the CADETLife program

Has professional employment in a social service related field.

**Desirable Attributes and skills**

Demonstrated project management skills in an AAFC or related field.

A background in adult vocational education.



## Ground Training Wing

### POSITION DESCRIPTION

<b>Title</b>	<b>Abbreviation</b>	<b>Rank</b>
Staff Officer Training and Development	SOTD	Squadron Leader (AAFC)

<b>Role</b>	
	Coordinate major training related projects within the AAFC to achieve the desired outcomes. Manage the development of AAFC training related materials and identify innovative training methods

<b>Responsibilities</b>	
	<p>Coordinate Training Projects</p> <p>Report on project progress</p> <p>Communicate the progress of projects to the AAFC</p> <p>Manage staff in support of SOTD functions</p> <p>Ensure objectives of identified projects are achieved</p> <p>Develop strategies to enhance training related materials</p> <p>Research and identify ways in which the AAFC can enhance Cadet and Staff Training experiences.</p> <p>Develop Training Packages to support AAFC training</p>

<b>Specific Duties</b>	
	<p>Co ordinate AAFC training projects utilising available staff</p> <p>Set project priorities</p> <p>Provide advice to OCGTW on project directions</p> <p>Proactively target opportunities to enhance training within the AAFC</p> <p>Provide reports on the progress of current projects.</p> <p>Oversight project managers</p> <p>Develop strategies to maintain currency of training material</p>



	<p>Develop strategies to ensure training material is consistently updated at SQN and operational levels.</p> <p>Maintain communication with the AAFC as to the progress of projects and expected outcomes</p> <p>Liaise with TRGO-GTW (RAAFR) to build relationships with ADF training establishments</p> <p>Identify external training outcomes that link with current AAFC training outcomes.</p> <p>Attend GTW conferences and provide reports on progress and deliver presentations of innovative training strategies.</p> <p>Liaise with SOTC and SOTS regarding training packages to support training</p> <p>Coordinate the development of training packages to support AAFC training</p>
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<b>Key Relationships</b>	
<b>Personnel</b>	<b>Notes</b>
OC GTW	Responsible to OC GTW for coordinating training related projects and duties listed above
SOTC	Liaise with SOTC in relation to Cadet Training outcomes and enhancement opportunities
SOTS	Liaise with SOTS in relation to Staff Training outcomes and enhancement opportunities.
TRGO-VET	Work with TRGO-VET to achieve MoU requirements and linking current training outcomes with VET outcomes
TRGPROJ	Utilise TRGPROJ to manage training projects
TRGO-GTW	Work with TRGO-GTW to build relationships with ADF and develop systems to maintain currency of training material
CLSTRGO	Work with CLSTRGO to implement Cadetlife program
CLSM	Receive advice from CLSM as to the nature of Cadetlife program and requirements

### Requisite Skills and Attributes

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC and ADFC in order to produce quality outcomes despite geographical limitations.

Demonstrated ability to lead and work within a team.

Demonstrate the ability to be self motivated.

Demonstrated ability to respond to change and initiate change when required.

Demonstrated organisational skills

Demonstrated capacity to work unsupervised and remotely whilst maintaining desirable work output.

Has a degree of flexibility in work schedule that will enable travel and attendance at meetings within Australia

Demonstrated suitable computer skills including use of spreadsheets and document creation tools.

Demonstrated project management skills in an AAFC or related field.

Knowledge of and familiarity with the AAFC Ground Training process, at SQN, WG and National level.

### **Desirable Attributes and skills**

Has successfully completed the AAFC Initial Course or Bridging Workshop

Knowledge of and familiarity with the vocational education training system.

Experience as a Wing SOGT, TRGO(S), Squadron CO or SQN Training Officer with demonstrated focus on Cadet and Staff Training and development.

Hold nationally accredited course qualifications relating to vocational education, preferably:

- a. Holder of a Certificate IV in Assessment and Workplace Training
- b. Holder of a commercially accredited Recognition of Prior Learning certificate
- c. Holder of the minimum of Cert IV in Business (Frontline Management).



## Ground Training Wing

### POSITION DESCRIPTION

Title	Abbreviation	Rank
Training Project Officer	TRGPROJ	ANYO

Role	Description
	Manage major training related projects within the AAFC to achieve the desired outcomes.

Responsibilities	Description
	<p>Manage Training Projects</p> <p>Report on project progress</p> <p>Communicate the progress of projects to SOTD</p> <p>Ensure objectives of identified projects are achieved</p> <p>Develop strategies to enhance training related materials</p>

Specific Duties	Description
	<p>Manage AAFC training projects utilising available staff</p> <p>Set project priorities</p> <p>Provide advice to SOTD on project directions</p> <p>Provide reports on the progress of current projects to SOTD</p> <p>Maintain communication with the AAFC as to the progress of projects and expected outcomes</p> <p>Attend GTW conferences and provide reports on progress</p> <p>Manage the project known as the Training Enhancement Project</p> <p>Attend meetings as required</p>

Key Relationships	
Personnel	Notes
SOTD	Responsible to SOTD for managing training projects as directed
SOTC	Liaise with SOTC in relation to Cadet Training outcomes

SOTS	Liaise with SOTS in relation to Staff Training outcomes
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### **Requisite Skills and Attributes**

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC and ADFC in order to produce quality outcomes despite geographical limitations.

Demonstrated ability to lead and work within a team.

Demonstrate the ability to be self motivated.

Demonstrated ability to respond to change and initiate change when required.

Demonstrated organisational skills

Demonstrated capacity to work unsupervised and remotely whilst maintaining desirable work output.

Has a degree of flexibility in work schedule that will enable travel and attendance at meetings within Australia

Demonstrated suitable computer skills including use of spreadsheets and document creation tools.

Demonstrated project management skills in an AAFC or related field.

Knowledge of and familiarity with the AAFC Ground Training process, at SQN, WG and National level.

### **Desirable Attributes and skills**

Has successfully completed the AAFC Initial Course or Bridging Workshop

Knowledge of and familiarity with the AAFC Ground Training process, at SQN, WG and National level.

Experience as a Wing SOGT, TRGO(S), Squadron CO or SQN Training Officer with demonstrated focus on Cadet and Staff Training and development.



## Ground Training Wing

### POSITION DESCRIPTION

Title	Abbreviation	Rank
Cadelife Coordinator	CLCOORD	ANYO (AAFC)

Role

Responsibilities

Specific Duties

Key Relationships	
Personnel	Notes
OCGTW	

### Requisite Skills and Attributes

Demonstrated a high degree of interpersonal, oral, and written communication skills, including the ability to establish and maintain effective working relationships within the AAFC, ADFC and ADO in order to produce quality outcomes despite geographical limitations.

Demonstrated ability to lead a team, and be self motivated.

Demonstrated ability to respond to change and initiate change when required.

Knowledge of and familiarity with the AAFC Ground Training process; particularly Cadet Training processes at both operational WG and GTW level.

Knowledge of and familiarity with the vocational education training system.

Experience on promotion course detachments in the role of Course Commander, DET Chief Instructor/ Training Officer or Detachment Commander.

**Desirable Attributes and skills**

Demonstrated suitable computer skills including use of spreadsheets and document creation tools.

# Australian Air Force Cadets

## Manual of Ground Training

### Part 2

#### Chapter 1

## Squadron Training Processes

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## Squadron Training Processes

### Introduction

1. This chapter provides guidance to Commanding Officers and Training Officers to structure the SQN training program to achieve optimal levels of training

### Aim of Squadron Training

2. The broad aim of AAFC Squadron training is to achieve the wider aims of the AAFC as detailed in the AAFC POLMAN.

3. More specifically the aim of AAFC Squadron training is to provide cadets with the foundational knowledge and skills that they require to safely and effectively undertake all activities within the AAFC. Such activities include:

- a. Activities on RAAF and ADF establishments,
- b. Firearms training and weapons handling,
- c. Fieldcraft and adventurous training,
- d. Flying, parachuting and gliding training
- e. Participation in ceremonial events, and
- f. Promotional Training

4. The AAFC Squadron Training Course is comprised of five stages commencing sequentially with Recruit Stage, Basic Stage, Proficiency Stage, Advanced Stage and Qualified Stage.

### Stages of Training

5. **Recruit Course.** This course is designed to give cadets the foundational knowledge required to participate in most AAFC SQN parades and activities. The course is structured to take approximately two months and includes at least one weekend of training. It includes three CADETLiFE scenarios within the Recruit stage

6. At the end of the course a cadet will be able to:
- a. Wear the uniform correctly
  - b. Pay compliments in the correct manner

- c. Care for the uniform correctly
- d. Work as part of a team
- e. Live in the field environment under supervision of more senior cadets
- f. Understand their conditions of service
- g. Participate in AAFC activities in a safe manner.

7. **Basic Stage.** This stage is designed to take a cadet with the foundational knowledge and build on this to the point where the cadet is proficient at most basic activities. The successful completion of Basic stage should see the cadet with the knowledge and skills required where they are able to take on more significant activities within the AAFC such as promotional courses, firearms training, weapons training and other activities that require a good understanding of the way the AAFC conducts training.

8. Basic Stage consists of five (5) compulsory subjects and should be completed by the end of a cadet's first year of service. Three CADETLiFE scenarios are built into Basic stage. The syllabus is located in Chapter 3 of this part of the Manual of Ground Training.

9. **Proficiency stage.** This stage of training is designed to be completed in a calendar year. It's aim is to finesse the cadets' knowledge and skills to the stage where they can contribute successfully to the SQN and are fully prepared to undertake more specific training such as promotion courses and gain higher level access to the ADF.

10. Proficiency Stage comprises three (3) compulsory core subjects (AVP, DCP, FCP) plus three elective subjects. Those elective subjects will include one of Aircraft Recognition (ARP) or Survival (SVP), plus two other electives. The other of SVP and ARP may form one of these two other electives. Four further CADETLiFE scenarios are built into Proficiency stage. The syllabus is located in Chapter 4 in this part of the Manual of Ground Training.

11. **Advanced Stage.** This stage of training is designed to provide cadets with extended knowledge about the RAAF and the AAFC. It is deliberately designed to be less intensive and to allow instruction over two years (should the SQN desire) so that NCOs and other cadets in Advanced stage are able to contribute to the SQN in other ways.

12. Advanced Stage comprises three (3) compulsory core subjects (DCA, AVA and SKA) plus three other subjects. Those elective subjects will include one of Aircraft Recognition (ARA) or Survival (SVA), plus two other electives. The other of SVA and ARA may form one of these two other electives. The syllabus is located in Chapter 4 in this part of the Manual of Ground Training. The syllabus is located in Chapter 5 of this part of the Manual of Ground Training.

13. **Qualified Stage.** Cadets are to complete a mix of Projects and Elective subjects each year. Generally, a project is equivalent of two subjects in length and complexity, but Commanding Officers may approve major projects of double length duration. The mix may be:

- a. Three projects,
- b. Two projects and two elective subjects
- c. One project and four elective subjects.

14. Qualified Stage cadets who have Squadron duties such as instructing, administration, or supervising junior cadets may have these duties recognised in lieu of elective subjects. These duties will need to have the same input level (duration and effort) as the completion of an elective subject. Recognition can take the form of a generic subject labelled Squadron Management Elective (SME1 etc.).

### **Required Qualifications for Entry**

15. The cadet must have been enrolled in the AAFC in order to participate in AAFC Squadron Training. A cadet who is not eligible to be enrolled before the end of the HQAAFC mandated recruiting period is not to participate in the Cadet Recruit course.

### **Graduation Requirements**

16. The cadet must have attained the prescribed level in all Compulsory Service Training subjects for each stage. Elective subjects in Proficiency and Advanced Stages are required to complete the relevant stage of training. There are **no subject weightings** for Home Training compulsory or elective subjects. **Weightings for graduation are retained;** ie Distinction, Credit, Pass, Supplementary Pass, Fail and 'Not Completed' are 4, 3, 2, 1, and 0 respectively.

17. The successful completion of Basic Stage is the training requirement for a cadet to be reclassified to Leading Cadet (LCDT). Promotion to ranks is by meeting the graduation requirements of the respective Promotion Course. See Part 4 of the Manual of Ground Training.

### **Structure of Squadron Training Section**

18. The information contained within this chapter provides Commanding Officers with a template by which they can structure their SQN Training section. It is not mandatory to comply with the requirements of this chapter however deviations from this structure should only be utilised where they can be shown to provide a training benefit to the cadets and staff of the Squadron.

19. Where possible, Cadet Under Officers, Cadet Warrant Officers and cadet NCOs should be utilised within the SQN training section consistent with the principles outlined in the AAFC Youth Development and Training philosophies in Part 1, Chapter 1 MoGT. When considering cadets to work in the SQN training section, Commanding Officers should endeavour to strike a balance between the work that is required in a particular role and the experience and skills of the cadet concerned. In all cases, cadets should be under the development and direct or indirect supervision of a staff member. Example Structures are shown at Annex A.

### **Role of the Training Officer**

20. The Squadron Training Officer (TRGO XYZSQNA AFC) is responsible to the Commanding Officer for all training activities carried out by the Squadron. This includes SQN training conducted on normal parade nights as well as any training conducted by the Squadron at other times.

21. The position of Training Officer should normally be filled by a CUO under the supervision of an experienced staff member who has completed (or is completing) the requirements of the AAFC Training Officer course. The position of TRGO may be filled by an officer although the use of an experienced airman or CWOFF (under supervision by the CO or other experienced staff member) remains as the Ground Training Wing preferred option in the event of no CUO at the SQN.

22. A duty statement is shown at Annex B. COs may add other duties and responsibilities to this duty statement as long as they do not detract from the TRGO's broad role and function. Expanded guidelines for TRGOs are at Annex F.

### **Role of the Chief Instructor**

23. The Chief Instructor (CI XYZSQNA AFC) is responsible to the Commanding Officer (through the TRGO) for the conduct of the SQN parade training on a week to week basis. This includes the running of the parade night, allocation and supervision of instructors, conduct of assessments and collation of results.

24. The position of Chief Instructor would normally be filled by a CUO or CWOFF. Use of staff or Cadet SNCOs (under appropriate supervision by staff) may be appropriate in the event that a CUO or CWOFF is unavailable.

25. An example duty statement is shown at Annex C. COs and TRGOs may add other duties and responsibilities to this duty statement as long as they do not detract from the CI's broad role and function.

### **Role of Training Operations**

26. The Training Operations (TRG-OPS XYZSQNA AFC) is responsible to the Commanding Officer (through the TRGO) for conduct of training activities conducted by

the SQN that occur outside of the normal SQN training parade times. These activities would include bivouacs, recruit training, planning for aviation familiarisation activities (actual conduct of the air familiarisation is the responsibility of Air Training Wing), and Duke of Edinburgh activities.

27. The position of TRG-OPS would normally be filled by an experienced cadet NCO under supervision although the use of airmen, CUOs or a CWOFF may also be appropriate according to SQN needs.

28. An example duty statement is shown at Annex D. COs and TRGOs may add other duties and responsibilities to this duty statement as long as they do not detract from TRG-OPS broad role and function.

29. As an alternative, a CO may elect to delegate the tasks listed above to individual cadets and appointments within the SQN and not have a TRG-OPS position.

### Course Coordinators

30. Larger SQNs are advised that they may choose to appoint a cadet SNCO to coordinate the activities of each 'course' (Recruit, Basic, Proficiency, and Advanced) of training being conducted in the SQN.

### Certificates and Badges

31. Certificates for successful completion of each stage of AAFC training are generated by the Computerised Cadet Administration System. These should be signed by the Commanding Officer and the Training Officer and presented to the cadets at an appropriate time. The following serves as a guide for the awards of certificates and badges for AAFC cadets. The AAFC uniform committee may amend the conditions for the award of accoutrements and badges.

32. **Recruit Stage.** Upon successful completion of the Recruit Stage of training a cadet will be issued with a certificate.

33. **Basic Stage.** Upon successful completion of the Basic stage, a cadet will be eligible for reclassification to LCDT.

34. **Proficiency Stage.** Upon successful completion of the Proficiency stage, a cadet will be issued with a certificate and the three bladed propeller badge.

35. **Advanced Stage.** Upon successful completion of the Advanced stage, a cadet will be issued with a certificate and the four bladed propeller badge.

### Locations for Training

36. Training is to be conducted at AAFC Squadrons, Training Centres or on ADF Bases located in the various city and country regions. Facilities required on a week to week basis include lecture facilities and an area for use as a parade ground.
37. Other facilities that are highly desirable include:
- a. A location that the SQN can deploy to for field training
  - b. Access to an airfield for observation of airside activities
  - c. Access to a facility that provides the opportunity for an overnight stay.

### **Approval to Conduct Training**

38. Home training is managed by the SQN TRGO with approval from the CO to conduct the training. Some elective subjects (e.g. ADE and Model Rocketry) require Wing HQ approval to conduct. These are annotated within the respective syllabus of training. All training outcomes must be in accordance with the syllabus.

### **Instructional Period**

39. This syllabus provides for instructional periods of 40 minutes duration. Breaks between periods are required to ensure that each instructor has some time to set up for the following instructional period.

### **Squadron Timetable**

40. The training syllabus may be accomplished utilising a timetable that has two instructional periods per evening. A SQN parade night timetable utilising two periods may require some of the activities from paragraph 45 to be scheduled at a time external to normal parade nights.

41. A SQN parade night timetable utilising three periods allows a SQN to schedule some activities that may have been conducted on weekends or outside of SQN parade times to instead be scheduled on a SQN parade evening- Dining In nights, social evenings, sports activities, parade practises etc. This reduces the workload on staff and cadets for other activities that may interfere with sport or schooling or family life. It also allows the inclusion of dedicated administrative time for the kitting of uniforms, issuing and return of equipment from field and other activities without cadets missing instructional periods. Additional periods can also be utilised for 'section time'. See paragraph 64-66 below.

42. Ground Training Wing recommends that Squadrons set aside additional time each evening for an administrative briefing, a canteen break and an opening and/or closing parade. An example time table for both two and three period training parades is shown at Annex E.

### Balanced and Integrated Training Program

43. Whilst there is some discretion for the sequence of instruction left to the TRGO, consideration should be given to the 'balance' that the training program provides. This requires the Training Officers to be conscious of balancing theoretical instruction with practical instruction in the one evening and of ensuring that the Squadron has an equal spread of all types of activities- both on parade nights and on extra-curricular activities. An overt focus on one activity (such as ceremonial or field craft activities) to the detriment of other activities (such as aviation or firearms type activities) has significant impact on retention rates of cadets.

44. Where possible, Training Officers should ensure that the 'extra-curricular' activities that the Squadron is conducting (such as airfield visits, bivouacs, etc) are 'integrated with the Squadron Parade night training program. This means that Fieldcraft activities should be placed in the program to support and consolidate skills learnt at the SQN a short time previously. Visits to airfields and air experience flights should coincide with aviation style subjects.

45. As a minimum, an efficient AAFC Squadron should provide their cadets with the opportunity to participate in the following activities at SQN level each calendar year. It is acknowledged that in some years circumstances beyond the control of the Squadron will prevent from all activities occurring:

- a. Two bivouacs per calendar year
- b. An aviation activity preferably involving flight in either a powered aircraft or glider. A tour of an aviation related facility (Control Tower, busy airfield, etc) would meet the intent of this sub paragraph if actual flight was not able to be accommodated in country locations.
- c. A SQN dining in night/ Mess Dinner.
- d. ANZAC and Remembrance activities
- e. At least one Squadron social activity (bowling, pizza, video night, etc)
- f. Ceremonial Review

### Mess Activities

46. Although not a formal part of the SQN Training section, GTW recommends that each SQN have a mess committee comprising of cadets from all courses who plan and coordinate social and mess functions such as described above.

47. The PMC should be a CUO, CWOFF or Cadet SNCO.

## Mandatory Annual Training

48. Training that is required to be conducted on yearly basis is promulgated in the AAFC POLMAN and/or by HQAAFC Routine Instructions. This training currently includes:

- a. ADFC Behavioural Policy
- b. ADFC OH&S Policy
- c. ADF Environmental Awareness Training (pending)

49. Whilst certain aspects of all three of the above are required on most AAFC operations, detachments and activities, the requirement still exists for them to be briefed formally, annually for all staff and cadets.

50. ADFC Behavioural policy training must be completed and recorded in the computerised administration system by 1 Apr of each training year.

## Training Programs

51. Training programs provide a method of work and structure to AAFC training. They enable the SQN to plan effectively and ensure that both students and instructors are aware of training obligations well in advance.

52. A Squadron shall publish each year two distinct training programs. One shall be known as the 'Extra Curricular Training Program' whilst the other is known as the 'Squadron Parade Training Program'. Templates are available for download from the GTW section of the AAFC online resource centre. A checklist of issues for a TRGO to consider in the publication of the respective Training programs is shown at Annex F.

53. **Extra-curricular training program.** These programs contain information regarding the activities that are to be conducted outside of the normal SQN Parade training time. It is acknowledge that some activities on this program are part of the normal AAFC curriculum such as bivouacs and aviation related activities.

54. These programs are to cover an 18 month period through to July of the following year and must be submitted by 1 March of each training year. They are to be submitted by the Commanding Officer to SOGT for perusal and inclusion in the Wing Annual Training Program. Each state education department publishes information regarding school holidays on their respective web sites. Operational WGs may elect to provide this information for their WGs.

55. These programs are to be completed utilising the excel spreadsheet available for download from the AAFC GTW resource centre should the computerised administration system not be available. SOGT will also ensure that activities that require ADF assistance are included in the support requested from the RAAF each year. (Each activity still requires



a specific support request. The information contained in the program is for global planning).

56. The WG Annual Training Programs are collated by HQ AAFC. It is proposed these schedules will be collated in CadetOne activity module.

57. **Squadron parade training programs.** These training programs cover the activities to be completed during the Squadron Parade times. Training Programs are to be submitted to Wing Headquarters Training Section to cover the respective instructional semesters not later than week 3 of each instructional semester.

### **Training Program Implementation**

58. In order to set the correct learning environment, consistent with the AAFC training philosophy, a briefing for instructors should be conducted at the beginning of each training year. All briefings conducted by the Training Officer (TRGO) or Chief Instructor (CI) are to place an emphasis on training. Instructors are to be made aware that their role is to provide training to all cadets and to do everything they can to ensure all cadets meet the minimum standards

### **Use of Cadet NCO Instructors**

59. Squadron Training Officers and Instructors are required to provide those cadets having completed their JNCO Course with the opportunity to consolidate their Instructional Technique (IT) skills during their SQN Training. This includes classroom **AND** practical type lessons commencing with short periods (part lessons) and working through to full lessons.

60. Squadron Training Officers should be aware of the respective cadet NCOs responsibilities and minimum expectations as referenced at Part 4 MoGT.

61. Squadron Training Officers shall ensure that all cadet NCO Instructors receive feedback and advice on their Instructional Technique skills on a regular basis.

62. Cadets having completed their cadet SNCO Course must be provided with the opportunity to continue to consolidate their IT skills by being provided with the opportunity to instruct complete 40 minute lessons and complete subjects. This is in accordance with the minimum expectations of a SNCO as outlined in Part 4, Chapter 4.

63. Squadron Training Officers should make use of cadets who have completed their CUO or CWOFF Courses for any and all training duties within the individual's skill sets.

### **Section Time**

64. A significant part of the enjoyment that cadets derive from the AAFC is the social and team based interaction that is achieved both during the SQN parade night and the conduct

of extra-curricular activities. With this in mind, SQNs should endeavour to allow at least one period in every training month for 'Section Time'.

65. Section time is not intended to be a time where the cadets 'do nothing' or clean the SQN premises. Rather it is time that the senior cadets and NCOs can utilise to develop their subordinates and allow the cadets to interact without the need to take notes as may exist in an instructional period. The time may be spent doing team based activities, discussing issues relating to SQN management, discussing issues tasked by the NCRG and WG CRG or discussing points that the senior cadets may like to highlight.

66. Section time should not be utilised for extra drill and ceremonial training or other formal instruction.

### **Deferred Assessments- Squadron Training**

67. Where a cadet fails the final and supplementary assessments, the cadet may be offered a deferred assessment. Such assessment shall not take place until the cadet has received remedial training appropriate to the level of improvement required. Further guidance can be sought from the WG Training Officer-Cadets.

### **Reports and Returns**

68. The computerised administration system is the approved method of recording Squadron training assessment results for cadets.

69. Forms **SR1**, **SR2**, **SR3**, **SR4** and **SR5** can be automatically generated by computerised administration system. They are to be submitted to the SOGT upon request or as directed by WG SOPs.

70. SR forms must be completed in the computerised administration system in order to have a course 'qualification' recorded on a cadets' personal record.

71. SOsGT (or delegate) will ensure that they review the SR forms for each SQN during the training year.

### **Filing of Completed Assessments- Squadron Training**

72. Once graded and entered into CadetOne, completed assessments shall be placed in each cadet's personnel file. Cadet's personnel files are to be maintained IAW AAFC POLMAN.

### **Training Evaluation**

73. In accordance with Part 1, Chapter 1 of the MoGT, an evaluation should be conducted of SQN training.

74. The procedure for completion and analysis of Evaluation sheets is as follows:
- a. Evaluation sheets are provided to all cadets at the conclusion of the last lesson (in most cases either the examination or subject review lesson) to complete.
  - b. Instructor collects and forwards to Squadron Training Officer and/or Chief Instructor (as appropriate for each SQN).
  - c. Squadron Training Officer analyses the Evaluation sheets noting any comments that are useful to Wing SOGT. A summary of these comments is forwarded to the Wing SOGT (through TRGO(C)) for further consideration.
  - d. This summary should be completed at the conclusion of each Stage of training.
  - e. Wing SOGT should collate similar summary documents from all Squadrons and forward any relevant comments, suggestions or amendments to SOTC for action.
  - f. Evaluation sheets should be held for twelve months following each stage of training and then destroyed.

### **Duke of Edinburgh Award**

75. AAFC training may contribute towards the award of the Bronze, Silver or Gold Duke of Edinburgh Award. A SQN may wish to appoint a Cadet SNCO or staff member to fulfil the role of SQN DEA Coordinator. See Part 7 for further information.

### **CADETLiFE Programme**

76. The CADETLiFE programme has been developed by Professor Graham Martin, University of Queensland. It is designed to improve resilience in young people and to provide skills to recognise problems others may have and provide them with help (Pathways to care). The programme involves 13 short (two minute) video presentations of situations which may face all young people, set in a cadet context. The CADETLiFE programme may only be delivered by trained facilitators. Facilitators then guide discussion around the video presentations in groups of no more than 12 cadets.

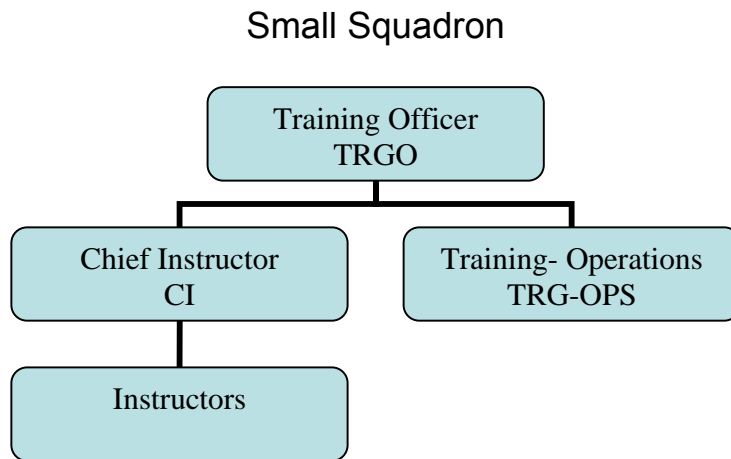
77. It is essential that two facilitators deliver the training, in the remote case any person has an adverse reaction to the presentation or discussion. Facilitation training is embedded within the CUO and CWOFF courses and staff recruit course and bridging workshops. Ideally a CUO or CWOFF should be the primary facilitator accompanied by an adult staff member.

78. To improve organisational efficiency in delivery of the programme, the CADETLiFE programme has been embedded within the AAFC training syllabus. Selected scenarios are to be delivered within various stages as listed at Annex G. This will reduce the risk of

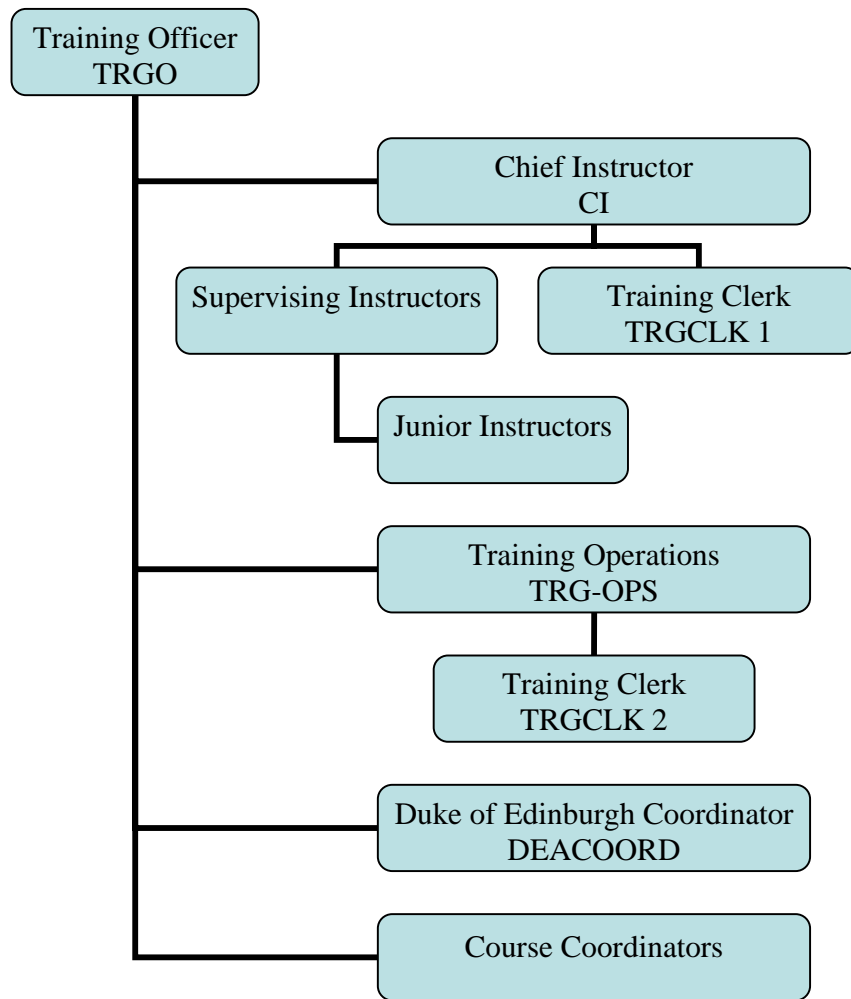
duplication. Whilst facilitation is to occur with groups of no more than 12, the viewing of the video can occur in larger groups if multiple facilitators are available.

79. Scenario 9 '*I can't believe he's dead*' is the most emotive of the presentations. This video has not been embedded into the syllabi of training in the initial stages of the rollout of the programme. It can however be utilised for any group of cadets in any stage of training, providing the staff feel confident and capable of facilitating the scenario and also have adequate resources to deal with any possible adverse reactions. This aspect will be reviewed after 12 months of implementation.

## Squadron Training Section Structures



## Large Squadron





# XYZ SQUADRON

Insert SQN  
Emblem here

## DUTY STATEMENT

Title	Abbreviation
Training Officer	TRGO

Reporting Chain- Superiors		Reporting Chain- Subordinates	
<b>Operational</b>	CO	<b>Primary</b>	CI, TRG-OPS
<b>Functional</b>	TRGO(C) HQ	<b>Secondary</b>	FT Co-ord, SPO, TRGCLK, Instructors,

<b>Role</b>	Support the CO by effectively and efficiently planning, coordinating and executing all of the Squadron's training activities IAW the AAFC youth development and training philosophies to ensure that cadets and staff obtain maximum training value.
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<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>- Manage training section personnel to ensure training is planned and delivered effectively in accordance with AAFC 200.001 Manual of Cadet Training.</li> <li>- Ensure that a training program is developed IAW guidelines in the MoGT.</li> <li>- Ensure that instructors have all resources required to deliver effective training</li> <li>- Ensure that all staff and Cadet NCOs are provided with opportunities for training and development.</li> <li>- Ensure that regular assessment of instructors is carried out for purposes of development and quality assurance.</li> <li>- Ensure that assessments and exams are in accordance with AAFC 200.001 Manual of Cadet Training.</li> <li>- Provide feedback to SOGT (or delegate) regarding specific training issues identified during the training year</li> <li>- Ensure that cadet training records are updated and maintained.</li> <li>- Ensure that Staff are completing mandatory training modules and encouraging them to continue with additional training modules.</li> <li>- Be pro active with strategy development that will ensure that the SQN's training continues to be effective into the future.</li> <li>- Ensure that future training needs are planned for.</li> </ul>
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<b>Specific Duties</b>	<ul style="list-style-type: none"> <li>- Develop extra Curricular Training Program for next training year by November of the preceding year</li> <li>- Attend TRGO Conference each year</li> <li>- Develop each semester Training Program by two weeks before semester commencement</li> <li>- Any other duties consistent with role and responsibilities</li> </ul>
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# XYZ SQUADRON

## DUTY STATEMENT

Title	Abbreviation
Chief Instructor	CI

Reporting Chain- Superiors		Reporting Chain- Subordinates	
<b>Operational</b>	TRGO	<b>Primary</b>	TRGCLK, Instructors
<b>Functional</b>	TRGO	<b>Secondary</b>	FT Co-ord,

<b>Role</b>	Support the TRGO by efficiently and effectively planning, coordinating and executing all of the Squadron's Home training activities to ensure that cadets and staff obtain maximum training value.
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<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>- Manage subordinates to ensure that SQN parade training is planned and delivered effectively in accordance with AAFC 200.001 Manual of Cadet Training.</li> <li>- Ensure that the SQN training program is developed that is balanced and coordinates both theoretical and practical training.</li> <li>- Ensure that instructors have all resources required to deliver effective training</li> <li>- Ensure that regular assessment of instructors is carried out for purposes of development and quality assurance.</li> <li>- Ensure that assessments and exams are in accordance with AAFC 200.001 Manual of Cadet Training.</li> <li>- Ensure that cadet training records are kept updated.</li> <li>- Provide feedback to TRGO about any SQN training issues</li> </ul>
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<b>Specific Duties</b>	<ul style="list-style-type: none"> <li>- In consultation with the TRGO, plan and distribute semester Home Training program two weeks before semester commencement.</li> <li>- Coordinate the Home training parade including allocation of classrooms, instructors and timings</li> <li>- Follow up on instructor attendance at beginning of each parade night.</li> <li>- Conduct assessment of individual instructors at least twice per training semester.</li> <li>- Check all assessment tasks for validity, reliability and useability.</li> <li>- Any other duties consistent with role and responsibilities</li> <li>- Liaise with TRG-OPS as necessary to ensure that consistency is achieved between Home Training and extra curricular training.</li> <li>- Provide oversight on all examination results and allocate Distinctions, Credits, Passes,</li> <li>- Ensure all supplementary examinations carried out in accordance with AAFC 200.001</li> </ul>
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# XYZ SQUADRON

## DUTY STATEMENT

Title	Abbreviation
Training Operations Officer	TRG-OPS

Reporting Chain- Superiors		Reporting Chain- Subordinates	
Operational	TRGO	Primary	SPO, FC/FT Co-ord
Functional	TRGO	Secondary	TRGCLK

<b>Role</b>	Plan, co-ordinate and execute all of the Squadron's Extra Curricular training activities in an efficient and effective manner to ensure that cadets and staff obtain maximum training value.
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<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>- Manage subordinates to ensure that SQN extra curricular training is planned and delivered effectively in accordance with AAFC 200.001 Manual of Cadet Training.</li> <li>- Ensure that the extra curricular training program is developed that is balanced and coordinates both theoretical and practical training.</li> <li>- Ensure that instructors have all resources required to deliver effective training.</li> <li>- Ensure that all staff and Cadet NCOs are giving opportunities for training and development on extra curricular activities</li> <li>- Ensure that each activity is reviewed to ensure maximum value obtained.</li> <li>- Provide feedback to TRGO about any extra curricular training issues</li> </ul>
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<b>Specific Duties</b>	<ul style="list-style-type: none"> <li>- In consultation with the TRGO, plan and develop the extra curricular training program by November of the year before.</li> <li>- Coordinate all extra curricular activities such as bivouacs, air activities, range practises, Recruit courses, Pre Course training, Dining In nights, etc.</li> <li>- Liaise with CI as necessary to ensure that consistency is achieved between Home Training and extra curricular training.</li> <li>- Report to the TRGO any issues regarding Extra curricular training.</li> <li>- Any other duties consistent with role and responsibilities.</li> </ul>
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## XYZSQNA AFC

### Parade Night Timetable (Three Periods)

Start	Finish	Activity
1800	1825	Opening Parade
1830	1910	Period 1
1915	1955	Period 2
2000	2015	Administration Parade
2015	2030	Canteen Break
2030	2110	Period 3
2115	2120	Dismissal
2130		Staff Meeting

Example only.

# XYZSQNA AFC

## Parade Night Timetable

(Two Periods)

Start	Finish	Activity
1830	1900	Opening Parade
1900	1910	Section Time
1915	1955	Period 1
2000	2020	Canteen Break
2025	2105	Period 2
2110	2130	Admin Parade
2130		Staff Meeting

Example only.

## GUIDELINES FOR THE DEVELOPMENT OF TRAINING PROGRAMS

### Introduction

1. These guidelines have been written to assist Training Officers to effectively plan Training Programs. All training programs should be developed in consultation with the CO and time allowed for comment from all stakeholders including SQN staff and NCOs prior to formal release.

### General Philosophies

2. The following philosophies guide the development of the SQN training program.
  - a. Year 1 consists of Recruit Training and Basic Stage
  - b. Firearms Training Elective should not be commenced until the beginning of Year 2- IE proficiency stage.

### Planning

3. In order to develop the plan a TRGO will need the following information:
  - a. a list of Squadron staff and NCOs,
  - b. Instructor strengths, weaknesses and competencies,
  - c. dates for Squadron activities/camps/bivouacs,
  - d. dates for Wing activities/camps/bivouacs,
  - e. dates for any national activities,
  - f. a nominal roll of cadets indicating current stages of training, and
  - g. dates of school and public holidays.
  
4. Steps to develop the plan will be the choice of the Squadron Training Officer; however the following procedure will result in a clearly detailed and logical program.
  - a. establish what subjects are to be addressed during each semester for every stage,
  - b. establish the primary instructor for every subject being taught,
  - c. rough a plan for one standard parade night, placing subjects and instructors for every stage into time slots,
  - d. check for any clashes of classrooms and instructors,
  - e. on the spreadsheet, indicate where holidays and activities interrupt the standard parade night,
  - f. fill the remaining gaps with the standard parade night plan for a semester,
  - g. establish where every subject will conclude and establish the dates for assessments,
  - h. after the assessment date for each subject is established decide what will fill the ensuing gap in the Training Program i.e. commencement of another subject, elective, additional training etc,

- i. supplementary examinations and assessments are built into training programs and activities are planned for cadets not required to sit supplementary assessments,
- j. repeat this process for Semester 2

5. Checklist:

- a. all mandatory subjects and offered electives are scheduled over the year,
- b. practical exercises and training are used to reinforce theoretical components,
- c. all mandatory visits and practical requirements are catered for in the training program and extra curricular activities,
- d. training programs provide a balance to cadets of available training activities,
- e. all primary instructors are equitably deployed to relevant subjects,
- f. development of all cadet NCOs/CUOs occur IAW minimum expectations of rank with regards to training and assessment as laid out in the Manual of Ground Training (MoGT). Development opportunities are provided into training programs to allow NCOs to develop skills and confidence in a structured manner with positive reinforcement. Checking lesson plans, training aids and content with a constructive critique of lessons is also provided within the training program,
- g. where possible, secondary instructors are deployed to relevant subjects,
- h. Squadron and Wing activities are shown,
- i. all stages are fully planned for,
- j. assessment dates are scheduled,
- k. a draft of the program has been distributed to staff and the CO for comment/approval,
- l. a copy of the approved program is given to all cadets, staff and Wing HQ.

## Integration of CADETLiFE into the AAFC Syllabi

### Integrated into Recruit Stage

#### Scenario 3 But I've got diabetes (AAFC)

Link to: TTR 1 Introduction to Teambuilding

#### Scenario 7 Why does he always pick on me? (ANC)

Link to: SKR 9 AAFC Behavioural Policy

- a. State the AAFC policy on Harassment and Equity & Diversity
- c. State the expectations the AAFC has of cadet behaviour.

#### Scenario 8 Fraternisation (ANC)

SKR 9 AAFC Behavioural Policy

- a. State the AAFC policy on Harassment and Equity & Diversity
- c. State the expectations the AAFC has of cadet behaviour.

### Integrated into CADETLiFE Basic Stage

#### Scenario 5 I can get through anything when I have people to lean on (AAC)

CADETLiFE Basic

#### Scenario 2 Feel the fear and do it anyway (AAC)

CADETLiFE Basic

#### Scenario 9 Where can I get help? (ANC)

CADETLiFE Basic

### Integrated into CADETLiFE Proficiency Stage

#### Scenario 1 I didn't get into the Air Force (AAFC)

CADETLiFE Proficiency

#### Scenario 13 Should I tell? (ANC)

CADETLiFE Proficiency

#### Scenario 10 I don't know what to do! (AAC)

CADETLiFE Proficiency

#### Scenario 4 I have to look after my body (ANC)

CADETLiFE Proficiency

## Integrated into JNCO Course

### Scenario 11 What's wrong with him? (AAFC)

Link to: LDJ 3

Leadership and the JNCO

AL: B Period(s): 2

- a. Outline the leadership behaviour accepted and rejected by adolescents.
- b. Outline ways in which a leader can improve co-operation from a group.
- c. Outline the general rules, which apply to giving orders.
- d. Outline the general rules, which apply to handling a grievance from an individual
- e. Outline the general rules, which apply to reprimanding an individual.
- f. Outline the distinction between reprimanding and correction of faults.

### Scenario 12 When I go back to Cadets after mental illness

Link to: LDJ 3

Leadership and the JNCO

AL: B Period(s): 2

- a. Outline the leadership behaviour accepted and rejected by adolescents.
- b. Outline ways in which a leader can improve co-operation from a group.
- c. Outline the general rules, which apply to giving orders.
- d. Outline the general rules, which apply to handling a grievance from an individual
- e. Outline the general rules, which apply to reprimanding an individual.
- f. Outline the distinction between reprimanding and correction of faults.

**Ideally to be used during CUO/CWOFF Course within Facilitator course  
Available for staff who feel confident to facilitate and have the resources to deal with  
potential adverse reactions, to use anywhere within AAFC training**

### Scenario 6 I can't believe he's dead (AAC)

**CUO/CWOFF Facilitator training**

**Anywhere within AAFC Training – where suitable resources available**

# **Australian Air Force Cadets**

## **Manual of Ground Training**

### **Part 2**

#### **Chapter 2**

##### **Cadet Recruit Training**

###### **Contents**

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Drill and Ceremonial Recruit	4
Service Knowledge Recruit	6
Team Building Recruit	11
Field Craft Recruit	13
CADETLiFE Recruit	16



## Chapter 2

### Recruit Stage Training

#### Introduction

1. This course is designed to give cadets the foundational knowledge required to participate in most AAFC SQN parades and activities. The course is structured to take approximately two months and includes at least one weekend of training.
2. At the end of the course a cadet will be able to:
  - (1) Wear the uniform correctly
  - (2) Pay compliments in the correct manner
  - (3) Care for the uniform correctly
  - (4) Work as part of a team
  - (5) Live in the field environment under supervision of more senior cadets
  - (6) Understand their conditions of service
  - (7) Participate in AAFC activities in a safe manner.

#### Training Content

3. The recruit course consists of the following subjects:

Subject	Abbreviation	Periods
Service Knowledge	SKR	14
Drill and Ceremonial	DCR	11
Team building	TTR	1+
Fieldcraft	FCR	8+
CADETLiFE		3
	<b>Total</b>	<b>37+</b>

4. There is no mandated training program for recruit training as each Squadron will have different constraints placed on its available resources however a suggested time frame for the first four weeks of a recruit's service in the AAFC is shown at Annex A. Following this broad framework will ensure that recruits are provided with the appropriate training at the appropriate time. Specific timings may vary depending on the placement of the Recruit Training Weekend.

## Recruit Training Weekend

5. The AAFC Recruit course **must** include a training weekend. The aim of the Recruit Training weekend is to provide a targeted and continual exposure to AAFC training and activities. The course should be run in as a military context as possible- ADF facility, AAFC facility, etc and consist of an overnight stay.

6. The timing of the Recruit Training Weekend will vary from Squadron to Squadron. Ideally it will occur sometime after week 4 of a recruits service although this may be varied to fit in with SQN needs. It is acknowledged that an overnight activity may not be practicable or possible for all SQNs. If this is the case then a weekend at the SQN not involving an overnight stay is acceptable. A suggested training program is shown at Annex B.

7. Whilst the content should include content from the AAFC Cadet Recruit Course it is not intended for the training to be an 'intense' time in the same manner as 1RTU or other military recruit courses. Rather the emphasis should be on the cadets learning more about the AAFC training philosophy, teamwork, communication and leadership and how it fits into the AAFC ethos. NCOs should be heavily involved in the planning, organisation and conduct of the activity. Generally the weekend should be an opportunity for recruits to 'embed' themselves in the AAFC.

8. A number of team building and ice breaker activities are encouraged as is interaction during breaks both with other recruits and other cadets, particularly JNCOs. It is suggested that team exercises be conducted in DPU with a major emphasis on active or experiential learning. The activities should be enjoyable and involve JNCOs. Participation in teamwork activities will sometimes involve physical contact and a briefing prior to the activity should be conducted to set the "ground rules" for the activity. This contact should not be confused with AAFC policies on fraternisation. The idea is to develop teamwork and cohesiveness through supervised "fun" activities.

9. As a conclusion to the recruit training weekend parents may be invited to a SQN daily parade or other type of formal ceremony where the cadets may be ceremonially presented to the CO. A formal presentation of rank slides may also be made although it cadets should not be prohibited from wearing the correct rank prior to this time. This parade/presentation allows parents to take photos and although not a formal end to the Recruit Course, it reinforces to cadets that they are a 'member' of the SQN and the AAFC.

## Assessment

10. Only SKR and FCR have formal assessments. All other subjects are assessed on a pass/fail basis, based on the cadet's attendance and participation in the classes.

## DRILL & CEREMONIAL (DCR)

### 11 PERIODS

- DCR1 Introduction to Drill and Ceremonial** **AL: B** **Period(s): 1**
- a. State the aim of drill
  - b. State the possible hazards associated with drill:
    - 1. Standing to attention for extended periods
    - 2. Physical limitations and illness of cadets
    - 3. Environmental hazards
    - 4. Use of appropriate footwear
  - c. State the basic drill terminology
- DCR 2 Turns at the Halt** **AL:2** **Periods(s): 2**
- a. Practice the following Drill movements:
    - 1. Attention
    - 2. Stand-at-ease
    - 3. Stand Easy
    - 4. Right turn at the halt
    - 5. Left turn at the halt
    - 6. Right turn at the halt.
    - 7. Left turn at the halt.
    - 8. About turn at the halt.
    - 9. Incline at the halt.
    - 10. Salute to the front at the halt
- DCR 3 Falling in and Dismissing in a Flight** **AL:2** **Periods(s): 1**
- a. Practice the following Drill movements
    - 1. Fall in as a Flight.
    - 2. Right and Left dress/eyes front.
    - 3. Number as a Flight.
    - 4. Sizing a Flight.
    - 5. Dismiss and break off as a Flight without an officer present
- DCR 4 Open and Close Order March** **AL: 2** **Period(s): 1**

- a. Practise the following Drill movements:

1. Open order March
2. Close Order March.
3. Right and Left dress in the Open Order.
4. Right and Left Close March
5. Take paces forward and backwards.

**DCR 5 Basic Marching**

**AL: 2    Period(s): 3**

- a. Practice the following drill movements

1. Correct position when marching
2. March in quick time
3. Halt from marching in quick time
4. Leave and join ranks individually
5. Wheel in flight formation in threes.
6. Eyes right/left on the march.
7. Change step in quick time.
8. Dismiss as a flight with an officer present.
9. Eyes right/left on the march.

**DCR 6 Squadron Daily Parade**

**Period(s): 0**

- a. Participate in a Squadron Daily Parade.

**DCR 7 Practice DCR 1 – 6**

**Period(s): 2+**

**DCR 8 Practical Assessment**

**Period(s): 1**

- a. Cadets are to be provided with feedback about their DC performance. No grades are allocated for this subject.

**SERVICE KNOWLEDGE (SKR)****14 PERIODS****SKR 1 Introduction to the AAFC AL: B Period(s): 1**

- a. Introduce SQN staff and explain basic roles of the following personnel:

1. Cadet Non Commissioned Officers
2. Senior Cadets
3. Administration Officer
4. Training Officer
5. Commanding Officer

- b. Locate all SQN facilities including:

1. Toilets
2. Common areas/ mess/ Canteen area, etc
3. Orderly room and administration areas
4. Instructional facilities
5. Briefing or other facilities utilised by the SQN.

- c. Discuss the aims of the AAFC

*(refer to PH299 – not material in interim POLMAN)*

*(Discussion led by CO about what the AAFC aims to achieve).*

- d. Discuss the Instructional materials required to participate in AAFC training.

**SKR 2 Ranks and Badges AL: B Period(s): 1**

- a. Identify the ranks and badges of rank for the AAFC
- b. State the relationship and modes of address amongst all ranks within the AAFC
- c. Describe the history of (including the reasons for) saluting.

**SKR 3 AAFC Training AL: B Period(s): 1**

- a. Describe the training opportunities available to cadets with respect to:
  1. Squadron (Home) Training
  2. Camps/Courses
  3. Promotion Courses
  4. Tri-Service activities
  5. Flying training, including parachuting.
- b. Explain and demonstrate to cadets how to nominate for the above activities using the on line management system.

**SKR 4 Paying of Compliments****AL: B    Period(s): 1**

- a. Outline the procedures for paying of compliments in the following circumstances:
  1. Beginning and end of each instructional lesson
  2. Passing an officer in street
  3. Entering a room where an officer is 'present'
  4. Non-saluting areas
  5. In civilian hours outside of cadet hours including wearing of hats
  6. What to do if arms are full or injured
  7. Playing of Last Post
  8. Playing of National Anthem
  9. Raising of National Flag
  10. Raising of RAAF Ensign

**SKR 5 AAFC Uniform****AL:    Period(s): 1**

*This lesson should be conducted immediately prior to being issued a uniform or if cadets have been issued a uniform, immediately prior to them wearing it for the first time.*

- a. Describe the various AAFC uniforms **B**
  1. Service Dress
  2. Ceremonial Dress
  3. DPU
- b. State when AAFC uniform is to be worn **B**
- c. Practise the correct way to wear the AAFC **2**

uniform

1. Wearing of Belt
  2. Wearing of Rank slides
  3. Wearing of Hat fur felt (including Chin strap)
  4. Wearing of tie
  5. Care for Hat fur felt
  6. Care for SD items (pants, tie, rank slides)
- d. State the requirements for grooming with respect to: **B**
1. Jewellery
  2. Hair including hair colours
  3. Nail polish
- e. State the responsibility for care and maintenance of the AAFC uniform **B**
- f. State the procedure and responsibilities of cadets for the issue and return of uniforms **B**

### **SKR 6 Uniform Preparation**

**AL: 2    Period(s): 2**

*This lesson should be scheduled AFTER uniform has been issued*

- a. Demonstrate the correct way of ironing a shirt.
- b. Demonstrate the correct way of polishing shoes
- c. Demonstrate the methodology of blousing pants.

### **SKR 7 History and Customs of the AAFC/AIRTC**

**AL: B    Period(s): 1**

- a. Revise the aims of the AAFC
- b. Outline the history of the AAFC/AIRTC
- c. Describe the AAFC National, Wing and Squadron Banners, and the protocol attached to those flags and banners.
- d. The qualification badges used in the AAFC
- e. Explain the significant aspects of the history of the local SQN. Possible suggestions include War time

history, Freedom of the City, significant ex cadets and staff.

**SKR 8 Behavioural Policy****AL: A Period(s): 1**

- a. State the AAFC policy on Harassment and Equity & Diversity.
- b. State the Occupational Health & Safety Policy and what a cadet should do if they perceive an OH&S issue.
- c. State the expectations the AAFC has of cadet behaviour.
- d. State the AAFC policy on the use of drugs, alcohol and tobacco.
- e. Outline a cadets' first step in making a complaint (redress of grievance) and provide advice on where a cadet could find information if they desired.
- f. State the AAFC policy on counselling of cadets.

**SKR 9 Administration and General Conditions of Service – Cadets****AL:B Period(s): 2**

- a. Outline the general processes with respect to:
  1. Seeking leave from a SQN parade/ activity.
  2. Reclassification to LCDT
- b. Outline where a cadet can find information regarding:
  1. Promotion
  2. Transfer to another SQN
  3. Seeking discharge
- c. State the use of orders and instructions issued in the AAFC including:
  1. HQAAFC Routine Instructions
  2. Unit Standing Instructions
  3. Directions from superiors
- d. Describe the use of the 24 hour time system.



- e. List the abbreviations used in the AAFC including AAFC rank abbreviations.
- f. Outline the use of AAFC online resources:
  - 1. AAFC Resource Centre
  - 2. AAFC Bulletin Board
  - 3. Online Management System
- g. Describe how to maintain a cadet's personal record of service (PH299).

**SKR**      **Examination**      **Period(s): 1**  
**10**

**SKR**      **Examination Review**      **Period(s): 1**  
**11**

## TEAMBUILDING TRAINING (TTR)

### 1+ Periods + 1 overnight activity

*Note to Instructors: Examples of the type of exercises are supplied as cadet notes.*

#### **TTR 1 Introduction to Teambuilding** **AL: 2** **Period(s): 1+**

- a. Cadets are to give a brief outline of their background for one minute
- b. Conduct an "icebreaker" exercise. This will help cadets to learn about each other.
- c. Debrief (briefly) each exercise, with the emphasis on teamwork.

#### **TTR 2 Overnight exercise** **AL: 2** **Period(s): As Required**

*This exercise can be conducted at the Squadron facilities, or in the field. It should include exercises that allow the recruits to enjoy and learn more about teamwork, communication and leadership and how it fits into AAFC philosophy. It could be in the form of a social evening, but should include living away from home and at least three meals. Cadets can be involved in the planning, organisation and conducting the activity.*

*Cadets pass this subject by attending and being involved in the activities. The aim of the subject is to break down any barriers, build an understanding amongst the group, and create an enjoyable environment within the AAFC from the beginning.*

*A number of team building and ice breaker activities are encouraged. It is suggested that these exercises be conducted in civilian clothing with a major emphasis on the "fun" factor. This will sometimes involve physical contact and a briefing prior to the activity should be conducted to set the "ground rules" for the activity. This contact should not be confused with AAFC policies on*

*fraternisation. The idea is to develop teamwork and cohesiveness through supervised "fun" activities.*

## FIELD CRAFT (FCR)

### 8\* Classroom Periods + Bivouac (Optional)

**Instructor Note:** It is mandatory to conduct FCR1, FCR2 and FCR3 prior to the commencement of any practical fieldcraft exercise. These areas must be assessed practically where appropriate.

- |              |  |             |                     |
|--------------|--|-------------|---------------------|
| <b>FCR 1</b> | <b>Personal Equipment</b>  | <b>AL:B</b> | <b>Period(s): 2</b> |
|              | <ul style="list-style-type: none"> <li>a. State:           <ul style="list-style-type: none"> <li>1. The necessity for correct Field Clothing and footwear.</li> <li>2. The requirements for safety equipment.</li> </ul> </li> <li>b. Describe the different types of webbing and backpacks, and their uses.</li> <li>c. Demonstrate how to correctly assemble a pack for a cadet camp</li> <li>d. List the items necessary when packing for a cadet camp including:           <ul style="list-style-type: none"> <li>1. food</li> <li>2. utensils/ accessories</li> <li>3. tentage</li> <li>4. sleeping gear</li> <li>5. clothing</li> </ul> </li> </ul> |             |                     |
| <b>FCR 2</b> | <b>Field Rations</b>   | <b>AL:</b>  | <b>Period(s): 1</b> |
|              | <ul style="list-style-type: none"> <li>a. Describe the different foods and food requirements, in particular           <ul style="list-style-type: none"> <li>1. One man ration pack</li> <li>2. Five man ration pack</li> <li>3. General/ fresh rations</li> </ul> </li> <li>b. Outline potential risks for food allergies and contamination on field exercises including:           <ul style="list-style-type: none"> <li>1. Combat Ration Packs contents and sharing,</li> </ul> </li> </ul>  | <b>B</b>    |                     |

	2. Sharing food items between cadets		
	3. Correct storage requirements of fresh rations		
	c. Demonstrate the correct method of preparing a meal from a CRP.	<b>2</b>	
<b>FCR 3</b>	<b>Safety in the Field</b>	<b>AL:</b>	<b>Period(s): 1</b>
	a. State the AAFC Environmental Management requirements and country code of conduct	<b>B</b>	
	b. Describe the procedure to be adopted if lost, injured or in danger.	<b>A</b>	
	c. State the importance of following instructions in the field.	<b>A</b>	
	d. Outline Fire precautions.	<b>B</b>	
	e. Describe the "buddy system" to be utilized within the AAFC.	<b>A</b>	
	f. Explain the importance of the "buddy system with regard to welfare of cadets.	<b>B</b>	
<b>FCR 4</b>	<b>Field Hygiene</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	a. State the definition of personal hygiene.		
	b. Outline the requirements of personal and communal hygiene involving food and water.		
	c. Explain the application of the principles of personal and communal hygiene.		
<b>FCR 5</b>	<b>Camp Accommodation</b>	<b>AL: 2</b>	<b>Period(s): 1</b>
	a. Demonstrate the erection and dismantling of tentage		
	b. Practice the care maintenance and inventory of equipment.		
	<i>This topic can be taught and assessed on an optional field exercise or out of the classroom at home SQN. Assessment of FCR 4 may be conducted during Basic stage bivouac if Home</i>		

*SQN arrangements do not allow for earlier assessment.*

### **FCR 6 Practical Assessment and Examination**

**Period(s): 1+**

*A theory examination is to be conducted prior to Recruit stage cadets entering the field, to ensure competence and knowledge in areas crucial to safety.*

*Assessment components are to include practical assessment for all practical objectives on a competency displayed/competency not displayed basis. This is to include formal instruction and assessment of the correct usage of Combat Ration Packs.*

### **FCR 7 Examination Review**

**Period(s): 1**

***Field Exercise*** (***Optional*** elective periods as required)

*A field exercise may be conducted (but is not mandatory) to provide cadets with the opportunity of being fully involved with SQN activities and to assess practical components of FCR*

*Instructors are reminded that cadets at this stage have had no formal training in other Field related areas. It is recommended that training be commenced in the field in the following areas FCB2 & FCB3:*

*The application of camouflage on personnel and equipment for common conditions.*

- 1. The method of concealment of personnel and equipment.*
- 2. Movement by day or by night.*
- 3. Basic field signals.*
- 4. Section and flight formations.*
- 5. The reason for things being seen*

## CADETLiFE RECRUIT

### 3 PERIODS

The CADETLiFE programme has been integrated throughout the AAFC training syllabus. The programme developed by Professor Graham Martin is designed to improve resilience and to provide skills to recognise problems others may have and provide them with help.

The individual scenarios have been built into AAFC training stages to reduce the risk of duplication and also to target specific scenarios to their greatest relevance in the life of a cadet.

The three scenarios selected for CADETLiFE Basic stage can be presented in any order.

The scenarios must be presented by qualified CADETLiFE facilitators. In accordance with Facilitator training, ideally that will involve one adult staff member and a CUO/CWOFF.

#### CADETLiFE scenarios.

N/A

**Period(s): 3**

Scenario 3 "*But I've got diabetes*" from CADETLiFE programme is to be delivered. It is suggested that this scenario be utilised during teambuilding (TTR).

Max  
Students: 12

Scenario 7 "*Why does he always pick on me?*" from CADETLiFE programme is to be delivered. It is suggested that this scenario works well with SKR 9 AAFC Behavioural Policy and where possible, they should be run together.

Max  
Students: 12

Scenario 8 "*Fraternisation*" from CADETLiFE programme is to be delivered. It is suggested that this scenario works well with SKR 9 AAFC Behavioural Policy and where possible, they should be run together.

Max  
Students: 12

# Australian Air Force Cadets

## Manual of Ground Training

### Part 2

### Chapter 3

## Basic Stage Training

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Service Knowledge Basic	13
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The basic stage course consists of the following subjects. Refer to Part 2, Chapter 1 for the specific guidance regarding the selection of electives.

Subject	Abbreviation	Periods
Aircraft Recognition	ARB	10
Aviation	AVB	11+
Drill and Ceremonial	DCB	10
Fieldcraft	FCB	11
Service Knowledge	SKB	9
CADETLiFE		3
	<b>Total</b>	<b>54</b>



**AIRCRAFT RECOGNITION BASIC (ARB)****10 PERIODS****ARB 1 Aircraft Recognition Features AL: A Period(s): 1**

- a. Describe the systematic approach to aircraft identification: WETFUS

1. Wings
2. Engines
3. Tailplane
4. Fuselage
5. Undercarriages
6. Special Features

**ARB 2 Roles of ADF Aircraft AL: B Period(s): 3**

- a. Identify, using WETFUS the current aircraft of the RAAF and their primary roles in the following categories:

1. Surveillance and Response Group
2. Air Combat Group
3. Air Lift Group
4. Air Force Training Group

- b. State the RAAF and ADF bases, and units/squadrons from which the aircraft above primarily operate.

**ARB 3 National Markings AL: B Period(s): 1**

- a. Describe the national military marking of the following countries:

1. Australia
2. Malaysia
3. New Zealand
4. Indonesia
5. UK
6. Philippines
7. USA
8. Singapore

**ARB 4 Major Civilian & Military Aircraft AL: C Period(s): 2**

- a. Identify, using WETFUS, a minimum of ten (10) aircraft, excluding those learnt in ARB2, and their roles, found in the Basic (Secondary) List contained in Annex A to the ARB syllabus.

*NOTE: Instructors are required to maintain a balance in selection between military and civilian aircraft listed in Annex A. GTW recommends utilising the following aircraft*

- 1. The training aircraft utilized by Air Training Wing Flight in the local Operational WG*
- 2. Two of the major civilian types,*
- 3. Four ADF aircraft,*
- 4. Three foreign military aircraft.*

**ARB 5 Revision Period(s): 1**

*It is recommended that any supportive video that allows cadets a different perspective of aircraft recognition could be used for this lecture.*

**ARB 6 Examination Period(s): 1****ARB 7 Examination Review Period(s): 1**

**AIRCRAFT RECOGNITION BASIC (ARB)**

**BASIC LIST**

**ADF List**

**Aircraft**

**Aircraft**

Iroquois  
 Chinook CH-47D  
 Kiowa/Jet Ranger  
 Super Seasprite  
 NH90

Sea King  
 Squirrel  
 Seahawk/Blackhawk  
 Tiger ARH

**Civilian List**

ATW training aircraft in the local Operational WG.  
 Cessna 150/152  
 Cessna 172  
 B747-400  
 B737  
 B777  
 B787  
 B717

Piper PA 28 Cherokee  
 PA38 Tomahawk  
 A380  
 A320  
 A330  
 A350

**Foreign Military**

C5B Galaxy  
 F-15 Eagle  
 F-16 Falcon  
 F22 Raptor  
 MiG-29 Fulcrum

F18E/F  
 Sea Harrier  
 F35 JSF  
 A-4 Skyhawk  
 MiG 31 Foxhound

## AVIATION BASIC (ARB)

### 11 PERIODS + Visit

*It is recommended that AVB 4, 5 and 6 be conducted at an airfield and where possible involve the conduct of an Air Experience flight in order to consolidate learning.*

**AVB 1 Aviation History** **AL: A** **Period(s): 1**

- a. Describe briefly the history of aviation with respect to:
  1. Early flight
  2. Civil and commercial aviation
  3. Military aviation, and
  4. Recreational aviation.
- b. Describe the full range of basic types of aircraft emanating from the lighter-than-air and heavier-than-air categories.

**AVB 2 Recreational Aviation** **AL: C** **Period(s): 1**

- a. Describe the recreational nature and types of activities associated with the following:
  1. Powered flying
  2. Gliding
  3. Ballooning
  4. Hang-gliding
  5. Parachuting/skydiving
  6. Ultra-light aircraft
  7. Aeromodelling

**AVB 3 Aerodynamics** **AL: B** **Period(s): 2**

- a. Identify the parts of an aerofoil shape:
  1. Chord
  2. Camber
  3. Leading Edge
  4. Trailing edge of a wing or mainplane

- b. Using a diagram define:
  - 1. Relative airflow
  - 2. Angle of Attack
  - 3. Centre of Pressure
  - 4. Centre of gravity
- c. State in simple terms, Bernoulli's Principle & establish its relationship to wing shape & the production of lift
- d. Identify the four basic forces on an aircraft:
  - 1. Lift
  - 2. Weight
  - 3. Thrust
  - 4. Drag
- e. State the five factors that affect aerofoil lift & their relationship

**AVB 4 Aircraft Design****AL: B****Period(s): 2**

- a. Identify the basic parts of, and the terminology used with, an aircraft's airframe with respect to:
  - 1. Fuselage-inc entry, emergency exits, aerals & static vents.
  - 2. Wing - inc leading & trailing edges, navigation lights, ailerons
  - 3. Flap trim tabs, tie down points and stall warning indicator.
  - 4. Fuel caps, tanks, drains & vents.
  - 5. Empennage (tail plane) - inc elevator/stabiliser & trim tabs, fins, rudder & trim tabs.
  - 6. Undercarriage - inc struts, wheels, brakes, steering & ground handling points.
  - 7. Engine - inc Propeller, spinner, air intakes, cowling and exhausts.
  - 8. Cockpit layout - inc engine & flight controls, flight instruments, heat & ventilation controls main switches.

**AVB 5 Aircraft Control****AL: B****Period(s): 1**

- a. Identify the following control surfaces:
  1. Aileron
  2. Rudder
  3. Elevator
  4. Trim tab
- b. List the primary effects of the elevator, rudder and aileron flight controls on aircraft movement in flight about the longitudinal, lateral and normal (vertical) axes.

**AVB 6 The Airfield & Safety Precautions****AL:****Period(s): 1**

- a. With reference to a diagram of an aerodrome used for training:
  1. Identify movement areas
  2. Explain the significance of taxiway, runway and/or helipad markings
- b. State the safety precautions to be observed:
  1. When moving around an aircraft and on tarmac areas
  2. As an aircraft passenger

**AVB 7 Aircraft General Knowledge****AL:  
B/2****Period(s): 1**

- a. State the units used for distance in:
  1. Navigation - nautical miles (NM)
  2. Visibility - metres (m), kilometres (Km)
- b. Define a knot (KT)
- c. Define wind velocity (MV)
- d. Express time as a 4,6 and 8 figure group
- e. State the unit for vertical measurement and

differentiate between:

1. Height
2. Altitude
3. Elevation

f. State the following methods of expressing direction:

1. as a three figure clock
2. As a two figure group for runways
3. In the clock code

**AVB 8 Airport Visit**

**AL: 2      Period(s): As  
Req'd**

- a. Visit a local airport with the view to consolidating AVB, particularly AVB 3, 4, 5 and 6.

**AVB 9 Examination**

**Period(s): 1**

**AVB 10 Examination Review**

**Period(s): 1**

**Note:** *Instructional videos are recommended for use during relevant sections of this syllabus.*

**DRILL AND CEREMONIAL BASIC (DCB)****10 PERIODS**

<b>DCB 1</b>	<b>Revision</b>	<b>AL: 2</b>	<b>Period(s): 2</b>
	<ul style="list-style-type: none"> <li>a. Revise DCR 1 - 5</li> </ul>		
<b>DCB 2</b>	<b>Compliments</b>	<b>AL: 2</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"> <li>a. Practise the following Drill movements:               <ul style="list-style-type: none"> <li>1. Eyes right and left on the march.</li> <li>2. Salute to the front, left and right at the halt.</li> <li>3. Salute to the front, left and right on the march</li> </ul> </li> </ul>		
<b>DCB 3</b>	<b>Turns of the March</b>	<b>AL: 2</b>	<b>Period(s): 2</b>
	<ul style="list-style-type: none"> <li>a. Practise the following Drill movements:               <ul style="list-style-type: none"> <li>1. Right, Left and about turn on the March.</li> <li>2. Right and left incline on the march</li> </ul> </li> </ul>		
<b>DCB 4</b>	<b>Change Step, Mark Time.</b>	<b>AL: 2</b>	<b>Period(s): 2</b>
	<ul style="list-style-type: none"> <li>a. Practise the following Drill movements:               <ul style="list-style-type: none"> <li>1. Change step in quick time</li> <li>2. Mark Time in quick time at the halt and when marching</li> <li>3. Halt from Mark Time.</li> <li>4. Change step whilst marking time</li> <li>5. Step short and step out.</li> </ul> </li> </ul>		
<b>DCB 5</b>	<b>Practise DCB 2 –4</b>		<b>Period(s): 2</b>
<b>DCB 6</b>	<b>Practical Assessment</b>		<b>Period(s): 1</b>



**FIELD CRAFT (FCB)****11 CLASSROOM PERIODS + BIVOUAC****FCB 1 Personal Equipment & Safety AL:A/2 Period(s): 1**

a. Demonstrate the assembly and packing of:

1. Patrol Order Pack
2. Field Order Pack

2

b. State the purpose and general content of Bivouac Standing Orders

A

**FCB 2 Visual Training & Judging Distance AL: Period(s): As req'd**

*This lesson should not be conducted in the classroom*

a. State what is meant by visual training.

B

b. State the reasons for things being seen.

B

c. Describe the process of how to observe in the field

B

d. Describe the methods of judging distance by:

B

1. Appearance.
2. Unit of Measure.

e. Practice sub paras c & d

2

**FCB 3 Camouflage, Concealment and Movement AL 2 Period(s): As req'd**

*This lesson should not be conducted in the classroom*

a. Demonstrate:

1. The application of camouflage on personnel and equipment for common conditions.

2. The method of concealment of personnel and equipment.
3. Movement by day or by night.
4. Basic field signals.
5. Section and Flight formations.

**FCB 4 Map Reading AL: B Period(s): 2**

a. State:

1. The definition of a map.
2. Types of maps.
3. Purpose of Map titles and marginal information.
4. Topographical features.
5. Methods of topographical representation
6. Definition of a Contour.
7. Purpose of Scale and various representation of Scales.
8. System of grid reference.

**FCB 5 Basic Compass AL: B Period(s): 1**

- a. Describe the basic parts of the silva compass
- b. Describe the basic operation of a silva compass B
- c. Demonstrate and practise using the compass for determining direction 2

**FCB 6 Directions and Bearings AL: B Period(s): 2**

- a. Define a bearing,
- b. State the difference between Grid North, Magnetic North and True North,
- c. Describe:
  1. Use of a compass in degrees,
  2. The use of protractor or silva compass as a protractor.
  3. The method to plot bearings, and
  4. Conversion of bearings.

**FCB 7 Practical Exercise (Classroom) AL: 2 Period(s): 1**

- a. Practice map reading in classroom exercises using skills acquired in FCB4, FCB5 and FCB6.

**FCB 8 Silva Compass****AL: 2      Period(s): 2**

- a. Practise how to take bearings.
- b. Practise how to orientate a map with a compass.
- c. Practise how to keep direction on a bearing

**FCB 9 Field Exercise / Bivouac****Period(s):  
As Req'd**

*A field exercise/bivouac is to be conducted to provide cadets with the opportunity to apply the skills taught in FCB.*

*Competencies in FCB3/4/5/6/7/8 will form part of the cadet's overall exam result. (This result contributes 50% towards the overall result.) Refer Annex O, Chapter 1.*

- a. Practise OH&S and EM principles in the field.

**FCB 10 Theory Examination****Period(s): 1**

*This result contributes 50% towards the overall result.*

**FCB 11 Examination Review****Period(s): 1**

**SERVICE KNOWLEDGE BASIC (DCB)****9 PERIODS****SKB 1 History and Customs of the RAAF AL: B Period(s): 2**

- a. Briefly outline the history of the RAAF
- b. Describe the RAAF Ensign, the Australian National Flag and the protocol attached to those flags and banners.
- c. State the relationship and modes of address amongst all ranks between the AAFC and RAAF
- d. State the difference between the Officers, Sergeants and Airmen's Mess and Airman's Club.
- e. State the history and customs of Dining In nights
- f. State the history and use of the Pace Stick

**SKB 2 AAFC Web Site AL: B Period(s): 1**

- a. Detail the AAFC Web Site & how to use the various sections. **B**
- b. Practise using the Web Site **2**

*Note: Practise using the Web Site can be done at a site available to cadets, ie library, school, home, friends, etc. If the Squadron does not have access then each cadet can be asked to provide validation of using the web site.*

- c. Outline the role of the CRG **B**
- d. State the responsibilities of CRG members **B**

**SKB 3 Ranks, Badges & Abbreviations AL: B Period(s): 2**

- a. Identify:
  1. The equivalent ranks and badges of rank for

the RAN, ARA and RAAF, including the general rank categories

2. The correct abbreviations for the ranks in the RAAF

3. The qualification badges used in the RAAF including the following:

4. Brevets and flying badges

5. ORB and MSI badges

6. Parachuting and Marksmanship

7. Star Plates & Pennants

- b. List the authorised abbreviations used in the RAAF except those abbreviations used for ranks.

**SKB 4 Squadron, Camp Routine**

**AL: B Period(s): 1**

- a. Explain the procedure at camp and at Squadron level for:
1. Daily parades
  2. Sick parades
  3. Clothing parades
- b. Explain how to report unsafe events and injuries
- c. Explain the First Aid availability during
- d. Explain the purpose of SQN and camp briefings.
- e. Explain the necessity for personal hygiene when in camp
- f. Explain the expected conduct of cadets in camp including movement around the base and the restrictions applying to 'Restricted Areas'
- g. Explain the expected conduct when using the Airmen's Mess
- h. Explain the availability of Chaplaincy and Equity Advisory services whilst on base

**SKB 5 ADF and Aerospace Industry Careers**

**AL: Period(s): 1**

- a. Outline the principle career opportunities that are available with military and civilian aviation, with particular reference to: **C**
  - 1. Education qualification requirements
  - 2. Medical requirements
  - 3. Training paths
  - 4. Contact information
- b. Preview the reference links to aerospace career information on the Cadet Careers webpage located on AAFC website homepage **2**
- c. Preview the reference links to ADF careers from the Cadet Careers webpage located on AAFC website homepage.

*Note: Cadets are to be directed to the AAFC website and the links to ADF and aerospace industry sites. The career information changes regularly, hence the sites should be visited frequently for current information. It is imperative that cadets be advised of this valuable resource as it will provide most of the information for a cadet interested in a career in the aerospace industries. It also broadens the cadets knowledge of the variety of careers available for them to pursue in an aviation environment.*

*Printed outlines of the web pages and the information are available from the AAFC download centre.*

<b>SKB 6</b>	<b>Examination</b>	<b>Period(s): 1</b>
<b>SKB 7</b>	<b>Examination Review</b>	<b>Period(s): 1</b>

## CADETLiFE BASIC

### 3 PERIODS

The CADETLiFE programme has been integrated throughout the AAFC training syllabus. The programme developed by Professor Graham Martin is designed to improve resilience and to provide skills to recognise problems others may have and provide them with help.

The individual scenarios have been built into AAFC training stages to reduce the risk of duplication and also to target specific scenarios to their greatest relevance in the life of a cadet.

The three scenarios selected for CADETLiFE Basic stage can be presented in any order.

The scenarios must be presented by qualified CADETLiFE facilitators. In accordance with Facilitator training, ideally that will involve one adult staff member and a CUO/CWOFF.

#### CADETLiFE scenarios.

N/A

**Period(s): 3**

Scenario 2 "*Feel the fear and do it anyway*" from CADETLiFE programme is to be delivered.

Max  
Students: 12

Scenario 5 "*I can get through anything when I have people to lean on*" from CADETLiFE programme is to be delivered.

Max  
Students: 12

Scenario 9 "*Where can I get help*" from CADETLiFE programme is to be delivered.

Max  
Students: 12

## Australian Air Force Cadets

### Manual of Ground Training

#### Part 2

#### Chapter 4

### Proficiency Stage Training

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Proficiency consists of the following subjects. Refer to Part 2, Chapter 1 for the specific guidance regarding the selection of electives.

<b>Subject</b>	<b>Abbreviation</b>	<b>Periods</b>
Aviation Proficiency	AVP	14
Drill and Ceremonial	DCP	12
Fieldcraft	FCP	14
CADETLiFE		4
Aircraft Recognition	ARP	12
Survival	SVP	12
	<b>Total</b>	68



## AVIATION PROFICIENCY (AVP)

### 14 PERIODS

#### **AVP 1 Aerodynamics** **AL: B** **Period(s): 2**

- a. With the aid of diagrams, identify the relationship between the four basic forces acting on an aircraft in flight during the following manoeuvres:

1. Straight and level
2. Climbing
3. Descending, and
4. Turning

- b. Define "stalling angle" and describe:

1. The symptoms affecting an aircraft when approaching stall, and
2. The general characteristics of a stall

#### **AVP 2 Aircraft Design** **AL: C** **Period(s): 1**

- a. Using a diagram or model, revise (see ARB 1) the following features used in aircraft design:

1. Anhedral
2. Dihedral
3. Wing Sweepback

- b. With the aid of a diagram or model, identify the following secondary controls of an aircraft and state their basic use:

1. Flaps (leading and trailing edge)
2. Slats
3. Slots
4. Spoilers
5. Speed brakes

#### **AVP 3 Aircraft Engines** **AL: B** **Period(s): 2**

- a. State the basic principles of operation and, with the aid of a diagram or model, identify the basic components of:
- b. Four stroke cycle internal combustion engine
- c. Basic turbo jet engine

**AVP 4 Flight Instruments****AL: B****Period(s): 1**

- a. From a list, identify pressure and gyroscopic (suction and electrical) instruments used in a typical light trainer aircraft.

Note: Pressure instruments are the ASI, altimeter and VSI. Gyroscopic instruments are the DI, rate of turn, turn co-ordinator and flight attitude indicator (artificial horizon).

- b. Interpret colour codes on an ASI.

**AVP 5 Circuits****AL: B****Period(s): 2**

- a. With the aid of a diagram, describe the circuit pattern and identify the following positions in a circuit:

1. Upwind leg
2. Crosswind leg
3. Downwind leg
4. Base leg
5. Final approach
6. Dead side of the circuit

**AVP 6 Flight Rules and Conditions of Flight****AL: B****Period(s): 2**

- a. State visual flight rules (VFR) and visual meteorology conditions (aeroplanes) for operations below 10,000 feet.
- b. State and apply the following rules requirements:
  1. Rules of the air (CAR 160 to 163)

2. The requirements relating to the operations of aircraft on and in the vicinity of an aerodrome (CAR 166[1] and 166[3]) and the conditions relating to turns after take-offs.

**AVP 7 Radio Telephony** **AL: B** **Period(s): 1**

- a. State the phonetic alphabet and the method of transmitting numerals.
- b. Distinguish between a distress and an urgency message.
- c. List examples of when a distress and urgency messages should be used.
- d. State the prefix and details, which must be included in each message.

**AVP 8 Air Traffic Control** **AL: B** **Period(s): 1**

- a. Describe the functions of:
  1. Air Traffic Services (ATS)
  2. Control Tower

**AVP 9 Examination** **Period(s): 1**

**AVP10 Examination Review** **Period(s): 1**

**DRILL & CEREMONIAL (DCP)**

**12 PERIODS**

- |              |  |              |                     |
|--------------|--|--------------|---------------------|
| <b>DCP 1</b> | <b>Revision</b>  | <b>AL:2</b>  | <b>Period(s): 1</b> |
|              | <ul style="list-style-type: none"> <li>a. Revise DCB 1 - 8.</li> </ul>   |              |                     |
| <b>DCP 2</b> | <b>Flight Drill</b>  | <b>AL: 2</b> | <b>Period(s): 2</b> |
|              | <ul style="list-style-type: none"> <li>a. Practise the following drill movements:                             <ul style="list-style-type: none"> <li>1. Form single file from sections of three and vice versa.</li> <li>2. Centre Dress.</li> </ul> </li> </ul>   |              |                     |
| <b>DCP 3</b> | <b>Movement of a Flight</b>  | <b>AL: 2</b> | <b>Period(s): 4</b> |
|              | <ul style="list-style-type: none"> <li>a. Practise the following Drill movements:                             <ul style="list-style-type: none"> <li>1. Right and Left Incline on the March.</li> <li>2. Diagonal Marching.</li> <li>3. Change direction by forming.</li> <li>4. Form Flights.</li> </ul> </li> </ul>  |              |                     |
| <b>DCP 4</b> | <b>Marching in Slow Time</b>   | <b>AL: 2</b> | <b>Period(s): 2</b> |
|              | <ul style="list-style-type: none"> <li>a. Practise the following Drill movements:                             <ul style="list-style-type: none"> <li>1. Slow march.</li> <li>2. Halt.</li> <li>3. Eyes right and left.</li> <li>4. Change direction by wheeling.</li> </ul> </li> </ul>  |              |                     |
| <b>DCP 5</b> | <b>Movement in Slow Time.</b>  | <b>AL:2</b>  | <b>Period(s): 3</b> |
|              | <ul style="list-style-type: none"> <li>a. Practise the following Drill movements:                             <ul style="list-style-type: none"> <li>1. Left, Right and About Turn on the march in slow time.</li> <li>2. Slow time to Quick time and vice versa.</li> <li>3. Change step in slow time.</li> <li>4. Mark time in slow time.</li> </ul> </li> </ul> |              |                     |

**DCP 6 Practical Assessment****AL: 2****Period(s): As  
Req'd**

*Note: Squadrons which have ready access to DP rifles and wish to conduct DC with arms are to utilise DCE (parts 1, 2 and 3 as required, **in addition to DCP**).*

**FIELD CRAFT PROFICIENCY (FCP)****14 PERIODS + 2 DAYS BIVOUAC**

**FCP 1 Safety in the Field** **AL:** **Period(s): 1**

- a. State the purpose of Bivouac Standing Orders
- b. Demonstrate casualty evacuation in the field, particularly
  1. Using field stretcher
  2. Improvise stretcher
- c. Practice using and making a shelter

**FCP 2 Camp Craft** **AL: B** **Period(s): 2**

- a. Outline:
  1. Types of camps
  2. Siting of camps.
  3. Organisation of camps.
  4. Camp sanitation.
  5. The principles and functions of:
  6. Trench latrine.
  7. Soakage pit.
  8. Grease trap.
  9. Fire precautions

**FCP 3 Map Reading** **AL: B** **Period(s): 2**

- a. Revise:
  1. The definition of a map.
  2. Types of maps.
  3. Map titles and marginal information.
  4. Topographical features.
  5. Methods of topographical representation
  6. Contours.
  7. Scales.
  8. System of grid reference

**FCP 4 Directions and Bearings** **AL: B** **Period(s): 2**

- a. Define a bearing,
- b. State the difference between Grid North, Magnetic North and True North,
- c. Describe:
  - 1. Use of a compass in **mils** and degrees,
  - 2. The use of protractor or silva compass as a protractor.
  - 3. The method to plot bearings, and
  - 5. Conversion of bearings.

**FCP 5 Prismatic or Silva Compass AL: B Period(s): 2**

- a. Revise how to take bearings.
- b. Explain how to orientate a map with a compass.
- c. Explain how to determine position by re-section and inter-section.

**FCP 6 Field Navigation AL: B Period(s): 2**

- a. Explain:
  - 1. How to keep direction.
  - 2. How to determine direction by day and night.
  - 3. Navigation planning, topography and unmistakable objects,
  - 4. Orders and reports,
  - 5. How to complete a Navigational Data Sheet.
  - 6. Estimating distance by pace and by time
  - 7. How to bypass obstacles and dangerous terrain.
  - 8. Procedures and actions to be adopted when lost.

**FCP 7 Basic Knots and Lashings AL:B Period(s): 1**

- a. State the purpose for using knots and lashings.
- b. Demonstrate the following knots:

1. Reef
2. Rolling hitch
3. Round turn - two half hitches

c. Demonstrate the following lashings:

1. Diagonal
2. Square

**FCP 8 Field Exercise/Bivouac**

**AL: 2**

**Period(s): 2  
day**

***Note:** This exercise is intended to provide practical experience for cadets studying FCP and should be carried out before the examination in FCP 7 so that it can be used as reinforcement to FCP 1-6.*

*The training program for the exercise is to focus on the areas that have been dealt with, in theory, in FCP 1-6. Each cadet must be capable of completing a Navigation Data Sheet.*

**FCP 9 Examination**

**Period(s): 1**

**FCP  
10 Examination Review**

**Period(s): 1**



## CADETLiFE PROFICIENCY

### 4 PERIODS

The CADETLiFE programme has been integrated throughout the AAFC training syllabus. The programme developed by Professor Graham Martin is designed to improve resilience and to provide skills to recognise problems others may have and provide them with help.

The individual scenarios have been built into AAFC training stages to reduce the risk of duplication and also to target specific scenarios to their greatest relevance in the life of a cadet.

The four scenarios selected for CADETLiFE Proficiency stage can be presented in any order.

The scenarios must be presented by qualified CADETLiFE facilitators. In accordance with Facilitator training, ideally that will involve one adult staff member and a CUO/CWOFF.

#### CADETLiFE scenarios.

N/A

**Period(s): 4**

Scenario 1 "*I didn't get into the Air Force*" from CADETLiFE programme is to be delivered.

Max  
Students: 12

Scenario 4 "*I have to look after my body*" from CADETLiFE programme is to be delivered.

Max  
Students: 12

Scenario 10 "*I don't know what to do*" from CADETLiFE programme is to be delivered.

Max  
Students: 12

Scenario 13 "*Should I tell?*" from CADETLiFE programme is to be delivered.

Max  
Students: 12

**AIRCRAFT RECOGNITION PROFICIENCY (ARP)****12 PERIODS**

**ARP 1 Revision AL: B Period(s): 1**

- a. Revise ARB

**ARP 2 Aircraft Designations and National Registrations AL: C Period(s): 1**

- a. Analyse the U.S. Military system of designating Aircraft.
- b. State the national civil registration prefixes of the following countries:
  1. Australia
  2. Japan
  3. USA
  4. Philippines
  5. UK
  6. Indonesia
  7. PNG
  8. New Zealand
  9. Germany

**ARP 3 National Markings II AL: C Period(s): 1**

- a. Describe the national military markings of the following countries:
  1. France
  2. Canada
  3. Germany
  4. China
  5. Italy
  6. Japan
  7. India
  8. Pakistan

**ARP 4 Aircraft Identification AL: B Period(s): 3**

- a. Identify, using WETFUS, a minimum of 15 aircraft contained in the Proficiency List (Annex A to the ARP syllabus). At least three (3) aircraft from Europe and three (3) aircraft from the USA are to be included
- b. Discuss in detail the roles of the aircraft selected from ARP 4a.

**ARP 5 Historical Commercial Aircraft** **AL: B** **Period(s): 1**

- a. Identify the significant types of historical commercial aircraft used since the end of WW II:
  1. Comet
  2. Constellation / Super Constellation
  3. DC-3
  4. Concorde
  5. B707

**ARP 6 Regional Air Forces** **AL: B** **Period(s): 1**

- a. Identify the most significant aircraft types, and their roles, of the regional air forces located within Australia's geographical area.
  1. Indonesia
  2. New Zealand
  3. Singapore
  4. Malaysia
  5. India
  6. China
  7. Pakistan

**ARP 7 Historical Military Aircraft** **AL: B** **Period(s): 2**

- a. Identify the following historical military aircraft and their roles in the RAAF and/or major air battles.
  1. Spitfire
  2. Lancaster
  3. P-51 Mustang
  4. B17A Flying Fortress

5. F-89 Sabre (either CAC or Avon)

**ARP 8 Examination**

**Period(s): 1**

**ARP 9 Examination Review**

**Period(s): 1**

## AIRCRAFT RECOGNITION PROFICIENCY (ARP)

### PROFICIENCY LIST

Note: A minimum of 15 aircraft are to be used, of which at least three (3) aircraft must be from Europe and three (3) aircraft from the USA.

#### Historical Aircraft

Hurricane  
 Spitfire  
 Kittyhawk  
 Liberator  
 Lancaster  
 Beaufighter  
 Neptune  
 MiG-15  
 P-51 Mustang  
 Sabre  
 Me 109  
 B-17, B-25, B-29, B-47, B-52  
 Meteor  
 Vampire  
 Zero  
 Boomerang  
 Wirraway  
 Lincoln

#### Contemporary Aircraft

BA Bulldog  
 KA Helix  
 An-124 Ruslan (Condor)  
 An-225 Myria  
 Aero Commander  
 C141B Starlifter  
 Cessna 310  
 Cessna 402  
 DC-10/KC-10  
 Ka-37 Helix  
 Tu-16 Backfire  
 Piper Comanche  
 Piper Twin Comanche  
 MiG-23 Flogger  
 ATR42  
 Concorde  
 Daulphin 2  
 Bell 212/414  
 Cessna Agwagon  
 Thrush Commander  
 Piper Chieftain  
 Dornier Do228  
 Shenang F-5  
 Il-76 Candid  
 Mil-8 Hip  
 Su-25 Frogfoot  
 E2 Hawkeye  
 A7 Corsair II  
 S-3A Viking

## **SURVIVAL PROFICIENCY (SCP)**

### **12 PERIODS**

**SVP 1 Introduction to Survival** **AL: B** **Period(s): 1**

- a. Describe a survival situation.
- b. Explain the following mnemonic
  - S - stop and think
  - U - undue haste makes waste
  - R - remember where you are
  - V - vanquish fear and panic
  - I - improvise
  - V - value life
  - A - act according to the situation
  - L - learn on your basic skills.
- c. Describe the importance of the following mental attitudes in relation to survival:
  1. Common sense
  2. Tenacity
  3. Organising ability
  4. Patience
  5. Isolation and endurance.
- d. State the need for physical fitness in a survival situation

**SVP 2 Water Procurement** **AL: B** **Period(s): 2**

- a. State the way in which the body loses water through skin, urine, faeces, vomiting and describe the symptoms present at the onset of major water loss
- b. State the methods of reducing water loss in relation to clothing, physical effort and travel.
- c. Describe the following indicators of water contamination:

1. Stagnant pools
2. Discoloured water
3. Milky sap in plants.

d. Explain the methods of water collection using:

1. Vegetation
2. Land run-off
3. Sand dunes
4. Cliff bases

**SVP 3 Food Procurement**

**AL: B**

**Period(s): 1**

a. Explain how the following food sources can be used in survival situations:

1. Emergency rations
2. Animals
3. Vegetation
4. Marine life

**SVP 4 Shelters**

**AL: B**

**Period(s): 2**

- a. State the purpose of a shelter.
- b. State the general principles governing the siting of a survival shelter.
- c. Describe the different types of survival shelters and the methods of construction.
- d. Outline the types and construction of campsite facilities.

**SVP 5 Fires**

**AL: B**

**Period(s): 2**

- a. State the principles of construction and use of fires made for cooking, warmth, signaling and morale.
- b. Outline the procedures related to:
  1. Tinder preparation
  2. Wet weather fires
  3. Efficient use of matches

4. The use of charcoal for fires, and
  5. Preservation of a fire
- c. Describe the following common types of fire construction:
1. Trench
  2. Pit
  3. Raised
  4. Reflected
  5. Signal
- d. Explain the precautions to be observed when lighting fires.
- e. State the method of lighting fires using:
1. Flint and steel
  2. Batteries
  3. Glass products, and
  4. Wood bow and drill.

**SVP 6 Knots and Lashings****AL: 2****Period(s): 1**

- a. Revise FCP 6.
- b. Demonstrate the following knots and lashings:
  1. Reef knot
  2. Bow line
  3. Sheet bend
  4. Figure eight
  5. Rolling hitches
  6. Clove hitch.

**SVP 7 Signaling****AL: B****Period(s): 1**

- a. Explain the following methods of signaling:
  1. Fire
  2. Heliographs
  3. Ground to air codes (ICAO)
  4. Flares
  5. Radio, and
  6. Locator beacon.



**SVP 8 Examination**

**Period(s): 1**

**SVP 9 Examination Review**

**Period(s): 1**

## Australian Air Force Cadets

### Manual of Ground Training

#### Part 2

#### Chapter 5

### Advanced Stage Training

#### Contents

	Page
Aviation Advanced	2
Drill and Ceremonial Advanced	5
Service Knowledge Advanced	7
Aircraft Recognition Advanced	10
Survival Advanced	12

Advanced stage consists of the following subjects. For specific guidance on the selection of electives refer to Part 2, Chapter 1.

Subject	Abbreviation	Periods
Aviation	AVA	10
Drill and Ceremonial	DCA	12
Service Knowledge	SKA	12
Aircraft Recognition	ARA	12
Survival	SVA	12
	<b>Total</b>	<b>58</b>

**AVIATION ADVANCED (AVA)****10 PERIODS**

<b>AVA 1</b>	<b>Aero Engines, Systems and Instruments</b>	<b>AL: B</b>	<b>Period(s): 2</b>
	a. Revise AVP 3		
	b. Outline the basic operation of the following aircraft systems:		
	1. Ignition		
	2. Carburation		
	3. Fuel		
	4. Oil		
	5. Vacuum		
	6. Cooling, and		
	7. Electrical		
	c. Outline the basic operation of the following aircraft instruments:		
	Pressure		
	Gyroscopic, and		
	Flight.		
<b>AVA 2</b>	<b>Aircraft Operation and Performance</b>	<b>AL: C</b>	<b>Period(s): 2</b>
	a. Outline the following airframe limitations:		
	1. Weight		
	2. Speed		
	3. Flying in turbulence		
	4. Velocity - Load factor (or Vn) diagram		
	b. Outline aircraft take-off and landing performances.		
	c. Outline the concepts of:		
	1. Aircraft weight and weight terminology (MTOW, MLW, Gross Weight)		

2. Aircraft balance
3. Moment of force
4. Balancing a loaded aircraft

**AVA 3****Navigation****AL:****Period(s):****2**

- a. State the purpose for each of the following maps, charts and publications used for aerial navigation:

1. WAC/ONC
2. VTC/ERC
3. ERSA/FLIP

- b. Explain the symbols and scales used in charts for aerial navigation.
- c. Demonstrate the use of each chart.
- d. Explain and demonstrate the use of the information in each section

**B****B 2****AVA 4****Meteorology****AL: B****Period(s):****2**

- a. Identify and classify cloud types.  
Classifications required are:
  1. High, medium, low
  2. Cumuliform, stratiform.
  3. Eamples of "type" are Cu, Ci etc.
- b. State the standard abbreviation for each cloud type and the method used to report cloud amount.
- c. Describe the weather associated with each cloud type.
- d. Given a diagram, identify the follow basic features on a weather map:
  1. High
  2. Low
  3. Trough

4. Ridge
5. Cold Front
6. Warm Front
7. Tropical Cyclone

**AVA 5 Examination Review**

**Period(s):**

**1**

**AVA 6 Examination**

**Period(s):**

**1**

**DRILL & CEREMONIAL (DCA)****12 PERIODS**

<b>DCA 1</b>	<b>Revision</b>	<b>AL: 1</b>	<b>Period(s): 2</b>
	a. Revise DCB and DCP		
<b>DCA 2</b>	<b>Movements by Forming</b>	<b>AL: 1</b>	<b>Period(s): 1</b>
	a. Practise:		
	1. Right and Left forms in slow time.		
	2. Form Flight in slow time.		
	3. Form hollow squares as a flight.		
	4. Form two ranks from three and vice versa		
<b>DCA 3</b>	<b>Marching in Double Time</b>	<b>AL: 2</b>	<b>Period(s): 2</b>
	a. Practise:		
	1. Marching in Double Time.		
	2. Halt in Double Time.		
	3. Quick time into double time.		
	4. Double time into quick time.		
<b>DCA 4</b>	<b>Principles of Drill Instruction</b>	<b>AL: A</b>	<b>Period(s): 2</b>
	a. State and Practise:		
	1. Basic Drill Terminology.		
	2. Correct Words of Command.		
	3. Voice Projection and timing techniques.		



**SERVICE KNOWLEDGE (SKA)****12 PERIODS**

<b>SKA 1</b>	<b>History and Role of the RAAF</b>	<b>AL:</b>	<b>Period(s):</b> <b>2</b>
	a. Describe:		
	1. The origin of the RAAF		
	2. The conflicts in which the RAAF has been involved.	<b>C</b>	
	b. State the peace time role of the RAAF.	<b>B</b>	
<b>SKA 2</b>	<b>Organisation of the RAAF</b>	<b>AL: B</b>	<b>Period(s):</b> <b>2</b>
	a. Describe:		
	1. The broad organisation of the RAAF command structure.		
	2. The organisation of a typical Air Command Base.		
	b. List the locations and role(s) of all current RAAF establishments		
<b>SKA 3</b>	<b>Organisation of the AAFC.</b>	<b>AL: B</b>	<b>Period(s):</b> <b>2</b>
	a. Describe the organisational relationship between the RAAF and the AAFC.		
	b. State the RAAF responsibilities to the AAFC.		
	c. Describe the organisation of the local AAFC Wing Headquarters		
	d. List the formal abbreviations for AAFC appointments		



<b>SKA 4</b>	<b>Honours and Awards</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"> <li>a. Identify all Australian Defence Force Awards including Unit citations and commendations, and a selection of Australian Orders and Imperial Awards.</li> <li>b. Explain the difference between 'operational', 'non-operational' and 'long service' ADF awards.</li> <li>c. State the reason for the granting of the awards, orders, commendations and Unit citations identified in sub-para. a.</li> <li>d. Describe the correct method and precedence of wearing ribbons</li> </ul>		
<b>SKA 6</b>	<b>Traditions of the RAAF</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"> <li>a. Outline the history behind the following RAAF emblems and insignia: <ul style="list-style-type: none"> <li>1. Pilots wings</li> <li>2. Motto</li> <li>3. Roundels</li> <li>4. RAAF Ensign.</li> </ul> </li> </ul>		
<b>SKA 7</b>	<b>Service Writing and Correspondence</b>	<b>AL: B</b>	<b>Period(s): 2</b>
	<ul style="list-style-type: none"> <li>a. Outline the reasons for, and basic concepts of, service writing.</li> <li>b. Outline the format and correct use for: <ul style="list-style-type: none"> <li>1. A Minute</li> <li>2. A Note of Action (NOA)</li> </ul> <i>Reference: ADFP102 Defence Writing Standards</i> </li> <li>c. Outline the correct use of abbreviations.</li> </ul>		
<b>SKA 8</b>	<b>Examination</b>		<b>Period(s): 1</b>

**SKA 9 Examination Review**

**Period(s):  
1**

## AIRCRAFT RECOGNITION (ARA)

### 12 PERIODS

<b>ARA 1</b>	<b>Stealth Technology – Theory</b>	<b>AL: B</b>	<b>Period(s):</b> <b>1</b>
	<ul style="list-style-type: none"> <li>a. Describe stealth technology.</li> <li>b. Identify using WETFUS, current stealth technology aircraft, and their salient features:             <ul style="list-style-type: none"> <li>1. F-117A</li> <li>2. B-2</li> <li>3. F-22A</li> </ul> </li> <li>c. Describe the need for stealth technology aircraft in high risk environments.</li> <li>d. Outline the implications of OTH radar on stealth technology aircraft.</li> </ul>		
<b>ARA 2</b>	<b>Stealth Technology – Application</b>	<b>AL: B</b>	<b>Period(s):</b> <b>1</b>
	<ul style="list-style-type: none"> <li>a. Analyse the application of stealth technology aircraft in the 2003 Gulf War or 1999 NATO Kosovar Air Bombardment</li> </ul>		
<b>ARA 3</b>	<b>C<sup>3</sup> Aircraft</b>	<b>AL: B</b>	<b>Period(s):</b> <b>1</b>
	<ul style="list-style-type: none"> <li>a. Describe the role of aircraft dedicated to the Command, Control and Co-ordination (C<sup>3</sup>) function, specifically:             <ul style="list-style-type: none"> <li>1. Wedgetail (AEWACS)</li> <li>2. E8 - (JSTARS)</li> </ul> </li> <li>b. Outline the data-linking process between C<sup>3</sup> aircraft and air interdiction and/or ground support aircraft on Combat Air Patrol (CAP).</li> </ul>		

<b>ARA 3</b>	<b>Airborne Target Acquisition Systems</b>	<b>AL: B</b>	<b>Period(s): 2</b>
	a. Describe the characteristics of Airborne Target Acquisition Systems (ATAS) with respect to targets acquired by:  1. Laser 2. Microwave 3. Infra-red 4. Television/optical  b. Describe the practical application of Precision Guided Munitions (PGMs)		
<b>ARA 4</b>	<b>Case Study</b>	<b>AL: B</b>	<b>Period(s): 2</b>
	a. Select a topic from ARA 1, ARA 2 or ARA 3 and prepare a case study presentation focusing on an aspect of interest.		
<b>ARA 5</b>	<b>Examination</b>		<b>Period(s): 1</b>
<b>ARA 6</b>	<b>Examination Review</b>		<b>Period(s): 1</b>

**Note:** Presentation of ARA 4 constitutes 50% of the assessment of ARA with the examination (ARA 5) contributing to the remaining 50%.

## SURVIVAL ADVANCED (SVA)

### 12 PERIODS

**SVA 1**      **Survival Planning and Preparation**      **AL: B**      **Period(s):**  
1

- a. Outline the major psychological and social stresses to which the individual is exposed in a survival situation.
- b. State the causes and effects on individuals and groups of the following:
  1. Low morale
  2. Lack of purpose, goals or motivation
  3. Lack of self/group discipline
  4. Conflict between members
  5. Fear of the unknown
  6. Lack of success in completing tasks of significant survival value, and
  7. Sense of despair, insecurity and hopelessness.
- c. State the need for:
  1. Planning equipment requirements
  2. Prior knowledge of the terrain to be covered
  3. Consideration of all methods of travel
  4. Knowledge of weather forecasts and conditions, and
  5. Notification of estimated time of arrival at destination.

**SVA 2**      **Traps and Snares**      **AL: B**      **Period(s):**  
1

- a. Describe the assembly of the following traps and snares:
  1. Simple latch/pin and trigger
  2. Platform
  3. Pit
  4. Figure 4 and Fish traps.

<b>SVA 3</b>	<b>Survival First Aid Awareness</b>	<b>AL: B</b>	<b>Period(s): 2</b>
	a. Describe the symptoms and basic treatment for:  <ol style="list-style-type: none"><li>1. Common injuries, cuts, bruises and sprains</li><li>2. Stings and bites</li><li>3. Broken bones</li><li>4. Bleeding</li><li>5. Burns</li><li>6. Snake bite</li><li>7. Hyperthermia and frostbite</li><li>8. Heat stress and sunstroke</li><li>9. Dehydration, and</li><li>10. Shock.</li></ol>		
<b>SVA 4</b>	<b>Food Preparation (Vegetation)</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	a. State the methods of identifying and procuring edible plant foods.  b. Outline how to complete a taste test on unfamiliar plant to determine edibility.  c. Describe the remedy following an adverse reaction to eating a plant		
<b>SVA 5</b>	<b>Food Preparation (Animal &amp; Marine)</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	a. State the methods for identifying and procuring food.  b. Describe the following food preparation techniques:  <ol style="list-style-type: none"><li>1. Bleeding</li><li>2. Skinning</li><li>3. Gutting</li><li>4. Butchering</li></ol>		

- c. Describe the following methods of food preservation:

Strip drying  
Smoking  
Refrigeration  
Salting  
Freezing, and  
Brining.

**SVA 6      Introduction to Survival Environments      AL: C      Period(s):  
2**

- a. Outline the characteristics, hazards and precautions associated with:

1. Tropical scrub  
2. Cold weather  
3. Desert  
4. Sea and sea coast, and  
5. Natural disasters eg: flood, fire, storm etc.

**SVA 7      Search and Rescue Procedures      AL: B      Period(s):  
2**

- a. Describe the planning procedure for a field search.
- b. Explain the organisation and implementation of a field search.
- c. Describe the execution of the search patterns listed in FCS 3.
- d. Describe recovery techniques.

**SVA 8      Examination      Period(s):  
1**

**SVA 9      Examination Review      Period(s):  
1**

## Australian Air Force Cadets

### Manual of Ground Training

#### Part 2

#### Chapter 6

### QUALIFIED STAGE TRAINING

1. Qualified Stage cadets are to complete a mix of Projects and Elective subjects each year. Generally, a project is the equivalent of two subjects in length and complexity, but Commanding Officers may approve major projects of double duration.

The mix may be:

- Three projects,
- Two projects and two elective subjects,
- One project and four elective subjects.

2. Qualified Stage cadets who have Squadron duties such as instructing, administration, or supervising more junior cadets may have these duties recognised in lieu of elective subjects. These duties will need to have the same input level (duration and effort) as the completion of an elective subject. Recognition can take the form of a generic subject labelled Squadron Management Elective 1 (2, 3, ...) SME 1 (2, 3, ....)

#### **Project Information (Subjects P1Q, P2Q,)**

3. Projects are substantial multi-media presentations that may be individual or team efforts. Commanding Officers may consider contributing to the costs of projects that are to become Squadron property.

4. Projects should be relevant to ADF or AAFC themes. Examples of projects are:

- Substantially original video presentation of approximately 15 – 20 mins, accompanied by posters or booklets.
- Flying or static model aircraft (ship, vehicle), with chart/poster/booklet. Particular examples could be the 'Southern Cross', or a 23 Squadron B 24, with historical chart/poster/booklet. (Note that for a single aircraft, a scale of 1/32 or larger would be appropriate).



- Diorama presentation of a particular event or scene, with accompanying audio or print material. Particular examples could be 77 Sqn Korean airfield, or a 'biscuit bomber' in action near Kakoda.
- Compilation CD ROM of historical or training topic.
- Resources for a Squadron 'open day' or for a major public display.
- Design and produce a Squadron Recruiting video.

**Project Information (Subjects P1Q, P2Q,) (cont)**

- Design and produce a Squadron Training Aid.

The above are only examples. COs and TRGOs should encourage cadets to be innovative in their choice and presentation of projects.

Quality, innovation, and value to the Squadron or community are to be taken into account in assessing a project.

## CHAPTER 6

## COMPULSORY SERVICE TRAINING (QUALIFIED)

## PROJECT 1 (P1Q)

(28 Periods – NB Major Projects may exceed this))

<b>P1Q 1</b>	<b>Plan the project</b>	<b>AL: B</b>	<b>Periods: 4</b>
	a. Research a topic		
	b. Draft a multi-media presentation		
	c. Review the draft presentation		
	d. Have the project approved		
<b>P1Q 2</b>	<b>Collect project resources</b>	<b>AL: B</b>	<b>Periods: 3</b>
	a. Discuss resource acquisition		
	b. Acquire resources		
	c. Store resources		
<b>P1Q 3</b>	<b>Construct project</b>	<b>AL: A</b>	<b>Periods: 16</b>
	a. Initiate project construction		
	b. Review and modify project construction		
	c. Trial project components		
	d. Complete project		
<b>P1Q 4</b>	<b>Project assessment</b>	<b>AL: B</b>	<b>Periods: 2</b>
	a. Prepare project for assessment		
	b. Have project assessed		
	c. Assessment evaluation and review		
<b>P1Q 5</b>	<b>Deliver project</b>	<b>AL: A</b>	<b>Periods: 3</b>
	a. Present project to Squadron		
	b. Present project beyond Squadron		

**CHAPTER 6****COMPULSORY SERVICE TRAINING (QUALIFIED)****PROJECT 2 (P2Q)****(28 Periods – NB Major Projects may exceed this)**

<b>P2Q 1</b>	<b>Plan the project</b>	<b>AL: B</b>	<b>Periods: 4</b>
	a. Research a topic		
	b. Draft a multi-media presentation		
	c. Review the draft presentation		
	d. Have the project approved		
<b>P2Q 2</b>	<b>Collect project resources</b>	<b>AL: B</b>	<b>Periods: 3</b>
	a. Discuss resource acquisition		
	b. Acquire resources		
	c. Store resources		
<b>P2Q 3</b>	<b>Construct project</b>	<b>AL: A</b>	<b>Periods: 16</b>
	a. Initiate project construction		
	b. Review and modify project construction		
	c. Trial project components		
	d. Complete project		
<b>P2Q 4</b>	<b>Project assessment</b>	<b>AL: B</b>	<b>Periods: 2</b>
	a. Prepare project for assessment		
	b. Have project assessed		
	c. Assessment evaluation and review		
<b>P2Q 5</b>	<b>Deliver project</b>	<b>AL: A</b>	<b>Periods: 3</b>
	a. Present project to Squadron		
	b. Present project beyond Squadron		

# Australian Air Force Cadets

## Manual of Ground Training

### Part 2

### Chapter 7

## Elective Service Training

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**ELECTIVE SERVICE TRAINING**  
**PERSONAL DEVELOPMENT (PDE)**

**9 Periods**

**Note:** This is not intended to be an Instructional Technique course.

**PDE 1 Introduction to Public Speaking AL: B Period(s): 1**

Outline the basic fundamentals to public speaking, especially:

- a. Good preparation
- b. Selecting the right topic
- c. Setting the boundaries.

**PDE 2 Personal Presentation AL: 2 Period(s): 2**

Cadets are to give a personal brief on their interests lasting approximately two minutes. The total class should complete this lesson on two Parade nights.

Note: This presentation will be compared to a later presentation at the conclusion of this course. Refer Annex N Chapter 1.

**PDE 3 Personal Development AL: B Period(s): 1**

- d. Explain how the following assists in being a good speaker:
  - (1) positive attitude
  - (2) self attitude
  - (3) personal appearance
  - (4) posture
  - (5) voice control
  - (6) gestures
  - (7) breathing
- e. Rehearsal prior to delivering a presentation.

**PDE 4 Preparing your Presentation AL: B Period(s): 2**

- f. Outline the elements in preparation;
  - (8) Selecting the right topic
  - (9) Avoiding the wrong topic
  - (10) The topic
  - (11) Setting the boundaries
  - (12) Sources

(13) Examples

- g. Speech preparation, describe the traps in preparing talks:

(14) Impromptu traps

**PDE 5 Personal Presentation****AL:****Period(s): 2**

Each cadet is to present a topic of their choice lasting approximately three minutes. Assessment will be based on competency shown. Refer Annex N Chapter 1.

**PDE 6 Presentation Review****Period(s): 1**



- d. Explain the method to perform:
- (1) Resections
  - (2) Intersections.

**ADE 4 Review Shelters AL: A Period(s): 1**

Describe the different types of survival shelters and the methods of construction according to the type of environment relevant to the evaluation exercise.

**ADE 5 Review Fires AL: A Period(s): 1**

- a. Describe the common types of fires and the principles for their construction.
- b. Outline the precautions to be observed when lighting fires.
- c. Explain the methods used for fire lighting.

**ADE 6 Review Food AL: B Period(s): 1**

- a. Explain the use of:
  - (1) One person ration packs
  - (2) Emergency ration packs
- b. State the method of construction of the common types of snares and traps.
- c. Describe the techniques for the preparation of animals for food and food preservation.
- d. Explain the method of identifying and procuring edible plants.
- e. Explain the taste test for determining the edibility of vegetation.

**ADE 7 Review Water AL: A Period(s): 1**

- a. Describe the indicators of water stagnation.
- b. Explain the methods of water purification.

**ADE 8 Review Equipment AL: A Period(s): 1**

- a. Describe the equipment requirements for:
  - (1) Clothing and footwear
  - (2) Shelter
  - (3) Sleeping
  - (4) Webbing
  - (5) Wet weather

**ADE 9 Review First Aid AL: A Period(s): 1**



- a. Describe the symptoms and basic first aid treatment for:
  - (1) Common injuries
  - (2) Stings and bites
  - (3) Broken bones
  - (4) Bleeding
  - (5) Burns
  - (6) Hyperthermia and frostbite
  - (7) Heat stress and sunstroke
  - (8) Dehydration
  - (9) Shock
- b. Describe the major psychological and social stresses associated with exposure to a survival situation.

**ADE 10 Review Communications** **AL: B** **Period(s): 1**

- a. Demonstrate the correct operation of the AN/PRC-77 radio set, or another comparable type radio set.
- b. Demonstrate correct radio procedures and communication skills.

**ADE 11 Review Search & Rescue** **AL: B** **Period(s): 1**

- a. State the types of emergency signals.
- b. Describe the planning procedure for a field search.
- c. Explain the use of ground to air signals.

**ADE 12 Review Survival Environment** **AL: B** **Period(s): 1**

- a. Describe the type of environment and conditions that the ADE exercise will be conducted.
- b. Outline the precaution required with the environment for the ADE exercise.

**ADE 13 Final Assessment** **Practical exercise** **Period(s):**  
**As Req'd**

**Aim:** To enable qualified stage cadets to demonstrate, during a practical exercise, the various skills acquired during all facets of AAFC field craft and survival training.

**Method:** Cadets are to participate in a five day evaluation exercise that will cover the requirements for the AAFC Adventure Training (ADE) award, as detailed in the ADE Instructor Training Notes.

**AEROMODELLING (AME)**

## Part 1

(Periods: As required by Squadron time availability- example: two weekends.)

The objective of this Elective is to offer cadets the opportunity to build a simple aircraft, using skills in cutting, glueing, painting, etc., and to support such subjects as Aviation and Aircraft Recognition. It does not require expensive materials and can be easily conducted over weekends, or during designated periods on a parade night.

The aircraft suggested is a ZLIN AKROBAT, and the design and construction guide is supplied in the cadet/instructor notes.

**AME 1 Cutting Out Templates** **AL: B** **Period(s): As**  
req'd

**AME 2 Main Wing** **AL: B** **Period(s): As**  
req'd

Step 1: Marking out main wing.

Step 2: Cutting Out main wing.

Step 3: Finishing main wing

**AME 3 Fuselage** **AL: B** **Period(s): As**  
req'd

Step 1; Marking out fuselage.

Step 2: Cutting out fuselage.

**AME 4 Nose Blocks** **AL: B** **Period(s): As**  
req'd

Step 1: Mark out nose blocks.

Step 2: Cut and shape nose blocks.

Step 3: Glue the nose blocks.

**AME 5 Other Surfaces** **AL: B** **Period(s): As**  
req'd

Step 1: Marking out other surfaces.

Step 2: Cutting out other surfaces.

**AME 6 Fitting Flying Surfaces** AL: B Period(s): As  
req'd

Step 1: Fitting stabilizer.

Step 2: Fitting rudder, fin and dorsal fin.

**AME 7 Rear Rubber Hook/Fitting Main Wings** AL: B Period(s): As  
req'd

Step 1: Construction of rear rubber hook.

Step 2: Fit main wings.

Step 3: Fit rear hook.

**AME 8 Fitting Propeller & Bush** AL: B Period(s): As  
req'd

**AME 9 Balancing Aircraft** AL: B Period(s): As  
req'd

**AME 10 Test Flying** AL: B Period(s): As  
req'd

**AME 11 Powered Flight** AL: B Period(s): As  
req'd

Assessment 1: Propeller wound to 100 turns.

Instructors should ensure that the aircraft flies straight, climbing slowly as the propeller unwinds, and then turns to glide gently down to land.

Assessment 2: Propeller wound to 250 turns.

As for Assessment 1. On satisfactory completion of these two assessments, the cadet can be passed in this subject.

**AIRCRAFT ENGINES (AEE)  
(15 Periods)****AEE 1 Introduction AL: B Period(s): 1**

- a. List the following types of aircraft engines:
  - (1) Reciprocating
  - (2) Rocket
  - (3) Ramjet
  - (4) Pulsejet
  - (5) Turbojet
  - (6) Turbofan, and
  - (7) Turboprop.
- b. Outline the aircraft types that are powered by these engines.

**AEE 2 Reciprocating Engine AL: B Period(s): 2**

- a. Outline the following types of reciprocating engines:
  - (1) 2 Stroke
  - (2) 4 Stroke.
- b. Outline the different types of reciprocating engine configurations.
- c. Describe the following reciprocating engine components:
  - (1) Cylinder and cylinder heads
  - (2) Piston and piston rings
  - (3) Connecting rods
  - (4) Bearing
  - (5) Crankshaft
  - (6) Crankcase
  - (7) Inlet and exhaust valves
  - (8) Camshaft, and
  - (9) Spark/igniter plug.

**AEE 3 Two Stroke Engine AL: B Period(s): 1**

Explain the cycle and basic operation of a two-stroke reciprocating engine.

**AEE 4 Four Stroke Engine AL: B Period(s): 1**

Explain the cycle and basic operation of a four-stroke reciprocating engine.

**AEE 5 Engine Components and Systems AL: B Period(s): 2**

- a. Describe the purpose of the following engine components:

- (1) Starter motor
- (2) Fuel pump
- (3) Carburetor
- (4) Inlet and exhaust manifolds
- (5) Oil pump
- (6) Generator or alternator
- (7) Magneto/distributor, and
- (8) Propeller.

b. Describe the purpose of the following engine systems:

- (1) Fuel
- (2) Oil
- (3) Cooling
- (4) Ignition, and
- (5) Electrical

**AEE 6 Jet Engine Operation & Construction AL: B Period(s): 3**

Explain the operation and construction of the following engines:

- a. Ram jet
- b. Pulse jet
- c. Gas turbine:
  - (1) Turbo jet
  - (2) Turbo fan
  - (3) Turbo prop

**AEE 7 Engine Indication AL: B Period(s): 3**

a. Outline the following reciprocating engine instruments:

- (1) Tachometer
- (2) Fuel pressure
- (3) Fuel quantity
- (4) Oil pressure
- (5) Oil temperature
- (6) Cylinder head temperature

b. Outline the following jet engine instruments:

- (1) Exhaust gas temperature including :
  - (i) Jet pipe temperature
  - (ii) Turbine gas temperature
- (1) Engine pressure ratio
- (2) Oil pressure
- (3) Oil temperature
- (4) Oil quantity
- (5) Fuel quantity
- (6) Tachometer

(7) Fuel flow.

**AEE 8 Examination**

**Period(s): 1**

**AEE 9 Examination Review**

**Period(s): 1**

**AIR NAVIGATION (NVE)  
(19 Periods + 3 Flights)****NVE 1 Maps and Charts****AL:****Period(s): 2**

- a. State the purpose for each of the following maps, charts and publications used for aerial navigation: **B**
- (1) WAC / ONC
  - (2) VTC / ERC
  - (3) ERSA - FLIP
- b. Explain the symbols and scales used in charts for aerial navigation **B**
- c. Demonstrate the use of each chart. **2**
- d. Explain the ERSA and demonstrate the use of the information available in each section. **B/2**

**NVE 2 Airspace Designation****AL: B****Period(s): 1**

Describe the identification and usage of the following airspace:

- a. CTR (Control zone)
- b. CTA (Controlled airspace)
- c. CTAF & MTZ
- d. P R&D (Prohibited, Restricted and Danger Areas)
- e. OCTA (Outside controlled airspace).

**NVE 3 Air Traffic Control****AL: B****Period(s): 1**

Describe the functions of:

- a. FSU (Flight Service Unit)
- b. ATC (Air Traffic Control)
- c. Control Tower.

**NVE 4 Flight Navigation Computer****AL:****Period(s): 3**

- a. Outline the concept of track, heading and ground speed  
**B**

- b. Demonstrate the use of a flight computer (slide rule type).  
2
- c. Demonstrate the use of a flight computer to calculate ground speed and fuel usage. 2

**NVE 5 Meteorology AL: Period(s): 2**

- a. Describe the effects of weather on navigation and flight. B
- b. State the use of the information provided ARFOR, TAF and TTF weather forecasting B
- c. Demonstrate the decoding information on: 2
  - (1) ARFOR
  - (2) TAF
  - (3) TTF

**NVE 6 Selection of Track AL: B Period(s): 1**

- a. Outline the procedures for selecting a track to navigate with particular reference to:
  - (1) Terrain Clearance
  - (2) Weather
  - (3) Airspace requirements.
- b. Outline the information in the AIP and explain how this information affects flight planning.
- c. Describe the use of ERSA and NOTAMs as they relate to flight planning.

**NVE 7 Flight Planning AL: Period(s): 3**

- a. State the purpose of a flight plan. B
- b. Describe the functions of *Air Services Australia* pilot information services: B
  - (1) NAIPS (National Aeronautical Information Processing System)
  - (2) Pilot briefing Options
- c. Demonstrate the completion and lodgement process of an ATS Flight Plan / Flight Notification Form. 2
- d. Prepare a local flight plan from the information available from Pilot Briefing options, using available briefing information (eg NOTAMS, AFOR, etc) and suitable route selection. 2

**NVE 8 Navigation Exercise #1 AL: 2 Period(s):As Req'd**



(May be omitted if facilities are limited or unavailable)

Plan and navigate a simple one hour, three-leg local flight with emphasis on precision pre-flight planning and observation of ground references.

- NVE 9 Radio Procedures** **AL:** **Period(s): 1**
- a. Outline the radio procedures likely to be required during a flight within two hours of the local airport. **B**
  - b. Locate and set radio frequencies on a standard COM set likely to be encountered in GA. **2**
- NVE 10 Lost Procedures** **AL:** **Period(s): 1**
- a. Outline the procedures and action to be taken in the event of becoming lost **B**
  - b. Demonstrate the 1: 60 rule **2**
- NVE 11 Navigation Aids** **AL:** **Period(s): 1**
- a. Describe the use and limitations of VOR, NDB and GPS nav aids. **B**
  - b. Demonstrate the use of VOR, NDB and GPS nav aids for simple homing to a station and assisting outbound tracking (PPL standard only). **2**

**NVE 12 Navigation Exercise #2** **AL: 2** **Period(s): As Req'd**

(May be omitted if facilities are limited or unavailable)

Plan and navigate a single stage, local flight to include the following:

- a. Two hours duration (approx.)
- b. Four legs (minimum)
- c. One leg to exceed 30NM, and
- d. Two diversions.

**NVE 13 Navigation Assessment Exercise** **AL: 1** **Period(s): As Req'd**

(May be omitted if facilities are limited or unavailable)

Plan and navigate a local flight to include all pre-flight information and lodgement of a Flight Note and incorporating:

- a. Two hours duration,

- b. Four legs including one low level leg
- c. One leg to exceed 30NM
- d. Intermediate landing (if possible)
- e. One diversion.

Students may be marked as a syndicate of two and three and are expected to attain accuracy of planning and navigation to PPL standards. **References:** PPL/CPL Theory Kit - Trevor Thom & CAA Publications AIP/MAP, ERSA and associated publications.

**NVE 14 Assessment Review****Period(s): 1**

**Instructor Note: Should the option of a Flight to cover NVE 8,12,13 not be available, cadets should be given the option of completing a scenario in the classroom via a Flight Log/Flight Plan.**

**AIR POWER (APE)  
(6 Periods)**

***Please note that this course is identical to APO – CUO Course except there is no mandatory case study.***

**APE1 Functions of Air Power AL: B Period(s): 1**

- a. Describe the three main elements of combat power.
- b. Compare and contrast air power with sea and land power.
- c. Describe the primary and secondary functions of air power.
- d. Describe the limitations, relative advantages & positive attributes of air power.

**APE2 Principles of War AL: B Period(s): 1**

List the principles of war.

**APE3 Composition & Role of an Air Force AL: B Period(s): 2**

- a. State the composition of a balanced air force.
- b. Describe the “Force Multiple Effect”.
- c. State the role of the RAAF.
- d. Outline the structure and rationale of the operational groups of the RAAF.
- e. Describe, within the context of air power, the role and operation of the following forces:
  - (1) Strike Reconnaissance Group,
  - (2) Tactical Fighter Group,
  - (3) Maritime Patrol Group,
  - (4) Operational Support Group, and
  - (5) Air Lift Group.

**APE4 Examination Period(s): 1**

**APE5 Examination Review Period(s): 1**

**AIR TRAFFIC CONTROL (ATE)**  
**14 Periods plus 1 day as required.**

***Instructor Note: Instructors should ensure all information is current before teaching this subject. Any amendment/s should be advised to ADTC-AAFC immediately.***

**ATE 1     Air Traffic Organisation                                  AL: B                                  Period(s): 1**

Describe the organisation of Air Traffic Control, especially:

- a. purpose of ATC and historical development
- b. how it is organised within Australia
- c. organisation & utilisation of airspace
  - (1) aerodrome control
  - (2) terminal area control
  - (3) sector(airway) control.

**ATE 2     Airspace Designation    AL: B                                  Period(s): 1**

Describe the identification and usage of the following airspace:

- a. CTR (Control zone)
- b. CTA (Controlled airspace)
- c. CTAF & MTZ
- d. P R&D (Prohibited, Restricted and Danger Areas)
- e. OCTA (Outside controlled airspace).

**ATE 3     Flight Planning    AL: B                                  Period(s): 1**

- a. Describe Flight Plan Preparation including weather, facilities, aerodromes, rules & procedures, and NAPS.
- b. Explain Flight notification requirements concerning:
  - (1) IFR
  - (2) VFR
  - (3) SARTIME
- c. Describe Flight Plan/note contents

**ATE 4     Terms and Definitions    AL: B                                  Period(s): 1**

Explain the terms & definitions used in ATC, together with commonly used abbreviations.

**ATE 5 Air Legislation AL: B Period(s): 1**

a. Describe the publications used by pilots & air traffic controllers

- (1) Civil Aviation Act
- (2) Civil Aviation Regulations(CAR)
- (3) Civil Aviation Orders (CAO)
- (4) AIP
- (5) ERSA
- (6) Manual of Air Traffic Services
- (7) Notam/AIC

b. Explain ICAO: its functions and responsibilities.

**ATE 6 Air Traffic Services AL: B Period(s): 1**

Describe the services provided by:

- a. Aerodrome Control (inc GAAP) by:
- (1) ADC (aerodrome controller)
  - (2) SMC (surface movement controller)
- b. TMA (terminal area control)
- c. Sector Control, including arrivals & oceanic control
- d. Flight Information & Radar advisory services.

**ATE 7 Aerodrome Management AL: B Period(s): 1  
(with regard to aircraft movements)**

Describe:

- a. runway selection
- b. taxiways
- c. flight strips
- d. lighting & marking
- e. signals
- f. military equipment, eg hook cables & barriers

**ATE 8 Search & Rescue AL: B Period(s): 1**

Describe Search and Rescue under the following headings;

- a. Purpose
- b. organisation
- c. responsibilities
- d. alerting procedures
- e. ELT (emergency locator transmitters) and crash beacons

**ATE 9 Communications & Co-ordination AL: B Period(s): 1**

Explain Air-Ground Communication wrt the following:

- a. methods & frequencies used
- b. phrases & abbreviations
- c. AFTN Network
- d. the need for co-ordination & how it is achieved

**ATE 10 Radar AL: B Period(s): 1**

- a. Describe the radar equipment in use by ATC and its operation in the following areas:
  - (1) primary radar
  - (2) SSR/Emergency Codes
  - (3) Display equipment
- b. Explain Radar Separation standards and their significance in the following areas:
  - (1) 3m,
  - (2) 5m,
  - (3) 7/10miles

**ATE 11 Meteorology AL: B Period(s): 1**

- a. Describe the following:
  - (1) Forecasts – TAF's, TTF's, ARFOR's
  - (2) Reports – Types (inc AIREPS)
  - (3) SIGMET/METAR
  - (4) Codings
  - (5) AWIB
- b. Describe met charts & satellite pictures
- c. Describe the effects of weather on Air Traffic Control especially:
  - (1) good visibility v bad visibility

- (2) Hazards such as:
  - (i) thunderstorms & micro bursts
  - (ii) wind shear
  - (iii) turbulence
  - (iv) low cloud and/or poor visibility

**ATE 12 Separation Standards AL: B Period(s): 1**

- a. Illustrate aircraft separation techniques used to achieve a safe, orderly & expeditious flow of air traffic using the following:

- (1) vertical/lateral/longitudinal separation
- (2) radar
- (3) wake turbulence

**ATE 13 Visit to an Air Traffic Control Unit AL: C Period(s):As req'd**

**Including a aerodrome work sheet: example provided in Instructor/Cadet Notes.**

**ATE 14 Examination Period(s): 1****ATE 15 Examination Review Period(s): 1**

### AIRCRAFT (GROUND) HANDLING (AHE) (10 Periods)

- Please Note: 1. Perquisite for this course is the successful completion of ASE.*
- 2. Practical testing is best performed on a RAAF Flight Line or Civilian equivalent under the direction of a LAME.*

<b>AHE1</b>	<b>Prepare &amp; Use GSE for starting and Servicing of Aircraft</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	a. Describe the necessity of Ground Support Equipment (GSE) for the servicing of aircraft.	B	
	b. Describe the procedure to apply electrical power to an aircraft.		B
	c. Describe the procedure to remove electrical power from an aircraft		B
	d. State the safety precautions to be observed when:		A
	(1) applying electrical power to, and		
	(2) removing electrical power from an aircraft.		
	e. Apply electrical power to an aircraft.		1
	f. Remove power from an aircraft.		1

NOTE: AHE 1e-1f should be carried out under the control of a suitable qualified person on either a RAAF Flight Line or Civilian LAME equivalent.

<b>AHE2</b>	<b>Man Fire Extinguisher During Engine Starts</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	a. State the responsibilities of a fire guard during engine starts.		B
	b. State the safety precautions to be observed during engine starts.	A	
	c. Man fire extinguisher during engine starts.		1
<b>AHE3</b>	<b>Aircraft Marshalling</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	a. State the need for marshalling aircraft.		B
	b. State the responsibilities of an aircraft marshaller.		A
	c. List the equipment required for marshalling aircraft.	B	



- d. State the safety precautions to be observed when marshalling aircraft. **A**
- e. Demonstrate the signals used when marshalling aircraft. **1**
- f. Marshal aircraft by day **1**
- g. Marshal aircraft by night. **1**

NOTE: AHE11g will be dependent upon the standard obtained in AHE11f before carrying out AHE11g.

**AHE4 Aircraft Refuelling AL: B Period(s): 2**

- a. State common units of fuel measurement. **B**
- b. Identify the common fuel content marking symbols. **B**
- c. Describe the types of fuel delivery methods. **B**
- d. State the safety precautions to be observed while refuelling aircraft **A**
- e. Perform the earthing procedure prior to refuelling an aircraft. **1**
- f. Refuel an aircraft. **1**

**AHE5 Aircraft Towing, Picketing & Securing AL: B Period(s): 2**

- a. State the responsibilities of a towing & moving crew. **A**
- b. Describe the procedure for preparing & towing an aircraft. **B**
- c. State the safety precautions to be observed when towing an aircraft. **A**
- d. Assist in moving an aircraft. **2**
- e. Perform the following duties of an aircraft towing crew: **2**
  - (1) wingtip walker
  - (2) tail walker, and
  - (3) brake rider.
- f. State the need for picketing & securing an aircraft. **B**
- g. Install, remove & stow flight control locks. **1**
- h. Describe the procedure for picketing & securing an aircraft. **B**

i. State the precautions to be observed when picketing securing & an aircraft.  
**A**

j. Picket an aircraft. **1**

k. Secure an aircraft. **1**

NOTE: AHE 5d, 5e, 5j, & 5k will be assessed in conjunction with each other.

**AHE6 Aircraft Washing AL: B Period(s): 1**

a. State the need for cleaning & washing aircraft. **B**

b. State the need for using dedicated aircraft wash points. **B**

c. State the safety precautions to be observed when cleaning & washing an aircraft. **A**

d. Clean & wash an aircraft. **2**

NOTE: The cadet will be required to observe & apply safe working practices at all times when in the work area.

**AHE7 Aircraft Documentation AL: B Period(s): 1**

Explain the need for & requirements of the EE500.

**AHE8 Consolidation Exercise AL:1 Period(s): 1**

a. Perform duties on a simulated maintenance & flight line environment including, but not limited to:

- (1) launch & recover aircraft
- (2) preparation of GSE
- (3) assist in towing & moving aircraft
- (4) picketing & securing aircraft, and
- (5) aircraft earthing.

b. Perform the following replenishments:

- (1) fuel, and
- (2) engine oils.

c. Complete aircraft documentation associated with tasks.

NOTES: 1 Observe & apply safe working practices at all times in the working area.  
2. Demonstrate, as part of a team, competency when performing tasks.  
3. Commit to RAAF aircraft maintenance philosophy.  
4. Consolidation Exercise is to be conducted  
5. An assessment of pass in the Consolidation Exercise will be a pass in

AHE.

## AIRCRAFT (GROUND) SAFETY (ASE) (9 Periods)

### ASE1 Aircraft Maintenance & Environment Safety AL: A Period(s): 2

State the safety precautions associated with the following:

- a. power actuated surfaces & equipment
- b. engine & auxiliary power unit intakes & exhausts
- c. turbine planes of rotation
- d. propeller & rotor blade areas
- e. aircraft strobe lights
- f. storage of oils & lubricants
- g. the use of platforms, gantries & trestles around aircraft
- h. movement around aircraft fitted with explosive ordnance.

### ASE2 Aircraft Markings AL: B/1 Period(s): 1

- a. Identify common types of aircraft markings. **B**
- b. Recognises, without error, colour markings on emergency controls & aircraft markings encountered in the aircraft maintenance environments. **1**

NOTE: para 2b will be achieved by the cadet being assessed during Aircraft Maintenance & Flight Line Duties.

### ASE3 Occupational Health & Safety AL:A/B Period(s): 1

- a. List the hazards associated with ionizing & non-ionizing radiation. **B**
- b. State the safety precautions & protective measures to be taken to **A**
- c. Prevent over exposure to ionizing & non-ionizing radiation.
- d. List the hazards associated with liquid solvents & solvent vapours. **A**
- e. State the safety precautions & protective measures to be taken when
- f. Undertaking solvent cleaning & degreasing procedures. **A**

### ASE4 Crew Egress Systems AL: A/1 Period(s): 1

- a. State the precautions to be observed when working in or around Cockpits fitted with explosive egress systems.
- b. Identify cockpits fitted with explosive egress systems.
- c. Identify a safe ejection seat.

NOTE: RAAF Safety posters may be used for ASE 4b & 4c. Practical assessment should be carried out on RAAF Flight Line depending upon availability.

<b>ASE5</b>	<b>Aircraft Earthing</b>	<b>AL: A/1</b>	<b>Period(s): 1</b>
a.	State the need for earthing aircraft.		<b>A</b>
b.	Describe the procedure for earthing aircraft.		<b>A</b>
c.	Earth an aircraft.		<b>1</b>

<b>ASE6</b>	<b>Undercarriage Locks &amp; Protective Covers</b>	<b>AL: A/1</b>	<b>Period(s): 1</b>
a.	State the purpose of undercarriage control locks		<b>A</b>
b.	Describe the procedure to be carried out when engaging, removing & stowing undercarriage control locks.		
c.	State the safety precautions to be observed when engaging, removing & stowing undercarriage control locks.		
d.	Engage, remove & stow undercarriage control locks.		<b>1</b>

<b>ASE7</b>	<b>Fire Extinguishers</b>	<b>AL: 1</b>	<b>Period(s): 1</b>
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Perform a serviceability check on a current type fire extinguisher used for aircraft engine starts.

**1**

NOTE: ASE7 is conducted by a representative of the Base Fire Services or local Airport Fire Services or Fire Brigade.

<b>ASE8</b>	<b>Assessment &amp; Review</b>	<b>AL: A</b>	<b>Period(s): 1</b>
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**Assessment is an oral questioning to assess the knowledge of the cadets. All areas of safety must be assessed without error for the cadet to obtain a pass.**

**NOTE: The cadet will be required to observe & apply safe working practices at all times when in the working area.**

**BIVOUAC PLANNING ELECTIVE – BPE  
(14 Periods + weekend)**

**BPE 1    Bivouac Standing Instructions                    AL:B                    4**

Introduction

- a. Explain the purpose of bivouacs and the need to comply with Bivouac Standing Instructions
- b. State the recommended number of bivouacs a SQN should conduct in a year
- c. Explain the necessity for ensuring every cadet brings an up to-date Medical NOK form to a bivouac

Duties and Responsibilities

- d. State the duties of the following:
  - (1) OIC of the Bivouac
  - (2) Bivouac Training Officer
  - (3) Bivouac Commander/Advisor
  - (4) First Aid “Officer”
  - (5) Communications Officer
  - (6) Equipment Officer
  - (7) All personnel
- e. Outline the Bivouac Chain of Command

Preparation and Planning

- f. Explain why planning is required.
- g. State the various steps in the planning process, specifically the following:
  - (1) Formation of a planning team
  - (2) Determine the objectives of the bivouac
  - (3) Site selection and inspection
  - (4) Safety risk management plan
  - (5) Preparation of an OA86 or AI
  - (6) Preparation of the training program
  - (7) Conducting a bivouac briefing
  - (8) Equipment requirements
  - (9) Selection of an Advanced Party

Conduct of Bivouacs

- h. State what items should not be brought to bivouacs
- i. Explain the requirements in relation to fires, including
  - (1) Camp fires

- (2) Total fire bans
  - (3) Bush fires
  - (4) Fire hazards
  - (5) Fire picquets
- j. Explain the importance for knowing the location of all personnel
  - k. List the factors to consider when setting up a camp site
  - l. Explain the importance of water at bivouacs
  - m. Explain the need for appropriate maps and outline their use
  - n. Outline the types of activities that can be undertaken in night exercises
  - o. State the procedure for dealing with unauthorised persons
  - p. Explain what needs to be done at the completion of a bivouac

#### Emergency Procedures

- q. State the role of the Safety Vehicle
- r. Outline the procedures to follow in the case of missing personnel
- s. Outline the procedures to follow in the case of a medical emergency
- t. Explain the requirements of the policy in relation to unacceptable sexual behaviour and harassment

<b>BPE 2</b>	<b>OA86 Completion</b>	<b>AL:A</b>	<b>1</b>
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- a. Know when an OA86 is required
- b. Be able to correctly complete an OA86, including the following areas
  - (1) Activity type and duration
  - (2) Personnel attending
  - (3) Cadets attending
  - (4) Assistance required from HQ
  - (5) RAAF assistance required
  - (6) Contact numbers
  - (7) Training program
  - (8) Consent for use of land
  - (9) Signature of CO
  - (10) Completion of request for rations if required

<b>BPE3</b>	<b>Preparation of Training Programs</b>	<b>AL:B</b>	<b>5</b>
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- a. In groups, compile the training requirements for the various stages of cadets attending the bivouac

- b. Prepare a training program based on the various requirements established above. Allocate personnel to instruct and/or supervise the activities planned
- c. Prepare the outlines for the specific exercises to be conducted on the bivouac

**BPE4 Bivouac Brief****AL:B****1**

Conduct a brief for all staff and directing CNCOs in relation to the running of the bivouac and the training requirements

**BPE5 Pre-Bivouac Brief****AL:B****1**

Conduct a brief for all cadets in relation to the planned bivouac using a SMEAC. Include the following:

- a. Objectives of the bivouac
- b. Equipment and other requirements
- c. Location and timings
- d. Administrative requirements

**BPE6 Bivouac Activity****AL:2****Weekend**

Conduct and manage the bivouac as planned over a weekend.

**BPE7 Bivouac Debrief****AL:B****1**

- a. Conduct a debrief of all personnel in relation to the overall conduct of the bivouac
- b. Conduct a debrief of the staff and CNCO's in relation to conduct of the bivouac
- c. Prepare a report on the bivouac outlining training objectives met and general conduct of the bivouac. Identify any deficiencies that could have been better planned.

**BPE8 Examination (of Theory aspects)****AL:****1**

Subject assessment is essentially practical – ie the actual planning and execution of the bivouac. However, there is a theoretical component.

Assessment is to be weighted 70% practical and 30% theory.

**DRILL & CEREMONIAL (DCE) PT 1 - SLR L1A1  
PART 1 (DCE 1-9)****(10 Periods)**

The following DC 1-17 syllabus is based on the L1A1 SLR

**DCE 1 Introduction to Rifle Drill AL: 2 Period(s): 1**

- a. Identify and recognise parts of the SLR L1A1 rifle.
- b. State and practise the procedures of proving the weapon.

**DCE 2 Stand at Ease and Attention with Arms AL:2 Period(s): 1**

Perform Standing at Attention and At Ease with rifle.

**DCE 3 Shoulder Arms AL: 2 Period(s): 1**

Perform:

- a. Shoulder arms from the Order at the Halt.
- b. Order Arms from the Shoulder.

**DCE 4 Present Arms AL: 2 Period(s): 1**

Perform:

- a. Present Arms from the Shoulder and Shoulder from Present.
- b. Paying compliments with arms, ie; to the front salute.

**DCE 5 Ground Arms AL: 2 Period(s): 1**

Perform:

- a. Ground Arms.
- b. Take up arms.

**DCE 6 Port Arms AL: 2 Period(s): 2**

Perform:

- a. Port Arms from the shoulder and vice versa at the Halt.
- b. Port Arms from the Order and vice versa at the Halt.



- c. High Port Arms from the shoulder and vice versa and vice versa.
- d. High Port Arms from the Order and vice versa at the Halt.

**DCE 7 Trail Arms AL: 2 Period(s): 1**

Perform the Trail Arms from the Shoulder and vice versa at the Halt.

**DCE 8 Change Arms AL: 2 Period(s): 1**

Perform:

- a. Change Arms from the Shoulder.
- b. Change Arms from the Trail.
- c. Right, Left and About turn at the trail at the halt.

**DCE 9 Assessment and Review Period(s): 1**

**DRILL & CEREMONIAL (DCE) PT2 – SLR LIA1  
PART 2 (DCE 10-17)****(12 Periods)****DCE 10 Revision DCE Part 1** **AL: 2** **Period(s): 1**  
Revise DCE Part 1**DCE 11 Rifle Drill on the March** **AL: 2** **Period(s): 9**

Perform:

- a. Shoulder arms from the short trail.
- b. Order arms from the shoulder.
- c. Change arms on the march.
- d. Trail arms on the march.
- e. Change arms at the trail.
- f. High port arms from the shoulder and vice versa.
- g. High port arms from the short trail and Order arms from the high port.
- h. Right, Left and About turn at the trail on the march.

**DCE 12 Static Rifle Drill** **AL: 2** **Period(s): 1**

Perform the recover arms and shoulder from the recover.

**DCE 13 Assessment and Review** **Period(s): 1**

**DRILL & CEREMONIAL (DCE) PT3 - SLR LIA1  
PART 3 (DCE 14-17)****(12 Periods)****DCE 14 Revision AL: 2 Period(s): 2**

Revise DCE Part 1

**DCE 15 Ceremonial Rifle Drill AL: 2 Period(s): 8**

Perform:

- a. Reverse arms from Present.
- b. Rest on arms reverse from present.
- c. Present arms from the rest on arms reverse.
- d. Rest on arms reverse from the reverse.
- e. Reverse arms from the rest on arms reverse.
- f. Shoulder arms from the reverse arms.
- g. Change arms from the reverse.
- h. Present arms from the rest on arms reverse (2nd method)

**DCE 16 Slow march at the reverse. AL: 2 Period(s): 1**

Practise slow marching at the reverse arms.

**DCE 13 Assessment and Review Period(s): 1**

**FIELD OPERATIONS (FOE)  
8 Periods + Assessment**

- FOE 1 Camouflage & Concealment AL: B2 Period(s): 2**
- a. Demonstrate skills to defeat spotting techniques and use more effective personal camouflage and concealment.
  - b. Describe specific environmental camouflage and concealment for the following environments:
    - (1) Arid
    - (2) Savannah
    - (3) Arctic
    - (4) Urban
- FOE 2 Spotting & Tracking AL: BI Period(s): 2**
- a. Distinguish and be able to relay information on a quarry and recent events by looking at evidence left at sites.
  - b. Distinguish and follow trails left by quarry by means of visual contact.
  - c. Distinguish and identify movement and other actions by means of audio and pheromone contact.
- FOE 3 Navigation AL: AI Period(s): 1**
- a. Demonstrate how to navigate at night or in low - light conditions.
  - b. Describe how to correctly follow a trail, either natural or artificial.
  - c. Demonstrate navigation without a compass and explain why a GPS should not be relied upon.
- FOE 4 Infiltration AL: B Period(s): 1**
- a. Describe how to move silently, both per step and per trip, by individual and by section.
  - b. Describe how to correctly enact rest stops and general conduct in the field.
  - c. Describe how to detect antipersonnel traps and triggers.
- FOE 5 Site Security AL: B Period(s): 1**
- a. Describe how to properly patrol and challenge whilst on Picket Duty.
  - b. Describe how to erect a campsite to defend against intrusion.

- c. Describe how to conceal an individual or group campsite.

**FOE 6 Signals****AL: B2****Period(s): 1**

- a. Practice the Morse code signal for letters a-z and numbers 0-9
- b. Demonstrate all field signals and what groups they belong to.

**FOE 7 Assessment****Period(s): As req'd**

Practical assessment conducted in a field environment.

**FIRE SAFETY AWARENESS (FSA)**  
**(14 Periods + 1 practical + visit)**

**Note: It is recommended that Squadron Training Officers contact the local Fire Service to ascertain if any supportive videos or training aids are available.**

**FSA1 Fire Science AL: B Period(s): 2**

- a. Describe the basic components or elements of any fire: especially
  - (1) Fire & the Elements which give rise to its occurrence
  - (2) Fire Triangle & the fire Tetrahedron
  - (3) Combustion & how heat travels.
- b. Describe the smoke & fire gases, especially:
  - (1) the hazards of smoke & its components
  - (2) the effects of smoke & fire gases.

**FSA2 Fire Detection AL: B Period(s): 2**

- a. Explain the actions to be taken when detecting a fire using the acronym "SAFE".
- b. Understand the preventative requirements of "being ready".
- c. Understanding Unit Fire orders (UFOs) & actions to be taken.
- d. Think "SAFETY" when fighting a fire.
- e. Understand what occurs in a fire, in particular
  - (1) fire in a room
  - (2) fire in a building
  - (3) fire behind the door.

**FSA3 Theory of Extinguishing a Fire AL: B Period(s): 1**

- a. Revise the methods a fire can be extinguished: refer FSA1
- b. Classify a fire ie what is burning.
- c. Applying the principles of extinguishment.

**FSA4 Firefighting Equipment AL: B Period(s): 2**

- a. Introduction to the types of extinguishing equipment, ie extinguishers, hose reels, fire blankets, etc.
- b. Explain the various fire extinguishers.

- c. Explain how to use the various fire extinguishers, fire blanket, and fire hose reels.

**FSA5 Wildfire/Bushfire Behaviour AL: B Period(s): 2**

- a. Introduction to Bushfires/Wildfires.
- b. What determines a bushfire's intensity
- c. Types of bushfires/wildfires
- d. Firefighting equipment:
  - (1) knapsack spray
  - (2) rake/hoe, axe

**FSA6 Principles of Fire Survival AL: B Period(s): 1**

- a. Describe the principles of fire survival, especially:
  - (1) Radiation Heat
  - (2) Heat exhaustion.
  - (3) The dangers to you!
- b. Describe how to protect yourself in the event of a bushfire
- c. Outline the principles of surviving a bushfire.

**FSA7 Basic First Aid AL: B Period(s): 1**

- a. Smoke inhalation
- b. Burns
- c. Heat stress, heat exhaustion, heat stroke

**FSA8 Practical Exercise AL: 1 Period(s): 1**

- a. Arrange for cadets the use of fire extinguishers, ensuring the safe use and procedures in their operation. This exercise should be conducted with the assistance of a trained operator.
- b. Squadrons may be able to arrange the use of extinguishers from local fire departments, fire extinguisher suppliers, obtain used extinguishers and fill with water for the sake of this exercise.

**FSA9 Visit local Fire Station AL: 3 Period(s): As req'd**

Where possible, visit your local fire station, with the view to consolidating the lessons learnt. It is suggested that a trip during a weekend may be logistically

more suitable than a normal parade night. Alternatively, the fire station may visit the Squadron.

**FSA10 Examination Period(s): 1**

**FSA11 Examination Review Period(s): 1**



## FIREARMS TRAINING (FTE) (13 Periods)

*The following FTE syllabus is based on the Single Bolt Action .22"LR*

<b>FTE 1</b>	<b>Introduction, Basic Parts and Safety Precautions</b>	<b>Period(s): 2</b>
	a. State the purpose for instructing FTE.	<b>AL: C</b>
	b. Identify the parts of a .22" Long Rifle (LR).	<b>B</b>
	c. Describe the operation of a rim-fire and centre-fire rifle.	<b>C</b>
	d. State the safety precautions of a .22" rifle.	<b>A</b>
	e. Prove a rifle 'safe'.	<b>1</b>
	f. State the common terms (glossary) used in FTE	<b>C</b>
<b>FTE 2</b>	<b>Stripping and Cleaning</b>	<b>Period(s): 1</b>
	a. Outline the procedure for stripping, cleaning and reassembling a .22"LR	<b>B</b>
	b. Strip, clean and reassemble a .22" LR.	<b>2</b>
<b>FTE 3</b>	<b>Magazine Filling &amp; Loading a Rifle</b>	<b>Period(s): 1</b>
	a. a. Revise Safety Precautions	
	b. b. State the procedures for:	<b>B</b>
	(1) Filling a magazine	
	(2) Unloading and loading a magazine	
	c. Fill a magazine	<b>2</b>
	d. Unload and load an empty magazine into a rifle.	<b>2</b>
<b>FTE 4</b>	<b>Sighting, Aiming and Firing a Rifle</b>	<b>Period(s): 2</b>
	a. Describe the operation of the open U-sight mechanisms.	<b>B</b>
	b. Describe the 'prone' position and the method for holding and aiming a rifle.	<b>B</b>
	c. Sight and aim a rifle	<b>2</b>
	d. Describe the method of firing a rifle while aiming.	<b>B</b>

e.	Aim and fire a rifle.	2	
<b>FTE 5</b>	<b>Identifying and Rectifying Stoppages (IAs)</b>		<b>Period(s): 1</b>
a.	State the probable causes of repeated stoppages and malfunctions. <b>B</b>		
b.	Describe the corrective action (ie <b>Immediate Actions</b> ) to be taken to rectify stoppages. <b>B</b>		
c.	State the procedure to be adopted an IA drill is unable to rectify the fault. <b>A</b>		
d.	Rectify contrived stoppages	1	
e.	Practice IAs	1	
<b>FTE 6</b>	<b>Progress Test (see Annex 'M' to Chapter 1)</b>		<b>Period(s): 1</b>
<b>FTE 7</b>	<b>Test Review &amp; Revision (Annex 'M')</b>		<b>Period(s): 1</b>
<b>FTE 8</b>	<b>Range Procedure and Practices</b>		<b>Period(s): 2</b>
a.	Explain:		
	(1) Principal command positions and their respective roles. <b>A</b>		
	(2) Principal functions of an operational range; ammunition control, coring/administration, first aid and firearms control. <b>B</b>		
	(3) Types of practices and the methods of scoring.		<b>B</b>
	(4) Range orders and degrees of firearms readiness.		<b>A</b>
b.	Practice responding to range orders.	1	
<b>FTE 9</b>	<b>Examination (Annex 'M')</b>	<b>Period(s): 1 + DEMO</b>	
<b>FTE 10</b>	<b>Review</b>		<b>Period(s): 1</b>

**HOVERCRAFT (HCE)  
(Periods 9 + visit)**

- HCE 1 Introduction to the Hovercraft AL: B Period(s): 1**
- a. Definition of a hovercraft
  - b. Types of hovercraft
  - c. History of the hovercraft, including,
    - (1) a brief mention of the work of the Cockerell,
    - (2) a brief look at SRN1,SRN2, SRN3, &SRN4,
    - (3) the development of the hovercraft
  - d. Outline the capabilities and limitations of the hovercraft.
  - e. Outline the modern uses of the hovercraft.
- HCE 2 How the Hovercraft Works. AL: B Period(s): 1**
- a. Define the following:
    - (1) air cushions, and explain how hovercraft use them,
    - (2) cushion pressure, using an example,
    - (3) 'skirts' and show the skirt type as seen on the Hornet.
  - b. Explain:
    - (1) how a hovercraft eliminates friction and the importance of this,
    - (2) how a hovercraft changes direction.
  - c. Discuss the factors, which affect hovercraft performance, eg power/weight ration and aerodynamic drag.
  - d. Plan and prepare for the manufacture of a model hovercraft.
- HCE 3 Margarine Container Model Building AL; 2 Period(s): 2**
- a. Make a simple hovercraft model using a margarine container, a battery, a motor and a small propeller.
  - b. Demonstrate the model and show its effectiveness.
  - c. Discuss the success of the model.
- HCE 4 Deterioration of Hovercraft Skirts. AL; B Period(s): 1**
- a. Outline factors which affect skirt deterioration & identify those parts which deteriorates most rapidly,

- b. Detail the types of wear and damage that can occur,
- c. Identify the effect of water on tear resistance.

**HCE 5 Australian Hovercraft Regulations AL: B Period(s): 1**

Identify the following:

- (1) The personal requirements to operate a hovercraft, and how to attain the qualifications,
- (2) Areas in which the use of the hovercraft is restricted, and
- (3) The responsibilities of a hovercraft user.

**HCE 6 Demonstration of the Use of the Hovercraft Period(s): As Req'd**

**Arrange a visit to a Hovercraft supplier, manufacturer, or owner for a demonstration of a hovercraft.**

Explain how the hovercraft controls are used.

**HCE 8 Revision Period(s): 1****HCE 9 Examination Period(s): 1****HCE 10 Examination Review Period(s): 1**

**LIFE SAVING ELECTIVE (LSE)  
The Bronze Medallion**

**This subject is to be taught by qualified instructors as prescribed by the  
Royal Life Saving Society – Australia.**

**METEOROLOGY (MEE)  
(15 Periods)**

- |             |   |              |                     |
|-------------|---|--------------|---------------------|
| <b>MEE1</b> | <b>Introduction</b>   | <b>AL: B</b> | <b>Period(s): 1</b> |
|             | <ul style="list-style-type: none"> <li>a. Explain the need for weather forecasting</li> <li>b. Outline the different types of weather forecasting systems</li> <li>c. Briefly describe its use by pilots in Flight Planning.</li> </ul>   |              |                     |
| <b>MEE2</b> | <b>Description of the Atmosphere</b>  | <b>AL: B</b> | <b>Period(s): 1</b> |
|             | <ul style="list-style-type: none"> <li>a. Explain the composition of the atmosphere</li> <li>b. Explain Vertical Divisions of the atmosphere</li> <li>c. Explain the Heat Exchange Process in relation to:               <ul style="list-style-type: none"> <li>(1) Solar Radiation (Short-wave)</li> <li>(2) Terrestrial Radiation (Long –wave)</li> <li>(3) Conduction, convection &amp; Albedo.</li> </ul> </li> </ul>   |              |                     |
| <b>MEE3</b> | <b>Weather Terms &amp; Measurements (Part 1)</b>  | <b>AL: B</b> | <b>Period(s): 2</b> |
|             | <ul style="list-style-type: none"> <li>a. Explain Air Temperatures:               <ul style="list-style-type: none"> <li>(1) scales &amp; measurements (thermometers, Stevenson Screen)</li> <li>(2) Diurnal Variation</li> <li>(3) Vertical Variation (Lapse Rate)</li> </ul> </li> <li>b. Explain Atmospheric Pressure wrt:               <ul style="list-style-type: none"> <li>(1) Scales &amp; measurements (Barometers)</li> <li>(2) Pressure variation with altitude (Station Level, MSL &amp; altimeters &amp; ISA)<br/>MSL Synoptic Chart (Isobars &amp; Pressure Gradient)</li> </ul> </li> </ul> |              |                     |
| <b>MEE4</b> | <b>Weather Terms &amp; Measurements (Part 2)</b>  | <b>AL: B</b> | <b>Period(s): 2</b> |
|             | <ul style="list-style-type: none"> <li>a. Explain Surface Wind in relation to the following:               <ul style="list-style-type: none"> <li>(1) Measurements</li> <li>(2) Variations – Veering/Backing, Gust/Squall</li> <li>(3) The forces driving the wind</li> <li>(4) Geostrophic Flow &amp; the weather map</li> <li>(5) Convergence/Divergence form the smallest(local) scale to the Global scale.</li> </ul> </li> </ul>   |              |                     |

- b. Explain Moist Air Concepts;
  - (1) Change of State Process for water
  - (2) Condensation Nuclei
  - (3) Adiabatic Process
  - (4) Latent Heat
  - (5) Relative Humidity & Measurement.

**MEE5 Weather Terms & Measurements (Part 3) AL: B**  
**Period(s): 1**

- a. Explain Cloud Classification:
  - (1) The Ten Cloud Genera
  - (2) Cumuliform/Stratiform, Height & Vertical
- b. Explain Meteors & Precipitation:
- c. Discuss the Definitions & measurements of weather.

**MEE6 Weather Processes & Systems AL: B Period(s): 2**

- a. Definition of Scale Concepts & Systems:
  - (1) Micro-scale: eg showers & thunderstorms
  - (2) Mesco-scale: eg sea breezes & fronts
  - (3) Synoptic Scale: eg cyclones & anticyclones
  - (4) Global Scale: eg the general circulation.
- b. Discussion of Tropical Systems.

**MEE7 Aviation Meteorology AL: C Period(s): 1**

- a. Define wind shear and explain its effects on aircraft
- b. Explain icing and its effects on aircraft
- c. Define turbulence
- d. Outline the various forecast products.

**MEE8 Communications & Co-ordination AL: B Period(s): 1**

- a. Briefly describe the method of communicating meteorological data between ;
  - (1) Met stations and offices
  - (2) Remote and automatic met stations
  - (3) Observers and forecasters, and
  - (4) End users
- b. Satellite communications and maps

- c. Radiosonde air temperature and density reports
  - (1) Met balloons and high altitude balloons
  - (2) Remote and autonomous aircraft.

<b>MEE9</b>	<b>Visit to a Meteorology Station</b>	<b>AL: C</b>	<b>Period(s): 2</b>
<b>MEE10</b>	<b>Examination</b>		<b>Period(s): 1</b>
<b>MEE11</b>	<b>Examination Review</b>		<b>Period(s): 1</b>



## MODEL ROCKETRY (MRE) - PART 1 (5 Periods + 2 days)

### Introduction:

1. This subject is suitable for cadets from the age of 13 years, and is a prerequisite to Model Rocketry Part 2.
2. The recommended group of model rockets suitable for this stage are:
  - a. Estes E2X Series for cadets aged 13 to 15 years
  - b. Estes Level 1 Series for cadets aged 14 years and older
3. Personnel supervising the construction of the model rockets require previous modelling experience. It is recommended that they also have experience building model rockets.
4. Personnel conducting model rocket launches must be approved by Wing SOT(G).
5. OA86 approval is required for model rocket launches.

<b>MRE1</b>	<b>Introduction to Rocketry</b>	<b>AL: C</b>	<b>2 Periods</b>
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- a. Overview
  - (1) History of rockets
  - (2) Types of rockets
  - (3) Applications for rockets
- b. Describe the basic components of a model rocket & launch facility
  - (1) Payload
  - (2) Nose cone
  - (3) Recovery device
  - (4) Body tube(s)- as many as stages
  - (5) Fins
  - (6) Motors –Black Powder and composite
  - (7) Range / Launch pad / ignition controller
  - (8) Tracking / recovery

<b>MRE2</b>	<b>Model Rocket Construction</b>	<b>AL: A</b>	<b>2 Periods</b>
-------------	----------------------------------	--------------	------------------

- a. Describe & demonstrate how to make the following rocket components.
  - (1) Body tube
  - (2) Fins
    - (i) delta / clipped delta

- (ii) oval
  - (iii) rectangular
  - (iv) swept
- (3) Nose-cones
    - (i) parabolic
    - (ii) ogive
    - (iii) conical
    - (iv) spherical
  - (4) Recovery devices
    - (i) parachute
    - (ii) streamer
    - (iii) helicopter
    - (iv) tumble
- b. Describe how & where these parts are attached to the rocket.
  - c. Demonstrate the installation of the rocket motor.

**MRE3 Model Rocket Safety AL: A 1 Period**

- a. State & explain the Australian Rocketry Association's Model Rocketry Safety Code.
- b. List & explain the safety aspects of the following pre-flight preparations:
  - (1) Recovery device – parachute and streamer
  - (2) Recovery wadding
  - (3) Rocket motor – installation in rocket, installation of igniter, ignition sequence
  - (4) Range layout, size and spectator safety

**MRE4 Practical Rocket Building AL: A/2 As Req'd**

Construct, under supervision, a simple model rocket, using the techniques learnt in MRE2, including the following:

- a. Balsa wood: cutting, sanding, sealing & painting
- b. Paper tube: cutting and painting
- c. Recovery device assembly

**MRE5 Launch & Recovery AL: A/2 As Req'd**

Launch and recover rocket safely.

**MRE6 Practical Assessment AL: 2 As Req'd**

Assess the construction and flight of each rocket built by the cadets in this class.

**Instructor Note: MRE4,5& 6 can be conducted over a weekend, including the Friday evening parade, if suitable. No timetable is provided as Squadron instructors should consider the Squadron logistics at the time.**

## MODEL ROCKETRY (MRE) - PART 2

### 6 Periods + 2 days

#### Introduction:

1. Cadets must have completed Model Rocketry Elective Part 1 before undertaking this subject.
2. This subject is suitable for cadets from the age of 15years.
3. Personnel supervising the construction of the model rockets require previous modelling experience. It is recommended that they also have experience building model rockets.
4. All rockets designed and built by cadets must be assessed for safety, stability and strength prior to launching. No rocket is to be designed or built in a manner which could pose a risk to any person or property when launched.
5. Personnel conducting model rocket launches must be approved by Wing SOT(G).
6. OA86 approval is required for model rocket launches.

<b>MRE1</b>	<b>Theory of Rocketry</b>	<b>AL: B</b>	<b>1 Period</b>
	<ol style="list-style-type: none"> <li>a. The Rocket motor</li> <li>b. The rocket trajectory           <ol style="list-style-type: none"> <li>(1) powered phase</li> <li>(2) unpowered, free-coast phase</li> <li>(3) unpowered, recovery device controlled phase</li> </ol> </li> </ol>		
<b>MRE2</b>	<b>History of Rocketry</b>	<b>AL: C</b>	<b>3 Periods</b>
	<ol style="list-style-type: none"> <li>a. Outline the history of rocketry           <ol style="list-style-type: none"> <li>(1) 1000AD - 1920AD (approx.) single stage solid fuel rockets.</li> <li>(2) The first liquid fuel rockets (1920's)</li> <li>(3) The German V2: the definitive (single stage / liquid fuel) breakthrough</li> <li>(4) Post World War 2 - Sputnik (1957)</li> <li>(5) Manned missions               <ol style="list-style-type: none"> <li>(i) Gagarin (Russia)</li> <li>(ii) Mercury</li> <li>(iii) Gemini</li> <li>(iv) Apollo (lunar landing)</li> </ol> </li> </ol> </li> </ol>		

- (v) Shuttle
- (vi) Space stations (especially Russian endurance) U.S. / Russia / Europe / Other players
  
- (6) Unmanned missions
  - (i) telecommunications
  - (ii) navigation
  - (iii) military
  - (iv) lunar
  - (v) planetary
  
- (7) Australian history (especially Woomera)
  
- b. Outline the state of rocketry today within:
  - (1) the World
  - (2) Australia
    - (i) ARA (Australian Rocketry Association)
    - (ii) ASRI (Australian Space Research Institute)
    - (iii) Professional (military and commercial)

**MRE3 Model Rocketry Design AL: A 2 Periods**

- a. Detail the physics behind and how to design the following model rocket components:
  - (1) Fins
  - (2) Nosecone
  - (3) Motor mount
  - (4) Body Tube
  - (5) Recovery Device
  - (6) Launch Pad / Launch Pad Controller
  
- b. Describe and demonstrate the techniques required to perform the following:
  - (1) Balancing a model rocket
  - (2) Testing the stability of a model rocket

**MRE4 Practical Rocket Building AL: A/2 As Req'd**

- a. Construct, under supervision, a simple model rocket of your own design, using the techniques learnt in MRE 2, Part 1, including the following:
  - (1) Balsa wood: cutting, sanding, sealing & painting
  - (2) Paper tube: cutting and painting
  - (3) Recovery device assembly
  
- b. The specifications for this rocket are:
  - (1) Uses one (1) 18mm blackpowder motor only
  - (2) Maximum Weight: 200 grams
  - (3) Maximum Length: 500 mm
  - (4) Maximum body tube diameter: 24 mm

- (5) Only use materials such as balsa wood, cardboard, plastic for the nosecone, fins and body tube

**MRE5    Launch & Recovery    AL: A/2                    As Req'd**

- a       Safely launch and recover rocket.

**MRE6    Practical Assessment     AL: 2                        As Req'd**  
Assess the construction and flight of each rocket built by the cadets in this class.

**Instructor Note: MRE4,5& 6 can be conducted over a weekend, including the Friday evening parade, if suitable. No timetable is provided as Squadron instructors should consider the Squadron logistics at the time.**

**MOTOR CAR AWARENESS (MCA)  
(13 Periods)****MCA1 Introduction AL: B Period(s); 1**

- a. Describe the major systems of a motor car, especially:
- (1) Engine
  - (2) Transmission
  - (3) Control
  - (4) Electrical
  - (5) Wheels & suspension.
- b. Outline those systems that have a direct effect on the safety of the vehicle

**MCA2 Engine Systems AL: B Period(s): 1**

Describe the various components that make up the following engine systems:

- a. lubrication
- b. fuel
- c. cooling
- d. ignition.

**MCA3 Transmission System AL: B Period(s): 1**

- a. Describe how engine power is transmitted to the wheels.
- b. Outline the differences between front and rear wheel drive cars.
- c. Briefly describe the operation of a manual and automatic gearbox.

**MCA4 Control Systems AL: B Period(s): 1**

Describe, in detail, the following separate control systems:

- a. brakes
- b. steering
- c. clutch
- d. throttle

**MVA5 Electrical System AL: B Period(s): 1**

- a. Describe the basic system for electrical generation in a car.
- b. Detail the following electrical components:
  - (1) lights
  - (2) signals
  - (3) horn
  - (4) wipers
  - (5) washers

**MCA6 Wheels & Suspension****AL: B****Period(s): 1**

- a. Describe the various wheel and suspension components & their purpose.
- b. Demonstrate the correct procedure for changing a wheel. (Emphasise safety).
- c. Discuss the need for wheel rotation, correct alignment & tyre inflation.

**MCA7 Bodywork****AL: B****Period(s): 1**

- a. Outline the various problems that can occur with the bodywork.
- b. Discuss the correct ways of cleaning the exterior and interior of a car.

**MCA8 Periodic Inspections****AL: A/1****Period(s): 2**

- a. List the components that should be regularly inspected by the driver of a car.
- b. Demonstrate the correct method for checking fluids with the emphasis on personal safety:
  - (1) oil
  - (2) radiator coolant
  - (3) power steering
  - (4) brake fluid
  - (5) battery
  - (6) windscreen washers
- c. Demonstrate the correct method for checking Electrical Component Operation
  - (1) horn
  - (2) lights
  - (3) signals
  - (4) wipers
- d. Demonstrate the correct method for checking wheel , tyre condition and correct inflation
- e. Demonstrate the correct method for checking drive belt condition and tension



- f. Demonstrate the correct method for checking seat belt operation and abnormal wear.
- g. Demonstrate the correct method for checking operation of engine instruments & warning lights
- h. Demonstrate the correct method for checking the car body for damage.

**MCA9 Elementary Fault Finding**                      **AL: B/2**                      **Period(s): 1**  
Discuss & demonstrate fault finding and rectification.

**MCA10 Accidents**                                      **AL: A**                                      **Period(s): 1**  
Detail the steps that should be taken if involved in a car accident.

**MCA11 Examination**                                      **Period(s): 1**

**MCA12 Examination Review**                                      **Period(s): 1**

### RADIO GROUND COMMUNICATIONS (RCE) (12 Periods)

<b>RCE 1</b>	<b>Introduction</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	i. Explain the reasons for formal radiotelephone procedure.		
	j. Explain the purpose of prowords.		
	k. Outline basic prowords and their meanings.		
	l. State the phonetic alphabet and the reason for its use.		
<b>RCE 2</b>	<b>Speaking on the Radio</b>	<b>AL:</b>	<b>Period(s): 1</b>
	a. Explain the rules for radio net discipline.		<b>B</b>
	b. Explain the technique and rules for speaking on the radio		<b>B</b>
	c. Practise use of the phonetic alphabet.		<b>1</b>
	d. State the technique of sending numbers when using a radiotelephone		<b>B</b>
	e. Practise sending numbers.	<b>2</b>	
<b>RCE 3</b>	<b>Radio Nets</b>	<b>AL:</b>	<b>Period(s): 1</b>
	a. Describe the structure and purpose of a radio net.		<b>B</b>
	b. Describe the roles and tasks of:		<b>C</b>
	(1) Net Control Station.		
	(2) Command Post Radio Operator		
	(3) Staff Radio Net Supervisor		
	c. Describe the nature and purpose of the various types of call signs and address groups.		<b>B</b>
	d. Outline basic appointment titles and standard fixed call signs.		<b>B</b>
<b>RCE 4</b>	<b>Radio Calls</b>	<b>AL:</b>	<b>Period(s): 1</b>
	a. Describe the parts of radio calls and answers.		<b>B</b>
	b. Describe single, multiple, net collective and exempt calls.		<b>B</b>
	c. Practise calls.	<b>2</b>	
	d. Explain abbreviated procedures.	<b>B</b>	

- e. Practise abbreviated procedures. **2**

**RCE 5 Establishing Communications AL: Period(s): 1**

- a. Describe the information required by operators before opening a net.  
**B**
- b. Describe how to open a radio net in good and bad conditions.  
**B**
- c. Explain the procedures for radio checks. **B**
- d. Practise establishing radio communications. **2**

**RCE 6 Transmission of Messages AL: B Period(s): 1**

- a. Describe how to arrange a radio conversation.
- b. Outline how to offer messages.
- c. Outline the format and purpose of routine and emergency reports.

**RCE 7 Codes and Security AL: B Period(s): 1**

- a. Explain the need for security, accuracy and discipline in radiotelephone procedure.
- b. State and explain the security rules.
- c. Describe the purpose and use of OPSCODES, NUMCODES and authentication and limitations on their use.
- d. Practise radio calls using codes.

**RCE 8 Corrections, Repetitions, Verifications, Acknowledgments and Cancellations. AL: Period(s): 1**

- a. Describe correction of errors during transmission and after message is sent.  
**B**
- b. Practise error correction. **2**
- c. Describe repetition procedure, unknown station procedure, verification, acknowledgment and cancellation. **B**
- d. Practise procedures for repetitions, verifications, acknowledgments and cancellations. **2**

**RCE 9 Procedures for Difficult Working Conditions AL: Period(s): 1**

- a. Outline delegating and assuming control. **B**

- b. Outline the procedures for relay, read back and words twice. **B**
- c. State the differences between free and directed nets. **B**
- d. Describe the responses by the Net Control Station for directed nets. **B**
- e. Practise the procedures for difficult conditions. **2**

**RCE 10 Operation of Radio Sets on AAFC Radio Nets****AL: B/1****Period(s): 1**

Using a AN/PRC-77 radio set and/or UHF/VHF Citizens Band radio:

- a. Outline the technical characteristics of the radio
- b. State the components and demonstrate the controls of the radio.
- c. Demonstrate operating procedures.
- d. State allowable frequencies / channels.
- e. State the need for strict observance of correct procedures.
- f. Practise operation of the radio.
- g. State emergency channels, and restriction on use of channels.

**RCE 11 Examination****Period(s): 1****RCE 12 Examination Review****Period(s): 1**

### BASIC VISUAL TRACKING (VTE) (21 Periods which includes a bivouac)

VTE is for cadets who have completed Advanced Stage and is a non-assessed course. The VTE course is designed to enhance the skills and training in survival techniques that has already been achieved throughout the cadets other stages of training. VTE can also be used in FC and SV training where the identification of animal and human tracks may lead to the possibility of rescue and or the dangers of wild animals in the vicinity.

**VTE 1 Introduction AL: B Period(s): 1**

State the principles of tracking

**VTE 2 Types of Sign AL: B Period(s): 1**

- a. Explain Temporary and Permanent sign
- b. Describe Big and Small Top Sign
- c. Understand Large and Small Ground Sign

**VTE 3 Techniques for Detecting Sign AL: B Period(s): 1**

- a. Understand where to look for sign
- b. Understand how to look for sign
- c. Explain how the environment assists the tracker

**VTE 4 Practical AL: 2 Period(s): 1**

Construct three date/time boxes side by side.

**VTE 5 Animal Tracks AL: B Period(s): 1**

- a. Understand the difference in animal tracks.
- b. Explain the eating habits of carnivores and herbivores.
- c. Understand the animal habits and likely movement times

**VTE 6 Practical AL: 2 Period(s): 3**

- a. Demonstrate the techniques for making plaster moulds of animal tracks
- b. Cadets to use Plaster of Paris to search and make moulds of at least three different animal prints.

**VTE 7 Information Gained From Sign & TracksAL: B****Period(s): 2**

Determine the following information from tracks and sign:

- a. Age of track
- b. Direction of movement
- c. Number in the party
- d. Speed of the movement
- e. Confident or cautious movement
- f. Weapons or Equipment carried
- g. Male or Female
- h. Morale of the group
- i. Food eaten
- j. Any Deceptive measures used

**VTE 8 Practical****AL: 2****Period(s): 2**

- a. Staff are to lay out a set scenario in soft earth for practical demonstrations. Cadets are to move to the layout and from the tracks, glean out the series of events that took place.
- b. Repeat a. – b. three times.

**VTE 9 Practical****AL: 2****Period(s): 4**

- a. Two cadets from each group are to blaze a trail up to 300 metres long while other members practise the techniques of sign detection.
- b. Cadets of each group are to rotate until all members have tracked someone.

**VTE 10 Deceptive Measures****AL: B****Period(s): 1**

Explain the measures used to hide tracks and trails:

- a. Dragging foliage behind
- b. Walking in streams and creeks
- c. Walking backwards
- d. Walking on rocks or hard surfaces
- e. Stepping in one another's prints to confuse numbers

- f. Wearing rags or foliage on footwear

**VTE 11 Revision****Period(s): 3**

Revise VTE 9 with cadets using deceptive measures to conceal tracks.

**VTE 12 Conclusion****Period(s): 1**

- a. Explain the need for continued personal practice
- b. Explain how the visual tracker can use his/her skills in FC
- c. Explain how the Visual Tracker can use his/her skills in SV

||| AAFC |||

# MANUAL OF GROUND TRAINING

PART 3

AAFC 200.001



2<sup>nd</sup> Edition  
February 2009

**AUSTRALIAN AIR FORCE CADETS**

***REACH FOR THE SKY***



**PART 3**  
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Field and Adventure Training Activities

**Chapter 2 – Duties and Responsibilities**

Duties and Responsibilities

**Chapter 3 – Conduct of Field Training Activities**

Conduct of Field Training Activities

**Chapter 4 – Emergency Procedures**

Emergency Procedures

# **Manual of Ground Training**

## **Part 3**

### **Chapter 1**

#### **Planning and Organising**

## PLANNING AND ORGANISATION

### PURPOSE OF FIELD TRAINING EXERCISES

1. Field Training Exercises (FEX) are held to give cadets and staff practical experience in Fieldcraft, Field Hygiene, Navigation, Survival and living in the field. They are designed to allow cadets and staff to develop self-discipline and leadership; and permit staff to train cadets in a practical environment.
2. Experience gained during Field Exercises (FEX) may assist a member who finds his or herself in a survival situation.

### PREPARATION AND PLANNING

3. Careful planning assists with the Administrative, Logistical, Training and Safety aspects required to conduct an exercise.
4. Intrinsic in accurate planning is the safety of all Cadets and Staff.

### FIELD EXERCISE PLANNINGa

5. **Ten (10) weeks before** the scheduled Exercise, the Exercise Planning Team is to come together and plan the FEX. For an AAFC SQN this Team is to consist of Senior Cadets and SQN Training Staff. The initial task of the Planning Team is to obtain permission to conduct an Exercise from the property owner or government agency and to enter the proposed training area for survey purposes. Topographical maps of the proposed training area must be obtained to plan a suitable camp Headquarters site and plan any Navigation Exercise routes and Survival sites if applicable.

6. **Eight (8) weeks before** the scheduled Exercise, the Planning Team should visit the proposed training area to check the following:
  - a. Terrain and vegetation.
  - b. Road conditions and the location of and access to the proposed Base Camp
  - c. Mobile phone communications.
  - d. Proposed Navigation Exercise to be walked, completing a re-section at each checkpoint, checking times and completing a Navigation Data Sheet.
  - e. All proposed safety roads can be traversed by at least a 4WD vehicle.
  - f. Emergency telephone numbers for:
    - g. Nearest Hospital.
    - h. Nearest Doctor.
    - i. Nearest Ambulance.
    - j. Nearest Police Officer.
    - k. District Forest Officer, if applicable.

### SITE SELECTION

The site selected for the FEX should be appropriate for the experience of the cadets under instruction and the type of exercise planned. Where possible the site should be bounded by natural boundaries such as roads, rivers, power lines, creeks, significant crests that make movement outside of the exercise area obvious.

## TRAINING PROGRAM

7. At the completion of the survey of the Training Area, the Planning Team is to complete a **Training Programme** for the entire FEX. The activities of each Cadet Stage (Basic, Proficiency, Advanced and Applied), should be covered for the entire period of the FEX. Factors to be considered when planning the Training Programme are:

- a. Equipment available.
- b. Weather, terrain and vegetation.
- c. Age and skills of the cadets.
- d. Relevance to the AAFC Manual of Ground Training (MoGT).
- e. Safety aspects of the planned activities.
- f. Staff available.

8. The **Training Programme** (example Annex A) as a minimum should include:

- a. The aim of the Exercises.
- b. Joining Instructions to staff and cadets, which include equipment and behaviour expectations.
- c. Staff and Cadet Appointments.
- d. Programme of events including lecturers where applicable.
- e. A photocopied map of the area, showing camp HQ and the Navigation Exercise route.
- f. A Navigation Data Sheet of the Navigation Exercise, if applicable.
- g. Instructions to Staff and Cadets in the event of:
  - i. A medical emergency.
  - ii. A group or member/s becomes/s lost.
  - iii. Late arrival at a checkpoint.

## ACTIVITY APPLICATION PROCESS

9. An **Activity Application Form (OA86)** is required to be lodged via the approved activity authorisation system for approval before each FEX. Activity approval must be submitted a minimum of four (4) weeks prior to the activity.

10. It is expected that all logistics arrangements will have been finalised when the activity has been submitted for approval.

11. It is mandatory for the **Training Programme** to accompany the Activity Authorisation request along with SMEAC's and must be submitted via Achilles.

### STAFF TO CADET RATIOS

12. The correct staff to cadet ratio is a critical defence in ensuring the appropriate supervision and safety of cadets. Ratios for staff to cadets are outlined in AAFC POLMAN. As at August 2008 they are 1 staff member to every 10 cadets. CUOs and CWOFFs over the age of 18 are allowed to make up 25% of the required supervision.

## EXERCISE BRIEFING

13. **Four (4) weeks before** the proposed Exercise, Staff and Cadets are to be briefed on the FEX. The following details are to be covered:

- a. The aim of the Exercise
- b. Staff and Cadet Appointments.
- c. Behaviour expectations.
- d. Location of the FEX.
- e. Equipment, (a list of suggested equipment for camp headquarters, staff and cadets is listed at Annex B.)
- f. Rations, (a proposed Fresh rations list is included at Annex C)
- g. Transport details, date and time of departure and return.
- h. Cost.
- i. Parent/Guardian Consent Form (Annex D) and PH299 (Blue book).

## **OPERATIONAL FIELD KIT INSPECTION PARADE**

**14. One (1) week before** the proposed Exercise, a kit inspection parade is to be carried out to ensure that cadets have satisfactory equipment to participate in their Exercise. Cadets should have the rations they propose to use for the FEX in their possession at this parade.

# **Manual of Ground Training**

## **Part 3**

### **Chapter 2**

#### **Duties and Responsibilities**

## DUTIES AND RESPONSIBILITIES

### INTRODUCTION

#### DUTIES OF THE EXERCISE COMMANDER (FEXCDR)

1. The Exercise Commander must be officer rank and has complete responsibility for the conduct of the Field Training Exercise. The FEXCDR is to ensure that:
  - a. The Training Programme is planned adequately, compiled and approved.
  - b. The activity is approved
  - c. Cadets and Staff are briefed before departure and on arrival at the Exercise site on all OHS and EEO Policy
  - d. All personnel attending are physically and medically fit.
  - e. Staff duties are delegated and carried out.
  - f. Communication with local authorities is carried out.
  - g. Discipline is maintained.
  - h. The training programme is adhered to.
  - i. Regular roll calls are held.
  - j. The welfare and health of all personnel is supervised closely.
  - k. The area is kept clean and on departure, left clean and tidy.
  - l. A de-brief is carried out.
  - m. A Post Activity Report is submitted to SOGT 2 WG within 1 week of the completion of the Exercise.
  - n. A log of events is maintained during the FEX.

#### DUTIES OF THE EXERCISE OPERATIONS OFFICER (OPSO)

2. The Exercise Operations Officer is responsible to the FEXCDR for all aspects of the operations of the Exercise and is to:
  - a. Coordinate with the FEX Training Team and ensure the smooth operation of the TRG Program.
  - b. Ensure that all Training is conducted IAW MoGT and is conducted in a safe manner.
  - c. Ensure all Logistics for the FEX are organised and planned.
  - d. Ensure all Communications is established and maintained
  - e. Ensure adequate Staff are in attendance at all phases of the FEX.
  - f. Ensure that safety is observed during all activities on the FEX.
  - g. Hold regular Staff Briefings during the Course of the FEX

#### DUTIES OF THE EXERCISE TRAINING OFFICER (TRGO)

3. The Exercise Training Officer is responsible to the FEXCDR for all training aspects and is to:
  - a. Manage the FEX Training team and FEX Training Programme.
  - b. Ensure that the Training Programme is IAW MoGT and is followed during the FEX.
  - c. Appoint all Staff and Senior Cadets to Training Lectures.
  - d. Ensure all Cadet NCO's carry out Field Training IAW SQN SOP's for Field OPS
  - e. Ensure adequate Staff are in attendance at all phases of the FEX.
  - f. Ensure that safety is observed during all activities on the FEX.
  - g. Hold regular Staff Briefings during the Course of the FEX.

## **DUTIES OF THE EXERCISE SAFETY OFFICER (SAFE0)**

4. The FEX Safety Officer is responsible to the FEXCDR and is to:
  - a. Ensure that a Safety Brief is given to ALL personnel on the Exercise outlining all OHS issues including hygiene and reporting of incidents or unsafe activities by Staff or Cadets.
  - b. Ensure that emergency procedures have been planned and organised and all senior personnel are aware of these procedures.
  - c. Ensure prior to any night activities all personnel are briefed on OHS matters relating to night training.
  - a. Bring to the attention of the FEX Commander any activity which he/she considers is unsafe.
  - d. Ensure all Section CDR's have been issued first aid kits, hand held communication equipment, actions on becoming lost procedure etc.

## **DUTIES OF THE MEDICAL OFFICER (MEDO)**

5. The Medical Officer or MEDIC should be qualified to St Johns or equivalent and is responsible to the FEXCDR for:
  - a. All health and hygiene aspects of the Exercise.
  - b. The treatment of all injuries and illnesses while on the FEX.
  - c. Organising the repatriation of personnel home or to further treatment where necessary.
  - d. Camp and personal hygiene.
  - e. The satisfactory positioning of latrines and urinal pits.
  - f. The purity of drinking water, where applicable.
  - g. Maintenance of satisfactory medical kits at Base Camp and in the allocated safety vehicle.
  - h. Maintaining a medical log of all treatments during the bivouac.
  - i. The Medical Officer is to hand the medical log to the FEXCDR at the conclusion of the Field Exercise.

## **DUTIES OF THE COMMUNICATIONS OFFICER/NCO**

6. The Communications Officer is responsible to the FEXCDR and is to ensure that:
  - a. Cadets and staff are briefed on communication procedure before the FEX begins.
  - b. Cadets and staff are briefed on the correct use of the radios in use.
  - c. Maintain a log of all communications for the duration of the FEX and this log is to be handed to the Exercise Commander at the conclusion of the FEX.

## **DUTIES OF THE EQUIPMENT OFFICER/NCO**

7. The Equipment Officer/NCO is responsible to the FEXCDR to account for all equipment used on the FEX and is to ensure that:
  - a. Equipment issued is signed for and returned.
  - b. Maintain issue and return records.
  - c. Equipment drawn from WG HQ and RAAF sources is returned.



# **Manual of Ground Training**

## **Part 3**

### **Chapter 2**

#### **Duties and Responsibilities**

## **DUTIES AND RESPONSIBILITIES**

### **INTRODUCTION**

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  - b. The activity is approved
  - c. Cadets and Staff are briefed before departure and on arrival at the Exercise site on all OHS and EEO Policy
  - d. All personnel attending are physically and medically fit.
  - e. Staff duties are delegated and carried out.
  - f. Communication with local authorities is carried out.
  - g. Discipline is maintained.
  - h. The training programme is adhered to.
  - i. Regular roll calls are held.
  - j. The welfare and health of all personnel is supervised closely.
  - k. The area is kept clean and on departure, left clean and tidy.
  - l. A de-brief is carried out.
  - m. A Post Activity Report is submitted to SOGT 2 WG within 1 week of the completion of the Exercise.
  - n. A log of events is maintained during the FEX.

#### **DUTIES OF THE EXERCISE OPERATIONS OFFICER (OPSO)**

2. The Exercise Operations Officer is responsible to the FEXCDR for all aspects of the operations of the Exercise and is to:
  - a. Coordinate with the FEX Training Team and ensure the smooth operation of the TRG Program.
  - b. Ensure that all Training is conducted IAW MoGT and is conducted in a safe manner.
  - c. Ensure all Logistics for the FEX are organised and planned.
  - d. Ensure all Communications is established and maintained
  - e. Ensure adequate Staff are in attendance at all phases of the FEX.
  - f. Ensure that safety is observed during all activities on the FEX.
  - g. Hold regular Staff Briefings during the Course of the FEX

#### **DUTIES OF THE EXERCISE TRAINING OFFICER (TRGO)**

3. The Exercise Training Officer is responsible to the FEXCDR for all training aspects and is to:
  - a. Manage the FEX Training team and FEX Training Programme.
  - b. Ensure that the Training Programme is IAW MoGT and is followed during the FEX.
  - c. Appoint all Staff and Senior Cadets to Training Lectures.
  - d. Ensure all Cadet NCO's carry out Field Training IAW SQN SOP's for Field OPS
  - e. Ensure adequate Staff are in attendance at all phases of the FEX.
  - f. Ensure that safety is observed during all activities on the FEX.
  - g. Hold regular Staff Briefings during the Course of the FEX.

**DUTIES OF THE EXERCISE SAFETY OFFICER (SAFE0)**

4. The FEX Safety Officer is responsible to the FEXCDR and is to:
  - a. Ensure that a Safety Brief is given to ALL personnel on the Exercise outlining all OHS issues including hygiene and reporting of incidents or unsafe activities by Staff or Cadets.
  - b. Ensure that emergency procedures have been planned and organised and all senior personnel are aware of these procedures.
  - c. Ensure prior to any night activities all personnel are briefed on OHS matters relating to night training.
  - a. Bring to the attention of the FEX Commander any activity which he/she considers is unsafe.
  - d. Ensure all Section CDR's have been issued first aid kits, hand held communication equipment, actions on becoming lost procedure etc.

**DUTIES OF THE MEDICAL OFFICER (MEDO)**

5. The Medical Officer or MEDIC should be qualified to St Johns or equivalent and is responsible to the FEXCDR for:
  - a. All health and hygiene aspects of the Exercise.
  - b. The treatment of all injuries and illnesses while on the FEX.
  - c. Organising the repatriation of personnel home or to further treatment where necessary.
  - d. Camp and personal hygiene.
  - e. The satisfactory positioning of latrines and urinal pits.
  - f. The purity of drinking water, where applicable.
  - g. Maintenance of satisfactory medical kits at Base Camp and in the allocated safety vehicle.
  - h. Maintaining a medical log of all treatments during the bivouac.
  - i. The Medical Officer is to hand the medical log to the FEXCDR at the conclusion of the Field Exercise.

**DUTIES OF THE COMMUNICATIONS OFFICER/NCO**

6. The Communications Officer is responsible to the FEXCDR and is to ensure that:
  - a. Cadets and staff are briefed on communication procedure before the FEX begins.
  - b. Cadets and staff are briefed on the correct use of the radios in use.
  - c. Maintain a log of all communications for the duration of the FEX and this log is to be handed to the Exercise Commander at the conclusion of the FEX.

**DUTIES OF THE EQUIPMENT OFFICER/NCO**

7. The Equipment Officer/NCO is responsible to the FEXCDR to account for all equipment used on the FEX and is to ensure that:
  - a. Equipment issued is signed for and returned.
  - b. Maintain issue and return records.
  - c. Equipment drawn from WG HQ and RAAF sources is returned.

# **Manual of Ground Training**

## **Part 3**

### **Chapter 3**

#### **Conduct of Field Training Activities**

## CONDUCT OF FIELD TRAINING EXERCISES

### TRAINING ACTIVITIES

1. It is essential that all activities are conducted in accordance with the AAFC Manual of Ground Training (AAFC 200.001) and AAFC POLMAN. No illegal activities are permitted. Any cadet injured as a result of illegal activity, is not covered by compensation and Staff can expect to bear the full impact of any litigation.
2. Exercise Staff are to take into account the fitness of cadets when conducting physical exercise and should not expect cadets to achieve tasks beyond their capacity. Staff who have not received training in particular activities are not to conduct these activities with cadets, particularly obstacle courses and what could be determined as Physical training (PT) activities.

### EXPLOSIVES AND AMMUNITION

3. Ammunition, explosives or pyrotechnics **ARE NOT** to be brought to or used during any Field Exercises.

### WEAPONS

4. No weapons , real or imitation, shall be brought to or used during a FEX, either by staff or Cadets. Service weapons or replicas are not to be taken on any FEX.

### KNIVES

5. Pocket knives **no longer than 12cm** when folded are approved for use by Cadets during Basic Fieldcraft and Proficiency Map-reading. Survival knives, encased in a leather case, **no longer than 30cm** are approved for use by senior Cadets during Survival training. The approved uses of such knives shall be defined clearly by the Training Officer during briefing, before the FEX commences.
6. **Flick knives** and all types of **fighting knives** are **ABSOLUTELY PROHIBITED** during FEX. The use and possession of **axes and machetes** are to be strictly controlled during FEX in the interests of safety and the environment.

### FIRES

7. Fire may only be lit after checking with the relevant authorities and regulations pertaining to the location of the FEX.
  - a. **State Forests.** Fires may be lit in accordance with regulations for the State Forests in that state.
  - b. **National Parks.** Fires may be lit in accordance with the regulations pertaining to the particular National Park.
  - c. **Private Property.** Fires may be lit in accordance with the property owners wishes.

8. FEX Commanders and FEX Safety Officers are to acquaint themselves with local regulations. It should be understood that non-compliance with these regulations could jeopardise future use by AAFC.

### **FIRE HAZARDS**

9. Cadets are to be trained and briefed in the correct procedures for the lighting of fires for cooking, heat and light. In particular, all personnel are to be briefed on the hazards of:

- a. situating cooking fires close to tenting and other flammable material.
- b. leaving fires unattended.
- c. burning logs rolling off fires.
- d. throwing rubbish into fires.
- e. using hurricane, fuel or gas lamps inside tents and near the walls or roof of a tent.
- f. lighting fires on days of total fire ban.
- g. entering areas of highly flammable timber or grass without adequate escape exits.

### **FIRE PICQUETS**

10. Cadets are to be briefed on the size of fires. As a rule, fires must be able to be extinguished within **1 minute**. Fires are **not** to be left unattended and for the safety of the bivouac, all fires must be picquetted.

### **BUSH FIRES**

11. The Bush Fire evacuation plan should be included in the Training Programme. This should include:

- a. rendezvous points.
- b. the nearest source of ground water.
- c. instructions for cadets not to move away from the activity site unless accompanied by a staff member.
- d. location of fire fighting equipment.

12. During times of high bush fire danger, cadet groups are to be equipped with a suitable two way radio so that warnings can be received.

### **DISCIPLINE**

13. The Exercise Commander is to ensure that there is no departure from normal AAFC discipline during the bivouac.

## DRESS

14. Disruptive Pattern Uniform (DPCU) is regarded as standard dress for all bivouacs provided that:

- a. The uniform is a complete matching single colour set, well fitting and in good order.
- b. The correct AAFC rank is worn.
- c. All DPCU's need to have AAFC & Name Tapes above each breast pocket with the AAFC Biscuit on the left shoulder IAW HQ AAFC URI's.

## BEARING

15. Staff and cadets are to be briefed on the need to maintain normal high standards of bearing whilst on FEXs. All staff and cadets are to shave when required and subordinates are to show the normal courtesies expected in the AAFC.

## MOVEMENT

16. The Exercise Commander needs to know the location of all personnel on the FEX at all times. Staff are required to advise superiors of their whereabouts at all times. Cadets are not to move at will or engage in dangerous activities or raiding. When necessity dictates, cadets must move in a group of a minimum of two (2) people.

## CONSTRUCTION OF CAMPS

17. Camp Headquarters is to be sited on a level, cleared area of sufficient area to contain staff accommodation, equipment, communication and messing tents. Cadet camp sites are to be sited away from, but accessible to the camp headquarters on level, flat ground of sufficient area to accommodate each group. **Camp sites are not to be sited in dry creek beds.**

18. Latrines are to be constructed if required as soon as possible after arrival at the site. These should be positioned convenient to the camp so as not to foul water ways. On all ADF facilities Latrines are not to be dug, foul ground is not permitted and you will be required to request approved ablutions via AFLO.

19. The Equipment tent is **out of bounds** to all members unless authorised by the member appointed as the Equipment Officer.

## RUBBISH DISPOSAL

20. The Exercise Commander is responsible to ensure that all rubbish is bagged and removed from the FEX training area. **Rubbish is not to be buried.** Rubbish left at a FEX site could mean loss of the training area for future AAFC training.

## **CARE OF TENTS**

21. No permanently adhesive material, dye or paint is to be applied to tents. If tents are wet, they should not be packed wet for removal, unless weather conditions are such that this is unavoidable. In the event of tents being packed wet, it is the Exercise Commanders responsibility to ensure that the tents are removed and dried **immediately** weather conditions permit, prior to storage.

## **WATER**

22. A supply of clean drinking water is essential and cadets should be instructed not to waste water, but to drink liberally. The Exercise Commander is to ensure that adequate drinking water is carried by the cadets and staff and that all members can be re-supplied during the course of training exercises.

23. It is advisable for health reasons to carry water into a training area in recognised drinking water jerry cans. Water quality, which is suspect, is to be removed from the water cans or purification action taken.

## **RATIONS**

24. Cadets and Staff can be issued Ration packs, however these issued are debited against your Squadron allocation and therefore need to be accounted for and excess return. Cadets are to be briefed on rationing requirements and inspected before departure.

25. Staff and cadets issued with a ration pack are to check that the contents agree with the exterior label and any anomalies noted. Once canned food has been opened, the contents are to be consumed immediately. If fresh rations are supplied to a FEX, it is the responsibility of the Exercise Commander to ensure that all staff and cadets are provided with sufficient cooked rations.

26. All Cadets are to be briefed on 'Food Allergies' as part of the Exercise Commanders briefings. If fresh rations are used or self cater is the ration allocation then Cadets must be told that if they have a food allergy then they should eat only the food they have brought and eat no one else's food.

## **MAPS**

27. It is essential that suitable topographical map, at least 1:50000 are supplied to cadets and staff operating in the training area. Cadets and staff are to be briefed, that maps are a valuable item and that every effort should be made to maintain them for future use. For this reason, a plastic cover should be provided for each map and a soft pencil only be used to draw on the map.

## **SLEEPING BAGS**

28. Sleeping bags drawn from official RAAF, Army or AAFC sources are to be treated as valuable items. The sleeping bags are to be aired each day in the open air or during inclement weather, hung inside tents or hutchies. Before return, the sleeping bag is to be dry cleaned and folded inside the carry bag before return.



## **RADIO COMMUNICATIONS**

29. Staff and cadets are to be briefed on the need for standard phraseology and to avoid unnecessary communications. Radio communications are monitored by the ADF. Standard call signs are to be used and are listed in Annex E. Exercise Commanders are to ensure that staff and cadets are briefed on radio procedures prior to an exercise.

## **FEX LOGS**

30. The Exercise Commander is to maintain a log of the FEX. The log is to be commenced by the staff member in charge of any advance party and handed to the Exercise Commander on his/her arrival. The Medical Officer is to maintain a log of medical treatments during the FEX.

31. Cadets are to maintain a log during the FEX, particularly each group leader. The cadets are to be advised of this requirement during briefing before departure. The logs compiled by each group leader, is to be collected by the Training Officer and given to the Exercise Commander at the conclusion of the FEX. This is to assist the Exercise Commander when writing the FEX report.

## **TRANSPORT**

32. Transport arrangements are included in the Administration Instruction or OA86. These arrangements should not be changed without prior approval from SOGT . Private vehicle use is to be kept to a minimum. One (1) staff member is to travel in each vehicle to and from the FEX site. No financial claim shall be payable in respect of any private vehicle used unless there is an entitlement in the provision of official transport and only then with prior approval.

33. Cadets are **not to drive to or from the Exercise** site in their own vehicles, unless there is a logistical requirement which has Headquarters approval. A cadet who is approved to drive to the FEX site must immediately on arrival, hand the keys of the vehicle to the Exercise Commander. The keys are to be handled IAW normal valuables parade procedures and the Exercise Commander is to return the keys of the vehicle when the cadet is about to depart the site at the conclusion of the FEX.

## **NIGHT ACTIVITIES**

34. There is no provision in the current Manual of Ground Training to conduct Night Exercises. However, to utilise available time, the following activities are approved during darkness:

- a. map reading and compass walks within one (1) km radius of camp headquarters, provided the terrain is suitable,
- b. communication exercises,
- c. **non-contact** movement-at-night exercise e.g. lantern stalk.

35. The following rules apply to Night Exercises:

- a. a staff member accompanies each cadet group,
- b. the exercise is not conducted during rain or fog,
- c. running is forbidden,
- d. simulated war games and attacks on camp sites are forbidden.

## **UNAUTHORISED PERSONS**

36. Only persons nominated on the Administration Instruction or the Activity Application Form (OA86) may attend a Squadron FEX. This includes permanent Defence Force personnel with needed skills. It should not be assumed that permanent Defence Force personnel have a right to be at the FEX. The Exercise Commander is authorised to request any unauthorised personnel to leave the FEX training area and is to report the incident to the Officer Commanding through SOGT.

37. Casual visits by other 2 WG staff is permitted provided that the person, regardless of rank or position, report to the Exercise Commander immediately. The Exercise Commander is to include all details of the visit in the Exercise log. Visiting Staff, regardless of rank or position, are not to interfere in the conduct of the Exercise without consulting the Exercise Commander.

38. Parents of cadets on the Exercise may visit the Camp site when transporting or in the interest of their son's/daughter's welfare with the prior permission of the Exercise Commander. Whilst at the camp site, they are to be escorted by a staff member and are **not** permitted to roam the area alone.

39. District Foresters, Park Rangers, Property Owners or members of the civilian law enforcement agencies and safety services are permitted to visit the Exercise site in the course of their duties. Any such visit is to be brought to the attention of the Exercise Commander.

40. Exercise Commanders are not permitted to abdicate their authority to any person, regardless of their rank or position, unless it is to another AAFC Officer. The Exercise Commander may delegate authority in respect to sub-groups to a member of the permanent Defence Force or civilian provided an AAFC staff member is present during the activity.

## **COMPLETION OF FIELD EXERCISES**

41. On completion of a FEX, the Exercise Commander is responsible to ensure that:

- a. all equipment is accounted for and packed.
- b. all damaged or missing equipment is logged.
- c. all personnel are accounted for.
- d. all rubbish is removed.
- e. all fires are extinguished and fire pits filled in.
- f. all latrines and urinal pits are filled in.
- g. the bivouac site is left tidy.

42. It is advisable to visit the District Forester, Park Ranger or Property Owner prior to departure and if necessary, conduct an inspection with that person.

43. The Exercise Commander is to submit a report to SOGT 2 WG HQ, within seven (7) days of the completion of the FEX. Letters of appreciation should be sent to property owners or others who have rendered assistance, with information copies attached to the report.

#### **ALCOHOL AND RECREATIONAL DRUGS**

44. Cadets are to be briefed before departure to an Exercise and after arrival on the consequences of alcohol and recreational drug abuse. **It is absolutely forbidden for cadets to be in possession, or to partake of, alcohol or recreational drugs.** Exercise Commanders are to remove any cadet found abusing this directive from the exercise. Parents/guardians are to be contacted to collect their son/daughter from the bivouac site. If parents cannot be contacted, cadets are to be separated from other cadets until parents can be contacted or until the completion of the Exercise. Exercise Commanders are to provide details of the offences to the Commanding Officer of the cadet/s and is to advise SOGT & OC 2 WG, for consideration for termination. Recreational drugs include cigarettes and illegal drugs of addiction.

45. **It is absolutely forbidden for Staff to partake of any illegal drug of addiction. It is also forbidden for Staff to partake of alcohol.** Staff who abuse this directive are to be removed from the Exercise and supervised pending return to his/her home. At the conclusion of the Exercise, the Exercise Commander is to advise the staff member's Commander Officer and refer the matter to the Officer Commanding 2 WG for further action.

# **Manual of Ground Training**

## **Part 3**

### **Chapter 4**

#### **Emergency Procedures**

## **EMERGENCY PROCEDURES**

### **INTRODUCTION**

1. The following emergency procedures apply to AAFC Fieldcraft activities. It is not possible or intended to write procedures that will cover all emergencies. AAFC Officers and Instructors are reminded that proper evaluation of risk and structured implementation of risk management strategies are a requirement of all activities.

### **STAFF BRIEFING**

2. The Exercise Commander is to ensure that all staff are briefed on emergency procedures relevant to the Exercise training area (TA) at the beginning of the Exercise. All staff are to be in possession of a copy of the emergency procedures for the Exercise.

### **CADET BRIEFING**

3. Upon arrival in the exercise area and before deploying away from the HQ area all cadets are to be briefed on the following safety procedures:

- a. Actions to be taken by an individual if they become separated from the Section/ Flight.
- b. Actions to be taken by the SECCDR/FLTCDR when notified that a member is separated from the SECT/FLT.
- c. Actions to be taken by the SECCDR/FLTCDR when an accident/ illness occurs that requires first aid or medical attention.

4. Prior to the commencement of each individual exercise and/or moving away from the HQ area or bivouac site all cadets are to be re-briefed on the actions to take if they become separated from the group.

### **SAFETY VEHICLE**

5. The Exercise Commander is to allocate a dedicated safety vehicle for use in the Exercise training area and a secondary vehicle for the evacuation of sick or injured personnel. The Exercise site safety vehicle is to be a 4WD vehicle, driven by a competent staff member. During initial briefing at the Exercise site, all staff and cadets are to be advised of the role of the Exercise safety vehicle during the exercise.

### **FIRST AID KITS**

6. All sections/ flights deploying away from the HQ area are to ensure that first aid kits are available for use. First aid kits are to be:

- a. Appropriate for the size of the group
- b. Appropriate for the duration of the activity

7. Exercise commanders are to ensure that suitably qualified personnel are available to utilise first aid kits if required.

### **CARRIAGE OF WATER**

8. Section Commanders are responsible for ensuring that subordinate personnel on exercise have sufficient water for the activity. A *minimum* of two (2) water bottles is required for a three hour exercise.

### **PERSON/S MISSING FROM A GROUP**

9. The senior member present (staff or cadet) in the group is to immediately contact base camp by radio and advise staff of the missing person/s and await instructions. If the group is not in radio contact with base, the senior member is to decide whether to:

- a. conduct a search in the area where the missing person was last seen.
- b. dispatch two (2) members of the group to advise base camp.
- c. lead group intact to the nearest late arrival and safety road.

10. In making the above decision, the senior member must consider:

- a. the experience of the members involved.
- b. the type of terrain.
- c. the distance to be travelled.
- d. the time of day.
- e. weather conditions.

### **A MEMBER DISORIENTED OR LOST**

11. A member who becomes disoriented or lost is to remain in the location and wait to be found. The member is to prepare location signals and if necessary, prepare adequate shelter.

### **MISSING PERSONNEL**

12. In the event that a cadet or staff member is discovered missing, the TIME (T) that the member was last seen or communicated with and their exact location, is to be established.

### **GROUP LOST**

13. In the event that a group fails to maintain radio contact or is late to a checkpoint, the TIME (T) that the group was seen or communicated with and the location is to be established. The leader of a group who is lost or late to a checkpoint, is to immediately advise base camp for instructions. If the group is unable to radio base camp, the group leader is to open the safety and late arrival envelope and lead the group to the nearest safety and late arrival road.

## **ACTION BY BASE CAMP - MISSING MEMBER OR GROUP**

14. The Exercise Commander is to immediately log the incident and advise the driver of the safety vehicle to travel the safety and late arrival road in the area, blowing the horn. The driver of the safety vehicle is to be instructed to return to base camp by T+2 if unsuccessful, to assist with the next phase of the search.
15. At T+2, the Exercise Commander is to dispatch a search party to the last known area in the safety vehicle. Radio contact is to be maintained throughout. The driver of the safety vehicle is to continue driving the safety and late arrival road, blowing the horn.
16. At T+2, the Exercise Commander is to notify the OC and/or SOGT in line with AAFC Notification Procedures.
17. At T+3, the Exercise Commander is to notify the civil Police with details of missing person/s and search procedures to date.
18. At T+4, the Exercise Commander is to notify the OC and/or SOGT with next of kin details. At T+4.5, next of kin of the missing personnel are to be notified.
19. On the arrival of a more senior member or civil Police, the Exercise Commander is to hand over control of the search to that member. The Exercise Commander is to maintain control of the remainder of the exercise and is to maintain a log of the search to the conclusion.

## **MEDICAL EMERGENCY - RESPONSIBILITY OF THE GROUP LEADER**

20. All groups moving into the field away from the HQ area are to have access to a first aid kit suitable for the type of exercise being undertaken.
21. In the event of a medical emergency, the **Group Leader** is to establish the seriousness of the injury or illness and administer first aid. If the patient is suffering from suspected spinal or pelvic injury, he/she should not be moved unless there are further life threatening risks. **The member should only be immobilised by a suitably trained person. Do not attempt first aid beyond the level to which you have been trained.** Open Medical Emergency envelope which will include the following instructions:
  - a. **Member unable to walk**
    - i. advise base camp by radio, providing details of the illness or injury and the location.
    - ii. if radio communication cannot be achieved, send two (2) members to the nearest safety and late arrival road to contact the safety vehicle.
    - iii. await arrival of qualified staff to complete evacuation.
    - iv. maintain a log of events.

- v. once the member has been evacuated, the group may continue the exercise on the advice of staff.

**b. Member able to walk**

- i. advise base camp by radio, providing details of the injury or illness.
- ii. if member is unable to continue with the exercise, escort member and group to the nearest safety and late arrival road and await the arrival of the safety vehicle.
- iii. maintain a log of events
- iv. once the member is in the care of the staff in the safety vehicle, the group may resume the exercise.

**MEDICAL EMERGENCY - RESPONSIBILITY OF BASE CAMP STAFF**

22. On receipt of advice of a **medical emergency** by radio from a group or safety vehicle, the **Radio Operator** is to advise the **Exercise Commander**. The Exercise Commander is to immediately advise the **Training Officer, Medical Officer and Safety Officer**. The type of injury or illness will dictate the method of evacuation and that decision is to be made by the **Medical Officer** or the most expert Medical authority available. **No member is to administer first aid beyond the level to which he/she has been trained.** The methods of evacuation available are:

- a. safety vehicle.
- b. ambulance.
- c. helicopter.



# Manual of Ground Training

## Part 4

### Chapter 1

#### DETACHMENT PLANNING AND COMMON PRINCIPLES

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## AAFC GROUND TRAINING DETACHMENTS

### Background

1. Any WG course that derives its content in part or in full from the MoGT fall under the auspices of GTWAAFC and will be authorised and conducted under the policies and procedures outlined in the MoGT.

### Introduction

2. The purpose of this chapter is to provide guidance to OCs, SOsGT and Operational WG personnel for the common issues that apply to AAFC detachments. These include the administration of nomination, selection and endorsement of Directing and Support Staff as well as administrative and operational issues affecting the conduct of AAFC detachments.

3. The guidelines contained in Part 4 of the MoGT are to apply to all WG coordinated Promotion courses, General Service Training courses, Engineering and Trade training, work experience courses, Staff training, WG Field Training courses and other HQAAFC, WG or Specialist training courses that may meet the general principles outlined in paragraph 1 above.

### Purpose

4. The AAFC conducts detachments for the purposes of providing experiences and consolidated training and development to cadets and staff in skills that they may require in order to undertake further promotion and/or activities with the AAFC.

### Authority to Conduct Courses

5. The conduct of AAFC Cadet Promotional Training, Staff Training and Weapons Training courses requires the approval of OC GTWAAFC or approved delegate- see MoGT Part 1, Ch 1. All promotional courses will be conducted IAW the relevant syllabi outlined in Part 4 of the MoGT. All Staff Training courses will be conducted IAW the relevant syllabi outlined in Part 6 of the MoGT.

6. The conduct of all other cadet training courses (GST, Adventurous Training, Firearms, Engineering, Aeromodelling, etc) requires the approval of the OC Operational WG after recommendation from the WG SOGT. Where the content of such a proposed course is not contained within the MoGT, AAFC members developing the course content should submit it to HQ GTWAAFC for review. Point of contact is Staff Officer Training Cadets (Email: [sotc.gtw@aafc.org.au](mailto:sotc.gtw@aafc.org.au) ) or Staff Officer Training Staff (Email: [sots.gtw@aafc.org.au](mailto:sots.gtw@aafc.org.au) ).

### **Detachment Administrative Processes**

7. The specific guidelines for preparation of an Administrative Instruction are contained in Part 3 of the Manual of Ground Training.
8. The SOGT is responsible for all information contained in the AI for WG activities although the actual publication of the AI may be delegated to a different section of the Operational WG as per local processes. In normal circumstances, the AI should be published not less than three weeks in advance of the commencement of the detachment. This allows one week from the closure of nominations on Cadet One until the publication of the AI to finalise numbers of candidates and messing requirements.
9. Operational WGs are responsible for initial base liaison until responsibility for the DET is formally handed over to the Detachment Commander. The timing for this handover is to be negotiated between the OC Operational WG (or delegate), SOGT and the DETCDR. Unless formally notified otherwise, this would normally be considered to be the submission and acceptance of the Administrative Instruction by the RAAF and publication to the relevant personnel.
10. It is the responsibility of all Directing and Support staff to ensure they are aware of all information contained within the Administrative Instruction for their detachment.

### **Detachment Joining Instructions**

11. Joining Instructions are specific to GTWAAFC and ATWAAFC activities. Joining Instructions should include:
  - a. Type of activity and dates,
  - b. Dates of activity
  - c. Travel Arrangements including dress requirements for travel.
  - d. Uniforms required for detachment.
  - e. Equipment list (if required) including uniforms required for detachment.
  - f. Statement regarding parental consent/ Medical Condition form
  - g. Statement regarding unacceptable behaviour and Cadet code of conduct,
  - h. Contact Phone numbers of Detachment staff in the event of family emergency
  - i. Any special requirements for detachment

- j. Prohibited items.
12. Commanding Officers are responsible for ensuring that their cadets are briefed prior to detachment on all issues contained within the JI and ensure understanding.

### **Course Staffing**

13. All staff and cadets performing the role of Directing Staff or support staff on such a detachment are responsible to OC GTWAAFC for the processes they utilise as they relate to training outcomes on the Detachment. All other personnel management issues are the responsibility of the Operational WG OC. Where follow up with a Directing or Support Staff member is required on issues relating to training outcomes, OC GTWAAFC will involve the WG SOGT and Operational WG OC in that follow up.
14. SOsGT are responsible for managing all Ground Training elements of the detachment including staff nomination and selection, training programs, course reports and other GT processes.
15. All staff filling the roles shown at paragraph 22-25 are to have completed the requisite training courses stipulated in Part 6 of the MoGT.

### **Detachment Exchange Program**

16. Exchanges of personnel between WGs for the conduct of promotional, GST and other detachments provide the AAFC with the ability to share experiences and highlight differences. All positions on detachment are open for exchanges.
17. Members seeking an exchange are expected to have nominated for detachments within their own Operational WG and indicate by nominating for an exchange that they will accept a posting to another detachment similar to what they would normally fulfil within their own Operational WG. Travel costs will be borne by HQ GTWAAFC.
18. Contact will be made with individual members and their respective SOGT post nomination to ascertain their experiences, skill sets and specific dates of availability within the time frame above. This will enable coordination with SOsGT in each of the Operational WGs.
19. Any AAFC member may be approached by GTWAAFC to participate in a WG exchange if it is in the best interests of the AAFC to offer that member an exchange.
20. Dates during which an exchange may be available will be advertised in Cadet One and HQAAFC RIs.

## Approval to attend Detachment

21. Visitors (including AAFC and ADF members) are not authorised to attend AAFC detachments without the prior approval of the DETCDR. Visitors from AAFC Branch, Cadet, Reserve and Employer Support Division, CDR-AAFC, members of the Operational WG executive, HQ GTWAAFC, members of functional WGs, and the Office of the Chief of Staff; may be required to attend the Detachment on activities related to their respective portfolios. These members will make an attempt to contact the Detachment prior to arrival if the Detachment has not been previously advised. DETCDRs should make reasonable efforts to affect such a visit.

## Positions on Detachment

22. All AAFC detachments are to have the following positions. Associated abbreviations are also shown.

- a. Detachment Commander (DETCDR)
- b. Detachment Warrant Officer (DETWOFF)
- c. Chief Instructor (CI)- Promotion courses and Staff Training only
- d. Detachment Training Officer- (TRGO)- all other GTWAAFC detachments
- e. Detachment Administration Officer (ADMINO)

23. The DETCDR, CI or TRGO, and DETWOFF make up the Detachment executive. In the absence of the DETCDR, the CI or TRGO would ordinarily fulfil the role of DETCDR. A DETCDR may choose to have another member fulfil this role if appropriate.

24. AAFC Cadet Promotion course and Staff Recruit course detachments are to include the following additional positions

- a. Course Commander (CSECDR)- Note that a 'course' consists of 24 candidates as outlined in Part 4, Chapter 2 of the Manual of Ground Training.
- b. Course General Service Instructor (CSE GSI). Previously known as a 'Drill Instructor', 'Course NCO', 'Course airmen', etc.

25. Guidelines for the selection of the Directing Staff to fill the above positions are outlined in paragraphs 36-74 below. The requirements laid down in those paragraphs may be varied after consultation with SOTC and/or OC GTWAAFC.

26. When a promotion course is run consisting of a single course of (24) candidates, the position of DETWOFF and CI may also be performed by the CSECSI and CSECDR respectively.

27. **Directing and Support Staff.** Members who provide a direct training input into the candidates are also known as Directing Staff. Members who provide support to the Detachment (such as ADMINO, Medics, etc) are Support staff. There is no prohibition on an ADMINO, MEDIC or other support staff also fulfilling a Directing Staff role either full or part time during the detachment.

28. When reporting in their role as Directing Staff, members are to be known as 'Directing Staff, Course or Flight, Detachment name'. Support staff are to be known as their position- IE MEDIC, ADMINO, etc.

29. In all cases, SOGT is responsible for ensuring that supervision for the purposes of Duty of Care as outlined in the AAFC POLMAN and Part 1, Chapter 2 of the MoGT is complied with.

#### **Authorisation of DETCDR, Chief Instructor and Detachment Warrant Officer- Promotion Course**

30. The positions of DETCDR, Chief Instructor, and Detachment Warrant Officer require approval of OC GTWAAFC. Where the members being recommended is not known to GTWAAFC (known in this case requires the member to have previously conducted a similar role), consultation will take effect with the SOGT and/or the OC Op WG to confirm the recommendation.

#### **Advertising of Courses- Directing and Support Staff**

31. SOsGT are to ensure that expressions of interest to be Directing Staff are to be advertised to the operational WG in sufficient time to allow for the selection of staff and coordination of WG exchanges.

32. Operational WG staff are to advise their availability to SOGT (or delegate) and indicate a preference as to what position or role they would like to fulfil and on which detachment they would prefer to fulfil that role. Offers regarding Directing Staff positions are not to be made until the applications have closed.

33. Whilst SOsGT will make their best efforts to ensure that the final plan takes into consideration the desires of those expressing interest, all AAFC members are advised that the training needs of the organisation (both current and projected) are of a higher priority than any individuals personal preference about what job they feel best suits their skills, abilities and perceived deservedness. The final outcome at all times will be based upon the training outcomes to be delivered.



### Selection of Detachment Commander

34. SOsGT will review the nominations and provide a recommendation to OC GTWAAFC or OC Operational WG (as appropriate for the type of course) for the Detachment Commander. Such recommendations will include:

- a. Names of staff who applied for each detachment and position
- b. SOGT's recommendation.
- c. Type of input taken from Op WG OC (or delegate) regarding recommendation and any dissenting view regarding the recommendation

35. Where the recommendation of the SOGT is in conflict with the view of the Op WG OC, OC GTWAAFC will make contact with both the SOGT and Op WG OC to resolve the matter.

### Selection of Directing and Support Staff

36. Once approval has been received from the approving authority (see above) regarding the Detachment executive, SOsGT can select the remainder of the staff for each detachment. This should be done in consultation with the DETCDR and must take into account both current and future training needs within that Operational WG.

37. SOsGT are to gather appropriate input into the decision making process when selecting Directing Staff. The operational WG OC (or delegate) is to be advised of such selections, and time allowed for comment, prior to offers being made to Directing Staff for course. SOsGT are to take into account such input however final responsibility for the endorsement of Directing staff remains with OC GTWAAFC through SOGT and the DETCDR.

38. Staff who have not completed the requirements of the respective AAFC Initial course are **NOT** to be utilised on **any** WG Detachment as either Directing or Support Staff. Only in the event of no Staff Initial course being conducted will the member be able to attend a Detachment as an **observer** only.

### Offers to Directing Staff

39. An offer of a position for a Directing or Support staff should be made NLT 12 weeks prior to the detachment. Should an offer be rejected by the member then an alternative should be sought by the SOGT and the DETCDR.

40. In the event that the operational WG is unable to provide Directing Staff IAW with the requirements of this Chapter, OC GTWAAFC should be consulted to determine if DS are available from another WG. Transport costs for that member will be the

responsibility of the receiving operational WG unless a formal exchange is approved by OC GTWAAFC.

### **Roles and Selection Criteria- Directing Staff**

**41. Detachment Commander.** The DETCDR is responsible to OC GTWAAFC (through SOGT) for the conduct of all training and support activities carried out by the detachment. They are required to ensure that all relevant GTWAAFC processes are complied with in the conduct of the Detachment.

**42.** The DETCDR is responsible to OC Operational WG for ensuring that WG SOPs are adhered to and for the reporting of issues that may require the follow up of the Operational WG. This includes base liaison issues, staff issues not related to training outcomes and other issues relating to the ability of the RAAF to support the AAFC in that particular location.

**43.** The DETCDR should be an experienced officer holding Flight Lieutenant (AAFC) or higher rank. For promotional course detachments, it is a requirement that a DETCDR have fulfilled the role of CSECDR on previous promotional detachments. In normal circumstances it would be expected that a promotional course DETCDR would have been a CSECDR a number of times (including CSECDR on CUO or CWOFF courses where the DETCDR will be overseeing such course) as well as having performed the role of Chief Instructor.

**44.** Under certain circumstances such as smaller GSTs or WG based Adventurous or Field training, the DETCDR may be a lower rank down to and including WOFF(AAFC).

**45.** Approval for the conduct of a GTWAAFC detachment with a DETCDR of the rank of FSGT(AAFC) requires the concurrence of OC GTWAAFC and OC Operational WG. Consideration will not be given to GTWAAFC detachments with a DETCDR lower than FSGT(AAFC).

**46.** In any case all nominated Detachment Commanders should have completed the requirements of the applicable training course in Part 6 of the MoGT.

**47. Detachment Chief Instructor.** The CI of a promotional Course detachment is responsible to SOGT (through the DETCDR) for the conduct of all training conducted on the detachment. They are required to have direct input into all grades allocated on detachment and are to take a direct interest in ensuring that GTWAAFC processes are complied with especially in the event of academic or promotional attributes failure.

**48.** The CI should be an experienced officer who has previously fulfilled the role of CSECDR on at least two promotional course detachments (preferably one of which would be SNCO level or higher) and has completed the CI course as laid down in the MoGT.

49. **Detachment Warrant Officer.** The DETWOFF is responsible to SOGT (through the CI and DETCDR) for ensuring the welfare, morale and behaviour of a detachment is maintained IAW AAFC POLMAN and GTWAAFC processes.
50. The DETWOFF for promotional course detachments should hold the rank of SGT(AAFC) or above and have completed the requisite training as outlined in Part 6 of the MoGT. Under certain circumstances and with the concurrence of OC GTWAAFC and OC Operational WG, a DETWOFF at the rank of CPL(AAFC) may be permitted. Permission will normally be granted only where the CPL(AAFC) has completed the requirements of the SQN/DET WOFF course as outlined in Part 6 of the MoGT.
51. DETWOFFs at a rank below CPL(AAFC) should only be authorised for smaller specialist courses (Engineering and Trade Training, TVET, GST up to fifty candidates) where a CPL(AAFC) or above is not available. The respective instructor should be specifically briefed as to their role by the DETCDR and closer than normal supervision employed.
52. **Detachment Training Officer.** The DET TRGO is responsible to SOGT (through the DETCDR) for the training on the GST, engineering and trade course or other GTWAAFC auspiced activity.
53. The DET TRGO should be a junior officer with previous experience as Directing or Support staff on the type of course being conducted. The DET TRGO should have completed the SQN TRGO course. Under certain circumstances, the DET TRGO may be authorised at ranks SGT(AAFC) and above.
54. **Detachment Administration Officer.** The ADMINO is responsible to the DETCDR for providing administrative support immediately prior to, during and immediately after the detachment.
55. The ADMINO may be any member holding the rank of CPL(AAFC) or above. DETCDRs should be aware of inexperienced members who are fulfilling the role of ADMINO and provide appropriate supervision.
56. **Course Commander.** A CSECDR is specific role relating to Cadet Promotional and Staff Training. They are responsible to SOGT (through the CI and DETCDR) for the conduct of training of up their allocated course.
57. It is intended that all officers nominating for the position of CSECDRs should have completed the residential phase of the CSECDRs course or have sought RPL for the units covered by that course on the basis of previous experience as a CSECDR.
58. In addition to the above, the following guidelines apply to CSECDR positions on the following courses.

- a. CUO or CWOFF course - CSECDR to have previous experience as a CSECDR on at least SNCO course.
- b. SNCO Course - CSECDR to have previous experience as a CSECDR on JNCO course
- c. JNCO Course - CSECDR to have completed the requisite training course as outlined in the MoGT. It is preferable for the nominee to have previous experience on Promotion course detachments however this may be varied at the discretion of SOGT.
- d. Staff Recruit Course- CSECDR to be approved by SOTS-GTW.
- e. All other AAFC Cadet Training courses - CSECDR for all other courses is at the discretion of SOGT. SOsGT should take into consideration the experience of the member concerned and the type of course being conducted.
- f. All other AAFC Staff Training courses - where the requirement exists for a CSECDR on other Staff Training courses, SOTS is to take into consideration the potential CSECDRs experience in being involved with AAFC staff training roles.

59. Where a CSECDR does not hold the requisite experience as outlined above, authorisation may be granted by OC GTWAAFC on a case by case basis. In these circumstances, the CSECDR is to have greater supervision by the CI, DETCDR and other nominated Detachment Staff.

60. **Assistant Course Commander.** An ASSTCSECDR is responsible to the CSECDR for the oversight and development of the candidates on their course. The Assistant CSECDR role should only be instituted on three distinct occasions.

- a. JNCO Course - All JNCO courses should have an ASSTCSECDR at the rank of CUO. This is to allow the CUO to exercise command and control over the course GSI and course candidates.
- b. SNCO Course - Where the CSE GSI for a SNCO course is required to be a CWOFF (see para 59b below), then SOGT should authorise a CUO as an ASSTCSECDR.
- c. Other courses - For the purposes of allowing a trainee CSECDR to act 'in command under supervision' whilst being assessed. This position would only be at the request of the member themselves or at the requirement of the SOGT. There is no general requirement for a member to hold the position of ASSTCSECDR whilst being assessed for completion of the

CSECDR course as outlined in Part 6 of MoGT as long as they are under supervision of the CI.

**61. Course General Service Instructor.** A CSE GSI is responsible to the CSECDR (through the ASSTCSECDR, if applicable) for the direct supervision and development of the course candidates in drill, ceremonial and 'general service' skills. CSE GSIs should have completed the Drill Instructor course as outlined in Part 6 MoGT or CWOFF course as outlined in the Part 4 Chapter 5 and have the following pre requisite experience.

- a. CUO or CWOFF Course - CSE GSI to hold the rank of SGT(AAFC) or FSgt(AAFC) and have previous experience as a CSE GSI at SNCO course level. OC GTWAAFC may authorise CUO or CWOFF Course GSI to be at the rank of CPL(AAFC).
- b. SNCO Course - CSE GSI to hold the rank of CPL(AAFC) or above. Previous experience as a GSE GSI on JNCO course is considered desirable. CSE GSI at the rank of LAC/W(AAFC) may be permitted upon authorisation of SOGT if Staff training requirements identified above have been met. Authorisation of AC/W(AAFC) or CWOFF requires the approval of SOTC and/or OC GTWAAFC.
- c. JNCO Course - CSE GSI should normally be a CWOFF. Where a JNCO CSE GSI is an airman, no CUO Assistant CSECDR shall be allocated to that course.
- d. Staff Initial Course - CSE GSI to be approved by SOTS but should normally be a SGT(AAFC) or above.

**62.** SOsGT may authorise a second CSE GSI on a promotion course where the addition of such a member provides additional development opportunities for the member(s) concerned. The role in this case should not be seen as assistant 'to' the CSE GSI but rather as a fully functioning member of the course Directing Staff.

**63.** A CUO is not to be utilised as a CSE GSI. The role of CSE GSI is not consistent with the role of a CUO.

#### **Office of the Chief Instructor**

**64.** On promotion courses where there is more than one type of promotion course running, the Chief Instructor shall be provided with support staff to enable the adequate supervision and enactment of various responsibilities of the role. This support staff should not number greater than five.

65. Such roles may include:

- a. Programs Officer (PROGO). Responsible to the CI for amendment and publication of the DET training program to all staff and course.
- b. Exams Officer (EXAMSO). Responsible to the CI for the coordination of all academic assessment activities conducted by the detachment.
- c. IT Coordinator. An officer or airman experienced in the field of instructional technique who is able to coordinate the instruction and assessment of IT on promotional courses.
- d. FC SME. An officer or airman experienced in the subject matter of fieldcraft who coordinates the instruction of fieldcraft and assessments of FC competencies on the FCEX.
- e. LD SME. An officer or Senior NCO experienced in facilitating leadership experiential exercises who coordinates the conduct of formal LD exercises. Development is also to be provided to LD facilitators.
- f. Course Coordinators. An officer or SNCO who coordinates the activities of a number of courses all of the same type- IE multiple courses of JNCO, SNCO or CUO on the same detachment.

### **Use of CUOs and CWOFFs on Detachment**

66. CUOs and CWOFFs are to be utilised on AAFC promotion courses and detachments in accordance with the AAFC Youth Development and Training philosophies. Whilst the roles of ASSTCSECDR and CSE GSI are viewed by GTWAAFC as the ideal roles for CUOs and CWOFFs to fulfil, they are not the only roles that a CUO and CWOFF are able to fill on an AAFC detachment. CUOs and CWOFFs may fill support staff roles - particularly in the office of the Chief Instructor (paragraph 64 - 65) and may also fill Directing Staff roles without having been appointed to the role of ASSTCSECDR and CSE GSI.

### **Directing Staff nomination procedures**

67. Staff are to notify the dates of their availability and the role that they wish to fulfil on a particular detachment. Staff may be offered an exchange where the dates of their availability and the role required in another WG match up.

68. Operational and Functional WGs may be able to provide members with a letter for their employer if they require one. WG SOPs should detail this process.

### **Use of Guest Lecturers**

69. The use of guest lecturers for appropriate subjects on AAFC detachments is encouraged however their interaction should be restricted to their area of expertise. This may include but is not limited to:

- a. Leadership - Senior Officers or other subject matter experts of the ADF for part or all of the subject
- b. Air Power - Senior officers of the RAAF or other ADF subject matter experts for part or all of the subject
- c. Drill and Ceremonial - RAAF WODs or MSIs for part of the subject. Note that formal inclusion of these members as Directing Staff or holding the position of CSECSI or CSECDR may not be appropriate - see paragraph 73 below.

70. Whilst guest lecturers provide an invaluable experience for AAFC members, they may not possess the requisite knowledge to appropriately assess cadets in areas of Promotional Attributes or Leadership. Members who are actively involved as Directing Staff must have an ongoing involvement with the AAFC on a week to week basis.

71. Where the use of a guest lecturer is utilised, cadets should be briefed before hand that that it is NOT a contest as to whom can impress the guest with the greatest knowledge of ADF matters.

### **Use of Auxiliary Instructors on Detachment**

72. Auxiliary staff are defined in the POLMAN as those who ADF members who perform a 'full time' AAFC role. As such, the use of auxiliary staff on AAFC detachments follows the same guidelines as those listed above for AAFC members.

73. Where a SQN has an auxiliary staff member on their establishment who does not engage with the SQN on a week by week basis (such as former cadet who has been appointed to the ADF as an OFFCDT or other trainee), they are to be utilised in the manner as described for a guest lecturer. This is because the assessment of AAFC cadets on promotion courses and supervision of cadets on GSTs and other DETs requires an intimate knowledge of AAFC training philosophies and understanding of duty of care principles as it applies to AAFC cadets.

74. Note that there are no restrictions on ADF (or civilian) SMEs providing support and guidance on a particular subject matter (such as weapons handling, etc) or commenting on observed behaviour by cadets and staff.

### **Advertisement of GTWAAFC Courses**

75. CadetOne is the preferred method by which AAFC members nominate as candidates for GTWAAFC courses. Courses should be open for nomination by candidates not later than 12 weeks prior to the activity. They should close not later than four weeks prior to an activity.

76. Use of CadetOne for Directing Staff positions is not required due to the extra information required which CadetOne is not able to capture.

77. COs are to ensure that cadets meet all course pre-requisites as outlined in Cadet One and/or the MoGT. COs must also ensure that cadets who have nominated for detachment are endorsed in the preferred order at the closing date of the detachment. Selection is automatic upon allocation by the Operational WG GT Flight. Reserve cadets will also be selected utilising this procedure.

78. Where multiple activities are scheduled to run at the same time and the possibility exists that cadets will have nominated for more than one activity, SOsGT should close the activities and endorse the candidates 2-5 days separately to each other. The email notification to cadets when they are accepted on course reminds the cadets to remove their nomination from other courses with conflicting dates. An engineered solution within CadetOne to solve this problem is too complex for implementation at this time.

79. SOGT is responsible for ensuring that equitable distribution (by SQN establishment) occurs on WG courses. The use of the 'allocate places' function on CadetOne meets the intent of this paragraph. CadetOne takes into consideration the establishment of the respective unit when granting places where the course is over subscribed. GT Flights are to avoid where possible the individual selection of candidates but rather leave it to the automated function.

80. Specialist Courses should be advertised on CadetOne specifying any qualifying criteria that a cadet or staff member is required to meet. Cadets and staff who do not meet these criteria are not to nominate for such a course.

### **Travel 'on duty' to/from AAFC Activities- Cadets**

81. **Method of Travel.** All Cadets travelling to/from detachment, camps or courses (including WG CRG and NCRG activities) are to travel by the designated method unless permission has been obtained from the CO - SQN activities; Operational WG OC or delegate - WG courses; or the activity or Detachment Commander - GTWAAFC, ATWAAFC and other nationally sponsored activities such as CDF Challenge and ADFC



Careers and Lifestyle camps. Procedures to be utilised for cadets seeking permission to travel in a method contrary to that directed by the activity AI are to be published in SQN or Operational WG SOPs. For national activities, contact the Point of Contact annotated on the Joining Instruction.

**82. Supervision of Cadets.** Cadets are *not* required to be escorted by AAFC staff under all circumstances. The overarching principal is that the level of supervision is to be commensurate with the experience and maturity of the cadet and the nature of the intended travel. This is consistent with duty of care and the concept of risk management - as opposed to risk aversion.

**83. Risk Assessment for Travel.** When organising travel to/from Detachment, coordinating officers are to conduct a risk assessment of the proposed method of transportation and take appropriate steps to mitigate identified risks. The level of supervision required for travel to/from a particular activity will vary based on some or all of the following criteria.

- a. Experience and maturity of cadets. CUO candidates require less supervision than JNCO candidates or inexperienced cadets travelling to a GST. CUOs, CWOFFs and Cadet SNCOs travelling to WG CRG or NCRG meetings would normally require no escort.
- b. Type of travel (Air, Rail, Bus). Different forms of transport have different levels of risk. Trains are much less supervised than is bus or air travel.
- c. Transit points. Where a transfer is required between travel methods (rail to bus, bus to airline, etc), consideration will need to be given to whether the cadet needs to be supervised to ensure the connection is made correctly and safely. This supervision may not be needed if the cadet is experienced, mature and has explicit instructions as to the transfer methodology.
- d. Size of group travelling. A larger group may have greater supervision requirements depending on their experience and maturity.

**84.** Travel for each individual cadet should be considered on the respective merits of the risks faced by that particular cadet rather than making a blanket ruling affecting all cadets. The following serves as a guide as to the types of supervision that may be required.

- a. CUOs and CWOFFs would normally require no escort when travelling on duty irrespective of whether they are travelling on their own or in a group. They are expected to be able to escort subordinate cadets on all modes of transport. There is no general prohibition on CUOs and CWOFFs utilising any designated mode of transport including taxi cabs.

- b. When a cadet other than a CUO or CWOFF is travelling by bus either on their own or in a small group they are under the supervision of the bus driver. Cadets in these circumstances are to be appropriately briefed prior to embarkation on circumstances in which to seek assistance from the bus driver and means by which to contact AAFC staff in the event of mishap during the journey.
- c. At transit points where a junior cadet (CCPL or below) is required to change from one mode of travel to another, WGs should ensure that there is supervision available to ensure the transition is made successfully. This supervision may include CUOs and/or CWOFFs who may or may not be travelling as part of the group. For Cadet SNCOs, consideration needs to be given as to the type, duration and relative locations of the transit to determine the appropriate supervision requirements.
- d. When a SQN or large group of cadets (greater than 15) is travelling by public bus, boat or rail transport (as opposed to private hire coaches, charter flights, etc), consideration should be given to a greater level of supervision. This can include additional CUOs and CWOFFs or airmen and airwomen.

**85. Travel by Own Means.** 'Own Means' travel is where the individual cadet is required to travel to/from the activity utilising their own private arrangements. This normally occurs when a cadet lives locally to the departure point or respective facility being utilised. Joining Instructions and Activity Briefings will specify the required report time at the Detachment or designated meeting point. Cadets are to adhere to this report time.

**86. Dress- National/ Wing Activities.** The dress for travel to/from Detachment by candidates and escorts would normally be Service Dress. Civilian clothing may be authorised by the DETCDR for specific cadets if a risk assessment deems this to be the preferred option. DETCDRs do not have the authority to authorise the combination of civilian attire and AAFC uniform.

**87. Dress- Squadron Activities.** On SQN activities, cadets may travel in the dress authorised by the OIC of the activity. This may be DPCU, SD, Flying Dress, Mess Dress, or civilian clothing depending on the nature of the activity. OICs are to exercise common sense on the selection of uniform. There is no prohibition on cadets travelling on public transport wearing DPCU when the wearing of DPCU is appropriate to the activity.

#### **Travel to/from Detachment- Directing and Support Staff**

**88.** Staff travel to/from detachment is normally coordinated by the respective staff members in consultation with the DETCDR and Operational WG taking into

consideration supervision requirements of cadets on public transport. Where staff have elected to utilise and been granted permission for 'own means' travel, no claim for vehicle or other travel expenses is possible. Where staff have been designated UOC they are entitled to claim vehicle expenses. Details are listed in POLMAN for the claiming of such allowances. The travel method is normally advised in the administrative instruction.

89. CUOs and CWOFFs performing in the role of Directing or Support Staff are to seek approval from Op WG OC (or delegate) to confirm whether they are able to utilise 'own means' to travel to/from Detachment or whether travel by other methods may be required - such as escorting subordinate cadets. Where permission to travel by 'own means' is granted, the DETCDR is to ensure that the individual cadets are briefed regarding adherence to road rules and other risk factors that may be applicable such as driver fatigue - this may be delegated to the CO of the SQN. CUOs and CWOFFs are to confirm explicitly with the DETCDR as to whether other cadet Directing or Support Staff are able to travel with them in the same vehicle when travelling by 'own means' or 'UOC'.

90. An arrival and departure log is to be kept of all Directing and Support staff formally arriving and departing the detachment. Short periods of leave from the detachment are not required to be kept in the arrival/departure log although the duty officer must be aware of their movement and a notation made in the Duty Officer log.

91. **Dress.** When travelling on duty and escorting cadets, staff are to wear the dress of the day. When travelling on duty at other times, staff should wear the dress as directed by the activity commander.

### **Instructional Periods**

92. The standard instructional period on Promotional and Staff Training courses is 50 minutes with the syllabi and learning outcomes structured around this time frame. Consideration **MUST** be given in the training program to candidates having a reasonable break between instructional periods (normally ten minutes) and to allow for transit from one instructional area to the next.

93. Instructional periods on other GTWAAFC courses are to be set according to the local conditions and the content to be covered. A balance between content and the amount of time between breaks must be considered by Directing Staff. In any event, cadets must be provided with the opportunity to have a break at least every two hours.

### **Fitness to Attend and remain on AAFC Detachments**

94. All cadets selected for attendance at AAFC courses of training should be physically fit at the commencement of the course. This means being able to complete the course

without regular medical attention for pre-existing medical conditions or suffering from an injury or other medical condition which requires special arrangements to be made.

95. Any medical conditions, allergies or special meal requirements are to be notated on the CadetOne generated parental consent form.

96. All cadets are to ensure that they are to bring sufficient quantities of any medication, which they are presently using to detachment with them.

### **Working Hours**

97. Quality training is based upon striking the right balance between the amount of content to be covered and the amount of time each day spent on formal instruction. A quality training outcome will not occur when instructional periods continue into the evening for multiples of days during detachments. AAFC training programs are physically and mentally demanding on cadets and there must be adequate time for relaxation and review of course content.

98. **Working Day.** There is to be no formal counselling, interviews, inspections, instruction or assessment of candidates prior to 0715hrs or after 2100hrs.

99. The working hours above do not preclude the ongoing assessment of a candidate's Promotional Attributes and Leadership which continues for the duration of the detachment. This also does not preclude Directing Staff discussing minor issues informally with the candidates outside of the hours detailed above (at breakfast for example) and taking note of these discussions in the Promotional Attributes log (see Part 4, Ch 2 for the Promotional Attributes log).

100. **Reveille.** Reveille for an instructional day should not to be earlier than 0600. Where local operational issues require reveille prior to 0600, the working day described in this section shall be amended accordingly.

101. Conduct of PT or other teamwork activity designed to foster morale and esprit de corps within a course are not to be scheduled prior to reveille or after the nominated lights out.

102. **Stand Down times.** This provides time for a cadet to study, prepare uniforms, prepare barracks and relax and recharge for the next duty day. Chief Instructors and Training Officers will ensure that cadets are provided with adequate stand down times during the detachment for these purposes.

103. There is no prohibition on the Detachment providing a set activity for stand down times such as a cinema evening, skit night or other 'fun' activity.

**104. After Hours work.** Instructional periods on promotional courses run after dinner may only average once every three instructional days. After dinner instructional periods are not to be scheduled on more than two *instructional* evenings in a row.

**105.** This principle does not preclude the scheduling of two instructional evenings for a candidate and then a formal interview or counselling session occurring on a third evening.

**106.** Optional tutorials may be scheduled on any GTW detachments at any time but must conclude by 2100hrs. These would include extra coaching and development in practical skills such as Instructional Technique, map reading, etc. Chief Instructors considering utilising these tutorials must take into consideration the impact these tutorials are likely to have on the candidates' ability to prepare adequately for the next day.

**107.** After hours work on GST or staff training courses should only occur where a specific activity or visit requires such work.

**108. Lights Out.** Adequate rest forms an important part of a cadet's ability to complete the training program. Lights out times for are to be specified in the Detachment Standing Instructions. The specified lights out time should ordinarily allow for eight hours but not less than seven hours rest before reveille. Candidates on the Under Officer and Warrant Officer courses are to be provided with some flexibility regarding lights out arrangements for their own course. The application of any flexibility is to be managed by the Course Commander in consultation with the Detachment Chief Instructor and/or Detachment Commander.

**109. Directing Staff.** Directing and support staff are to be aware of the OH&S implications of long working hours as well as the impact that those hours can have on the standard of quality instruction provided to candidates. Detachment Commanders are to ensure that directing and support staff manage their workload to ensure that they are able to meet their instructional and assessment obligations. Except in the case of an emergency or other specific duty (such as duty officer requirements), staff should not work beyond 2300hrs.

### **Dress and Associated Issues**

**110.** The appropriate working dress (dress of the day) for each detachment will be specified in the Detachment Standard Instructions and are to be worn in accordance with the guidelines laid down in AAP5135.001 Manual of Dress. Permitted working dress for GTWAAFC activities may be:

- a. Disruptive Pattern Combat Uniform
- b. Service Dress.

- c. Overalls and CWDs (Engineering and Trade Training only.)
- d. Tropical Dress (IAW AAFC POLMAN)

111. Service dress shall only be worn as dress of the day when the specific situation requires, or at the direction of the DETCDR. Such situations could involve the laundering of DPCU or the type of activities being undertaken that day warrants the wearing of Service Dress. Such activities may include visits to public facilities such as war memorials or other places of interest.

112. There is no prohibition on cadets wearing another form of dress when undertaking instruction from subject matter experts - IE fire fighting dress or PT dress- however variations to dress of the day from those types of dress detailed above are to be authorised by OC GTWAAFC and OC Operational WG.

113. Whilst uniformity of dress within a course is desired during working hours, it is not a requirement for the entire detachment to be in the same uniform on the same day unless specific reasons exist. Such reasons could include DETCDRs parade, course photos, etc. IAW the RAAF Manual of Dress, Directing Staff do not have the authority to direct that jumpers are to be worn or not to be worn during a normal working day- including daily parade. These are 'optional' items and may be worn at the members' discretion subject to duty of care issues.

114. Personnel engaged in outdoor activities are to wear appropriate protective clothing. An approved 30+ sun-block cream should also be applied per manufacturer instruction, to exposed areas of skin to protect against sunburn.

115. Working dress or neat civilian attire is suitable for course participants to wear to evening mess. Course participants shall not be required to change uniforms for evening meals. Officers and Senior NCOs should conform to specific mess requirements.

116. **After Hours Dress.** Dress after hours for course candidates is to be considered as 'neat casual'. Directing and support staff are not to enforce any requirement for all cadets in a particular course to be in the same shirts, shorts and shoe during stand time. This does not limit the ability of staff to enforce a standard of dress when an individual wears civilian attire that may be offensive or inappropriate.

117. **Mess Dress.** CUOs and CWOFFs are permitted to wear Mess Dress (as entitled) at occasions appropriate for their wear. Members are not to be prohibited of wearing Mess Dress simply because other members of the course do not have or are not entitled to wear Mess Dress.

118. **Carriage of Water bottles.** Each candidate is responsible for maintaining a healthy level of hydration each day. This should involve candidates carrying a water bottle to all classes - particularly drill and other outdoor activities. Wearing of water

bottles on a web belt in DPCU and Overalls is encouraged. Considerable time is wasted by candidates utilising bubblers or other drinking fountains during instructional periods. Drill instructors should consider the use of 'rest' periods during drill instruction for candidates to be able to hydrate. Camelbaks and similar hydration devices may be worn at any time in the appropriate uniform when outdoors. Directing Staff should be aware of potential OH&S issues when camelbaks are worn during leadership exercises and when undertaking drill and ceremonial instruction.

119. There is no requirement for Directing and Support Staff to wear a water bottle in the manner prescribed however they are to ensure that they set an example by having ready access to a water supply. For Course GSI and other staff who spend lengthy periods of time engaged in physically strenuous activities, a 'sports' water bottle would meet the intent of this paragraph.

120. **Course T-Shirts.** Where a course orders t-shirts or other apparel for their course the logo, course name and/or motto should be of a conservative nature and not bring discredit on the RAAF and AAFC. All course T-shirts and mottos will be approved by the DETCDR.

121. **Grooming.** Cadets and staff are to ensure they comply with the requirements of AAP5135.003 Manual of Dress.

122. **Sunglasses.** AAP5135.003 Manual of Dress provides guidance on the wearing of sunglasses. For the avoidance of doubt, members of the AAFC are encouraged to wear sunglasses when outdoors on GTWAAFC detachments at all times except for ceremonial parades or when a greater safety issue precludes them being worn. A daily parade is not a ceremonial parade and sunglasses may be worn at this time.

123. **Night Attire.** Cadets must ensure that appropriate night attire is worn at all times. This includes the need for the night attire to be suitable in the event of a barracks evacuation.

### **Carriage of Identification**

124. The PH299 is the approved cadet ID when attending GTWAAFC detachments. All cadets must carry their PH299 with them at all times when on Detachment. Directing Staff may audit these books upon arrival on detachment however should ensure that the PH299 is returned to the candidates as early as practicable.

125. All officers and instructors are to ensure that they carry and display the approved AAFC ID card IAW base security protocols.

126. Civilian Instructors are to obtain a Visitor's Pass from SECPOL at the Pass Officer in accordance with Base Security orders.

## Use of vehicles on Detachment

127. Except in the case of an emergency no staff member may drive an ADF vehicle unless they comply with the ADF administrative requirements regarding the driving of such vehicles. (See POLMAN Part 8)

128. Cadets who were granted permission to use 'own means' to arrive on detachment and drove a private vehicle are not to utilise the vehicle for Detachment or private purposes except in the event of an emergency. Except in the case of an emergency cadets are not to drive ADF vehicles at any time.

129. At all times staff should ensure that they comply with the ADFC Vehicle policy.

## Daily Routine

130. The following paragraphs provide guidance as to the conduct of GTWAAFC detachments and the issues that affect the conduct of detachments.

131. **Detachment Training Program.** The strict adherence to timings shown in the training program is necessary to ensure that all instructional and assessment activities are carried out. The Training program should be issued to each course or Flight to enable them to move between instructional locations.

132. Amendments to the training program should be published as needed. Where a change is made, the training program should be annotated and advice provided to the Detachment so that all members are aware of which version of the training program is the current version. This may be done by the use of numbers, letters or catch words.

133. Directing and Support Staff are not to make changes to the training program without consulting the CI or TRGO.

134. **Daily Parade.** Each instructional day on promotion courses and GSTs should commence with a daily parade conducted on the most appropriate area designated for drill instruction. This provides candidates on promotion course with the opportunity to practise parade positions required as part of their Drill and Ceremonial assessment and candidates on GSTs with the opportunity to standardise the format and practise drill and ceremonial skills. It also ensures that cadets' dress is appropriate for the instructional day ahead. In times of extremes of cold, the daily parade may be moved to a time of day that is more appropriate

135. The format of the daily parade is to conform to the latest advice provided by the RAAF. Consultation should occur with the base WOD to confirm specific details. Cadets should perform the parade in flights of courses or other method most appropriate. Staff on initial courses conducted at the same location and time as a GST or promotional detachment should also participate in the parade when their drill skill levels enable.



136. Directing and Support Staff are not required to attend the daily parade unless it is designated as a Detachment Commanders Parade and staff are required to attend. A DETCDR parade shall not occur more than once per week.

137. **Weekends.** On weekends where breakfast is at a later time, the daily parade may be completed before breakfast. Consideration should be given as to the likely impact of this on base residents with respect to noise. The requirements of paragraphs 97-101 with respects to working hours remain.

138. **Sick parade.** This will normally be conducted at the same time as the daily parade although it may be varied by the DETCDR. Cadets should report at this time any illness or injury which they believe will affect their ability to complete the training program. Failure to report injuries for candidates on promotion course may affect promotional attributes assessment. For further information on sick parade see paragraph 214.

139. **Church Parade.** Cadets should be offered the chance to attend chapel if they desire. Detachment Commanders are to liaise with the base Chaplain to determine arrangements. Where suitable services are not available on base, Detachment Commanders should make reasonable efforts to organise attendance at civilian institutions of an appropriate denomination.

140. **Duty of Care.** Staff-to-cadet ratios are to comply with the guidelines outlined in PolMAN and Part 1 of the MoGT.

141. **Ad-hoc opportunities.** When a significant ad-hoc opportunity arises for cadet to engage with Defence (such as flight in service aircraft or access to weapons training) Detachment Commanders should take all reasonable steps to ensure that the AAFC can take advantage of the opportunity. This should be balanced with the requirements of the training program - particularly on promotion courses where initial and supplementary assessments are to be factored into the considerations.

### **Managing impacts of Extreme Weather**

142. The nature of AAFC training means that many courses are scheduled for the height of summer and winter. Instances have occurred in the past where AAFC members have been doing drill and other physically strenuous activities in extreme heat or cold. This is not conducive to an effective learning environment and may breach duty of care requirements by placing candidates and Directing Staff at undue risk. Where possible, outdoor activities should be conducted in shaded locations or under trees. Directing Staff are to continually monitor personnel for signs of heat stress or extreme cold during outdoor activities and be prepared to modify their training program accordingly.

143. Caution is advised when the temperature is above 30 degrees Celsius and below 15 degrees Celsius and consideration should be given to the impacts of humidity and/or wind chill have on a particular activity. Chief Instructors and Training Officers are to take into account their Duty of Care to candidates when scheduling activities such as drill and other physically challenging activities in these circumstances. During the conduct of exercises in such times, Chief Instructors and Training Officers are to liaise regularly with Directing Staff regarding the specifics of the training environment.

144. When an activity is required to be modified due to extremes of climate, Chief Instructors and Training Officers may elect to schedule such activities in the evening. The requirements of paragraph 98-100 do not apply if the candidates are given the equivalent time as stand down during the day.

145. Further guidance on managing extreme heat is available from the ADF Heat Stress policy issued in October 2006.

### **Detachment Standing Instructions**

146. Each detachment is to publish standing instructions regarding the conduct of the detachment. At a minimum they should include guidance in the following subject areas.

- a. Working hours including lights out if not annotated on the training program,
- b. Times at which barracks must be in inspection conditions
- c. Working dress and associated issues requirements of working dress,
- d. Duty periods for duty officer and duty member as well as contact details.
- e. Out of bounds areas
- f. Details of sick parades
- g. Emergency procedures for fire and medical including phone numbers
- h. Non saluting areas.
- i. Catering and meal times
- j. Safebase and security issues
- k. Variations to the duties laid down in Annexes to this part of the MoGT

- l. General statements regarding specific conduct and discipline issues including practical jokes and skylarking.
- m. Room set up for the purpose of inspections

147. It is the responsibility of all personnel associated with the Detachment to ensure that they have a full working knowledge of Detachment Standing Instructions. All Directing and Support staff are to sign the declaration shown in Annex A to that effect. Any Staff member who requires further explanation of any part of the instructions is to approach this matter with the Detachment Commander.

### **Detachment Briefings**

148. Detachment Commanders are responsible for ensuring that all Directing staff, Support staff and candidates on detachment are aware of the policies and guidelines governing the conduct of the detachment. All briefings are to be tailored to the respective audience. A briefing on the requirements of the AAFC Behaviour Policy contained in Part 2 Ch 6 of the PolMAN to a group of LCDTs on their first course would be targeted at a younger audience and a briefing to CUO or CWOFF candidates would be a more mature briefing.

149. DETCDRs will ensure that all Directing and Support staff are briefed on the following issues as soon as possible.

- a. AAFC Youth Development philosophy
- b. AAFC Training philosophy
- c. AAFC Assessment principles
- d. ADFC Behavioural policy and fraternisation
- e. ADFC OH&S policy and reporting methods
- f. Working hours IAW this chapter,
- g. Natural justice,
- h. Record keeping
- i. Compliance with GTWAAFC policy and directives

150. DETCDRs will ensure that all cadets are briefed on the following issues as soon as possible after arriving on Detachment. Where cadets arrive at a detachment late in the evening, the first five points MUST be briefed prior to lights out on the first night to a

level that will enable the cadets to deal appropriately with a situation that may occur prior to a more complete brief.

- a. AFDC Behavioural policy and fraternisation including actions that will be taken in the event of non-compliance. Specific mention is to be made regarding the use of mobile phone to harass by use of photos or sms.
- b. Emergency procedures - fire and medical
- c. Contact details for the duty personnel
- d. Prohibited items including any amnesties that apply.
- e. OH&S requirements and reporting methods
- f. Support staff introduction and roles

151. For promotion courses, the DETCDR should ensure that the following briefings are carried out by the Chief Instructor and/or respective CSECDR (as appropriate).

- a. AAFC Youth training philosophy
- b. Course graduation requirements
- c. Specific comment regarding assessment of Promotional Attributes and Leadership
- d. Assessments that will be undertaken

152. Subject to the direction of the Detachment Commander, Detachment Warrant Officers are to ensure that all cadets are briefed on the following issues.

- a. Adherence to time table
- b. Reinforce OH&S requirements regarding sunscreen, headwear and water consumption.
- c. Conduct and discipline
  - i. Movement around base
  - ii. Bounds
  - iii. Noise
  - iv. Use of instructional facilities
  - v. Practical jokes and skylarking
  - vi. Use of mess facilities
  - vii. Use of Chain of command

- d. Security of personal equipment and valuables
- e. Health and welfare
  - i. The requirement to bathe daily
  - ii. Adequate rest
  - iii. Adequate sustenance
- f. Church Parades (if appropriate)
- g. Cadet duty rosters
- h. Inspection requirements

### **First Aid Log**

153. A log is to be maintained on all first aid administered by AAFC personnel and forwarded with the end-of-detachment report to SOGT. Similar entries are to be made for any medical aid provided to a cadet by either ADF or civilian medical practitioners.

### **Detachment Nominal Rolls**

154. The Detachment ADMINO is to ensure that an accurate nominal roll is kept of all cadets and staff attending the detachment.

### **Damage to ADF/ADFC property**

155. Any damage to property and buildings is to be reported to a Directing Staff member and/or the Detachment Duty Officer as soon as possible. A written report is to be submitted by personnel concerned. Where such action is found to have been due to negligence or malicious intent then disciplinary and/or administrative action may be taken. Cadets on promotional course detachments are counselled that such events may have an adverse impact on their promotional attributes assessment.

### **Harassment and Fraternisation**

156. Allegations and instances of harassment and fraternisation are to be managed IAW the AAFC POLMAN and AAFC behavioural policy.

### **Care of Valuables**

157. All members attending an AAFC detachment are advised that they are fully responsible for the security of their own belongings and funds. The AAFC will not accept responsibility for the loss of any item of value or funds left unsecured.

158. The AAFC will **NOT** take into safe keeping any item of value unless the item is determined to constitute a risk to the barracks.

### **Prohibited Items on Detachment**

159. Cadets are not to take onto Detachment, consume or have in their possession the following items

- a. Alcohol
- b. Tobacco of any kind
- c. Recreational or other drugs not of a medicinal nature,
- d. Firearms or weapons of any kind.
- e. Any item that may cause offence, including pornographic material.

### **Alcohol and Cigarettes - Directing staff**

160. Staff are not to smoke whilst indoors or whilst moving around the Base and should only smoke in areas designated for that purpose. Where there is no designated area, the DETCDR shall designate an appropriate area.

161. Staff will not partake of any alcoholic beverages whilst on duty. Staff are to ensure that their actions when partaking of alcohol bring do not bring discredit upon the AAFC. Staff are not to interact with cadets when under the influence of alcohol or suffering the effects of alcohol consumption.

162. No cadet acting as Directing or Support staff is to partake of alcohol or tobacco at any time under any circumstances. This prohibition extends to cadets over the legal age for the consumption of alcohol. This prohibition also includes any social nights held off base by staff and/or candidates during the conduct of the course.

### **Movement around Base and Bounds**

163. Detachment Commanders are to ensure that cadets move around ADF facilities in accordance with base standing instructions. All AAFC members are to use paved areas for movement. Grassed areas are not to be used as a short cut except in an emergency.

164. Cadets are to march around ADF/ADFC establishments as a course or in Flights. Two cadets will march side by side. Three or more cadets will march as a flight with one cadet taking charge. When appropriate a Flight of cadets utilising a roadway should have access to and wear high visibility vests on at least the outside rear marker and the

Flight Sergeant. Except in an emergency, cadets should not move around the base individually.

**165. Out of Bounds.** DETCDR must outline the areas which are out of bounds to cadets and staff within the Detachment Standing Instruction or Detachment Standing Instruction. The following areas are out of bounds to Cadets except during programmed times or unless authorised by the appropriate Directing or Support staff member.

- a. the Base swimming pool,
- b. the dry canteen,
- c. the Base cinema,
- d. other base section or facilities, and the
- e. course lecture rooms
- f. all accommodation areas other than the Cadet's own Barracks, and
- g. the Officers and Sergeants Messes (except for CUOs and CWOFFs utilising the respective messes) and the Airmen's Club,
- h. flight lines and operational areas
- i. Detachment HQ unless on specific tasking or reporting for a reason
- j. Medical centre

**166.** Cadets are not to leave their designated accommodation area after lights out except in cases of emergency, an authorised evacuation drill or other official purposes as authorised by Directing or Support staff.

**167.** Additional information should be incorporated to adhere to local detachment Standing Instructions and Wing policies.

### **Leave during Detachment**

**168.** Cadets will not be granted leave without the authority of the Detachment Commander or delegate. Where the request for leave impacts on the ability of the cadet to be assessed for promotional attributes or leadership, the Course Commander and/or the Chief Instructor should also be consulted.

**169.** Leave may be granted to Staff at any time during Detachment provided it does not interfere with the training/administration program or breach Duty of Care requirements.

All applications for leave are to be authorised by the Detachment Commander or delegate.

### **Carriage of Mobile Phones**

170. Detachment Commanders are not to prohibit mobile phones on AAFC detachments unless in exceptional circumstances. Candidates are permitted to utilise their mobile phones during stand down time until lights out. Breaks between instructional periods and meal times are not considered to be stand down.

171. To prevent allegations of inappropriate use and distraction to other members on detachment, personnel should give due consideration to the use of their mobile phones. Taking pictures of other cadets with a mobile phone camera without permission may breach the ADFC Behavioral Policy

172. A phone may be used at any time in the event of an emergency to summon Directing/Support staff or emergency services.

173. Breaches of this policy may result in the mobile phone being confiscated.

174. Directing and Support staff who are required to carry a mobile phone during detachment are to conform with the requirements laid down in AAP5135.003 Manual of Dress.

### **Taking of Photos**

175. All AAFC members are warned that it is an offence to take photos of ADF assets (buildings and equipment) without permission. All candidates should seek the guidance of Directing or Support Staff before taking pictures. The DETCDR is to ensure that liaison occurs with the respective Base Security regarding specific base requirements.

### **Base Security**

176. DETCDRs should seek advice as to the latest security requirements affecting the respective ADF facility from Base Security or other point of contact on the facility.

### **Staff Meetings and Briefings**

177. DETCDRs are to ensure that regular briefings are held with Detachment staff to keep them appraised and to seek feedback on issues affecting the Detachment. The detachment ADMINO should keep note of action items raised in these briefings.

### **Facilities Management**



178. At the commencement of the detachment, the DETCDR must ensure that any barracks and instructional facilities are inspected. Damage to the barracks and/or instructional facilities is noted and referred to the applicable base representative for rectification.

179. Damage to facilities must be reported to a Directing or Support staff members as soon as possible.

180. The DETCDR is responsible for ensuring that policies and procedures relating to the security of buildings utilised by the AAFC - especially those regarding the signing in/out of keys - are adhered to at all times.

### **Barracks Management**

181. The Detachment Warrant Officer should ensure that rosters are constructed to ensure the cleanliness of the barracks area. Where a commercial service provider is employed by the facility to ensure the cleanliness of public areas such as common rooms and ablutions, members of detachments are to ensure that the areas are neat and tidy to ensure that they are able to be cleaned appropriately.

182. Showers, toilets and all other wet areas are to be scrubbed and disinfected daily. Rooms are to be swept and mopped where necessary and all rubbish bins emptied. Windows and doors are to be left open (provided that they are fly screened) to allow for cross ventilation of living areas. Towels and shoes should be allowed to air.

183. Where a commercial service provider conducts cleaning of barracks common areas, AAFC members are only required to ensure the cleanliness of those areas not covered by the cleaning contract.

184. The DETCDR will ensure that the barracks are supervised in an appropriate manner. Barracks orderlies are not required to be posted where such duties may be carried out by either senior course candidates, NCOs or CWOFFs.

185. The Detachment Warrant Officer is to ensure that a Bedding Plan for each accommodation block is prepared. Copies are to be attached to the barrack notice board and/or door to each room, placed in Duty Member logbook and, submitted to Detachment Orderly Room.

186. All fixed lighting is to be turned off when not in use. Electrical appliances including heaters, table lamps are to be switched off and unplugged at the wall socket at all times when not in use. Personal electrical appliances (shavers, hair driers, iron, alarm clocks, etc) are to be secured in the owner's locker during the hours allocated to daily Barracks inspection. Irons are to be allowed to cool before stowing away.

187. Clothing is only to be washed in the laundry and dried in the areas provided for this purpose only. Other equipment such as boots and webbing are to be cleaned outside of the barracks or in areas where damage will not occur to carpets, either in rooms, on verandahs or outside. Ablution areas are not to be used for hand washing or cleaning items of kit. Shoes and boots are not to be dried in the tumble driers.

### **Daily inspection of cadet barracks**

188. Inspections are a necessary part of AAFC detachment routine to ensure communal hygiene and general standards are maintained. Inspections are permitted of a cadet's living space including cupboards for this purpose. Care should be taken that the inspection is not misconstrued as a 'search'. See paragraph 195 below.

189. Cadet Barracks may be inspected at any time daily during working hours as directed by the DETCDR in Detachment Standing Instructions. At other times the barracks are not required to be at inspection order but they are to remain neat with personal items correctly stowed.

190. Daily inspections are to be conducted by the DET WOFF, Duty Officer and/or duty member and another Directing or Support staff member. Care should be taken to ensure that both male and female inspecting staff are present when conducting an inspection of mixed quarters.

191. Barrack inspection must be done methodically and with care and respect for all equipment and clothing. Faults noted, particularly those that deal with health risks must be explained to the Cadet at the next convenient time.

192. Items out of place (eg cupboard items) are to be carefully laid on the Cadet's bed. Any faults with the bed are to be highlighted either by placing the item in an obvious place or by utilising a post it note or other form of notification. Under no circumstances are Directing Staff to over turn beds or otherwise 'trash' items to highlight a deficiency.

193. Course Commanders are to be notified of continual problems, so counselling can be arranged.

194. Specific information to cadets regarding room layout and inspection requirements is to be promulgated in Detachment Standing Instructions.

### **Searches**

195. There is no general power for an AAFC member to search another AAFC member. AAFC members are entitled to a reasonable level of privacy. All AAFC members attending AAFC detachments must understand that their attendance implies direct consent to the provisions of this section. If a cadet refuses to submit to an inspection as provided in the following paragraph without reasonable excuse, the cadet

is to be removed from detachment and their authorised parent, guardian or custodian informed accordingly.

196. In the event that a staff member forms a reasonable suspicion that a course candidate is carrying prohibited item(s), they should inform the DETCDR. The DETCDR, if he forms a reasonable suspicion, should arrange for an inspection of the cadet's personal effects at the earliest opportunity. In the event that prohibited item(s) is located during an inspection, it is to be surrendered to inspecting staff immediately. As appropriate, the DETCDR is to ensure the prohibited item(s) is secured. If the prohibited item(s) involves a breach of law, the DETCDR must contact the parents of the cadet. Civilian police may need to be contacted. If the DETCDR is in any doubt he should seek guidance from Op WG OC or CDR AAFC. Further guidance on these areas is available Part 6 in Command training modules as to limitations upon DETCDRs in these circumstances.

197. Where a staff member forms a reasonable suspicion that a course candidate is carrying prohibited item(s) and the prohibited item(s) poses an immediate or imminent risk of harm to that person or another, the staff member may make reasonable attempts to secure the prohibited item(s). This may involve searching property and removing the prohibited item(s). In such cases, it is expected that emergency services would be contacted as an immediate priority.

198. AAFC personnel must not conduct a personal body search.

### **Segregation of Male and Female Cadets in Barracks**

199. There is no general prohibition on male and female cadets being accommodated in the same barracks as long as separate ablution facilities are available for males and females. Every effort should be made to provide to ensure a clear distinction between male areas of the barracks and female areas. This may be achieved by having male and female cadets on separate floors of the barracks.

200. Where accommodation on separate floors is not possible (such as occurs in some transit quarters), the DETCDR should ensure that all cadets are well briefed on the respective bounds within the barracks and the actions that will be taken against cadets breaching these bounds.

### **Hygiene**

201. Staff are to ensure that Cadets maintain a high level of personal hygiene. Particular attention should be shown to the regularity and importance of bathing and the laundering clothing. Cadets on promotional detachments who are not able to maintain personal hygiene place a favourable Promotional Attributes assessment at significant risk.

## Duty Personnel

202. The role of the duty personnel is to manage the day to day administrative issues that arise on the detachment. Detachment Standing Instructions will detail the times that a duty period starts and finishes. Officers and SNCOs are to be rostered as Duty Officer. JNCOs and other airmen and airwomen will be rostered as the Duty Member. The Duty member is administered by the Duty Officer. Instructions for Duty personnel will be issued by the DETCDR.

203. Cadet Under Officers and Cadet Warrant Officers may be rostered as Duty Officer and Duty Member respectively however when this occurs a member of the Detachment Executive (DETCDR, CI/TRGO, DETWOFF and ADMINO) must be rostered as the Duty Staff Officer who will provide oversight, guidance and support for the cadets performing these roles.

204. Contact details for the duty personnel should be published in Detachment Standing Instructions.

205. DETCDRs shall ensure that where AAFC staff are not able to stay in the same blocks of accommodation as cadets that there is adequate supervision and cadets are aware of methods of making emergency contact with the duty member and other AAFC staff.

## Course and Barracks Orderlies

206. Cadets not on promotional courses will normally be under the charge of cadet NCOs who will be responsible for the cadets when in barracks. Course orderlies should be utilised when all course candidates are of the same rank such as occurs on promotional courses. Further information regarding the use of course orderlies in these circumstances can be found in Part 4, Chapter 2.

## Behaviour and Discipline

207. Cadets are not to fraternise or socialise with other personnel either service or civilian with the exception of programmed activities such as the End of Course Parade.

208. Cadets are not to partake in any form of gambling while in Detachment.

209. Souveniring of any military equipment and removal of range produce (spent cartridges etc) is strictly prohibited and subject to military action, civil prosecution as well as AAFC administrative action.

210. Any breaches of policy are to be dealt with IAW principles outlined in the various chapters of Part 2 MOGT. Where a CSECDR is utilised, any breaches should be

reported to them in the first instance. Generally, the CSECDR will deal with the incident in consultation with the DETCDR.

211. Where a formal counselling session occurs or interview takes place, a Record of Conversation is to be completed and distributed as detailed.

### **Administrative processes relating to Parental Consent forms**

212. The Detachment Administration Officer is responsible for ensuring that three copies are made to these documents with the original maintained by the Detachment HQ, and one copy held by the cadet and the other copy forwarded to the Base medical facility.

213. All medical conditions, food allergies and special meal requirements are to be noted down in the applicable format.

### **Sickness**

214. Sick Parade is conducted at times set by the Detachment Commander and published in Detachment Standing Instructions. Cadets who report sick are to be assessed by a medical professional. This may be done by a qualified staff member on detachment or by taking the member to either the ADF medical facility or to a civilian medical facility for assessment.

215. In the event that a member is forced to seek medical attention other than from Defence, payment may be required for the consultation if bulk billing is not available within the medical practice. This expense may have to be met by the individual members if the illness was not a result of an injury sustained whilst on duty.

216. Personnel who fall ill at times other than Sick Parade are to notify Directing or Support staff.

### **First Aid**

217. The Detachment Administration Officer or Detachment First Aid Officer is required to ensure the completion of a medical log for all treatment of AAFC personnel. Information returned from the medical facility is to be retained with the medical log.

### **Hospitalisation of a Cadet on Detachment**

218. If a cadet is admitted overnight in a medical facility contact should be made with the next of kin at the first available opportunity. This should be done by the most appropriate person with knowledge of the specifics of the reason for the admission and the current status of the cadet. In all circumstances an officer (CSECDR, DETCDR or

ADMINO) shall make contact with the cadets' next of kin to and provide follow up information as requested by the next of kin.

219. The Duty personnel are to ensure that the members' kit and personal equipment is secured. Regular follow up of the members condition by the duty officer or other delegated staff should occur for the period of the hospitalisation.

### **Emergencies**

220. **General.** The immediate safety of personnel injured or ill and other AAFC members is the first priority in any emergency situation. The senior member present will ensure that appropriate medical and/or fire service assistance is sought from any and all available sources. Nothing in the following instructions shall preclude a cadet from summoning all appropriate emergency services should they deem the situation requires it. DETCDRs are to ensure that all necessary emergency contact numbers are promulgated as part of Detachment Standing Instructions.

221. AAFC personnel are to ensure that the relevant ADF authorities (including the ADF Duty Member if outside of normal working hours) are informed if civilian emergency services are called to assist an AAFC detachment held on ADF facilities.

222. Directing and Support staff in charge of cadets when an emergency situation arises are to manage the immediate reaction to the emergency as required.

223. **Fire.** Relevant extracts from Base Fire Orders are to be displayed in each Barracks. All personnel are to familiarise themselves with these orders and be aware of the personal actions and responsibilities they have in case of fire or other reason for building evacuation.

224. **Medical.** Cadets not under direct supervision of Directing or Support staff are to attempt contact with any AAFC personnel in the event of a medical situation that requires assistance. This does not preclude contacting civilian or ADF medical personnel if the senior member present feels the action is necessary.

### **Transport Home for Cadets who withdraw or are withdrawn from course**

225. The guardians of a candidate are to be appraised of the reasons for the withdrawal from course (own decision or course failure) and any concern regarding the emotional state of the cadet. If any doubt exists over the ability of the cadet to travel by public transport, the AAFC will require the parents to collect the cadet from the Detachment.

226. If the decision is made by both the family and the detachment for the cadet to travel other than by family means then the AAFC is to conduct a risk assessment as to the suitability of the transportation method and, if found appropriate, arranges the

transport. Ongoing liaison is to occur with the cadet's guardians regarding finalised transportation methods and actual departure and forecast arrival times.

### **Critical Incident Reporting**

227. In the event of a critical incident, the DETCDR is to contact a member of the WG executive (OC, XO, SOGT, SOMS) or other member designated by WG SOPs as soon as possible. WG SOPs should publish contact details for relevant personnel.

228. In the event of an accident or incident which has resulted in the injury, the Detachment Administration Officer is required to ensure that a Defence OHS Incident Form AC563 is completed.

### **Allowances**

229. Payments of Part/Full Day and other allowances will be made by DEFPAC directly into the member's bank account. Staff are responsible for individually submitting claims for payment on forms prepared from data in CadetOne. Further information regarding Allowances can be sourced in AAFC PoIMAN.

### **Flights in Service Aircraft**

230. DETCDRs are to ensure that any cadet who has their parental consent form annotated as not being permitted to take part in air familiarization flights does not take part in such experiences.

231. A flight manifest is to be provided in the appropriate format to the respective ADF contact person coordinating the flight. A copy of the manifest is to be retained on the Detachment File.

232. A member of staff should accompany all groups of cadets on any flight. Whilst the supervision and duty of care of cadets is the primary concern the following serves as a guide as to how flights should be allocated where such places are limited:

- a. Airmen who have never flown before,
- b. Airmen who have flown before,
- c. Officers who have never flown before, and
- d. Officers who have flown before.

233. Under no circumstances are staff or cadets to arrange for their own flying. The only personnel authorised to arrange flying is the Detachment Commander or delegate.

## Physical Training

234. Where possible PT should be conducted under the direction and supervision of a qualified PTI. If a PTI is not available then PT may be conducted with Directing Staff applying normal duty of care principles.

235. Where multiple courses are running on the same detachment, the DETCDR will ensure that all courses coordinate their demands on the PTIs with respect to equipment and access to PT facilities.

## Post Detachment Reports

236. Detachment reports provide an opportunity for review and reporting of significant issues that occur during a detachment. The course report is to be completed within two weeks of the completion of the detachment and forwarded to OC Operational WG, AFLO, DPE, SOGT and OC GTWAAFC. AFLOs will forward relevant details to DADMIN-AAFC to follow up with the ADF.

237. All WG detachments should have Course report that includes the following information

- a. Type of course and dates
- b. Number of cadets who commenced the detachment and the type of course being undertaken by them
- c. Introduction statement regarding any issues in the lead up to the detachment
- d. Detachment Facilities. Specific issues regarding the facilities utilised by the detachment. These should consist of:
  - i. Accommodation Facilities
  - ii. Instructional facilities (if appropriate)
  - iii. Other facilities utilised by the detachment (if appropriate)
- i. Base support received. Where appropriate, this should be broken into the respective sections and include the types of action taken to show the appreciation of the AAFC to the respective sections. Other information would include:
  - i. Messing arrangements including numbers of meal consumed in each mess



- ii. Medical support provided to detachment- where minor support was provided, a copy of the medical log would suffice.
- j. Notes regarding the any issues affecting the conduct of the training program - a copy of the training program should be attached as an Annex.
- k. Directing and support Staff (both staff and cadets) and any issues that affected the performance of the conduct of the Detachment.
- l. Details regarding any failures by candidates of the course graduation requirements.
- m. Details regarding any recommendations for deferred assessments
- n. Details regarding major First Aid issues- note that this is not about medical issues relating to specific first aid cases but about the structural issues associated with administration of First Aid.
- o. Major incidents involving AAFC members
- p. Any breaches of AAFC policies and procedures- including non-adherence to policy as laid down in the MoGT.
- q. Recommendations to HQ GTWAAFC regarding policy or syllabi
- r. Recommendations to Operational WG regarding policy or processes.



# Manual of Ground Training

## Part 4

### Chapter 2

## AAFC CADET PROMOTION COURSES

### COMMON PRINCIPLES

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## AAFC PROMOTION COURSES

### Aim of AAFC Promotion Courses

1. AAFC promotion courses aim to provide candidates with the requisite knowledge and management skills to perform the respective rank within the AAFC. Cadets who successfully complete an AAFC promotion course will be eligible for consideration for promotion to the respective rank subject to establishment vacancies, and upon recommendation by their Commanding Officer, in accordance with the **AAFC Policy Manual** DI(AF) AAP 5110.001 (POLMAN).

### Selection of Cadets for Promotion Course

2. Commanding Officers are responsible for the selection of cadets that are sent on promotion courses. COs should only select cadets who they feel will be able to meet the graduation requirements (including promotional attributes) after suitable instruction of the respective promotion course. These requirements are shown in the following chapters for each promotion course:

- a. JNCO Course Chapter 3
- b. SNCO Course Chapter 4.
- c. CWOFF Course Chapter 5.
- d. CUO course Chapter 6.

3. Squadrons may utilise any appropriate content from the Squadron Training Course to provide a basis for selection for course.

### Required standards and qualifications of Cadets before attending promotion course

4. The ongoing development of cadets is a SQN responsibility. A CO is to ensure that every available opportunity is afforded to the newly promoted cadet to practice, apply and develop the knowledge and skills taught on course, as well as provide a useful asset to the Squadron.

5. The standard that a cadet needs to attain prior to undertaking the next promotion course is to be competent in all aspects of their current rank. Realistically, a cadet who meets only the minimum standard for their current rank will find it difficult to meet the higher expectations of the new rank. SQNs who do not provide the opportunities and feedback necessary for NCOs to develop their instructional, planning, supervision and management skills at SQN level place their cadets at significant disadvantage in being able to meet the expectations of the next promotion course.

6. Ground Training Wing strongly recommends a period of at least 12 months between JNCO and SNCO course. Historical data suggests that cadets who have this time between courses have a much higher chance of successfully completing the graduation requirements of the course.

7. COs are reminded that they are not to send cadets on promotional course detachments in the 'hope' that the candidate gets through or otherwise expected the candidate to fail but felt the experience would be 'good' for the cadet concerned. Failing a course is never 'good' for a cadet - particularly if they have been sent on a course before they are ready. COs who consistently send cadets on detachment who are found to not meet minimum standards will be expected to justify their decision to the Operational WG OC (or delegate).

8. **First Aid Certificate- CUO and CWOFF Candidates.** CUO and CWOFF candidates are required to have in their possession at the commencement of the respective CUO and CWOFF courses a **current Senior First Aid Certificate, or its industry accepted equivalent.** This is a mandatory pre-entry requirement for the CUO and CWOFF courses respectively.

9. Cadets who have not completed the required First Aid training (and been found competent) by the commencement of the CUO or CWOFF course are to be removed from the course. No staff member may authorise a candidate to remain on detachment where they have not satisfied this criteria.

10. As per AAFC POLMAN, currency in first aid must be maintained whilst holding the rank of CUO or CWOFF.

### **Expected Experiences of Cadets prior to attending Promotion Course**

11. Cadets attending promotion course are expected to have completed the 'expected experiences' listed at the beginning of the respective promotion course syllabi. Cadets who have not had these experiences place themselves at a disadvantage in being able to successfully meet the course graduation requirements. A CO may elect to send a cadet on course without one or all of those experiences however they need to be confident that the cadet is an above average candidate who will be able to cope with the lack of relative experience.

### **Barrier Testing**

12. WG coordinated barrier testing is not to be conducted for promotional course detachment as readiness for attendance on a promotion course is assessed most appropriately by the respective SQNs as per para 1-11 above. COs may run their own form of pre selection IAW the guidelines in paragraph 14-16 below

### **Briefing of Cadets before attendance on Course**

13. COs are to ensure that candidates attending course have had access to the relevant sections of the MoGT prior to the commencement of the detachment. Cadets selected by their SQN to attend a promotion course are to be briefed on the following issues prior to course:

- a. Subjects instructed on the course
- b. Types of assessment for each subject
- c. The requirements regarding instructional technique and associated preparation required before attending course.
- d. Specific mention of Promotional Attributes and Leadership assessments,
- e. Dress, bearing and discipline expectations,

### **Pre Course Training and Selection**

14. Squadrons should not be utilising content from the promotional course syllabi in the conduct of Pre course training as this causes disruption if the instruction at SQN level differs from that given on the Promotion course. Rather the focus of Pre Course training is to be on the competencies expected of the candidate at their current rank.

15. The conduct of appropriate leadership experiential activities, interviews, and other forms of basic Promotional Attributes assessment is permitted. Squadrons are not to utilise leadership experiential activities that cadets would be likely to experience on course.

16. The briefings required at paragraph 13 above may be conducted as part of pre course selection.

### **Pre Course Workbooks**

17. Pre-course workbook covering content from the promotion course syllabi for completion by candidates prior to course and forming part of the assessment for the course must be approved by OC GTWAAFC (through SOTC) prior to implementation.

18. A SQN who develops a pre course workbook for use by it's cadets to prepare them for promotion course are to submit them to SOTC (through SOGT) for approval and consideration for wider application.

### **Field Promotions**

19. The authority for the promotion of cadets is delegated to the CO with CadetOne being the instrument that makes such a promotion possible. No cadet is to be promoted beyond their current rank unless CadetOne indicates that the cadet may be. This means that no cadet is to be 'field promoted' for duxing a promotional course.

### **Location**

20. AAFC promotion courses may be held on RAAF Bases and AAFC training locations. Operational WGs are to ensure that instructional and accommodation facilities are adequate. Accommodation in tents is not suitable for the conduct of AAFC promotion courses.

### **Length of Instructional Period**

21. The instructional period is 50 minutes duration. Breaks between periods may be varied to suit local requirements but shall be not less than five minutes. Breaks between periods must also allow adequate time for cadets to transit between one training location and another.

### **Course Size**

22. Course sizes are set at 1:24. This is considered an appropriate size for the course content and for the effective assessment of promotional attributes and leadership. The syllabi contained in Part 4 of the Manual of Ground Training are optimised for 24 candidates.

23. Course sizes larger than 24 (but not greater than 30) should normally be utilised to enable WG exchanges of candidates, or for a single type of course where the number of candidates would exceed 24 but not exceed 30. When multiple courses of the one type are required (such as a WG conducting three JNCO courses concurrently) the course size may exceed 24 in order to facilitate candidates attending from smaller WGs.

24. A WG may seek to increase the course size to not more than 30 candidates as long as the following criteria are met:

- a. CSECDR to be experienced in the role for the type of course being conducted,
- b. Additional suitably qualified and experienced Directing Staff who can assist with the course,
- c. Suitably experienced Detachment Executive to provide a greater level of oversight to the respective Course,



- d. Suitable facilities- instructional and support facilities must be conducive to maintaining the correct learning environment. ie no over crowding of instructional facilities. .

### **Sequence of Instruction**

25. The sequence of instruction is to be determined by the Detachment conducting the course but theory and practical work is to be balanced and coordinated to facilitate the ability of the candidates to build upon theoretical knowledge with practical skills.

### **Course Assessments**

26. At the completion of the course, assessments are to be made as either 'Distinction', 'Credit', 'Pass', 'Not Completed/Withdrawn' 'Deferred Assessment' or 'Fail', annotated on Annex A as 'D', 'C', 'P', 'X', 'W' or 'F' respectively.

27. Scores and percentage figures are not to be shown on Annex A.

### **Inclusion of Weapons Training on Promotion course**

28. Weapons' training is not included in the respective syllabi of the promotion course. Where a WG elects to provide opportunities for cadets to undertake weapons training then the course is to be extended by the appropriate time to allow for this to occur. Details regarding Weapons Training are contained in Part 5 of the MoGT.

### **Fitness to Attend AAFC Promotional courses**

29. All cadets selected for attendance at AAFC courses of training should be physically fit IAW Part 4, Ch 1, Para 94 of MoGT.

30. If a cadet sustains an injury or illness which precludes them from carrying out their normal duties then the cadet is to be removed from course. Exceptions to this rule will only be made in the final 20% of the course where the injury does not preclude the conduct of more than one practical assessments and the Course Commander is satisfied that the candidate has met the promotional attributes requirements. In this case the procedures relating to deferred assessments are to be followed.

### **AAFC Promotion courses and VET**

31. Embedded within AAFC promotion courses are aspects of VET awards - specifically the Certificates of Business (Frontline Management). Further information can be obtained from training Officer Vocational Education [trgovet.gtw@aafc.org.au](mailto:trgovet.gtw@aafc.org.au) or Staff Officer Cadet Training –GTW [sotc.gtw@aafc.org.au](mailto:sotc.gtw@aafc.org.au).

### Course Administration

32. Course administration should take into account the following subject to local conditions.

- a. Intake Administration
- b. Medical and sick parade
- c. Outward Clearance
- d. Church Parades as required

### Chief Instructors Briefing

33. Prior to the first instructional lesson the Chief Instructor will brief all candidates on the expectations regarding their performance on course. This will include:

- a. AAFC training philosophy
- b. Staff who are available to assist candidates to meet graduation requirements
- c. Mutual obligation of cadets to work hard to achieve a satisfactory result. Directing Staff will match candidate's efforts in trying to get them to pass the course.
- d. Other issues specific to the running of the course.

### Course Commander Briefing

34. Prior to the first instructional lesson the Course Commander will brief the candidates in their course of the expectations that they have of their performance on detachment. This may include such issues as:

- a. Introduction of ASSTCSECDR (if appropriate) and CSECSI
- b. Introduction of other CSE instructors
- c. Explanations as to instructional areas and associated bounds and requirements
- d. Expectations that CSECDR has of the candidates

- e. Specific issues regarding Promotional Attributes and Leadership Assessments.

### **Use of CadetOne**

35. CadetOne is the method by which assessments are recorded by the AAFC. No other method is to be utilised without prior approval from OC GTWAAFC. Recommendations for changes to CadetOne are to be included in the End of Course report by the Chief Instructor or forwarded to the SOGT.

### **Study time and Supervision of Barracks**

36. Adequate time must be allowed for private study if desired by the candidates. This can be achieved by adhering to the guidance in Part 4 Ch 1 Para 97-106 of MoGT regarding working hours. Given that promotion courses are about accepting responsibility, Directing Staff are to avoid formally scheduling study time into the training program. This does not preclude staff from directing that a particular candidate will study a particular area when their performance in that subject area is less than meets the graduation standard.

37. The Chief Instructor is responsible for ensuring that Directing staff are available for academic assistance if desired. A balance needs to be struck between providing assistance to cadets in the barracks during stand down and crowding the barracks with Directing Staff thus inhibiting the ability of the Senior Courses to manage the barracks effectively. (See Part 4, Ch 5 & 6 of MoGT regarding expectations of senior course to manage subordinate courses). As per Part 4 Ch 1 Para 202-205, 'supervision' of the Barracks is the responsibility of the Duty Officer and the Duty Member and therefore any other staff in the barracks area are to be for the academic benefit of the cadets or to be on a specific task.

38. In cases where male and female Cadets are required to study together, designated study areas and times are to be arranged by the respective Directing Staff in consultation with the CSECDR and/or CI.

### **Interview with Candidates**

39. The purpose of the interview is to provide the candidates with feedback on areas where they are performing well and any areas where improvement is possible or required to meet course graduation requirements. There is also the opportunity to gain information as to the candidates motivation and also allows them to raise any significant issues with the course in private with the Directing Staff. Therefore the interviews should not be conducted in the first 1/3 of the course. The interview should take no longer than 15-20 minutes. Interviews should be conducted with SNCO, CWOFF and CUO candidates. 'Group discussions' may be conducted with JNCO candidates.

40. The interview panel would ideally consist of the CSECDR, Assistant CSECDR (as appropriate) and CSECSI. Where no ASSTCSECDR is allocated to the course, a third Directing or Support Staff member should be utilised.

41. Interviews may be scheduled for the evening but must not extend beyond 2100hrs. Interviews are not formal instructional time and so may be scheduled as a 'third night' – as per Part 4, Ch 1. Para 1-4-106 of MoGT. CSECDRs should be aware of the work load that interviews place on Directing Staff.

42. Dress for interviews may be at the discretion of the candidate concerned. CSECDRs are to be mindful of the extra load placed on candidates if they specify a particular order of dress.

43. Interviews also provide an important opportunity to develop and assess subordinate staff. It should be noted that under no circumstances is the CSECDR to allow this development or assessment to interfere adversely with the feedback provided to the candidate. The CSECDR maintains the responsibility for the conduct of the interview.

### Assessment Scheduling

44. When possible, assessments should be scheduled to allow a full calendar day between each separate assessment.

45. Practical assessments such as occur in DC and IT may be scheduled at the same time with half the course attending one type of assessment whilst the other half of the course is attending the other assessment. This allows assessments to be conducted more quickly.

46. Multiple assessors of the same practical subject (such as IT and DC) are permitted. Where this occurs the CI should appoint a coordinator or each subject area to ensure that scores are moderated between assessors.

### Assessment of Drill and Ceremonial

47. Each promotion course is to assess Drill and Ceremonial (DC) as a single subject made up of components. A display of competency is required in **each individual component** of the subject to pass the relevant course. Components should be retested as supplementary assessments where weaknesses are identified. Usually poor performance will reflect in all components, however, a significant anomaly must be investigated and the CSECDR and CSECSI (DI) are to make a decision based on maintenance of minimum standards in consultation with the Chief Instructor.

48. Up to four (4) components of Drill and Ceremonial are assessed on promotion courses, relevant to the course attainment levels, and weighted accordingly as a percentage of the total mark. The areas to be assessed are:

- a. **Personal Drill Assessment (PDA).** The Personal Drill Assessment assesses the candidate's ability to perform set drill movements correctly by deducting marks for each part of the body moved or placed incorrectly. A selection of 20 movements is advised to the candidates 24 hours before the assessment. The form at annex B3 is used for this purpose.
- b. **Command and Control (CC).** The Command and Control Evaluation assesses the candidate's ability at drilling or marching a Squadron. The command and control evaluation sheet is shown at annex B2. This assessment looks at the candidate's abilities in the following areas:
  - (1) Voice projection.
  - (2) Confidence in command.
  - (3) Use of correct words of command.
  - (4) Dress and bearing.
  - (5) Personal Drill whilst in command.
  - (6) Fault Correction.
- c. **Mutual Instruction Exercise (MI).** The Mutual Instruction Exercise assesses the candidate's ability to effectively teach specified drill movements. Each candidate is to be advised as to the movement that they will be required to teach 24 hours before the assessment. The mutual instruction exercise evaluation sheet is shown at annex B1.
- d. **Theory Examination (TE) (SNCO onwards).** The Theory Examination tests the candidate's theoretical knowledge of drill terminology and the understanding of concepts behind drill instruction, discussed during the respective classroom lessons, which cannot effectively be assessed during the practical assessments. The theory examination is set and assessed in the same way as other theory examinations.

### **Personal Drill Assessment- Directing Staff**

49. Prior to instructing Cadets, all Course GSI are to undertake a Personal Drill Assessment with an appropriately trained AAFC member or RAAF MSI. Detachment Warrant Officers are encouraged to involve the base WOD and/or MSIs in these matters.

## Instructional Technique IT

50. Other than JNCO, the assessment of Instructional Technique consists of both a theory and a practical assessment. ITx(T) and ITx(P) where 'x' denotes the type of course - 'S' SNCO, 'W' CWOFF, 'O' CUO.

51. Instructional Technique theory is to be concluded prior to the practical assessment so that cadets may obtain the benefit of theory instruction and can then apply the skills taught in ITx(T). The assessment tool for ITx(T) is the written examination.

52. Instructional Technique (Practical) requires **up to** two (2) short lessons of 8 - 10 minutes duration (minimum and maximum times) to be presented by each course member. The subject material of one lesson must be a compulsory or elective subject contained in the Basic, Proficiency or Advanced/Elective Stages of Home Training. Cadets are free to choose from any stage of training to provide their lesson, irrespective of the level of promotion course they are attending. The other lesson may be free choice. The term "free choice" means the cadet may choose a subject of his/her choice provided the topic chosen is generally related to the AAFC training or aviation in some way. Subjects that are obscure in their relationship with the AAFC are discouraged. The discretion lies with the IT Instructor. There is no prescribed preference for either topic - free choice or Training stage - to be the first lesson. It is in essence, a choice for the course member.

53. The purpose of the lesson is not to impart knowledge in the usual sense to the class (hence the 8-10 minutes) but more importantly to provide an opportunity for the candidate to display instructional skills and methods taught during all previous ITx(T) series of lessons, and to consolidate skills developed during home training, i.e. at Squadron level. Fundamental to the cadet promotional system, is the underpinning development of cadet NCOs which occurs during home training under supervision, between promotion courses.

54. The ITx(P) lesson also provides an opportunity for assessment by the IT course instructor(s). The purpose of the first lesson is to consolidate all IT skills possessed by the candidate, at the relevant attainment level, and to allow a critique by other candidates and the course instructor. Self-analysis is a key function for the candidate undertaking their first lesson. This is the principal aim of the first lesson on promotional courses and, obviously, to a lesser extent on the second lesson. However, some constructive feedback should still occur with the second lesson.

55. Following the critique from the first lesson, candidates should have time to review the second lesson and, as such, some clear improvement over the first lesson should be evident. There is no requirement for public critique to be undertaken at the completion of the second lesson unless a major training issue can be identified and brought to the attention of the group. An instructor may privately critique the candidate's second attempt so as to achieve immediate feedback on any faults detected during the presentation.

56. The criteria for ITx(P) assessments are shown at annex C to this Chapter. Ideally, at least two instructors should be assigned to the ITx(P) assessments for independent evaluation. Candidates must reach an acceptable standard in at least one of their lessons. This standard is determined by the expectations of the candidate at their target rank, based on the criteria listed in each course syllabi. The overall mark for ranking purposes for ITx(P) is based upon an equal combination of both lessons presented by the candidate. On larger courses, it is advisable to appoint a co-ordinator to facilitate standardisation of assessments.

### **Lecture Assessment Form (Annex C)**

57. The Lecture Assessment Form provides the broad criteria for the practical assessment of all ITx(P) candidates. Distinction between courses is to be achieved by reference to the respective Attainment Levels required for the relevant promotion courses. It is based upon the concept that the essential components for effective and meaningful IT assessment are common, only the personal skill levels change

### **IT Instructor Assessment and Counselling (Critiques)**

58. The principal aim of assessment and feedback of the assessor is to improve the candidate's performance. Feedback on performance should be conducted IAW the procedures outlined in Part 1, Ch 3, Annex A of the MoGT. Assessors should:

- a. Know how to use the proforma at Annex C
- b. Have a working knowledge of the subject area of instructional technique; and
- c. Have the respect of the candidate being assessed.

### **Fieldcraft Exercise- FC**

59. The practical skills taught on all promotional courses are to be applied during a field craft exercise (FCEX) on course. The field craft components across the various courses are assessed in the following manner:

FCJ Practical (Graded)	Annex D3 & D4 No Theoretical
FCS Practical (Unassessed)	Annex D2 Theoretical
FCW Practical (Graded)	Annex D1 & D4 Theoretical
FCO Practical (A & B) (Graded)	Annex D1 & D4 Theoretical

*The Practical skills taught on all promotional courses are to be applied during a field craft exercise on course.*

**60. FCEx Overview.** The FCEx can be centered on a search and rescue exercise, navigational exercise or similar scenario, provided it allows for the demonstration of criteria which are necessary to be assessed for each FCx syllabi. Where appropriate, and if available, the AAFC Detachment conducting the promotion course is to seek the aid and assistance of the Base Ground Defence Section.

**61.** The DETCDR is to appoint a suitably experienced officer or SNCO to coordinate the Fieldcraft Exercise and to be the Operations Officer in the field. CUO Course candidates, IAW the course syllabus should prepare the operational plan for the activity under supervision. It is important to note that a competent member of the AAFC or RAAF before execution MUST approve the exercise plans constructed by the CUO candidates. This should be conducted as an ongoing training process of submitting the plan and revision over a number of days.

**62.** Assessment components for FCx (P) are provided in Annex D4. As an assessment guide, the following scores graded on a scale of 1-5 (no fractional scores, e.g. 3.5) are to be used for each of the criteria. In order to satisfactorily complete the assessment, candidates must demonstrate a clear display of competency in each criterion. If during the course of the exercise, there is no opportunity to assess a candidate in a particular competency, the assessing member may question the candidate on a scenario that deals with that area. The assessment guide for FCEx is shown in Annex D4.

**63.** Given the logistical nature of assessing a large number of cadets, the entire exercise is best conducted in syndicate groups of 4-5 candidates under the direct observation of directing staff.

### **Physical & Recreational Training- P&RT**

**64.** There is no specific assessment of P&RT on any AAFC promotion course. However the assessment of P&RT will provide candidates with the opportunity to demonstrate their abilities in areas such as leadership and organisational skills. This will form a component of both Leadership and Promotional Attributes assessments. Candidates should be advised at the DETCDR/CSECDRs briefing at the start of course that their involvement in P&RT will be assessed through Leadership and Promotional Attributes.

### **Promotional Attributes- PAs**

**65.** Personal attributes are the individual traits and behavioural characteristics displayed by every person. In assessing cadet's ability to accept responsibility within a rank structure, the AAFC places personal attributes into a promotional context. True leadership is based on more than academic ability and instructional technique. It is based also on the personal leadership traits and behavioural characteristics of the leader and this fact must be reflected in the promotion of cadets through the cadet rank structure and the granting of increasing levels of responsibility. Thus the assessment of



cadets' **Promotional** Attributes is an important and necessary aspect of the conduct of promotion courses and, more generally, the fostering of leadership in AAFC cadets.

66. A positive determination must be made in regards to Promotional Attributes. Directing Staff must be assured that a candidate is fully able to meet the requirements of their new rank immediately upon graduating from the course in order to consider the cadet having met the PA assessment criteria. A cadet who has not demonstrated these requirements or whom staff believe will meet the requirements if given six months to mature before promotion to the next rank will have been deemed to have **not** met the graduation requirements of the Promotional Attributes assessment.

67. In order to maintain consistency and objectivity in the assessments from all instructors, all cadets should be assessed as a minimum against the criteria set down in the **Promotional Attributes Assessment Form** (Annex E1) which should be completed in accordance with the **PA Assessment Guide** (Annex E2). Cadets under assessment should be provided with copies of these documents at the beginning of the course.

68. The CSECDR is responsible to the AAFC for ensuring that the national standards are maintained and promoted, and that every candidate is clearly aware of their role and the expectations placed upon them given the rank to which they aspire.

69. Promotional Attributes are assessed on a Pass/Fail competency basis. No deferred assessment is allowed for Promotional Attributes as the course environment can not be adequately replicated at SQN or WG level. No CSECDR or DETCDR is authorised to 'pass' a cadet on Promotional Attributes but recommend that any promotion by the CO be deferred for a period of time.

### **Leadership**

70. This relates specifically to the cadets ability to utilise effective processes in order to achieve a particular task. The outcome of the particular task is less important than the cadet demonstrating effective leadership abilities and processes in the execution of the task. Cadets must positively demonstrate that they have the leadership abilities to undertake responsibilities at the proposed rank.

71. Cadets are to be graded using Leadership Assessment Form (Annex F1). Directing Staff will utilise the Leadership Assessment Guide (Annex F2) in conducting this assessment. Cadets under assessment should be provided with copies of these documents at the beginning of the course.

72. No deferred assessment is allowed for Leadership Practical as the course environment can not be adequately replicated at SQN or WG level. No CSECDR or DETCDR is authorised to 'pass' a cadet on Leadership but recommend that any promotion by the CO be deferred for a period of time.

## Leadership Experiential Exercises

73. Each course syllabi contains approximately eight periods for dedicated leadership experiential exercises.

74. The leadership experiential exercises form only part of the LD(P) assessment for the candidate. The main aim of the exercises are to allow the Directing Staff to provide specific feedback to a candidate regarding their performance when in a position of leadership. Note that the completion of the exercise is secondary to the issues that may have been highlighted during the conduct of the exercise. It is not uncommon for a group to achieve the objective through no leadership of the candidate in charge (the group having achieved the objective through effective teamwork) whilst another group may not achieve the task but with high levels of leadership demonstrated by the leader.

75. When a candidate does perform below expectations on a leadership exercise they should be provided with an additional exercise at a later time during the course. Where this performance is also below expectations then Directing Staff should take into consideration the candidates overall performance as per the guidelines for the assessment of LD outlined in paragraph 78-84 below and whether the candidate has demonstrated the required level of leadership to meet the course graduation requirements. Opportunities for assessment of leadership tasks of a general nature commensurate to rank should be given to candidates whose performance is below expectation. There are many tasks that can be chosen, but some examples might include arranging course rosters, additional course orderly duties, where appropriate team captain for a sporting team or in charge of a specific duty like cleaning a classroom or a vehicle.

76. Significant issues raised in the facilitated debrief shall be recorded in the PA/LD Log- see paragraph 99-103 below.

77. Where possible LD experiential exercises should be conducted on dedicated outdoor experiential sites. Directing Staff should ensure that they receive a thorough briefing from ADF personnel regarding specific hazards relating to the conduct of each exercise.

## Leadership and Promotional Attributes Assessment

78. **Preamble.** Whilst these Leadership and Promotional Attributes assessments are two different and separate assessments with separate assessment tools and criteria, the actual methodology utilised in the observation of those criteria are virtually identical. Therefore the processes regarding both have been combined in order to reduce duplication in the MoGT. Where differences in forms are utilised they are notated as such.

79. At the commencement of the course the CI should brief all Directing Staff on the procedures for Promotional Attributes and Leadership assessment in accordance with this chapter and AAFC training philosophies. Instructors should be advised that they are assessing all the cadets' observed behaviours, attitudes and skills as demonstrated on course. Instructors should complete a form for each cadet on their respective course of whom they have observed **enough** to make a valid assessment.

80. **Assessment.** PA and Leadership assessment on promotion courses will be an on-going process commencing from when the candidate first comes under observation of Directing or Support Staff at the commencement of the course (or on the journey to the course) and continuing until course completion. The assessment should consist of careful, objective observation of cadets by all Directing and Support Staff over this period. Cadets should be informed of this assessment process in the CI/CSECDR's briefing at the start of the course although ideally the candidates will have been briefed at SQN level previously also.

81. The cadet's promotional attributes and practical leadership skills are to be demonstrated during the Field Craft Exercise, P&RT, Leadership practical exercises (LDX), and general observation by Directing and Support Staff throughout the course. These general observations extend to times when the candidate performs the role of Course Orderly, stand down, breaks, meal times, PT and other times whether or not the candidate is 'on duty'.

82. When assessing cadets, Directing Staff should take into account whether the cadet is displaying the Promotional Attributes and Leadership abilities to carry out their responsibilities as an NCO, CWOFF or CUO. The criteria for assessing the minimum acceptable standard should be based on the expectations outlined in the respective syllabi.

83. It is expected that a CSECDR, ASSTCSECDR (if appropriate) and CSECSI would be able to make an accurate assessment of all candidates on their course. Feedback should also be sought from other Directing Staff who are instructing or have significant interaction with the course. CSECDR's should exercise caution with any assessment by Directing or Support Staff member not immediately attached to the course who attempt to assess more than 60% of cadets on a large course.

84. Instructors should only comment on cadets whom they have observed sufficiently to make a valid assessment. To constitute a valid assessment, an instructor must be able to give a score within the specified range for each of the criteria. Instructors are not to assess, if possible, cadets from their Squadron or family. When this is not possible to avoid (such as on Detachments where there is only one course of that type running as frequently occurs with CWOFF and CUO candidates), Directing Staff are to ensure that such potential conflicts are brought to the attention of the CSECDR and CI.

### Feedback to Candidates

**85. Introduction.** Ongoing feedback and development of candidates is an important component of the AAFC training ethos. As cadets aspire to achieve success on course, and hence substantially improve their chance for promotion, feedback should be provided as often as practicable, particularly if a change in behaviour is desired. Generally, where the problem involves a technical or educational aspect then feedback should be provided at the earliest opportunity. In other words, the candidate's performance would clearly improve with the correct knowledge or procedure being known or explained. Where it can be determined that certain behavioural change will assist the member to reach the required standards for the particular course, then feedback and/or counselling should occur as soon as possible in the manner outlined below.

**86.** The AAFC utilises two types of feedback with candidates on promotional courses with respect to their performance on course - especially as it relates to the area of Promotional Attributes and Leadership.

**87. Informal feedback.** This type of feedback is normally limited to suggestions of a minor nature or issues that are considered to be 'finesse' rather than issues that would preclude a candidate from meeting the graduation requirements of the course. Informal feedback may be given at any time including during stand down, meal times, breaks, during instruction periods and during interviews.

**88.** It is normal that informal feedback is provided at the earliest time possible and at the lowest level appropriate. It is expected that the vast majority of feedback provided to candidates on their performance will be via this method.

**89.** Informal feedback may still be conducted utilising the guidance contained in Part 1, Chapter 3, Annex A of MoGT.

**90.** A failure by the candidate to demonstrate improved levels of performance in a particular area or over a range of areas after repeated instances of informal feedback may result in the candidate coming under closer scrutiny as the course continues. Ultimately if the behaviour exhibited is likely to preclude the candidate from meeting the graduation requirements of the course then formal counselling should be utilised.

**91. Formal Counselling.** Formal counselling is for issues where cadets are at significant risk of failing to meet the graduation requirements of the course. This would also occur for occurrences such as:

- a. Breaches of the ADFC Behavioural policy including instances of fraternisation or harassment,
- b. Other significant issues such as skylarking or damage to property caused by behaviour contrary to that expected of AAFC cadets,

- c. When a candidate displays behaviour which, of its very nature, is undesirable in context to granting higher rank and responsibility. The candidate's behaviour, unchecked, reveals a real and likely predisposition to responsibility and authority which is undesirable or contrary to the ideals imparted to other members on course.
  - d. Failure to demonstrate on an ongoing basis the LD or PA behaviours required to meet the course graduation standards despite ongoing informal feedback.
92. Formal counselling will occur at the direction of the DETCDR; or by the decision of the CSECDR in consultation with the CI or DETCDR. The counselling is to be carried out by the CSECDR or as directed by the DETCDR.
93. Formal counselling should result in the candidate understanding where their deficiencies currently lie and the behaviours required to be demonstrated in order meet the course graduation standard.
94. A lack of understanding of the deficiencies highlighted or of the behaviours required to meet the graduation standard must be reviewed immediately with the CI and/or DETCDR as it would likely indicate that the candidate is incapable of meeting the graduation requirements of the course.
95. All instances of formal counselling are to be carried out in accordance with the guidance in Part 1, Chapter 3 of MoGT. Directing Staff are reminded of their requirements relating to Natural Justice, questioning and the perception of duress.
96. All instances of Formal Counselling are to have a record of conversation. Guidance on Records of Conversation is found in Part 6 in the Writing Skills resources. When a candidate is formally counselled, contact should be initiated with the candidates CO to apprise them of the situation.
97. Nothing in this section precludes the immediate removal of a candidate from course or Detachment if the behaviour demonstrated is significant enough to warrant such action.
98. **Temporary Change of Behaviour.** Directing Staff should be aware for occasions where informal feedback or formal counselling may result in a temporary change on the part of the candidate or instructor which is designed simply to produce the 'expected' result in order to achieve a pass or satisfactory result. Directing Staff should therefore be on the alert for false or contrived behaviour particularly where the behaviour has been triggered by informal feedback. The advice of other instructors should be sought with respect to their observations to confirm or otherwise the impressions gained of the candidate(s) in question.

### Promotional Attributes/ Leadership Log

99. The CSECDR is to maintain a PA/LD Log to enable Directing and Support Staff to record all instances of informal feedback provided to candidates. The log is to be available (in confidence) to all Directing and Support staff to enable staff to leave feedback regarding candidates in the event that Course Directing Staff are not immediately available.

100. The format of the log is attached at Annex G. Directing Staff associated with the course (particularly the CSECDR and CSECSI) are expected to be able to write a comment(s) (either positive or negative as appropriate) for each candidate at least every second day.

101. CSECDRs should review the PA/LD Log daily to monitor trends and to determine if informal feedback or formal counselling is warranted for behaviours recorded during the day.

102. In the event the candidate fails to meet the graduation requirements the PA/LD Log also provides a reference of the informal feedback and formal counselling provided to the candidate during the course.

103. Instances of formal counselling should be recorded in the PA/LD Log although the actual record of conversation should be held separately in confidence.

### **Promotional Attributes and Leadership Meetings**

104. The CI will ensure that regular meetings of all Directing Staff associated with the respective course are scheduled formally into the course training program. These meetings are chaired by the CI or CSECDR and should review every candidate on the course and their ability to demonstrate the behaviours and attitudes required to meet the course graduation PA and LD requirements. These meetings allow Directing Staff to share information about the candidates and to ensure that all candidates have been positively assessed by Directing Staff. Where multiple courses are conducted together, the PA/LD meeting should be conducted together where overlapping staff have had the opportunity to assess candidates on multiple courses. This also allows some consistency of assessment level standards.

105. The regularity of PA and LD meetings depends to a degree on course length. Generally meetings should be held every three - four days.

106. When a cadet has demonstrated difficulties in reaching the required standard, problem(s) should be identified and appropriate remedial action devised and implemented. Further monitoring will be necessary. Action Plans should be developed which provide clear outcome driven goals which candidates can achieve to ensure opportunities are given to demonstrate a competency or improvement in a competency. The PA competency log at Annex G should be used to record action plans and when the change in behaviour expected was communicated to the candidate.

107. CSECDRs should decide whether the action to be taken is further observation, informal feedback or formal counselling. All actions from the PA/LD meetings regarding individual candidates are to be recorded in the PA/LD Log at Annex G.

108. These meetings should also identify candidates about whom no observations have yet been made and allow for the Directing Staff to put in place measures to ensure an adequate observation. In this case CSECDRs may choose to divide cadets into small observation groups to prevent the possibility of some cadets not being assessed by any instructors. If this is done, at least two Directing Staff (excluding the CSECDR) should be allocated to observe each or nominated cadet.

### **Final Promotional Attributes and Leadership Assessments**

109. Before a designated meeting at the end of the course, all instructors should submit their completed PA and LD assessment forms to the CSECDR. These forms will assist in the overall leadership assessment grade for each cadet and confirmation of PA grade. To be able to make a final decision on every cadet, the CSECDR should receive comments from instructors within the course.

110. The CSECDR is responsible for the final grade allocated to each cadet, and may, if they consider necessary, change this grade, in consultation with the CI, regardless of the outcome of the grades from the course instructors.

111. Final comments should be entered on the Annex H (individual course report) based on the feedback received from Directing Staff and comments in the PA/LD Log Annex G.

112. Under no circumstances is a candidate to be given a 'pass' for Promotional Attributes or Leadership Practical and have a statement recommending that the CO not promote the candidate for a period of time. The candidate is either; fully qualified and ready for promotion immediately, or they have failed to meet the graduation standard and must be given a course assessment that reflects that fact.

### **Feedback to Commanding Officers and Annex H**

113. Commanding Officers have an expectation that after two to three weeks on a Promotional course detachment that a candidate will return to the SQN with more comments in the respective field of their Annex H than '*cadet met all course criteria*'. The use of a PA/LD Log provides an aide memoire for CSECDRs when summarising the performance of candidates on the Annex H at the conclusion of the course in order to meet this expectation.

114. If a candidate fails to meet the course graduation requirements then the feedback in the Annex H should include specific guidance to the CO as to what areas need to be addressed before the candidate attending the next promotion course.

## Promotional Attributes and Assessment Standards

115. Directing and Support Staff contribute to the assessment of a candidate's promotional attributes for higher rank. Directing and Support Staff have a clear duty to be fair and honest in their appraisal and to take reasonable steps to develop the candidate's leadership and promotional ability. However, Directing Staff have a higher duty to the AAFC and to the cadets who will serve under the candidate at both SQN and WG level. This requires the Directing Staff to make the difficult decision to fail a cadet on promotional attributes if they have not demonstrated the required standards. The following statement was made to graduating officers by Sergeant Major G Stepanek (US Army) when addressing a graduating class of junior officers.

*“What do we, your subordinates, expect from you as leaders? We expect of you unassailable personal integrity and the highest of morals. We expect you to be fair - to be consistent - to have dignity but not aloofness - to have compassion and understanding - to treat each person as an individual with individual problems. And we expect you to have courage - the courage of your convictions - the courage to stand up and be counted - to defend your men when they have followed your orders, even when your orders were in error - to assume the blame when you are wrong. We expect you to stick your chin out and say, “this person is worth promotion, and I want them promoted. And we expect you to have even greater courage and say, “this person is not qualified and will be promoted over my dead soul”. If they are not capable of performing the duties of their grade, do not do the injustice of advancing them in the grade. When they leave you or you leave them, they become somebody else's problem.*

## Managing unsatisfactory performance- Summary

116. Each year, a number of Redress of Grievance and/or ministerials' are submitted by cadets in relation to having been treated unfairly on promotion courses. Mostly, these are due to a lack of procedural fairness in terms of assessment or due to a lack of natural justice when it comes to managing promotional attributes and leadership deficiencies.

117. Directing Staff are reminded that they have an obligation to train cadets and provide direction and assistance in the areas in which they can improve. Directing Staff are to make all reasonable efforts to provide training and development in order to meet the graduation standard.



118. Directing and Support Staff who have complied with the requirements of the AAFC PoIMAN and the MoGT have the full support of OC GTW if they are the subjects of complaints about assessments they have made regarding candidates.

### **Supplementary Assessments - Theory and Practical Skills**

119. A supplementary assessment is not an automatic right. A cadet who refuses to take part in an assessment task (theoretical or practical) or who has demonstrated significant Promotional Attributes issues in the conduct of the initial assessment may not necessarily be offered a supplementary assessment. This would only occur if the CSECDR and CI believe that the initial action warrants such significant breach of Promotional Attributes requirements as to constitute not being able to meet the course graduation requirements.

120. When a supplementary assessment has been granted due to failure of the initial assessment, cadets must be given an adequate opportunity for further instruction, training and development prior to the supplementary assessment. A cadet must be allowed at least 24 hours between being told that a supplementary assessment is required and the conduct of the assessment. Directing Staff should endeavour to alleviate any issues arising from conflict with normally scheduled assessments.

121. A supplementary assessment **MUST** cover the entire subject area and not just the specific content areas that resulted in the previous failure. Re-sitting the original assessment is not an equitable solution whether it is a practical or theoretical assessment. A supplementary assessment should be set and conducted under the same conditions and covering the same content as the original assessment.

### **Deferred Assessments**

122. A deferred examination or practical assessment may be granted to a cadet who has failed both the original and supplementary assessments **for one subject and passed all other subjects.**

123. A deferred examination will **not** be granted where a cadet:

- a. Has failed **two or more examinations or assessments and their respective supplementary assessments** based on academic standards or practical performance related to the relevant promotion course,
- b. Has not completed a substantial part of the training program, including individual subjects. A substantial part of the training program is defined to be 25% of scheduled lessons and assessment periods for that subject.
- c. Where more than two (2) assessments are required irrespective of the reason, or;

- d. That their ability to attempt or complete an assessment was due to circumstances beyond the control of the cadet (e.g. a cadet that suffers an injury whilst on course would be eligible for consideration, but a cadet who attends course with a pre-existing injury would may not be eligible).
- e. Has failed Leadership Practical [LDx(P)] or Promotional Attributes (PAx).

124. A cadet who is unable to complete the course due to sub-paras a-e, should be withdrawn from the course IAW the procedures outlined in paragraph 143 - 145 of this chapter.

### Confirmation of Deferred Assessments

125. CSECDRs/CIs/DETCDRs must contact SOGT before granting a deferred assessment to a cadet. The authority to grant deferred assessments lies with SOGT, and his/her permission must be granted before a deferred assessment is offered to a cadet.

126. CSECDRs recommending a deferred assessment are to provide advice to the SOGT as to the nature of training required to complete the training syllabi as well as the manner and timing of the deferred assessment.

127. The cadet should be advised of the failure and counselled to continue to maintain the appropriate standards to complete the balance of the course only after SOGT has confirmed that a deferred assessment is appropriate.

128. A deferred examination does not entitle a cadet to be promoted to the relevant rank. Consequently, any cadet who receives a deferred examination cannot be promoted until the deferred examination is confirmed by SOGT and the relevant data uploaded into Cadet One.

### Management of Deferred Assessments

129. Cadets granted a deferred assessment will have the relevant subject(s) annotated as "X" in both Column A and the relevant subject column(s) (i.e. columns 1, 2, 3 etc) of the Course Assessment Report (Annex A to this Chapter). The "X" will signify that the cadet has not completed that particular subject and will undergo an assessment at some later stage in accordance with paragraphs 130-132.

130. **Timing of Deferred Assessment.** The retest or assessment should be completed **not earlier than** three (3) months from the completion of the course so as to enable consolidation learning and not longer than six (6) months. The arrangement for the retest or assessment is a matter of Operational Wing management through SOGT. Written examinations should be forwarded to Squadrons and returned for marking as arranged by SOGT. Practical assessments could be either at Squadron level if qualified

instructors are available (not by the cadet's Squadron staff however) or, for example, on General Service Training (GST) camps, SQN bivouacs, etc, with the approval of SOGT.

**131. Conduct of Deferred Assessment.** The assessment, which is to be based on documents/criteria issued by HQ, will be arranged and conducted by a person nominated by, or acceptable to SOGT. Examination papers and assessment tools will be forwarded to the CO and are to be returned to HQ (Attn SOGT) upon completion. Normal examination conditions are to prevail during the assessment/examination. HQ will arrange for the papers to be marked and graded against the group standard. For this reason all examinations which are to be conducted at the Squadron must be completed within six (6) months of the conclusion of the relevant promotion course. No statement or indication can be given with respect to the successful completion or otherwise by the Squadron or person conducting the deferred examination.

**132.** A cadet who fails the deferred assessment will be awarded a course assessment of "fail" (i.e. "F") and will be ineligible for promotion. A cadet who passes the examination/assessment(s) will have his/her pass qualification confirmed subject to the approval of SOGT. CadetOne will be updated and the CO may make the necessary arrangements for the cadet to be promoted. The cadet must serve the time in rank requirements from the time they were promoted prior to attending the next promotion course. No waivers will be granted for cadets not meeting these requirements.

### **Unsatisfactory Performance- Promotional Attributes and Leadership**

**133.** Candidates should be provided with feedback and counselling IAW Paragraph 85-97 of this chapter. Prior to the decision being made to not pass a cadet on Promotional Attributes and/or Leadership Practical **at the end of the course** it is expected the CSECDR will have:

- a. Reviewed all documentation relating to the candidate,
- b. Formally counselled the candidate at least once and provided the candidate with the time and opportunities to demonstrate the required behaviours before the conclusion of the course
- c. Ensured that the candidate received consistent and ongoing feedback regarding their performance and the actions required to meet the graduation standard,
- d. Consulted with the CI and/or DETCDR in an ongoing manner regarding the actions taken to correct the behaviour and the candidates ability to respond to the actions,
- e. Updated the CO (or COs delegate) as to progress of the candidate,

134. In addition to the above, where a decision is made to remove a candidate from course ***before it's conclusion*** it is expected that the candidate will have:

- a. Been formally counselled at least twice with consistent informal feedback being given by DS at other times regarding their performance and the actions required to meet the graduation standard,
- b. Had opportunities to demonstrate their ability to meet the graduation standard and correct the deficiencies highlighted during formal counselling, and,
- c. Not demonstrated any significant degree of improvement that would indicate that they would be able to reach the graduation standard in the remaining duration of the course.

135. The DETCDR is required to authorise all withdrawals and/or failures prior to the candidate and CO being notified of the withdrawal/failure. The CI is responsible for confirming to the DETCDR that all GTW policies and procedures have been followed before the DETCDR provides such authorisation.

136. Prior to notifying a candidate of the failure the CSECDR is required to make all reasonable steps to inform the candidate's CO (or COs delegate) of the decision. The decision to remove the candidate from the course should not be unduly delayed if contact with the CO (or delegate) is not possible. COs should be cautioned about contacting the candidate before the course Directing Staff have informed the candidate of the outcome. Once the CO has been notified of the failure, the CSECDR must notify the parents of the cadet, in consultation with the CO and the cadet. This takes on greater significance on occasions when the candidate leaves the detachment early or by alternative means.

137. Nothing in this section shall take away the ability of the DETCDR to remove a candidate from Detachment for a serious breach of the ADFC behavioural policy or other ADF, ADFC or AAFC policies or procedures.

138. The Annex H form is to accurately reflect the events that led to the decision to not pass the candidate on Promotional Attributes and/or Leadership. The Annex H is to include specific comment on:

- a. the initial behaviour observed,
- b. the feedback and/or performance counselling that took place as a result of that behaviour,
- c. the opportunities the candidate was provided with to demonstrate the required standard, and

- d. any additional feedback or counselling prior to the decision to suspend the candidate from course.

139. As per paragraph 113-114, specific comment is required as to what action may be taken at SQN level to assist the candidate to meet the required graduation standard on subsequent courses.

### **Use of Show Cause Minute**

140. The use of a 'show cause' minute by Directing Staff as an instructional tool by which candidates would justify their retention on detachment is not permitted. The correct process for breaches of policy is:

- a. Candidate counselled IAW MoGT Part 1, Chapter 3, Annex A.
- b. Candidate provided with an adequate opportunity to respond,
- c. Directing Staff to make the decision based on the information available.

141. It should be noted that a candidate may choose to respond to the counselling described above by the use of a minute or letter. This is the prerogative of the candidate concerned. However the decision for the cadet to remain on the detachment in the event of a breach of policy is the decision of the DETCDR on the basis of the breach of policy, not on the basis of a cadet being able to justify their retention due to other factors.

142. The use of a show cause minute by a candidate for failing to demonstrate leadership or promotional attributes behaviour that meets the graduation requirements is not appropriate. If the procedures articulated in this Chapter are utilised then the candidate has had adequate opportunity to put forward their feelings on their performance. Again the candidate may choose to respond to counselling utilising a written format however the decision to graduate or not graduate a candidate on the basis of PAs or LD(P) remains with the CSECDR in consultation with the CI and/or the DETCDR.

### **Voluntary Withdrawal from Course**

143. Cadets may voluntarily withdraw from course at any time. If a candidate informs the CSECDR that they wish to withdraw then one of two things have occurred:

- a. The cadet has considered the decision in which case it would be irresponsible for Directing Staff to try and change the cadets mind if they don't want to be on Detachment or,

- b. The cadet has not considered the decision at all in which case they have demonstrated that they do not possess the Promotional Attributes to meet the graduation requirements of the course.

144. In either case the concern of the DETCDR should be ensuring that no breaches of the ADFC behavioural policy or other forms of harassment have occurred to influence the cadet to make the decision that they have.

145. The cadet should then be removed from the Detachment IAW AAFC policies and procedures.

### **Managing Candidates who Fail to meet the Graduation Standard**

146. Whether the candidate is being withdrawn from the course before its conclusion or whether they are being informed at the conclusion of the Detachment, Directing Staff should be aware of the emotional responses that cadets may go through. Directing and Support Staff should utilise the guidance in Part 1, Chapter 3, Annex A of the MoGT.

147. Cadets who are withdrawn from the course due to subject or Promotional attributes failure should be informed by the CSECDR, together with another Directing or Support Staff, at an appropriate time with a complete appraisal of their performance. The interview should be conducted in a positive manner.

148. At the conclusion of the interview, the cadet should be provided with a copy of the completed annexes E1 and H and requested to sign the documents. It is not mandatory that the cadet sign, it is merely an acknowledgment that they have been briefed. The original and a copy are forwarded to SOGT marked Staff in Confidence. The original is to remain with SOGT/HQ with the copy forwarded to the relevant Squadron Commander marked Staff in Confidence.

149. When failing to meet the graduation requirements of Promotional Attributes and/or Leadership Practical, the annex H form must address the failure assessment in the terms outlined in the Promotional Attributes section of the respective course syllabi as it applies to the specific rank the candidate was seeking to attain. The report is to also include:

- a. Initial observations made by Directing Staff,
- b. details of when informal feedback was provided,
- c. Details of when formal counselling was provided
- d. Details of whether candidate understood deficiencies and actions required to demonstrate the graduation standard,

- e. Details of opportunities provided to candidate to meet the graduation standard,

150. Directing Staff are to be particularly aware of the state of mind of the cadet when they have been informed of the failure to meet the graduation standards. Care should be taken to ensure that the cadet has support available in either other staff or course candidates. Contact with the candidate's parents or guardian should be attempted immediately after informing the candidate of their failure to meet the graduation standard and to determine future courses of action.

### Promotion Course Reports – SR1, SR2, SR3, SR4, SR5 & SR6

151. The only subject grades which appear on course reports and examination results (e.g. SR1 etc) on members at the end of a course are:

Distinction	D
Credit	C
Pass	P
Supplementary	S (Individual subjects only)
Fail	F
Deferred Assessment	X
Withdrawal	W

152. Some subjects are tested by performance of demonstrated ability against the required standard (competency assessment). In such cases, grades of distinction and credit will not be awarded.

153. Allocation of Distinction and Credit assessments should be based generally on the first 10% of students for Distinction followed by the next 30% for Credit. The main purpose for graded assessments is to develop motivation for excellence rather than the achievement of minimum standards.

154. Where grades and results vary greatly between parallel groups or from previous courses, the matter should be investigated by the Course Commander (CSECDR) or Chief Instructor (CI) in order to determine the reason(s) for the variation (e.g. inadequate examination/ instructional technique etc).

### Procedure for Determining Order of Merit - Promotion Courses

155. CadetOne automatically determines the order of merit utilising the following process. This procedure is applicable to **promotion courses only**:

- a. Collate all 'D', 'C', 'P', 'S', 'X', 'W' and 'F' ratings for each student and individual subject.

- b. Convert the 'D', 'C', 'P' and 'S' rating to 4, 3, 2, 1 respectively. A result of 'X', 'W' or 'F' is converted to 0.
- c. Associate with each result the subject weighting from the syllabus for the subject. The weighting may be zero (0) for a subject that does not contribute significantly to the course objective. The maximum weighting is five (5).
- d. Multiply the numeric equivalent of the grade by the subject weighting for each subject in respect of each student.
- e. Add the points scored by each student to produce a total points score.
- f. Determine the graduation ranking, consistent with sub-paragraphs 'e' above, to produce the Graduation Order. Column 'B'.

156. At the conclusion of this process, the Chief Instructor must award the results in terms of 'D', 'C' or 'P' to produce a Course Assessment. Column 'A'. Total Course Assessment Reports are to be expressed as either 'D', 'C', 'P', 'X', 'W' or 'F'. Supplementary passes are restricted to individual subjects only.

### Promotion Course Examination Papers and Assessments

157. Completed promotion course examination papers are to be enclosed in a large envelope together with the Subject Assessment and Grading Sheet for that subject, which is to be signed off by the instructor responsible, following confirmation of the final grading order. The envelope is to be marked "Examination-in-Confidence" with the subject and serial number of the course e.g. "OAS 1/10". The examination papers are to be returned to Op WG GT FLT where they will be held for a period of twenty four (24) months in case of an inquiry or a deferred examination. After a period of twenty four months the examination papers will be securely destroyed.

### Mess Dinner

158. All efforts should be made for CUO and CWOFF candidates to undertake a Mess Dinner (Dining In) in the respective Mess towards the conclusion of their course. Permission shall be sought from the PMC or CMC as appropriate.

159. The purpose of the dinner is to provide the candidates with an opportunity to understand more completely the traditions of the Mess; enable the cadets to relax and interact with staff in a different manner to the more formally structured instructional periods; and to provide a reward for the graduating candidates.

160. **CUO Course Mess Dinner.** As a courtesy an invitation should be forwarded to the PMC, the Base Commander, DETCDR and any other officer who has performed as Directing Staff for the CUO course.



**161. CWOFF Course Mess Dinner.** As a courtesy an invitation should be forwarded to the CMC, the Base WOD, DETCDR, any other officer who has performed as Directing Staff on the CWOFF course, and other AAFC SNCOs and CWOFFs on detachment. The CMC should be consulted to confirm approval for officers to attend the Mess Dinner in the Sergeants' Mess.

### **End of Course Ceremonial Review**

**162.** The end of course parade is not to be considered a graduation parade. Candidates who have failed to meet the graduation requirements at the end of the course are still to be offered the opportunity to participate in the end of course parade. The reviewing officer should be briefed that not all candidates on parade have successfully completed the course.

### **Course Evaluation**

**163.** In accordance with MoGT Part 1, Chapter 1, course evaluation is to be conducted utilising the following process.

- a. Evaluation sheets are provided to all cadets at the conclusion of the last lesson (in most cases either the examination or subject review lesson) to complete.
- b. Instructor collects and forwards to Chief Instructor.
- c. Chief Instructor analyses the Evaluation sheets noting any comments that are useful to Wing SOGT. A summary of these comments is forwarded to the Wing SOGT for further consideration.
- d. This summary should be completed at the conclusion of the Course.
- e. Wing SOGT should collate and forward any relevant comments, suggestions or amendments to SOTC for action.
- f. Evaluation sheets should be held for twelve months following each promotion course and then destroyed.

### **Result Interviews**

**164.** It is required that the CSECDR conduct an interview with each cadet, advising them of their promotion recommendation and academic performance. The recommended average time for these interviews is 5-10 minutes for all cadets. At least one other instructor is to be present at the interview. Care should be exercised to avoid having an excessive number of interviewers.

165. At the conclusion of the interview, the cadet should be handed the original (CSECDR) copy of Annexes E1 and H and requested to sign the documents. Two copies are forwarded to SOGT marked Staff in Confidence. One copy is to remain with SOGT and the other forwarded to the relevant Squadron Commander marked Staff in Confidence. This process is automated by CadetOne. The original is to be provided to the cadet.

166. The CSECDR is responsible for the final recommendation allocated to each cadet, and may, if they consider necessary, change this recommendation, in consultation with the DETCDR and CI, regardless of the outcome of the recommendations from the course instructors.

### Reports and Returns

167. On the completion of the course, the Chief Instructor is to submit the following returns to Wing Headquarters - Attention SOGT.

- a. **Course Assessment Report.** Completed copy of Annex A to Part 4 Chapter 2 Assessment and Grading Procedures.
- b. **Difficulties affecting conduct of course.** This is to be reported by the Course Commander, through the CI, and attached to the Course Report as an annex.
- c. **Copies of examinations and correspondence.** Copies of Examination papers, together with the answers; plus copies of correspondence directly related to the Course are to be attached as a second annex to the Report.



Australian Air Force Cadets  
 Record of Promotional Attributes Observations

<b>Surname</b>		<b>Home SQN</b>	
<b>First Name</b>		<b>Course</b>	
<b>Rank</b>			



Notes: This log is designed to provide a record of interactions with candidates as to their performance on course with respect to Promotional Attributes  
 Record must be completed for each candidate after each Course Staff PA Meeting  
 Notes of interview may be recorded on this form  
 Positive and negative incident reports must be recorded in this log.  
 A specific action plan must be completed for any attribute which has not been displayed

Date/Time	Observation	Action Plan	Method of communicating Action Plan including personnel present	Assessment/ Outcome of Action Plan

Date/Time	Observation	Action Plan	Method of communicating Action Plan including personnel present	Assessment/ Outcome of Action Plan

# Australian Air Force Cadets

## Manual of Ground Training

### Part 4

### Chapter 3

## Cadet Junior Non Commissioned Officer Course

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## Course Title

1. The title is Australian Air Force Cadets Junior Non-Commissioned Officers' (JNCO) Course.

## Aim

2. To qualify selected Leading Cadets (LCDTs) in suitable leadership qualities to perform the role of an Australian Air Force Cadets (AAFC) JNCO.

## Required Qualifications of Entrants

3. To be eligible to undertake the JNCO Course the candidate must;
- a. Have attained the rank of LCDT
  - b. Be recommended by their Commanding Officer.

## Expected Experiences of Entrants

4. Before attending a JNCO course it is expected that a LCDT will have:
- a. attended at least two bivouacs, and
  - b. attended at least one aviation activity
5. Previous attendance at a General Service Training Camp is desirable but not mandatory.

## Graduation Requirements

6. In order to successfully complete the JNCO Promotion Course, a pass grade, to the required standard must be obtained in each assessable subject of the course.

## Duration

7. The instructional duration of the course is 11 days. This includes the following time for administration and other issues:
- a. Detachment Commander Brief - 1/3 period
  - b. Chief Instructor Brief - 1/3 Period
  - c. Detachment Warrant Officer Brief - 1/3 Period
  - d. Course Commander Brief - 1 Period
  - e. Parade Practice - 6 periods
  - f. Ceremonial Review - 2 periods
  - g. Course Assessment Interviews - 3 periods

8. Course planning should allow additional time for inwards and outwards travel.

### Promotion Subjects

9. Compulsory Promotion subjects must be completed successfully at the required minimum level in order to pass the JNCO course.

10. Non-assessable subjects form part of the course material but do not contribute to any empirical course result. Non-assessable subjects contribute to the Promotional Attributes (PA) and Leadership Practical {LDJ(P)} component by way of observation.

### Course Period Allocations

Subject	Abbreviation	Subject Weighting		Periods
		Theory	Practical	
Promotional Attributes	PAJ		1	N/A
Instructional Technique	ITJ		4	15
Drill and Ceremonial	DCJ		4	18
Leadership- JNCO	LDJ	2	5	18
Service Knowledge	SKJ	2		5
Fieldcraft	FCJ		2	15
Physical and Rec. Training	PTJ	Non Assessable		6
		Total		77

### Assessments

11. All assessments are to be conducted IAW the guiding philosophies in Part 1, Chapter 3 MoGT.

12. Promotional Attributes assessments are to be carried out IAW Part 4, Chapter 2 (para 65-69 & 78-116) MoGT.

13. The practice of initial Service Knowledge assessment incorporating content from SKR and SKB is no longer an assessable component of the course. A single written examination is to be conducted at the completion of SKJ which includes the revision conducted in SKJ 1.

14. A practical assessment is to be conducted for:

- a. Drill and Ceremonial,
- b. Instructional Technique,
- c. Leadership, and
- d. Fieldcraft.

## Promotional Attributes- JNCO

IAW Part 4, Chapter 2 (para 69) of MoGT, the promotional attributes (PAJ) assessment is a Pass/Fail Assessment. PAs are assessed against the criteria below.

CJNCO should be able to (at a minimum):

- a. Act as a role model for junior cadets;
- b. Assist a CSNCO in instructing a recruit or basic stage subject by instructing a modified lesson whilst under the direct supervision of a CSNCO or above,
- c. Carry out simple rostered duties and supervision of work teams,
- d. Act as a Flight Sergeant on a Daily Parade,
- e. Act as a Section Commander on a bivouac,
- f. Advise and assist junior cadets.
  - (1) be available and approachable to junior cadets so as to be able to address simple cadet problems
  - (2) notify senior cadets/staff in relation to serious issues brought forward
  - (3) act as a mentor to junior cadets
  - (4) be the first point of contact for junior cadets in the chain of command



**INSTRUCTIONAL TECHNIQUE JNCO (ITJ)****15 PERIODS**

<b>ITJ 1</b>	<b>AAFC Training</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"> <li>a. State the aims of AAFC Training.</li> <li>b. Describe the responsibilities of the AAFC JNCO as an instructor.</li> <li>c. List the duties of an AAFC JNCO instructor in preparing and teaching a lesson</li> </ul>		
<b>ITJ 2</b>	<b>Modified Lesson</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"> <li>a. Describe the elements of the following major components of a modified lesson: <ul style="list-style-type: none"> <li>1. Introduction</li> <li>2. Development</li> <li>3. Conclusion</li> </ul> </li> <li>b. Explain the instructor behaviour required to present an effective lesson.</li> </ul>		
<b>ITJ 3</b>	<b>Lesson Preparation</b>	<b>AL:</b>	<b>Periods(s): 1</b>
	<ul style="list-style-type: none"> <li>a. State the values of thorough preparation for all instructional practices.</li> <li>b. Describe the systematic process used for lesson preparation.</li> <li>c. Describe the format of a typical lesson plan.</li> <li>d. Write lesson plans for the instructional practices performed during the course.</li> </ul>	<b>B</b> <b>B</b> <b>B</b> <b>2</b>	
<b>ITJ 4</b>	<b>Techniques of Instruction</b>	<b>AL:B</b>	<b>Periods(s): 2</b>
	<ul style="list-style-type: none"> <li>a. Describe how the following techniques affect the quality of instruction: <ul style="list-style-type: none"> <li>1. Objectives</li> <li>2. Lesson Structure</li> </ul> </li> </ul>		

3. Questioning Technique
4. Use of Training Aids
5. Testing Objectives, and
6. Instructor Personal Attributes

<b>ITJ 5</b>	<b>Basic Instructional Aids</b>	<b>AL:</b>	<b>Periods(s): 1</b>
	a. Outline the importance of the senses in the learning process.	<b>B</b>	
	b. Describe the use of the following training aids:	<b>B</b>	
	<ol style="list-style-type: none"> <li>1. Charts</li> <li>2. Whiteboard</li> <li>3. Overhead Projector</li> <li>4. Powerpoint &amp; Data Projectors (LitePro)</li> <li>5. Handouts</li> </ol>		
	c. Prepare and use basic training aids from ITJ 5b for course instructional practices.	<b>2</b>	
<b>ITJ 6</b>	<b>Subject Review and Consolidation</b>		<b>Periods(s): 1</b>
<b>ITJ 7</b>	<b>Practical Exercises and Evaluation</b>	<b>AL: 2</b>	<b>Periods(s): 8</b>
	a. Present the first modified lesson,		
	b. Evaluate through critical self-analysis and constructive advice by Directing Staff and class		
	c. Make modifications to the second lesson on the basis of feedback received from the first,		
	d. Present the second modified lesson		

**Notes:** Refer Part 4, Chapter 2 (Para 50-58)-  
Instructional Technique for further information on  
IT assessment

Refer Part 1, Chapter 3, Annex A for principles on  
providing feedback.

*The importance of a cadet carrying out a critical self-analysis and being provided with constructive advice to remedy faults by the Directing Staff and class can not be underestimated. In doing so, it is important to develop instructor (candidate) competence and confidence by self-evaluation.*

## DRILL AND CEREMONIAL JNCO (DCJ)

### 18 PERIODS

**DCJ 1 Drill Terminology** **AL: B** **Period(s): 2**

a. State:

1. The definition of Drill
2. The aims of drill
3. Terms used in drill

b. Describe:

1. The correct dress and bearing for a drill instructor
2. The correct attitude of the drill instructor
3. The layout of the Manual of Drill
4. When and how to use the Manual of Drill

c. State the responsibilities of a JNCO towards cadet wellbeing WRT:

1. Protection from the sun,
2. Adequate water supply and consumption
3. Prevention of injury including stretching and Need for correct footwear and clothing on the parade ground

**DCJ 2 Static Foot Drill** **AL: 1** **Period(s): 2**

a. Revise and Practise:

1. The position of attention
2. The position of stand at ease
3. Attention from stand at ease
4. Stand at ease from attention
5. Right Dress
6. Open order march
7. Close order march
8. Sizing a flight
9. Falling in as a flight
10. Joining and leaving ranks
11. Paces forward
12. Paces backward
13. Closing to the left
14. Closing to the right

15. Break ranks
16. Dismiss as a flight

**DCJ 3 Words of Command** **AL: B** **Period(s): 1**

- a. State:
  1. The parts to a word of command.
  2. The method of delivery for words of command.
  3. The importance of voice projection.
  4. The correct timing for words of command.
  5. The correct words of command for the commands at DCJ 1-2, 4, 6-7.

**DCJ 4 Squadron Daily Parade** **AL: A** **Period(s): 1**

- a. Describe
  1. The squadron daily parade format
  2. The duties of the Flight Sergeant on the SQN daily parade
- b. Practise the duties of the Flight Sergeant position on the SQN daily parade. **Note:** *This takes place during the daily parade each day under direction of the Detachment Warrant Officer*

**DCJ 5 Turns at the Halt** **AL: 1** **Period(s): 1**

- a. Practise:
  1. Right turn at the halt
  2. Left turn at the halt
  3. About turn at the halt
  4. Right incline at the halt
  5. Left incline at the halt

**DCJ 6 Fault Correction** **AL: B** **Period(s): 1**

- a. State:
  1. The importance of fault correction.
  2. Correct methods of fault correction

**DCJ 7     Marching** **AL: 1     Period(s): 2**

- a. Practise:
1. Marching in quick time
  2. Halt in quick time
  3. Change step in quick time
  4. Step short in quick time
  5. Step out in quick time.
  6. Mark time from marching in quick time
  7. Mark time in quick time
  8. Halt from mark time
  9. Forward in quick time
  10. Change step while marking time
  11. Left wheel in quick time
  12. Right wheel in quick time
  13. Form single file
  13. Form threes

**DCJ 8     Saluting** **AL: 1     Period(s): 1**

- a. Practise:
1. To the front salute at the halt
  2. To the right salute at the halt.
  3. To the left salute at the halt
  4. Eyes right/front on the march
  5. Eyes left/front on the march
  6. To the right salute on the march
  7. To the left salute on the march
  8. To the front salute on the march
  9. Dismissing with an officer present

**DCJ 9     Turns on the March** **AL: 1     Period(s): 1**

- a. Practise:
1. Right turn on the march
  2. Left turn on the march
  3. About turn on the march
  4. Right incline on the march
  5. Left incline on the march
  6. Incline marching

**DCJ 10    Personal Drill Assessment** **Period(s): 1**

Each student is to be assessed on their proficiency on 20 movements selected from DCJ 1-2, 4 and 6-7. The selection to be advised to candidates 24 hours before the assessment.

Note: This PDA forms 50% of the DCJ assessment. Candidates are to be provided with feedback as to their respective strengths and weaknesses on their PDA.

**DCJ 11 Voice Projection** **AL: 2** **Period(s): 1**

Practice voice projection by having the candidates stand in two ranks facing each other 30 paces apart delivering words of command to each other with critique by the instructor

**DCJ 12 Command and Control #1** **AL: 2** **Period(s): 1**

Each candidate is to command and control a marching flight for 4 - 5 minutes with a simultaneous critique by the instructor

**DCJ 13 Command and Control #2** **AL: 2** **Period(s): 2**

Each candidate is to command and control a marching flight for two minutes.  
Note: This Command and Control forms 50% of the final DCJ assessment.

**DCJ 14 Subject Review & Consolidation** **AL: B** **Period(s): 1**

### Drill and Ceremonial Junior Non Commissioned Officer

1. The JNCO must be proficient in marching a Flight of cadets around a base or at their home Squadron. At other times they will fall into Flights of junior cadets. To achieve this aim, DCJ:
  - a. Sets a high standard of personal drill for the JNCO,
  - b. Instils confidence in the JNCO in marching a Flight of cadets from one location to another in an efficient and professional manner.
  - c. Instructs candidates on how to be a Flight Sergeant on a SQN daily parade.
2. **DCJ** will concentrate on detailed training in command and control, together with theoretical knowledge and exercises to build and develop confidence in command of a Flight. A summary of DCJ components is as follows:
  - a. Personal Drill Assessment                                   50%   DCJ 10
  - b. Command and Control   50%   DCJ 13
  - c. *No Theory Examination*
3. In addition, the candidates should ensure that they practise their drill and ceremonial when moving around the base as a course. The course orderly should be using this time to develop confidence in moving cadets between point A and point B.
4. Candidates are to be provided with the opportunity to practise the position of Flight Sergeant on a SQN daily parade.

## LEADERSHIP JNCO (DCJ)

### 16 PERIODS

<b>LDJ 1</b>	<b>Introduction to Leadership</b>	<b>AL:</b>	<b>Period(s): 2</b>
	a. State the aim of a leader.	<b>B</b>	
	b. Describe the distinction between Leadership, Power and Authority.	<b>C</b>	
	c. Describe the ways in which a leader may attain his position.	<b>C</b>	
	d. Identify the common traits possessed by leaders.	<b>B</b>	
	e. Describe the traditional styles of leadership, ie. autocratic, democratic and passive.	<b>B</b>	
	f. Describe the situational approach to leadership styles and the importance of adaptability.	<b>B</b>	
<b>LDJ 2</b>	<b>Leadership and Authority</b>	<b>AL:</b>	<b>Period(s): 1</b>
	a. State the roles (tasks) of leaders and the leadership levels.	<b>B</b>	
	b. Explain the relationship between leadership levels and delegated authority as determined by a chain of command.	<b>B</b>	
	c. Explain the relationship between authority and responsibility.	<b>B</b>	
	d. Describe the difference between 'rights' and 'privileges'.	<b>C</b>	
<b>LDJ 3</b>	<b>Leadership and the JNCO</b>	<b>AL: B</b>	<b>Period(s): 2</b>
	a. Outline the leadership behaviour accepted and rejected by adolescents.		



- b. Outline ways in which a leader can improve co-operation from a group.
- c. Outline the general rules, which apply to giving orders.
- d. Outline the general rules, which apply to handling a grievance from an individual
- e. Outline the general rules, which apply to reprimanding an individual.
- f. Outline the distinction between reprimanding and correction of faults

**LDJ 4 CADETLiFE scenarios.** N/A **Period(s): 2**

Scenario 11 “*What’s wrong with him?*” from CADETLiFE programme is to be delivered. Upon completion of the programme, the instructor is free to discuss additional aspects that relate a leader generally and a JNCO

Scenario 12 “*When I go back to cadets...*” from CADETLiFE programme is to be delivered. Upon completion of the programme, the instructor is free to discuss additional aspects that relate a leader generally and a JNCO. The CADETLiFE programme allows scenario 11 & 12 to be in close conjunction with each other.

**LDJ 5 Responsibilities of a JNCO** **AL:** **Period(s): 1**

- a. State to whom a JNCO is responsible. **B**
- b. Explain the importance of a JNCO setting a good example and the need for self-discipline. **A**
- c. List the responsibilities of a JNCO: **B**
  - 1. At SQN parades
  - 2. At camps and bivouacs
  - 3. During field exercises
  - 4. In emergency situations

- d. The responsibilities of a JNCO at an AAFC SQN WRT: **B**

1. Creating a safe, enjoyable and fair environment for cadets

**LDJ 6 Scenario Leadership Examination Period(s): 1**

LDJ 5 should consist of written scenario questions that are typical of situations that a JNCO would be reasonably faced with.

**LDJ 7 Examination Review and Consolidation Period(s): 1**

**LDJ 8 LDJ 8 Practical Exercises Period(s): 8**

*See MoGT Part 4, Chapter 2 for expanded descriptions regarding the assessment of LDJ(P). Any exercises constructed are to ensure that candidates have the opportunity of displaying all of the competencies listed in Annex F1 and explained in Annex F2.*

□

## FIELD CRAFT JNCO (FCJ)

### 15 PERIODS INCLUDING 8 FOR FCEX

- |              |   |                |                     |
|--------------|---|----------------|---------------------|
| <b>FCJ 1</b> | <b>Basic Use of Map and Compass</b>   | <b>AL: B/2</b> | <b>Period(s): 2</b> |
|              | a. Describe the use of 1:25,000 topographical map and SILVA type compass to:<br><br>1. Locate a position given a grid reference,<br>2. Use a grid reference to describe a position,<br>3. Calculate the heading to be taken to move from one grid reference to another.<br>4. Describe the topography and landforms to be encountered in moving from one grid reference to another,<br>5. Describe the use of topographical features to check movement from one point to another. |                |                     |
|              | b. Prepare a navigation data sheet for a day exercise.  | <b>2</b>       |                     |
| <b>FCJ 2</b> | <b>Section Orders</b>   | <b>AL: B</b>   | <b>Period(s): 1</b> |
|              | a. Describe the format used in giving standard orders;<br><br>Situation<br>Mission<br>Execution<br>Administration and Logistics<br>Command and Signals  |                |                     |
|              | b. Describe the procedure used for giving an 'Orders Group'.  |                |                     |
| <b>FCJ 3</b> | <b>Section Command and Control</b>  | <b>AL: B</b>   | <b>Period(s): 1</b> |
|              | a. State the Role of a Section Leader in the field wrt:<br><br>1. Safety, following and enforcing the buddy system,<br>2. Correct footwear and clothing is utilised by subordinates<br>3. Sun screen and other protective gear is worn<br>4. Health and well being of cadets<br>5. Reporting of unsafe events and injuries up the chain of command.   |                |                     |

- b. State the use of basic field signals to control a section.
- c. Demonstrate the use of field signals and voice commands to move and control a section.
- d. Describe the movement of a section in the following formations:
  - 1. Single file
  - 2. Extended file
- e. State the advantages, disadvantages, and uses of the above formations, in particular reference to movement through certain terrain

**FCJ 4 Section Bivouac AL: B Period(s): 1**

- a. State the basic requirements for establishing a section bivouac (harbour) site.
- b. Describe the establishment of a section bivouac for an overnight stay, including the duties of sections members
- c. Select a section bivouac site in a given map area, and write a set of instructions for the establishment of an overnight bivouac there as described in FCJ 4a&b.

**FCJ 5 Subject Review and Consolidation Period(s): 1**

**FCJ 6 Field Craft Exercise Period(s): 8**

- a. Lead a section on a field exercise showing a practical application of skills listed in FCJ 1, FCJ 2 and FCJ 3.

**FCJ 7 FCEX Debrief Period(s): 1**

## **Fieldcraft Junior Non Commissioned Officers Promotion Course**

**CJNCO Course (FCJ)** - consists of one practical assessment applying the skills taught in FCJ while on a field exercise (refer Annex D3 and D4). There is no theoretical final assessment for FCJ that contributes to the overall grade. This however does not restrict an instructor from applying formative (short answer) theoretical assessments to ensure consolidation of underlying knowledge and comprehension prior to the practical assessment.

## SERVICE KNOWLEDGE JNCO (FCJ)

### 5 PERIODS

<b>SKJ 1</b>	<b>Service Knowledge Revision</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"> <li>a. Revise           <ul style="list-style-type: none"> <li>1. ADF Badges of rank including abbreviations</li> <li>2. AAC and ANC badges of rank</li> <li>3. Brevets and Flying Badges</li> <li>4. RAAF Qualification Badges</li> <li>5. Paying compliments</li> </ul> </li> </ul>		
<b>SKJ 2</b>	<b>Organisation</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"> <li>a. Describe:           <ul style="list-style-type: none"> <li>1. The structure and organisation of an AAFC SQN</li> <li>2. The primary responsibilities and roles of SQN appointments</li> <li>3. The structure and organisation of the local AAFC WG</li> </ul> </li> </ul>		
<b>SKJ 3</b>	<b>Publications and References</b>	<b>AL: C</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"> <li>a. Outline the general information contained in the following publications used in the Australian Air Force           <ul style="list-style-type: none"> <li>1. Manual of Ground Training,</li> <li>2. Manual of Drill,</li> <li>3. Manual of Ceremonial, and</li> <li>4. AAFC Policy Manual</li> </ul> </li> </ul>		
<b>SKJ 4</b>	<b>Examination</b>		<b>Period(s): 1</b>
<b>SKJ 5</b>	<b>Examination Review</b>		<b>Period(s): 1</b>

## PHYSICAL AND RECREATIONAL TRAINING JNCO (PTJ)

### 6 PERIODS

PTJ 1	Physical Training	AL: N/A	Period(s): 6
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a. Participate in:

1. Body conditioning exercises,
2. At least three of the following activities:

Netball  
Cricket  
Softball  
Soccer  
Touch Football  
Hockey  
Basketball  
Volleyball  
Swimming

***Note:** Suggest three double periods throughout the course. Each period is to begin with a warm up of approximately ten minutes of body conditioning exercises and is to conclude with stretching.*

# Australian Air Force Cadets

## Manual of Ground Training

### Part 4

### Chapter 4

## Cadet Senior Non Commissioned Officers Course

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### Course Title

1. The title is Australian Air Force Cadets Senior Non-Commissioned Officers' Course.

### Aim

2. To qualify selected Cadet Corporals (CCPLs) in suitable **supervisory** skills in order to perform the role of an AAFC Senior NCO.

### Required Qualifications of Entrants

3. To be eligible to undertake the Senior Non Commissioned Officers Course the candidate must;

- a. Have attained the rank of CCPL
- b. Have been promoted to the rank of CCPL for a period of not less than **five months** prior to the commencement of the course
- c. Be recommended by their Commanding Officer.

### Expected Experiences of Entrants

4. A CCPL who does not significantly exceed the graduation requirements of the JNCO course places themselves at significant risk of being able to successfully attain the graduation requirements of the AAFC Cadet SNCO course.

5. IAW Part 4, Chapter 2, Para 5-11 MoGT, before attending a SNCO course it is expected that a CCPL will have:

- a. Completed Proficiency stage of training
- b. Attended a SQN or WG bivouac and acted in the role of Section Commander,
- c. Instructed a number of lessons (or parts thereof) and have been provided feedback from an experienced superior on their performance
- d. Been involved in the coordination and supervision of subordinate cadets and provided with feedback on their performance as an AAFC JNCO
- e. Had opportunities to command and control a flight of cadets in drill and ceremonial and been provided with feedback on their performance

6. Candidates on a SNCO who do not have some/all of these experiences place themselves at a significant disadvantage in being able to successfully meet the graduation requirements of the SNCO course.

## Graduation Requirements

7. A pass must be obtained in all assessable subjects. There are no elective subjects in the SNCO course.

## Duration

8. The instructional duration of the course is 15 days. This includes the following time for administration and other issues:

- a. Detachment Commander Brief- 1/3 period
- b. Chief Instructor Brief- 1/3 Period
- c. Detachment Warrant Officer Brief 1/3 Period
- d. Course Commander Brief- 1 Period
- e. Parade Practise- 6 periods.
- f. Ceremonial Review- 2 periods.
- g. Course Assessment Interviews- 3 periods.

9. Course Managers should allow additional time to allow for inwards and outwards travel.

## Promotion Subjects

10. **Compulsory Promotion** subjects must be completed successfully in order to pass the SNCO course at the required minimum level.

11. **Non-assessable** subjects form part of the course material but do not contribute to any empirical course result. Non-assessable subjects may contribute to the Promotional Attributes (PA) leadership component by way of observation.

## Course Period Allocations

Subject	Abbreviation	Subject Weighting		Periods
		Theory	Practical	
Instructional Technique	ITS	3	4	22
Drill and Ceremonial	DCS		4	33
Leadership- SNCO	LDS	3	4	21
Organisation and Administration	OAS	3		6
Fieldcraft	FCS	2		16
Physical and Rec Training	PTS	Not Assessable		6
<b>Total</b>				104

## Assessments

12. All assessments are to be conducted IAW the guiding philosophies in Part 1, Chapter 3 MoGT.
13. Promotional Attributes assessments are to be carried out IAW Part 4, Chapter 2 (para 65-69 & 78-116) MoGT.
14. A final written examination is to be conducted at the completion of each series of instruction in the following subjects:
  - a. Instructional Technique,
  - b. Drill and Ceremonial (forms 10% of the final overall assessment)
  - c. Leadership,
  - d. Field Craft, and
  - e. Organisation and Administration.
15. A practical assessment is to be given for:
  - a. Drill and Ceremonial,
  - b. Instructional Technique, and
  - c. Leadership.

## Promotional Attributes- SNCO

As per Part 4, Chapter 2 (para 69) of MoGT, the promotional attributes assessment is a Pass/Fail Assessment. PAs are assessed against the following criteria.

**CSNCO** should be able to (at a minimum):

- a. Under minimal supervision, instruct an entire academic subject.
  - (1) Instruct an entire academic subject over a term/semester at SQN level, with occasional supervision (checking lesson plans, including self and instructor assessment).
  - (2) Utilise assistants and supervisors to develop an effective delivery and assessment of the subject.
- b. Under supervision, instruct or supervise a group of cadets in either induction, basic or proficiency stage drill movements
- c. Act as Flight Commander on a Daily Parade.
- d. Act as an assistant to a senior cadet or instructor in performing executive duties.
- e. Act as a Flight Commander on a bivouac.
- f. Supervise and lead a group or groups of cadets in approved circumstances (bivouacs, leadership exercises, and extra curricular activities) lead/manage a group or groups of cadets.
- g. Prepare and implement duty rosters, when required. Design and utilise a duty roster (fire warden roster, duty cadet roster) including monitoring its implementation and operation.
- h. Supervise JNCOs in the performance of their duties
- i. Understand their own contribution to conflict and its resolution.
- j. Recognise conflict and refer it to an appropriate person

## **INSTRUCTIONAL TECHNIQUE SNCO (ITS)** **(Includes BSZ404A – Train Small Groups)**

### **22 PERIODS**

<b>ITS 1</b>	<b>The Learning Process</b>	<b>AL: B</b>	<b>Period(s): 2</b>
	<ul style="list-style-type: none"><li>a. Describe the nature of the learning process.</li><li>b. Explain the effects on learning of:<ul style="list-style-type: none"><li>1. Motivation and interest,</li><li>2. Attention and fatigue,</li><li>3. Memory and recall, and</li><li>4. Individual differences.</li></ul></li><li>c. List strategies that aid learning</li></ul>		
<b>ITS 2</b>	<b>The Instructor</b>	<b>AL: B</b>	<b>Period(s): 2</b>
	<ul style="list-style-type: none"><li>a. Describe the personal attributes of an effective instructor.</li><li>b. Describe the process of self-analysis.</li><li>c. Explain the technique of lesson delivery.</li></ul>		
<b>ITS 3</b>	<b>Classroom Control and Authority</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"><li>a. Describe the difference between authority and control.</li><li>b. Outline the methods of achieving classroom control.</li><li>c. Explain how authority is achieved, and</li><li>d. Discuss classroom disciplinary techniques and application.</li><li>e. Identify and support those with special requirements. Eg: language, literacy and numeracy skills, dyslexia, etc.</li></ul>		

<b>ITS 4</b>	<b>Methods of Instruction</b>	<b>AL:</b>	<b>Period(s):</b> <b>2</b>
	a. Describe the structure of the following methods of instruction:	<b>B</b>	
	<ol style="list-style-type: none"> <li>1. The lecture,</li> <li>2. The theory lesson,</li> <li>3. The discussion, and</li> <li>4. The demonstration</li> <li>5. Role Play, scenarios, field trips, online.</li> </ol>		
	b. Practise the above methods of instruction	<b>3</b>	
<b>ITS 5</b>	<b>Questioning</b>	<b>AL: B</b>	<b>Period(s):</b> <b>1</b>
	a. List:		
	<ol style="list-style-type: none"> <li>1. The purpose for which questions are asked,</li> <li>2. The types of questions and how they are asked.</li> </ol>		
	b. List the principles to be followed when:		
	<ol style="list-style-type: none"> <li>1. Preparing questions, and</li> <li>2. Handling student questions.</li> </ol>		
<b>ITS 6</b>	<b>Training Aids</b>	<b>AL:</b>	<b>Period(s):</b> <b>2</b>
	a. Describe:		
	<ol style="list-style-type: none"> <li>1. The function of training aids, and</li> <li>2. How the various types of training aids are prepared and used,</li> <li>3. Copyright implications</li> <li>4. Safety considerations off/in the use of training aids and resources</li> </ol>		
	b. Prepare training aids.		
	c. Describe the various learning resources available in the AAFC	<b>B</b>	
	<ol style="list-style-type: none"> <li>1. Cadet Notes</li> <li>2. Wing CD Resources</li> <li>3. AAFC National Web Site</li> </ol>		

## 4. Handouts

<b>ITS 7</b>	<b>Planning for Instruction</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"> <li>a. Describe:           <ul style="list-style-type: none"> <li>1. The need for planning,</li> <li>2. The importance of the objective,</li> <li>3. Group evaluation, and</li> <li>4. The utilisation of aids and facilities.</li> </ul> </li> <li>b. Outline the format of a lesson plan</li> </ul>		
<b>ITS 8</b>	<b>Examinations and Evaluation</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"> <li>a. State:           <ul style="list-style-type: none"> <li>1. The function of examinations,</li> <li>2. The types of examinations,</li> </ul> </li> <li>b. Describe           <ul style="list-style-type: none"> <li>1. The method for writing questions,</li> <li>2. The examination formats and their usage,</li> <li>3. The method for the assessment of grades in course subjects, and</li> <li>4. A method for arriving at final graduation order for a course of training.</li> </ul> </li> <li>c. Describe the types of evaluation processes, in particular:           <ul style="list-style-type: none"> <li>1. Evaluation sheets</li> <li>2. Interviews</li> <li>3. Workplace observations</li> <li>4. Evaluation workshops, or</li> <li>5. Performance appraisals.</li> </ul> </li> </ul>		
<b>ITS 9</b>	<b>Examination (Theory)</b>		<b>Period(s): 1</b>
<b>ITS 10</b>	<b>Examination Review</b>		<b>Period(s): 1</b>
<b>ITS 11</b>	<b>Practical Exercise and Evaluation</b>	<b>AL:2</b>	<b>Period(s): 8</b>

- a. Present the first modified lesson
- b. Evaluate through critical self-analysis and constructive advice by Directing Staff and class
- c. Make modifications to the second lesson on the basis of feedback received from the first
- d. Present the second modified lesson

*Refer Part 4, Chapter 2- (Para 50-58)  
Instructional Technique for further  
information on IT assessment*

*Refer Part 1, Chapter 3, Annex A for  
principles on providing feedback.*

*The importance of a cadet carrying out a  
critical self-analysis and being provided with  
constructive advice to remedy faults by the  
Directing Staff and class can not be under  
estimated. In doing so, it is important to  
develop instructor (candidate) competence  
and confidence by self-evaluation.*









<b>DCS 9</b>	<b>Command and Control</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<p>a. Command and Control a marching Flight of cadets.</p> <p>The assessment requires each candidate to command and control a marching flight for two minutes. The Command and Control component forms 10% of the final DCS assessment.</p>		
<b>DCS 10</b>	<b>Introduction to Drill Instruction</b>	<b>AL: B</b>	<b>Period(s): 2</b>
	<p>a. State:</p> <ol style="list-style-type: none"> <li>1. The conditions influencing a drill lesson.</li> <li>2. Safety considerations for drill instruction</li> <li>3. Formations for teaching drill.</li> <li>4. Position of the instructor.</li> <li>5. How to achieve maximum effort from a flight under instruction using: <ul style="list-style-type: none"> <li>Pressure</li> <li>Credit</li> <li>Rest pauses</li> <li>Rest periods</li> <li>Questioning</li> <li>Fault correction</li> </ul> </li> </ol>		
<b>DCS 11</b>	<b>Sequence of Instruction #1</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<p>a. State:</p> <ol style="list-style-type: none"> <li>1. The reason for a standard format for drill instruction.</li> <li>2. The importance of logical sequence.</li> <li>3. The sequence of instruction for a drill lesson.</li> </ol>		
<b>DCS 12</b>	<b>Sequence of Instruction #2</b>	<b>AL: 2</b>	<b>Period(s): 1</b>
	<p>The Instructor is to demonstrate two different drill lessons using the candidates as the flight under instruction teaching movements from</p>		

DCS 1, 3, 5, 7-9

**DCS 13**      **Mutual Instruction Exercise #1**      **AL: 2**      **Period(s):**  
5

- a. Practise instructing a drill lesson.

Each candidate is to teach a drill lesson from DCS 1, 3, 5, 7-9 with a simultaneous critique by the Instructor.

**DCS 14**      **Mutual Instruction Exercise #2**      **AL: 2**      **Period(s):**  
5

- a. Practise instructing a drill lesson.

Each candidate is to teach a drill lesson from DCS 1, 3, 5, 7-9 with a critique at the conclusion by the Instructor

**DCS 15**      **Mutual Instruction Exercise #3**      **AL: 2**      **Period(s):**  
4

- a. Conduct a practical risk assessment prior to a drill lesson, and  
b. Conduct a drill lesson

Each candidate is to teach a drill lesson from DCS 1, 3, 5, 7-9. Note: This MI exercise forms 60% of the final DCS assessment.

**DCS 16**      **Examination (Theory)**      **Period(s):**  
1

**DCS 17**      **DCS 17 Examination Review**      **Period(s):**  
1

*Note: This examination forms 10% of the final DCS assessment.*

### **Drill and Ceremonial Senior Non Commissioned Officers Course**

The Senior NCO will become the primary instructor for all recruit drill training and most other home Squadron DC training in the AAFC. With the confidence developed as a CCPL in command and control and with a demonstration of a high standard of personal drill, a SNCO candidate will be prepared for training as a drill instructor. To achieve this aim, DCS:

- a. Consolidates skills learnt during DCJ and subsequently reinforced during Squadron Training,
- b. Instils into the SNCO candidate all the necessary skills to effectively instruct drill movements, and
- c. Enables the SNCO candidate to fulfil the role of Flight Commander on a SQN daily parade. This is considered the most likely position that a SNCO will fulfil at SQN level.

DCS will concentrate on detailed training in methods of drill instruction together with theoretical knowledge and exercises to build and develop confidence in instructing drill. A summary of DCS components is:

Personal Drill Assessment	20%	DCS 9
Command and Control	10%	DCS 12
Mutual Instruction Exercise	60%	DCS 15
Theory Examination	10%	DCS 16

**LEADERSHIP SNCO (LDS)****21 PERIODS**

<b>LDS 1</b>	<b>Leadership and the Follower</b>	<b>AL: B</b>	<b>Period(s): 2</b>
	a. Revise the Aim of a Leader (LDJ 1a).	<b>B</b>	
	b. Describe the mechanism through which behaviour is influenced (Bases of Influence).	<b>C</b>	
	c. Revise the Styles theory of Situational Leadership and the importance of adaptability. (LDJ 1e & f).	<b>B</b>	
	d. Explain the influence of Follower maturity levels on the effects of leadership styles and the implications for the leader.	<b>B</b>	
<b>LDS 2</b>	<b>Group Behaviour</b>	<b>AL: B</b>	<b>Period(s): 2</b>
	a. Describe the existence and characteristics of formal and informal groups and their implications for the CSNCO.		
	b. Describe the nature of morale and the factors affecting it including:		
	1. Material factors		
	2. Group factors		
	3. Job factors		
	4. Leadership factors.		
	c. Describe the nature and bases of discipline including:		
	1. Fear of consequences, and		
	2. Self-discipline.		
	d. Discuss ways in which discipline can be improved.		
	e. Discuss ways in which the CSNCO should take disciplinary action		







## ORGANISATION AND ADMINISTRATION SNCO (OAS)

### 6 PERIODS

<b>OAS 1</b>	<b>Organisation and Administration of the AAFC</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"> <li>a. Describe:           <ul style="list-style-type: none"> <li>1. The role of Logistics Support Wing</li> <li>2. The role of Ground Training Wing</li> <li>3. The role of Air Training Wing</li> <li>4. The organisation of the AAFC Operational Wing.</li> </ul> </li> <li>b. Identify the location of conditions of service for cadets of the AAFC.</li> </ul>		
<b>OAS 2</b>	<b>Service Writing and Correspondence</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"> <li>a. Outline the reasons for, and basic concepts of, service writing.</li> <li>b. Describe how to write a service email.</li> <li>c. Identify the parts of a minute</li> <li>d. Describe the purpose of ADFP 102 Defence Writing Standards</li> </ul>		
<b>OAS 3</b>	<b>Squadron Administration</b>	<b>AL: B</b>	<b>Period(s): 2</b>
	<ul style="list-style-type: none"> <li>a. Outline the general organisation and structure of a Squadron operation, including the specific roles of all the appointments within a Squadron.</li> <li>b. Discuss the role of the AAFC YDP in the structure and running of a SQN.</li> <li>c. Describe the method of preparing and marking nominal rolls.</li> <li>d. Discuss the reasons for compiling and maintaining accurate nominal rolls.</li> </ul>		



**FIELD CRAFT SNCO (FCS)****8 PERIODS + 1 DAY**

<b>FCS 1</b>	<b>FCS 1 Revision of FCJ</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"> <li>a. Revise FCJ 2</li> <li>b. Revise FCJ 3</li> <li>c. Revise FCJ 4.</li> </ul>		
<b>FCS 2</b>	<b>Flight Command and Control</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"> <li>a. State the Role of a CSNCO in charge of a Flight in the field wrt: <ul style="list-style-type: none"> <li>1. Provision of a safe and friendly environment</li> <li>2. Duties as a person in command</li> </ul> </li> <li>b. State the use of the following communication methods to control a Flight and its Sections in the field: <ul style="list-style-type: none"> <li>1. Field Signals, and</li> <li>2. Messages by runner.</li> </ul> </li> <li>c. Demonstrate the use of the communication methods in FCS 2b.</li> <li>d. Describe the movement of a Flight having multiple sections in the following formations: <ul style="list-style-type: none"> <li>1. Column, sections in single file.</li> <li>2. Extended line, sections in extended line.</li> </ul> </li> <li>e. Explain the advantages, disadvantages and uses of the formations in FCS 2d, especially with regard to: <ul style="list-style-type: none"> <li>1. Normal movement of a flight across varying terrain;</li> <li>2. Search and Rescue situations</li> </ul> </li> </ul>		

<b>FCS 3</b>	<b>Search Patterns</b>	<b>AL: B</b>	<b>Period(s): 2</b>
	<ul style="list-style-type: none"> <li>a. Describe the execution of the following search patterns:           <ul style="list-style-type: none"> <li>1. Base Line,</li> <li>2. Watercourse, and</li> <li>3. Fan.</li> </ul> </li> <li>b. Explain the major factors to be taken into consideration when deciding which search pattern to use.</li> <li>c. Outline recovery techniques.</li> </ul>		
<b>FCS 4</b>	<b>Squadron Bivouac</b>	<b>AL: B</b>	<b>Period(s): 2</b>
	<ul style="list-style-type: none"> <li>a. Explain the requirements for establishing a Squadron bivouac site.</li> <li>b. State general hazards that may be associated with establishing a bivouac site in regards to:           <ul style="list-style-type: none"> <li>1. hygiene</li> <li>2. accommodation setup</li> <li>3. equipment location</li> <li>4. fire and cooking arrangements</li> </ul> </li> <li>c. Describe the establishment of a Squadron bivouac for an overnight stay, including the duties of bivouac HQ NCO staff and section leaders.</li> <li>d. Select a Squadron bivouac site in a given map area, and write a set of instructions for the establishment of an overnight bivouac detailing duties of bivouac HQ NCO staff and section leaders.</li> </ul>		
<b>FCS 5</b>	<b>Field Exercise</b>		<b>Period(s): As Reqd</b>
	<ul style="list-style-type: none"> <li>a. Lead a Flight on a navigation exercise simulating a search and rescue mission, showing a practical application of skills listed in FCS 1, 2 and 3.</li> </ul>		





# Australian Air Force Cadets

## Manual of Ground Training

### Part 4

### Chapter 5

## Cadet Warrant Officers Promotion Course

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## CHAPTER 5

### GENERAL

#### Course Title

1. The title is Australian Air Force Cadets Cadet Warrant Officer Course.

#### Aim

2. To qualify selected Cadet SNCOs in suitable **higher supervisory** and management skills in order to perform the role of an AAFC Cadet Warrant Officer and to develop qualities of leadership.

#### Required Qualifications of Entrants

3. To be eligible to undertake the Cadet Warrant Officers Course the candidate must;
  - a. Have attained the rank of CSGT or CFSGT
  - b. Possess a current Senior First Aid Certificate
  - c. Be recommended by their Commanding Officer
  - d. Possess a high degree of maturity
  - e. The cadet must have **completed** their JNCO course not later than 16 months before the commencement of the CWOFF course

#### Expected Experiences of Entrants

4. A CSGT or CFSGT who does not significantly exceed the graduation requirements of the SNCO course places themselves at significant risk of being able to successfully attain the graduation requirements of the AAFC Cadet Warrant Officer course.
5. IAW Chapter 2 of Part 4 Para 5-11 of the MoGT, before attending a CWOFF course it is expected that a CSGT or CFSGT will have:
  - a. Attended a SQN or WG bivouac and acted in the role of Flight Commander or participated in the coordination of the bivouac in a HQ training role,
  - b. Assisted in the planning of a SQN training weekend, bivouac or other SQN activity,
  - c. Instructed a full sequence of instructional lessons and have been provided feedback from an experienced superior on their performance

- d. Been involved in the coordination and supervision of JNCOs and provided with feedback on their performance as an AAFC SNCO
- e. Provided drill and ceremonial instruction to cadets in the Recruit and Basic stages of training,
- f. Completed DCA in the SQN training course.

6. Candidates on a CWOFF Course who do not have some/all of these experiences place themselves at a significant disadvantage in being able to successfully meet the graduation requirements of the CWOFF course.

### Graduation Requirements

7. A pass must be obtained in all assessable subjects. There are no elective subjects in the CWOFF course.

### Duration

8. The instructional duration of the course is 15 days. This includes the following time for administration and other issues:

- a. Detachment Commander Brief- 1/3 period,
- b. Chief Instructor Brief- 1/3 Period,
- c. Detachment Warrant Officer Brief 1/3 Period,
- d. Course Commander Brief- 1 Period,
- e. Parade Practise- 6 periods,
- f. Ceremonial Review- 2 periods,
- g. Course Assessment Interviews- 3 periods.

9. Course Managers should allow additional time to allow for inwards and outwards travel.

### Promotion Subjects

10. **Compulsory Promotion** subjects must be completed successfully in order to pass the CWOFF course at the required minimum level.

11. **Non-assessable** subjects form part of the course material but do not contribute to any empirical course result. Non-assessable subjects may contribute to the Promotional Attributes (PA) leadership component by way of observation.

### Course Period Allocations

Subject	Abbreviation	Subject Weighting		Periods
		Theory	Practical	
Instructional Technique	ITW	3	4	14
Drill and Ceremonial	DCW		5	38
Leadership- CWOFF	LDW	3	5	21
Service Knowledge	SKW	3		13
Fieldcraft	FCW	3	4	19
Physical and Rec Training	PTW	Non Assessable		5
CADETLiFE Facilitator		Non Assessable		2
			Total	113

## Assessments

12. All assessments are to be conducted IAW the guiding philosophies in Part 1, Chapter 3 MoGT.

13. Promotional Attributes assessments are to be carried out IAW Part 4, Chapter 2 (para 65-69 & 78-116) MoGT.

14. A final written examination is to be conducted at the completion of each series of instruction in the following subjects:

- a. Instructional Technique,
- b. Drill and Ceremonial (forms 35% of the final overall assessment)
- c. Leadership, and
- d. Service Knowledge,

15. A practical assessment is to be given for:

- a. Drill and Ceremonial,
- b. Instructional Technique,
- c. Fieldcraft Exercise, and
- d. Leadership,
- e. Promotional Attributes.

## Promotional Attributes- CWOFF

As per Part 4, Chapter 2 para 69 MoGT, the promotional attributes assessment is a Pass/Fail Assessment. PAs are assessed against the following criteria.

**CWOFF** should be able to (at a minimum):

- a. Instruct nominated compulsory or elective subjects.
  - (1) act as the primary instructor without supervision; plan, deliver and review an entire core or elective subject
  - (2) conduct and critique assessments
  - (3) conduct grading under the supervision of TRGO
- b. Act as Parade Warrant Officer, Squadron Warrant Officer or Supernumerary Warrant Officer on a Daily Parade or Ceremonial Review.
  - (1) Organise and direct all executive positions
  - (2) Monitor the conduct of a SQN Daily Parade
  - (3) Develop subordinates to perform other executive positions
- c. Under minimal supervision, plan, organise and execute any Squadron ceremonial parade.
  - (1) develop a training program for practice parades
  - (2) organise equipment, joining instructions, and personnel
  - (3) execute the planned program
- d. Organise and manage drill instruction and supervise CSNCO drill instructors.
  - (1) Coordinate cadet instructors teaching drill lessons
  - (2) Minimally supervise CSNCO instructors delivering lessons to induction basic and proficiency stage cadets in drill movements.
- a. Under minimal supervision, carry out the responsibilities of Squadron Warrant Officer.
  - (1) monitor attendance and ensure SQN Nominal Roll is up to date and completed
  - (2) report to CO on OH&S issues
- b. Under supervision, plan, organise and execute any activity.

- c. Assess and evaluate DC instruction.
  - (1) act as the primary instructor for any level of DC instruction including evaluation and assessment
  - (2) utilise assistant and supervisors to enhance drill and ceremonial training and assessment
- d. Under supervision, assist instructors or perform executive roles within the SQN.
  - (1) Under supervision, act in an executive role (other than SQN WOFF) either in full capacity or in an assistant role
- e. Act as a drill instructor on a CJNCO course, including making objective assessments on PAs and/or DC.
  - (1) Carry out DCJ lessons on a scheduled promotion course
  - (2) Conduct assessments for DCJ lessons
  - (3) Assist course commander in making PA assessments
- f. Recognise and assist in the management of conflict



student in the classroom and parade ground environments.

- d. Outline the purpose of attainment levels in a syllabus. B
- e. Outline the purpose of operative words in a syllabus. B
- f. Understand the difference between adolescent and adult learning B
- g. Revise requirements to support those with special requirements, e.g. language, literacy and numeracy skills, dyslexia etc. B

**ITW 3 Introduction to Testing and Evaluation AL: B Period(s): 2**

- a. Outline the general principles of testing and evaluation with regard to:
  - 1. Validity.
  - 2. Reliability.
  - 3. Usability.
- b. Describe the application of various types of tests.
- c. State the AAFC method of assessment.
- d. Write test items to be used in different types of examinations
- e. Outline the difference between school evaluation and workplace competency based assessment

**ITW 4 Evaluation and Appraisal AL: B Period(s): 1**

- a. Describe the process of evaluating individual performance.
- b. Describe the process of appraisal interviews.
- c. Outline the methods of assessing practical performances and the principles of constructive criticism.
- d. Revise the Evaluation process

- e. Outline the recording of results from assessments.

**ITW 5      Group Facilitation and guided discussion      B      Period(s): 2**

- a. Describe the process of facilitation and guided discussion.
- b. Discuss how the layout of a classroom or outdoor environment can enhance the facilitation process and learning generally
- c. Discuss the importance of eliciting experience(s) from individuals in enhancing wider group learning
- d. Discuss methods to encourage all students to participate to similar levels
- e. Discuss different approaches in facilitation styles that might be employed by a CUO in AAFC training:
  1. Classroom discussion during training (eg. Leadership topics with operative words like 'discuss')
  2. Facilitation after a Leadership experiential exercise
  3. Conducting a CADETLiFE presentation
  4. Debriefing a large group after a fieldcraft exercise

**ITW 6      Examination      Period(s): 1**

**ITW 7      Examination Review      Period(s): 1**

**ITW 8      Practical Assessment and Evaluation      AL: 2      Period(s): 5**

- a. Present one modified lesson (A second lesson is only required as a supplementary assessment if the first lesson does not meet the required standard)
- b. Evaluate through critical self-analysis and constructive advice by Directing Staff and class
- c. Practice constructive debrief of lesson



*Notes: Refer Part 4, Chapter 2- Instructional Technique for further information on IT assessment*

*Refer Part 1, Chapter 3, Annex A for principles on providing feedback*

*The importance of a cadet carrying out a critical self-analysis and being provided with constructive advice to remedy faults by the Directing Staff and class can not be underestimated. In doing so, it is important to develop instructor (candidate) competence and confidence by self-evaluation.*



- a. Revise:
  1. Right turn at the halt.
  2. Left turn at the halt.
  3. About turn at the halt.
  4. Right incline at the halt.
  5. Left incline at the halt.
  6. Marching in quick time.
  7. Halt in quick time.
  8. Change step in quick time.
  9. Step short in quick time.
  10. Step out in quick time.
  11. Mark time from marching in quick time.
  12. Mark time in quick time.
  13. Halt from mark time.
  14. Forward in quick time.
  15. Change step while marking time.
  16. Left wheel in quick time.
  17. Right wheel in quick time.
  18. Form single file.
  19. Form threes.

**DCW 4 Drill Terminology****AL: A      Period(s): 1**

- a. Revise
  1. Definitions and terms used in drill.
  2. How and when to use the Manual of Drill.
  3. The layout of the Manual of Drill.
- b. State:
  1. Ceremonial definitions and terms.
  2. How and when to use the Manual of Ceremonial.
  3. The layout of the Manual of Ceremonial
  4. The importance of a Cadet Warrant Officer being fully conversant with these manuals

**DCW 6 Saluting****AL: 1      Period(s): 1**

- a. Revise:
  1. To the front salute at the halt.
  2. To the right salute at the halt.
  3. To the left salute at the halt.
  4. Eyes right/front on the march.
  5. Eyes left/front on the march.
  6. To the right salute on the march.
  7. To the left salute on the march.

8. To the front salute on the march.
9. Dismissing with an officer present

**DCW 7 Slow Marching** **AL: 2** **Period(s): 2**

- a. Practise:
  1. Marching in slow time.
  2. Halting in slow time.
  3. Marking time in slow time.
  4. Marking time from marching in slow time.
  5. Forward in slow time.
  6. Change step in slow time.
  7. Change step while marking time in slow time.

**DCW 8 Introduction to Drill Instruction** **AL: 1** **Period(s): 1**

- a. Revise:
  1. The conditions influencing a drill lesson.
  2. Formations for teaching drill.
  3. Position of the instructor.
  4. How to get the maximum out of the flight under instruction using:

Pressure.  
Credit.  
Rest pauses.  
Rest periods.  
Questioning.  
Fault correction.

**DCW 9 Forms and Form Flight** **AL: 2** **Period(s): 2**

- a. Practise:
  1. Changing direction by forming;
  2. In quick time,
  3. In slow time.
- b. Practice Form Flight
  - 1 . In quick time,
  - 2 . In slow time

**DCW 10 Rifle Drill Introduction Present Arms and Saluting (F88)** **AL: 1** **Period(s): 1**

- a. Revise:
  1. The position of attention.

2. The position of stand at ease.
3. Attention from stand at ease.
4. Stand at ease from attention.
5. Present arms from attention.
6. Attention from present arms.
7. Saluting with the rifle.
8. Port arms from attention.
9. Attention from port arms

**DCW 12**      **Rest on Arms (F88)**      **AL: 2**      **Period(s): 1**

- a. Practise:
1. Rest on arms from attention.
  2. Attention from rest on arms.

**DCW 13**      **Sequence of Instruction**      **AL: A**      **Period(s): 1**

- a. Revise:
1. The reason for a standard format for drill instruction.
  2. The importance of logical sequence.
  3. The sequence of instruction for a drill lesson.
  4. The importance of fault correction.
  5. Correct methods of fault correction

**DCW 14**      **Sword Drill**      **AL:**      **Period(s): 3**

- a. Identify the parts of a RAAF Ceremonial sword.      **B**
- b. Outline:      **B**
1. When a sword is worn, and
  2. How to wear the sword.
- c. Practise:      **2**
1. Wearing the sword.
  2. Drawing swords.
  3. Returning swords.
  4. Standing at ease with the sword.
  5. Short salute.
  6. Long salute.
  7. Eyes right/left/front in quick time.
  8. Eyes right/left/front in slow time.

**DCW 15      Inspections      AL: A      Period(s): 1**

a. State:

1. The reason for the regular dress and bearing inspections of cadets.
2. The responsibility of the CWOFF to maintain the standard of dress and bearing of cadets and NCOs.
3. The correct method of inspection of dress and bearing

**DCW 16      Banner Drill      AL:      Period(s): 1**

- a. Review the procedure for uncasing and casing banners
- b. Review the drill movements for banner drill

**DCW 17      Drill Programming      AL: B      Period(s): 1**

- a. State the importance of monitoring progress of DC standards.
- b. State procedures to follow in drill programming and organisation such as:
  1. Planning objectives to be achieved,
  2. Planning frequent revision periods, and
  3. Identifying the needs of the SQN with regard to DC.
  4. Liaison with the Squadron Training Officer with regard to drill programming

**DCW 18      Personal Drill Assessment      Period(s): 1**

Each student is to be assessed on their proficiency on 20 movements selected from DCW 1, 3-4, 6-7, 9-12, 14. The selection to be advised 24 hours before the assessment.

*Note: This PDA forms 20% of the DCW assessment.*

**DCW 19      Command and Control      Period(s): 1**

Each candidate is to command and control a marching flight for 2 minutes

*Note: This Command and Control forms 10% of the final DCW assessment.*

**DCW 20**      **Mutual Instruction Exercise #1**      **Period(s): 5**

Each candidate is to teach a drill lesson from DCW 1, 3-4, 6-7, 9-12 with a critique at the conclusion by the instructor.

**DCW 21**      **Mutual Instruction Exercise #2**      **Period(s): 4**

Each candidate is to teach a drill lesson from DCW 1, 3-4, 6-7, 9-12.

*Note: MI #2 forms 35% of the final DCW assessment.*

**DCW 22**      **Ceremonial Parades**      **AL: B**      **Period(s): 1**

- a. State the standard format for a Squadron Ceremonial Parade and Presentation of Awards
- b. State the planning process for a Squadron Ceremonial Parade and Presentation of Awards including:
  1. Parade format.
  2. Training executive positions.
  3. Bands and/or music.
  4. Reviewing Officer.
  5. Host Officer.
  6. Announcer.
  7. Awards and speeches.
  8. Equipment requirements.
  9. Correct protocol

**DCW 23**      **Methods of Drill Assessment**      **AL: B**      **Period(s): 4**

- a. State the methods for conducting:
  1. A Personal Drill Assessment
  2. A Command and Control evaluation,
  3. A Mutual Instruction evaluation

- b. Describe the purpose of standardising evaluation values amongst DC instructors.  
B
- c. Practise the following drill assessment components: 2
  - 1. PDA using JNCO candidates during DCJ 9 or SNCO candidates during DCS 10.
  - 2. CC using JNCO candidates during DCJ 13 or SNCO candidates during DCS 12.
  - 3. MI using SNCO candidates during DCS 17.

*Note: With DCW 23c the Cadet Warrant Officer candidate is not a contributory assessor of CDT SNCO/JNCO DC candidates. This is undertaken by Directing Staff. CWOFF candidates are only to assess for instructional and self-evaluation purposes only.*

**DCW 24 Examination (Theory) Period(s): 1**

*Note: This examination forms 35% of the final DCW assessment.*

**DCW 25 Examination Review Period(s): 1**

### Drill and Ceremonial - CWOFF Course - (DCW)

The Cadet Warrant Officer must **display consistently high standards in all areas of drill**. Cadets will look to the Cadet Warrant Officer as the example and the point of reference with regard to drill. The Cadet Warrant Officer should also be able to plan and execute parades, and teach drill on Junior and Senior NCO courses. To achieve this aim, DCW:

- a. Consolidates and enhances skills learnt during DCJ and DCS,
- b. Imparts to the CWOFF candidate a broad theoretical knowledge, and
- c. Imparts to the CWOFF candidate skills in drill assessment.



**DCW** will concentrate on consolidating methods of drill instruction together with theoretical knowledge. DCW will strive for high standards in all areas. A summary of DCW components is:

Personal Drill Assessment	20%	DCW 18
Command and Control	10%	DCW 19
Mutual Instruction Exercise	35%	DCW 21
Theory Examination	35%	DCW 24

To ensure successful completion of the DCW syllabus, candidates will be expected to know the movements in DCW 1 and 3 with the time being spent on revision. GTW suggests that CWOFF candidates perform some self revision prior to attending course on movements that they may not have conducted or revised since SNCO course. This particularly applies to DCW 1 h, j, o; and, DCW 3 r, and s.

## LEADERSHIP CWOFF (LDW)

### 21 PERIODS

**LDW 1 Leadership of the Cadet Warrant Officer AL: B Period(s): 2**

- a. Discuss the attitudes and expectations concerning the role of the Cadet Warrant Officer at Wing and Squadron level.
- b. Compare and contrast the role of a CWOFF with the role of:
  1. A CSNCO,
  2. A CUO, and
  3. A PAF Warrant Officer.
- c. Discuss the responsibilities of the Cadet Warrant Officer:
  1. During weekly parades,
  2. On detachment,
  3. On bivouac, and
  4. At other AAFC activities.

□

**LDW 2 Task Organisation AL: B Period(s): 2**

- a. Explain the major factors which influence task organisation such as:
  1. Origin of the task,
  2. Importance of the task,
  3. Availability of time,
  4. Newness (novelty) of the task, and
  5. Availability of resources.
- b. Outline certain procedures to follow in task organisation, such as:
  1. Defining the task, goals, sub-tasks, etc.,
  2. Previous experience - what is already known,
  3. Determine priorities,
  4. Consider relevant rules and regulations,
  5. Determine physical and manpower requirements,
  6. Determine the requirements for consultation

- and liaison,  
7. Anticipate possible problems, and  
8. Ensure clear instructions.

- c. Describe the nature and importance of determining priorities and delegating tasks.  
d. Determine priorities and delegation of responsibilities given a leadership scenario.

**LDW 3 Decision Making and Problem Solving AL: B Period(s): 1**

- a. Describe the general guidelines in decision making and problem solving.

**LDW 4 Discipline and Morale AL: B Period(s): 1**

- a. Revise the definition and bases of discipline including:  
1. Fear of Consequences, and  
2. Self-discipline **B**
- b. Explain the relationship between discipline and morale. **A**
- c. Discuss the means by which discipline and morale can be improved. **B**
- d. Discuss the role of the Cadet Warrant Officer in maintaining discipline and morale. **B**

**LDW 5 Grievances and Discipline AL: B Period(s): 1**

- a. Revise and discuss the principles involved in handling grievances and reprimanding.
- b. Discuss the role of punishment as a means of disciplinary action.
- c. Apply the principles discussed in LDW 3 and LDW 5 a. and b. to determine a course of action given a disciplinary scenario.

**LDW 6 Working through Differences with Others Period(s): 2**

*(This content is taken from the ADFC Conflict Resolution Package Module 3)*

- a. Understand the basic dynamics of interpersonal

conflict

- b. Understand win-win and win-lose as different types and approaches to conflict
- c. Know how to apply the basics of a constructive (win-win) approach to negotiation.
- d. Have an understanding of a basic approach to managing difficult people.

**LDW 7 Assisting others in Conflict**

**Period(s): 2**

*(This content is taken from the ADFC Conflict Resolution Package Module 4)*

- a. Understand the different roles a leader can play in helping others to resolve conflicts,
- b. Understand the different circumstances that determine which role is appropriate
- c. Develop basic skills and strategies for helping resolve conflicts between others

**LDW 6 Examination**

**Period(s): 1**

**LDW 7 Examination Review**

**Period(s): 1**

**LDW 8 Practical Exercises**

**Period(s): 8**

- a. CWOFF candidates are to be assessed on their leadership performance in a series of practical exercises using pre-determined criteria. Any exercises constructed are to ensure that candidates have the opportunity of displaying all of the competencies listed in Annex F1 and explained in Annex F2 (SRs 15 and 16).

## SERVICE KNOWLEDGE CWOFF (SKW)

### 13 PERIODS

**SKW 1 AAFC Administration AL: B Period(s): 2**

- a. Outline:
  - 1. The role of a Cadet Warrant Officer at a typical AAFC Squadron.
  - 2. The procedure for administration of the attendance of cadets.
  - 3. The proper maintenance of cadet service records.
- b. Outline The sources of rules, and publications governing the AAFC such as
  - 1. AAFC Policy Manual,
  - 2. Cadet Forces Regulations
  - 3. ADF Cadets OHS Policy and Procedures
  - 4. Standard Operating Procedures.
- c. Outline The emergency camp procedures to be followed concerning:
  - 1. Accidents/Illnesses involving cadets during Stand-down and Stand-to times.
  - 2. Access to hospitals, medical flights and ambulance transportation

**SKW 2 AAFC Discipline AL: B Period(s): 2**

- a. Outline the relationship between civil law and members of the AAFC, with particular reference to:
  - 1. Supervision of AAFC activities and the common law duty of care
  - 2. Indemnities
  - 3. Delegation of authority versus responsibility
  - 4. Parental Consent
- b. Outline the rights of AAFC members (cadet and adult) with regard to disciplinary matters, with particular reference to:
  - 1. Natural justice
  - 2. Questioning

- 3. Duress
- 4. Statements
- 5. Searches and Inspections
- 6. Seizures and Confiscations
- 7. Penalties

*(SKW 2 must be instructed by an experienced staff member).*

**SKW 3 The Sergeants' Mess AL: Period(s): 1**

- a. Outline:
  - 1. The short history and significance of the mess. **C**
  - 2. Role of the CMC and the Committee. **C**
- b. Outline Conduct in the Mess, with particular reference to: **B**
  - 1. Customs, and
  - 2. Courtesies to Service Members.
  - 3. Table etiquette.
  - 4. Dining-In Nights. **C**

*Subject to the approval of the CMC a guided tour of the Mess should be arranged during low activity working hours (eg. midmorning), or stand-down periods.*

**SKW 3 Protocol AL: Period(s): 1**

- a. Describe: **C**
  - 1. How to distinguish precedence from seniority between
  - 2. Individuals,
  - 3. The services
- b. Describe:
  - 1. The sources of information on precedence, **C**
  - 2. The correct manner in which to pay compliments in the more information or unusual situations, **B**
  - 3. The correct manner in which to introduce persons of differing seniority, precedence, etc. **C**

**SKW 5 Awards and Orders AL: B Period(s): 1**

- a. Identify all Australian Defence Force Awards

including Unit citations and commendations, and a selection of Australian Orders and Imperial Awards.

- b. Explain the difference between 'operational', 'non-operational' and 'long service' ADF awards.
- c. State the reason for the granting of the awards, orders, commendations and Unit citations identified in sub-para. a.
- d. Describe the correct method and precedence of wearing ribbons

**SKW 6 Flag Etiquette****AL: B Period(s): 1**

- a. Describe the correct manner for displaying and flying the:
  1. Australian National Flag,
  2. Australian Red Ensign,
  3. RAAF Ensign,
  4. Other flags, including foreign flags, in the presence of the National Flag or RAAF Ensign,
  5. AAFC National, Wing and Squadron Banners

**SKW 7 Occupational Health and Safety and the AAFC****AL: A Period(s): 2**

- a. Explain the legislative requirements to implement a safe and fair work environment within the AAFC
- b. Outline the structure within AAFC to comply with OHS requirements
- c. State the role and responsibilities of a Wing Safety Adviser
- d. State the role of the CWOFF in implementing AAFC OHS Policy
- e. Discuss the principles of Safety Risk Management
- f. List the parties affected by non compliance of OHS Policy and procedures

**SKW 8 Squadron Activities** **AL: B** **Period(s): 1**

- a. Outline briefly the purpose of the 'Activity Authorisation Form OA86'.
- b. Outline the implications arising from approved AAFC activities and private activities, with particular reference to accidents and legal liability.
- c. Revise OAS 3 (Service Writing).

**SKW 8 Examination** **Period(s): 1****SKW 9 Examination Review** **Period(s): 1**



## FIELD CRAFT CWOFF (FCW)

### 19 PERIODS

<b>FCW 1</b>	<b>Revision of FCS</b>	<b>AL: B</b>	<b>Period(s): 2</b>
	<ul style="list-style-type: none"><li>a. State the objectives of FC Training with respect to the aims of the AAFC.</li><li>b. Revise FCS 2 and 3.</li><li>c. Revise FCJ 1 and 3.</li></ul>		
<b>FCW 2</b>	<b>Squadron Command and Control</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"><li>a. State the role of HQ staff in charge of a Squadron in the field and their individual areas of responsibility.</li><li>b. State the safety precautions to be observed to ensure the safety of members during field exercises.</li><li>c. Describe the establishment of a Squadron bivouac including the requirements of a command post.</li><li>d. State the basic requirements to be taken into consideration when compiling Operational Orders</li></ul>		
<b>FCW 3</b>	<b>Role and Responsibility of a CWOFF on a Field Craft Exercise</b>	<b>AL: B</b>	<b>Period(s): 1</b>
	<ul style="list-style-type: none"><li>a. State the responsibility of a Cadet Warrant Officer with respect to:<ul style="list-style-type: none"><li>1. Safety and Welfare of junior cadets.</li><li>2. Personal and communal hygiene of encamped cadets.</li><li>3. Appropriate bush dress and bearing.</li><li>4. Camp Layout - Supervision of:</li><li>5. Rosters.</li></ul></li></ul>		
<b>FCW 4</b>	<b>Communications</b>	<b>AL: B</b>	<b>Period(s): 1</b>

- a. State the correct RATEL procedure using:
  1. Phonetic alphabet
  2. Figures
  3. Prowords, and
  4. Titles
- b. Outline the basic use of proforma in AAFC operations in particular:
  1. CASEVAC (Casualty Evacuation)
  2. SITREP (Situation Report)
  3. LOCSTAT
- c. Outline the establishment of a basic radio net
- d. Outline the radio procedures for:
  1. Transmitting and receiving
  2. Maintenance and Fault Reporting
  3. Describe the use of a radio log

**FCW 5 Field Exercise Planning and Preparation (Part 1) AL:2 Period(s): 4**

- a. Plan and prepare a search or similar exercise for a given grid square. The exercise is to include movement from a central command post to and from a secondary command post within the grid square.
- b. The search teams will be based upon the utilisation of CSNCO candidates participating in the CSNCO FC exercise as outlined in FCS 5. CUO candidates will be responsible for the planning of this exercise in syndicate groups. All logistical requirements must be taken into account including the use of 24 hour Ration Packs (in lieu of equivalent catered meals) if supply arrangements are possible.

A written Safety Risk Assessment is also to be included in the preparation. Reference *ADFC Occupational Health & Safety Awareness For Officers and Instructors of Cadets and Supervisors*.

**FCW 6 Briefing for Field Craft Exercise Period(s):**

- a. The CUO Course candidates will brief the CWOFF Course of their requirements in context to the execution and management of the field craft exercise. In the absence of CUO candidates, FC instructors will provide the briefing

**FCW 7 Field Craft Exercise and Assessment****AL: 2****Period(s):  
8+**

- a. Perform the duties and functions of a Cadet Warrant Officer participating in a field craft exercise in accordance with the roles and duties defined in FCW 3 and 4.

**FCW 8 Field Craft Debrief****Period(s):  
1+**

- a. Debrief and appraise all candidates and staff who participated in FC Exercise.

**CWOFF Course (FCW)** - consists of one theory and one practical component involving the CWOFF candidate applying the skills taught in FCW while on a field exercise. The FCW assessment is structured on Part B only of the FCO assessment criteria (refer Annex D1 & D4).

Ideally CWOFF candidates would be briefed on Part A pre-requisites by the CUO candidates, as part of the CUO course requirements where courses are conducted together. In the absence of a CUO course operating concurrently with a CWOFF course, FC instructors would perform the briefing role.

## CADETLiFE FACILITATOR TRAINING - CWOFF

2 Periods - Non-Assessable

**CADETLiFE**

**AL: Period(s): 2**

*(This content is taken directly from the AAFC  
CADETLiFE Facilitators Package)*

The CADETLiFE facilitator course should be run in very close conjunction with ITW 5 *Group Facilitation and guided discussion*. ITW 5 is a fundamental component of the CADETLiFE facilitator course, however it also has wider applicability to AAFC training.



# Australian Air Force Cadets

## Manual of Ground Training

### Part 4

### Chapter 6

## CADET UNDER OFFICER COURSE

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Leadership- CUO .....	21
Organisation and Administration- CUO .....	22
Air Power- CUO .....	29
Service Knowledge- CUO .....	29
Fieldcraft- CUO .....	30
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### Course Title

1. The title is Australian Air Force Cadets - Cadet Under Officer Course.

### Aim

2. To qualify selected Cadet SNCOs or Cadet Warrant Officers in suitable managerial skills in order to perform the role of an AAFC Cadet Under Officer and to develop qualities of leadership.

### Required Qualifications of Entrants

3. The cadet must hold substantive rank of CSGT, CFSGT or CWOFF, possess a current **Senior First Aid Certificate**, and be recommended by their Commanding Officer in accordance with Wing policy. **A high degree of maturity is required.**
4. The cadet must have **completed** their JNCO course not later than 16 months before the commencement of the CUO course. For example mid year approximately 18 months previously when the CUO course is held in January, or beginning of year approximately 18 months previously when the CUO course is held mid year. Cadets who complete a JNCO course in September/October of a given year are not eligible to attend a CUO course in the January 14-15 months later.
5. Cadets who do not meet this requirement will be removed from course.

### Expected Experiences of Entrants

6. A CSGT or CFSGT who does not significantly exceed the graduation requirements of the SNCO course places themselves at significant risk of being able to successfully attain the graduation requirements of the AAFC Cadet Under Officer course.
7. Similarly a CWOFF who has not maintained their standards since graduating their CWOFF course and sought development opportunities commensurate with their experience is also at risk of not being able to meet the graduation requirements of the CUO course.
8. IAW Part 4, Chapter 2 Para 5-11 MoGT, before attending a CUO course it is expected that a CSGT, CFSGT or CWOFF will have:
  - a. Attended a SQN or WG bivouac and acted in the role of Flight Commander or participated in the coordination of the bivouac in a HQ training role,

- b. Assisted in the planning of a SQN training weekend, bivouac or other SQN activity,
- c. Instructed a full sequence of instructional lessons and have been provided with feedback from an experienced superior regarding their performance
- d. Been involved in the coordination and supervision of JNCOs and provided with feedback on their performance as an AAFC SNCO
- e. Performed a role within the SQN structure as a SNCO,
- f. Completed DCA.

9. Candidates on a CUO Course who do not have some/all of these experiences place themselves at a significant disadvantage in being able to successfully meet the graduation requirements of the CUO course.

### **Graduation Requirements**

10. A pass must be obtained in all assessable subjects. There are no elective subjects in the CUO course.

### **Duration**

11. The instructional duration of the course is 17 days. This includes the following time for administration and other issues:

- a. Detachment Commander Brief- 1/3 period,
- b. Chief Instructor Brief- 1/3 Period,
- c. Detachment Warrant Officer Brief 1/3 Period,
- d. Course Commander Brief- 1 Period,
- e. Parade Practise- 6 periods,
- f. Ceremonial Review- 2 periods,
- g. Course Assessment Interviews- 3 periods.

12. WGs should allow additional time to allow for inwards and outwards travel.



## Promotion Subjects

13. **Compulsory Promotion** subjects must be completed successfully in order to pass the CUO course at the required minimum level.

14. **Non-assessable** subjects form part of the course material but do not contribute to any empirical course result. Non-assessable subjects may contribute to the Promotional Attributes (PA) leadership component by way of observation.

## Course Period Allocations

Subject	Abbreviation	Subject Weighting		Periods
		Theory	Practical	
Instructional Technique	ITO	3	4	17
Drill and Ceremonial	DCO		3	21
Leadership	LDO	3	5	23
Service Knowledge	SKO	3		10
Fieldcraft	FCO	3	4	19
Organisation and Administration	OAO	3		11
Air Power	APO	2		7
Physical and Rec Training	PTO	Non Assessable		10
CADETLiFE Facilitator		Non Assessable		2
		Total		120

## Assessments

15. All assessments are to be conducted IAW the guiding philosophies in Part 1, Chapter 3 MoGT.

16. Promotional Attributes assessments are to be carried out IAW Part 4, Chapter 2 (para 65-69 & 78-116) MoGT.

17. A final written examination is to be conducted at the completion of each series of instruction in the following subjects:

- a. Instructional Technique,
- b. Drill and Ceremonial (forms 20% of the final overall assessment)
- c. Leadership,
- d. Organisation and Administration,

- e. Air Power,
  - f. Service Knowledge, and
  - d. Fieldcraft.
18. A practical assessment is conducted for:
- a. Drill and Ceremonial,
  - b. Instructional Technique,
  - c. Fieldcraft Exercise, and
  - d. Leadership.
  - e. Promotional Attributes.

## Promotional Attributes

As per Part 4, Chapter 2 (para 69) of MoGT, the promotional attributes assessment is a Pass/Fail Assessment. PAs are assessed against the following criteria.

A **CUO** should be able to (at a minimum):

- a. Instruct suitable compulsory or elective subjects and supervise a CJNCO, or CSNCO instructors.
  - (1) Act as the primary instructor without supervision; plan, deliver and review an entire core or elective subject
  - (2) conduct and critique assessments
  - (3) under supervision of TRGO, conduct grading
  - (4) critique CWOFF, CSNCO and CJNCO lessons and provide constructive feedback
- b. Act as Parade Commander, Squadron Commander or Supernumary Officer on a Daily Parade or Ceremonial Review.
- c. Perform, after specific training, any of the Squadron's executive positions with minimal supervision.
- d. Under minimal supervision, plan, organise and execute any activity including bivouacs, training weekends, and other extra curricular activities.
- e. Plan, conduct and review Instructional Technique at all levels when required.
- f. Act as Directing Staff on a CJNCO or CSNCO course, or as an Assistant Course Commander on a CJNCO course, including making objective assessments on PAs.
  - (1) Instruct subjects on CJNCO and CSNCO promotion courses as designated
  - (2) Conduct assessments both practical and theory for the lessons taught
  - (3) Assist the Course Commander in PA assessments
  - (4) Manage subordinate personnel including the CSE GSI.
- j. Recognise and manage conflict

**INSTRUCTIONAL TECHNIQUE CUO (ITO)****17 PERIODS****ITO 1 Introduction - Role of the CUO AL: B Period(s): 1**

- a. Describe the roles of the CJNCO, CSNCO and CWOFF as an instructor at Squadron level
- b. Describe the roles of the CUO, with respect to training, including:
  - (1) Instructor
  - (2) Adviser
  - (3) Coordinator/Programmer
  - (4) Assessor
- c. Describe how the role of the CUO, as an instructor, will vary at Wing level as opposed to Squadron level

**ITO 2 Revision of Basic IT Principles AL: B Period(s): 1**

- a. Explain the systematic process used for lesson preparation
- b. Explain how each of the following techniques of lesson preparation are necessary for effective instruction:
  1. Lesson Preparation
  2. Behavioural Objectives
  3. Questioning Technique
  4. Instructor Personal Attributes
  5. Eye Contact
- c. Describe the major elements of a modified lesson
  1. Introduction
  2. Development
  3. Conclusion
- d. Explain the methods of reinforcing the learning process with respect to:

1. Motivation and Interest
2. Attention and Fatigue
3. Memory and Recall
4. Individual Differences

- e. Outline the methods for achieving classroom control

**ITO 3 The Learner****AL: B Periods(s): 1**

- a. Discuss aspects of physical and intellectual growth, particularly in adolescence, which relate to:
  1. Practical skills
  2. Cognitive skills
- b. Describe the implications of physical and intellectual growth for the learning process
- c. Understand the difference between adolescent and adult learning
- d. Revise requirements to support those with special requirements, e.g. language, literacy and numeracy skills, dyslexia etc

**ITO 4 Training Programs****AL: B Periods(s): 2**

- a. State the importance of careful preparation of a training program.
- b. List the aspects which need to be considered when preparing a training program ie:
  1. Period of time to cover/dates
  2. Special activities/visits which need to be included
  3. Topics to be covered given any syllabus
  4. Dividing the topics into manageable lessons
  5. Elective or special interest topics which need to be included into a program
  6. The need for special programming for examinations/assessments
  7. The need for balance/variety and consistency

	8. Resources required, and the		
	9. Relative importance of topics/activities		
	c. Describe the purpose of attainment levels and codes in a syllabus		
	d. Outline the purpose of operative words in a syllabus		
	e. Construct a training program from given criteria		
<b>ITO 5</b>	<b>Methods of Testing and Evaluation</b>	<b>AL:</b>	<b>Periods(s): 2</b>
	a. Describe the meaning and importance of a test with respect to its:	<b>B</b>	
	1. Validity		
	2. Reliability		
	3. Usability		
	b. Describe the application of the various types of tests	<b>B</b>	
	c. State the AAFC method of assessment	<b>B</b>	
	d. Participate in exercises in the construction and evaluation of test material	<b>2</b>	
	e. Outline the difference between school evaluation and workplace competency based assessment	<b>B</b>	
<b>ITO 6</b>	<b>Evaluation and Appraisal</b>	<b>B</b>	<b>Periods(s): 1</b>
	a. Describe the process of evaluating individual performance		
	b. Describe the process of appraisal interviews		
	c. Outline the method of assessing practical performances and the principles of constructive criticism		
	d. Revise the Evaluation process		
	e. Outline the recording of results from assessments		

<b>ITO 7</b>	<b>Group Facilitation and guided discussion</b>	<b>B</b>	<b>Periods(s): 2</b>
a.	Describe the process of facilitation and guided discussion.		
b.	Discuss how the layout of a classroom or outdoor environment can enhance the facilitation process and learning generally		
c.	Discuss the importance of eliciting experience(s) from individuals in enhancing wider group learning		
d.	Discuss methods to encourage all students to participate to similar levels		
e.	Discuss different approaches in facilitation styles that might be employed by a CUO in AAFC training:		
	1. Classroom discussion during training (eg. Leadership topics with operative words like 'discuss')		
	2. Facilitation after a Leadership experiential exercise		
	3. Conducting a CADETLiFE presentation		
	4. Debriefing a large group after a fieldcraft exercise		
<b>ITO 8</b>	<b>Examination</b>		<b>Periods(s): 1</b>
<b>ITO 9</b>	<b>Examination Review</b>		
<b>ITO 10</b>	<b>Practical Exercises and Evaluation</b>	<b>AL: 2</b>	<b>Periods(s):6</b>
a.	Present one modified lesson (A second lesson is only required as a supplementary assessment if the first lesson does not meet the required standard)		
b.	Evaluate through critical self-analysis and constructive advice by Directing Staff and class		
c.	Practice constructive debrief of lesson		
d.	Practice use of Instructional Technique Assessment form (Annex C to Chapter 4 Part 2)		

**Notes:** Refer Part 4, Chapter 2 (Para 50-58)-  
*Instructional Technique* for further information on  
*IT assessment*

Refer Part 1, Chapter 3, Annex A for principles on  
*providing feedback.*

*Candidates should be given the opportunity to  
conduct at least part of a debrief. Each candidate  
should be able to demonstrate competence in  
using the Instructional Technique Assessment  
form and identify significant issues affecting  
delivery of lessons.*





- c. Practise the duties of the above positions on the SQN daily parade 2

*Note: This takes place during the daily parade each day under direction of the Detachment Warrant Officer*

**DCO 3 Turns at the Halt and Marching AL: 1 Period(s): 2**

- a. Revise
1. Right turn at the halt.
  2. Left turn at the halt.
  3. About turn at the halt.
  4. Right incline at the halt.
  5. Left incline at the halt.
  6. Marching in quick time.
  7. Halt in quick time.
  8. Change step in quick time.
  9. Step short in quick time.
  10. Step out in quick time.
  11. Mark time from marching in quick time.
  12. Mark time in quick time.
  13. Halt from mark time.
  14. Forward in quick time.
  15. Change step while marking time.
  16. Left wheel in quick time.
  17. Right wheel in quick time.
  18. Form single file.
  19. Form threes.

**DCO 4 Saluting AL: 1 Period(s): 1**

- a. Revise:
1. To the front salute at the halt
  2. To the right salute at the halt
  3. To the left salute at the halt
  4. Eyes right/front on the march
  5. Eyes left/front on the march
  6. To the right salute on the march
  7. To the left salute on the march
  8. To the front salute on the march
  9. Dismissing with an officer present

**DCO 5 Slow Marching AL: 2 Period(s): 2**

a. Practise:

1. Marching in slow time
2. Halting in slow time
3. Marking time in slow time
4. Marking time from marching in slow time
5. Forward in slow time
6. Change step in slow time
7. Change step while marking time in slow time

**DCO 6 Forms and Form Flight AL: 2 Period(s): 2**

a. Practise:

1. Changing direction by forming;
  - i. In quick time
  - ii. In slow time
2. Form flight;
  - i. In quick time
  - ii. In slow time

**DCO 7 Colours Standards and Banners AL: Period(s): 1**

a. State the history of military colours **C**

b. Outline the difference between: **B**

1. Queen's Colours
2. Squadron Standards
3. Governor General's Banners
4. AAFC Banners

c. State the customs and traditions relating to Colours **B**

**DCO 8 Rifle Drill - Introduction Present Arms and Saluting (F88) AL: 1 Period(s): 1**

a. Revise:

1. The position of attention
2. The position of stand at ease
3. Attention from stand at ease
4. Stand at ease from attention
5. Present arms from attention
6. Attention from present arms
7. Saluting with the rifle
8. Port arms from attention
9. Attention from port arms

**DCO 9 Freedom of Entry to a City AL: C Period(s): 1**

- a. State the history of the ceremony of granting freedom of entry to a city
- b. Outline the Procedure for granting of a freedom of entry to a city

**DCO 10 Sword Drill AL: Period(s): 2**

- a. Identify the parts of a RAAF Ceremonial sword **B**
- b. Outline: **B**
  1. When a sword is worn, and
  2. How to wear the sword
- c. Practise: **2**
  1. Wearing the sword
  2. Drawing swords
  3. Returning swords
  4. Standing at ease with the sword
  5. Short salute
  6. Long salute
  7. Eyes right/left/front in quick time
  8. Eyes right/left/front in slow time
  9. Reverse from the salute
  10. Attention from Reverse
  11. Rest on Arms from Attention
  12. Rest on Arms from Reverse

**DCO 11 Banner Drill AL: B Period(s): 1**

- a. Review the procedure for uncasing and casing banners
- b. Review the drill movements for banner drill

**DCO 12 Personal Drill Assessment****Period(s): 1**

Each student is to be assessed on their proficiency on 20 movements selected from DCO 1, 3-6. The selection to be advised 24 hours before the assessment.

Note: This PDA forms 40% of the DCO assessment

**DCO 13 Command and Control****Period(s): 1**

Each candidate is to command and control a marching flight for two minutes.

Note: This Command and Control forms 40% of the final DCO assessment.

**DCO 14 Examination****Period(s): 1**

Note: This examination forms 20% of the final DCO assessment.

**DCO 15 Examination Review****Period(s): 1**

## Drill and Ceremonial- CUO (21 Periods)

The CUO must display a consistently high standard of personal drill, a sound knowledge of executive positions on parades, and the ability to effectively command and control a Squadron or Wing on parades. They also must have a basic understanding of RAAF ceremonial procedures. To achieve this aim, DCO:

- a. Sets a consistently high standard of personal drill relevant to the officer,
- b. Evaluates command and control skills previously learnt, and
- c. Imparts a broad knowledge that will aid interaction with ADF officers.

DCO will concentrate on consolidating all aspects of personal drill and command and control, together with an outline of selected aspects of RAAF ceremonial. A summary of DCO components is:

Personal Drill Assessment	40%	DCO 15
Command and Control	40%	DCO 16
Theory Examination	20%	DCO 18

To ensure successful completion of the DCO syllabus, candidates will be expected to know the movements in DCO 1 and 3 with the time being spent on revision. GTW suggests that CUO candidates perform some self revision prior to attending course on movements that they may not have conducted or revised since SNCO course. This particularly applies to DCO 1 h, j, o; and, DCO 3 r, and s.

**LEADERSHIP CUO (LDO)****23 PERIODS**

<b>LDO 1</b>	<b>Introduction/Overview of Leadership Theory</b>	<b>AL:</b>	<b>Period(s): 2</b>
	<i>(A thorough understanding of the content of LDJ and LDS is to be regarded as assumed knowledge for cadets studying LDO 1 and LDO 2.)</i>		
	a. Revise the aims of the AAFC and their importance for the Cadet Under Officer	B	<b>A</b>
	b. Discuss the initial pre-conceptions of the course concerning the role of the CUO		<b>B</b>
	c. Revise and discuss the Traits theory of leadership. (LDJ 1 d)	B	<b>B</b>
	d. Revise and discuss the situational approach to leadership and the role of leadership styles (LDS 1 c)		<b>B</b>
	e. Determine priorities and delegation of responsibilities given a leadership scenario		<b>B</b>
	f. Define leadership styles in terms of:		<b>C</b>
	1. Task behaviour, and		
	2. Relationship behaviour		
	g. Revise and discuss the transactional theory of leadership (LDS 1 d)		<b>B</b>
	h. Discuss an overview of leadership theories and their inter-relationship		<b>B</b>
	i. Revise Conflict Resolution		<b>N/A</b>
<b>LDO 2</b>	<b>Role and Responsibilities of a Cadet Under Officer</b>	<b>AL: B</b>	<b>Period(s): 2</b>

- a. Discuss the existence and importance of levels of leadership in the context of achieving group objectives.
- b. Discuss attitudes and expectations concerning the role of a CUO at Squadron and Wing level.
- c. Compare and contrast the role of a CUO with the role of:
  1. A cadet JNCO
  2. A cadet SNCO
  3. A Cadet Warrant Officer
  4. An adult airman instructor
  5. An adult Officer
- d. Discuss the implications for the CUO of the leadership theories covered in LDO 1.
- e. Discuss the responsibilities appropriate to each of the cadet ranks at Squadron level.

**LDO 3 Task Organisation****AL: B Period(s): 2**

- a. Explain the major factors which influence task organisation such as:
  1. Origin of the task
  2. Importance of the task
  3. Availability of time
  4. Newness (novelty) of the task, and
  5. Availability of resources
- b. Outline certain procedures to follow in task organisation, such as:
  1. Defining the task, goals, sub-tasks, etc
  2. Previous experience - what is already known
  3. Determine priorities
  4. Consider relevant rules and regulations
  5. Determine physical and manpower requirements
  6. Determine the requirements for consultation and liaison
  7. Anticipate possible problems, and
  8. Ensure clear instructions



- c. Describe the nature and importance of determining priorities and delegating tasks.
- d. Determine priorities and delegation of responsibilities given a leadership scenario.

**LDO 4      Decision Making and Problem Solving      AL:      Period(s): 2**

- a. Discuss the general guidelines in decision making and problem solving such as:
  - 1. Identify the problem(s),
  - 2. Obtain the facts,
  - 3. Know the rules/regulations which may apply,
  - 4. Analyse the information,
  - 5. Consider possible solutions,
  - 6. Make a decision, and
  - 7. Evaluate the decision.
- b. Discuss group decision making.      **B**
- c. Demonstrate decision making and problem solving given a leadership situation.      **2**
- d. *Note: The classroom exercises in LDO 3 and LDO 4 can be undertaken individually, in small groups, or as a whole class. Situations/problems presented should be relevant to the role of a CUO.*

**LDO 5      Working through Differences with Others      Period(s): 2**

- a. Understand the basic dynamics of interpersonal conflict
- b. Understand win-win and win-lose as different types and approaches to conflict
- c. Understand win-win and win-lose as different types and approaches to conflict
- d. Have an understanding of a basic approach to managing difficult people.

*(This content is taken from the ADFC Conflict Resolution Package Module 3)*

**LDO 6     Assisting others in Conflict     Period(s): 2**

- a. Understand the different roles a leader can play in helping others to resolve conflicts
- b. Understand the different circumstances that determine which role is appropriate
- c. Develop basic skills and strategies for helping resolve conflicts between others

*(This content is taken from the ADFC Conflict Resolution Package Module 4)*

**LDO 7     Leadership Exercises (Practical)     AL:2     Period(s): 8**

Leadership exercises are to be conducted in the field for a day under evaluation

**LDO 8     Review of Leadership Exercises     Period(s): 1**

Discuss the following aspects in context to the activities conducted in LDO 7:

1. The situational theory of leadership
2. Problem Solving
3. Group Decision Making
4. Task Organisation

*Note: This lesson should be conducted immediately after the completion of the practical leadership exercises but prior to LDO 7*

**LDO 9     Examination     Period(s): 1**

**LDO 10     Examination Review     Period(s): 1**



typical AAFC Squadron including:

1. ADMINO
2. TRGO
3. Cadet Commander

- c. State the definition of "establishment" and "strength".

**OA0 4 Occupational Health and Safety and the AAFC AL: A Period(s): 2**

- a. Explain the legislative requirements to implement a safe and fair work environment within the AAFC
- b. Outline the structure within AAFC to comply with OHS requirements
- c. State the role and responsibilities of a Wing Safety Adviser
- d. State the role of the CUO in implementing AAFC OHS Policy
- e. Discuss the principles of Safety Risk Management
- f. List the parties affected by non compliance of OHS Policy and procedures
- g. State the procedures and prerequisites for compiling and completing an 'Activity Authorisation - OA86'
- h. State the implications arising from approved AAFC activities and 'private' activities, with particular reference to accidents and legal liability
- i. Outline the basis and application of Commonwealth compensation to members of the AAFC in the event of injury or illness sustained whilst on approved activities

*Note: This topic can be linked to SKO 4*

**OA05 Service Writing and SQN Correspondence** **Period(s): 1**

- a. Revise OAS 2 *Service Writing & Correspondence* **B**
- b. List the Correct uses for: **B**
  - 1. Minutes
  - 2. An official letter within the ADF or AAFC
  - 3. An official letter to the public
  - 4. Email
- c. Outline the filing system used in the AAFC
- d. Outline how files are used in the AAFC
- e. Outline how file classifications are used within the AAFC such as Staff-In-Confidence, Medical-In-Confidence and Examination-In-Confidence

**OA06 AAFC Detachments** **AL: B** **Period(s): 2**

- a. State the responsibilities and duties of a CUO on AAFC detachments in the following roles:
  - 1. Assistant CSECDR
  - 2. ADMINO (Parental consent forms, PH299s, ration states)
  - 3. AAFC Duty Officer
- b. Emergency procedures to be followed concerning:
  - 1. Accidents involving cadets during Stand-down and Stand-to time
  - 2. Access to hospitals, medical flights and ambulance transportation.
- c. State the relevance and authority of Administrative Instructions for AAFC

**OA07 Examination** **Period(s): 1****OA08 Examination Review** **Period(s): 1**

## AIR POWER - CUO (APO)

### 7 PERIODS

To ensure the most accurate content instructors should refer to the Air Power Development Centre website at <http://airpower.airforce.gov.au> and specifically the AAP 1000-D *The Air Power Manual*

**APO 1      Functions of Air Power      AL: B      Period(s): 1**

- a. Describe the three elements of combat power
- b. Compare and contrast air power with sea and land power
- c. Describe the primary and secondary functions of air power
- d. Describe the limitations, relative advantages and positive attributes of air power

**APO 2      Principles of War      AL: B      Period(s): 1**

- a. List the principles of war

**APO 3      Composition and Role of an Air Force      AL: B      Period(s): 1**

- a. State the composition of a balanced air force
- b. Describe the "Force Multiplier Effect"
- c. State the role of the RAAF
- d. Outline the structure and rationale of the operational groups of the RAAF
- e. Describe, within the context of Air Power, the role and operation of the following forces
  - 1. Air Combat Group
  - 2. Surveillance and Response Group
  - 3. Air Lift Group
  - 4. Aerospace Operational Support Group
  - 5. Combat Support Group

## 6. Air Force Training Group

**APO 4 Case Study** **Period(s): 2**

*Participate in a selected Case Study utilising the principles and knowledge acquired in APO 1, 2 and 3a & b*

**APO 5 Examination** **Period(s): 1**

**APO 6 Examination Review** **Period(s): 1**

**SERVICE KNOWLEDGE - CUO (SKO)****11 PERIODS**

<b>SKO 1</b>	<b>The Officers' Mess</b>	<b>AL:</b>	<b>Period(s): 2</b>
	a. Outline the short history and significance of the mess:	<b>C</b>	
	b. Outline the role of the PMC and the Committee	<b>C</b>	
	c. Outline conduct in the Mess, with particular reference to:	<b>B</b>	
	1. customs, and		
	2. courtesies to Service members		
	d. Outline Table etiquette within the Mess	<b>B</b>	
	e. Outline the protocols for conducting a dining-in night	<b>C</b>	
	<i>Subject to the approval of the PMC, through the Mess Manager, a guided tour of the Mess should be arranged during low activity working hours (eg. mid-morning), or stand-down periods</i>		
<b>SKO 2</b>	<b>Protocol</b>	<b>AL:</b>	<b>Period(s): 1</b>
	a. Describe.	<b>C</b>	
	1. How to distinguish precedence from seniority between the Services and individuals		
	2. The sources of information on precedence		
	3. The correct manner in which to introduce persons of differing seniority, precedence etc		
	4. The correct manner to issue, and reply to, invitations		
	b. Practice writing and responding to invitations	<b>3</b>	
<b>SKO 3</b>	<b>Law</b>	<b>AL:B</b>	<b>Period(s): 3</b>



- a. Outline the relationship between Service Law and members of the AAFC
- b. Describe the relationship between civil law and members of the AAFC, with particular reference to:
  1. Supervision of AAFC activities and the common law duty of care
  2. Indemnities
  3. Delegation of authority versus responsibility, and
  4. Parental Consent
- c. Outline the rights of AAFC members (cadet and adult) with regard to disciplinary matters with particular reference to:
  1. Natural justice
  2. Questioning
  3. Duress
  4. Statements
  5. Searches and Inspections
  6. Seizures and Confiscations, and Penalties

**SKO 4 Awards and Orders** **AL: B** **Period(s): 1**

- a. Identify all Australian Defence Force Awards including Unit citations and commendations, and a selection of Australian Orders and Imperial Awards
- b. Explain the difference between 'operational', 'non-operational' and 'long service' ADF awards
- c. State the reason for the granting of the awards, orders, commendations and Unit citations identified in sub-para. a
- d. Describe the correct method and precedence of wearing ribbons

**SKO 5 Flag Etiquette** **AL: B** **Period(s): 1**

Describe the correct manner for displaying and flying the:

1. Australian National Flag
2. Australian Red Ensign
3. RAAF Ensign
4. Other flags, including foreign flags, in the presence of the National Flag or RAAF Ensign, and
5. AAFC National, Wing and Squadron Banners

**SKO 6 Examination Period(s): 1**

**SKO 7 Examination Review Period(s): 1**

## FIELD CRAFT - CUO (FCO)

### 19 periods includes one day exercise

*CUO Course (FCO) - consists of one theory and two practical components. The first component (Part A) involves the planning and preparation of a field craft exercise (FCEX) or bivouac which is likely to be conducted at Squadron level. The second component (Part B) is the execution and management (practical) of the FCEX (refer Annex D1 & D4). This ensures the CUO candidate attains the required level of achievement for the planning, preparation, execution and management of a field craft exercise utilising a large number of cadets. Paragraphs **Error! Reference source not found.** - **Error! Reference source not found.** outline the assessment criteria for the FCEX. CUO Candidates would be expected to brief their subordinate counterparts on the "Part A" requirements for the FCEX.*

**FCO 1      Revision of FCS      AL: B      Period(s): 1**

- a. State the objectives of FC Training with respect to the aims of the AAFC
- b. Revise FCS 2
- c. Revise FCJ 3

**FCO 2      Squadron Command and Control      AL: B      Period(s): 1**

- a. State the role of HQ staff in charge of a Squadron in the field and their individual areas of responsibility
- b. State the safety precautions to be observed to ensure the safety of members during field exercises
- c. Describe the establishment of a Squadron bivouac including the requirements of a command post
- d. State the basic requirements to be taken into consideration when compiling Operational Orders

**FCO 3      Field Exercise Planning and Preparation      AL: 2      Period(s): 4**

Plan and prepare a search or similar exercise for a given grid square. The exercise is to include movement from a central command post to and from a secondary command post within the grid square. The search teams will be based upon the utilisation of CSNCO candidates participating in the CSNCO FC exercise as outlined in FCS 5. CUO candidates will be responsible for the planning of this exercise in syndicate groups. All logistical requirements must be taken into account including the use of 24 hour Ration Packs (in lieu of equivalent catered meals) if supply arrangements are possible.

A written Safety Risk Assessment is also to be included in the preparation. Reference ADFC Occupational Health & Safety Awareness For Officers and Instructors of Cadets and Supervisors.

**FCO 4      Revision and Assessment of FCO 3      AL:2      Period(s): 3****FCO 5      Examination      Period(s): 1****FCO 6      Examination Review      Period(s): 1****FCO 7      Briefing on FCEX for CWOFF or SNCO Course      Period(s): 1**

Brief staff, CWOFF, CSNCO & CJNCO courses, as the case requires on the planning and preparation for the FCEX.

**FCO 8      Field Exercise and Assessment      Period(s): 8**

Execute and manage the FC exercise as planned and approved in FCO 3 and 4

**FCO 9      Field Craft Exercise Debrief      Period(s): 1**

Debrief and appraise all candidates and staff who participated in FC Exercise

## CADETLiFE FACILITATOR TRAINING - CUO

### 2 Periods - Non-Assessable

**CADETLiFE**

**AL:**

**Period(s): 2**

*(This content is taken directly from the AAFC  
CADETLiFE Facilitators Package)*

The CADETLiFE facilitator course should be run in very close conjunction with ITO 7 *Group Facilitation and guided discussion*. ITO 7 is a fundamental component of the CADETLiFE facilitator course, however it also has wider applicability to AAFC training.

## PHYSICAL AND RECREATIONAL TRAINING - CUO (PTO)

### 10 Periods - Non-Assessable

**PTO 1      Organising P&RT Programs (Theoretical)      AL:      Period(s): 6**

- a. Explain the components of P&RT program planning in the following areas:
  - 1. Environmental, and
  - 2. Co-ordination
- b. Describe the factors concerning activity selection in:
  - 1. Sports activities, and
  - 2. Recreation activities
- c. Outline the characteristics of the following competition draws: **B**
  - 1. Round robin
  - 2. Knock-out
  - 3. Ladder, and
  - 4. Tabloid
- d. Practise one of the following:
  - 1. Competitive Sports Draw, or a
  - 2. Recreational Program
- e. Describe the purpose and function of members involved in a sports planning session
- f. Conduct a sports planning session utilising the skills acquired in PTO 1 a-d

**PTO 2      Practical Application and Evaluation      AL:      Period(s): 1**

- a. Plan (and participate) in the following P&RT programs:
  - 1. Competitive Sports Program, and a
  - 2. Recreational Program

*Note: Course members are to form groups to demonstrate the ability to plan and organise one exercise in accordance with PTO 1 and 2. Although non-assessable in its own right, the PTO 2 exercise is to form a contribution towards the PAO assessment.*





**PROMOTION COURSE  
AUSTRALIAN AIR FORCE CADETS  
DRILL & CEREMONIAL**

**DRILL LESSON EVALUTION – MUTUAL INSTRUCTION**

Student: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Subject: \_\_\_\_\_ No. of Students: \_\_\_\_\_

**Instruction to Assessor:**

1. As the lesson progresses, write the mark for each criteria listed noting the maximum score.
2. Write any specific comment or observation.
3. On completion of the lesson cycle circle your overall assessment.
4. Calculate the student's score by adding the marks assigned. The maximum score is 70.

	Assessment	Comments
<b>Preliminaries</b>		
1. Position Flight, number, etc.	/ 2	
2. Revision	/ 2	
<b>Introduction</b>		
3. Reason for learning, objectives of lesson	/ 3	
<b>Body</b>		
4. Logical sequence	/ 7	
5. Confirmation by stages	/ 7	
6. Sufficient rest pauses	/ 5	
7. Fault correction	/ 5	
<b>Conclusion</b>		
8. Restate reason for learning	/ 2	
9. Next lesson introduction/link	/ 2	
<b>The Student</b>		
10. Appearance, bearing, dress	/ 7	
11. Confidence and control	/ 7	
12. Demonstrations: correct – 'all can see'	/ 7	
13. Explanations: clear & concise	/ 7	
14. Words of command: correct	/ 7	
<b>TOTAL</b>	<b>/ 70</b>	

**Special Comments:**

**Final Assessment (circle):**      **Excellent**      **Good**      **Pass**      **Poor**      **Fail**

Assessor \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**PROMOTION COURSE  
 AUSTRALIAN AIR FORCE CADETS  
 DRILL & CEREMONIAL**

**DRILL LESSON EVALUTION – COMMAND & CONTROL**

	<b>JNCO</b>	<b>SNCO</b>	<b>CWOFF &amp; CUO</b>
<b>1. WORDS OF COMMAND</b>			
Correct words of command used at all times	10	10	10
Most words of command correct/few hesitations	9	7	6
Words of command satisfactory, needs improvement	6	4	3
Poor standard of words of command	3	1	0
No understanding of correct words of command	0	0	0
<b>2. VOICE AND FAULT CONTROL</b>			
Strong, well projected voice/effect fault correct	10	10	10
Voice audible to the Flight/fault correction adequate	9	7	6
Voice audible most of the time/satisfactory fault correction	6	4	3
Voice too soft/little or poor fault correction	3	1	0
Voice inaudible/nil or unacceptable fault correction	0	0	0
<b>3. DRESS, BEARING &amp; PERSONAL DRILL</b>			
Excellent dress and bearing maintained at all times	10	10	10
Good dress and bearing	9	7	6
Dress satisfactory, some lapses in personal bearing	6	4	3
Definite lapses in dress and bearing	3	1	0
Marked sloppiness in dress and bearing	0	0	0

Total assessment to be out of 30. Half marks may be awarded.

Name	1	2	3	TL	Name	1	2	3	TL

Assessor

Signature



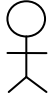
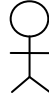
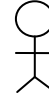




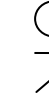
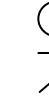


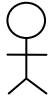
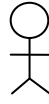





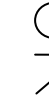
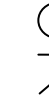
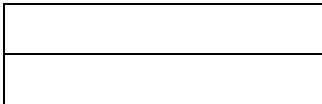

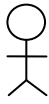
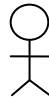





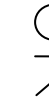
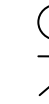
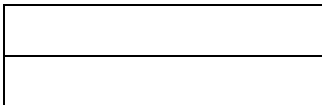
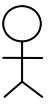
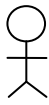
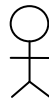





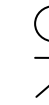
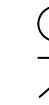
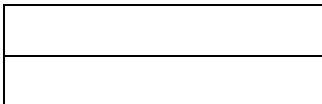

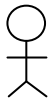
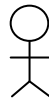





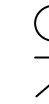
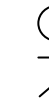
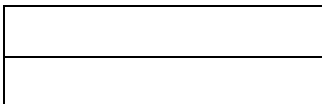
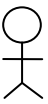
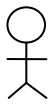
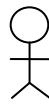
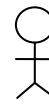




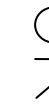
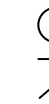
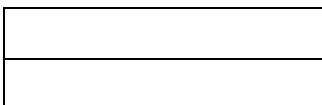

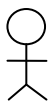
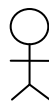
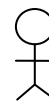




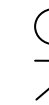
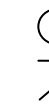
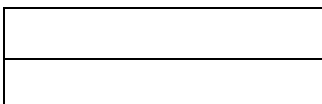
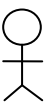
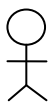
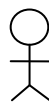
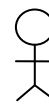




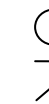
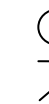
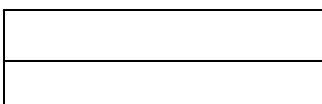
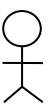
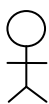
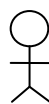
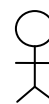




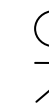
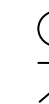
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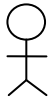
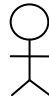





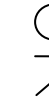
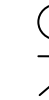










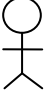
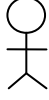
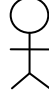
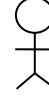




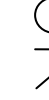
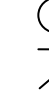
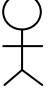
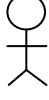
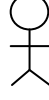
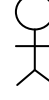
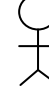

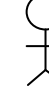

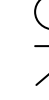
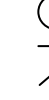










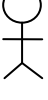
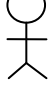
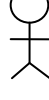


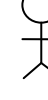
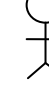
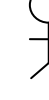
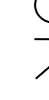
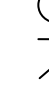
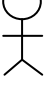
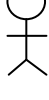

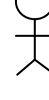
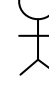
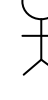
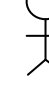
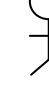
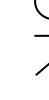
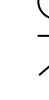
















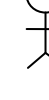
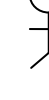
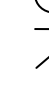
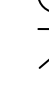




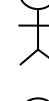
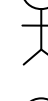
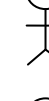
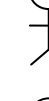
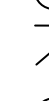
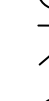










**PROMOTION COURSE  
AUSTRALIAN AIR FORCE CADETS  
DRILL & CEREMONIAL**

**DRILL LESSON EVALUTION – PERSONAL DRILL ASSESSMENT**

**Instructions to Assessors:**

1. Assess one rank at a time up to a maximum of 10 candidates.
2. A second instructor is to call the orders from a list. Orders to be repeated until the assessing instructor has a complete assessment.
3. More than one instructor may assess with the marks averaged.
4. For each error, mark the appropriate part of the diagrams below.
5. At the conclusion, add all errors (half marks) made and subtract from totals given below.

	<b>Drill Movement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
1											
2											
3											
4											
5											
6											
7											
8											
9											
	<b>Drill Movement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

	<b>Drill Movement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
10	<input type="text"/>										
11	<input type="text"/>										
12	<input type="text"/>										
13	<input type="text"/>										
14	<input type="text"/>										
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16	<input type="text"/>										
17	<input type="text"/>										
18	<input type="text"/>										
19	<input type="text"/>										
20	<input type="text"/>										
	<b>Drill Movement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

<b>Total No. of Errors</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Total Score</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

List of Students: JNCO / 50, SNCO / 20, CWOFF / 20, CUO / 40

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

**EDUCATES · CHALLENGES · EXCITES**

**EDUCATES · CHALLENGES · EXCITES**

**INSTRUCTIONAL TECHNIQUE – LESSON EVALUATION**

Student:	Date/Time					Subject
<b>Column ‘A’ = Poor</b> <b>Column ‘B’ = Below Standard</b> <b>Column ‘C’ = Satisfactory</b> <b>Column ‘D’ = Good</b> <b>Column ‘E’ = Excellent</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>Instructions of Assessor:</b> 1. As the student’s lesson progresses, circle the mark in the appropriate column opposite each criteria in the various sections. Write any comments in the space provided as an aid memoir for the feedback to the student. 2. At the end of the student’s lesson, complete the General section (GEN) in the same manner, and then the Preparation section (PREP), after inspecting the student’s lesson plan. 3. Calculate the student’s score by adding the circled numbers in each column, & then by adding the totals for each column.
	(I) Clarity of Objectives	1	2	3	4	5
(I) Attention, Reason for learning	0	1	2	3	4	
(DEV) Selection & Use of Aids/Resources	1	3	6	9	11	
(DEV) Logical Development of Subject/Pacing	1	3	6	9	11	
(DEV) Student Involvement, Use of Questions	1	3	6	9	11	
(DEV) Questioning Technique	1	3	5	7	9	
(C) Summary: Testing	1	2	4	6	7	
(C) Adequacy of Lesson in Relation to the Time/Subject Matter	0	1	2	3	4	
(GEN) Classroom Control	0	1	2	3	4	
(GEN) Motivation	0	2	4	6	8	
(GEN) English & Fluency: Choice of Language	0	1	2	3	4	
(GEN) Voice, Speed, Tone, Volume	0	1	2	3	4	
(GEN) Appearance, Stance, Gestures	0	1	2	3	4	
(PREP) Selection & Knowledge of Subject Matter	1	2	4	6	7	
(PREP) Evidence of Preparation, Lesson Plan	1	2	4	6	7	
<b>TOTAL COLUMNS</b>						= /100

Assessor: \_\_\_\_\_

Date: \_\_\_\_\_

**AUSTRALIAN AIR FORCE CADETS  
PRACTICAL FIELDCRAFT ASSESSMENT  
CUO & CWOFF COURSES**

**Student:** \_\_\_\_\_

**Group:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Part A – CUO Only (see [para. 1059 of Chapter 1](#) for Marking Guide)

Serial	Task/Duty	Score/5	Comments
1	Identify Objectives of Exercise		
2	Personal Details & Background		
3	Identification of Site/Location		
4	Appropriate exercise method		
5	Equipment required		
6	Catering Arrangements		
7	Communications Support		
8	Transportation Arrangements		
9	Medical Support		
10	OH&S and EM Requirements ID'd		
11	Preparation of Operation Orders		
12	Delivery of Operation Orders		
13	Time and Space Planning		
14	Timeliness of Submissions		
	<b>/ 70 Part A Total</b>		

Part B – CUO and CWOFF (see [para. 1059 of Chapter 1](#) for Marking Guide)

Serial	Task/Duty	Score/5	Comments
1	Monitoring of Cadets in Field		
2	Communication during FCEX		
3	Control of Groups		
4	Level of Leadership Displayed		
5	Welfare of Cadets in Field		
6	Respect from Subordinates		
7	Safety & Welfare Considerations in Field		
8	Application of FC knowledge		
9	Ability to Follow Original Plan		
10	Achievement of Terminal Objectives		
11	Debrief Groups		
	<b>/ 55 Part B Total</b>		<b>TL Parts A &amp; B = / 125</b>

SR11  
Revised Jan 03

Annex I1  
Part 7 MoGT  
1 Nov 09

CUO Course: Parts A and B to be weighted at 50% each and combined for total FCO(P) mark

**EDUCATES · CHALLENGES · EXCITES**



**AUSTRALIAN AIR FORCE CADETS  
PRACTICAL FIELDCRAFT ASSESSMENT  
SNCO CANDIDATES (UNGRADED)**

D = Displayed      ND = Not Displayed

Serial	Task/Duty	Name	Name	Name	Name
1	Maintains Command Position	D / ND	D / ND	D / ND	D / ND
2	Appoints 2IC	D / ND	D / ND	D / ND	D / ND
3	Responds to Orders Group/ Directing Staff	D / ND	D / ND	D / ND	D / ND
4	Acts as Role Model, even when not in Command Position	D / ND	D / ND	D / ND	D / ND
5	Concern for Welfare of Cadets	D / ND	D / ND	D / ND	D / ND
6	Appropriate use of Field Signals/ Communication	D / ND	D / ND	D / ND	D / ND
7	Maintains Morale/Motivates Group	D / ND	D / ND	D / ND	D / ND
8	Appropriate selection of Search Patterns	D / ND	D / ND	D / ND	D / ND
9	Effective execution of Search Patterns	D / ND	D / ND	D / ND	D / ND
10	Effective Debrief of Group	D / ND	D / ND	D / ND	D / ND
11	Maintains Respect of Subordinates	D / ND	D / ND	D / ND	D / ND
Comments:					

Assessor: \_\_\_\_\_ Rank: \_\_\_\_\_ Date: \_\_\_\_\_

**AUSTRALIAN AIR FORCE CADETS  
PRACTICAL FIELDCRAFT ASSESSMENT  
JNCO CANDIDATES (GRADED)**

Student: \_\_\_\_\_ Group: \_\_\_\_\_ Date: \_\_\_\_\_

Serial	Task/Duty	U	S	G	E	Comments
1	Location of Topographical Map given Grid Reference	0	1	2	3	
2	State three (3) features indicated by contour lines on a Topographical Map	0	2	4	6	
3	Locate checkpoint on Topographical Map given Grid Reference	0	1	2	3	
4	Calculate Magnetic Bearing between 2 given Grid Reference (using Silva Compass or similar and Topographical Map)	0	3	6	9	
5	Walk a magnetic bearing without assistance using Silva Compass (or similar)	0	2	4	6	
6	Complete a Navigation Data Sheet	0	3	6	9	
7	Accept instructions from Operation Orders	0	1	2	3	
8	Performs correct Field Signals	0	2	4	6	
9	Responds to instructions of Section Commander	0	2	4	6	
10	Observes Correct Section Formations (responds to changes, keeps spacing)	0	2	4	6	
11	Acts as Role Model in Field	0	3	6	9	
12	Responsible for own Welfare in Field	0	3	6	9	
13	Remains focused on Task	0	2	4	6	

Assessor: \_\_\_\_\_ Rank: \_\_\_\_\_ Date: \_\_\_\_\_

**AUSTRALIAN AIR FORCE CADETS  
CUO & CWOFF FIELDCRAFT ASSESSMENT FORM  
ASSESSMENT STATEMENTS AND MARKING GUIDE**

5. Maintained an excellent standard, or displayed outstanding ability for the entire observed duration of the exercise.
4. Maintained a high standard or ability, or maintained an excellent standard, but with occasional lapses.
3. Maintained a good standard or ability for a substantial part of the duration of the exercise. Clear display of competency demonstrated.
2. Slightly below requirement, may improve with experience of lacked enthusiasm or interest.
1. Continually poor standard, notably lacking in ability. Displayed contra indications. A narrative report is required.

**JNCO FIELDCRAFT ASSESSMENT FORM  
ASSESSMENT STATEMENTS AND MARKING GUIDE**

- Unsatisfactory: Failed to meet the minimum standard even after repeated training.
- Satisfactory: Met minimum level of skill after training.
- Good: Met minimal level of skill with little or no prompting / training.
- Excellent: Exceeded level of skill with no training/prompting required or maintained high standard over duration of exercise.

**LEADERSHIP ASSESSMENT FORM – ‘PICSIE’**

Surname: Initial/s: Rank: CSE:

<b>Planning</b>	<b>Score</b>	<b>Comments</b>
	/ 5	
Gathered Available information		
Defined the task to the team		
Developed a workable plan		
<b>Initiating</b>	<b>/ 5</b>	
Briefed the team on the plan		
Allocated tasks to team members		
Set team standards		
<b>Controlling</b>	<b>/ 5</b>	
Motivated team into action		
Influenced tempo of work		
Ensured all actions were taken towards objectives		
Maintained/influenced standards		
Corrected team/individuals		
<b>Supporting</b>	<b>/ 5</b>	
Accepted team member's contributions		
Provided encouragement/recognition		
Mindful of team/individual needs		
<b>Informing</b>	<b>/ 5</b>	
Clarified task/s and plan		
Ensured understanding by team		
Kept team informed of developments		
<b>Evaluating</b>	<b>/ 5</b>	
Checked the feasibility of an idea or suggestion		
Tested the consequence of a proposed solution		
Made timely and sound decisions		
Evaluated team performance		
<b>Command Presence</b>	<b>/ 5</b>	
Maintained leadership position		
Displayed control under stress/pressure		
Acted responsibly (role model)		
<b>SCORE</b>	<b>/ 35</b>	

Assessor's Note: Assessors are required to observe each requirement and tick as the competency is displayed. A score is then entered as per the Scale Definition as show on SR16 Annex J2.

<b>Assessor's Name</b>	<b>Assessor's Signature</b>	<b>Date</b>



**LEADERSHIP ASSESSMENT FORM  
ASSESSMENT STATEMENTS AND MARKING GUIDE**

**Scale Definition:**

- E = 5** An **excellent** level of ability or performance which provided an exemplary reference for his/her peers.
- G = 4** A **good** level of ability or performance which is **clearly** better than satisfactory.
- S = 2** **Satisfactory** or acceptable level of ability or performance. Refer to the benchmark statement on 'satisfactory' performance below\*. The candidate's ability or performance is that expected of a graduate, i.e. the minimum standard which must be maintained, or preferably improved.
- U = 0** **Unsatisfactory** level of ability or performance. The candidate fell short of the minimum standard required of a graduate. Clear improvement is to be expected and maintained. Amplifying comments are to be provided and the candidate debriefed.

Note there are no incremental steps such as "just meets" the standard etc., or half marks. The candidate either does or does not meet the minimum standard, or exceeds it, as described.

**Leadership Assessment Guide (PICSIE)\* (Definition of a 'Satisfactory' Standard):**

*Synthesised and integrated with marking sheet*

- Planning:** Gathered available information and defined what had to be done; made a workable solution/plan.
- Initiating:** Gave an effective brief using a suitable format that contained essential information.
- Controlling:** Provided adequate direction with actions on most occasions conforming with the plan or contributing to the task. The team responded well to the leader.
- Supporting:** Provided appropriate support through the consideration of the balance between task, team and the individual.
- Informing:** Kept the team appropriately informed, both at the outset and where necessary during the exercise.
- Evaluating:** At the outset and during the exercise was able to contribute effectively to the planning and problem solving, showing logic, common sense and flexibility.
- Command Presence:** For most of the time was clearly the leader, influencing the team through personality, logical persuasion, and example. Appeared suitably confident and was able to project an image of competence and authority.

**EDUCATES - CHALLENGES - EXCITES**



**PROMOTIONAL ATTRIBUTES ASSESSMENT FORM**

<b>Cadet No.</b>	<b>Surname</b>	<b>Initial/s</b>	<b>SQN</b>	<b>CSE</b>

<b>Keywords</b>	<b>Not Displayed</b>	<b>Displayed</b>	<b>Standard Exceeded</b>
Organisation			
Judgement			
Power of Expression			
Endurance			
Reaction to Stress			
Application			
Sense of Responsibility			
Co-Operation			
Energy			
Confidence			
Acceptance of Procedures			
Participation			

Instructor's Sign-Off. Recommendation for future promotion.

**RECOMMENDED / NOT RECOMMENDED**

*Strike out whichever does not apply.*

Printed Name

Signature

Date

Course Commander's Endorsement:

Printed Name

Signature

Date

Cadet's Acknowledgement:

Printed Name

Signature

Date



**PROMOTIONAL ATTRIBUTES ASSESSMENT FORM**  
**EXPLANTORY NOTES**

<b>Organisation:</b> Definition	The ability to arrange situations in a systematic manner to produce effective results. This quality includes the individual's personal organisation.
Displayed Standard	Plans & organises tasks in a manner which displays the consideration of relevant detail.
<b>Judgement:</b> Definition	The ability to appraise problems and produce workable solutions.
Displayed Standard	Can be relied upon to produce workable solutions.
<b>Power of Expression:</b> Definition	The ability to express an idea with ease and clarity.
Displayed Standard	Can express ideas with clarity.
<b>Endurance:</b> Definition	The capacity to keep going under arduous conditions, both physically and mentally. This is an integration of mental and physical attributes.
Displayed Standard	Able to carry out assigned tasks with sufficient stamina and determination.
<b>Reaction to Stress:</b> Definition	The ability to maintain control of their emotions and react appropriately when subjected to stress or pressure.
Displayed Standard	Can maintain control of themselves and usually react appropriately when subjected to stress or pressure.
<b>Application:</b> Definition	The diligence exhibited by the individual in completing his/her tasks/assignments within the required time.
Displayed Standard	Satisfactorily completes the assigned task in the required time.
<b>Sense of Responsibility:</b> Definition	The degree to which the individual is dependable in correctly identifying and discharging their obligations. This is more comprehensive than having a sense of duty to simply carry-out what is required to be done.
Displayed Standard	Can be relied upon to identify correctly and carry out his/her obligations.
<b>Co-Operation:</b> Definition	The degree to which the individual assists others.
Displayed Standard	Responsive to requests for assistance.
<b>Energy:</b> Definition	The vigour or enthusiasm with which they pursues his/her tasks, activities and interests.
Displayed Standard	Displays sufficient vigour in activities.
<b>Acceptance of Procedures:</b> Definition	The degree to which the individual accepts and applies, or rejects, established procedures.
Displayed Standard	Accepts or applies established procedures.
<b>Participation:</b> Definition	The degree to which the individual participates effectively in group activities.
Displayed Standard	Makes worthwhile contributions to the group.

### INDIVIDUAL COURSE REPORT – RESULT/RETEST

Cadet No.	Surname	Initial/s	Rank	SQN	CSE

#### Section 1 – Course Identification & Overall Result

Course/Unit	Course Title and Location			Course Serial
Start Date	End Date	Overall Result <i>Please tick appropriate box</i>		
		Pass	Credit	Distinction
		Fail		
		Withdraw		

#### Section 2 – Promotion Subject Detail

Target Rank	<i>Please tick appropriate target rank</i>	<i>Fully Qualify for Target Rank (HQ Use only)</i>	Is a Retest Necessary? <i>(if applicable)</i>	
CCPL		Yes:	By Whom:	
CSGT		No:		
CWOFF			Within 'x' months	From Date
CUO				

#### Section 3 – Subject Details and Individual Results

Subjects	Grade	Comments
Air Power (AP)		
Drill & Ceremonial (DCx)		
Field Craft Practical (FCx P)		
Field Craft Theory (FCx T)		
Instructional Technique Theory (ITx T)		
Instructional Technique Practical (ITx P)		
Leadership Exercise/Practical (LDx Ex)		
Leadership Theory (LDx)		
Organisation & Administration (OAx)		
Service Knowledge (SKx)		
Physical & Recreational Training (P&RT)	N/A	
Weapons Training (WTx)	N/A	

N/A = No Assessable

**INDIVIDUAL COURSE REPORT – RESULT/RETEST**

*(continued)*

**Section 4 – General Comments and Recommendations – Promotional Attributes**

Comments based on significant strengths and/or weaknesses observed during the conduct of the course. A separate report can be annexed if necessary.

Recommendation for future promotion. Strike out whichever does not apply.

**RECOMMENDED / NOT RECOMMENDED**

**Section 5 – Authorisation and Sign-Off (Two Pages)**

Course Commander's Endorsement:

Printed Name:

Rank:

Date:

Signature:

Detachment Commander's Authorisation:

Printed Name:

Rank:

Date:

Signature:

Cadet's Acknowledgement

Printed Name:

Rank:

Date:

Signature:

||||| **AAFC** |||||

# MANUAL OF GROUND TRAINING

PART 5

AAFC 200.001



2<sup>nd</sup> Edition  
February 2009

**AUSTRALIAN AIR FORCE CADETS**

***REACH FOR THE SKY***

**PART 5**  
**CONTENTS**

# Manual of Ground Training

## Part 6

### Chapter 1

#### AAFC Staff Training

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### **AAFC Staff Training Philosophy**

1. As an organization, the AAFC has a responsibility to ensure its members are effectively trained and have the required knowledge and skills to perform their role. The AAFC will provide training in both the practical and cognitive skills required to complete a specific job (CO, TRGO, AD MINO, etc) as the organization deems appropriate to the members rank and position. The AAFC will also provide members with appropriate training and opportunities to demonstrate their competence for promotion, subject to the individual members' personal skill level and demonstrated performance.
2. Individual members are responsible for seeking out training that will enable them to complete their appointment as officers and instructors of the AAFC. It is expected that AAFC members will also seek developmental opportunities that are commensurate with their skills.
3. Officers and Instructors accepting responsibility in their Wing/Squadron or Camp/Course/Detachment positions will need to have completed all requirements of the relevant course. This does allow for candidates who have completed the residential component and are now performing the position to complete the 'on the job' component of the course. Eg Course Commander has attended the Course Commanders Course and is currently completing the 'on the job' assessment. Where this is not possible (eg in the case of a SQN or WG appointment), those members will be required to complete the required training at the earliest opportunity but not longer than 12 months after being appointed to the position. This period may be extended in extenuating circumstances.
4. All Commanders and supervisors are responsible for ensuring their subordinates seek out training and development opportunities that are available to them in the shortest possible time. This will assist in ensuring staff are adequately trained in their role and do not place the organisation / cadet activities at risk.
5. AAFC staff training is based upon the following process:
  - a. Distance based and/ or residential training as required,
  - b. On the job training under the supervision of TRGO(S) or other designated staff, as required,
  - c. Completion of assessment tasks, demonstration of competence or provision of evidence.

### **Introduction to AAFC Staff Training**

6. Training is a requirement for promotions and appointments within the AAFC. Relevant authorities may impose other requirements, such as those detailed in the

AAFC Policy Manual, AAFC Standing Orders or HQA AFC Routine Instructions. The selection of members to undergo training courses is not automatic, but remains a decision of Operational Wing management. It is the joint responsibility of the individual member and Operational Wing management to ensure the candidate is competent in all duties required of the member's current position and rank and meets all the prerequisites for that course, prior to nomination.

7. The appropriate Initial Course and relevant positional training is mandatory for all staff. Training beyond this level is conditional upon application by the member and selection by Wing management. Staff members, who have not completed the Legal and Social module contained in the respective Initial Course and the ADFC Behavioural Policy training, do not have any authority to supervise cadets as an AAFC member and must be supervised by a trained staff member. To maintain effectiveness as an AAFC Officer or Instructor, members are required to be qualified and current in Senior First Aid, Occupational Health and Safety, and ADFC Behavioural Policy training.

### Training Delivery Modes

8. Staff training is delivered through various methodologies appropriate to the level of training required and any constraints on the candidate and Wing management.

9. These methods include:

- a. **Pre-Course Learning/ Distance education (DE)**, where candidates study material either supplied or referred to in the relevant course resource book, or available as standard AAFC documents or manuals. This will be considered 'assumed knowledge' on any course with little time for review;
- b. **Pre-Course Readings**, where candidates read material either supplied or referred to in the relevant course resource book, or available as standard AAFC documents or manuals. This will be the background information that will be built upon during the residential phase of the course;
- c. **Course attendance**, this is the residential phase where candidates attend a specific location for a period of time and undergo training;
- d. **Attendance** at normal Squadron parades or activities, or annual camp attendance at their Wing, and;
- e. **Computer based learning and testing (CBL)**, where candidates study material and/or are tested through web-based or stand-alone computer packages WRT their achieved knowledge.

10. Candidates will be instructed by qualified and experienced staff (except for DE and CBL) designated by GTW. Candidates have the option of being assisted by selected mentors and tutors.



## Sequences of Training

11. Staff training is sequenced to enable members to gain the necessary knowledge, skills and competencies as they progress through AAFC ranks and positions. Participants enrolled in courses will be supplied with the necessary resources, eg. resource book containing course information, pre-course learning packages, pre-course readings, readings, assessment methods and the process required to complete the assessments. Assessments are based on demonstrated performance, which includes completion of assessment tasks. On completion of each unit, the assessments are to be submitted to the Wing, Staff Officer Ground Training (SOGT) or Wing Training Officer Staff (TRGO(S)) for collation. Once all the units within a course have been completed the results are to be forwarded to Staff Officer Training Staff (SOTS) for qualifications and certificate to be issued.

12. AAFC staff training is organised into two broad strands, Initial training and Positional training.

## Modularisation

13. All AAFC Staff Training is broken down into units, to allow members multiple streams to gain qualifications. This gives rise to the following definitions.

- a. **Course.** This refers to a specific course, i.e. AAFC Officer Initial Course, AAFC Airman Initial Course, Detachment Commander Course, Drill Instructor Course, etc.
- b. **Subject.** Refers to the subject components that make up a course. For example, the AAFC Airman Initial Course is made up of the following subjects; Writing Skills, Societal and Legal, Service Knowledge, etc.
- c. **Unit.** Refers to the individual levels of the units that go into making up the course. Using the Airman Initial course example above, this requires completion of the following units; Writing Skills 1, Societal and Legal 1, etc.
- d. **Element.** Is a sub component of the respective unit.
- e. **Performance Criteria.** Are the individual skills that make up an element.

14. There are 15 subjects that have been divided into various units. This allows for completion of a unit that may have applicability across a number of courses. As an example, the completion of Writing Skills 2, is applicable to the Officer Initial Course, SQN Chief Instructor Course, Administration Clerk Course, etc.

15. Each unit of a subject is prefixed with the initials of the subject name for ease of recognition and numbered to indicate the level within the subject. Eg. Writing Skills,

level 3 would be written as WS 3. Elements of that unit are written as WS 3.1, WS 3.2 etc. See below for a full list of subjects and their prefixes.

AV	Aviation	FM	Financial Management	SK	Service Knowledge
CDM	Course & Detachment Management	LCM	Leadership, Command & Management	SL	Societal & Legal
DC	Drill & Ceremonial	LOG	Logistics	SM	Squadron Management
EMIT	Education Management & Instructional Technique	OA	Organisation & Administration	WS	Writing Skills
FT	Field Training	PAC	Public Affairs & Communication	YDG	Youth Development

**16. A matrix of the courses, subjects and units follows.** Where a course shows a unit shaded in grey that/those units are pre-requisites and must be completed prior to nominating to attend that course. For example, if a member has completed the Officer Initial course - which includes LCM 1 - and is in the position of ADMINO, when completing the units required for that course, LCM 3 is required. Therefore, the member will need to attend (and complete) LCM 2 before attending LCM 3. Note that the courses build on each other. For example the Administration Officer Course builds on the Administration Clerk Course, Training Officer Course builds on the Squadron Chief Instructor course etc..

Unit Matrix - Learning Pathways

Unit Code	Airmen Initial Course	Officer Initial Course	Squadron Chief Instructor Course	Detachment Chief Instructor Course	Training Officer Course	Administration Clerk Course	Administration Officer Course	SQN Commanding Officer Course	Drill Instructor Course	General Service Instructor	Detachment Warrant Officer Course	Wing Warrant Officer Course	Course Commander Course	Detachment Commander Course	Field Training Manager Course	Field Training Specialist Course	Public Affairs Clerk Course	Public Affairs Officers Course	Logistics Clerk Course	Logistics Officer Course
AV1																				
AV2																				
AV3																				
AV4																				
CDM1																				
CDM2																				
DC1																				
DC2																				
DC3																				
DC4																				
DC5																				
DC6																				
EMIT1																				
EMIT2																				
EMIT3																				
EMIT4																				
FT1																				
FT2																				
FT3																				
FT4																				
FM1																				
FM2																				
FM3																				
LCM1																				
LCM2																				
LCM3																				
LCM4																				
LCM5																				
LOG1																				
LOG2																				
LOG3																				
OA1																				
OA2																				
OA3																				
PAC1																				
PAC2																				
PAC3																				
SK1																				
SK2																				
SK3																				
SL1																				
SL2																				
SL3																				
SM1																				
WS1																				
WS2																				
WS3																				
WS4																				
YDG1																				
YDG2																				
YDG3																				
YDG4																				
YDG5																				

## Recognition of Prior Learning (RPL)

17. There is **no** automatic RPL for the old units in staff training to the new units. This is due to the change in elements and performance criteria within those units. RPL applications will not be accepted for less than a complete unit. There is **no** RPL available for the Societal and Legal Units, Leadership, Command and Management Units or the Youth Development Units. The list of units below provide a guide as to subjects CUOs and CWOFFs **may** be able to demonstrate competency due to prior cadet service. Note that a demonstration of competency will still be required. For general information on RPL, refer to Part 1, Chapter 3 of the MoGT.

## Officer/Airman Initial Course

18. The Officer and Airman Initial Courses are divided into 2 Phases and it is compulsory for all new members. CO's are to make all prospective staff aware that they will be required to complete the respective initial course within 12 months after appointment in accordance with the letter issued by the office of the Chief of Staff.

19. **Phase One** is the **Pre-Course Phase**, this is a six week period (minimum) where members are given access to pre-course learning packages and pre-readings. This is assumed knowledge for Phase Two. CO's and TRGO(S) are to ensure their staff have complete this work prior to their attendance on course. **Phase Two** is the **Residential Phase** and this phase should be completed between one and six months after appointment and no later than 12 months after appointment. The residential phase is 7 days for Instructors and 8 days for Officers. This phase includes those modules that require face-to-face learning and all the assessments required to complete the Initial Course. In extenuating circumstance the time frame may be extended beyond 12 months with permission from the OC Operational WG. It should be noted that this is not best practice and is not recommended. Contact should be made with the WG Staff Training personnel if this is going to be the case. WG Staff Training personnel will direct as to what modules may be commenced by distance education in the interim.

20. Upon completion of the Officer/Airman Initial Course the member is deemed to be a trained Officer/Instructor and an effective AAFC member.

21. Members who do not successfully complete the requirements of the respective Initial Course will be provided with a letter by GTW, which details any outstanding assessments and may detail recommended restrictions on their AAFC service. This information will be forwarded to the members CO and TRGO(S) for their information. It is the responsibility of the TRGO(S) to implement an individual training program to assist the staff member in completing the outstanding assessments.

22. **Non Standard Entry Rank Appointments.** (ie. ranks other than AC/ACW/PLTOFF upon appointment) The Initial course is compulsory for all members regardless of rank or position on appointment.

23. For members to complete their Probation period they must have completed the applicable Initial Course.

24. Staff members who leave the organization and then rejoin are required to attend the Initial Course unless they have previously completed the respective Initial Course and rejoin within three years of leaving the organization.

### Positional Training

25. Positional training courses are available subject to need, development for promotion and when the individual is performing the respective position at a SQN.

26. Members may apply for courses at any time, providing they meet the above criteria and have completed the pre-requisite units. Positional courses have been designed for a variety of candidates and it remains a Wing management decision as to how they prioritize their positions, bearing in mind promotional requirements. Wings should supply SOTS with the courses required and the position numbers, to ensure the needs of staff are met.

27. AAFC Positional courses currently available are listed below.

### Positional Courses

- Administration Clerk
- Administration Officer
- Course Commander
- Detachment Chief Instructor
- Detachment Commander
- Detachment Warrant Officer
- Drill Instructor
- Field Training Manager
- Field Training Specialist
- General Service Instructor
- Logistics Clerk
- Logistics Officer
- Public Affairs & Communication Clerk
- Public Affairs & Communication Officer
- Squadron Chief Instructor
- Squadron Commanding Officer
- Training Officer
- Wing Warrant Officer

### Specialist Courses

- Range Control Officer (.22LR as conducted under the respective State legislation)

### RAAF Courses

- Air Force Leadership Exchange
- Weapons Instructor
- Unit Weapons Trainer
- OIC Practice

||||| AAFC |||||

# MANUAL OF GROUND TRAINING

PART 7

AAFC 200.001



2<sup>nd</sup> Edition  
February 2009

**AUSTRALIAN AIR FORCE CADETS**

***REACH FOR THE SKY***

# INDUCTION STAGE

## AUSTRALIAN AIR FORCE CADETS SUMMARY OF HOME TRAINING EXAMINATION RESULTS

Squadron:  
Term:

Location:

Year:

A = Course Assessment  
B = Graduation Order  
C = Total Points

D = Distinction x 4  
C = Credit x 3  
P = Pass x2

S = Supplementary Pass x 1  
F = Fail x 0  
X = Not Completed x 0

### Compulsory Subjects

AVI - Aviation  
ARI - Aircraft Recognition  
DCI - Drill & Ceremonial  
SKI - Service Knowledge  
TTI - Teambuilding  
FCI - Fieldcraft

*(Shaded areas must record a result)*

No	Rank	Name	A	B	C	A V I	A R I	D C I	S K I	T T I	F C I

**SQN USE:** The above results are correct and conform with the requirements under the relevant sections of the **Manual of Cadet Training** Chapters 1 & 7. I recommend the above mentioned cadets be awarded the Induction Stage Certificate and two-blade propeller training badge.

Commanding Officer/Training Officer \_\_\_\_\_ Rank (AAFC) \_\_\_\_\_ Date: \_\_\_\_\_

**HQ USE:** Induction Stage Certificate and two blade propeller training badge: **APPROVED / NOT APPROVED**

Staff Officer Training (Ground) \_\_\_\_\_ Date \_\_\_\_\_ HQ Authority Reference \_\_\_\_\_

# BASIC STAGE

## AUSTRALIAN AIR FORCE CADETS SUMMARY OF HOME TRAINING EXAMINATION RESULTS

Squadron: \_\_\_\_\_ Location: \_\_\_\_\_ Year: \_\_\_\_\_  
Term: \_\_\_\_\_

A = Course Assessment                      D = Distinction x 4                      S = Supplementary Pass x 1  
B = Graduation Order                      C = Credit x 3                          F = Fail x 0  
C = Total Points                              P = Pass x2                              X = Not Completed x 0

**Compulsory Subjects**

- AVB – Aviation
- ARB - Aircraft Recognition
- DCB - Drill & Ceremonial
- PDB – Personal Development
- SKB - Service Knowledge
- FCB - Field Craft

**Elective Subject**

.....

*(Shaded areas must record a result)*

No	Rank	Name	A	B	C	A V B	A R B	D C B	S K B	F C B	P D B	

**SQN USE:** The above results are correct and conform with the requirements under the relevant sections of the **Manual of Cadet Training** Chapters 1 & 7. I recommend the above mentioned cadets be awarded the Basic Stage Certificate and reclassified as Leading Cadets.

\_\_\_\_\_  
Commanding Officer / Training Officer                      Rank (AAFC)                      Date:

**HQ USE:** Basic Stage Certificate and reclassification as Leading Cadets                      **APPROVED / NOT APPROVED**

\_\_\_\_\_  
Staff Officer Training (Ground)                      Date                      HQ Authority Reference



# PROFICIENCY STAGE

## AUSTRALIAN AIR FORCE CADETS SUMMARY OF HOME TRAINING EXAMINATION RESULTS

Squadron:  
Term:

Location:

Year:

A = Course Assessment  
B = Graduation Order  
C = Total Points

D = Distinction x 4  
C = Credit x 3  
P = Pass x 2

S = Supplementary Pass x 1  
F = Fail x 0  
X = Not Completed x 0

### Compulsory Subjects

AVP - Aviation  
DCP - Drill & Ceremonial  
FCP - Fieldcraft

### Specific Electives

ARP - Aircraft Recognition  
SVP - Survival

**Electives:** (A minimum of 2 Electives must be completed)

1. \_\_\_\_\_

2. \_\_\_\_\_

*(Shaded areas must record a result)*

No	Rank	Name	A	B	C	A V P	A R P	D C P	S V P	F C P	1	2

**SQN USE:** The above results are correct and conform with the requirements under the relevant sections of the **Manual of Cadet Training** Chapters 1 & 7. I recommend the above mentioned cadets be awarded the Proficiency Stage Certificate and Three Bladed Propeller.

Commanding Officer/Training Officer

Rank (AAFC)

Date:

**HQ USE:** Proficiency Stage Certificate & Insignia:  
**APPROVED**

**APPROVED / NOT**

Staff Officer Training (Ground)

Date

HQ Authority Reference

# ADVANCED STAGE

## AUSTRALIAN AIR FORCE CADETS SUMMARY OF HOME TRAINING EXAMINATION RESULTS

Squadron: \_\_\_\_\_ Location: \_\_\_\_\_ Year : \_\_\_\_\_  
Term: \_\_\_\_\_

A = Course Assessment                      D = Distinction x 4                      S = Supplementary Pass x 1  
B = Graduation Order                      C = Credit x 3                          F = Fail x 0  
C = Total Points                               P = Pass x2                                X = Not Completed x 0

### Compulsory Subjects

**Electives:** (A minimum of 2 Electives must be completed)

AVA - Aviation  
DCA - Drill & Ceremonial  
SKA - Service Knowledge

1. \_\_\_\_\_

### Specific Electives

2. \_\_\_\_\_

ARA - Aircraft Recognition  
SVA - Survival

(Shaded areas must record a result)

No	Rank	Name	A	B	C	A V A	A R A	D C A	S V A	S K A	1	2

**SQN USE:** The above results are correct and conform with the requirements under the relevant sections of the **Manual of Cadet Training** Chapters 1 & 7. I recommend the above mentioned cadets be awarded the Advanced Stage Certificate and Four Bladed Propeller Training Badge.

\_\_\_\_\_  
Commanding Officer/Training Officer                      Rank (AAFC)                      Date:

**HQ USE:** Advanced Stage Certificate and insignia:                      **APPROVED / NOT APPROVED**

\_\_\_\_\_  
Staff Officer Training (Ground)                      Date                      HQ Authority Reference

# QUALIFIED STAGE

## AUSTRALIAN AIR FORCE CADETS SUMMARY OF HOME TRAINING EXAMINATION RESULTS

Squadron: \_\_\_\_\_ Location: \_\_\_\_\_ Year : \_\_\_\_\_  
Term: \_\_\_\_\_

---

A = Course Assessment                      D = Distinction x 4      S = Supplementary Pass x 1  
B = Graduation Order                      C = Credit x 3          F = Fail x 0  
C = Total Points                              P = Pass x2              X = Not Completed x 0

**Subjects:**

1. \_\_\_\_\_ 4. \_\_\_\_\_  
2. \_\_\_\_\_ 5. \_\_\_\_\_  
3. \_\_\_\_\_

No	Rank	Name	FLT	A	B	C	1	2	3			

**SQN USE:** The above results are correct and conform with the requirements under the relevant sections of the **Manual of Cadet Training** Chapters 1 & 7. I recommend the above mentioned cadets be awarded the Qualified Stage Certificate.

---

Commanding Officer/Training Officer                      Rank (AAFC)                      Date:

**HQ USE:** Qualified Stage Certificate:                      **APPROVED / NOT APPROVED**

---

Staff Officer Training (Ground)                      Date                      HQ Authority Reference



**PROMOTION COURSE  
AUSTRALIAN AIR FORCE CADETS  
DRILL & CEREMONIAL**

**DRILL LESSON EVALUTION – MUTUAL INSTRUCTION**

Student: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Subject: \_\_\_\_\_ No. of Students: \_\_\_\_\_

**Instruction to Assessor:**

1. As the lesson progresses, write the mark for each criteria listed noting the maximum score.
2. Write any specific comment or observation.
3. On completion of the lesson cycle circle your overall assessment.
4. Calculate the student's score by adding the marks assigned. The maximum score is 70.

	<b>Assessment</b>	<b>Comments</b>
<b>Preliminaries</b>		
1. Position Flight, number, etc.	/ 2	
2. Revision	/ 2	
<b>Introduction</b>		
3. Reason for learning, objectives of lesson	/ 3	
<b>Body</b>		
4. Logical sequence	/ 7	
5. Confirmation by stages	/ 7	
6. Sufficient rest pauses	/ 5	
7. Fault correction	/ 5	
<b>Conclusion</b>		
8. Restate reason for learning	/ 2	
9. Next lesson introduction/link	/ 2	
<b>The Student</b>		
10. Appearance, bearing, dress	/ 7	
11. Confidence and control	/ 7	
12. Demonstrations: correct – 'all can see'	/ 7	
13. Explanations: clear & concise	/ 7	
14. Words of command: correct	/ 7	
<b>TOTAL</b>	<b>/ 70</b>	

**Special Comments:**

**Final Assessment (circle):**      **Excellent**      **Good**      **Pass**      **Poor**      **Fail**

Assessor

Signature

Date

**PROMOTION COURSE  
AUSTRALIAN AIR FORCE CADETS  
DRILL & CEREMONIAL**

**DRILL LESSON EVALUTION – COMMAND & CONTROL**

	<b>JNCO</b>	<b>SNCO</b>	<b>CWOFF &amp; CUO</b>
<b>1. WORDS OF COMMAND</b>			
Correct words of command used at all times	10	10	10
Most words of command correct/few hesitations	9	7	6
Words of command satisfactory, needs improvement	6	4	3
Poor standard of words of command	3	1	0
No understanding of correct words of command	0	0	0
<b>2. VOICE AND FAULT CONTROL</b>			
Strong, well projected voice/effect fault correct	10	10	10
Voice audible to the Flight/fault correction adequate	9	7	6
Voice audible most of the time/satisfactory fault correction	6	4	3
Voice too soft/little or poor fault correction	3	1	0
Voice inaudible/nil or unacceptable fault correction	0	0	0
<b>3. DRESS, BEARING &amp; PERSONAL DRILL</b>			
Excellent dress and bearing maintained at all times	10	10	10
Good dress and bearing	9	7	6
Dress satisfactory, some lapses in personal bearing	6	4	3
Definite lapses in dress and bearing	3	1	0
Marked sloppiness in dress and bearing	0	0	0

Total assessment to be out of 30. Half marks may be awarded.

<b>Name</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>TL</b>	<b>Name</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>TL</b>

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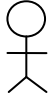
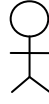
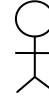


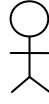


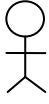


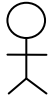
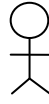



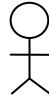


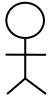
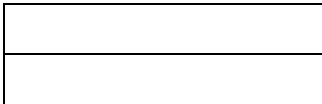

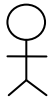
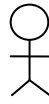



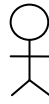


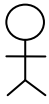
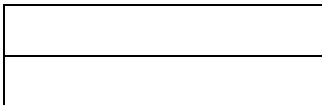
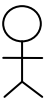
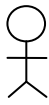
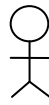



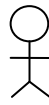
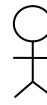

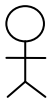
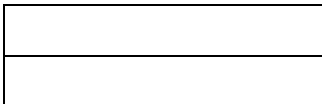

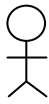
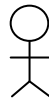



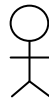


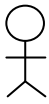
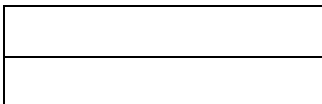
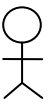
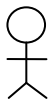
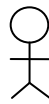
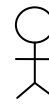


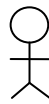


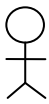
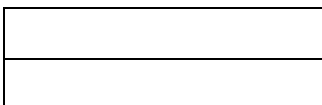

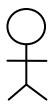
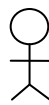
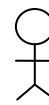


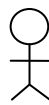
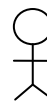

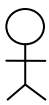
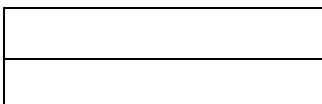
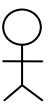
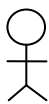
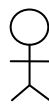
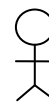


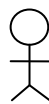
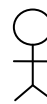

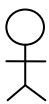
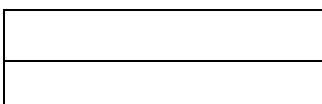
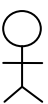
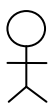
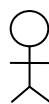
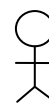


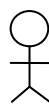
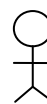

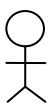
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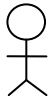
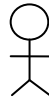





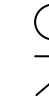
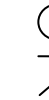










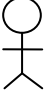
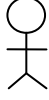
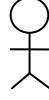
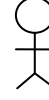




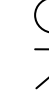
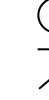
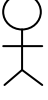
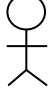
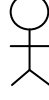
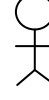
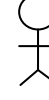

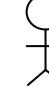

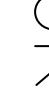
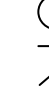










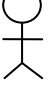
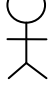
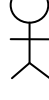


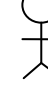
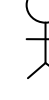
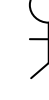
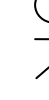
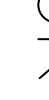
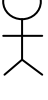
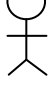

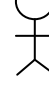
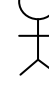
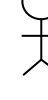
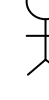
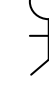
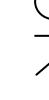
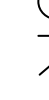
















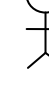
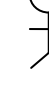
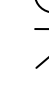
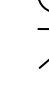




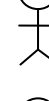
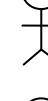
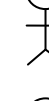
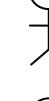
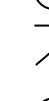
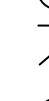










**PROMOTION COURSE  
AUSTRALIAN AIR FORCE CADETS  
DRILL & CEREMONIAL**

**DRILL LESSON EVALUTION – PERSONAL DRILL ASSESSMENT**

**Instructions to Assessors:**

1. Assess one rank at a time up to a maximum of 10 candidates.
2. A second instructor is to call the orders from a list. Orders to be repeated until the assessing instructor has a complete assessment.
3. More than one instructor may assess with the marks averaged.
4. For each error, mark the appropriate part of the diagrams below.
5. At the conclusion, add all errors (half marks) made and subtract from totals given below.

	<b>Drill Movement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
1											
2											
3											
4											
5											
6											
7											
8											
9											
	<b>Drill Movement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

	<b>Drill Movement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
10	<input type="text"/>										
11	<input type="text"/>										
12	<input type="text"/>										
13	<input type="text"/>										
14	<input type="text"/>										
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17	<input type="text"/>										
18	<input type="text"/>										
19	<input type="text"/>										
20	<input type="text"/>										
	<b>Drill Movement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

<b>Total No. of Errors</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Total Score</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

List of Students: JNCO / 50, SNCO / 20, CWOFF / 20, CUO / 40

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

**EDUCATES · CHALLENGES · EXCITES**



**EDUCATES · CHALLENGES · EXCITES**

**INSTRUCTIONAL TECHNIQUE – LESSON EVALUATION**

Student:	Date/Time					Subject
<b>Column ‘A’ = Poor</b> <b>Column ‘B’ = Below Standard</b> <b>Column ‘C’ = Satisfactory</b> <b>Column ‘D’ = Good</b> <b>Column ‘E’ = Excellent</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>Instructions of Assessor:</b> 1. As the student’s lesson progresses, circle the mark in the appropriate column opposite each criteria in the various sections. Write any comments in the space provided as an aid memoir for the feedback to the student. 2. At the end of the student’s lesson, complete the General section (GEN) in the same manner, and then the Preparation section (PREP), after inspecting the student’s lesson plan. 3. Calculate the student’s score by adding the circled numbers in each column, & then by adding the totals for each column.
	(I) Clarity of Objectives	1	2	3	4	5
(I) Attention, Reason for learning	0	1	2	3	4	
(DEV) Selection & Use of Aids/Resources	1	3	6	9	11	
(DEV) Logical Development of Subject/Pacing	1	3	6	9	11	
(DEV) Student Involvement, Use of Questions	1	3	6	9	11	
(DEV) Questioning Technique	1	3	5	7	9	
(C) Summary: Testing	1	2	4	6	7	
(C) Adequacy of Lesson in Relation to the Time/Subject Matter	0	1	2	3	4	
(GEN) Classroom Control	0	1	2	3	4	
(GEN) Motivation	0	2	4	6	8	
(GEN) English & Fluency: Choice of Language	0	1	2	3	4	
(GEN) Voice, Speed, Tone, Volume	0	1	2	3	4	
(GEN) Appearance, Stance, Gestures	0	1	2	3	4	
(PREP) Selection & Knowledge of Subject Matter	1	2	4	6	7	
(PREP) Evidence of Preparation, Lesson Plan	1	2	4	6	7	
<b>TOTAL COLUMNS</b>						= /100

Assessor: \_\_\_\_\_

Date: \_\_\_\_\_

**AUSTRALIAN AIR FORCE CADETS  
PRACTICAL FIELD CRAFT ASSESSMENT  
CUO & CWOFF COURSES**

**Student:**

**Group:**

**Date:**

Part A – CUO Only (see [para. 1059 of Chapter 1](#) for Marking Guide)

Serial	Task/Duty	Score/5	Comments
1	Identify Objectives of Exercise		
2	Personal Details & Background		
3	Identification of Site/Location		
4	Appropriate exercise method		
5	Equipment required		
6	Catering Arrangements		
7	Communications Support		
8	Transportation Arrangements		
9	Medical Support		
10	OH&S and EM Requirements ID'd		
11	Preparation of Operation Orders		
12	Delivery of Operation Orders		
13	Time and Space Planning		
14	Timeliness of Submissions		
<b>/ 70 Part A Total</b>			

Part B – CUO and CWOFF (see [para. 1059 of Chapter 1](#) for Marking Guide)

Serial	Task/Duty	Score/5	Comments
1	Monitoring of Cadets in Field		
2	Communication during FCEX		
3	Control of Groups		
4	Level of Leadership Displayed		
5	Welfare of Cadets in Field		
6	Respect from Subordinates		
7	Safety & Welfare Considerations in Field		
8	Application of FC knowledge		
9	Ability to Follow Original Plan		
10	Achievement of Terminal Objectives		
11	Debrief Groups		
<b>/ 55 Part B Total</b>			<b>TL Parts A &amp; B = / 125</b>

SR11  
Revised Jan 03

Annex I1  
Part 7 MoGT  
1 Nov 09

CUO Course: Parts A and B to be weighted at 50% each and combined for total FCO(P) mark

**EDUCATES · CHALLENGES · EXCITES**

**AUSTRALIAN AIR FORCE CADETS  
PRACTICAL FIELDCRAFT ASSESSMENT  
SNCO CANDIDATES (UNGRADED)**

D = Displayed      ND = Not Displayed

Serial	Task/Duty	Name	Name	Name	Name
1	Maintains Command Position	D / ND	D / ND	D / ND	D / ND
2	Appoints 2IC	D / ND	D / ND	D / ND	D / ND
3	Responds to Orders Group/ Directing Staff	D / ND	D / ND	D / ND	D / ND
4	Acts as Role Model, even when not in Command Position	D / ND	D / ND	D / ND	D / ND
5	Concern for Welfare of Cadets	D / ND	D / ND	D / ND	D / ND
6	Appropriate use of Field Signals/ Communication	D / ND	D / ND	D / ND	D / ND
7	Maintains Morale/Motivates Group	D / ND	D / ND	D / ND	D / ND
8	Appropriate selection of Search Patterns	D / ND	D / ND	D / ND	D / ND
9	Effective execution of Search Patterns	D / ND	D / ND	D / ND	D / ND
10	Effective Debrief of Group	D / ND	D / ND	D / ND	D / ND
11	Maintains Respect of Subordinates	D / ND	D / ND	D / ND	D / ND
Comments:					

Assessor: \_\_\_\_\_ Rank: \_\_\_\_\_ Date: \_\_\_\_\_

**AUSTRALIAN AIR FORCE CADETS  
PRACTICAL FIELDCRAFT ASSESSMENT  
JNCO CANDIDATES (GRADED)**

Student: \_\_\_\_\_ Group: \_\_\_\_\_ Date: \_\_\_\_\_

Serial	Task/Duty	U	S	G	E	Comments
1	Location of Topographical Map given Grid Reference	0	1	2	3	
2	State three (3) features indicated by contour lines on a Topographical Map	0	2	4	6	
3	Locate checkpoint on Topographical Map given Grid Reference	0	1	2	3	
4	Calculate Magnetic Bearing between 2 given Grid Reference (using Silva Compass or similar and Topographical Map)	0	3	6	9	
5	Walk a magnetic bearing without assistance using Silva Compass (or similar)	0	2	4	6	
6	Complete a Navigation Data Sheet	0	3	6	9	
7	Accept instructions from Operation Orders	0	1	2	3	
8	Performs correct Field Signals	0	2	4	6	
9	Responds to instructions of Section Commander	0	2	4	6	
10	Observes Correct Section Formations (responds to changes, keeps spacing)	0	2	4	6	
11	Acts as Role Model in Field	0	3	6	9	
12	Responsible for own Welfare in Field	0	3	6	9	
13	Remains focused on Task	0	2	4	6	

Assessor: \_\_\_\_\_ Rank: \_\_\_\_\_ Date: \_\_\_\_\_

**AUSTRALIAN AIR FORCE CADETS  
CUO & CWOFF FIELDCRAFT ASSESSMENT FORM  
ASSESSMENT STATEMENTS AND MARKING GUIDE**

5. Maintained an excellent standard, or displayed outstanding ability for the entire observed duration of the exercise.
4. Maintained a high standard or ability, or maintained an excellent standard, but with occasional lapses.
3. Maintained a good standard or ability for a substantial part of the duration of the exercise. Clear display of competency demonstrated.
2. Slightly below requirement, may improve with experience of lacked enthusiasm or interest.
1. Continually poor standard, notably lacking in ability. Displayed contra indications. A narrative report is required.

**JNCO FIELDCRAFT ASSESSMENT FORM  
ASSESSMENT STATEMENTS AND MARKING GUIDE**

- Unsatisfactory: Failed to meet the minimum standard even after repeated training.
- Satisfactory: Met minimum level of skill after training.
- Good: Met minimal level of skill with little or no prompting / training.
- Excellent: Exceeded level of skill with no training/prompting required or maintained high standard over duration of exercise.

**LEADERSHIP ASSESSMENT FORM – ‘PICSIE’**

Surname: Initial/s: Rank: CSE:

<b>Planning</b>	<b>Score</b>	<b>Comments</b>
	/ 5	
Gathered Available information		
Defined the task to the team		
Developed a workable plan		
<b>Initiating</b>	/ 5	
Briefed the team on the plan		
Allocated tasks to team members		
Set team standards		
<b>Controlling</b>	/ 5	
Motivated team into action		
Influenced tempo of work		
Ensured all actions were taken towards objectives		
Maintained/influenced standards		
Corrected team/individuals		
<b>Supporting</b>	/ 5	
Accepted team member's contributions		
Provided encouragement/recognition		
Mindful of team/individual needs		
<b>Informing</b>	/ 5	
Clarified task/s and plan		
Ensured understanding by team		
Kept team informed of developments		
<b>Evaluating</b>	/ 5	
Checked the feasibility of an idea or suggestion		
Tested the consequence of a proposed solution		
Made timely and sound decisions		
Evaluated team performance		
<b>Command Presence</b>	/ 5	
Maintained leadership position		
Displayed control under stress/pressure		
Acted responsibly (role model)		
<b>SCORE</b>	<b>/ 35</b>	

Assessor's Note: Assessors are required to observe each requirement and tick as the competency is displayed. A score is then entered as per the Scale Definition as show on SR16 Annex J2.

<b>Assessor's Name</b>	<b>Assessor's Signature</b>	<b>Date</b>





## **LEADERSHIP ASSESSMENT FORM ASSESSMENT STATEMENTS AND MARKING GUIDE**

### **Scale Definition:**

- E = 5** An **excellent** level of ability or performance which provided an exemplary reference for his/her peers.
- G = 4** A **good** level of ability or performance which is **clearly** better than satisfactory.
- S = 2** **Satisfactory** or acceptable level of ability or performance. Refer to the benchmark statement on 'satisfactory' performance below\*. The candidate's ability or performance is that expected of a graduate, i.e. the minimum standard which must be maintained, or preferably improved.
- U = 0** **Unsatisfactory** level of ability or performance. The candidate fell short of the minimum standard required of a graduate. Clear improvement is to be expected and maintained. Amplifying comments are to be provided and the candidate debriefed.

Note there are no incremental steps such as "just meets" the standard etc., or half marks. The candidate either does or does not meet the minimum standard, or exceeds it, as described.

### **Leadership Assessment Guide (PICSIE)\* (Definition of a 'Satisfactory' Standard):**

*Synthesised and integrated with marking sheet*

- Planning:** Gathered available information and defined what had to be done; made a workable solution/plan.
- Initiating:** Gave an effective brief using a suitable format that contained essential information.
- Controlling:** Provided adequate direction with actions on most occasions conforming with the plan or contributing to the task. The team responded well to the leader.
- Supporting:** Provided appropriate support through the consideration of the balance between task, team and the individual.
- Informing:** Kept the team appropriately informed, both at the outset and where necessary during the exercise.
- Evaluating:** At the outset and during the exercise was able to contribute effectively to the planning and problem solving, showing logic, common sense and flexibility.
- Command Presence:** For most of the time was clearly the leader, influencing the team through personality, logical persuasion, and example. Appeared suitably confident and was able to project an image of competence and authority.

**EDUCATES - CHALLENGES - EXCITES**



**PROMOTIONAL ATTRIBUTES ASSESSMENT FORM**

<b>Cadet No.</b>	<b>Surname</b>	<b>Initial/s</b>	<b>SQN</b>	<b>CSE</b>

<b>Keywords</b>	<b>Not Displayed</b>	<b>Displayed</b>	<b>Standard Exceeded</b>
Organisation			
Judgement			
Power of Expression			
Endurance			
Reaction to Stress			
Application			
Sense of Responsibility			
Co-Operation			
Energy			
Confidence			
Acceptance of Procedures			
Participation			

Instructor's Sign-Off. Recommendation for future promotion.

**RECOMMENDED / NOT RECOMMENDED**

*Strike out whichever does not apply.*

Printed Name

Signature

Date

Course Commander's Endorsement:

Printed Name

Signature

Date

Cadet's Acknowledgement:

Printed Name

Signature

Date

**PROMOTIONAL ATTRIBUTES ASSESSMENT FORM  
EXPLANTORY NOTES**

<b>Organisation:</b> Definition	The ability to arrange situations in a systematic manner to produce effective results. This quality includes the individual's personal organisation.
Displayed Standard	Plans & organises tasks in a manner which displays the consideration of relevant detail.
<b>Judgement:</b> Definition	The ability to appraise problems and produce workable solutions.
Displayed Standard	Can be relied upon to produce workable solutions.
<b>Power of Expression:</b> Definition	The ability to express an idea with ease and clarity.
Displayed Standard	Can express ideas with clarity.
<b>Endurance:</b> Definition	The capacity to keep going under arduous conditions, both physically and mentally. This is an integration of mental and physical attributes.
Displayed Standard	Able to carry out assigned tasks with sufficient stamina and determination.
<b>Reaction to Stress:</b> Definition	The ability to maintain control of their emotions and react appropriately when subjected to stress or pressure.
Displayed Standard	Can maintain control of themselves and usually react appropriately when subjected to stress or pressure.
<b>Application:</b> Definition	The diligence exhibited by the individual in completing his/her tasks/assignments within the required time.
Displayed Standard	Satisfactorily completes the assigned task in the required time.
<b>Sense of Responsibility:</b> Definition	The degree to which the individual is dependable in correctly identifying and discharging their obligations. This is more comprehensive than having a sense of duty to simply carry-out what is required to be done.
Displayed Standard	Can be relied upon to identify correctly and carry out his/her obligations.
<b>Co-Operation:</b> Definition	The degree to which the individual assists others.
Displayed Standard	Responsive to requests for assistance.
<b>Energy:</b> Definition	The vigour or enthusiasm with which they pursues his/her tasks, activities and interests.
Displayed Standard	Displays sufficient vigour in activities.
<b>Acceptance of Procedures:</b> Definition	The degree to which the individual accepts and applies, or rejects, established procedures.
Displayed Standard	Accepts or applies established procedures.
<b>Participation:</b> Definition	The degree to which the individual participates effectively in group activities.
Displayed Standard	Makes worthwhile contributions to the group.

### INDIVIDUAL COURSE REPORT – RESULT/RETEST

Cadet No.	Surname	Initial/s	Rank	SQN	CSE

#### Section 1 – Course Identification & Overall Result

Course/Unit	Course Title and Location			Course Serial
Start Date	End Date	Overall Result <i>Please tick appropriate box</i>		
		Pass	Credit	Distinction
		Fail		
		Withdraw		

#### Section 2 – Promotion Subject Detail

Target Rank	<i>Please tick appropriate target rank</i>	<i>Fully Qualify for Target Rank (HQ Use only)</i>	Is a Retest Necessary? <i>(if applicable)</i>	
CCPL		Yes:	By Whom:	
CSGT		No:		
CWOFF			Within 'x' months	From Date
CUO				

#### Section 3 – Subject Details and Individual Results

Subjects	Grade	Comments
Air Power (AP)		
Drill & Ceremonial (DCx)		
Field Craft Practical (FCx P)		
Field Craft Theory (FCx T)		
Instructional Technique Theory (ITx T)		
Instructional Technique Practical (ITx P)		
Leadership Exercise/Practical (LDx Ex)		
Leadership Theory (LDx)		
Organisation & Administration (OAx)		
Service Knowledge (SKx)		
Physical & Recreational Training (P&RT)	N/A	
Weapons Training (WTx)	N/A	

N/A = No Assessable

**INDIVIDUAL COURSE REPORT – RESULT/RETEST**

*(continued)*

**Section 4 – General Comments and Recommendations – Promotional Attributes**

Comments based on significant strengths and/or weaknesses observed during the conduct of the course. A separate report can be annexed if necessary.

Recommendation for future promotion. Strike out whichever does not apply.

**RECOMMENDED / NOT RECOMMENDED**

**Section 5 – Authorisation and Sign-Off (Two Pages)**

Course Commander's Endorsement:

Printed Name:

Rank:

Date:

Signature:

Detachment Commander's Authorisation:

Printed Name:

Rank:

Date:

Signature:

Cadet's Acknowledgement

Printed Name:

Rank:

Date:

Signature:

**FIREARMS TRAINING (PRACTICAL) TEST - .22” LONG RIFLE (LR)**

Test No.	Performance	Conditions	Standards	Grading
1.	Identify all parts of a .22” rifle. Explain the functions of the parts identified.  (FTE 1)	Given a stripped .22” rifle, the cadet identifies and states the major parts of the rifle and then repeats the test identifying the basic parts of the rifle.	Correctly identify:  a. All MAJOR parts clearly and explain briefly its function.  b. All BASIC parts. As per a. above.	<b>A</b>  <b>C</b>
2.	Describe the safety precautions of a .22” rifle and then:  Prove a firearm safe.  (FTE 2), <b>para. 15012</b>	Verbally describe the safety precautions of the rifle in sequence correctly and then physically perform a safety check (i.e. PROVE the firearm safe) upon receiving an unload rifle.	<b>State</b> in correct sequence all the steps in a safety check without hesitation and with confidence. Upon receiving the rifle <b>perform, in correct sequence</b> , the safety check by PROVING the rifle safe.	<b>A</b>
3.	Strip and assemble the rifle for general cleaning  (FTE 2)	a. Provide with a rifle on a ground sheet.  b. Provided cleaning equipment/kit.	a. Strip a rifle in correct sequence. Assemble in correct sequence. Test operation without breach of safety and without error. NO time limit.  b. Demonstrate the correct cleaning procedure for a .22”	<b>B</b>  <b>B</b>



**FIREARMS TRAINING (PRACTICAL) TEST - .22" LONG RIFLE (LR)**

*(Continued)*

<b>Test No.</b>	<b>Performance</b>	<b>Conditions</b>	<b>Standards</b>	<b>Grading</b>
4.	Fill a magazine by hand. Manually feed a rifle.  (FTE 3)	On a ground sheet, issued five (5) rounds and a magazine.	(1) Fill a magazine with 5 or more rounds of ammunition correctly by hand.  (2) Load a rifle with a single round into the breach manually up to five times in a competent manner.	<b>C</b>
5.	Load an EMPTY magazine into a rifle.  (FTE 3)	On a ground sheet issued separately with an EMPTY magazine. <b>Note: no ammunition is to be present for safety reasons.</b>	Load the magazine into the rifle correctly on a separate command.	<b>C</b>
6.	Arm and hold the rifle correctly.  (FTE 4)	a. On a ground sheet, adopting the prone position.  b. Using a whiteboard or similar with a marking pen.	a. Adopting the correct prone position, take hold of the rifle and simulate a state of readiness to fire the rifle with the correct grip and balance.  b. Illustrate the correct alignment sighting and aiming practice.	<b>B</b>  <b>C</b>
7.	Carry out the Immediate Action (IA) drills detailed in FTE 5 (para. 15063)  (FTE 5)	Given advice that the rifle has stopped or jammed as the case maybe and an indication of the signs which would cause stoppages: (1) Bolt closes, firing pin goes forward when trigger is pressed but rifle fails to fire. (2) Bolt will not close. (3) Trigger cannot be pressed. (4) Rounds will not load correctly into breach when bolt is being closed. (5) Repeated failure to extract round.	For each sign given, then cadet is to:  (1) State the probable cause(s). (2) Identify, and where appropriate, explain the cause of the stoppage, then (3) Demonstrate the corrective action required.	<b>A</b>

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**C** Achieve a minimum of 60% of the test requirement, e.g. by answering or performing correctly no less than three (3) individual tasks out of five (5)

**EDUCATES · CHALLENGES · EXCITES**

**FIREARMS TRAINING (PRACTICAL) TEST - .22" LONG RIFLE (LR)  
ASSESSMENT SHEET**

**Cadet Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>TEST No</b>	<b>DETAILS</b>	<b>GRADING REQ'D</b>	<b>GRADING ACHIEVED</b>
<b>1</b>	Correctly identify: a. All MAJOR parts clearly & briefly explain its function. b. All BASIC parts, as per a. Above.	<b>A</b>  <b>C</b>	
<b>2</b>	<b>State</b> in correct sequence all steps in a safety check. <b>Perform, in correct sequence</b> , the safety check by <b>PROVING</b> the rifle safe.	<b>A</b>	
<b>3</b>	a. Strip a rifle in the correct sequence. b. Test without breach of safety. c. Assemble in the correct sequence. d. Demonstrate the correct cleaning procedure.	<b>B</b>  <b>B</b>	
<b>4</b>	a. Fill a magazine as requested. b. Load a rifle with a single round.	<b>C</b>	
<b>5</b>	Load an <b>EMPTY</b> magazine into the rifle.	<b>C</b>	
<b>6</b>	a. Adopting the correct prone position, take hold of the rifle and simulate a state of readiness to fire the rifle. b. Illustrate the correct alignment of the sights in a simulated sighting & aiming practice.	<b>B</b>  <b>C</b>	
<b>7</b>	Immediate Action Drills: State, identify, and explain the cause of various stoppages, and demonstrate the corrective actions.	<b>A</b>	
<b>8</b>	Respond to range procedure orders. Simulated stoppage requiring attention of Range Control Officer or Safety Supervisor.	<b>A</b>  <b>B</b>	

Assessor: \_\_\_\_\_

**Grading**

- A** Requires the cadet to successfully complete without error 100% of the test requirement.
- B** Achieve a minimum of 80% of the test requirement, e.g. by answering or performing correctly no less than four (4) individual tasks out of five (5)
- C** Achieve a minimum of 60% of the test requirement, e.g. by answering or performing correctly no less than three (3) individual tasks out of five (5)

**PERSONAL DEVELOPMENT BASIC  
 ASSESSMENT SHEET**

**Name:** \_\_\_\_\_ **Subject:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>MATTER</b> – Assessment of the actual contents of the talk, and information conveyed.	
<b>TOPIC</b> – Choice of topic, appropriateness to audience, suitable for length and style of talk.	/ 5
<b>LANGUAGE</b> – Appropriateness to audience, intelligence of language, clarity of language, correctness of sentence structure.	/ 10
<b>CONTENTS</b> – Did the talk make sense? Were several unique and appropriate points covered? Was the content interesting? Was the audience informed?	/ 15
<b>MANNER</b> – Assessment of the verbal and physical presentation of the talk.	
<b>VOICE</b> – Clarity of voice, appropriate volume, tone of voice, confidence.	/ 10
<b>APPEARANCE</b> – Neatness of uniform, general presentation of the group.	/ 10
<b>BODY LANGUAGE</b> – Stance, appropriate hand gestures, posture, position in front of audience.	/ 10
<b>METHOD</b> – Assessment of the theoretical structure of the talk.	
<b>INTRODUCTION</b> – Introduction of speaker, introduction of the topic, suitable outline of the talk.	/ 10
<b>BODY</b> – Did the talk progress in a logical manner? Were appropriate statistics and/or examples used? Did the information within the talk remain relevant to the topic/introduction?	/ 15
<b>CONCLUSION</b> – Did the speaker sum up the ideas of the talk well? Was the talk resolved in an appropriate manner?	/ 10
<b>PROGRESSION</b> – Overall progression of speech from start to finish, overall adherence to time, breakdown of speech including appropriate time aloud for introduction, conclusion, and individual points within the body.	/ 5
<b>TOTAL:</b>	<b>/ 100</b>

**Assessor Name:** \_\_\_\_\_ **Signed:** \_\_\_\_\_

**PRACTICAL FIELDCRAFT ASSESSMENT  
 BASIC HOME TRAINING**

Cadet: \_\_\_\_\_ Squadron: \_\_\_\_\_ Date: \_\_\_\_\_

Serial	Task/Duty	U	S	G	E	Comments
1	Describe the various parts of a Silva Compass	0	3	4	6	
2	Demonstrate how to find direction using a particular bearing	0	3	4	6	
3	Demonstrate why things are seen	0	3	4	6	
4	Demonstrate how to observe ground	0	3	4	6	
5	Demonstrate how to judge distances	0	3	4	6	
6	Explain what will alter an objects appearance	0	3	4	6	
7	Camouflage as requested by instructor	0	3	4	6	
8	Concealment as requested by instructor	0	3	4	6	
9	Demonstrate 'movement' techniques by day and night	0	3	4	6	
10	Demonstrate and understanding of field signals	0	3	4	6	
11	Demonstrated the OH&S and EM principles in the field (Tick where appropriate)	<input type="checkbox"/> Competent <input type="checkbox"/> Not Yet Competent				
<b>TOTALS</b>		<b>/ 60</b>				

Assessor: \_\_\_\_\_ Rank: \_\_\_\_\_ Date: \_\_\_\_\_

## **PLAN, DELIVER AND REVIEW TRAINING SESSION – PROJECT**

This project is to plan, deliver and evaluate a series of sequential training sessions in order to display competencies required in the Units BSZ 406A, BSZ 407A and BSZ 408A.

The details of the project are:

1. Identify the training need (confirmed with Squadron Training Officer).
2. Write a set of learning outcomes to be developed in a series of at least three training sessions. These may be derived from an existing document or in answer to that training need.
3. Plan a training session to develop the first group of the learning outcomes.
4. Deliver the training session.
5. Write an evaluation of the training session (1/2 – 1 page). Comment on what went well (and what difficulties arose) with the planning and delivery of the session, and what has to be developed or followed up in the next session. Utilise the class evaluations as a guide for further training sessions.
6. Use your evaluation of the previous session and the next group of learning outcomes to plan the next training session in the series.
7. Repeat steps 3 to 5 until you have planned and delivered at least three sequential training sessions\*.
8. Write a brief evaluation (1-2 pages dot points) of your series of training sessions.
9. Your project, including lesson plans, training aids, handouts and class evaluations, is to be on handed in on \_\_\_\_\_ for submission as evidence of the competencies displayed. The project should include syllabus structure, lesson plans, and evaluation document used, plus your own evaluation.

**\* The Assessor or their nominee should evaluate the instructional technique of one of these sessions.**

Note: The training is to be delivered in a workplace, e.g. classroom, parade ground, or in the field or any other suitable environment. Ideally, the training is to be delivered to a group of trainees.

**Once completed, this project should be forwarded to the qualified Assessor as arranged by your Squadron Training Officer or Wing SOTG.**

### **BSZ 405A PLAN AND PROMOTE A TRAINING PROGRAM – PROJECT**

This project is to plan and promote a training program in order to display the competencies required in Unit BSZ 405A.

The details of the project are:

1. Identify the training need (confirmed with Squadron Training Officer).
2. Select a subject and choose at least three lesson titles (topics) from a syllabus and write a brief description of how you would deliver the lessons and what you expect (what they will achieve in the way of competency) from the learners. You can choose from any existing syllabus, make up your own from an expressed training need, or create from a manual.
3. It is suggested that the project be a Squadron bivouac where three different topics will be included in the training program. Other projects may be a visit to the airport where theory training for either Aircraft Recognition or Aviation subjects are practically confirmed.
4. Plan a promotion for the training sessions. This may be in the form of a handout, e-mail message, poster design or other form of publicity. Mention should be made to the overall costs of the training exercise.
5. Comment (1/2 – 1 page) on what went well (and what difficulties arose) with the planning of the program and of the promotion, and on the expected outcomes of the promotion.
6. Your project is to be handed in prior to the actual Exercise component for discussion and submission as evidence of the competencies displayed.
7. A debrief should follow the completion of the exercise with the Squadron Training Officer.
8. Your project is to be handed in on \_\_\_\_\_ for discussion and submission as evidence of the competencies displayed.

Note: The project may be based on existing workplace situations and material.

**Once completed, this project should be forwarded to the qualified Assessor as arranged by your Squadron Training Officer or Wing SOTG.**





## AUSTRALIAN AIR FORCE CADETS

### COURSE/SUBJECT EVALUATION

CADET NAME: \_\_\_\_\_ (optional)

INSTRUCTOR: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ DATE: \_\_\_\_\_

STAGE: INDUCTION / BASIC / PROFICIENCY / ADVANCED

(Cross out those not applicable)

PROMOTION COURSE: JNCO / SNCO / CWOFF / CUO

(Cross out those not applicable)

*Please circle the appropriate number in each case*

#### COURSE CONTENT

I learnt					
A great deal					Very little
5	4	3	2	1	0

Subject Structure					
Clear					Confused
5	4	3	2	1	0

Assessment Methods					
Appropriate					Inappropriate
5	4	3	2	1	0

Satisfaction					
Enjoyed the subject					Disappointed
5	4	3	2	1	0

**Comments:**

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## COURSE PRESENTATION

Instructor's Communication Skills					
Excellent					Poor
5	4	3	2	1	0

Instructor Preparation					
Very Well Prepared					Poor
5	4	3	2	1	0

Instructor					
Highly Knowledgeable			Unsure of Material		
5	4	3	2	1	0

Structure of Sessions					
Highly Appropriate					Inappropriate
5	4	3	2	1	0

Class Size					
Ideal				Poor for Learning	
5	4	3	2	1	0

### Comments:

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### COURSE MATERIAL (handouts, references, etc.)

Well Presented					Poorly Presented
5	4	3	2	1	0

Highly relevant to objectives					Irrelevant
5	4	3	2	1	0

Up to date					Out of date
5	4	3	2	1	0

### Any other comments?

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Thank you for your input and time – it is much appreciated.

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**TEAMBUILDING ATTRIBUTES ASSESSMENT FORM**

<b>Cadet No.</b>	<b>Surname</b>	<b>Initial/s</b>	<b>SQN</b>	<b>CSE</b>

<b>Keywords</b>	<b>Competent</b>	<b>Not Yet Competent</b>
Acceptance of Procedures		
Attitude		
Behaviour		
Confidence		
Co-Operation		
Dress & Bearing		
Energy		
Participation		
Sens of Responsibility		

<p>Instructor's Sign-Off.</p> <p style="text-align: center;"><b>COMPETENT / NOT YET COMPETENT*</b></p> <p style="text-align: center;"><i>Strike out whichever does not apply.</i></p>		
Printed Name	Signature	Date

\* Recommended supportive action

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<p>Cadet's Acknowledgement:</p>		
Printed Name	Signature	Date

**TEAMBUILDING ATTRIBUTES ASSESSMENT FORM  
EXPLANTORY NOTES**

<b>Acceptance of Procedures:</b>	The degree to which the individual accepts and applies, or rejects, established procedures.
Definition	
Displayed Standard	Accepts or applies established procedures.
<b>Attitude:</b>	The member complies with the AAFC attitudes, values, beliefs and guidelines.
Definition	
Displayed Standard	Can maintain control of themselves and usually react appropriately when subjected to stress or pressure.
<b>Behaviour:</b>	Understands the requirements of behaviour between the various levels of staff and cadets.
Definition	
Displayed Standard	Reacts in an appropriate manner to the situation.
<b>Confidence:</b>	The ability of self assurance and reliability
Definition	
Displayed Standard	Completes instructions without further assistance.
<b>Co-Operation:</b>	The degree to which the individual seeks assistance and assists others.
Definition	
Displayed Standard	Responsive to seek assistance and requests for assistance.
<b>Dress &amp; Bearing:</b>	Understands the requirements of the AAFC in preparing and wearing of their uniform.
Definition	
Displayed Standard	Always presents at parades in an acceptable manner
<b>Energy:</b>	The vigour or enthusiasm with which they pursues their tasks, activities and interests.
Definition	
Displayed Standard	Displays sufficient vigour in activities.
<b>Participation:</b>	The degree to which the individual participates effectively in group activities.
Definition	
Displayed Standard	Makes worthwhile contributions to the group.
<b>Sense of Responsibility:</b>	The degree to which the individual is dependable in correctly identifying and discharging their obligations. This is more comprehensive than having a sense of duty to simply carry-out what is required to be done.
Definition	
Displayed Standard	Can be relied upon to identify correctly and carry out his/her obligations.

**PRACTICAL RADIO COMMUNICATIONS ASSESSMENT  
 ELECTIVE HOME TRAINING**

**Cadet:** \_\_\_\_\_ **SQN:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Serial	Task/Duty Comments	Competent	Not Yet Competent
1.	Correct use of the phonetic alphabet		
2.	Correct technique used for sending numbers		
3.	Demonstrate an abbreviated radio call procedure		
4.	Demonstrate establishing radio communications		
5.	Demonstrate how to arrange a radio conversation		
6.	Explain what to do in good and bad conditions		
7.	Explain the procedure for radio checks		
8.	Explain the security rules		
9.	Demonstrate radio calls using codes		
10.	Demonstrate error correction		
11.	Demonstrate the correct procedure for repetitions, verifications, acknowledgements and cancellations		
12.	Identify areas requiring maintenance and note for repair		
13.	Demonstrate components and controls		

Instructor's Sign-Off.

**COMPETENT / NOT YET COMPETENT\***

*Strike out whichever does not apply.*

Printed Name

Signature

Date

SR30  
 Introduced Jan 05  
 Revised Nov 09

Annex X  
 Part 7 MoGT  
 1 Nov 09

**PRACTICAL FIELDCRAFT ASSESSMENT  
 INDUCTION CANDIDATES**

Cadet: \_\_\_\_\_ Squadron: \_\_\_\_\_ Date: \_\_\_\_\_

Serial	Task/Duty	Competent	Not Yet Competent	Comments
1.	Field uniform worn in accordance with AAFC regulations			
2.	Field pack assembled in accordance with AAFC regulations			
3.	Tentage erected and dismantled appropriately			
4.	Camouflage on self and equipment suitable for exercise			
5.	Various methods for concealment utilised			
6.	Displayed methods of movement by day or night			
7.	Responds to basic field signals			
8.	Complies with correct section formations			
9.	Follows instructions in the field			
10.	Demonstrates personal hygiene in the field			

Instructor's Sign-Off.

**COMPETENT / NOT YET COMPETENT\***

*Strike out whichever does not apply.*

Printed Name

Signature

Date

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