

ROYAL AIR FORCE COLLEGE CRANWELL

Officer and
Aircrew
Cadet
Training
Unit



PROSPECTUS

Foreword by Group Captain Officer and Aircrew Cadet Training Unit

The Royal Air Force of tomorrow will be particularly challenging as we develop a battle-winning Service that is leaner, more agile and adaptable with a confidence bred from a sound understanding amongst its members of the key contribution Air Power brings to Defence. But the success of the RAF will continue to be dependent on its people and the quality of the leadership. The RAF College is responsible for recruiting, selecting and training high quality men and women from all walks of life who will be essential to our future success. The role of the Officer and Aircrew Cadet Training Unit (OACTU) is to prepare tomorrow's leaders to be at the forefront of the Air Force and to face the unforeseen challenges - a very clear remit for any training establishment to train our people to be the best.

OACTU has recently completed a radical redesign of Initial Officer Training that represents the most significant change in officer training for decades. We have created a dynamic training environment that, through empowerment, acceptance of responsibility and trust, enables cadets to thrive. This mature approach, based on the core values of the Service, encourages cadets to think creatively in a risk free environment, develops their leadership potential and establishes a sound foundation on which to build in the formative years as a junior officer.

The success of Initial Officer Training is dependent on the professionalism of the staff, the commitment of the cadets and the design of the Course. This Prospectus details the varied aspects of training and, although focused primarily on Initial Officer Training, it also covers OACTU's other short courses. The Fact Files and Profiles give an insight to some of the opportunities and challenges and there is a section that explains how the Directing Staff, all of whom are volunteers, are trained to inspire the cadets to give of their best. Also apparent are the enthusiasm and commitment of the cadets whose thirst for knowledge enables them to be the best as, in the words of the College Motto, they 'Strive for higher things'.



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He is responsible for all Initial Officer, Non-Commissioned Aircrew, Specialist, Re-Entrant and Reserve Officer Training at the Royal Air Force College.



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INTRODUCTION

It is no longer the case *whether* our personnel will be involved in operations but *when*; consequently, Junior Officers (JOs) and Non Commissioned Aircrew (NCA) must be equipped with the mindset and necessary skills to ensure they can support the ethos of a war fighting specialist. The RAF will need leaders with a wide range of attributes that might not be that different from those

displayed in the past. However, unlike the relative order of the Cold War, tomorrow will bring instability, ambiguity and live operations. Accordingly, it is crucial that officer and aircrew cadets are given the best possible preparation for the task ahead; the Officer and Aircrew Cadet Training Unit (OACTU) provides the initial training and development for these individuals.

PROFILE SQUADRON LEADER TAYLOR-POWELL



Sqn Ldr Clair Taylor-Powell was commissioned in 1983 as an Air Traffic Controller and has served at bases throughout the UK and Germany. She has undertaken a tour at RAFC Cranwell as an IOT Flight Commander (Flt Cdr) and more recently was part of a small team

- which conducted the OCTR. In Jul 05 she took up the post of Officer Commanding (OC) B Sqn to lead the first of the newly designed IOT Courses.

- *"We had a small team to accomplish a big task; the OCTR was the biggest review of Initial Officer Training in 25 years. We shared a huge sense of responsibility but also excitement, as we knew we were in a position to bring about significant and transformational change. The Review fitted in well with other major initiatives, including the roll out of Force Development Sqns, the work on Ethos and Core Values and the establishment of the RAF Leadership Centre. The development themes we identified during the course of our review will dovetail with these other initiatives and bring training into the 21st Century, to give junior officers the training they will need to be effective war fighter specialists in an increasingly expeditionary Air Force. We were most fortunate that, at the time of the OCTR, there was a widespread recognition of the need to change and the OCTR provided the vision required. There had already been a series of small but important changes to IOT in recent years yet the OCTR provided the impetus, funding and resources to instigate a fundamental change programme that encompassed leadership training, organisational and cultural change and provided an IT framework for the future."*

OFFICER CADET TRAINING REVIEW

The Officer Cadet Training Review (OCTR) Team was established in Apr 03 to identify the requirements of Tomorrow's Officer and subsequently recommend the structure and content for Initial Officer Training (IOT) that would provide the platform for delivering JOs into the next decade, and thus the senior officers of 2020 and beyond. It was considered that there were many good features in the existing IOT course which produced officers proud of their achievements, motivated towards their specialist training and who had a high degree of teamwork and camaraderie. However, research highlighted that the leadership style developed was predominantly control-based and many graduates found difficulty in relating to other ranks, particularly Senior Non-Commissioned Officers (SNCOs) and Warrant Officers (WOs). In addition, opportunities existed for improvements in the use of IT and the use of more realistic training exercises. Over 100 recommendations for change were made by the OCTR and in excess of 90% have already been incorporated into the training system. Following the successful work of the Course Design and Implementation Team, the first of the new IOT courses commenced in Nov 05 and a small Course Evaluation Team will remain in place until Mar 07.

Training at OACTU now focuses on *how to think*, not what to think, with cadets increasingly empowered to take responsibility for their own development. Cadets are given training in self awareness to increase their emotional intelligence and are encouraged to develop their own personal leadership style in a safe learning environment. They are taught about Mission Command and encouraged to develop their skills and knowledge to aspire to be the transformational leaders of the future.

RAF COLLEGE MISSION

To attract, select, recruit and provide initial training of the highest standard to the best potential officers and airmen.

OACTU MISSION STATEMENT

“Contribute to the operational effectiveness of the Royal Air Force by producing competent junior officers and non-commissioned aircrew capable of undertaking initial specialist training.”

OACTU ORGANISATION AND STRUCTURE

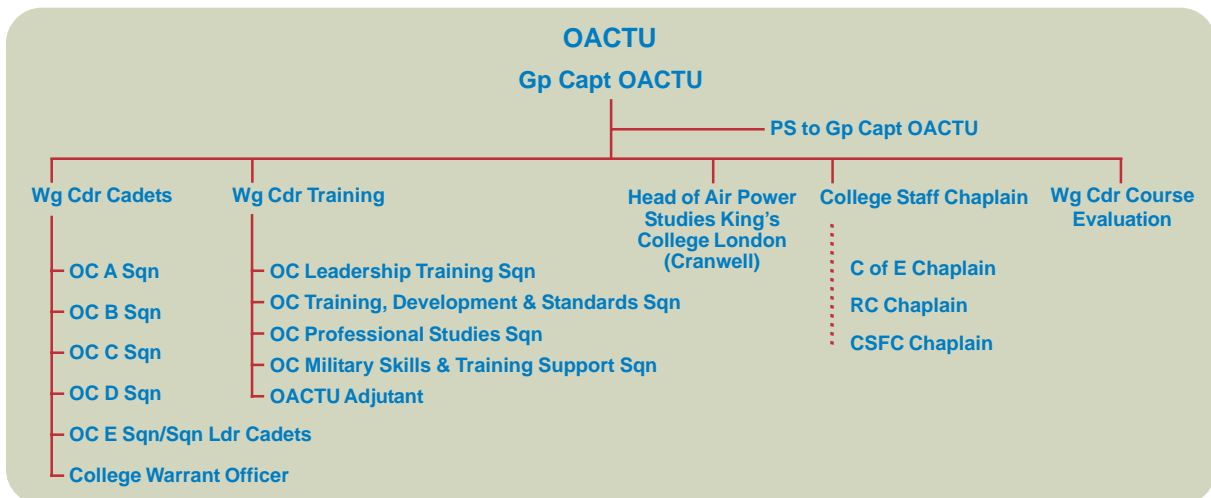
Today, the RAF College is part of the RAF's Training Group. It comprises the Officer & Aircrew Cadet Training Unit, the Officers & Aircrew Selection Centre and the Inspectorate of Recruiting. The Commandant RAF College and Director of Recruiting (RAF), an air commodore, is also responsible for the initial and general service training of airmen conducted by the Recruit Training Squadron and the Airmen's Command Squadron at RAF Halton, as well as the ground training element of the 14 University Air Squadrons.

OACTU is commanded by a group captain and comprises Cadet Wing and Training Wing. The Unit includes the College Staff Chaplain as well as a small Course Evaluation Team to review the recently implemented IOT Course.

Cadet Wing is responsible for the overall development, administration, welfare and discipline of the officer and aircrew cadets in training. Officer cadets attending the

32-week IOT Course join one of 3 squadrons (B, C or D). A Squadron is responsible for the 10-week Non-Commissioned Aircrew Initial Training Course (NCAITC), while E Squadron runs short courses and specialises in bespoke and remedial training.

Training Wing is responsible for the delivery of specialist training, exercise planning and management, course development and standardisation, instructor training and administrative and support functions. It comprises Leadership Training Squadron, Professional Studies Squadron in partnership with King's College London (Cranwell), Military Skills & Training Support Squadron, Training Standards & Development Squadron and Training Secretariat, led by the OACTU Adjutant.



NON-COMMISSIONED AIRCREW INITIAL TRAINING COURSE

A SQUADRON

The Non-Commissioned Aircrew Initial Training Course (NCAITC) provides the foundation skills, attitudes and knowledge required by competent Aircrew Cadets to enter specialist training as professional, dynamic and responsible SNCO Aircrew. Cadets attending NCAITC already possess basic military skills, having joined direct from RAF Halton following successful completion of Recruit Training, or having previously served in the ranks.

The course comprises 10 weeks of intensive and challenging training focusing on the development of leadership, upholding the ethos and core values of the RAF, enhancing navigational and field craft skills, and encouraging personal development. During the course, cadets participate in 2 arduous field exercises to test their leadership and team working skills through physically and mentally challenging scenarios. Skills are developed during 8 weeks of intensive training, prior to a number of evaluations being carried out. These assessments cover proficiency in Leadership, Service Knowledge, Written and Oral Communication assignments and,

finally, a 30-minute Air Power presentation, all of which must be successfully completed before a cadet can be considered for graduation.

The potential SNCOs also learn the etiquette, traditions and customs of a WO's & Sgts' Mess through the organisation of, and attendance at, a training dining-in night. External activities by the cadets include air experience flying, visits to the RAF Church (St Clement Danes) and the RAF Museum in London. NCAITC cadets also participate in a project weekend that promotes team-building, assists the local community and helps one of the charities nominated by the course participants. Social responsibility is also encouraged and a charity fund-raising event is undertaken, with the proceeds being distributed to organisations nominated by the course members.

The cadets graduate as acting sergeants and commence generic aircrew training on No 55 (Reserve) Sqn, prior to being streamed to one of the many and varied roles that non-commissioned aircrew fulfil.





PROFILE SERGEANT ROWLANDS



Sgt Mike Rowlands worked in banking prior to joining the RAF in Mar 04. He completed Recruit Training at RAF Halton before starting his NCAITC. After becoming injured, Sgt Rowlands undertook a rehabilitation programme with B Flt, E Sqn, before

returning to NCA training and graduating in Sep 05. He is now undergoing Weapon Systems Operator (WSOp) training with 55(R) Sqn.

"My time on both B Flt and A Sqn was extremely challenging yet rewarding. While disappointed at becoming injured, my time on B Flt helped build my confidence, leadership skills and knowledge of the RAF. It was frustrating seeing others graduate before me, but I knew my time would come. Having been briefed on my B Flt background, my A Sqn instructors encouraged me to develop even further and I feel NCAITC has prepared me well for 55(R) Sqn and my career in the RAF."



INITIAL OFFICER TRAINING

IOT aims to develop effective JOs who have the mindset and necessary skills to be the leaders of tomorrow. The 32-week course consists of 3 terms of 10 weeks with one week of leave between each. A breakdown of the terms is shown in the timetables on page 29. A review of progress is undertaken at the end of Term 1 with a recommendation to graduate made at the end of Term 2. Term 3 is developmental with no formal testing but with the suitability for final graduation being determined by the cadet's attitude and behaviour. This is measured against the RAF standards in AP 1, in particular the 4 RAF Core Values of Respect, Integrity, Service and Excellence (RISE). The 3rd Term is therefore transformational, relieving the cadets of the fear of failure, allowing them to explore the boundaries of their capabilities within a safe training environment and to reach their full potential.

Cadets are allocated to a Flight (Flt) based on an experienced JO Flt Cdr and a Flight Sergeant (FS) Dep Flt Cdr training up to 30 cadets. Each Flt is supported by a Leadership Instructor, specialist training teams and an academic tutor, assigned to the Flt for the duration of the course. Flt Cdrs and their deputies are responsible for training and mentoring a cadet's development. Testing is conducted by other departmental assessors.

Term 1 concentrates on providing basic military skills and laying a foundation of physical fitness, operational studies and leadership. Also, the majority of the military skills required in the Initial Ground Defence Training (IGDT) syllabus are covered in Term 1; further details can be found on page 18. In addition, Professional Studies Sqn (PSS), in conjunction with

Fact File - Air Publication (AP) 1

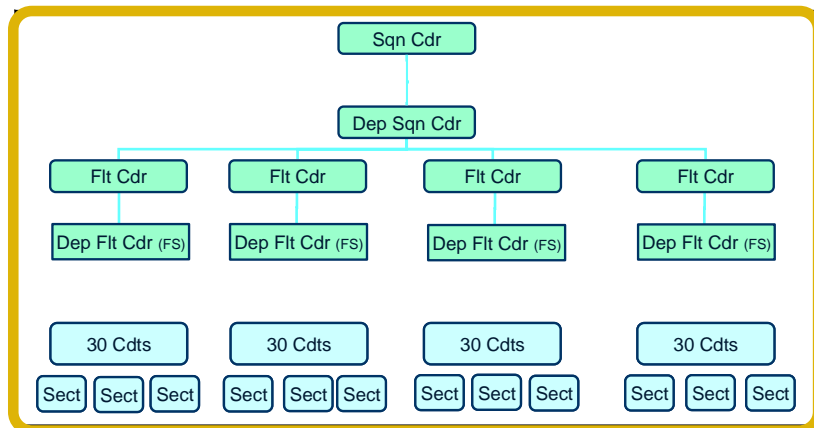
Ethos, Core Values & Standards of the RAF

AP1 sets out the values which should govern our daily life and our approach to others. These values underpin our ethos and form the basis of a covenant between the RAF and its personnel.

- R**espect - Mutual and Self Respect
- I**ntegrity - Integrity Always
- S**ervice - Service Before Self
- E**xcellence - Striving for Excellence

lecturers from King's College London (Cranwell), start the Operational Studies lecture programme and many of the lectures are now supported by syndicate room discussions. Other members of PSS also start the teaching of the theory and practical application of oral and written communications and presentation skills; further details can be found on pages 14 and 15. Leadership Training is focused on self awareness, teamwork, planning and RISE. During the Term cadets are required to demonstrate an understanding of the nature of tasks, taking into account the needs of both the individual and the team in pursuing completion of the mission. Providing they pass all tests at the end of Term 1, they progress to Term 2. Failure to reach the required standards will result in remedial training with E Sqn.

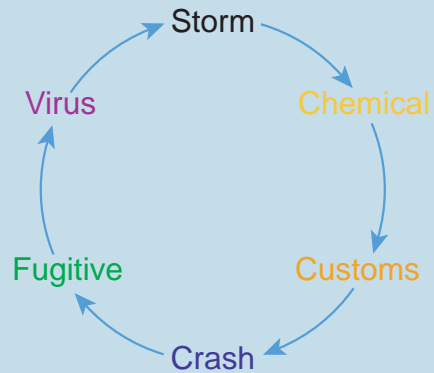
IOT Sqn Organisation



Term 2 sees the cadets continue their progress in leadership, moving from the theories of transactional leadership to that of transformational. Every cadet is empowered to think creatively and imaginatively, thus developing a personal style of leadership, which becomes transformational in nature. Throughout the course cadets use the Estimate and Orders process to facilitate realistic planning and development of problem solving skills. These are practised during balanced and reflective training activities based on realistic Military Aid scenarios. The cadets are then tested on Exercise DECISIVE EDGE which is an 8-day exercise that replicates deployed peace-keeping operations. The work-up period includes a reconnaissance of the deployed area by all cadets to gain an opportunity

Exercise Military Aid

6 Scenarios based on military aid to the civilian community



PROFILE FLYING OFFICER METCALFE



Fg Off Chris Metcalfe joined the Army in 1989 and served with the Royal Engineers as a Staff Sergeant prior to joining the RAF in May 05. He graduated from IOT in Nov 05 and is holding prior to starting his branch training as a Supply Officer.

"My first experience of working with the RAF came when I was in the army stationed at RAF Aldergrove where I was impressed with the professionalism displayed across the Service and the commitment to achieving success. While working with the Flt Cdrs and SNCOs I realised that this was the leadership and management team that I wanted to be part of and took the first steps towards being commissioned into the RAF.

IOT is of great benefit as it encourages you to learn new skills and improve on existing ones. IOT helps to give individuals the confidence and skills to solve problems and make decisions, however difficult they may be, and then communicate these decisions effectively so that the right actions are carried out.

Although I have many lessons to learn that only experience will teach, I believe that IOT has provided me with an excellent foundation and I have had the best possible preparation for the challenges that lie ahead."



to work through the intellectual process of achieving Force Protection (FP) for air operations and to work toward a guided FP estimate of the area of responsibility. Exercise DECISIVE EDGE takes place at RAF Syerston (25 miles from Cranwell) in a purpose-built deployed operating base. The other important milestone during this term is the examination phase when cadets have to pass tests in leadership, military skills, physical fitness, operational studies, written communications and essential service knowledge.

Training in the third Term is experiential in order to assist the transformation from cadet to JO. Cadets are not formally tested, but are expected to strive to achieve the highest professional and personal standards at all times. The yardstick that is used to assess performance is that which would be applied to any JO and the goal is to graduate with the best possible overall performance. Much of the Term is spent away from OACTU with 2 weeks

on the Basic Air Warfare Course, which looks at the practical aspects of implementing Air Power Doctrine, and one week at the Force Development and Training Centre (FDTC) at Grantown-on-Spey on expedition training. The cadets also go to the Chaplaincy Centre at Amport House to complete the Care in Leadership course before spending 3 days visiting an operational RAF station to gain insight into their specialist branch and the wider RAF. On return to RAFC Cranwell, the cadets prepare for Exercise DECISIVE EDGE II. They then deploy to a Combined Operations Centre back at RAF Syerston, where they will explore transformational leadership while commanding Term 2 cadets in their FP roles. At the end of Term 3, a final performance review is held to confirm the cadets' graduation and to highlight any areas that may require development during Phase 2 specialist training.



ASSESSMENT, TESTING AND DEVELOPMENT

The training and development of cadets has been separated from the testing of performance to prevent any conflict arising from the Fit Cdr being both the instructor and examiner. Testing is conducted by independent directing staff that have not previously trained or assessed the cadet being tested. Testing is on a pass / fail basis and cadets who fail a test twice will receive bespoke reinforcement training on E Sqn before rejoining a main IOT Sqn.

Cadets complete, maintain and constantly update action plans and work with their instructors to address training and development needs. Every cadet receives an end of term report which includes a Training and Development Plan (TDP) for the next term. The end of course report also includes a TDP for action post-IOT by the Phase 2 training establishments.



Fact File - Tomorrow's Officer

Tomorrow's Officer will need to be an inspirational leader who is:

- Of a courageous and determined fighting spirit
- Mentally agile and physically robust
- Politically and globally astute
- Technologically competent
- Flexible and responsive
- Willing to take risks
- Able to handle ambiguity
- Emotionally intelligent
- Capable of understanding and managing interpersonal relations
- Able to lead tomorrow's recruit



SHORT COURSES & DEVELOPMENT

E Squadron is the newest of the 5 Cadet Sqns and provides a wide range of additional training and short courses. The Sqn is divided into 5 distinct Flts, each with its own identity:

A Flt – Specialist Entrant and Re-Entrant (SERE) Courses

B Flt – Development Flt

C Flt – Short Courses

D Flt – Term 1 Recourse Flt

E Flt – Term 2 Recourse Flt



A FLT - SPECIALIST ENTRANT AND RE-ENTRANT (SERE) COURSE

SERE provides initial officer training for professionally qualified personnel of the Medical, Dental, Legal and Chaplains Branches and the Princess Mary's Royal Air Force Nursing Service (PMRAFNS) as well as re-entrant officers and those transferring from the Royal Navy and Army. The course lasts 11 weeks and is a condensed version of the main course, designed not to assess specialist occupational ability, but rather to develop the characteristics and personal qualities required of all RAF officers. SERE cadets train alongside their IOT counterparts for many of the key elements of that course, including the full IGDT syllabus, thus enhancing credibility amongst the rest of the cadet body. This preparation for deployment greatly assists the SERE cadets' integration into the wider RAF.

SERE cadets benefit from the same leadership training as the main course, with activities such as team building exercises on the low ropes course, emotional intelligence training and self awareness development. The first half of the course is carried out with Term 1 IOT course cadets, moving on to work with Term 2 IOT course cadets for the planning and execution of Exercise DECISIVE EDGE. This

exercise then culminates with the SERE cadets moving to observe Term 3 cadets. Academic studies are carried out throughout the course. A recommendation for graduation will be given at the start of week 9. The Graduation is a combined IOT and SERE ceremony which is followed by a week's leave, then the 2 week Basic Air Warfare Course.

PROFILE FLIGHT LIEUTENANT SHERWOOD



Flt Lt Dan Sherwood was awarded an RAF Cadetship while studying to become a Doctor and subsequently worked in the NHS before undertaking SERE in 2005.

"There has been a perception that SERE is an easier option because it is shorter; however, this is not the case. The course

contains all the key elements of IOT and is therefore very intensive. The learning curve is extremely steep and you feel you have little time for yourself. However, my time on SERE left me fitter, more confident and better equipped to deal with my role as a medical officer in new and unfamiliar environments.

The role of an RAF Medical Officer is largely occupational and, in order to fulfil this successfully, you have to have an understanding of all the other branches; living and working alongside IOT cadets gave me that valuable knowledge."



B FLT - DEVELOPMENT FLT

B Flt is established to administer and develop cadets within OACTU who, for various reasons, are unable to continue mainstream training. The majority of these cadets join the Flt as a consequence of injuries sustained during their course. However, cadets withdrawn for compassionate, disciplinary, academic, administrative or other reasons also become members of the Flt. B Flt is the only section at OACTU where both Non-Commissioned Aircrew (NCA) and Officer Cadets work and live together and everyone on the Flt has the same status irrespective of intended Branch or Trade. B Flt aims to make time spent undertaking injury rehabilitation, or awaiting return to course, as productive as possible, furthering individual development and providing emotional support to the cadets. Where possible, individuals undertake a wide range of non-timetabled and bespoke activities including holding posts at Cranwell and other units to further branch and general experience.

PROFILE FLIGHT LIEUTENANT HAVERCROFT



Flt Lt Rich Havercroft is an Admin(Sec) Officer who has completed adjutant, recruiting, accounts and headquarters tours. Prior to joining OACTU in Nov 03, Flt Lt Havercroft served on Op TELIC in Iraq. He completed 2 IOT courses as a Flt Cdr and has served for a year as OC B Flt, E Sqn.

"My tour at OACTU has been physically and mentally challenging but undoubtedly my most rewarding yet. Many of the skills I employ with the cadets are similar to those I have used in previous tours; however, the OACTU Staff Induction Course has enabled me to enhance my abilities and focus my efforts towards the needs of my cadets. Undoubtedly I will return to the frontline a much stronger JO, better able to draw the most out of my team; I will also be a greater asset to my next unit and be better placed for promotion to subsequent ranks."



C FLT - SHORT COURSES

Reserve Officers' Initial Training (ROIT) Course . Reserve Officer training is split into 3 phases, the third of which is conducted by OACTU during a 2-week residential course. The course provides General Service Knowledge and assists development of character and confidence through intensive leadership training. It also instills an awareness of the responsibilities and obligations of commissioned officers in order that participants be successful in their appointments as Officers in the Royal Auxilliary Air Force (RAuxAF) and RAF Reserve (RAFR).

Warrant Officers' Commissioning Study Period (WOCSP). The aim of the WOCSP is to provide a transition phase for Warrant Officers who are about to be commissioned, drawing on and refocusing their past experiences over a 5-day period. The study period assists those selected to ease into commissioned life by providing an insight into the demands that their new status will place upon them.

Undergraduate Engineering Induction Course (UEIC). OACTU provides a 5-day course



for individuals entering the Defence Technical Undergraduate Scheme (DTUS) as RAF Bursars or commissioning into the Undergraduate Engineer Placement Scheme. The course provides a motivating and inspiring introduction into the RAF and subsequent careers as an RAF Officer.

Fact File - Ethos & History

In order to promote a spirit of history and understanding of the ethos of the RAF, each Flt and classroom within Whittle Hall has been named after an RAF Victoria Cross (VC) winner, their aircraft, the battle or action in which they won the VC and their Command. A Sqn have chosen to name their accommodation block after Sgt N C Jackson VC, RAFVR.

| | A Sqn | B Sqn | C Sqn | D Sqn | E Sqn |
|-----------|-----------|-------------------|-----------|----------------|-------|
| VC Winner | Jackson | Nicholson | Lord | Cruickshank | A Flt |
| Aircraft | Lancaster | Hurricane | Dakota | Catalina | B Flt |
| Battle | Ruhr | Battle of Britain | Arnhem | North Atlantic | C Flt |
| Command | Bomber | Fighter | Transport | Coastal | D Flt |





weaknesses. Cadets joining the Flt at the end of Term 2 generally require additional leadership or officer development in order to merit a recommendation for graduation. Continuous observation of personal qualities and attitudes is the main criterion for determining suitability for rejoining an IOT or SERE course. The Flt Cdr, like all those on E Sqn, will always be an experienced instructor with proven ability on a main Sqn, able to deliver advanced training techniques in order to provide the bespoke development required by the cadets.

D FLT - TERM 1 RECOURSE FLT

Cadets who require additional training at the end of Term 1 in order to achieve the required levels of performance in leadership are placed onto D Flt for a 10-week Leadership Reinforcement Package based on the individual needs of each Flt member. The aim of D Flt is to build confidence and provide additional tools to succeed, not only at IOT, but also throughout the individual's career as an Officer in the Royal Air Force. In addition to involvement with their own programme, D Flt cadets participate in as much mainstream Sqn training as possible. Cadets successfully completing the Leadership Reinforcement Package rejoin IOT training at the start of the second term.

E FLT - TERM 2 RECOURSE FLT

The purpose of the 10-week E Flt training package is to enhance and develop character, reinforce desirable qualities and ameliorate any



LEADERSHIP TRAINING SQUADRON

"Leadership is a combination of strategy and character. If you must be without one, be without the strategy."

Gen. H. Norman Schwarzkopf

The development of leadership ability is one of the principal functions within OACTU. Leadership training starts with the concepts of self-awareness and followership. The self-awareness process starts with the 'individual' and can be thought of, in simple terms, as a fundamental building block in the study of organisational behaviour. Understanding the processes of leading, organising, and following, requires an appreciation of the nature of individual personality and how individual personalities interact in the creation of more complex human organisations and systems or, in other words, the RAF.

The Leadership Training Squadron's contention is that the greater one's self awareness, the more likely it is that an individual will understand the motives of colleagues and subordinates with whom they are required to work. In short, improved self awareness leads to greater empathy and understanding of others. This, in turn, provides one with greater power and personal choice and, as



one's personal power develops, so too does one's responsibility toward others.

A leader requires many different attributes if he or she is to be an effective leader, but there is one thing that a leader requires above all else - and that is followers. So having established that awareness of oneself is crucial to good leadership, in equal measure, so is the understanding of followers.

Leadership training and development is the prevailing theme throughout IOT. Having established the importance of the self-aware leader, the next step is the transition to theoretical aspects of Adair's Action Centred Leadership, with the onus on the leader to consider three areas of need - completion of the task, building the team and developing individuals within the team. Specifically, the purpose of the leadership training interventions is to underpin this particular model of leadership, in order to enable the cadet to appreciate what he or she needs to do to fulfil the functions of leadership.

As the Course develops the cadet make the transition from theories of transactional leadership to that of transformational leadership - whereupon the leader needs to consider not simply what to do, but what he or she needs to be. The aspiration is for the cadet to be empowered to think creatively and innovatively and thus develop a personal style of leadership which, in time, will become transformational in nature. The leadership training



interventions take place in both the indoor and outdoor environment and become more dynamic and progressive and increase in complexity throughout the duration of the course. The central aim of the Squadron is to create a spark between leadership theory in the classroom and leadership practice in a challenging, demanding, and constantly changing outdoor environment. Aligned with this is the exploration of the Command, Management and Leadership relationship - essentially, command being a position of authority to which individuals are legally appointed, with leadership and management being key components to the successful exercise of command.

The cadets will also explore the concept and origin of Mission Command in which, as a leader, it is essential to adopt a style of command that allows subordinates to flourish and to recognise that it is sometimes necessary to 'let go', thus empowering subordinates to succeed (and sometimes make mistakes). This philosophy develops a subordinate's judgement and his or her subsequent execution of that judgement, and creates an environment of trust in which both Mission Command and transformational leadership can thrive.

"The function of leadership is to produce more leaders, not more followers."

Ralph Nader

PROFESSIONAL STUDIES SQUADRON (PSS) AND KING'S COLLEGE LONDON (CRANWELL)

Enormous changes have occurred in academic training and education within OACTU. Operational and academic studies are taught by a combined department of 4 officers with front-line experience and 7 air power and wider defence specialists from King's College London's (KCL) newly formed Centre of Air Power Studies. The academic team aspires to provide world-class education to RAF officers across a range of levels, from IOT through to the Higher Air Warfare Course (designed for senior officers undertaking the year-long command and staff college course). The team also aim to serve as a national centre of excellence in air power research, teaching and public discourse.

The strategic uncertainty prevailing since the end of the Cold War and the rise of new threats and challenges have created new demands for broader and more analytically rigorous academic training for our officer cadets. The combined Operational and Academic Studies team aspires

to help create a body of JOs who are:

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

Education commences with pre-course reading to provide students with a background understanding of the RAF's proud history. During the first 2 Terms, teaching involves undergraduate-level lectures supported by small group syndicate room discussions.

The course starts with a wide snapshot of the world today with lectures including Geopolitics, The International Political System, UK Foreign and Defence Policymaking, An Introduction to War, and



the Ethics of War and Peace. Cadets then analyse various themes drawn from these subjects through case studies of regional conflict.

Progression to Term 2 provides cadets with a thematic Evolution of Air Power lecture and tutorial package culminating in case studies of the Battle of Britain and the 1999 Kosovo campaign. Modern war-fighting doctrine, focusing on practical Air Power, is taught by the military instructors. Case studies then draw all the teaching together with lectures on 3 major conflicts. The course benefits from front-line aircrew and United States Air Force visiting lecturers. The College's exceptional Library provides an excellent research facility for the cadets' undergraduate-style essay, the Prince Bandar Essay, which is included in the academic assessment.

During Term 3, all cadets undertake the 2-week Basic Air Warfare Course taught at the RAF's Air Warfare Centre. This course introduces cadets to the ways in which the doctrine taught in the first 2

Terms is routinely implemented on the front-line today. Day trips to London, a local Air Museum and World War II operations room further enrich students' learning.

PSS is also responsible for the tuition of Staff Studies. This recently modified package focuses on the instruction of many of the important skills required of today's RAF officer. The major component of the Staff Studies package is Defence Writing which is taught through a realistic exercise scenario involving a number of assessed written communication submissions. The package is interlinked with other parts of the cadets' training and, in particular, to the planning of the leadership exercise, Exercise DECISIVE EDGE. Also covered in the Syllabus are the theory of Oral Communication, RAF and Station Organisation, Air Force Law, Officers' Duties and Personnel, the latter of which provides an insight into the careers of officers and airmen and the significance of the RAF appraisal system. Highly experienced Staff Studies instructors teach in modern classrooms with comprehensive IT suites which makes this a truly 21st Century course.

PROFILE FLIGHT SERGEANT BOOT



FS Mick Boot, joined the RAF in 1980 as an Assistant Air Traffic Controller (AATC). He has been posted to bases in the UK as well as serving in Germany. FS Boot has completed tours in the Falkland Islands and Basrah.

"I came to OACTU for a new challenge and I felt I could bring my experience and personality to the job. Having a SNCO in the system helps to develop the way cadets view SNCOs and makes them understand the important link that will be established between the two when they start their first tour. OSIC was a great training tool; it gives you the material to teach the cadets and understand the different characters that I may encounter and how to deal with them. To me the biggest aim is graduation day, to be able to march all my cadets on to the parade square with the pride of a parent. After 25 years in the RAF, I've never looked forward to starting my day as much as I do here."

TRAINING DEVELOPMENT & STANDARDS SQUADRON

Training Development & Standards Squadron is responsible for staff induction, training and continuous professional development, the maintenance of consistently high standards in instruction and assessment, course design and amendment, information services, course programming, the OACTU quality system and health & safety.

Training Wing prides itself in delivering first-rate instruction in Military Skills, Operational Studies, Defence Writing, Leadership and Instructor Training and Standardization. All instructors are either boarded, or selected

through interview, for their roles. Pre-employment training and experience are gained by undertaking the Defence Instructional Techniques course before selected personnel begin their training to become Instructors on the OACTU Staff Induction Course (OSIC). The OSIC is a modular 6-week programme designed to deliver appropriate training in the following areas:

Ethos

Leadership Theory

Coaching & Mentoring

Reviewing Skills

Emotional Intelligence

Relationship Awareness

Facilitation Techniques

The OSIC provides the foundation for the positive learning culture within OACTU. OSIC ensures that instructors have the skills to develop a respectful relationship with each of their cadets and allows them to develop their innate skills to become transformational role models. OSIC introduces staff to modern psychological theories such as Strength Deployment Inventory, Transactional Analysis, Myers Briggs Type Indicator



and Honey and Mumford Learning Styles. These psychological theories provide the foundation of self-awareness for our instructors and give an understanding of relationship paradigms, which improves the effectiveness of the OACTU training environment. The Course then teaches advanced facilitation techniques in a practical field environment. OACTU instructors develop empathy with their cadets by attending FDTC Fairbourne, conducting the same practical exercises and undertaking the same fitness tests. This allows the OACTU instructor to develop an understanding of the cadet experience and makes it easier to establish rapport which is critical in the training environment. Having received OSIC training the instructors must deliver effective lessons in the classroom and prove that they can deliver



leadership training effectively and safely in a field environment before they qualify as OACTU Instructors.

With the modernisation of IOTC there has been a significant improvement in IT throughout the department. OACTU Business Systems provide the support for all of our training IT needs. The OACTU Training Management Information System (OTMIS) is a computer system which allows all training and assessment of our cadets to be recorded and for the cadets to have access to their training file at all times. The Business System Manager is responsible for the training, support and supervision of OTMIS and the internal and external validation administration of the course.

OACTU trains over 600 personnel each year. Course Programming is responsible for the efficient management of the IOT course and NCAITC programmes. In any single day at the College there is a requirement to train up to 420 personnel and coordinate the efficient use of all our training resources.

The development of training is also a priority for OACTU and all the training given is based on experiential learning. OACTU instructors require knowledge of the latest developments in leadership and instructional techniques. Therefore it is important that the Instructional Staff is supported by a Training & Development Advisor (TDA). The TDA ensures that OACTU instructors receive training that is congruent with the needs of the department. Also the TDA provides support and advice on dyslexia.

All training that OACTU delivers must be safe and efficient. It is the responsibility of the OACTU Quality and Safety Health Environment and Fire (SHEF) Manager to ensure that all procedures and documentation are audited and updated on a regular basis.

“We learn more by looking for the answer and not finding it than we do from learning the answer itself.”

Lloyd Alexander



MILITARY SKILLS AND TRAINING SUPPORT SQUADRON

Staffed predominantly by RAF Regiment personnel, Military Skills and Training Support Squadron is responsible for FP training, instruction in drill and ceremonial duties, and exercise planning and support. The Sqn comprises two Flts, Regiment Training Flt (RTF) and Training Support Flt (TSF).

Using the instructors' operational experience and the RAF ethos of "warfighter first, specialist second", RTF provides training in common core skills which include land navigation, first aid, weapons handling, Nuclear, Biological and Chemical protection and fieldcraft. Cadets are introduced to the principles of FP on deployed operations and practice the military Estimate process to produce thorough and robust defence plans. This training is then consolidated during the deployed operating base exercise, Exercise DECISIVE EDGE. The cadets deploy twice on Exercise DECISIVE EDGE during IOT, firstly operating in small sections and dealing with FP incidents. On their subsequent deployment they are responsible for the command and control of all functions of the deployed operating base.

TSF is responsible for the planning and implementation of all OACTU practical exercises which utilise the North Airfield at Cranwell and other military training areas. The Flt's other main role is to provide Drill and Ceremonial instruction to all cadets.

TRAINING SECRETARIAT

Headed by the OACTU Adjutant, the Training Secretariat (Trg Sec) is responsible for the management of general administrative matters and supporting Training Wing activities. In addition to typing, registry, stationery and other equipment



services, the section provides the infrastructure management focus and manages all classroom training aids and audio-visual equipment. Trg Sec staff also coordinate visits, organise non-ceremonial elements of the Graduation and Colour Sunday activities and manage welfare, prize and endowment funds. Finally, cadet administrative matters including Review Boards also fall within the remit of the Trg Sec.



PHYSICAL EDUCATION

The Physical Education (PEd) programme provided to cadets prepares tomorrow's leaders for the physical and psychological demands of operations, creates a life-long positive attitude to physical exercise, health and well-being and gives individuals an understanding of physical development activities. All candidates are required to pass the RAF Fitness Test prior to commencing training at OACTU and the PEd programme has been redesigned to introduce a more progressive improvement in terms of physical fitness and robustness. The use of Fitlinx-enabled cardiovascular exercise equipment ensures that, in line with the development of other areas of each course, cadets are encouraged to take responsibility for maintaining their own physical fitness training particularly during the latter stages of the Courses.

PEd training activities are timetabled to minimise the risk of injury.

PEd staff of the FDTCs at Grantown-on-Spey and Fairbourne conduct leadership reinforcement through practical personal development activities. Cadets attending FDTC Fairbourne in Term 1 focus on self-awareness, teamwork, planning and the RAF Ethos and Core Values. Students are introduced to the Strength Deployment Inventory and Transactional Analysis and conduct a 2-day expedition to develop followership and planning skills. FTDC Grantown-on-Spey provides further development in Term 3 of an individual's own leadership styles and focuses on the practicalities of transformational leadership including mission command, empowerment, responsibility and planning. The key component at Grantown is self-organisation which is demonstrated through a self-led 3-day journey where cadets are expected to cope with real-time consequences as they arise. Adventurous Training Instructors provide safety cover and draw out learning points only. The



Fact File - Intercollegiate Games

To promote sporting excellence, Cadets may be selected to represent the RAF College against their opposite numbers from the military academies of the Royal Navy, Army and the Air Forces of France, Germany and the Netherlands. The highly competitive events are held against each opponent on an annual basis and may include a visit to a foreign training establishment. Cadets demonstrating an exceptional contribution may be awarded their College Colours by the Commandant.

visits to the FDTCs culminate with cadets producing reflection reports and action plans which are incorporated into their personal development plans upon return to Cranwell.

OACTU CHAPLAINCY

The Cranwell chaplains provide pastoral, moral and spiritual care for the staff and students of OACTU. The courses are very pressured at times, especially for personnel with family or personal concerns. In addition to the care provided by flt cdrs, the chaplains offer a 24 hr, 365 day, confidential listening and counselling service to all, regardless of religious belief. This work carries them to all elements of the courses, such as exercises, social functions and the classroom. As well as reactive pastoral work, their role is to teach the welfare responsibilities of leadership, covered in a 2-day course at Amport House, the Armed Forces Chaplaincy Centre.

Moral reasoning and understanding of an increasingly complex operational environment is fundamental to personal fulfilment and professional effectiveness. The chaplains therefore conduct interactive seminars on the moral component of Air Power. This is taught in the Beliefs and Values

Programme, aimed at exploring the Ethos and Core Values of the Royal Air Force, and is taken further in seminars on the personal dilemmas and practical applications of military ethics.

The spiritual dimension of Service life is taken seriously at the College. After all, students and staff need all the help that they can get! Queen's Regulations J837 state 'The reverent observance of religion in the Armed Forces is of the highest importance'. Provision is thus made for religious observance for all the main faith groups, either at traditional times or on exercises. This includes regular worship in the various chapels at RAF Cranwell. The IOT course culminates in a memorable Service of Dedication in the College Chapel.



No 1 OACTU MESS

A cadet's first experience of living in a Mess is undertaken in No 1 OACTU Mess which is the home for IOT cadets during their first Term and for NCA cadets throughout their 10-week course. Accommodation for IOT cadets is provided in 4 barrack blocks, each consisting of 20 two-man rooms. Each room contains an intranet / internet computer terminal to enable interactive learning and research outside of the working day. The facilities used by those cadets withdrawn from mainstream training onto B Flt, E Sqn, have recently undergone a £300,000 refurbishment, priority for improved facilities being given to those who may face long rehabilitation periods after injury. Cadets undertaking NCA training reside in a block consisting of 4-man rooms.

In addition to the normal facilities found in Officers' and Sergeants' Messes, No 1 OACTU Mess also boasts a recently installed computer suite containing 30 computers and 4 linked plasma screens. The suite is available for the cadets to use as an IT classroom and a welfare facility, and for presentation rehearsals.

COLLEGE HALL OFFICERS' MESS

College Hall Officers' Mess was completed in Sep 1933 and officially opened by his Royal Highness the Prince of Wales, later Edward VIII, in Oct 1934. In addition to being the focal point for the College, the Mess is a working home for all Officer Cadets undertaking SERE and those in their final 2 terms of IOT. Cadets live in single man rooms and each has been upgraded to include a networked computer for private study. The building also contains an impressive library which is open to all cadets and personnel on the Station.



The Ward Room Computer Suite - No 1 OACTU Mess



College Hall Mess



College Hall Library

Despite the changes to the IOT course, many traditions remain. Cadets still do not walk on the carpet that covers the floor of the Rotunda and entering the Mess through the main ceremonial door is prohibited until the day of graduation when the newly graduated officers march off the parade ground to the strains of “Auld Lang Syne”.

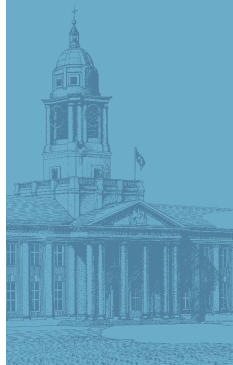
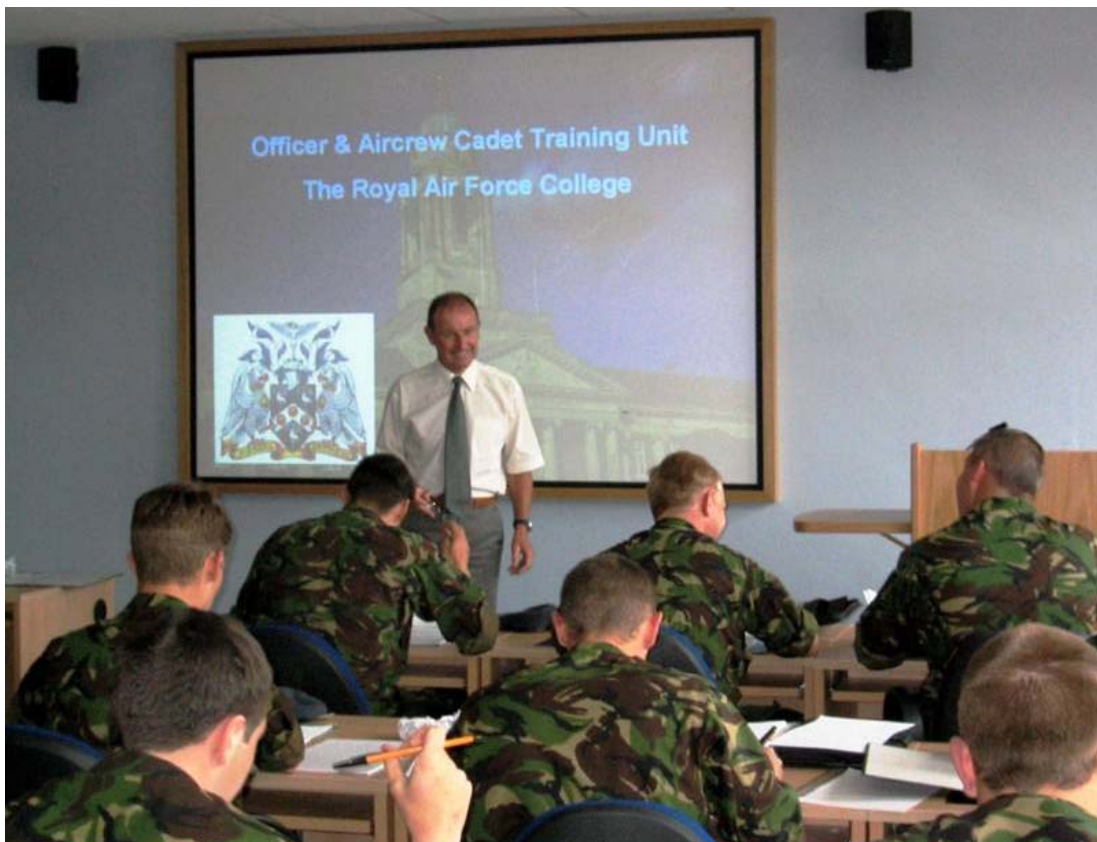
WHITTLE HALL

In the build up to the new IOT course, considerable investment has ensured the working environment within Whittle Hall is as conducive to effective learning as possible. Each classroom has been upgraded with new furniture, revised decoration that reflects our ethos and heritage, and the latest Audio Visual Training Equipment,

including Smartboards and integrated control desks. The larger classrooms have additionally benefited from the installation of air-conditioning and new desks with integrated network computers for each student.

INFORMATION TECHNOLOGY

Training in Information Communication Technology is a key element of the revised syllabuses and is designed to give cadets the IT skills necessary to be effective leaders, including an understanding of Network Enabled Capability and proficiency in Joint Personnel Administration. A major investment in IT gives a 24 hour intranet and internet enabled learning network throughout Whittle Hall and into each room within the domestic



accommodation. All cadets are issued with Logon and Internet Gateway Service accounts on day one of their course, and revised working practices have been introduced to maximise IT based transactions between cadets and staff. All course programmes, notes and lessons are available on-line and the Management Information System has been developed to include automated reports / matrices, cadet tracking, cadet e-files, plus course validation and evaluation.

RAF SYERSTON - Exercise DECISIVE EDGE

As part of the leadership training programme, a fully deployed exercise under canvas using current issue Command, Control, Computer and Intelligence (C3I) equipment is included in both Terms 2 & 3 of IOT and during the SERE Course.

Fact File - Training Capacity

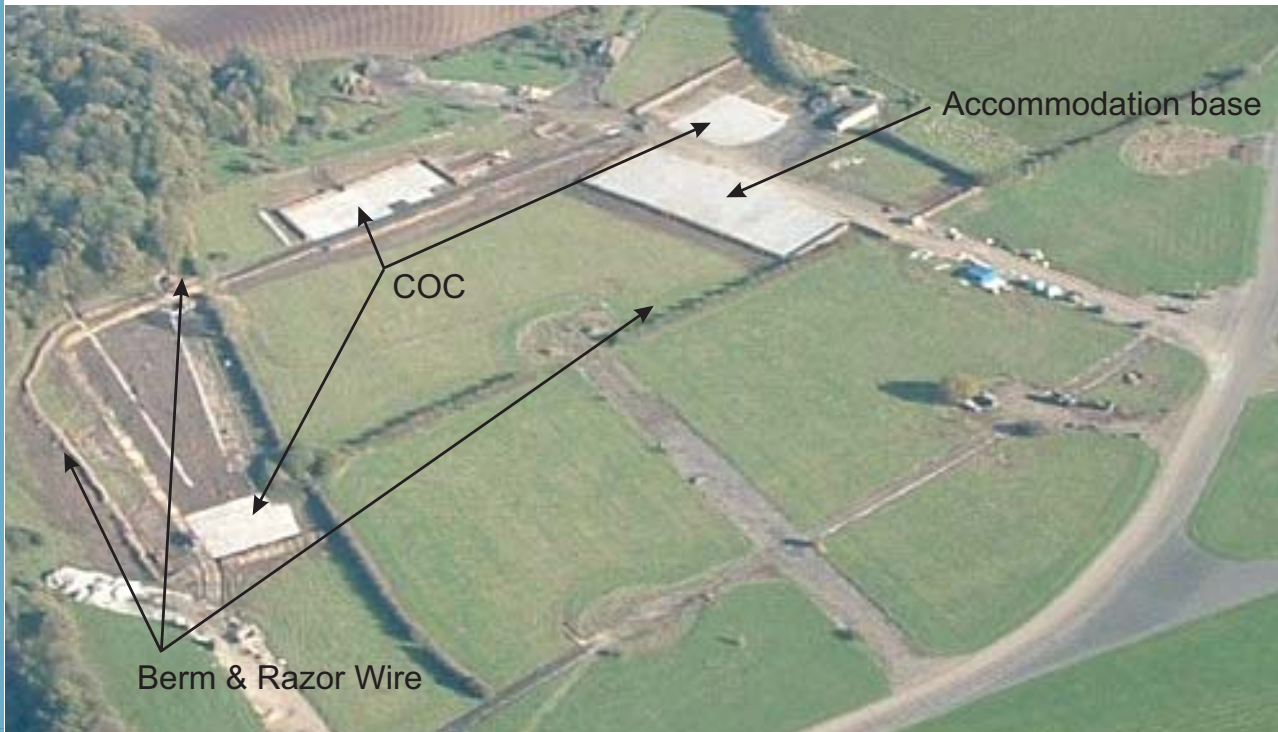
IOT. The IOT structure permits 9 entries of 120 cadets over 2 years providing an entry every 11 weeks.

NCAITC. Each NCAITC consists of a maximum of 36 cadets providing new SNCOs to the next phase of training 4 times each year.

SERE. 3 SERE courses are conducted each year comprising up to 24 cadets per course.

Short Courses. On average 2 ROIT, 1 WOCSP and 1 UEI courses are undertaken each year.

OSIC. A maximum of 40 new instructors are trained on 5 courses per year.





Exercise DECISIVE EDGE involves up to 300 cadets and directing staff based on an austere multi-sector site, protected by fences, berms and sangars. In order to provide the most realistic training environment, 10 Fd Sqn Royal Engineers undertook a 4-month programme to create a bespoke facility at RAF Syerston. Additional tentage, water carrier packs and vehicles have been secured to support the exercise. The Deployed Operating Base (DOB) is completely independent of the 'host nation' and provides an exceptionally realistic training environment for deployed operations under full RAF control. The DOB HQ itself provides an excellent opportunity for all potential officers to experience working in a simulated operational environment.



Every member of the RAF should demonstrate a sustained desire for continuous improvement and innovation to ensure the RAF remains second to none. Cadets aspiring to become the leaders of tomorrow must not only meet the standards required, but actively strive to exceed them. Cadets graduating from OACTU are eligible for the following prizes in recognition of outstanding performance:

OFFICER TRAINING PRIZES

The Sword of Merit

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

The Hennessy Trophy and Philip Sassoon Memorial Prize

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

The Daedalus Trophy

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

The MacRobert Prize

Awarded to the RAF cadet who, in the opinion of his or her peers, has made the greatest contribution to the course.

The BAE Systems Trophy

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

The Overseas Student Prize

Awarded to the Foreign and Commonwealth cadet who has produced the best overall performance in leadership, officer qualities and professional studies on the course.



The Group Captain Williams Trophy

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

The Sarah Moland Memorial Prize

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

The Longcroft Trophy

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



In addition, 6 prizes are awarded on an annual basis:

The Queen's Medal

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

The Sword of Honour

The Sword of Honour is awarded to the RAF officer who, during Initial Officer Training, produced the most distinguished performance of the year in leadership.

The Ecole de L'Air Trophy

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

The Prince Bandar Trophy

The Prince Bandar Trophy is awarded to the officer who, during Initial Officer Training, submitted the best essay or service paper of the year on operational studies.

The John Constable Memorial Prize

The John Constable Memorial Prize is awarded to the RAF officer, under the age of 21 at entry to the RAF College who, during Initial Officer Training, demonstrated the greatest potential for further



Fact File – Excellence

To further the ethos and core value of excellence, and encourage and recognise excellent performance, there are 3 levels of graduation from Initial Officer Training:

Distinction

Merit

Pass



development by producing the best overall performance in both leadership and professional studies throughout the year.

The Air Vice-Marshal Gray Leadership Trophy

The AVM Gray Leadership Trophy is awarded to the Officer Cadet who, during Initial Officer Training, submitted the best essay of the year on Leadership.

NON-COMMISSIONED AIRCREW TRAINING PRIZES

The Training Poignard

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

The Butler Trophy

Awarded to the cadet who, during Non-Commissioned Aircrew Initial Training, has demonstrated outstanding team support.



The Bowering Trophy

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

The Air Gunners' Association Trophy

Awarded to the cadet who, during Non-Commissioned Aircrew Initial Training, attained the highest overall academic performance.

The Training Trophy

Awarded to the cadet who, during Non-Commissioned Aircrew Initial Training, has demonstrated the greatest improvement.



ONWARDS

The Courses offered by OACTU are only the first step in the development of effective Officers and SNCOs. In order that through-life learning continues in our leaders of tomorrow, each cadet receives a comprehensive personal development plan covering areas to address following graduation from the Unit. The report is forwarded to the relevant Phase 2 training establishment to enable the skills gained at the Royal Air Force College to be further enhanced and applied successfully as JOs and SNCOs within an operational environment.



IOT TIMETABLE

Junior Entry

FOUNDATION (TEACHING)

| Term 1 | | | | | | | | | | Leave 1 Week |
|---|--------|--------|--------|-----------------------------|-------------------|---------------------------------------|--------|-----------------|-----------------|--------------------|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| Military Skills, Essential Service Knowledge, PEd, Drill, Nav Ex, Leadership (Fundamentals) | | | | Leadership Hangar Exercises | Leadership Static | FDTC Fairbourne Leadership Dynamic | | Military Skills | Leadership Test | |

Intermediate Entry

DEVELOPMENT

Review

| Term 2 | | | | | | | | | | Leave 1 Week |
|--------------------|------------|--|--------|--------|----------------------------------|---------------------------------------|--------|----------------|--------------|--------------------|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| Intro to Academics | Ex Mil Aid | Academics – Op Studies, Essential Service Knowledge, Staff Studies, Written Communications, Leadership (Transactional) | | | Mil Skills (NBC) Ex Plan (DE) | Ex Decisive Edge I Leadership Test | | Academic Exams | Grad Support | |

Senior Entry

APPLIED (TRANSFORMATIONAL)

Recommend
Graduation

| Term 3 | | | | | | | | | | |
|----------------------|---|--------|--------|--------|-------------------|---------------------|--------|-----------|---------|--|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
| Leadership Academics | Basic Air Warfare Course (BAWC)/ Grantown-on-Spey/ Care in Command/ Station Visit | | | | Ex DE II Planning | Ex Decisive Edge II | | Grad Prep | Grad | |

Confirm
Graduation

SERE TIMETABLE

| |
|---|
| Induction Week |
| Arrivals, Essential Service Knowledge Drill |

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Leave 1 Week | Basic Air Warfare Course |
|--|--------|--------|------------------------------|----------------------|-------------------------------|------------------|--------|---|------------|--------------------|--------------------------|
| Military Skills, Essential Service Knowledge, Oral Communications, Written Communications, Operational Studies, Land Nav, PEd, Leadership Theory | | | Leadership Theory, Hangar Ex | Ex Static Ex Dynamic | NBC Ex Decisive Edge Planning | Ex Decisive Edge | | Operational Studies, Written Communications, Drill, Leadership Theory | Graduation | | |

NCAITC TIMETABLE

| |
|--|
| Induction Week |
| Arrivals, Essential Service Knowledge, CCS |

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|---------------------------------------|---|------------------------------|----------------------|--------------------|------------------------------|---|-----------------------|------------------|--|
| Air Force Law, PEd, Written Comms, IT | Teambuilding, Leadership, Oral Comms, Project Weekend | Land Nav Leadership (Static) | Leadership (Dynamic) | Ex Southern Border | Drill, RAF Museum Visit, PEd | Maths, Office Sim, Air Power, Strength Deployment Inventory (SDI) | Leadership (Advanced) | Ex Border Patrol | Defence Studies Presentation, Maths Exam, Graduation |

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