DEFENCE FORCES

SYLLABUS OF TRAINING

JOINT COMMAND AND STAFF COURSE

TS 016/2022 (TMS CODE: 5213)

PREPARED BY THE COMMAND AND STAFF SCHOOL

ISSUED BY DIRECTION OF D COS (OPS)

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RECORD OF AMENDMENTS – TRAINING SYLLABUS

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Superseded or Obsolete Training Syllabus
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Incorporated Syllabi

Table of Amendments				
Amendment Number	**Para Number**	**Noted by Registrar and Date**	**Approved by Academic Council**	**Authorised by D J7**

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COURSE OUTLINE AND OBJECTIVES

1**. Overview**

The Joint Command and Staff Course is the key stone of professional military education in the Defence Forces. The course is designed to ensure that the future leadership of the defence organisation are fully equipped to ensure that the Defence Forces is capable of protecting and serving the state's interests both at home and overseas.

To achieve this aim the Command and Staff School, fosters an educational environment that presents students with an opportunity to develop individually and as a group in an open, enquiring and intellectually challenging setting. Students are socialised within their peer group and are afforded regular opportunities to interact and engage with representatives from across the military, public sector, civil society and industry spectrum.

The course is designed to prepare students to transition from tactical command to effective competence in appointments at the operational and strategic level. Specifically, the course is designed to prepare students for high-grade assignments, including command, by developing their effective intellect, analytical, decision-making and communication skills. Complementing this approach students will be given the opportunity to develop their professional knowledge through: focused assessment of single service, joint, combined and multi-agency operations; attaining an enhanced understanding of the higher management and finance of Defence and; acquiring a comprehensive grasp of strategy, security and defence issues in political, and international contexts.

The course is primarily structured to meet the requirements necessary for the effective function of the Irish Defence Organisation both nationally and internationally. Recognising the importance of the international standing of the course, it is designed in accordance with the defence functional framework (Ends, Ways & Means) and relevant NATO doctrine. The course thereby offers equivalence with similar international courses such as the Advanced Command and Staff Course at the Joint Services Command and Staff College (UK), the Command and General Staff Course at the Command and General Staff School (US), and the *College Interarmee de Defence* (CID) in Paris. Acknowledging the attributes of Ireland's

role in the international system, and the specific identity of the Defence Forces, the course also retains unique features that emphasise the role played by small states in the international security environment. The JCSC is accredited to postgraduate (MA level) standard by Maynooth University through the award of an MA in Leadership, Management and Defence Studies (MA LMDS).

In accordance with international best practice the JCSC is designed to evolve to meet current and emerging requirements as articulated by the leadership of the Defence Forces. In this way, the course is optimised not only to ensure the personal development of students but to ensure that the investment in personnel is orientated to address the areas of greatest need in and for the Defence Organisation.

In this way, the Command and Staff School of the Military College intends to reinforce its position as the conceptual and intellectual hub of the Defence Forces where ideas emerge, concepts are tested and options are presented to high command for the benefit of the Defence Forces.

Professional Military Education must not be the preserve of the military. Through the Military College, the Defence Forces has an obligation to adapt, educate and advocate for the military role within and on behalf of the state. To do this successfully, the JCSC serves as the fulcrum for Defence partnership networks; nationally and internationally. The participation of foreign military students is essential to achieving this aim both for the educational development of students themselves and as a means to foster an international network of Military College alumni. The JCSC is equally designed to accommodate civilian students from across government departments and wider society to participate for select modules or for the entire course. The regular participation of students from the Dept of Defence and the Dept. of Foreign Affairs and Trade, is encouraged as a fundamental contribution to fostering the progressive development of peer group networks across defence and security networks.

The course is structured over an academic year, accredited by Maynooth to MA level, incorporating distinct inputs from service partners such as Cranfield University, Smurfit School of Business and the Institute for Public Administration. In order to facilitate the widest possible participation, the course is modularised. The educational and developmental

emphasis is on effective intellectual development and professional knowledge supported by the necessary analytical, decision-making and communications skills. Students are not taught 'what to think but how to think' in an open environment of inquisitiveness, where professional competence is enhanced through active engagement, reflection and debate. In this way the JCSC offers the Defence Forces and participant students an internationally recognised and accredited course, combining an intensive intellectual experience that expands their knowledge of all aspects of Defence, in an offering that is unique in the Irish higher level educational environment.

2. Training Aim: Joint Command and Staff Course (JCSC)

In accordance with Defence Forces Regulations, the JCSC addresses specific requirements for the training and education of Defence Forces senior leadership. Successful completion of the course qualifies officers of all three services to: promote to the rank of Lieutenant Colonel/Commander and beyond; command formations of all components of the Defence Forces; and to perform the higher staff work involved in the handling of such formations. (DFR CS 3, Part 1, Para 6 (ii)).

Student officers will also be prepared for high level staff appointment in multinational HQs and will have a developed awareness of the structure and function of key international organisations. Students will acquire an advanced understanding of capability management and acquisition, incorporating a Prince 2 qualification in project management.

The course will also equip officers with the skills needed to engage effectively with civil servants, politicians, industry and wider society; to become defence advocates in the interests of the state. In order to promote the organisational development of the Defence Forces, the JCSC is designed to facilitate direct interaction with Service Commanders, Corps Directors and the General Staff, to position the course and the Command and Staff School as a catalyst for attitudinal and behavioural change through learning.

3. High Level Training Objective

The Defence Forces conducts a JCSC annually within the Military College, delivering postgraduate-level training and education incorporating relevant academic, critical thinking,

operational-level, defence management and leadership skills, in order to prepare officers for command and higher defence management roles, nationally and internationally. Specifically, the course will:

a. Prepare students for Command and Staff appointments nationally and internationally;

b. Develop understanding of single service, joint, combined and multi-agency operations;

c. Enhance knowledge and understanding of the higher management of Defence and the importance of the civil-military space;

d. Through critical insights develop a comprehensive grasp of strategy, security, communications and defence in political, international and financial contexts, incorporating an enhanced ability to produce high quality research in these areas;

e. Establish interoperability with international partners through certified competence in the Comprehensive Operations Planning Directive (COPD);

f. Develop understanding of the requirement for continuing personal and professional development in order to provide effective leadership in complex and evolving contemporary operating environments.

4. **Course Learning Outcomes**

On successful completion of the JCSC, students are to have developed a mind that is invigorated, open, enquiring and confident. Graduates will be capable of applying academic knowledge and advanced professional insight to deliver in a wide variety of defence related contexts and will demonstrate a developed capacity for critical analysis and original thought. Specifically graduates will have developed:

a. An ability to apply advanced academic theory and research methodology underwritten by an international recognised MA level qualification;

b. An enhanced knowledge of foreign and defence policy, organisational strategy, change and management practices and how they relate to the defence sector;

c. An appreciation of the distinctiveness of civil-military relations and the skills required for effective advocacy, communications and negotiation;

d. An internationally recognised qualification in project management;

e. An advanced understanding of the divisional battle space and the integration of land, maritime and air components;

f. A comprehensive understanding of joint operations and the scope and application of NATO's operational planning process COPD;

g. Detailed knowledge of the higher-level planning and execution of NATO, EU and UN stabilisation and peace support operations;

h. Exposure to the multi-national HQ operating environment through participation in CJEX;

i. An ability to draw on the critical examination of historical operational case studies so that appropriate lessons can be applied for future operating environments;

j. An in-depth appreciation of the organisation, roles and strategic functions of the main international organisations with whom Ireland and the Defence Forces interact;

k. An advanced understanding of the importance of leadership in the military, supported by the development of critical self-awareness and the fostering of student-centred leadership prospective for enhanced leadership performance and continuing professional development.

5. Accreditation and Professional Recognition

All military students must successfully pass the military components of the course in order for promotion to higher rank. The JCSC syllabus is accredited to postgraduate standard by Maynooth University. Completion of the 90 credit MA in Leadership, Management and Defence Studies is optional for all students. Civilian students will have the option of completing the course in its entirety (including the MA) or attending for select modules in accordance with their employer's requirements and the course regulations. In addition, students who successfully complete the Defence Policy and Capability Management module will receive a Prince 2 qualification in project management.

6. Summary

Professional Military Education is critically important to the military officer in order to empower them to meet the challenges of the 21st Century operating environment. The challenges posed by the use of military force in the world today require officers who can think and act independently and innovatively. These challenges flow from changes in the domestic and international/strategic environment driven by social, technical, economic and

political factors. These changes affect the nature of conflict and warfare and, by extension, security as a whole. As a consequence, the demand for higher education and professional competence within the Defence Forces has never been greater. This course equips the future leadership of the defence organisation to face those challenges with confidence.

SECTION 2

COURSE CONCEPT, COMPOSITON AND METHODOLOGY

7. **Command and Staff School Mission Statement**

The Command and Staff School pursues academic and professional excellence through internal and external network partnerships and the continuous development of staff in order to deliver professional military education in accordance with Defence Forces requirements and international best practice. The School will provide a professional military education package that develops analytical and conceptual ability, enhances professional knowledge and understanding, and contributes to the development and maintenance of doctrine, in order to equip senior officers with the military, academic, management and leadership skills necessary to perform competently and confidently at tactical, operational and strategic levels; nationally and internationally.

8. **Joint Command and Staff Course Format**

All students will complete a pre-orientation course prior to commencing the JCSC. The pre-orientation course serves two purposes: first, it introduces students to the course concept and structure, outlines the course administrative requirements, and establishes the behavioural and performance standards of the Command and Staff School; second, it launches the MA thesis module with introductory lectures on research ethics and methodology. This enables students to use the summer period and distance learning aides to develop their thesis proposals. For an interim period, all students presenting for the JCSC will be required to undergo instruction on Brigade level MDMP as part of the pre-orientation course.

The full course runs for forty one (41) weeks, from August to June. Recognising the course's modular structure, on a case by case basis, Defence Forces students may be afforded the opportunity to complete the course over an extended period not exceeding two (2) years, with the sanction of D COS (SP). Non-military students can be accommodated for discreet modules or the entire course on a case by case basis.[1] The course format is guided by the requirement to address all aspects of military engagement, action and function in

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[1] Individual module fees as prescribed by D J7.

contemporary and future operating environments incorporating due diligence of defence functional framework:

a.   Ends – strategy and higher level policy formulation;

b.   Ways – campaigning and the conduct of operations; and

c.   Means – the balancing of policy, capability and resources.

In order to ensure course cohesion and quality, the Command and Staff School has established service partnerships with key national and international institutions to deliver the desired learning outcomes.

9. **Course Structure**

The course consists of seven (7) modules:

a.   Module 1 – Command, Leadership, Ethics and Management:
     Incorporating both individual development and organisational awareness, students are encouraged to evaluate and reflect on the characteristics of Command, Leadership, Ethics and Management in all relevant contexts and environments.

b.   Module 2 – Defence and Strategic Studies
     Understand and analyse the theories and factors that shape international order and how these affect the Irish and European security context.

c.   Module 3 – Defence Policy and Capability Management
     Understand and analyse the principles and practices that govern the Higher Management of Defence in balancing policy, capability, resources and risk. Enhance students' ability to operate effectively in civilian-military environments. Develop student capacity to oversee, manage and deliver military capability.

d.   Module 4 – Defence in Context
     Understand the context within which defence must seek to operate. Understand the organisation and function of key international organisations and the specific

challenges they face. Understand how strategy is formulated and applied for complex multi-agency missions led by NATO, EU and UN.

e. Module 5 – Component Studies

Understand and analyse the functions, capabilities and effects that each component contributes to achieving joint effects. Understand the Military Decision Making Process (MDMP) at the divisional-level with an emphasis on the integration of land, maritime and air components.

f. Module 6 – Operational Studies and Campaigning

Understand and analyse the military function at the operational-level in joint, combined and multi-agency environments.

g. Module 7 – Defence Research Component

Through application of developed academic methodology and critical thought, develop, analyse and deliver original research on a defence related subject in accordance with the MA requirements as established by Maynooth University.

10. **Command and Staff School Commitment**

The Command and Staff School fosters an environment that encourages, supports and promotes the individual's personal and professional development. The School cultivates opportunities for peer-to-peer collective learning and network development with the wider defence community (civil and military) and civil society. The School commits to continuously evolve course content, delivery and objectives to meet the prevailing needs of national defence policy, the Defence Forces and the students under its care.

11. **Student Commitment**

Students are expected to commit to the pursuit of personal development and collegiate enterprise, and to engage fully in an open-minded and constructively critical manner with all aspects of the course.

12**. Course Target Audience, Composition and Associated Skills**

a. The primary target audience are Defence Forces middle management (i.e. Commandant's/Lieutenant Commander's [NATO Code: OF 3]) that are preparing for command and staff appointments at formation and operational headquarters and/or national and international combined/joint headquarters. The secondary target audience are the equivalent grades in civil service government departments and persons working in defence and associated sectors in industry or non- governmental organisations. Noting the potential for non-military personnel to attend the course in part or for its full duration.

b. **Course Composition**
   (1) Course Level: Advanced
   (2) Course Type: Career
   (3) Course Sub-type: Command/Leadership/Management

c. **Associated Skills**
   (1) **Skill 1907**: Joint Command and Staff Course Pass
   (2) **Skill 1908**: Joint Command and Staff Course Pass with Merit
   (3) **Skill 1909**: Joint Command and Staff Course Pass with Distinction
   (4) **Skill 699**: CJTF Qualified
   (5) **Skill 700**: MA LMDS [NQF: Level 9]
   (6) **Skill 1910**: Prince 2 Project Management

13**. Qualifying Criteria**

a. **Óglaigh na hÉireann (Irish Defence Forces) Officers.** To undertake the JCSC, prospective students must meet the following criteria:
   (1) Rank: Be a minimum of Commandant/Lieutenant Commander rank.
   (2) Medical: Have been medically classified within the twelve (12) months prior to commencement of the course and hold a minimum current medical classification of:
       (a) Under 40 years of age: YY22634
       (b) Over 40 years of age: YY33634.

(c) Prospective students graded 'T' under any heading may be permitted to undergo the course on a case by case basis, by D J7 and GOC DFTC in co-ordination with D Med.

(3) <u>Physical Fitness:</u> Have passed the Defence Forces Fitness Test in accordance with TI 05/2007 in the calendar year in which the course commences.

b. **International Officers.** To undertake the JCSC prospective International students must meet the following criteria:

(1) <u>Rank.</u> Be a minimum of OF3 (NATO Code) rank.

(2) <u>Language.</u> As a minimum, hold an English language qualification equivalent to NATO STANAG Level 3.

(3) <u>Medical.</u> Have completed a national military medical examination within the twelve (12) months prior to commencement of the Course and be certified fit.

(4) <u>Physical Fitness.</u> Have passed a national military fitness test in the calendar year in which the course commences.

c. **Civilian Students**. To undertake the JCSC, prospective civilian students must meet the following criteria:

(1) <u>Rank/Grade.</u> Be of recognised equivalent grade to their military counterparts.

(2) <u>Medical.</u> Have completed a medical examination within twelve (12) months prior to commencement of the course.

(3) <u>Employer Approval.</u> Provide details of employer's sanction for their participation on the course.

14. **Duration of the Course**. There are 1792 programme periods of 45mins each, over 41 weeks.

a. <u>Weekly Routine.</u> Students will report to the C&S School NLT 1000 on Mondays and are free to depart after class on Fridays.

b. <u>Daily Routine.</u> Programme time commences at 0900hrs daily (excluding Mondays), with a break for lunch. Programme time re-commences at 1400hrs and concludes at 1700hrs.

c. <u>Additional Requirements.</u> Students will be required to attend all course social events and other programmed activities such as fireside chats and evening lectures/discussions as scheduled by the course coordinator.

15. **Composition and Methodology**

a. <u>Governance</u>.

The course is conducted in the Command and Staff School under the overall direction of the Commandant of The Military College. The course is conducted in accordance with TI 02/2019 and applies blended learning approaches with a commitment to continuous adaptation in order to facilitate effective student learning pathways.[2]

b. <u>Learning Environment.</u>

Syndicate room discussions and activities are used extensively throughout the course. The objective is to create a proactive learning environment that facilitates students enhance their knowledge and understanding through discussion and debate. Staff (in cooperation with students) will endeavour to foster an atmosphere in which students are encouraged to maximise their potential, taking ownership of their personal educational development.

The student syndicate structure is complemented by expert lectures, individual and group exercises, reflective learning, online taught components and semi-formal forums for engagement with guest speakers through fireside chats, cultural events and non-assessed student presentations.

Students are expected to approach the course with an open and enquiring mind, and a desire to enhance their professional capability in the pursuit of excellence. Specifically, there is a requirement for students to examine their profession, its role and influence within rapidly evolving national and international security architecture, and to recognise the inevitability of change and of the need to effectively manage the consequences of such change. Understanding the broader social environment in which

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[2] It is envisaged that the course will evolve to incorporate a 'virtual learning environment' as part of a more prominent 'outward facing' online profile for the Command and Staff School, and Military college more generally.

the Defence Forces exists is also necessary in order to equip future defence leaders with the awareness and competence to communicate defence requirements effectively.

c. <u>Blended Learning.</u>

In line with international best practice, the DF Blended Learning Policy, and the requirement to broaden the appeal of continued PME to senior officers in the DF, the C&S School will incorporate blended learning in the delivery of the JCSC. The School will leverage Information Technologies and Virtual Learning Environments (VLE) – either DF maintained or those of our Academic Partners – to facilitate a flexible and student centric approach to training and education. Course-Coordinators and Module Leads will be mindful of the requirement to schedule remote days into the programme, which will facilitate a more balanced work/life arrangement for students. While remote days can facilitate students' requirements to meet domestic responsibilities, it must be borne in mind that a very important element of the JCSC is informal peer to peer learning and social interaction. Blended learning will become a permanent and inherent part of how PME is delivered in the C&S School. The practical application of remote learning, and other methods of incorporating a blended approach to the course delivery, will be kept under review in order to determine the optimum balance in terms of achieving learning outcomes and meeting the needs of the individual and the DF.

16. **Assessment and Marking**

There are three (3) forms of assessment on the JCSC: formative assessment which provides information and feedback and assists in the development of the student; summative assessment which tests and grades the student; and, ongoing evaluation which measures the student's performance and commitment to the learning environment on an ongoing basis.

a. <u>Formative Assessment.</u> Generally occurs during a module and is designed to provide information and feedback to students so that they can improve their professional learning and development. Formative assessment encourages learners to take responsibility for their own learning. It also helps the Command and Staff School monitor student progress and to take corrective action where necessary.

b.   Summative Assessment. Generally occurs at the end of a module, providing a summary of what students have learned, which can be used for grading and certification. There are four (4) forms of summative assessment used on the JCSC: graded essays, portfolios, presentations and written examinations.

c.   Ongoing Evaluation. Ongoing evaluation takes a holistic view of each individual, evaluating overall performance during the course. It is measured against a number of prescribed attributes and includes activities not specifically covered by formal assessment; such as the level of engagement in syndicate room discussions, participation in and learning from exercises, and wider course activities. Ongoing evaluation marks, while monitored throughout, are awarded at the end of the course.

d.   Feedback. Appropriate feedback will be given individually and by group to students, as determined by the course coordinator and respective academic and DS module leads. Feedback will be provided after each assessment indicating scope for improvement for subsequent assessments and for continued professional development beyond the course. The timing and method used to deliver such feedback will depend on the type of assessment undertaken and the requirement to facilitate student development.

e.   Marking System for Joint Command and Staff Course. A total of 4,500 marks are allocated to the JCSC. The following examinations and assessments will be conducted (see overleaf):

Subject/Module	Output	Assessment Format	Scope	Marks	Qualifying Mark
Command, Leadership, Ethics and Management	1	Presentation	Group	180	40%
	2	Portfolio (5,000 words)	Individual	200	
	3	Briefing Exam	Individual	120	
Defence and Strategic Studies	4	Presentation	Group	200	
	5	Essay (5,000 words)	Individual	300	
Defence Policy and Capability Management	6	Presentation	Individual	200	
	7	Prince 2 Exam	Individual	Pass/Fail	
Defence in Context	8	Essay (5,000 words)	Individual	300	
	9	Presentation	Group	200	
Component Studies	10	Presentation	Group	150	
Op Studies and Campaigning	11	Presentation	Group	300	
	12	Campaign Exam	Group	200	
	12a	Campaign Exam	Individual	200	
Defence Research Component	13	MA Thesis (12,000 – 15,000 words)	Individual	1500	
Ongoing Evaluation	14	Competency Based	Individual	450	
TOTAL				**4500**	

17. **Master of Arts Degree in Leadership, Management & Defence Studies (MA LMDS)**

    a. Accreditation

    A Masters Degree in Leadership, Management and Defence Studies is offered by Maynooth University to students who successfully complete both the JCSC core modules[3] and research module. Students should be fully aware that undertaking the

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    [3]JCSC Core Modules: 1. Command, Leadership, Ethics and Management (CLEM) module, 2. Defence and Strategic Studies (DSS) module, 3. Defence Policy and Capability Management (DPCM) module, 4. Defence in Context (DC) module, 5. Component Studies (CS) module, 6. Operational Studies and Campaigning (OSC) module.

Defence Research Component is mandatory. A Postgraduate Diploma may be awarded to students who fail to achieve the required mark for the MA-level award if their work is deemed appropriate to merit an award at that level. A student in this situation must also attain a minimum of a pass mark in the other core modules of the Joint Command and Staff Course.

b. Marking System for MA (LMDS)

The total allocation of marks for the MA (LMDS) is 4,500 of which 3,000, as indicated in Para 16. e, are derived from the JCSC's core modules. The remaining 1,500 marks are allocated to the Defence Research Component (Module 7). Students will be awarded a mark for their MA based on the cumulative mark of the JCSC and their Research Component. For example, if a student receives 1,800 marks for the military component, and 900 marks for the research component, the percentage mark will be $(1,800+900)/4,500 = 60\% = 60$ i.e. a grade of 2.1 for the MA (LMDS).

c. Grades. The Grades are as follows:

Military Grades		MA Grades	
Distinction	70-100%	1	70%+
Merit	65 <70%	2.1	60 <70%
Pass	40 <65%	2.2	50 <60%
		3	40 <50%

18. **General Instructions**

a. **Syllabus Development.** Syllabus development is a continuous process involving the review of the existing programmes of studies, planning and authorship of new material, the revision of existing material, formal approval of changes, and the timely production and distribution of the course material to staff and students. For this process to work, syllabus development must incorporate the views of all relevant defence stakeholders including: General Staff and Corps Directors, Service Commanders, Military College staff and students, academic partners and international student representatives.

SECTION 3

SUMMARY OF SUBJECTS

19**. Course Modules**

MODULE	SUBJECT	PERIODS
MODULE 1	Command, Leadership, Ethics and Management	126
MODULE 2	Defence and Strategic Studies	137
MODULE 3	Defence Policy and Capability Management	167
MODULE 4	Defence in Context	175
MODULE 5	Component Studies	130
MODULE 6	Operational Studies and Campaigning	360
MODULE 7	Defence Research Component	202
SUPPORTING		
REFERENCE	TITLE	PERIODS
ANNEX A	Examinations	129
ANNEX B	Course Administration and Miscellaneous Content	366
TOTAL		**1792**

20. Summary of Programme Time

TABLE	MODULE	SECTION	PERIODS
1	**Command, Leadership, Ethics and Management**	Introduction to Command, Leadership, Ethics and Management	
		The Theory of Command, Leadership, Ethics and Management	
		Communicating Effectively	
		Leadership In Action	
		Personal Leadership Reflections & Future Leadership Self-Awareness	
		Student Research and Reflection Time	
		TOTAL PERIODS ~ TABLE 1	**126**
2	**Defence and Strategic Studies**	International Relations & Security Studies, War & Conflict	
		Strategy, Power & the Military Instrument	
		Global Governance, the International Order, Global & Regional Security	
		Contemporary Issues in Security & Conflict	
		Student Research and Reflection Time	
		TOTAL PERIODS ~ TABLE 2	**137**
3	**Defence Policy and Capability Management**	Formulation of Defence Policy and Strategy	
		Defence Planning and Capability Management	
		Organisational Strategy, Culture & Building Consensus	
		Project Management	
		Student Research and Reflection Time	
		TOTAL PERIODS ~ TABLE 3	**167**
4	**Defence in Context**	The European Union and European Security	
		NATO	
		The United Nations and Stabilisation	
		Defence Special Studies	
		Regional Security Studies	
		Student Research and Reflection Time	
		TOTAL PERIODS ~ TABLE 4	**175**
5	**Component Studies**	Componency	
		Divisional Level MDMP and Joint Enablers	
		Future Warfare and Multi Domain Operations	
		Student Research and Reflection Time	
		TOTAL PERIODS ~ TABLE 5	**130**

TABLE	MODULE	SECTION	PERIODS
6	**Operational Studies and Campaigning**	Operational Art and Design	
		Operational-Level Planning	
		Operational Studies	
		Operations	
		Combined Joint European Exercise (CJEX)	
		Student Research and Reflection Time	
		TOTAL PERIODS ~ TABLE 6	**360**
7	**Defence Research Component**	Social Sciences Pathway	
		Arts & Humanities Pathway	
		Student Research and Reflection Time	
		TOTAL PERIODS ~ TABLE 7	**202**
8	**Examinations**	Semester 1	
		Semester 2	
		TOTAL PERIODS ~ TABLE 8	**129**
9	**Course Administration and Miscellaneous Content**	Course Administration and Miscellaneous Content	
		School Commandant's Discretionary Time	
		Physical Training	
		Organised Recreational Training	
		Programmed Leave	
		Travel Time	
		TOTAL PERIODS ~ TABLE 9	**366**
TOTAL PERIODS			**1792**

MODULE 1

COMMAND, LEADERSHIP, ETHICS AND MANAGEMENT

1. Reference Texts

    a. Defence Forces Leadership Doctrine.

2. Organisation

    a. This module is delivered over a four (4) week period; three (3) weeks at the outset of the course and one (1) week toward the latter end of the course. It is important to note however that leadership is a common thread running throughout the JCSC. Much of the content relating to the subjects of command, leadership, ethics and management are explored during the course in an implicit rather than an explicit manner. This module provides an opportunity to introduce and explore in more detail relevant observations pertaining to these key themes.

    b. The module's initial three-week period introduces students to the topics of command, leadership, ethics and management while also focusing on reviewing and evaluating (rather than teaching) the principles of effective oral and written communication. This period also promotes student self-awareness and reflection through the vehicle of personality profiling to deepen students' understanding of their own leadership style and personal preferences in terms of behaviour.

    c. Cranfield University generally deliver the second week of the module, focusing on the theory underpinning the topics of command, leadership, ethics and management.

    d. The final week of the module takes place in Semester 2, toward the latter end of the course, and will facilitate student reflection on their personal leadership experience and development. This week will also afford students the opportunity to explore 'leadership in action' in areas outside of the military, whilst also focusing on the realities of conflict and the associated ethical challenges leaders may be presented with.

3. Training Objectives

The Command, Leadership, Ethics and Management module is designed to:

    a. Enhance students' knowledge and understanding of leadership theory and concepts **(know the subject).**

    b. Improve student self-awareness **(know yourself)**.

c. Explore biases, diversity and decision-making in leading others (**know your team**).

d. Develop an appreciation of the impact of organisational culture, while recognising, considering and reflecting on key organisational issues (**know your organisation**)**.**

e. Review, evaluate and practice the principles of effective oral and written **communication**.

4. Learning Outcomes

On successful completion of this module, students should be able to:

a. Comprehend and critically evaluate their future roles as senior leaders.

b. Evaluate and apply key leadership and management theories and concepts.

c. Recognise, consider and reflect on key organisational issues.

d. Proactively manage and progress their personal leadership and management styles in order to maintain the capacity to meet the challenges of the contemporary organisational and operational environments.

e. Evaluate and practice the principles of effective oral and written communication.

5. Module Content

Table 1, Section A: Introduction to Command, Leadership, Ethics and Management					
Subject / Topic	**Serial No**	**Type**	**Per**	**Remarks**	**Sem**
Introduction to CLEM	CLEM.1.1	L	1	DS	1
Military Command	CLEM.1.2	L	1	Legal Officer	1
DF Leadership Doctrine and Values Based Leadership	CLEM.1.3	L	1	General Staff Sponsor and DF Sgt Major	1
The Practical Application of Values Based Leadership in the DF	CLEM.1.4	SRD	1	General Staff Sponsor and DF Sgt Major	1
Mission Command in the DF	CLEM.1.5	L	1	DS	1
Followership in the DF	CLEM.1.6	L	1	DS	1
SRD - Ethical Leadership	CLEM.1.7	SRD	1	DS & MU	1

Stress Management and Mindfulness	CLEM.1.8/9	L	2	• EP • Individual and Group Psychological Resilience	1
Coaching and Mentoring	CLEM.1.10/11	L	2	DF Coaching and Mentoring Lead	2
Total Periods Section A			**11**		

Table 1, Section B: The Theory of Command, Leadership, Ethics and Management

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Leadership Experiences	CLEM.2.1	L	1	Cranfield University	1
What is leadership versus management?	CLEM.2.2	L/SRD	1	Cranfield University	1
Leadership paradigms	CLEM.2.3/4	SRD	2	Cranfield University	1
Leadership model	CLEM.2.5/6	L/S	2	Cranfield University	1
Leadership Model Presentations	CLEM.2.7	SRD	1	Cranfield University	1
The Strategic Context	CLEM.2.8/9	L	2	Cranfield University	1
Strategic Challenges	CLEM.2.10/11	SRD	2	Cranfield University	1
Toxic Leadership	CLEM.2.12	L	1	Cranfield University	1
Distributed Leadership	CLEM.2.13/14	L	2	Cranfield University	1
Strategic Challenges Presentations	CLEM.2.15/16	L	2	Cranfield University	1
Leadership Strategy Development	CLEM.2.17/18	L	2	Cranfield University	1
Defining Problems	CLEM.2.19	L	1	Cranfield University	1
Organisational Culture	CLEM.2.20/21	L	2	Cranfield University	1
Organisational Culture Presentations	CLEM.2.22/23	L/SRD	2	Cranfield University	1
Challenge of Change	CLEM.2.24	L	1	Cranfield University	1
Thinking Skills	CLEM.2.25	L	1	Cranfield University	1

Leadership Communications	CLEM.2.26/27	L/SRD	2	Cranfield University	1
Ethics and Leadership, a Western perspective	CLEM.2.28	L	1	Cranfield University	1
Critical Decision Making – Case Study	CLEM.2.29-31	L	3	Cranfield University	1
Total Periods Section B			**31**		

Table 1, Section C: Communicating Effectively

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Effective Communications: Verbal & Written Communication Skills	CLEM.3.1-8	L	8	External Provider (Week 1) To focus on oral presentation skills and highlight the importance of effective written communication	1
Introduction to Briefing Senior Officials	CLEM.3.9	L	1	• DS • To be conducted in final week of DPCM	1
Briefing Senior Officials – Written Briefings	CLEM.3.10	L	1	• DS • To be conducted in final week of DPCM	1
Ex NATIONAL RESILIENCE	CLEM.3.11-14	EX	4	• Individual Practice Exam • To be conducted in final week of DPCM **NB:** In preparation for Briefing Exam conducted during DC	1
Total Periods Section C			**14**		

Table 1, Section D: Leadership in Action

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Keynote Address	CLEM.4.1/2	L	2	Delivered by guest speaker in the final week of the course	2
Leadership in Business	CLEM.4.3/4	L	2	Guest speaker	2
Leadership in Sport	CLEM.4.5/6	L	2	Guest speaker	1
Leadership in Civil Society	CLEM.4.7/8	L	2	Guest speaker	2
Realities of conflict	CLEM.4.9-13	L	5	Guest speakers	2

Total Periods Section D	13	

Table 1, Section E: Personal Leadership Reflections and Future Leadership Self-Awareness

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Individual and Group Personality Profiling	CLEM.5.1-6	L	6	External Provider	1
Introduction to 360°Peer Assessment	CLEM.5.7	L	1	External Provider	1
360° Peer Assessment	CLEM.5.8-12	L	5	External Provider (Feedback Reports)	2
Unit Commanders' Reflections	CLEM.5.13-16	PD	4	Moderated interactive session between students and current/former Unit Comds across all Services.	2
Introduction to the Leadership Portfolio Concept	CLEM.5.17/18	L	2	MU & DS	1
Leadership Portfolio Reflection	CLEM.5.19/20	L/SRD	2	MU & DS	2
SRD - Leadership Reflections	CLEM.5.21	SRD	1	Focusing on personal leadership styles and future development	2
Total Periods Section E			21		

Table 1, Section F: Student Research and Reflection Time

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
CLEM Research and Reflection	CLEM.6.1-36	SRT	36		1/2
Total Periods Section F			36		
Total Periods Table 1			126		

MODULE 2

DEFENCE AND STRATEGIC STUDIES

1. Reference Texts

Reading as recommended by Maynooth University.

2. Organisation

This module is delivered over five (5) weeks.

a. The Core Block, delivered over two (2) weeks, covers key theories in Defence and Strategic Studies: International Relations, Security Studies; War and Conflict; and Strategy.

b. The Adaptive Block, delivered over three (3) weeks, is designed to address, Global Governance and International Order; Global and Regional Security trends, and areas of contemporary interest, and to provide in-depth analysis of areas of national relevance. The intent of this Block is not to be prescriptive, but rather to provide a framework within which content can be adapted to capture developing trends that affect global, regional and national security.

c. Students are required to spend a considerable amount of time reading and reflecting on relevant literature during this module. While a substantial amount of time is programmed through Student Research Time (SRT), students are expected to develop their ability to research relevant literature, read, reflect and interpret - within context. This is an essential element of the course in which students must become adept at sorting large amounts of information and conducting critical analysis in order to form coherent and logical conclusions.

3. Training Objectives

The following training objectives apply to this table of instruction:

a. To provide students with an understanding of relevant theories that explain the causes of war and conflict, the use of military force, classic and contemporary military thought, and international relations.

b. To develop the student's understanding of the military as an instrument of national policy at the strategic level, and of the interaction between the military and other instruments of national power.

c. To expand students' professional knowledge through self-directed learning in areas of defence and strategic studies.

d. To appreciate the developing trends that affect global, regional and national security.

4. Learning Outcomes

On successful completion of this module, students should be able to:

a. Understand, evaluate and apply the theories underpinning the origins of conflict, military strategic thought, international relations and contemporary security studies.

b. Evaluate the utility of the military as an instrument of national power.

c. Demonstrate an understanding of the importance of law and ethics in the application of military force.

d. Understand and articulate Ireland's position in the international security environment and the challenges and opportunities therein.

e. Appreciate the necessity for continuous professional development in the areas of strategic studies and contemporary security studies.

5. Module Content

Table 2, Section A. Core Block: International Relations and Security Studies, War & Conflict					
Subject / Topic	**Serial No.**	**Type**	**Per**	**Remarks**	**Sem**
Introduction to Defence and Strategic Studies Block.	DSS.1.1/2	L	2	MU & DS	1
Introduction to Military History	DSS.1.3/4	L	2	MU	1
DSS Launch, Research Methods & Methodologies in DSS	DSS.1.5/6	L	2	DS & MU	1
Introduction - International Relations & Security Studies	DSS.1.7/8	L	2	MU	1
Traditional IR Theories: Realism & Liberalism	DSS.1.9/10	L	2	MU	1
SRD – Realism v Liberalism	DSS.1.11	SRD	1	DS & MU	1
IR & Security Studies – Alternative Approaches	DSS.1.12/13	L	2	MU Critical Theory, Feminism, Constructivism & Securitisation	1
Gender & Security Studies	DSS.1.14/15	L	2	EP	1
The Nature & Character of War	DSS.1.16/17	L	2	MU – After lecture on Clausewitz	1

Total Periods Section A			17		

Table 2, Section B. Core Block: Strategy, Power and the Military Instrument

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Introduction to Strategy and Strategic Thinking	DSS.2.1/2	L	2	MU	1
Strategy and the Indirect Approach	DSS.2.3/4	L	2	MU	1
Strategy and the Clausewitzian Tradition	DSS.2.5/6	L	2	MU	1
SRD – Strategy	DSS.2.7	SRD	1	DS & MU	1
Strategic Culture	DSS.2.8/9	L	2	MU	1
SRD – Strategic Culture	DSS.2.10	SRD	1	DS & MU	1
Power, Security and the Use of Force	DSS.2.11/12	L	2	MU	1
Coercion: deterrence and compellence	DSS.2.13/14	L	2	MU	1
Weapons of Mass Destruction	DSS.2.15/16	L	2	MU	1
Use of Force Exercise	DSS.2.17/18	EX	2	MU	1
Instruments of National Power	DSS.2.19/20	L	2	MU	1
National Power: The Cyber and Space Perspectives	DSS.2.21/22	L	2	EP	1
SRD – National Power and the Instruments of National Power	DSS.2.23	SRD	1	DS & MU	1
Joint Warfare	DSS.2.24/25	L	2	MU *Understanding Modern Warfare – 3rd Edition*	1
SRD – Joint Warfare and the Integrated Approach	DSS.2.26	SRD	1	DS & MU	1
Total Periods Section B			26		

Table 2, Section C. Adaptive Block: Global Governance, the International Order, Global and Regional Security

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
The International Order and Neorealism	DSS.3.1/2	L	2	EP	1

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Global Security Trends - threats to the International Order (UNSDGs)	DSS.3.3/4	L	2	EP	1
Regionalism: the New Globalism?	DSS.3.5/6	L	2	EP	1
SRD - Global Governance and Regionalism	DSS.3.7	SRD	1	DS & MU	1
Russia: Threats and Perceptions	DSS.3.8/9	L	2	EP	1
China: Regional and Global security dynamics	DSS.3.10/11	L	2	EP	1
European Security	DSS.3.12/13	L	2	EP	1
Ireland's Security Architecture	DSS.3.14/15	L	2	EP	1
Proxy Warfare	DSS.3.16/17	L	2	EP	1
Diversionary conflict	DSS.3.18/19	L	2	EP	1
Failed & Failing States - Case Study	DSS.3.20/21	L	2	EP	1
Total Periods Section C			**21**		

Table 2, Section D. Adaptive Block: Contemporary Issues in Security & Conflict

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Hybrid Warfare	DSS.4.1/2	L	2	EP	1
Hybrid Warfare Case Study: e.g. Ukraine 2014	DSS.4.3	L	1	EP	1
SRD – Hybrid Warfare	DSS.4.4	SRD	1	DS & EP	1
Disinformation as a Threat to National Security	DSS.4.5/6	L	2	EP	1
Contemporary Insurgencies	DSS.4.7/8	L	2	EP	1
Global Terrorism & Counter terrorism	DSS.4.9/10	L	2	EP	1
SRD – Terrorism & Counter terrorism	DSS.4.11	SRD	1	DS & MU	1
Radicalisation, Extremism & Political Violence	DSS.4.12/13	L	2	EP	1
Terrorist Campaign Case Study – Northern Ireland	DSS.4.14/15	L	2	EP	1
Dissident Republicanism	DSS.4.16/17	L	2	EP	1
Dissident Loyalists	DSS.4.18/19	L	2	EP	1
Societal Resilience & The Military Instrument.	DSS.4.20/21	L	2	• EP • The broader utility and societal demand on the military instrument in the evolving threat & security landscape.	1

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Climate Change – current implications for the military and impact on global security	DSS.4.22/23	L	2	EP	1
Cybersecurity – Threat Landscape	DSS.4.24/25	L	2	NCSC	1
Ireland's cybersecurity architecture	DSS.4.26/27	L	2	NCSC	1
Total Periods Section D			**27**		

Table 2, Section E: Student Research and Reflection Time					
Subject / Topic	**Serial No.**	**Type**	**Per**	**Remarks**	**Sem**
DSS Research and Reflection	DSS.5.1-46	SRT	46		1
Total Periods Section E			**46**		
Total Periods Table 2			**137**		

MODULE 3

DEFENCE POLICY AND CAPABILITY MANAGEMENT

1. Reference Texts

    a. White Paper on Defence, 2015

    b. White Paper on Defence Update, 2019

    c. Department of Defence and Defence Forces Strategy Statement

    d. Report of the Commission on the Defence Forces

    e. The Global Island: Ireland's Foreign Policy for a Changing World

2. Organisation

This module is delivered over a 5-week period, focusing on: the higher management of defence, defence policy, organisational strategy and change; defence planning and capability development; project management; and civil-military relations.

3. **Training Objectives**

The following training objectives apply to this table of instruction:

    a. To develop students' understanding of the issues facing Irish defence and the associated formulation of Irish defence policy.

    b. To develop students' appreciation of the role of the military and other relevant stakeholders within the context of a comprehensive approach to defence and security issues at home and overseas.

    c. To enhance students' understanding of key strategic Governmental issues (incorporating the civil-military interface) which impact on defence policy and equip students with the skills necessary to advocate, negotiate and interact with relevant stakeholders in order to build consensus.

    d. To provide students with an appreciation of the capability development, acquisition and management process with an emphasis on project management awareness and skills.

4. Learning Outcomes

On successful completion of this module, students should be able to:

    a. Appreciate the strategic issues, policy frameworks and associated variables that influence the construct and delivery of Irish defence policy.

b. Appreciate the role of the military and other stakeholders in the composition, oversight and delivery of defence policy. Students will achieve a practical and conceptual understanding of how civil servants, diplomats and politicians approach defence issues, and attain the necessary skills to effectively support policy creation.

c. Apply acquired skills in advocacy, communication, and negotiation in the civ-mil space in national and international contexts.

d. Understand how the Defence Organisation should approach the generation and delivery of coherent and affordable military capability.

e. Appreciate the process of defence finance and acquisition and their impact on capability development and operational output.

f. Articulate a detailed knowledge project management including the ability to carry out project management tasks in accordance with a Prince2 qualification.

5. Module Content

Table 3, Section A: Formulation of Defence Policy and Strategy

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
DPCM Launch	DPCM.1.1	L	1	DS	1
The Irish Political System	DPCM.1.2/3	L	2	EP	1
Irish Defence Policy	DPCM.1.4/5	L	2	Sec Gen DoD	1
Irish Defence Policy & Formulating Military Strategy: Chief of Staff Perspective	DPCM.1.6/7	L	2	Chief of Staff	1
How the Irish Civil Service works	DPCM.1.8/9	L	2	Dept of An Taoiseach	1
Understanding the Formulation of Irish Defence Policy: Dept of Defence Perspective	DPCM.1.10/11	L	2	DoD	1
Evolution of Irish Defence and Foreign Policy	DPCM.1.12/13	L	2	EP	1
National Maritime Policy	DPCM.1.14	L	1	NS (Haulbowline/NMCI)	1
Naval Service Regeneration & Future Force Concept	DPCM.1.15	L	1	NS (Haulbowline/NMCI)	1
National Aviation Policy	DPCM.1.16/17	L	2	AC	1
Ireland's Economic Model and the Implications for Defence	DPCM.1.18/19	L	2	EP	1
Visit to Leinster House: Address by Defence Spokespersons from Political Parties	DPCM.1.20-24	L	5	DS & EP Conducted in Week 41	2

Minister for Defence Address	DPCM.1.25	L	1	Minister of Defence Conducted in Week 41	2
The Key Threats to Ireland's Security and the Implications for National Security & Defence Policy	DPCM.1.26/27	L	2	National Security Analysis Centre	1
Strengthening National Resilience	DPCM.1.28/29	L	2	Office of Emergency Planning	1
SRD – Irish Defence Policy	DPCM.1.30	SRD	1	DS & MU	1
Defence Forces HR Policy, Career Management and Contemporary HR Issues	DPCM.1.31/32	L	2	D J1	1
RACO Brief	DPCM.1.33/34	L	2		1
PDFORRA Brief	DPCM.1.35/36	L	2		1
Total Periods Section A			**36**		

Table 3, Section B: Defence Planning and Capability Management

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Defence Planning & Defence Review Process	DPCM.2.1/2	L	2	EP	1
Defence Planning Workshop	DPCM.2.3-5	P	3	EP	1
SRD – Defence Planning	DPCM.2.6	SRD	1	DS & EP	1
Capability Development	DPCM.2.7/8	L	2	EP Include Defence Lines of Development (DLOD) i.e. DOTMLPFI	1
Capability Development: International Case Study	DPCM.2.9/10	L	2	EP	1
SRD – Capability Development	DPCM.2.11	SRD	1	DS & EP	1
Defence Forces DLOD Case Study: lessons learned on the integration of DLODs (DOTMLPFI)	DPCM.2.12	L	1	NS (Haulbowline/NMCI) Outline of project from concept through to capability in service e.g. UAV/MRV	1
Finance: The Budgetary Estimate Process	DPCM.2.13/14	L	2	OIC Mil Finance	1
Principles of Acquisition	DPCM.2.15/16	L	2	EP	1
Managing Risk: Balancing Policy, Resources & Risk to Deliver Capability	DPCM.2.17/18	L	2	EP	1

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
DF Capability Development	DPCM.2.19/20	L	2	DF & DoD e.g. General Staff Sponsor/SPB and Assistant Secretary Capability	1
Innovation & Delivering Defence Capability	DPCM.2.21/22	L	2	EP (Haulbowline/NMCI)	1
Introduction to Research, Technology & Innovation in the Defence Forces	DPCM.2.23/24	L	2	DoD/DF RTI & NS (Haulbowline/NMCI)	1
Industry Visit: The evolving relationship between Industry and the Irish Defence Organisation	DPCM.2.25-29	P	5	DoD/DF RTI & NS As part of visit to Haulbowline/NMCI	1
Total Periods Section B			**29**		

Table 3, Section C: Organisational Strategy, Culture & Building Consensus

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Negotiation, Advocacy, Consensus Building & Conflict Management Workshop	DPCM.3.1-8	L/P	8	EP	1
Organisational Strategy & Change Management	DPCM.3.9-16	L	8	EP – e.g. Smurfit	1
DoD/DF Organisational Culture	DPCM.3.17/18	L	2	EP	1
Civ-Mil Relations Theory	DPCM.3.19/20	L	2	EP	1
Irish Civ-Mil Relations	DPCM.3.21/22	L	2	EP	1
SRD – Irish Civ-Mil Relations	DPCM.3.23	SRD	1	DS & MU	1
Keynote Address – Developing Policy & Strategy at an Organisational Level	DPCM.3.24/25	L	2	EP e.g. Garda Commissioner	1
Total Periods Section C			**25**		

Table 3, Section D: Project Management

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Introduction to Programme, Portfolio & Project Management	DPCM.4.1/2	L	2	EP e.g IPA/Smurfit	1
Project Management in the Defence Forces	DPCM.4.3/4	L	2	DF & DoD	1
Case Studies: Defence Forces Project Management	DPCM.4.5/6	L/P	2	DF & DoD	1
PMI-Based Project Management	DPCM.4.7-14	L/SRD	8	EP e.g IPA/Smurfit	1

Prince2 Foundation Course	DPCM.4.15-38	L/P	24	EP e.g IPA/Smurfit Including examination	1
Total Periods Section D			**38**		

Table 3, Section E: Student Research and Reflection Time

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
DPCM Research and Reflection	DPCM.5.1-39	SRT	39		1
Total Periods Section E			**39**		
Total Periods Table 3			**167**		

MODULE 4

DEFENCE IN CONTEXT

1. Reference Texts

Reading as recommended by Maynooth University, DS and associated partners.

2. Organisation

This module is delivered over a six-week period and comprises five distinct thematic areas:

a. The first theme focuses on the European Union (EU) and European security architecture, including the EU's approach to operations, enhancing students' knowledge and understanding of the EU's Common Foreign and Security Policy (CFSP) and Common Security and Defence Policy (CSDP).

b. The second theme focuses on NATO's security architecture and approach to operations, enhancing students' knowledge and understanding of the organisation and function of NATO.

c. The third theme focuses on the higher-level architecture of the United Nations (UN), and the characteristics and function of UN field operations. This theme also explores related national and international defence and security trends and challenges.

d. The fourth theme focuses on a number of defence special studies, which include cyber, space, insurgency/counter-insurgency and terrorism/counter-terrorism related topics.

e. The fifth theme incorporates the Regional Security Studies (RSS) visit to Brussels, which focuses in more detail on the security architecture of the EU and NATO and the emerging security challenges and trends that both organisations now face.

3. **Training Objectives**

The following training objectives apply to this table of instruction:

a. To provide students with an enhanced knowledge and understanding of the EU's CFSP and CSDP.

b. To enhance students' knowledge and understanding of the organisation and function of NATO.

c. To enhance students' knowledge and understanding of the organisation and function of the UN.

d. To explore the operational approach associated with the EU, NATO and UN on peace support, peace enforcement and stabilisation operations. Moreover, to develop students' understanding of the complexity of NATO, EU and UN operations, the role played by international/regional governmental and non-governmental organisations currently involved in shaping the international security environment; and their impact on military stabilisation operations, whilst also considering specific themes such as Security Sector Reform.

e. To enhance students' understanding of cyber security and its relevance to security and defence matters.

f. To enhance students' understanding of Cyber and Electromagnetic Activities (CEMA).

g. To enhance students' understanding of themes and concepts related to the militarisation and weaponisation of space.

h. To enhance students' understanding of terrorism and insurgency and the policies and strategies used to counter them.

4. Learning Outcomes

On successful completion of this module, students should be able to:

a. Appreciate the structure and function of the UN, EU and NATO.

b. Appreciate the complexity of multinational peace operations and the role of the military instrument on such operations.

c. Appreciate the role of international/regional governmental and non-governmental organisations involved in shaping the international security environment, and their impact on stabilisation operations in areas of conflict/potential conflict.

d. Comprehend the various nuances of cyber security, such as offensive and defensive cyber, and appreciate the military's role in countering cyber threats.

e. Comprehend the significance of space security and strategic competition in space, whilst also appreciating the reliance of military and civilian systems on space-based capabilities.

f. Comprehend the theory underpinning terrorism and insurgency and better understand effective polices and strategies used to counter them.

5. Module Content

Table 4, Theme 1: The European Union & European Security					
Subject / Topic	**Serial No.**	**Type**	**Per**	**Remarks**	**Sem**
Introduction to Defence in Context	DC.1.1	L	1	DS	1
Defence Forces Management of Current & Future Overseas Missions	DC.1.2/3	L	2	J 3/5	1
European Security Architecture (EU Perspective)	DC.1.4/5	L	2	EP Overview to include EU, NATO & OSCE	1
The European Union as a Security Actor	DC.1.6/7	L	2	EP Overview to include CSDP and associated institutions (e.g. EEAS, EUMS, EDA)	1
The Permanent Representation of Ireland to the European Union	DC.1.8/9	L	2	DFA	1
Irish Military Representation to the European Union	DC.1.10/11	L	2	Mil Rep	1
Current Themes/Challenges in European Security	DC.1.12/13	L	2	EP e.g. Climate Change and Russian invasion of Ukraine	1
EU Strategic Crisis Response Planning	DC.1.14/15	L	2	EU Institute for Security Studies	1
CSDP Operations Case Studies	DC.1.16/17	L	2	EP/DS 1 x civilian CSDP Mission 1 x military CSDP Mission	1
Small-state options in the contemporary European Security Environment	DC.1.18-20	PD	3	MU moderated panel discussion	1
SRD – Ireland's approach to European Defence and Security	DC.1.21	SRD	1	DS & MU	1
SRD – Ireland's participation in PESCO	DC.1.22	SRD	1	DS & MU	1
Total Periods Theme 1			**22**		

Table 4, Theme 2: NATO					
Subject / Topic	**Serial No.**	**Type**	**Per**	**Remarks**	**Sem**
NATO's Structure and Function	DC.2.1/2	L	2	EP	1
History of NATO Operations	DC.2.3/4	L	2	EP	1

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
NATO's Security Challenges	DC.2.5/6	L	2	EP	1
NATO Strategic Crisis Response Planning	DC.2.7/8	L	2	EP	1
SRD – Future of NATO	DC.2.9	SRD	1	DS & MU	1
Ireland's Engagement with NATO through PfP	DC.2.10/11	L	2	Mil Rep	1
NATO Current Operations and Future Challenges	DC.2.12/13	L	2	EP	1
SRD – Debate: The Future Relationship between Ireland & NATO	DC.2.14	SRD	1	DS & MU	1
NATO/EU Cooperation	DC.2.15/16	L	2	EP	1
NATO Operations Case Studies	DC.2.17-19	L	3	EP To include maritime and air perspective	1
Total Periods Theme 2			**19**		

Table 4, Theme 3: The United Nations and Stabilisation

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
The United Nations Organisation and Function	DC.3.1/2	L	2	EP	1
SRD – Is the UN Fit for Purpose?	DC.3.3	SRD	1	DS & MU	1
Department of Peace Operations' (DPO) Management of UN Operations	DC.3.4/5	L	2	EP	1
The Politics of UN Missions	DC.3.6/7	L	2	EP	1
UN Security Council in Focus	DC.3.8/9	L	2	EP	1
SRD – Future of the Security Council	DC.3.10	SRD	1	DS & MU	1
UN Reforms	DC.3.11/12	L	2	Outline of UN reforms since the Brahimi Report	1
Future Trends and Challenges for the United Nations	DC.3.13/14	L	2	• EP • To include human security considerations.	1
The evolution of Ireland's Support to UN Peace Operations	DC.3.15/16	L	2	DF/UNTSI	1
Ireland's Foreign Policy Approach to the UN	DC.3.17/18	L	2	• DFA • Suggested location: Iveagh House (to complement	1

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
				ministerial perspective – DC.3.19/20)	
A Ministerial Perspective: Ireland's Contribution to International Peace & Security	DC.3.19/20	L	2	• EP – e.g. Minister of State with Special Responsibility for Defence • e.g. Minister of State for DFA with Responsibility for Overseas Development Aid	1
Gender and Human Rights Issues in Stabilisation Operations	DC.3.21/22	L	2	EP/DF	1
A Humanitarian Actor's Perspective: The Military and IO/NGO Nexus	DC.3.23/24	L	2	EP (e.g. MSF, ICRC)	1
Peacekeeping Vs Peace Enforcement	DC.3.25/26	L	2	EP	1
SRD – Civ-Mil Cooperation on UN Operations	DC.3.27	SRD	1	DS & MU	1
Security Sector Reform (SSR)	DC.3.28/29	L	2	• EP • To include Disarmament, Demobilisation and Reintegration (DDR) & Military Training & Mentoring Missions	1
Application of LOAC & ROEs on UN Ops: UN Mission Case Study	DC.3.30/31	L	2	DFLS/EP	1
UN Commander's Overseas Experience: A Practical Perspective.	DC.3.32/33	L	2	EP – e.g. most recently returned overseas Unit Commander	1
Total Periods Theme 3			**33**		

Table 4, Theme 4: Defence Special Studies

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Cyber Seminar/Workshop	DC.4.1-14	L/P	14	EP/DS (Coordinated over two days in association with external provider e.g. Dinos Kerrigan-Kyrou)	1
Defence Forces Cyber Capabilities and Future Planning	DC.4.15/16	L	2	J6	1
Political Violence and the Policies and Strategies to Counter it	DC.4.17/18	L	2	EP	1

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Terrorism/ Counter Terrorism, Insurgency/ Counter Insurgency Workshop	DC.4.19/20	SRA	2	Student led workshop based on assigned readings - linked to DC.4.17/18	1
The Reunification of Ireland?: Challenges and Implications	DC.4.21/22	L	2	EP	1
Current Security Threats	DC.4.23/24	L	2	J2	1
Space, Security and Astropolitics	DC.4.25/26	L	2	• EP • To include an introduction to the militarisation and weaponisation of space	1
European Space and Defence: Protecting Europe and Strengthening Capacity to Act	DC.4.27/28	L	2	EP – e.g. European Institute for Security Studies and/or European Space Agency	1
Ireland's Space Strategy	DC.4.29/30	L	2	• EP (e.g. C-Space – UCD) • To includes developments in Ireland's space research and industry	1
SRD - The Militarisation and Weaponisation of Space and the Implications for Ireland	DC.4.31	SRD	1	• Invite UCD C-Space staff/students to participate	1
Total Periods Theme 4			**31**		

Table 4, Theme 5: Regional Security Studies

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Regional Security Studies Visit	DC.5.1-20	L/D	20	**Location**: Brussels **Focus**: • EU & NATO • Contemporary European defence and security matters. • Engagement with key Irish/European officials and commentators. • Organisational Perspective (i.e. DF) • Institutional Perspectives (i.e. EEAS, EDA, EUMS, UNLOPs, etc)	2

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Waterloo Battlefield Tour	DC.5.21-26	P	5	• To include scene setter in week 21 (2 x periods) • Consider travel time	2
Total Periods Theme 5			**26**		

Table 4, Section 6: Student Research and Reflection Time					
Subject / Topic	**Serial No.**	**Type**	**Per**	**Remarks**	**Sem**
DC Research and Reflection	DC.6.1-44	SRT	44		1/2
Total Periods Section 6			**44**		
Total Periods Table 4			**175**		

MODULE 5

COMPONENT STUDIES

1. Reference Texts

Component Studies will incorporate the following texts at a minimum:

a. DFDM J1 - DF Capstone Doctrine.

b. DFDM L1 - Keystone Land Component Doctrine.

c. DFDM L2 - Land Tactics.

d. DFDM L1a - Land Component Handbook.

2. Organisation

This module is delivered over four (4) weeks. Weeks 1 and 2 introduce students to the concept of componency – concentrating on the land, air and maritime components. Theory is complemented with Service specific visits to anchor the students' understanding in an Irish context. During the first two weeks of the module, revision of the Military Decision Making Process (MDMP) will focus on the planning of joint operations at the divisional level including introductory lectures on joint enablers. Week 3 will practice the students in working as a staff at the divisional level, requiring them to integrate and coordinate across components as part of a joint force. The module concludes on Week 4 with future warfare presentations, and group discussions, ahead of the transition to the Operational Studies and Campaigning module.

3. Training Objectives

a. To develop students' understanding of componency. In particular, the functions, capabilities and effects contributed by each component to the conduct of joint operations.

b. To incorporate the MDMP into the planning of combined, joint operations at the divisional level. Students are exercised in the planning and staff work involved in the execution of such operations including familiarising students with the administration, planning, conduct and sustainment of military operations by forces at formation and higher tactical command levels.

c. To develop students' understanding of the integration of land, maritime, and air components at the divisional level, including air assault and amphibious operations.

d.   To develop students' understanding of the responsibilities and interaction of the commander and his/her staff in a divisional headquarters.

e.   To develop students' understanding of key tactical doctrinal concepts at formation and higher tactical command levels.

f.   To develop students' understanding of the roles, employment principles, capabilities, sustainment, limitations and effects of the air, maritime and land component arms of the Defence Forces.

g.   To develop students' understanding of contemporary concepts around multi-domain operations and future warfare concepts and capabilities.

4. Learning Outcomes

On successful completion of this module, students should be able to:

a.   Apply the MDMP in the planning of military operations at the divisional level.

b.   Associate and integrate critical thinking into all aspects of land, air and maritime component studies and exercises.

c.   Combine elements of the MDMP and associated intelligence staff work in a time-constrained environment, in order to develop viable plans in conventional tactical combat operations.

d.   Explore the key doctrinal concepts required for military operations at component and joint level with reference to historical case studies.

e.   Explore and develop an understanding of contemporary issues in warfighting and future warfighting concepts and capabilities.

5. Module Content

Table 5, Section A: Componency

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Defence Forces Approach to Operations	CS.1.1/2	L	2	DS	2
Introduction to Componency	CS.1.3	L	1	DS	2
SRD - The Military Instrument & the DF Approach to Operations	CS.1.4	SRD	1	DS & MU	2
Characteristics and Nature of Land Operations	CS.1.5/6	L	2	DS	2
Fundamentals of the Land Component	CS.1.7/8	L	2	DS	2

Land Functional Grouping Case Study: Composition & Capabilities	CS.1.9/10	L	2	• DS • Study of the Division using historical and contemporary examples	2
Land Contribution to Joint Effects	CS.1.11	L	1	• DS • Focusing on Functions, Capabilities & Effects	2
SRD – Historical example of the Land contribution to achieving Joint Effects	CS.1.12	SRD	1	DS & MU e.g. D-Day	2
Land Capability Display	CS.1.13-16	P	4	• DFTC • DS explore opportunities for attendance at scheduled activities e.g. Javelin shoot	2
Characteristics and Nature of Air Operations	CS.1.17/18	L	2	• AC • CS.1.17-28 to be conducted in Baldonnel	2
Fundamentals of the Air Component	CS.1.19/20	L	2	AC	2
Air Functional Grouping Case Study: Composition & Capabilities	CS.1.21/22	L	2	• AC & DS • Study of an Air Group using historical and contemporary examples	2
Air Contribution to Joint Effects	CS.1.23	L	1	• DS • Focusing on Functions, Capabilities & Effects	2
SRD – Historical example of the Air Contribution to achieving Joint Effects.	CS.1.24	SRD	1	AC & DS e.g. D-Day	2
Air Capability Display	CS.1.25-28	P	4	AC	2
Characteristics and Nature of Maritime Operations	CS.1.29-30	L	2	• NS • CS.1.29-40 to be conducted in Haulbowline Naval Base	2
Fundamentals of the Maritime Component	CS.1.31/32	L	2	NS	2
Maritime Functional Grouping Case Study: Composition & Capabilities	CS.1.33/34	L	2	• NS & DS • Study of a Carrier Strike Group and subordinate groupings within associated task org using historical and contemporary examples	2
Maritime Contribution to Joint Effects	CS.1.35	L	1	• NS • Focusing on Functions, Capabilities & Effects	2
SRD – Historical example of the Maritime Contribution to achieving Joint Effects.	CS.1.36	SRD	1	NS/DS & MU e.g. D-Day	2

Maritime Capability Display	CS.1.37-40	P	4	NS	2
Total Periods Section A			**40**		

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
MDMP Revision	CS.2.1-7	L	7	DS	2
Joint Operations	CS.2.8/9	L	2	DS	2
SRD - Joint Operations	CS.2.10	SRD	1	DS & MU	2
Introduction to Information Operations	CS.2.11/12	L	2	EP – Military Practitioner	2
SOF Contribution to Joint Effects	CS.2.13/14	L	2	ARW	2
Logistical Support to Joint Operations	CS.2.15/16	L	2	EP – Career Logistician	2
Battlespace Management	CS.2.17/18	L	2	AC	2
Targeting	CS.2.19/20	L	2	Artillery School	2
CEMA – Cyber & Electromagnetic Activities in Joint Operations	CS.2.21/22	L	2	J6/EP	2
Divisional EXERCISE Launch & Preparation	CS.2.23/24	L/P	2	DS	2
Divisional EXERCISE	CS.2.25-54	EX	29	DS/Students	2
Total Periods Section B			**54**		

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Future Warfare	CS.3.1/2	L	2	EP	2
Multi-Domain Operations	CS.3.3/4	L	2	EP	2
SRD - Multi-Domain Operations	CS.3.5	SRD	1	DS & MU	
Future Warfare Presentations Launch	CS.3.6	L	1	DS	2
Future Warfare Post-Presentations Discussions	CS.3.7-12	Q&A	6	DS & MU	2
Total Periods Section C			**12**		

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
CS Research and Reflection	CS.4.1-24	SRT	24		2
Total Periods Section D			**24**		
Total Periods Table 5			**130**		

MODULE 6

OPERATIONAL STUDIES AND CAMPAIGNING

1. Reference Texts

    a. NATO's Comprehensive Operations Planning Directive (COPD)

    b. AJP-5 Allied Joint Doctrine for the Planning of Operations

    c. AJP-3 Allied Joint Doctrine for the Conduct of Operations

    d. NATO's Alternative Analysis Techniques

    e. Reading material as prescribed by Directing Staff and Maynooth University

2. Organisation

This module is comprised of two (2) streams, delivered concurrently over nine (9) weeks with an additional two (2) weeks validation during the Combined Joint European Exercise (CJEX). The module commences with an introduction to operational art and design followed by an in-depth study of NATO's COPD. Historical knowledge of the application of operational-level planning will be considered through a series of operational case studies. Prior to the final campaign examine, COPD training will be validated by JFC Brunssum during a week-long exercise.

3. Training Objectives

    a. To enhance students' understanding of the operational-level of war and operational design through the study of past campaigns.

    b. To enhance students' knowledge and understanding of how operational-level commanders and staffs refine and translate broad, strategic, national and multinational objectives into clear, integrated and synchronised operational plans through the operational-level planning process, as described by COPD.

    c. To enable students to function as Primary Augmentees in a combined joint headquarters.

4. Learning Outcomes

On successful completion of this module, students should be able to:

a. Apply and adapt the lessons of past campaigns to the contemporary operational environment and its associated challenges.

b. Apply the operational-level planning process to refine and translate broad, strategic, national and multinational objectives into clear, integrated and synchronised operational plans.

c. Operate as Primary Augmentees in a NATO combined joint headquarters.

5. Module Content

Table 6, Section A: Operational Art and Design

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Introduction to Operational Studies and Campaigning	OSC.1.1/2	L	2	• Module Lead • Includes revision of conceptual planning	2
The Operational Level and the Evolution of Operational Art	OSC.1.3-6	L	4	MU	2
Clausewitzian Theory	OSC.1.7/8	L	2	EP	2
SRD – Operational Art	OSC.1.9	SRD	1	DS & MU	2
Total Periods Section A			**9**		

Table 6, Section B: Operational-Level Planning

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Introduction to Campaign Planning and Campaign Planning Tools	OSC.2.1/2	L	2	DS	2
SRA – Campaign Planning Tools	OSC.2.3	SRD	1	DS	2
Introduction to COPD	OSC.2.4	SRD	1	DS Led – Conducted in Syndicates	2
SRA – COPD: Phase 1(Initial Situational Awareness of Potential/Actual Crisis)	OSC.2.5/6	SRA	2	DS Led – Conducted in Syndicates	2
SRA – COPD: Phase 2 (Appreciation of Strategic Environment)	OSC.2.7/8	SRA	2	DS Led – Conducted in Syndicates	2
SRA – COPD: Phase 3A (Mission Analysis)	OSC.2.9-12	SRA	4	DS Led – Conducted in Syndicates	2
SRA – COPD: Phase 3B (COA Development)	OSC.2.13-16	SRA	4	DS Led – Conducted in Syndicates	2

SRA – COPD: Phase 4, 5 & 6 (OPLAN Development, Execution & Transition)	OSC.2.17	SRA	1	DS Led – Conducted in Syndicates	2
Introduction to Wargaming at the Operational-Level	OSC.2.18/19	L	2	EP/DS	2
Maritime Operational–Level Planning Considerations	OSC.2.20-23	L	4	• MU (Campaign Planning) & NS (Naval Planning Process)	2
Air Operational-Level Planning Considerations	OSC.2.24-27	L	4	• AC & EP	2
Integrating Cyber into Operational Level-Planning	OSC.2.28/29	L	2	EP (e.g. NATO CCDCOE)	2
Countering Hybrid Threats as Part of a Comprehensive Approach	OSC.2.30/31	L	2	EP	2
NATO Overview	OSC.2.32-38	L	7	• EP (e.g. JFC Brunssum) • To include NATO Force Structure and Force Generation	2
Campaign Synchronisation	OSC.2.39-46	L/P	8	EP (e.g. JFC Brunssum)	2
Operations Assessment	OSC.2.47-50	L/P	4	EP (e.g. JFC Brunssum)	2
Joint Logistics and Sustainment	OSC.2.51-58	L	8	EP (e.g. JFC Brunssum)	2
Strategic Communications (STRATCOM)	OSC.2.59/60	L	2	EP (e.g. JFC Brunssum)	2
STRATCOM: The DF Perspective	OSC.2.61/62	L	2	OIC PRB, DFHQ	2
Public Affairs (PA)	OSC.2.63/64	L	2	EP (e.g. JFC Brunssum)	2
Information Operations (Info Ops)	OSC.2.65/66	L	2	EP (e.g. JFC Brunssum)	2
Deception	OSC.2.67	L	1	DS/EP	2
SRD – Information Manoeuvre	OSC.2.68	SRD	1	DS & MU	2
The Just War Tradition and Contemporary Challenges	OSC.2.69/70	L	2	EP	2
Legal Considerations at the Operational Level and the Role of the LEGAD	OSC.2.71/72	L	2	• Legal Officer • To include targeting	2
Alternative Analysis Techniques	OSC.2.73-80	L/P	8	• DS & EP (e.g. JFC Brunssum) • To include Pre-Mortem Analysis	2
SRD – Military Creativity	OSC.2.81	SRD	1	DS & MU	2

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
OP EX 1	OSC.2.82-116	EX	35	• JTF Brunssum • Staff Led	2
OP EX 2 (e.g. Ex Primary Destiny)	OSC.2.117-167	EX	51	• DS • Student Led • To include one day of wargaming (8 periods)	2
Review of Operational-Level Theory	OSC.2.168/169	L	2	DS	2
Practice Campaign Exam (Part 2)	OSC.2.170-174	P	5	Individual	2
Launch Campaign Exam – Part 1 & 2	OSC.2.175	L	1	DS	2
Total Periods Section B			**175**		

Table 6, Section C: Operational Studies

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Case Study: Land Campaign	OSC.3.1/2	L/D	2	MU & DS e.g. Battle of Inchon	2
Case Study: Maritime Campaign	OSC.3.3/4	L/D	2	MU & DS e.g. Op Neptune	2
Case Study: Air Campaign	OSC.3.5/6	L/D	2	MU & DS e.g. Op Linebacker	2
Case Study: Joint Campaign	OSC.3.7/8	L/D	2	MU & DS e.g. The Falklands War	2
Methodology For Campaign Analysis	OSC.3.9/10	L/D	2	DS/EP	2
Launch of OSC Student Presentations	OSC.3.11	L	1	DS	2
Total Periods Section C			**11**		

Table 6, Section D: Operations

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Contemporary Air Power and Air Operations	OSC.4.1/2	L	2	EP	2
Contemporary Maritime Power and Maritime Operations	OSC.4.3/4	L	2	EP/MU	2
Contemporary Land Power and Land Operations	OSC.4.5/6	L	2	EP	2
Stabilisation Operations	OSC.4.7/8	L	2	EP	2

Counterinsurgency Operations	OSC.4.9/10	L	2	EP	2
Non-Combatant Evacuation Operations	OSC.4.11/12	L	2	EP	2
Airborne Operations	OSC.4.13/14	L	2	EP	2
Amphibious Operations	OSC.4.15/16	L	2	EP	2
Total Periods Section D		**16**			

Table 6, Section E: Combined Joint European Exercise (CJEX)

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
CJEX Introductory Brief	OSC.5.1	L	1	Chief Instructor	2
CJEX	OSC.5.2-89	EX	89	• Irish & International Locations • Includes OPT	2
Total Periods Section E		**89**			

Table 6, Section F: Student Research and Reflection Time

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
OSC Research and Reflection	OSC.6.1-60	SRT	60		2
Total Periods Section F		**60**			
Total Periods Table 6		**360**			

MODULE 7

DEFENCE RESEARCH COMPONENT

1. **Reference Texts.** Reading relevant to this table:

   a. MA LMDS Research Component Student Handbook, Joint Command and Staff Course.

   b. Recommended additional reading is as follows:

      (1) **Both Pathways**

        (a) Cottrell, S. (2017) *Critical Thinking Skills: Effective Analysis, Argument and Reflection* 3rd ed. Basingstoke & New York: Palgrave MacMillan

      (2) **Social Sciences Pathway**

        (a) Braun, V. (2013) *Successful Qualitative Research: A Practical Guide for Beginners.* London: Sage – excellent introductory textbook. (available at 001.4222)

      (3) **Arts & Humanities Pathway**

        (a) Akbari,S. (2015) *How we write: thirteen ways of looking at a blank page.* Available as an e-book. Examines the writing process in a variety of subjects.
        (b) Hayot, E. (2014) *The elements of academic style: writing for the humanities* (2014) Excellent information on academic register, language etc.

2. **Organisation.**
   The Defence Research Component is delivered throughout the course, culminating with the submission of the students Defence Research Paper (thesis). Students have the opportunity to pursue research via either a social sciences or Arts & Humanities pathway.

3. **Training Objectives**. The following training objectives apply to this table of instruction:

   a. To further the development of students critical thinking.
   b. To critically select and rigorously apply an appropriate research methodology in a reflective manner.
   c. To demonstrate a rigorous understanding of the theory and literature relevant to the issue under investigation.

4. **Learning Outcomes**

   On successful completion of this module, students should be able to:

   a. Enhance critical thinking as part of ongoing professional development.

   b. Develop a critical appreciation of a diverse range of epistemological perspectives.

   c. Appreciate and apply research methodology techniques.

   d. Plan and execute a programme of rigorous academic research.

5. Module Components

Table 7, Section A – Both Pathways

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
MA (LMDS), Thesis and Research Brief.	DRC.1.1/2	L	2	Two (2) students from previous JCSC	1
Research proposal feedback	DRC.1.3-6	P	4	CI & MU	1
Workshop – Critical Thinking	DRC.1.7-9	L	3	MU	1
Workshop – Essay Writing	DRC.1.10-12	L	3	MU	1
Workshop – Research Design and Research Questions	DRC.1.13-15	L	3	MU	1
Essay Feedback	DRC.1.16-19	P	4	Supervisors	1
Workshop – Literature reviews	DRC.1.20-22	L	3	MU	1
Workshop – Ethics and Power	DRC.1.23-25	L	3	MU	1
Supervisor Workshop – Meet with Group as a whole	DRC.1.26-29	L	4	Supervisors	1
Feedback on Literature Review	DRC.1.30-33	P	4	Supervisors	2
Interview/focus group skills	DRC.1.34-36	L	3	MU	2
Designing questionnaires	DRC.1.37-39	L	3	MU	2
Feedback on Chapters	DRC.1.40-43	P	4	Supervisors	2
Chapter feedback	DRC.1.44-46	P	3	Supervisors	2
Thesis Completion Workshop	DRC.1.47-49	L	3	MU	2
Draft Thesis Feedback	DRC.1.50-54	P	4	Supervisors	2
Thesis Presentations: Brief & Rehearsals	DRC.1.55/56	L/P	2	DS	2
Thesis Presentations to DF & DoD Senior Management	DRC.1.57-64	L	8	MA LMDS Programme Management	2
Total Periods Section A			**64**		

Table 7, Section B - Path A: Social Sciences

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Social Science Research – Research philosophy	DRC.2.1-3	L	3	MU	1
Social Science Research – Methodologies	DRC.2.4-6	L	3	MU	1
Findings / Data Analysis Workshop	DRC.2.7-9	L	3	MU	2
Total Periods Section B			**9***		

Table 7, Section C - Path B: Arts & Humanities

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Introduction to Writing in the Arts/Humanities	DRC.3.1-3	L	3	MU	1
Methodologies specific to Arts & Humanities	DRC.3.4-6	L	3	MU	1
Thesis Troubleshooting	DRC.3.7-9	L	3	MU	2
Total Periods Section C			**9***		

Table 7, Section D: Student Research & Reflection Time

Subject / Topic	Serial No.	Type	Per	Remarks	Sem
Research Week 1: Literature Review	DRC.4.1-43	SRT	43	Students	2
Research Week 2: Findings and Conclusions	DRC.4.44-86	SRT	43	Students	2
Research Week 3: Thesis Submission	DRC.4.87-129	SRT	43	Students	2
Total Periods Section D			**129**		
Total Periods Table 7			**202***	*Figure inclusive of periods allotted to either Section B or Section C	

EXAMINATIONS

1. Reference Texts

In accordance with module requirements.

2. Organisation

Student performance will be assessed through variety of exam formats and through the application of a continuous assessment model. In total students will be assessed though:

a. Three (3) essays, including one indicatively marked essay that is directly relevant to the construct of their Defence Research Paper.

b. Six (6) presentations, incorporating individual and group formats.

c. Two (2) individual examinations.

d. One (1) group exercise.

e. One (1) portfolio.

f. One (1) Defence Research Paper (Thesis).

g. Ongoing Evaluation.

3. Training Objectives

The following training objectives apply to this table:

a. To confirm the degree of learning that has taken place.

b. To assess students through a programme of examinations.

c. To ensure that instruction is appropriately applied.

4. Learning Outcomes

On successful completion of this module, students should have successfully achieved the learning outcomes for each of the course modules.

5. Summary

Module	Ser	Assessment Format	Periods	Marks	Remarks
Command, Leadership, Ethics and Management	1	Presentation **Group**	16	180	Refer to Research Component Handbook for MA Thesis
	2	Portfolio (5,000 words) Submitted in Week 40. **Individual**	-	200	
	3	Briefing Exam **Individual**	5	120	
Defence & Strategic Studies	4	Presentation **Group**	8	200	
	5	Essay (5,000 words) **Individual**	-	300	
Defence Policy & Capability Management	6	Presentation **Individual**	16	200	
	7	Prince 2 Exam **Individual**	2	Pass/Fail	
Defence in Context	8	Presentation **Group**	16	200	
	9	Essay (5,000 words) **Individual**	-	300	
Component Studies	10	Presentation **Group**	6	150	
Op Studies & Campaigning	11	Presentation **Group**	12	300	
	12	Campaign Exam **Group**	43	200	
	12a	Campaign Exam **Individual**	5	200	
Defence Research Component	13	Thesis **Individual**	-	1500	
Ongoing Evaluation	14	**Competency Based:** Judgement, critical analysis & decision making; leadership & direction; managing and delivering results; communications, negotiation and influence; personal effectiveness; personal awareness	-	450	
Total Periods Table 8			**129**	**4500**	

COURSE ADMINISTRATION

1. **Reference Texts**

    TI 02/2019 - The Conduct and Administration of Authorised Courses in the Defence Forces

2. **Training Objectives**

    The following training objectives apply to this table:

    a. To promote participation by students in Life Style activities necessary during a lengthy, intensive course and allow time for PT, reflection and recreation.

    b. To allow research time for student's thesis or research paper

3. **Desired Outcome**

    On successful completion of this module, students should be able to:

    a. Maintain a healthy life style during a lengthy, intensive course allowing time for PT and recreation.

    b. Utilise research time for thesis or research paper(s).

4. **Summary**

Table 9, Section A: Course Administration and Miscellaneous Content					
Activity / Topic	**Serial No.**	**Type**	**Per**	**Remarks**	**Sem**
Arrival & In Processing	CA.1.1	A	1		1
Opening Address	CA.1.2	L	1	GOC DFTC/School Commandant	1
School Commandant's Reception	CA.1.3	OPT	-	Evening Reception in Officers Mess	1
Officers Mess Brief	CA.1.4	L	1	Mess President	1
A National Perspective – International Students	CA.1.5/6	L	2	Country Brief from International Students	1
Veterans Brief	CA.1.7	L/D	1	Organisation of National Ex Servicemen/women	2
Irish Language and Culture	CA.1.8	L/D	1		2
Fireside Chat Series	CA.1.9	OPT	-	Evening/Mess	1/2
Review of Semester 1 & End of Semester 1 Discussion	CA.1.10/11	D	2	Chief Instructor and Course Coordinator	1

Review of Semester 2 & End of Course Discussion	CA.1.12/13	D	2	Chief Instructor and Course Coordinator	2
Closing Address	CA.1.14	L	1	GOC DFTC/School Commandant	2
Total Periods Section A			**12**		

Table 9, Section B: School Commandant's Discretionary Time

Activity / Topic	Serial No.	Type	Per	Remarks	Sem
School Commandant's Discretionary Time	CA.2.1-30	P	30		1/2
Total Periods Section B			**30**		

Table 9, Section C: Physical Training

Activity / Topic	Serial No.	Type	Per	Remarks	Sem
Planning for Physical Training, Health and Fitness	CA.3.1	L	1	DFSPE	1
Physical Training	CA.3.2-51	PT	50		1/2
Pool Survival Training	CA.3.52-55	P	4	NS/NMCI	1
Total Periods Section C			**55**		

Table 9, Section D: Organised Recreational Training

Activity / Topic	Serial No.	Type	Per	Remarks	Sem
Organised Recreational Training	CA.4.1-16	ORT	16	OPT where appropriate	1/2
Total Periods Section D			**16**		

Table 9, Section E: Programmed Leave

Activity / Topic	Serial No.	Type	Per	Remarks	Sem
Administrative Days (x4)	CA.5.1-36	-	36		1/2
Programmed Leave	CA.5.37-171	-	135	Christmas, Easter, DF & Public Holidays	1/2
Total Periods Section E			**171**		

Table 9, Section F: Travel Time					
Activity / Topic	**Serial No.**	**Type**	**Per**	**Remarks**	**Sem**
Student Travel Time	CA.6.1-82	TR	82		
Total Periods Section F			**82**		
Total Periods Table 9			**366**		

NON-ASSESSED STUDENT DEVELOPMENT

1. Fireside Chat Series

    a. On a select evening(s) during each semester, a guest speaker is invited by students to address students in an informal setting in the officers' mess on a subject of relevance and interest to the course. To promote the value of inquiry, students are encouraged to take the lead in this endeavour; inviting speakers that will facilitate engagement and discussion around an interesting idea and/or an essential question as chosen by students. These fireside chats, organised by students, should offer an interactive alternative to traditional presentations where informal discussion between moderator and guest(s) uncovers speakers' personal insights and stories which will broaden students' knowledge and understanding.

    b. The desired learning outcomes are twofold:

        (1) To offer personal insights and specialist knowledge on a topic of relevance and interest to students**.**

        (2) To enhance the students' ability to interact with guests and peers in an informal setting on a specialist subject.

<div align="right">**Annex D**</div>

ACRONYMS

The following acronyms are used within the syllabus tables to indicate the manner or setting within which a particular activity/topic should be delivered/conducted:

- **L** – Lecture
- **D** – Discussion
- **P** – Practical
- **SRD** – Syndicate Room Discussion
- **SRA** – Syndicate Room Activity
- **SRT** – Student Research and Reflection Time
- **PD** – Panel Discussion
- **EX** – Exercise
- **OPT** – Outside Programme Time
- **PT** – Physical Training
- **ORT** – Organised Recreational Training