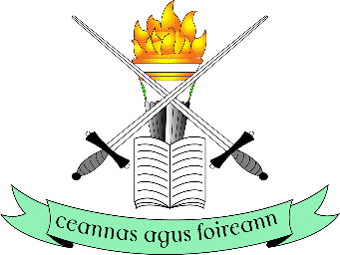
# **8th Joint Command & Staff Course**

# **Command, Leadership & Management Module**

# **Student Leadership Portfolio Guidelines**

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1. **Portfolio Purpose and Overview**
   1. The portfolio is designed to meet the critical requirements of military leadership development through combining training and reflection.
   2. Self-evaluation is a critical element in reflecting on work included in the portfolio. Students will receive training on the application of reflective and experiential learning methodology. The portfolio is primarily an assessment of the students’ ability to apply reflective methodology in a clear and coherent manner as a means to informing personal development. This assessment approach is supported by consideration of content for its clarity, relevance, demonstration of critical thought, application of relevant methodology, reference to appropriate theory, understanding of development implications and limitations, quality of writing and creativity.
2. **Portfolio Content**

The content of the portfolio consists of three sections.

* + 1. Section 1 is an introduction and will cover the student’s personal career journey to the commencement of the JCSC, and individual goals for the next nine months. Section 1 also requires a reflection on current leadership practice, it can incorporate reference to psychometric testing in terms of leadership style and potential.
    2. Section 2 consists of a reflective piece after each of the 6 modules.
    3. Finally Section 3 comprises an overall course reflection and a review of the student’s goals in Section 1, it should include a future career plan.

1. **Learning Outcomes**

Overall the portfolio is intended to capture a number of complementary learning outcomes:

1. Promotes student self-evaluation, reflection, and critical thinking;
2. Measures performance based on genuine samples of student work;
3. Provides flexibility in measuring how students accomplish their learning goals;
4. Facilitates the setting of learning goals and the evaluation of progress toward meeting those goals;
5. Facilitates and informs cooperative learning activities, including peer evaluation and tutoring, cooperative learning groups, and peer conferencing
6. Provides a process for structuring learning in stages
7. Provides opportunities for students and teachers to discuss learning goals and the progress toward those goals in structured and unstructured conferences
8. **Assessment Criteria**
   1. The ultimate purpose of the portfolio is as a method of inquiry - hence the focus on reflective learning as well as documenting Command, Leadership and Management learning experience.
   2. The portfolio accounts for 200 marks.
   3. Checklist:

|  |
| --- |
| 1. Is the portfolio introduced, concluded and formatted adequately? |
| 1. Does the portfolio include ALL the elements described in the assignment brief? |
| 1. Does the portfolio demonstrate the following in terms of all the reflective pieces?    * Clarity and good observation in presentation of events and issues including where, when, to/with whom, how and why    * Honesty and self-assessment    * Thoroughness of reflection and self-awareness, exploration of experiences from the point of view of any relevant others    * Depth and detail of reflective accounts: including what assumptions/values are evidenced and or challenged ; an examination of espoused vs theory in use and an exploration of principles and ethical values    * What strategies or constraints of the organisation were questioned where relevant? |
| 1. Does the portfolio demonstrate evidence of critical thinking? |
| 1. Where appropriate, does the portfolio reflect on observed leadership practice of others in the tactical/operational/strategic setting(s) and offer a critical reflection on the development of own leadership practice? |
| 1. Finally, the portfolio should present an overall reflection that arises from the experience depicted in the portfolio, concluding with suggestions for future development. |

1. **Portfolio Format**
   1. The portfolio is submitted online. The e-content will form the assessed component of the portfolio and is uploaded on Moodle as per the submission timeline in Annex C. Students will be shown how to do this at the Leadership Portfolio Launch on **11th September 2025.**
   2. Please note that students will lose access to moodle at the end of the academic year, and therefore may wish to keep their own copy of the material. Students will also be issued with a pocket folder for compiling a hard copy on request to the School. Content compiled in this [hard] folder is an opportunity for students to collate module assessments and learnings and their own leadership statement/assessment for future reference and use. Where possible, each requirement should be limited to one A4 page.
2. **Portfolio Access**
   1. The portfolio follows the student’s personal journey and therefore will capture reflective pieces that are very personal to the student. Therefore, it is important to note that the portfolio is outside the access of the C&S School staff. The portfolio will only be viewed by the MU portfolio lead, the External Examiner (if requested) and the student themselves.
3. **Writing the Portfolio**
   1. Once a module is finished and the student has received a module result, it is important to allow time for reflection both on the result(s) but also the overall module and what learnings and self-evaluation can be applied. It is suggested that students reflect for a period of time before submitting their work to Moodle.
   2. Students will receive constructive feedback after each reflective piece. This is to assist in building the skills necessary for effective reflection.

# **SECTION 1**

Section 1 is concerned with charting your personal and career development at the beginning of the JCSC. This section is designed to help you assess your current strengths and areas for improvement. All reflections in Section 1 are to be submitted by **26 Sept 2025**.

1. **How did I get here? The student’s journey to JCSC**
2. Describe the most significant parts of your story so far:
   1. How did I get here?
   2. Why did I make these choices?
   3. How did I make these choices?
3. What has changed about yourself over the years?
4. What has stayed the same?
5. What does this say about you as a person, colleague, and leader?
6. **Personal Development Goals and Course Learning Objectives**

See Annex B for guidance.

1. **Individual Leadership Statement**

[One page max]

1. With reference to leadership theory, describe how you prefer to lead, what type of leadership you aspire to, include any relevant experiences to illustrate your points. You may also include a reflection on your experience of psychometric testing. Do you feel this captures who you are, and how you relate to others.

# **SECTION 2**

1. **Module Reflections: (Please see guide on page 8 this document)**

(One page max each)

* 1. Command, Leadership & Management **26 SEP 25**
  2. Defence & Strategic Studies **31 OCT 25**
  3. Defence in Context including RSS reflection **12 DEC 25**.
  4. Defence Policy & Capability Management **06 FEB 26**
  5. Component Studies date submitted to Moodle by **06 MAR 26**.
  6. Operational Studies & Campaigning including CJEX reflection and final reflections (part 3) **12 JUN 26**.

# **SECTION 3**

Section 3invites the students to reflect on their own goals, their course performance and post-course development planning. Para 3 requires the student to refer to their initial leadership development statement to adjust accordingly and reflect what has changed over the progression of the JCSC.

1. **Course Reflection**

[One page max]

1. What went well?
2. What areas/issues proved challenging?
3. Describe your key learning points throughout the year (personal development, not knowledge)
4. What will stay with you? What would you like to leave behind?
5. **Goal Assessment and Career Development Action Plan**
   1. Have you met your learning goals as outlined at the start of the portfolio?
   2. Have you met your personal objectives?
   3. Career development plans

All reflections in Section 3 are to be submitted to Moodle by **12 JUN 26**.

## Annex A

# **Reflective Writing Guide**

Use the following as a guide to reflection.

Write a Description – **Avoid describing the module,** rather focus on something that challenged or surprised you. This could have a successful outcome or something you need to explore further.

What Issues seem significant?

* What was I trying to achieve?
* What did I do?
* Why did I respond as I did?
* What were the consequences for myself and others?
* How were others feeling/reacting?
* How did I know this?
* How might others have viewed this situation?

Personal

* Why did I feel the way I did with this situation?

Ethics

* Did I act for the best?

Theory

* What factors were influencing me?
* What knowledge could have informed me?

Assumptions

* What assumptions were challenged

Reflexivity

* How does this situation relate to previous experiences?
* How could I have managed this better?
* What would have been the consequences of alternative actions?
* How do I feel now about the experience?
* How can I support myself and others better in the future?
* What actions do I intend to take in the future?

# Annex B

# **Personal Development Goals and Course Learning Objectives**

This section is designed to help you assess your current strengths and areas for improvement. When reflecting it might be helpful to draw on your learning journal, other courses you have completed, and your psychometric profile

The Table below gives some examples. Consider what your strengths and areas for improvement might be.

1. **Personal Analysis**

|  |  |
| --- | --- |
| **STRENGTHS** | **AREAS FOR IMPROVEMENT** |
| *I have confidence in knowing I can cope with the pressures of an academic course based on successfully completing previous courses*  *From my career I know I have the ability to give clear directions and manage people in a command capacity*  *I am physically fit*  *My profile states that I am an analytical and structural thinker*  *I have a high level of flexibility and work really well in a team environment* | *I need to focus on time management and planning how I will approach submission deadlines*  *I have a general understanding of leadership theory but need to address this in more detail*  *I want to maintain my physical fitness while studying*  *I want to understand ways I can improve my conceptual thinking and improve my creativity* |

1. **Smart goals**

This section is designed to assist you in setting goals. Consider your specific areas for improvement and identify what you need to learn or do, and how to go about this. You may have other goals that you want to include here. What is important is that your goals are:

* Specific (simple, sensible, significant).
* Measurable (meaningful, motivating).
* Achievable (agreed, attainable).
* Relevant (reasonable, realistic and resourced, results-based).
* Time bound (time-based, time limited, time/cost limited, timely, time-sensitive)

|  |  |
| --- | --- |
| **WHAT DO I WANT TO LEARN/ DO?** | **WHAT DO I NEED TO DO AND WHEN?** |
| *Manage my time better*  *Improve my fitness* | *Create a daily plan that allows time for lectures, project work and personal learning. I will create the plan once a week and modify where necessary.*  *Allocate specific evenings* |