

JOINT COMMAND AND STAFF COLLEGE - COURSE REPORTS

Initial Command and Staff Course (Maritime)

1. The aim of the Maritime ICSC is to contribute to Stage 1 Career Training by preparing Lieutenants and Lieutenant Commanders for SO2 command, charge and staff appointments. The course develops their command, analytical and communication skills, knowledge of defence and UK military capabilities, and evaluates their potential for further staff training. On completion of the course students receive an Overall Course Grade, a recommendation for Future Staff Appointments and an assessment of potential for Further Staff Training.

2. Overall Course Grade. The ICSC (M) is a pass/fail course with the pass mark set at 50%. The grades used are: Distinction > 69%; Merit 60-69%; Pass 50-59% and Fail < 50%.

3. Recommendation for Future Staff Appointments:

a. Strongly Recommended. The student has shown a very good ability in staff skills and can communicate very effectively both orally and on paper. He/she has also demonstrated a clear understanding of wider defence issues.

b. Recommended. The student has shown a good ability in staff skills and can communicate ideas and arguments to a very acceptable standard both orally and on paper. He/she has also shown a good appreciation of defence-related issues.

c. Recommended within Specialisation. The student can supplement his/her professional ability within their particular specialisation with acceptable staff skills. However, he/she has not attained the required standard at this stage to be employed across the full range of staff and command appointments.

d. Not Recommended. The student has failed to reach an acceptable standard in staff skills and could not be successfully employed in appointments which require the ability to communicate regularly; nor does he/she have a good understanding of current defence-related issues.

4. Potential for Further Staff Training:

a. Very Clear Potential. The student has very clearly demonstrated the potential to benefit from further staff training and should be positively considered for the ACSC or equivalent.

b. Clear Potential. The student has demonstrated obvious potential to benefit from further staff training and should be considered for the ACSC or equivalent.

c. Some Potential. The student has shown the ability to develop staff skills and defence knowledge beyond that achieved on the ICSC (M) and could become a suitable candidate for the ACSC or equivalent.

d. None. The student has shown no ability to cope with the demands of the ACSC.

Initial Command and Staff Course (Land)

1. The aim of ICSC(L) is:

In term 1 - To enhance core skills and to develop a fundamental understanding of the business of Defence, in order to ensure a common awareness of the technologies and the wider processes underpinning Defence Capability. In term 2 - To achieve a comprehensive understanding of the military planning process and the exploitation of Defence Capability at the tactical level, applying it in broad terms to the conduct of Brigade operations in order to develop students' leadership, communication and analytical skills as commanders and staff.

2. The elements of an ICSC(L) Course Report are as follows:

a. First Reporting Officer (1RO)

(1)Performance Attributes. Grades are based on, although not necessarily identical to, the OJAR performance attributes and indicators. The grading scale will follow the OJAR grading scale.

(2)Training Objectives. A grade will be awarded for performance in each course examination.

(3)Narrative assessment of performance. This will add colour to the grades awarded for the performance in the course exams and the Performance Attributes, and provides the opportunity for the 1RO to comment on any variance between exam and syndicate performance e.g. a poor exam grade does not necessarily reflect a student's ability.

(4)Assessment of employment potential. This will contain a tabular representation of the 1RO's recommendations for the student's capacity for employment in; Combat, Technical, Logistics, Human Resources and Defence Policy. Grades are: 'Most Demanding', 'Demanding', 'Routine' or 'No'.

b.Second Reporting Officer (2RO)

(1)Specific recommendations may also be made for officers who are deemed suitable for Type A Brigade COS/DCOS, MA and ICSC(L) DS appointments. Furthermore, where an officer is deemed to be suitable to serve in for 'Where Talent Endures' (WTE) appointments this will be indicated in the report. Only officers considered to have reach to 2* will accrue WTE recommendations.

c. General

(1)Recommendation for conversion of commission. The report will annotate where eligible students are considered suitable for a conversion of commission and whether the student is a volunteer. A non-recommendation will be accompanied by an explanation in the 2RO's narrative.

(2)Suitability for command. Comment will be made on a student's suitability for command in Part 2 of the report.

(3) Recommendation for instructor duties. In addition to recommendations on suitability for generic instructor duties, the report may also make a recommendation for an officer to be a Directing Staff on ICSC(L).

(4) Overall Performance Grade. An Overall Performance Grade (OPG) will not be awarded. There will be no attempt to try to differentiate between students by putting them into an overall order of merit or dividing them into thirds or quarters.

Advanced Command and Staff Course

1. The aim of the ACSC is to prepare selected officers for high grade joint and single Service appointments up to and including OF5 level. The course develops their command, analytical and communication skills, and provides a broad understanding and knowledge of joint, single Service and combined operations and of defence as a whole. On completion of the course students receive a report on their performance whilst on course and potential as staff officers. They are also given a Final Grade and an assessment of their performance in Tiers 1, 2 and 3.

2. Final Grade. The ACSC is a pass/fail course with the pass mark set at 50%. The grades used are: Distinction > 69%; Merit 60-69%; Pass 50-59% and Fail < 50%.

3. Tier Definitions:

a. Tier 1 assessments are specific learning outcomes tested through specific written Formal Exercises (FE). The results of FEs are subjected to weighting to reflect the requirement for progression during the course, and the increased demands and complexities of the later exercises. The FEs consist of:

- Strategy and Policy essay.
- Components Studies essay.
- Campaigning FE.
- Defence Policy and Strategic Programming staff paper.
- Defence Research paper.

b. Tier 2 assessments seek to assess a student's ability to synthesize information from different studies and sources, and respond to intellectual challenge judged against the following criteria:

- Deeper knowledge.
- Analytical skills.
- Communication skills.
- Professional competence.

c. Tier 3 assessments judge an individual's wider "whole person" performance during the course against the following qualities:

- Leadership.
- Effective intelligence.
- Management and organisational skills.
- Interpersonal skills.
- Personal qualities.