

# On "Officer Professional Military Education Policy" and its enlightenment

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**Abstract.** "Officer Professional Military Education Policy" is an important guide for M army. This paper aims to deeply explore the core content of its military education and its development trend, and draw useful experience from it, so as to promote the innovation of military education and provide reference for training new military talents with international competitiveness.

## 1.Introduction

Officer Professional Military Education Policy is a guiding document for M army to regulate military education. In the field of professional military education, the rapid development of M Army is worthy of our learning. Its structure system, key objectives and educational characteristics have also been widely concerned by the international community. In order to better promote the army's vocational military education, this paper attempts to analyze the education system, education levels and the focus of learning at each level of the M army's vocational military education, and combing through the adjustment of the M army's joint vocational military education policy in recent years, so as to sort out the framework of the joint vocational military education. It provides reference for the development of joint military vocational education in military colleges and universities.

## 2.The main contents of the military education policy for officers

### 2.1.Profess military education system for officers of the arionalmed forces of country M

The professional military education system for officers of the M Army is a dynamic education system that runs through the career of officers<sup>[1]</sup>. According to the development path of service officers and joint officers, the vocational military education of officers is divided into five levels of education. The five levels are pre-appointment education for officers, primary education, secondary education, senior education and general officer education.

#### 2.1.1.Pre-commission education

This stage of military education is completed through the corresponding educational institutions and courses, and cadets can be commissioned as officers upon graduation. This stage is organized by various military academies, ROTC, candidate Academy and officer training School, which mainly emphasizes the trainees' conceptual understanding of various war levels. The focus of military education is to continue to fully understand the Constitution of M country and the government of M country on the basis of learning the service mission of M Country's army.

#### 2.1.2.Primary military vocational education

This stage is usually the education of officers at the ranks of second lieutenant, lieutenant and Captain. This stage is organized by the service (department) combat or staff professional colleges and each junior vocational military education shift, which mainly emphasizes officers' understanding of war at the tactical, campaign and strategic levels. Its military education focuses on the service (department) combat or staff professional skills training, understanding and mastering the space field knowledge of land, air, sea, space and cyber forces, and training them for leadership Basic abilities and qualities in management, civil-military relations, and culture.

#### 2.1.3.Secondary education

This stage is usually the education received by officers of the rank of major<sup>[2]</sup>. This phase is organized by the Air Force, Army, Navy, and Marine Corps Command and Staff Colleges, the Joint Force Staff College Joint and Synthetic Warfare School, the Reserve Advanced Joint Vocational Military Education, and the Defense Intelligence University, and focuses on operational and

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leadership development in the context of a campaign. Its military education will focus on learning the art of combat in the context of a campaign, understanding theater strategy and planning, national military strategy and national security strategy, and all areas of combat art, and enabling commanders to improve their command and coordination skills in all aspects.

#### **2.1.4. Advanced education**

This stage is usually given to officers at the rank of lieutenant colonel or colonel. This phase is organized by the Air Force, Army, Navy, Marine Corps War College, Eisenhower School, National War College, Joint Force Staff College Joint and Synthetic Warfare School, Reserve Advanced Joint Vocational Military Education, and Joint Force Staff College Joint Advanced Warfare School to help students better understand the strategic, economic, and other aspects of the military. And help them better study military strategy and national security policy, cultivate the "military statesman" quality of senior officers, and prepare trainees for strategic leadership and strategic advisory positions. The focus is to develop the trainees' understanding of national security strategy, theater strategy and campaign, the ability to deal with civil-military relations, the ability to formulate joint planning procedures and institutions, and the ability to use joint, inter-departmental, inter-governmental and multi-country capabilities.

#### **2.1.5. General Officer education**

This stage usually refers to the education of general officers. This phase is organized by the Capstone Course, the Joint Force Functional (Service) Force Commander Course, the Joint Information Operations Advanced Course, the Joint Officer Operations Course, the Cyberspace Operations Administration Course, and the Spire Course, emphasizing the principles that individuals should follow when working with senior commanders of other services and allied nations in joint and coalition operations. To this end, the military academies organize a variety of seminars and short training sessions to better equip general officers to function in joint and coalition operations and familiarize them with working with senior commanders of other services and Allies. The focus of its military education is to prepare senior officers of the M Army for high-level joint, interagency, intergovernment and multinational force leadership roles.

### **2.2. Joint vocational military education**

The Joint Vocational military education of the M Army consists of five levels of education.

#### **2.2.1. Joint introductory education for officers before service**

Joint Introductory education for officers prior to service shall be implemented by the colleges of officers prior to

service through the addition of relevant learning resources. The focus of joint education at this level is to learn the knowledge of each branch of the armed forces, and at the same time understand the basic national defense system of M country, the mission and role of other services, the operational command system, as well as the essential characteristics of M country's military forces and joint operations.

#### **2.2.2. Primary joint education**

Primary joint education, the basic knowledge of the joint is taught by the primary education colleges. Aims to provide junior officers of joint task forces with a comprehensive basic education in joint operations, focusing on teaching the basics of joint operations, the organizational structure and operational command system of joint task forces, the characteristics of joint campaigns, how the national and joint systems support tactics-level operations, and knowledge of other services-related systems to prepare officers to serve in joint task forces.

#### **2.2.3. The first phase of joint vocational military education**

The first phase of joint vocational military education shall be carried out by the secondary schools of the services and other selected secondary schools and the relevant part-time education shifts, and the part-time education shifts of selected senior academies of the services. The focus of the joint education is to enable the cadets to fully understand the national military capability strategy of M country from the perspective of the services in the joint forces, to continuously deepen the joint doctrine and concept, to understand the general situation of the joint and multinational forces at the campaign level, to learn the formulation and implementation of joint plans, to have joint command and control and combat response capabilities, and to achieve the expected leadership quality standards. At this stage, the goal of joint education is to enable the trainees to master how to effectively implement, evaluate, formulate and analyze the national security strategy, to have a deep understanding of the national planning system and procedures, to master the national military strategy and organizational structure, and to operate in different environments, such as joint, interdepartmental, inter-governmental and multi-national situations. How to effectively implement joint operations, theatre strategies and campaigns, and develop good joint strategic leadership skills.

#### **2.2.4. Second phase of joint vocational military education**

The second phase of joint vocational military education is to be implemented by the joint academies, the senior academies of the services or the Staff College of the Joint forces. The aim is to prepare future military and government leaders who will acquire specialized knowledge and skills in joint and interservice operations, and have a deep understanding of the importance of

strategic design, execution and operations, and how to apply this knowledge and skills to enhance their own combat effectiveness. The phase divides the focus of joint education more clearly to meet different needs and enhance the comprehensive quality of future military leaders, so as to better complete the country's security tasks. With the help of joint education, trainees will not only have a deep understanding of national strategies, but also master how to effectively implement joint operational plans, theater strategies and campaigns in joint, interdepartmental, inter-governmental and multinational environments, and be familiar with the planning systems and procedures to achieve these goals, so as to better master command, control and coordination skills. In order to eventually become a qualified strategic leader.

### **2.2.5. General officer joint education**

General Officer Joint education, implemented by the General Officer Course (seminar) class. The Joint Professional Military education for General Officers is aimed at preparing senior officers of the M Army to perform joint, interdepartmental, inter-governmental and multi-national duties at a higher level." The Keystone course is designed to provide trainees with an in-depth understanding of the national security strategy, the art of joint operations, as well as the Joint Force Commander Course and Joint General Officer Operations Course, in order to better grasp the national planning system and organizational structure, and to be able to implement joint operations, theater strategies, campaigns and military operations information operations in a multinational environment, The "Spire" course aims to train trainees to apply the knowledge in the field to better realize the national security strategy, improve the joint operations skills, and better cope with the challenges in a multinational environment. By providing cadets with an in-depth understanding of the joint and integrated forces environment, they can better organize and command these forces, and can more effectively lead joint force commanders, as well as interagency and national commanders, thus better participating in the nation's military strategy decisions and Congress.

### **2.3. Forms of military vocational education**

The M Army is committed to improving the quality and effectiveness of military vocational education through various forms of learning, including full-time education, distance education and part-time education." "Active" pedagogy is one of these approaches, which uses research, writing, reading, oral presentations, discussion exchanges, case studies, war simulations, advanced distributed learning and other methods to achieve teaching goals<sup>[3]</sup>. Distance and part-time education, on the other hand, provides students who are unable to attend a full-time education in a college or university to learn the content of a systematic course at a different time or location outside the college. To help and encourage officers of all ranks to study on their own, the part-time cadets of the M Army may use satellite campuses or off-campus classes, which

involve participation in the same educational activities as full-time education at satellite campuses outside the joint Vocational Military Education colleges; Remote and advanced distributed teaching methods can also be used, in the distance teaching mode, the instructor and the trainee are separated from time and space, and the teaching is implemented by means such as remote video, network application, etc., and the trainees can not only learn asynchronously, but also (real-time interactive) synchronous learning; At the same time, students can also use the mixed teaching method to learn, the mixed teaching method, is a comprehensive use of distance teaching and full-time education to implement a way of teaching, this education method is more convenient, you can according to the needs of students in the college for full-time education, but also can be implemented in off-campus study site part-time education. The above part-time education programs seem easy, but they also require students to meet the same requirements of the corresponding full-time education program teaching objectives after participating in the study.

## **3. Characteristics Of Vocational Military Education For Officers Of Country M**

### **3.1. More and more attention is paid to the unity of education in military vocational education**

Army M emphasizes that joint military education is not limited to military education, but should cover the whole process from the training of officers to the training of general officers<sup>[4]</sup>. In the present and future battlefields, joint operation is still the main mode of operation, so strengthening and developing joint operation education and training and training joint operation talents have become the core demands of vocational military education and the top priority of education reform of M army. Therefore, joint vocational military education is integrated into the vocational military education system.

### **3.2. The concreteness of the standards is becoming more and more clear in the teaching content**

Army M believes that every cadet participating in Military vocational Education should complete the standard content of this stage and the whole stage, and the continuously updated Officer Professional Military Education Policy has continuously specified the previously vague description of the content of joint vocational education. For example, in the General Education Standards, Army M believes that the JVET curriculum should prepare graduating cadets to conduct military operations in joint, interagency, intergovernmental, and multinational environments, and give graduating cadets a holistic view of the national defense force that they will keep in mind in tactics, campaigns, strategies, and critical thinking and professional activities. It is the clarity of these standards that equips cadets with the ability to critically analyze

current and emerging national strategies from a joint perspective, and fosters cadets' ability to work in joint and interdepartmental cooperation.

### **3.3. Increasing emphasis is placed on the diversity of sources in the composition of participants**

The M army believes that the composition of cadets should reflect the diversity of sources, and has specified minimum participation rates for foreign cadets, ethnic minority cadets, and cadets from different services, so as to lay a solid foundation for joint education in terms of human resources structure. According to the Officer Professional Military Education Policy, the number of students in senior colleges and universities is required to be at least 60% of the students from foreign services, in addition to the cadets from the same service; In the training courses of senior colleges, one student from other services should attend each course; In addition, the National War College, the Eisenhower School, the Joint Advanced Warfare School, and the Defense Intelligence University are required to graduate in roughly equal numbers from other services; And the educational shifts of the Joint Force Staff College and the Joint and Synthetic Warfare School of the Joint Force Staff College should be assigned to the services according to the Joint Job Catalog; The number of reserve officers participating in the reserve advanced joint vocational military education should be roughly equal in the number of cadets of each service<sup>[5]</sup>.

### **3.4. The composition of teachers increasingly reflects the joint nature of teaching**

The army of M believes that the force of instructors is the key to the joint Education of the army of M. In the Officer Professional Military Education Policy, the qualification examination, selection and appointment, performance evaluation, post training and structure ratio of instructors are specified. It emphasizes that teachers in middle and senior colleges and universities should have excellent professional knowledge, necessary job experience, good teaching ability and corresponding academic qualifications. In terms of the number of military teachers, it is stipulated that the number of teachers should be reasonably allocated. The number of instructors in the senior colleges and universities of each service shall not exceed 60% of the total number of instructors in the service, and the proportion of instructors from the other two services shall be roughly equal. At the same time, there are specific and strict regulations on the structure and proportion of instructors in the middle schools of the service, in the colleges and universities of the middle and senior joint vocational military education tasks, and in the courses of the joint education plan. In terms of the qualifications of military vocational instructors, specific requirements are also put forward for military instructors at all levels of education colleges and universities, and the proportion of military instructors receiving senior joint vocational military education, full-time intermediate or advanced vocational military education is clarified,

requiring that, where possible, all military instructors must have good academic accomplishment, rich practical ability and relevant work experience. With regard to the management of civilian instructors, it is stipulated that each service and the National Defense University shall determine the number of civilian instructors in their respective institutions, but the civilian instructors must be up to the required level in academic achievement and professional experience. At the same time, the policy also stipulates that the joint vocational military education colleges under the National Defense University should set up the post of chairman of the Joint staff Council and chief professor of military science, requiring that the post should have new joint combat experience and be able to provide more in-depth guidance on joint affairs for trainees and instructors<sup>[6]</sup>.

### **3.5. The normality of evaluation is increasingly reflected in teaching evaluation**

The M Army believes that regular evaluation of vocational military education is an important guarantee for the effectiveness of vocational military education. Through the establishment of the evaluation mechanism composed of feedback mechanism, improvement mechanism and joint vocational military education evaluation, the quality and efficiency of joint military education and training for officers are constantly improved, and the effectiveness and smooth development of vocational military education, especially joint vocational military education are ensured. Through the establishment of the feedback mechanism, it is clear that colleges and universities can self-check the teaching situation through the feedback mechanism, can organize joint educational conferences to study and guide the learning situation of the trainees in the previous academic year, and provide better services for the trainees according to the learning results of the trainees through the military Education Coordination committee. In addition, the review and evaluation system of related duties and missions and courses has been improved, which plays a supporting role in the evaluation of vocational military education; Through the construction of an improvement mechanism, from the perspective of all levels of the vocational military education system and each employer, a comprehensive evaluation of the officer vocational military education policies and key courses is carried out, and the policy content and course content are constantly enriched to ensure the timeliness and effectiveness of the policy content and course content<sup>[7]</sup>; Through the establishment of the joint vocational military education evaluation mechanism, the joint vocational military education in military education colleges at all levels is regularly evaluated, and the "Joint vocational military education qualification certification procedure" is stipulated, which provides procedural guidelines for the evaluation of joint vocational military education. It is precisely the establishment of this evaluation mechanism that greatly improves the authenticity of the evaluation results and ensures that the joint vocational military education at all levels meets the requirements of policies and regulations.

## **4. Enlightenment To The Development Of Military Vocational Education**

Through study, I find that the military vocational education of other countries is still very different from that of M country's army. However, we can learn some mature practices in the vocational military education of M country's army officers to constantly optimize the military vocational education.

### **4.1. Set the level of students and the focus of learning scientifically**

In the military vocational education, different levels of education and training programs can be scientifically and reasonably formulated according to the ranks of participants. For example, we can divide it into three levels according to the ranks: primary (lieutenant - Captain), intermediate (major - Colonel) and senior (Senior colonel - General), which reflects the level of our officers' learning, and formulate programmatic documents to clarify the focus of learning of students at each level, and evaluate the learning situation of officers at the level according to the mastery of the key levels of each level, and then decide Whether the officers at this level can enter the next level of learning. In my opinion, in this way, different courses can be formulated according to different learning needs, which can effectively stimulate the learning enthusiasm of officers and soldiers. Through the military vocational education platform, they can constantly improve their own military theory, learn the relevant knowledge of various services and arms and national defense policies, and lay a solid foundation for better performing their post responsibilities.

### **4.2. Connect the concept of "union" with the military vocational education platform**

Military vocational education should provide a scientific platform for training joint operation talents. Through the learning on the platform, the trainees go through the development process from low level to high level, and from quantity to quality, so that the concept of joint operation can penetrate into the heart of every serviceman<sup>[8]</sup>. For example, the primary joint quality training can focus on cultivating joint operational awareness and knowledge of arms to establish relevant courses, so that trainees can master the basic knowledge of joint operations; Intermediate joint quality training courses can focus on training trainees to form their own operational command and organization training capabilities under the background of joint operations. Advanced joint quality training can carry out a comprehensive and systematic study of joint command and strategy courses, so that they can form an integrated joint operation command ability. In my opinion, relying on the military vocational education platform to conduct joint education can greatly enhance the joint capabilities of trainees and provide effective support for winning modern joint wars.

### **4.3. Innovative qualification recognition to ensure the quality of education**

In the process of carrying out military vocational education, it is no problem to take whole-person learning, open learning and lifelong learning as the main teaching methods, but it is often difficult to ensure the learning process and learning results in the absence of supervision. Therefore, in the military vocational education, we should vigorously promote the vocational qualification certificate management system, so that it is closely related to the actual learning, and increase the inspection of students' daily performance, the test of vocational skills into the graduation test, training test, employment guidance and other comprehensive considerations<sup>[9]</sup>. So as to better play the potential of students. At the same time, we should increase the construction of the military vocational education platform, pay attention to the assessment of professional technology, establish a perfect assessment platform, in order to better evaluate the assessment results, in order to better guide the assessment, improve the fairness of the assessment, in order to achieve better training results. So as to cultivate more excellent military talents.

## **5. Conclusion**

Through the development of these years, it is not difficult to find that military education, as an important guarantee for improving the combat effectiveness of the army, is an important way to accelerate the transformation of the generation mode of combat effectiveness. Therefore, we need to study the advanced practices of well-known foreign military colleges, especially the advanced concepts and successful experiences of the key colleges of the M Army in the joint education system and training subjects. It provides reference for the military colleges of our army in the field of military vocational education. At the same time, we also know that in military vocational education, our personnel training should be fully integrated into the concept of joint vocational military education, and strengthen the joint education of officers step by step. Therefore, this paper has also carried out a certain degree of research and analysis on the joint vocational education system of M Army officers. It is hoped that this will make a modest contribution to the work of establishing and improving the joint vocational military education system of our army.

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