JSP 886
DEFENCE LOGISTICS SUPPORT CHAIN MANUAL

VOLUME 7
SUPPORTABILITY ENGINEERING

PART 8.01
TRAINING & TRAINING EQUIPMENT

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CHAPTER 1: TRAINING AND TRAINING EQUIPMENT

CONTEXT

1. A fundamental principle of Integrated Logistic Support (ILS) is the application of a through-life approach to ensure that the long-term implications associated with product support are considered early in the project life-cycle. The development of appropriate training solutions including acquisition of associated training equipment will be key to ensuring delivery of the capability in the most cost-effective manner. The required programme timescale shall be compatible with the overall support solution**.**

2. The purpose of this policy is to ensure that the Training and Training Equipment (T&TE) is procured, managed and supported throughout its life using the disciplines of ILS. Adherence to these processes will ensure that personnel are adequately trained within planned resources during the life of the capability.

PRECEDENCE AND AUTHORITY

3. Ownership of Logistic policy in support of the Logistic Process falls to the Assistant Chief of Defence Staff Logistics Operations (ACDS Log Ops) as CDM's Process Architect. This role is exercised through the Defence Logistics Policy Working Group (DLPWG) and the Defence Logistics Steering Group (DLSG) reporting up to the Defence Logistic Board (DLB). It is against this governance framework that sponsorship for Training and Education (T&E) policy, as articulated within JSP 822 is the responsibility of Director Training and Education (DT&E). T&TE is developed, delivered and managed within the ILS methodology, the Policy for which is owned by DES JSC SCM. Project Teams (PT) are required to assess and show compliance with key policies and governance as signposted by the SSE.

MANDATED REQUIREMENTS

4. To meet the MOD legal safety and duty of care obligations it is a requirement that the appropriate or relevant T&TE is available for all products, platforms, systems and equipment. To ensure that the MOD has Suitably Qualified and Experienced Personnel (SQEP) PTs must develop, procure and implement a proactive training strategy as part of the overall support solution.

POLICY

5. DT&E policy is that MOD individual training and training equipment shall be developed in accordance with JSP 896 if deemed appropriate by DT&E and JSP 822. Training shall be addressed at Initial Gate and Main Gate Business Cases, to the satisfaction of the Investment Appraisal Board and Operating Centre Assuror. T&TE will be developed, delivered and managed to the required programme timescale and will be compatible with the overall support solution.

KEY PRINCIPLES

6. The Integrated Support Plan (ISP) as developed by the Contractor shall identify the processes and planning for the development, delivery and maintenance of the training solution.

7. The scoping exercise shall be performed in the early stages of a project and will identify if there is a possibility of a training need to meet the User requirements. It will

identify how training would contribute to the product capability requirement and will identify the resources to carry out further analysis.

8. To develop a training solution and procure supported training equipment at optimized through life cost, training options shall be identified and traded-off through the Training Needs Analysis (TNA) process.

9. The training content, equipment and support shall be developed and delivered to meet the Ready For Training Date (RFTD) or Logistic Support Date (LSD). This is agreed between all the training stakeholders and shall be compatible with the overall ILS programme. The RFTD is defined as a key milestone by which training shall be ready to allow the product in-service date to be met.

10. The solution shall be delivered to meet the User training requirements and maintained through a managed and effective evaluation and modification programme.

11. Projects shall consult with the relevant DE&S training team and Front Line Command (FLC) to identify the most appropriate acquisition strategy maintaining compatibility with existing training solutions. Training shall be afforded full consideration along with system performance, cost and project timescale, throughout the Life cycle.

12. Using JSP 822, training is divided into three main types:

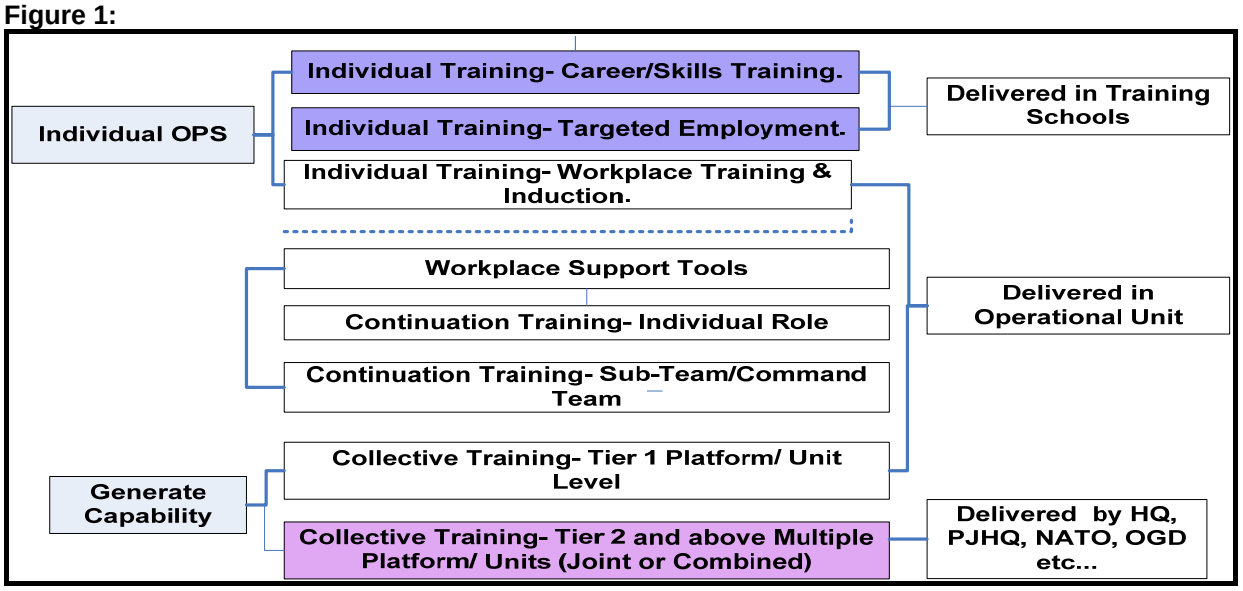
a. **Individual.** Individuals are trained to meet the Operational Performance Statement (OPS) and training shall be provided for operators, maintainers, and supervisors/command and to train the trainer/training developers.

b. **Continuation.** Continuation training provides the ability to train in the work place to maintain OPS at appropriate levels

c. **Collective.** Collective training is aimed at improving the ability of teams, units, or formations, to function as a cohesive entity and so enhance Operational Capability.

13. Figure 1 shows these types of training and the areas that can be delivered to provide capability.

Figure 1:



14. ILS identifies that all 3 types of training, identified above, for Maintainers and Operators are delivered in two phases, both of which are covered by this policy:

a. Initial (or Interim) training.

b. Sustainment (or Steady State) training.

15. Individuals are trained to meet the Operational Performance Statement (OPS) and training shall be provided for operators, maintainers, and supervisors/command and to train the trainer/training developers. Continuation training provides the ability to train in the work place to maintain OPS at appropriate levels.

16. Initial training of the trainers shall be completed in time to enable maintainers and operators to be trained before the delivery of the first product.

17. The upkeep process, which will include those listed below, will be monitored and controlled through Logistic Support Committees (LSC) pre In-service and In-Service Logistic Support Committee (IS LSC) during In-Service and Disposal phases.

a. Training solution options and trade-off agreement.

b. Training equipment and support development, delivery and maintenance.

c. Training content development, delivery and maintenance.

d. Agreeing and monitoring the progress and deliverable deliveries to ensure that the overall project programme and timescales are not compromised.

ASSOCIATED STANDARDS AND GUIDANCE

18. JSP 822: Governance and Management of Defence Individual Training, Education and Skills

19. Defence Training Support Manuals (DTSM).

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CHAPTER 2: PROCESS

1. Training will be governed by the appropriate Programme Board to ensure that both the training Line of Development and training capability are coordinated with ILS disciplines and developed in a manner that is comprehensive, containing all the applicable information, equipment and equipment support required to deliver the capability throughout its life.

2. This process will identify, develop and deliver the training content and its associated supported test equipment which will meet the TNA recommendations and RFTD requirements.

3. Typically the contractor building the product supports the development of the interim training in order to meet the trials and acceptance programme. This is then delivered by the contractor, military personnel or an amalgamation of the two. Once the training developers have been trained and the product, OPS and doctrine have matured, steady state training can then be developed and delivered; this can include training simulator, computer based training, classroom and built in equipment training solutions.

READY FOR TRAINING DATE (RFTD)

4. The RFTD is defined as a date jointly agreed between the Contractor and MOD by which the following will be available:

a. Training facilities.

b. Training content.

c. Training Equipment.

d. Training Equipment Support.

e. Trained trainers.

f. Trained maintainers and operators to meet the initial product delivery.

JSP 822 & DTSM

5. JSP 822, The Defence Manual of Training Management, and its associated Defence Training Support Manuals (DTSM) contain, respectively, the policy and process for conducting the Training Needs Analysis (TNA) necessary to determine the scope and the most cost-effective method of satisfying the training required.

6. JSP 822 is owned by DT&E Training, Education, Skills and Resettlement (TESR) and is the MOD Individual Training and Education Governance and Management Policy. It applies to all Individual Training and Education provided to both Military and MOD Civil Service. This JSP is not published as a single document.

7. JSP 822 includes Defence Policies on the following Training Management Policies and Manuals:

a. The Governance of Individual Training and Education Requirement.

b. The Management of Individual Training and Education.

c. The Assurance of Individual Training and Education.

d. The Defence Training Policy for Staff Delivering Formal Training.

e. The Defence Systems Approach to Training Quality Standard.

8. The Training Support Manuals are owned and managed by the Defence Centre for Training Support (DCTS) and cover:

a. Analysis, Design & Development of Training.

b. Training Needs Analysis.

c. Evaluation of Training.

d. Technology Based Training.

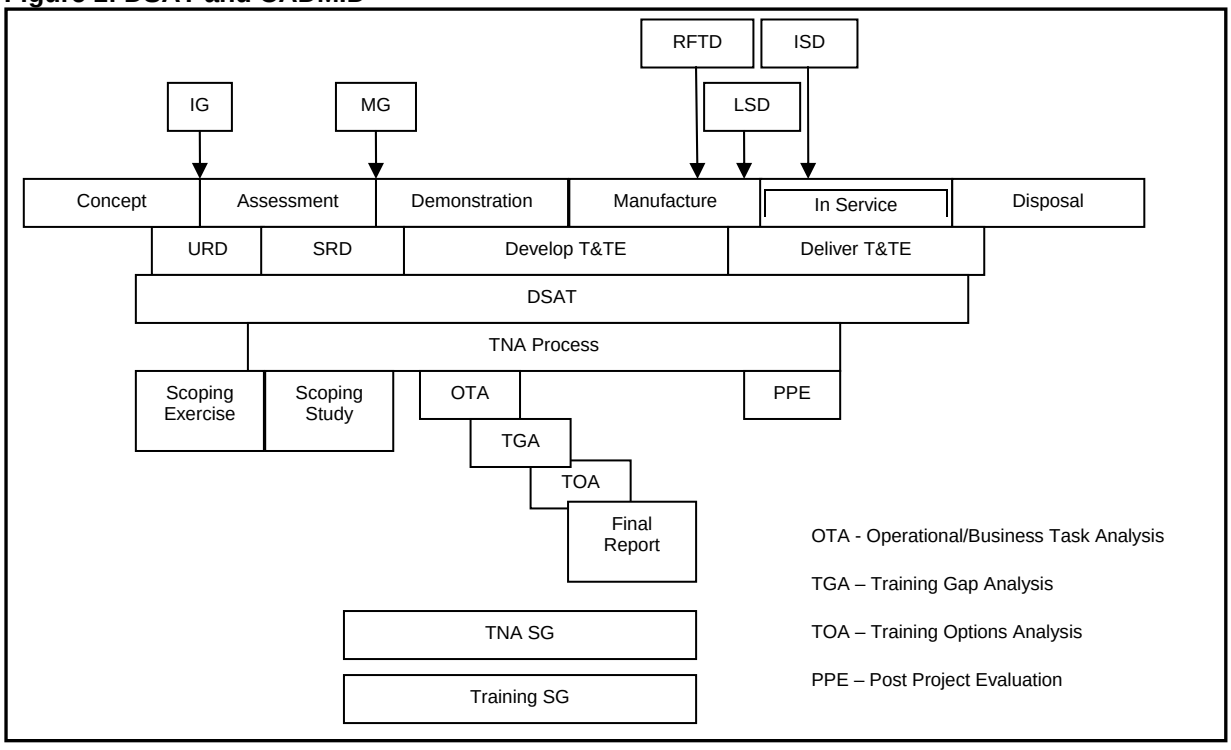
e. First and Second Party Audit of Defence Individual Training.

9. The Defence Systems Approach to Training (DSAT) covers the whole CADMID cycle (Figure 2) and indicates that the bulk of the TNA is carried out post-Main Gate.

10. There is, however, a significant amount of information that will still be available in both the Concept and Assessment phases that will help to inform the Main Gate Business Case.

11. Undertaking early analysis, at a high-level, will help to avoid underestimating the training requirement and help to develop a training solution alongside the product design which will contribute significantly to ensuring that the required capability is available throughout the In-Service phase.

Figure 1: DSAT and CADMID



12. JSP 822 is the reference document and with its associated DTSMs provides in-depth detail on the conduct of a TNA. The following summary below however, is aimed at giving the ILS Manager (ILSM) an overview of the key points:

PERSONNEL

13. The personnel to be trained will fall into one of four groups:

a. **Maintainer.** the individual or individuals charged with maintaining the product in an operational state. This can be both preventative and corrective maintenance, the location and depth will be determined by the supportability analysis.

b. **Operator.** the individual or individuals charged with operating the product in the field.

c. **Supervisor.** where the product is operated as part of a larger suite there is likely to be an individual responsible for overseeing and co-ordinating the efforts of the individual operators.

d. **Training Staff.** those charged with delivering the training may also need a training package.

SCOPE

14. Training may be required to be delivered to individuals or teams and may form part of an initial training package or may contribute towards continuation training.

15. As an example, the training associated with a new computer-based tracking system may require an element of maintainer training and operator training.

16. If the product is operated as part of a suite of detection equipment it may be necessary to provide training in a team context to ensure correct interaction between personnel. In this case it is likely that there will be a team supervisor, co-ordinating the activities of all of the product operators – the supervisor may also require training.

17. Finally those providing the training may themselves require an initial training package. It can therefore be seen that the introduction of new products, even if it is a relatively minor change, has the ability to impact on a range of training activities. Whilst the provision of all of these activities may not fall to the PT it is incumbent on the ILSM to understand the full implication of the introduction.

LOCATION AND TRAINING MEDIUM

18. Training may be delivered in a number of locations and via a variety of media. In its simplest form, training may comprise an update to the supporting documentation and not involve any formal delivery.

19. Moving along the scale, the issue of specific documentation detailing the operation of a product (either hard-copy or electronic) may be considered (similar to the handbook that accompanies most commercial electronic goods).

20. Specific e-learning which may be completed either on the product or in the workplace may also be considered before it is necessary to produce a specific training package at a training location.

21. If it is determined that training is best delivered at a training delivery site (which could be a contractor site) the level of training is across the spectrum from instructor-led demonstrations to full-fidelity total immersion training suites.

TRAINING CATEGORIES

22. In order to determine the level of training required and the most appropriate location the training category shall be identified.

23. Training Categories (Figure 3) range from 1-6 where 1 indicates that the function is so important that overtraining is recommended (fire-fighting for RN personnel is an example) and 6 indicates that no formal training is required. In order to derive training categories it may be necessary to conduct a full analysis, however, the ILSM may be able to form an opinion based on the current provision.

24. The skill-set required to carry out every function for military staff is described in a document known as the Operational Performance Statement (OPS):

a. **OPS.** achieved by undertaking appropriate training, described by the Training Performance Statement (TPS).

b. **TPS.** describes the tasks that an individual will be able to perform (and to what level) having completed a formal training course.

c. **Work Based Training Statement (WBTS).** describes any formal training required at the work-place.

By reviewing these documents for the individuals who will be operating and maintaining the new product, an ILSM will be able to determine the likely degree of training required.

Figure 2: Training Categories

Training Category	Definition
1	By the end of the formal training the trainees will have performed the whole task several times, to the full job standard and under realistic scenarios and conditions in which the operational physical, functional and environmental fidelities were accurately reproduced The trainee will be able to perform the task competently immediately on arrival in the operational workplace.
2	By the end of the formal training the trainee will have performed the whole task at least once to full job standards, under realistic physical, functional and environmental conditions and in a realistic scenario. The trainee shall be able to perform the task on arrival In the operational workplace.
3	By the end of the formal training the trainee will have performed the whole task in a training environment to a lesser standard than required In the job (safety standards to be met in full).
4	By the end of the formal training the trainee will have demonstrated an adequate level of underpinning knowledge and principles required but will not have applied it to develop the skills required to perform the task.
5	All formal training delivered in, or under the auspices of the work place.
6	Formal training for trainees not required.

ASSOCIATED AGENCIES

25. Undertaking a TNA can be a complex and time-consuming process, however, the ILSM is not expected to undertake the analysis in isolation. For advice and guidance the SSE section of the Acquisition Operating Framework (AOF) details the points of contact for KSA 2.8 and JSP 822 details the responsibilities of some of the key stakeholders.

26. The Training Requirements Authority (TRA) is responsible for the derivation and maintenance of OPS and the Training Delivery Authority (TDA) likewise has a responsibility for deriving and maintaining the TPS.

27. There shall be an early point of contact between the above to enable the ILSM to understand the likely scope of the training requirement.

28. By understanding these fundamentals an ILSM can derive an evidence-based opinion of the likely scope of the training solution to inform the IG and MG business cases.

29. The detail can then be refined by a full TNA; however, any initial work conducted by investigating the current OPS/ TPS will feed directly into this process, shortening the timescales accordingly.

30. Evidence requirements at major milestones are shown at Chapter 3.

TRAINING AND TRAINING EQUIPMENT DEVELOPMENT

31. The recommendations of the TNA will be met by the development and delivery of the training content, training equipment and associated support for both to meet the RFTD.

32. TE should not be bespoke to a capability if common TE is available. If simulation is identified from the TNA then the MOD Simulation Strategy, which is available on the AOF, must be complied with.

TRAINING AND TRAINING EQUIPMENT UPKEEP

33. The IS LSC will ensure that:

a. Maintainer training continues to be current, producing individuals who are Suitably Qualified and Experienced Personnel (SQEP), to meet the competence requirements of the operating authority.

b. Operator and team training is updated by Front Line Commands (FLC) to ensure operational effect is maximised.

FOCAL POINTS

34. Project Team Leaders will appoint competent Focal Points to manage Training activities throughout Acquisition.

CHAPTER 3: TRAINING MILESTONES

USER REQUIREMENTS DOCUMENT (URD)

1. The Project Teams must ensure the requirement for Training and Training Equipment (T&TE) is clearly articulated within the URD.

2. T&TE is one of the Integrated Logistics Support (ILS) elements and shall be outlined within the overall Integrated Logistics Support Plan (ILSP).

3. Detailed information on URD structure and submission and ILS plans can be found on the Acquisition Operating Framework (AOF).

INITIAL GATE (IG)

4. The Project Team is to consider the following up to Initial Gate:

   a. Identify TRA.

   b. Identify TDA (If appropriate).

   c. Establish Training Steering Group.

   d. Identify funding requirements for IGBC (Scoping Study and Report production).

   e. Identify personnel affected.

   f. Draft Training Plan.

   g. Ensure any contract placed with respect to T&TE includes appropriate reference to MOD policy.

SYSTEM REQUIREMENTS DOCUMENT (SRD)

5. The Project Team shall ensure the requirement for T&TE is captured within the SRD. The solution shall comply with the mandated policy as detailed in Chapter 1.

6. Detailed information on the SRD structure and submission can be found on the AOF.

MAIN GATE (MG)

7. The Project Team will:

   a. Establish TNA Steering Group.

   b. Review OPS of identified individuals.

   c. Review TPS of identified individuals (if appropriate).

   d. Produce Training Steering Group (TSG) & TNASG action plans as defined in JSP 822.

   e. Review and update Training Plan.

   f. Apply for MGBC funding for full TNA and Options study.

g. Ensure any contract placed with respect to T&TE includes appropriate reference to MOD policy.

h. RFTD agreement by TRA.

READY FOR TRAINING DATE (RFTD) OR LOGISTIC SUPPORT DATE (LSD)

8. It will be necessary to demonstrate and confirm that agreed standards and specifications associated with the Training & Training Equipment (T&TE) support solution have been adhered to.

9. The PT must ensure that sufficient T&TE is made available to meet RFTD as defined in Chapter 2 or LSD if same timescale.

10. The T&TE solution must have been approved by the TSG and verified by RFTD/LSD.

11. The PT will:

a. Ensure TSG, TNASG are disestablished and LFE filed appropriately.

b. Review and update Training plan.

c. Identify Training requirement including equipment/course material/appropriate support costs are included in project Through Life Cost model.

d. Achieve RFTD/LSD.

IN-SERVICE REVIEW (ISR)

12. The PT will:

a. Review and update Training Plan.

b. Achieve RFTD (If appropriate).

OUT OF SERVICE DATE (OSD)

13. The PT shall ensure that T&TE disposal is addressed through the Disposal Plan.

URGENT OPERATIONAL REQUIREMENT (UOR)

14. A UOR may require associated training; therefore, the same process as above will be adopted, although not necessarily as formally or to such detail and depth as required by core product procurement.

15. PTs will:

a. Identify TRA.

b. Identify TDA (If appropriate).

c. Identify personnel affected.

d. Indentify Training delivery site.

e. Identify T&TE requirements and have a strategy to satisfy those requirements for initial and follow-on deployments.

f. Identify Training materiel requirement including equipment/course material/appropriate support costs and have a strategy to satisfy those requirements for initial and follow-on deployments.

16. A full analysis must be performed, as detailed above for UORs that have a training element as part of the product support, if they are subsequently included into the core.

CHAPTER 4: PREVIEW OF UPDATED JSP 822 PROCESSES

1. The current version of JSP 822 and associated DTSMs are in the process of being rewritten and will follow the same broad principles stated above. The main changes will be improvements to the detailed guidance that shall conform to TLCM and ILS.

2. The updated JSP 822 and supporting DTSM will reflect the new application of a project and risk management based systems approach that will allow the generation of Training Defence Lines of Development (DLOD) requirements and their acceptance into service.

3. Figure 4 shows how the CADMID process has been merged with the Project Start Up/Project Foundation process and how the Training DLOD shall be supported.

Figure 3: CADMID Process and Training DLOD Support.