

**Defence Training Support Manual 3**

**Designing Individual Training**

**2023 Edition**

**Version: 1.0**

**Contents**

1. [How to use this Manual 3](#_bookmark0)
2. [Introduction to Training 4](#_bookmark1)
   1. [Introduction 4](#_bookmark2)
   2. [The Principles of Defence Training 4](#_bookmark3)
   3. [The Principles of Adult Learning 4](#_bookmark4)
3. [Learner-Centred Training 6](#_bookmark5)
   1. [Introduction 6](#_bookmark6)
   2. [The PAR Model 6](#_bookmark7)
   3. [Self-Regulated Learning 8](#_bookmark8)
4. [Training Objectives 12](#_bookmark9)
   1. [Introduction 12](#_bookmark10)
   2. [Performance 13](#_bookmark11)
   3. [Conditions 13](#_bookmark12)
   4. [Standards 14](#_bookmark13)
   5. [TO Tagging and Numbering 15](#_bookmark14)
5. [Formal Training Statement 16](#_bookmark15)
   1. [Introduction 16](#_bookmark16)
   2. [Training Performance Statement 16](#_bookmark17)
   3. [Workplace Training Statement 16](#_bookmark18)
   4. [Residual Training Gaps Statement 17](#_bookmark19)
6. [Enabling Objectives / Key Learning Points 18](#_bookmark20)
   1. [Introduction 18](#_bookmark21)
   2. [Formatting and Numbering 18](#_bookmark22)
7. [Assessment of learning 19](#_bookmark23)
   1. [Assessment Strategy 19](#_bookmark24)
   2. [Refinement of KSA 21](#_bookmark25)
   3. [Assessment Specification 21](#_bookmark26)
8. [Methods and Media 25](#_bookmark27)
   1. [Introduction 25](#_bookmark28)
   2. [Factors to be Considered when Determining the Training Effectiveness of](#_bookmark29) [Different Methods 25](#_bookmark29)
   3. [The Different Characteristics of Media 28](#_bookmark30)
   4. [Methods and Media Selection Process 29](#_bookmark31)
9. [Learning Specifications 31](#_bookmark32)
   1. [Learning Scalar 31](#_bookmark33)
   2. [Learning Specification 32](#_bookmark34)
10. [Annexes 35](#_bookmark35)
11. [Document Information 51](#_bookmark36)
    1. [Document Coverage 51](#_bookmark37)
    2. [Document Information 51](#_bookmark38)
    3. [Document Editions / Versions 51](#_bookmark39)

# How to use this Manual

Defence Training Support Manuals (DTSM) have been developed to support the understanding and implementation of the policy contained in JSP 822.

JSP 822 is the authoritative policy that directs and guides Defence people to ensure that Defence Learning (training and education) is appropriate, efficient, effective and, most importantly, safe.

DTSMs will be published every December, following the publication of the latest version of JSP 822. Throughout the year, different versions of the latest DTSM edition may also be published. When every new edition is published, the versions will reset to 1.

Using the DTSMs is entirely optional, and users may find there are alternative resources available to help them understand and implement the policy contained in JSP 822.

Throughout this document there are references to other DTSMs, these references contains hyperlinks that will take you to the DTSMs that are held on the [Defence Training Support](https://modgovuk.sharepoint.com/teams/MOD-DTSMS) [Manuals](https://modgovuk.sharepoint.com/teams/MOD-DTSMS) SharePoint site.

The DTSMs currently available are:

|  |  |  |
| --- | --- | --- |
| **DTSM**  **Number** | **DTSM**  **Name** | **SharePoint Link** |
| DTSM 1 | Governance of Individual Training | Link |
| DTSM 2 | Analysis of Individual Training Requirements | Link |
| DTSM 3 | Designing Individual Training | Link |
| DTSM 4 | Delivery of Individual Training | Link |
| DTSM 5 | Evaluation of Individual Training | Link |

# Introduction to Training

## Introduction

1. Training design is the process that derives achievable Training Objectives from the outputs of an Analysis of a training need. It then establishes the assessment, Methods & Media and LSpec.

## The Principles of Defence Training

1. The effectiveness of training delivery will be measured by the Training Provider and appropriate governance body according to whether the intended outcomes (the TOs) have been achieved successfully. This is determined through the formal assessment process, but there will also be other, indirect outcomes of training (e.g. motivation to learn and creating independent learners) which will need to be considered when planning and preparing effective training. These are not as easy to measure, but they are important if trainees are to perform to the best of their ability. To ensure that all the desired outcomes are achieved when preparing training, the following principles of training delivery1 should be applied:
   1. Trainer as role model,
   2. Learner-centred training,
   3. Self-regulated learning,
   4. Technology in training,
   5. Inclusion in training,
   6. Standardising training.

## The Principles of Adult Learning

1. The art or science of teaching adults is often termed ‘andragogy’ (Greek for adult- leading) as opposed to pedagogy (child-leading) which is a more traditional trainer led approach to training.
2. **Adults are internally motivated and self-directed.** Adult learners resist learning when they feel others are imposing information, ideas or actions on them. They prefer to have control over what they learn and when they learn it. Guide (rather than direct) students to foster their internal motivation to learn and move them toward more self- directed and independent learning.
3. **Adults bring life experiences and knowledge to learning experiences.** Adults like to be given the opportunity to make use of their existing foundation of knowledge and life experience to support their new learning experiences. Identify and acknowledge students’ past experience and use active learning techniques that allow them to problem solve using logical reasoning and common sense.

1 Further advice on the trainer’s responsibilities for the preparation and delivery of training can be sought from the Defence Centre of Training Support (DCTS). The topic is also covered in DTC training.

1. **Adults need to know why they are learning something.** Adult students become ready to learn when they recognise that they need to learn something in order to deal more effectively with real-life tasks or problems. Aim to increase the student's awareness of the need for the knowledge or skill presented.
2. **Adults need to know why they are learning something.** Adult students become ready to learn when they recognise that they need to learn something in order to deal more effectively with real-life tasks or problems. Aim to increase the student's awareness of the need for the knowledge or skill presented.
3. **Adults want to know they can use learning straight away.** Adult learners tend to prioritise their learning and so they want to know how the learning relates to their immediate goals. Provide opportunities to make use of (apply) new learning in a lesson in order to help students recognise the relevance and value of what they are learning.
4. **Adults learn by reflecting on what they have done, or what others have done.** Active participation is important for adults and they generally learn best by starting with a problem, working to find a solution, and reflecting on the outcome in order to draw conclusions about how they will do it differently next time, in order to increase performance. Where possible use realistic tasks, situations and scenarios for problem solving exercises.

# Learner-Centred Training

## Introduction

1. Trainers need to provide training in a way that recognises trainees’ life experiences and allows them to take ownership of their own learning2. In this way, they are motivated to learn and become independent and ‘agile’ learners.
2. Learner-centred training means enabling trainees to actively take part in their learning, rather than passively receiving instruction. It means teaching trainees how to think and solve problems by drawing on their past experiences, using common sense and logic to research and evaluate evidence, then reflecting on their findings to reach conclusions. Learner-centred training uses active training techniques and lets trainees learn from each other and from their own mistakes. It promotes deeper learning, which is meaningful and memorable, rather than surface learning which is easily forgotten. It is the most effective and efficient way to provide learning.
3. The DTCF sets out the requirement for “*learning events to be learner- centric and structured to the learning process*,” in Competency Group 2 and the requirement that “*individuals are actively engaged in the learning process*” in Competency Group 4. Application of the [Present, Apply, Review](http://cui5-uk.diif.r.mil.uk/r/352/SPT/DAIT%20Project/20140701%20-%20DTCF%20Enclosure%202%20PAR.docx) (PAR3) model is identified in Competency 2.1 as appropriate for the promotion of active learning. Competency 4.1 identifies the need for trainers to manage both individual and group needs during learning events.

## The PAR Model

1. The PAR model is chosen by Defence as the easiest to understand and employ. It should be used as the basis for planning and facilitating all lessons. Trainers should reflect regularly on how learner-centred their lessons are and share good practice where a particular learner-centred approach has worked well (or even if it has not). They should also seek feedback from their trainees on which methods and techniques are most effective from their point of view.
2. People learn from reflecting on their experiences, i.e., they do something and reflect on how successful it was, in order to draw conclusions, supporting by the trainer, on what they will do differently next time. Whilst having the experience themselves is preferable, if this is not possible, then the next best option is to consider the experience that somebody else has had, reflect on how successful it was, and draw conclusions, supported by the trainer, on how they will do it differently to be more successful.4

2 The art or science of teaching adults is often termed ‘andragogy’ (Greek for adult-leading) as opposed to pedagogy (child-leading) which is a more traditional trainer led approach to training.

3 Petty, G. (2009). Evidence Based Teaching (2nd ed). Nelson Thornes.

4 Social Learning Theory, eg, Bandura (1977).

|  |  |  |
| --- | --- | --- |
| **PRESENT** | **APPLY** | **REVIEW** |
| **Use +/- 30% of available time** | **Use +/- 60% of available time** | **Use +/- 10% of available time** |
| **Learning goals are explained**   * Learning goals are explained * Objectives or goals are given * Advanced organiser used (review of link to prior learning) * Persuasive account of the relevance and importance of the work   **New material is presented**  Knowledge, reasoning, theories etc… are presented to students.  Abstract ideas are illustrated with concrete examples  Skills are demonstrated e.g. how to use a tool or process. Demonstration stresses both process (how) and product (why). Key points are emphasised  **Learning Strategies**   * Listen to trainer talk * Watch a trainer or student demonstration * Watch a video * Use resources such as handouts, USB, CD, DLE etc * Teaching without Talking strategies:   + Evidence based or other cooperative learning strategies   + Independent Learning   + Teaching by asking (rather than teaching by telling) e.g. group discussion | Students are given tasks that require them to apply the knowledge, theories, skills etc… that have just been presented.  This involves them in problem solving, making decisions, creating visual representations of learning: mind-maps, ‘rich picture’ posters, diagrams, grouping post-its etc...  **Learning Strategies**   * Practical tasks: (e.g. when learning a practical skill)   When learning cognitive skills   * Group discussion * Case study * Exercises, questions, worksheet, essay, etc * Discussion to develop an argument or answer a question etc… * Decisions game (good for learning concepts) * Student presentation * Critical evaluation of exemplars * Peer marking or marking exemplars Trainer should: * Check attention to task, behaviour etc… * Check and correct work in progress (assessment for learning) * Discover those who need help and provide this * Praise and encourage: effort, progress, completion etc… not just high attainment | What was to be learned is summarized and clarified, with emphasis on the key points.  This is especially important at the start and finish of topics and lessons.  **Learning Strategies**   * Q&A: (Ask don’t tell, as this checks learning) * Create a mind-map, poster or handout that summarises the key points. * Key points reiterated * Advanced organizers * Stressing the importance and relevance of the work * Reviews at the beginning of next lesson * Short task at the beginning of a lesson * Key points at the end of a topic * Peer explaining of key objectives followed by check by the trainer * Quiz; test; etc … Assessment of learning |

*Table 1: Lesson Structure and the PAR Model*

7 DTSM 4 (2023 Edition, V1.0)

## Self-Regulated Learning

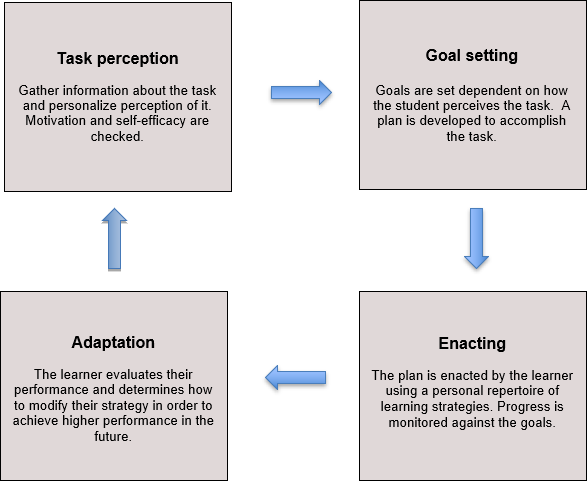
1. Making training learner-centred also encourages trainees to [self-regulate](http://cui5-uk.diif.r.mil.uk/r/352/SPT/DAIT%20Project/20140701%20-%20DTCF%20Enclosure%205%20Self%20Regulation.docx) their learning, i.e. they monitor their own knowledge and skills and make decisions on how they can progress. Trainees who self-regulate their learning are motivated to learn through-life and are confident of their ability to learn, and so they are more likely to take action to remain competent and current in their job role. Trainers can teach trainees to self-regulate by prompting them to set and reflect on individual goals, using feedback to then identify and review what they did to achieve the goal. Concentrating more on what the trainee did (or did not do), rather than the actual outcome, helps to develop these self-monitoring capabilities. Learning from mistakes is also a very effective tool in self-regulated learning and trainees need to be given the freedom to make mistakes where safety, time and resources permit.
2. The DTCF sets out the requirement for “*learning events to meet both organisational and individual goals*” in Competency Group 2 and the requirement for trainees to “*set realistic personal goals based on self-assessment and constructive feedback*” in Competency Group 4. Competency 2.2 requires the trainer to apply the 5 components5 of the self-regulated learning process and Competency 4.2 highlights the importance of goal setting, feedback and learner self-reflection. Trainers should aim to use these basic coaching techniques both when delivering lessons and when working with individual trainees.
3. Self-regulation in learning describes a process of controlling and evaluating one’s own learning6 and behaviour7. This process may be subconscious, but is more effective if a conscious activity. There are four stages17: task perception, goal setting, enacting and adaptation.

5 Readiness, Resourcefulness, Resilience, Reflectiveness, Responsibility.

6 Zimmerman, B.J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments and future prospects. *American Educational Research Journal*, 45, (1), 166-183.

7 Zimmerman, B.J. and Campillo, M. (2003). Motivating Self-Regulated Problem Solvers. In J.E. Davidson and

R.J. Sternberg (Eds.). *The Psychology of Problem Solving.* Cambridge University Press. 17 Winne, P. H., & Hadwin, A. F. (2008). The weave of motivation and self-regulated learning. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and Self-regulated learning: Theory, Research and Applications*. New York: Lawrence Erlbaum.



*Figure 1: Self-regulation in Learning*

1. Trainees who self-regulate their learning are motivated to learn through-life and are confident of their ability to learn, and so they are more likely to take action to remain competent and current in their job role. Trainers can teach trainees to self-regulate by prompting them to set and reflect on individual goals, using feedback to then identify and review what they did to achieve the goal. Concentrating more on what the trainee did (or did not do), rather than the actual outcome, helps to develop these self-monitoring capabilities. Learning from mistakes is also a very effective tool in self-regulated learning and trainees need to be given the freedom to make mistakes where safety, time and resources permit.
2. Self-regulated learners are ‘Active learners’ who attribute their successes or failures to factors within their control e.g. effort expended on a task, effective use of strategies) within their control. They are aware of their strengths and weaknesses in learning, and they have a range of strategies they appropriately apply to tackle the day-to-day challenges of learning tasks.

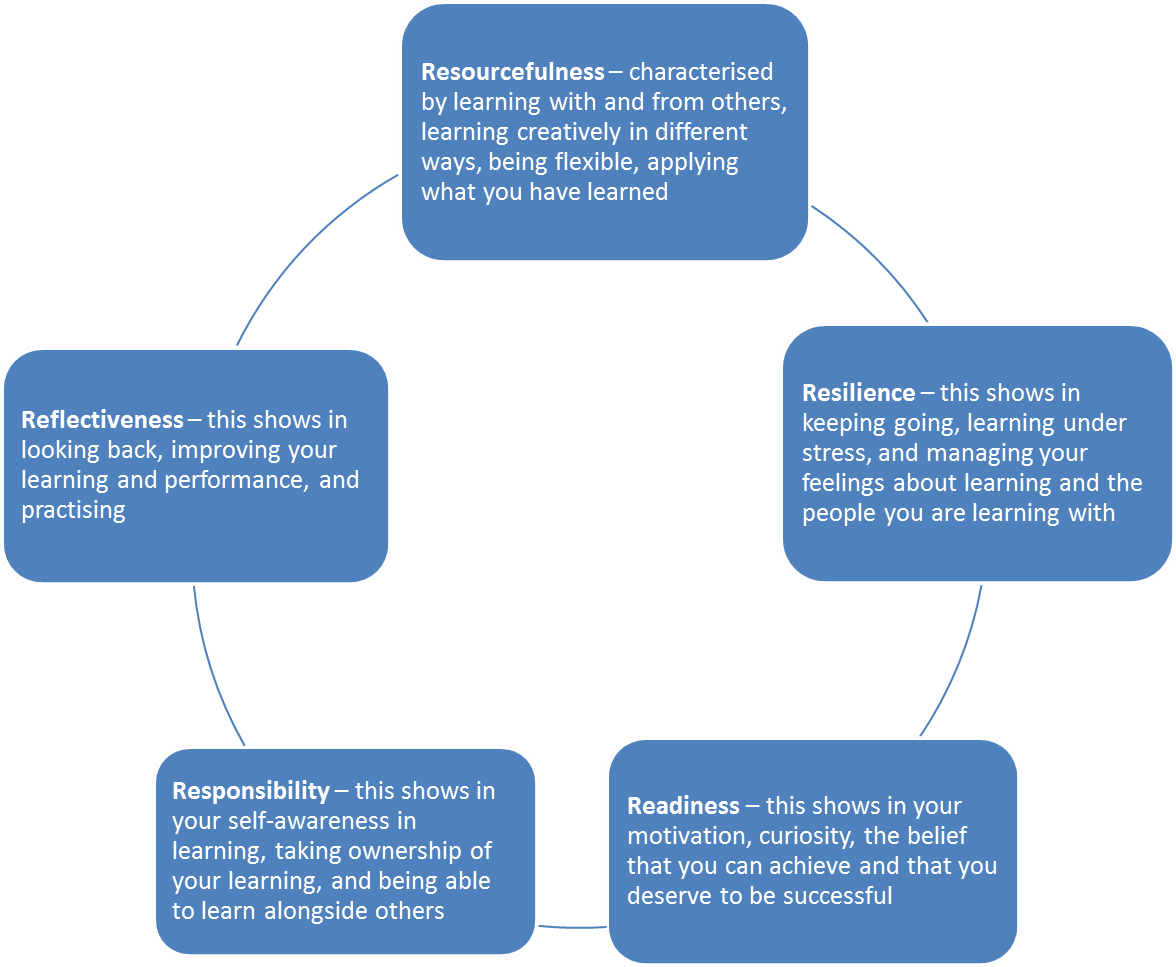
|  |  |
| --- | --- |
| **Active Learner** | **Passive Learner** |
| *Learning is something I do myself* | *Learning is something that is done to me* |
| Success or failure depends upon things that I can control. So:   * I need to find the right resources * I need to check my understanding * I need to see where I can improve * I need to take control of my learning | Success or failure depends upon things outside my control. So:   * I have poor trainers * The resources are bad * I have low intelligence * I’m not good enough |
| So if I don’t learn:   * I need to change something I do * I need to use other resources * I need to ask someone for help   Either way, I have control and responsibility. Best I crack-on! | So if I don’t learn:   * It’s the trainer’s fault * It’s the resources fault * I’m stupid   Either way, all I can do is give up. |
| Focus is on:   * The process – what should I do next * How do I do my best (and this isn’t necessarily perfection or better than everyone else) * The positives | Focus is on:   * The outcome - failure * Avoidance of this outcome (frequently by distracting from failure to ‘achieve’ by drawing attention to failure to ‘comply’ – i.e. disruption/illdiscipline8 * The negatives |

*Table 2: Active v Passive Learner*

1. Trainee motivation is the key factor in adopting self-regulation. Trainers need to prompt learners to set and reflect on their personal goals and identify and review what they did to achieve the goal. In feedback, trainers should concentrate on mastery (strategies and processes) rather than the outcome (overall performance or product) itself in order to help learners develop self-monitoring capabilities.
2. The Campaign for Learning (2013) 9 identified 5 attributes of the self-regulated learner:

8 Adapted from Petty, G. (2009). *Evidence Based Teaching* (2nd ed). Nelson Thornes.

9 [www.campaign-for-learning.org.uk](http://www.campaign-for-learning.org.uk/)



*Figure 2: The 5 Attributes of the Self-Regulated Learner*

# Training Objectives

The policy in JSP 822 says:

* Initial Training Objectives is a ‘**MUST’** activity.

## Introduction

1. Training Objectives (TOs) ensure that the training activity has a definite purpose such that the Defence need is met. They help ensure that the associated trainers, support staff and trainees have a clear understanding of what the trainees are required to learn and to be able to do at the end of the lesson/learning event. TOs form the basis of the detailed design of each of the training lessons or collective training events as well as identification of appropriate training resources. They may also be used in support of the award of civilian accreditation. Therefore, the development and maintenance of accurate TOs is essential. TOs were drafted during Element 1, and these draft TOs should now be further refined and developed during Design Stage 1.
2. TOs are precise statements of what tasks a trainee should be able to do, post training, in the Role and/or team environment that the training was designed to prepare them for. A TO is measurable and has three constituents: the **Performance** required, the **Conditions** under which the trainee must perform, and the **Standard** to which the trainee must perform. These statements should be in the form of observable and measurable behaviours which allow the achievement of the TOs to be confirmed through assessment. A TO defines what a successful trainee is able to do at the end of a period of training, i.e. the learning outcome10. It does not describe the learning process or any learning experience.
3. TOs should be derived from the respective Role PS/Framework. The determination of TOs is a skilled process and the product must accurately reflect the needs of the Role. The production of TOs may be an iterative process and should be reviewed at each stage of the design process.
4. The three component parts of a TO are summarised in Table 1:

|  |  |  |
| --- | --- | --- |
| **Individual Training Objectives (three part format)** | | |
| **Performance** | **Conditions** | **Standard** |
| What the trainee should be able to **Do** after training...  *Use an observable and measurable action verb* | …with **What** and **Where**...  *Specify the circumstances of the Performance* | …and **How** well.  *State the Standard to be achieved for the Performance* |

*Table 3: Individual Training Objectives (Performance, Conditions, Standards)*

10 A lesson, series of lessons, a course, exercise, collective training event or training activity.

## Performance

1. The Performance (and sub-Performance) element of a TO states what a trainee/team should be able to do at the end of training and should be derived11 from the task (stated in the Role PS / Framework) and therefore has an active verb as the first word in the performance element. When writing a TO performance for a task, the wording may need to be adjusted:
   1. if the task wording is not precise.
   2. if the task has more than one objective.
   3. to make the Performance absolutely clear to any reader.
2. The choice of verb for the Performance element of the TO is critical. To ensure the trainee has achieved the desired behaviour, a response must be witnessed. Performance elements need to use action verbs12.

## Conditions

1. The Conditions element of a TO, specifies the actual Conditions, or circumstances, in which the training Performance will take place. In training, the ideal solution is to provide the same Conditions normally experienced in the Role, e.g. using the real equipment. As this is not always possible, the Conditions element must clearly indicate what the training environment can provide. The Conditions element should fully describe the environment in which the trainee should carry out the task. Conditions can be considered in these broad categories:
   1. **Limitations to the range of Performance**. Such as, security, safety or legislative.
   2. **Equipment**. Such as tools, role aids, clothing, equipment.
   3. **General situation**. Indication of location, terrain, weather, daylight, climate, the threat, psychological, physical and social factors under which the training Performance is delivered should be detailed.
   4. **Support**. People, agencies, orders, standard and emergency operating procedures, manuals, references, check lists etc that are available to the trainee.

11 Derived from the task but not always a directly matching the task.

12 Verbs such as ‘know’ or ‘understand’ do not adequately define an action on the part of the trainee and are not observable or measurable. ‘Diagnose’, ‘assess’, ‘select’, ‘identify’, ‘distinguish’ are much more readily witnessed and can be assessed more easily.

## Standards

1. The Standards element specifies the Standard that should be achieved by the trainee at the end of training. This should be related as far as possible to the Standard required in the Role. The Standards must be detailed enough to accurately assess if a trainee has achieved the Standard or not. Regarding the Role PS/Competency Framework/Competence Framework, Standards can either be product Standards (minimum absolute Standards) or process Standards (certain procedures that need to be followed in a particular sequence) or a mixture of the two.
2. Determining the Standard of Performance required for all training environments is difficult. The nature of the Performance (which could be dangerous, critical, or an emergency task), the consequence of not meeting the Standard and/or the training category should be considered. The Standard required will ultimately affect how that Performance is taught and how the trainee is assessed. For example, if a very high Standard is required, the trainee will receive a large amount of training for the Performance (creating the possibility of becoming over-trained) and may be subject to strict assessment, such as no mistakes. The Standard should be accurate. Some Performances may be subject to external rules and regulations, i.e. the Standard is dictated such as13:
   1. Health and Safety.
   2. Nuclear.
   3. Weapons handling.
   4. Flying regulations (such as Civil Aviation Authority).
   5. Legal requirements, both national and international.
3. Any restrictions in Conditions may impact on the Standards. Differences may occur if the Standard cannot be achieved because the Conditions cannot be simulated. Standards in TOs should not be confused with the standards of tests. Whilst test standards should be set as closely as possible to those stated against the TO, there are certain areas where compromise may be necessary when setting test standards.
4. The identification of Standards relating to personal qualities, attitudes and behaviours is perhaps the most challenging part of TO development. This is because attitudes cannot be observed directly and hence the precision associated with other Standards is rarely possible. For subjective judgements objective criteria should, where possible, be used to support the decision (e.g. what observable behaviour is the key indicator that a trainee has acquired the appropriate Standard?). Defining the negative, what is unacceptable behaviour, can result in a simpler and more precise Standard.

13 If a performance is affected by such factors, the document or regulation should be clearly referenced in the Standards element, such as, “in accordance with publication/law/act, section X, paragraph Y, date and version.”

## TO Tagging and Numbering

1. TOs should be tagged to identify them as a Core (training) requirement, Legal requirement and/or Accreditation requirement, which is denoted using a letter (C, L, A) or a mark in the relevant column on the training statements with amplifying comments if appropriate. To ensure that training is allocated to all tasks, the link between tasks and TOs should be shown through an auditable numbering/identification system. This can be achieved by using the task numbers from the Role PS to identify their dependent TOs. An example is at Table 2.

|  |  |
| --- | --- |
| Original Role PS task number: | 2.1 |
| Single TO derived from one task: | TO 2.1 |
| Multiple TOs derived from one task: | TO 2.1a TO 2.1b |

*Table 4: Task Numbering System*

# Formal Training Statement

The policy in JSP 822 says:

* Formal Training Statement is a ‘**MUST’** activity.

## Introduction

1. The FTS details the totality of the training that must be achieved to meet the requirements articulated in the Role PS and/or Framework(s). The FTS is made up of a Training Performance Statement (TPS), a Workplace Training Statement (WTS), and a Residual Training Gaps Statement (RTGS). The TPS details the TOs that are managed and/or delivered by the TDA. The WTS details the TOs that are managed and/or delivered by the employing unit. The RTGS details elements of the Role PS and/or Framework(s) that have not been allocated to any training activity (the gap).
2. TOs are the key component of the subsequent training statements that form the FTS, the formats for which are at [Annex A](#_bookmark20).

## Training Performance Statement

The policy in JSP 822 says:

* Training Performance Statement is a ‘**SHOULD’** activity.

1. The TPS details TOs (in terms of Performance, Conditions and Standards) to be attained by trainees. The TPS TOs are managed and/or delivered by the TDA.

## Workplace Training Statement

The policy in JSP 822 says:

* Workplace Training Statement is a ‘**SHOULD’** activity.

1. The WTS details TOs (in terms of Performance, Conditions and Standards) to be attained by trainees following assignment to a Role. The WTS TOs are managed and/or delivered by the employing unit.

## Residual Training Gaps Statement

The policy in JSP 822 says:

* Residual Training Gaps Statement is a ‘**SHOULD’** activity.

1. The RTGS is the difference between the totality of the training received and the Role PS / Framework. It is the gap where an element of the Role PS / Framework has not been allocated a training activity. The Residual Training Gap is expressed in terms of Performance, Conditions, and Standards. The RTGS also states the reasons and consequences of any identified RTG, and management of any associated risks.

# Enabling Objectives / Key Learning Points

The policy in JSP 822 says:

* Enabling Objective / Ley Learning Points is a ‘**MUST’** activity.

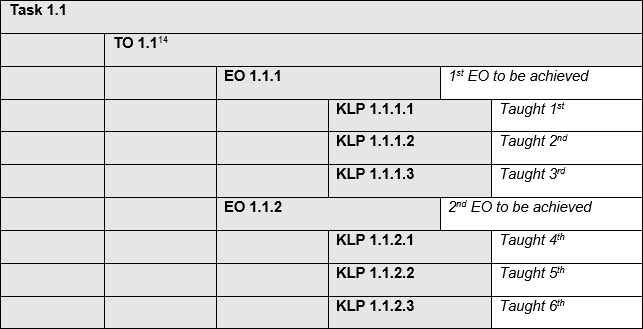
## Introduction

1. An Enabling Objective (EO) is defined as a statement of Performance, Conditions and Standards that describes the KSA necessary for the trainee to achieve all or part of a TO*.* An EO sets the destination of a learning event and specifies what trainees can do at the end of a period of training that they could not do at the start. Where Conditions and/or Standards are common to a number of EOs, there is no requirement to duplicate the Conditions and Standards elements. In hierarchical terms, an EO is subordinate to a TO.
2. The material required to achieve the EO is further broken down into a number of relevant Key Learning Points (KLPs), derived from the KSA Analysis conducted in Element

1. KLPs state the Knowledge and Skill requirements, as well as the Attitude needs. The KLPs provide a sequenced framework for the development of the training activity and specify a Learning Outcome. KLPs are subordinate to EOs.

## Formatting and Numbering

1. The EO and subordinate KLPs have to be recorded. A numbering system is usually employed to show the relationship between the TO and EOs, and EOs and KLPs. The system also shows the sequence in which the EOs and KLPs will have to be achieved in order to achieve the TO. It is important that an audit trail allows the original task to traced through the TO to the EO and KLPs. One recommended method is a numbering system, such as that shown in Table 3.



*Table 5: Example of Task/TO/EO/KLP Formatting and Numbering*

# Assessment of learning

## Assessment Strategy

The policy in JSP 822 says:

* Assessment Strategy is a ‘**MUST’** activity.

1. **Assessment Strategy**. Tests and assessments are used for a variety of purposes, but most importantly they are used to ensure that the TOs have been achieved by the trainees. The AStrat is the document describing the overarching assessment policy for the course/module and the associated rationale. It must include the consequences of failure of specified elements of the course/module and include any ‘Return to Unit’ policy for infringement of values and standards etc. It is also important to ensure these tests and assessments are reliable, valid and administered correctly. Assessment is usually a major consumer of resources, particularly time, and the AStrat can also influence Method & Media selection. It is, therefore, important that the AStrat is endorsed by the TRA and appropriate governance body (such as the CEB) once the EOs/KLPs have been determined. A carefully conceived AStrat will achieve:
   1. A justification for all testing on the basis of the overall assessment that has to be made, such that an individual is qualified to fill a Role or use equipment. In particular, the strategy should explain how the overall grade is determined.
   2. An overview of the sort of tests to be used, the points during the training when they will occur, where the testing tools (such as exam banks, observation forms, exercise scenarios) are held and how the results of tests are to be interpreted and acted upon.
   3. A record of decisions taken about the best approach to assessment and a guide for the later development of tests.
   4. Valid assessment where tests match the requirements of the TOs.
   5. Influencing the manner in which training is delivered (such as a weapons trainer knowing that a summative test will emphasise practical handling skills and wisely ensuring ample trainee practice during training periods).
   6. Improving reliability and integrity of tests through effective test administration.
2. **Elements of the AStrat**. The AStrat should include clear direction for:
   1. The testing of each of the TOs. This should be based upon practical summative tests supported by selected enabling tests in either practical or theory format. At this point, a short description of the test is sufficient (e.g. ‘A practical test in which each trainee will command a tank during a troop advance’, or, ‘A theory test on the Highway Code’).
   2. The formative testing of trainee progress. This might include a statement of purpose, an assignment of responsibility, a caution about the use of formative test results, and guidance on test feedback to trainees.
   3. A policy for the assignment and interpretation of grades.
   4. A policy for the action to be taken upon trainee failure of a (valid) test. As appropriate action will depend upon many variables, it is recommended that this policy be flexible rather than restrictive (e.g. a statement guaranteeing (or denying) a re-sit will seldom prove practicable); it would be better to establish a procedure (such as, a trainee Review Board) during which each case will be considered against criteria such as:
      1. Resources required to repeat the test, without compromise of test conditions and assessment standard.
      2. Requirements for additional tuition and/or practice.
      3. Likelihood of trainee success during the re-sit.
   5. A policy for determining pass or failure. This can be a statement such as, “to successfully complete this training, trainees must achieve all TOs,” or, “pass all summative tests”. The inclusion of such a simple statement provides focus to the testing; it can also prevent misunderstanding or grievance later on.
   6. A policy for the maintenance of test records. This should state a clear requirement for:
      1. A record for each trainee which includes a summary of all test results (both formative and summative) as well as a record of formative action taken such as counselling notes or copies of written warnings. This record should be used to guide the preparation of the trainee report.
      2. A consolidated tabular record of summative test results. This record, accumulated over several repetitions of a training activity, provides valuable information for InVal of training in general and evaluation of tests in particular.
   7. A policy for other reasons to Return to Unit (RTU) a trainee such as cheating or a lack of core values and standards.
   8. Where testing is required14, the overall AStrat will be used to produce the ASpec, as well as tests.
   9. a policy 15 for the identification and prevention of malpractice, including malpractice involving use of generative Artificial Intelligence (AI)16.

14 Testing is not always required, e.g. on an ‘attendance course’ such as the Future Commanders’ Study Period at DefAc.

15 Guidance to help develop policy on malpractice will appear in future editions of this DTSM.

16 Until this guidance on AI malpractice has been developed, the following publications are recommended: [AI](https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/) [Use in Assessments: Protecting the Integrity of Qualifications - JCQ Joint Council for Qualifications](https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/) and CEC paper: use of AI in Assessment – King’s College London.

## Refinement of KSA

The policy in JSP 822 says:

* Refinement of KSA is a ‘**SHOULD’** activity.

1. Prior to the development of the ASpec, from the AStrat, it is important to revisit the KSA Analysis which was conducted as part of Element 1. Refinement of the KSA Analysis and will ensure that the ASpec is appropriate to the requirement and ensures that assessment is developed taking into account what is to be assessed (i.e. assessing a Skill requires a different form of assessment than testing Knowledge or measuring Attitudes). The content of Section 1.2 in this Guidance on Initial KSA (1.3.4A) can be referred to again at this stage. Further Guidance is also provided when the ASpec (2.4.2) is discussed.

## Assessment Specification

The policy in JSP 822 says:

* Assessment Specification is a ‘**SHOULD’** activity.

1. While the AStrat gives an overview of the training assessment, where testing is required, the detail is provided in the ASpec. An ASpec is defined as a specification describing the organisation, type of test, marking details, pass/fail criteria for the assessment of TOs and the consequences of failure. It provides practical details required to assess the achievement of the Standards specified by an associated TO. The suggested format for an ASpec is at Annex B. The factors listed in Table 4 should be considered.

|  |  |
| --- | --- |
| **Assessment number/title** | All tests should be uniquely identifiable. The test title should indicate the test purpose and relate to the course name |
| **Programming of assessment** | The ASpec is to indicate when the test is to be conducted. When programming a test consideration should be given to the type of test, scheduling of the course and to the most appropriate testing pattern |
| **Type of assessment** | The ASpec must detail the type of test being employed, such as, Practical, Theory (Written), Theory (Oral), Formative or Summative |
| **Duration of assessment** | The ASpec must detail the maximum time allowed for the trainee to complete the test. Adequate time must be allowed to complete the Performance being tested and incorporate recognised special requirements such as Specific Learning Difficulties (SpLD). Where appropriate, time allocated should reflect the time taken to complete  the task in the workplace with allowance for lack of experience/practice |
| **TOs and EOs assessed** | All TOs, and where applicable, EOs covered by the specified test are to be detailed on the ASpec |
| **Marking details** | The ASpec must contain sufficient detail to show how the test is marked, the aim being to achieve maximum reliability in marking. This is best achieved through the provision of marking guides and  checklists, which should be referenced |
| **Assessment criteria** | The assessment criteria stated in the ASpec are to reflect the Standard specified in the FTS. Consideration should be given to whether the  same criterion applies to all parts of the test, such as, a test requiring an overall 80% mark may require 100% on safety related items |
| **Consequences of not meeting the assessment criteria** | The consequences of not meeting the assessment criteria, including repeated unsuccessful attempts, must be specified. The requirement for trained workforce and training review policy are to be considered. Consequences may include repeating the training course, withdrawal from training, re-categorisation, remedial or further training and practice under supervision |

*Table 6: ASpec Factors*

1. **Testing terms and concepts**. The terms and concepts for testing are:
   1. **Purpose**. The main purpose for testing is achievement measurement. This is designed to measure trainee learning and to use the measure taken as a basis for assessment (e.g. a Service person who dons a GSR in fewer than the requisite number of seconds (measurement) is deemed to have passed that element of the CBRN test (assessment)).
   2. **Test suitability**. The main factors affecting test suitability can be considered under:
      1. **Test validity**. Defined as the extent to which a test measures what it was designed to measure.
      2. **Test reliability**. Defined as the extent to which a test will provide the same measurement when it is repeated. To be considered reliable, a test must measure consistently and accurately.
      3. **Test usability**. A test may be valid and reliable, but will not feasible if it is impracticable to implement.
   3. **Formative and summative assessments**. Assessment (or test) results are sources of information that can be put to many uses. Tests can be classified by the type of assessment made using the results:
      1. **Formative assessment**. Also known as progress tests, formative assessments are administered at intervals during a training activity to gain data for feedback to trainees (and trainers) on trainee progress. They provide the basis for action to be taken by both parties to promote trainee success. The outcome of the assessment is to determine how much progress the individual or team has made thus far. Formative assessments should be used regularly to make trainees aware of their achievements and the areas in which they need to improve further.
      2. **Summative assessment**. Summative tests are used to determine whether trainees have achieved the TOs, or significant EOs, which are deemed prerequisite to further training. They provide the required data to assign pass/fail grades and are conducted at the end of training or at the end of each stage/module of training. The outcome of the assessment is to determine whether the individual or team is competent to carry out the Role or task without supervision.
   4. **Frames of reference**. Tests are designed as instruments to measure trainee Performance and ability. Like any measurement tool, tests require a frame of reference in which to operate, otherwise the measurement cannot be quantified. Tests can be categorised as using either of the following frames of reference:
      1. **Criterion reference**. These tests measure whether a trainee has achieved a certain Standard. The trainee either passes or fails by reference to the criteria set in the test (e.g. criterion referenced tests are the driving test (theory) and the driving test (practical)).
      2. **Norm reference**. These tests measure a trainee’s relative standing against their peers. They are used to rank or order trainees rather than measure the achievement of specific objectives. Once ordered, trainees may then be grouped into specific classes or grades.
   5. **What to test**. Trainees should at some point demonstrate that they can meet the required Standard of Performance for each TO. If areas are not tested, the Customer has no guarantee that the individual or team has achieved the required Standard. However, it is not always possible to test all training outcomes. Therefore, choices may have to be made, e.g. whether to test:
      1. All the Skills or Knowledge?
      2. All practical Skills?
      3. All TOs separately and/or in combination?
      4. All EOs/ KLPs?
   6. **Test formats**. There are two main ways in which tests can be presented:
      1. **Practical tests**. These tests are used to test the achievement of a Skill or Skills, both mental and physical. They can assess either the product of the Skill, or the process involved in employing the Skills and should have an associated checklist to ensure both reliability and objectivity in assessment. Examples of practical tests are Weapon Handling Tests, and simulator-based tests.
      2. **Theory tests**. Theory tests measure the Knowledge which supports Role skills by taking a sample of what must and should be known. These tests are usually in written form although oral tests can also be used. To achieve validity, theory tests require much care in construction and scoring.
2. **Marking of assessments**. All assessments should be conducted in a reliable and equitable manner. This is to be achieved by ensuring the standardisation and moderation of the marking process.
   1. **Standardisation**. Defined as a methodology for ensuring trainee responses are judged using predefined criteria, in order to provide a consistent basis for assessing all trainees.
   2. **Moderation**. Defined as a methodology for ensuring the marking of assessments is equitable.

# Methods and Media

The policy in JSP 822 says:

* Selection of Methods and Media is a ‘**MUST’** activity.

## Introduction

1. It is important to consider the most appropriate and effective blend of training Methods & Media options that provides the most effective balance of performance, cost and time in achieving the required KSA. These options should be further refined as part of the Design process by exploring, in order:
   1. **Methods**. These are the strategies or techniques used to achieve the required KSA.
   2. **Media**. These are the tools and means used to apply the Methods selected.

## Factors to be Considered when Determining the Training Effectiveness of Different Methods

##### Learning factors.

1. **Type of learning**. The Method used to deliver training depends on whether learning is categorised as Knowledge, a mental or physical Skill, or an Attitude. Each EO must be examined to determine whether it is primarily expressed as a KSA. This will suggest the appropriate choice of Method (e.g. a Skills-based EO must have some element of practice involved in the Method; whilst role-play is an example of a training Method suitable for a Behaviour-based EO). The aim must be to choose a Method that is compatible with the material to be learned. Learning a physical Skill may require equipment and machinery and a low trainee-to-trainer ratio as it tends to be trainee-centric. Knowledge learning is most effective and efficient via e-learning, in the form of a lecture, or with links to information. This works best in a flipped classroom, where learning is then consolidated through discussion.
2. **Retention ability**17. A basic categorisation of training Methods should state that these can either be trainer or learner centric. The appropriate selection of training Methods improves the effectiveness and efficiency of learning. Wherever possible, a learner-focused approach should be adopted although this is not always as simple as it seems as it can be time consuming and resource heavy. A learner-focused approach aids information retention by considering the needs of the trainees and increasing their involvement in the learning process. A trainer-focused approach, whilst increasing trainee-to-trainer ratios, is not as effective for aiding trainee retention. The more active the trainee is in the learning process, the higher the rate of retention.

17 See the Competence Retention Analysis (CRA) Handbook.

1. **Learning preferences**. Learning takes place when learners reflect on what they have done, or from what others have done. This is the case for all learners, both in an individual and a collective setting. Therefore, it is imperative that for the effective and efficient acquisition of the required KSA, time is built into the programme, to facilitate learning through reflection. People learn from reflecting on their own, or others experience. Therefore, enabling experiential learning is the most effective and efficient way of enabling learning.

##### Trainee characteristics.

1. **Motivation**. Learners are motivated to learn when they know the relevance of the learning, and when they are enabled to learn through a learner-centric way. For knowledge acquisition, motivation best comes through a flipped classroom, where the learners are required to access the learning (through e-learning for example) before they consolidate and reflect on what they have learnt, in the classroom.
2. **Literacy level**. Information should only be presented to learners in a form they can cope with. Information should not be at a level that they cannot comprehend, nor should it be at a level which will patronise. Key questions should include ‘What is the literacy level of the trainees?’ and ‘What is the most appropriate language for passing information?’
3. **Numbers**. How many trainees should there be in each group? A large group will make trainer demonstrations difficult to plan. A small group will limit trainee discussions and peer learning.

##### Practical constraints.

1. Facilities and resource availability are likely to limit the choice of Method and the most appropriate Media are not always practical or within budget. The medium may be unavailable; there may not be time to meet all the TOs; it may be difficult logistically or financially; or the group may be of mixed ability and unable to make the best use of the Media selected. Where resources to support the optimum training Method are not available, lack of availability is likely to affect the successful achievement of the TOs. Such constraints should be captured in the Constraints Analysis and/or the Risk Register. The TRA and Customer should be advised of this fact and made aware of the likely consequences.

##### Trainer attitude and ability.

1. A question that will need to be asked is: can, or will, the trainers be able to use the Media selected? Trainers are unlikely to use Media that they do not understand, which increases their workload, or which is complex to manage. If new teaching Methods are to be introduced, then due regard must be given to ensuring that trainers are both willing and able to cope. To avoid such issues designers should:
   1. involve trainers in the Design process as early as possible.
   2. identify any additional trainer training requirements.
   3. develop a trainer training strategy to enable trainers to explore new technologies followed by localised CPD activity to ensure awareness is maintained on TEL developments, including opportunities for TEL exploitation; as a minimum, trainers should be able to facilitate learning using the DLE.

##### Training designers.

1. Training designers should maintain awareness of emergent TEL and have a working knowledge of the DLE as a minimum. The requirement to design training to meet the needs of different types of learners, including skill fade and learner-centric approaches in an increasing resource constraint environment places the training designer at the centre of the training design process. Training Providers and 3rd Party Contractors will need to ensure their training designers are provided with sufficient training, expertise and resources in order to design training to meet the needs of Defence. The TDA should ensure the following:
   1. Liaison with the DLE Subcategory Manager for potential DLE inclusion.
   2. Creation of a DLE front page for every course iteration.
   3. For any NTS training design, key training design personnel should be invited to the TNA WG during TOA and TNR stage to plan for TEL interventions.
   4. Training Providers/3rd Party Contractors to develop a training designer training strategy and plan to enable training designers to intelligently utilise TEL to facilitate a blended learning approach as to optimise efficiencies. This should be followed by ongoing coaching CPD to ensure training designers maintain TEL and blended learning currency.
   5. Where applicable, ensure that Training Providers’/3rd Party Contractors’ training designers are provided with OEM Train the Trainer (TtT) training prior to RFTD for all NTS capabilities.
   6. Ensure the training designers are provided with all OEM TEL training documentation (hardcopy, electronic (Word, PDF, Interactive Electronic Training Manuals/Publications (IETM/Ps), media prior to any training design.
   7. Develop a trainer training strategy to enable trainers to explore new technologies followed by localised CPD activity to ensure awareness is maintained on TEL developments, including opportunities for TEL exploitation. As a minimum, trainers should be able to facilitate learning using the DLE.

##### Time availability.

1. Care should be taken to avoid false economies. A lecture may seem to be an attractive option for passing large amounts of information in a relatively short time, but the information received by the trainees may be processed at only the most superficial level. This is why lectures should be front-loaded into a flipped classroom.

##### Need for transfer of learning.

1. Apart from some types of workplace training, the training environment will differ to some extent from the work environment. It is therefore important that the training Method chosen should minimise this difference to make the transfer of KSA from the training environment to the work environment as easy as possible.

##### Priority of learning.

1. It is unlikely that the various subjects to be trained will all be of equal importance to the trainees in their future Role. Some Skills may be used on a daily basis while others may be only used sporadically but, when they are used, are essential. This requires Performance to be maintained at a consistently high Standard. The results of the DIF Analysis (1.3.3), and the consideration of skill fade factors may have a significant influence on the Method selection. In subjects where the possibility of skill fade could have dire consequences, consideration must be given to ensuring that appropriate Methods & Media are implemented to enhance retention. This may or may not require the allocation of extra training time.

## The Different Characteristics of Media

1. **Media factors**. The process of selecting training Media requires a good understanding of the EOs and knowledge of the available resources. The main consideration in selecting appropriate Media must always be its effectiveness in supporting learning (both initial acquisition and refresher). Although the quality of ‘presentation’ must not be neglected, what really counts is content (consider: are the Media capable of presenting training stimuli for learning?). Often one medium is not enough for presenting the stimuli required and so a multimedia or ‘blended learning’ approach is required.

##### Variety of Media.

1. Consideration should be given to the characteristics of Media, in terms of whether they are essential or optional:
   1. **Essential Media characteristics**. Essential Media characteristics control the clarity of the message. For example, learning a foreign vocabulary requires print (to recognise words) and audio Media (to pronounce them). Training designers should consider:
      1. media that is appropriate to deliver the desired learning outcomes.
      2. media that provides an appropriate level of fidelity.
      3. media that can cope with trainee throughput.
   2. **Optional Media characteristics**. Optional Media characteristics improve the quality of the training. There are some considerations that can influence selection:
      1. attractiveness to the learner: colour, animation, illustration.
      2. the trainees’ study habits.
      3. the trainers’ style, habits and Skills.
      4. media that, from experience and research, improves learning efficiency.
      5. media that allows the efficient management of training.
      6. media that has low risk of failure (for whatever reason).

## Methods and Media Selection Process

1. **Methods & Media selection process**. The selection of the most effective and efficient way to meet a training requirement involves identifying a range of possible training solutions, in terms of the Methods & Media options that can be used. The choice of options will be dependent upon the requirement, training policy, training throughput and established good practice. These are evaluated by comparing the training and cost-effectiveness of each option, from which the most suitable solution can be chosen and recommended with supporting justification.
2. Typically it is the Knowledge category of the KSA spectrum which can be handled most flexibly through DLE. The DLE is the primary Virtual Learning Environment for Defence and should be considered in the first instance to facilitate various methods and media as part of a blended approach. Defence Direction for Technology Enhanced Learning (TEL) is contained within JSP 822, Volume 6.
3. A particular training Media may appear to be best suited to a particular training activity but can only be adopted as the solution if all resourcing issues (effectiveness, workforce, equipment and facilities etc) combine to produce the most effective, efficient and economic overall through-life package. It is therefore important to determine the personnel, facilities and equipment required to train, and cost them over the lifetime of the training activity including Design, Delivery and Evaluation. Cost-effectiveness can be analysed at a simple level by comparing costs for a number of different areas. Examples where appropriate are:
   1. travel and subsistence costs.
   2. training equipment hardware/software (initial costs and running costs).
   3. equipment maintenance costs.
   4. training materials and production of their cost.
   5. classroom overheads.
   6. accommodation and food where appropriate.
4. When developing a training solution it is important to make the estimates as accurate as possible and record the actual costs incurred in order to provide a basis for estimates in the future. Advice should be sought from budget/finance managers. Once cost and training effectiveness data have been gathered a balance should be made between the two. This may involve a broad qualitative comparison that assisted in the selection of the recommended training solution18. Approval for resources and expenditure should be sought as soon as possible so that training is in place in time to support the Defence need. The selection and subsequent development of the training solution should include the following elements:
   1. A list of Methods & Media considered.

18 This activity was initially conducted in Element 1 as a Cost Benefit Analysis (CBA).

* 1. A description of the Methods & Media options that will partially or fully meet the training requirement, as described by the TOs.
  2. An estimation of the relative effectiveness of each Media option.
  3. The training penalties of each option stated in terms of the degradation of the Performance, Conditions and Standards as specified by the TOs.
  4. A refinements of the CBA using a broad order of costs.

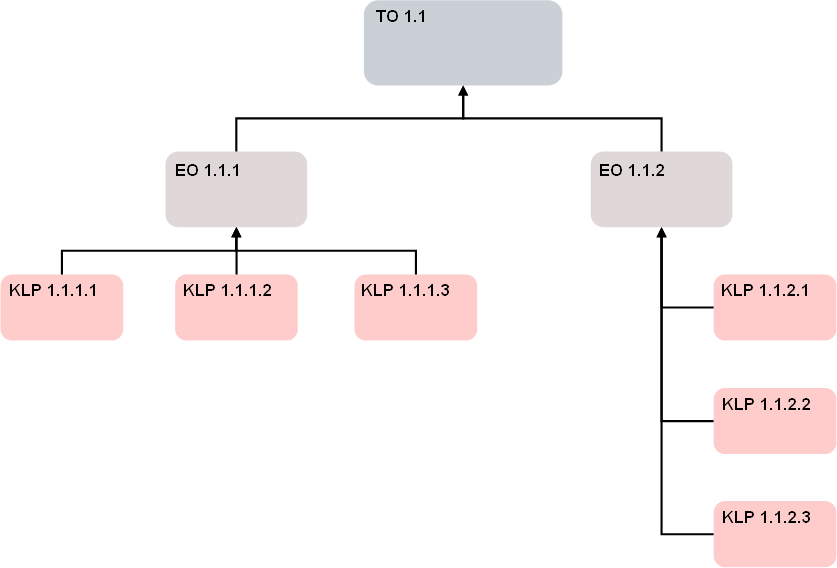
# Learning Specifications

## Learning Scalar

The policy in JSP 822 says:

* Learning Scalar is a ‘**MUST’** activity.

1. In order to assist with the development of the LSpec, it may be useful to order any EOs and KLPs that are linked to the TOs, into a scalar that will assist in the sequencing of the training activity. A Learning Scalar will also help to teach in order (building KSA), prepare lesson plans/events, and develop the LSpec. An example is at Figure 2 (note that EOs/KLPs can be expressed either vertically (taught in that order) or horizontally (taught in any order)).



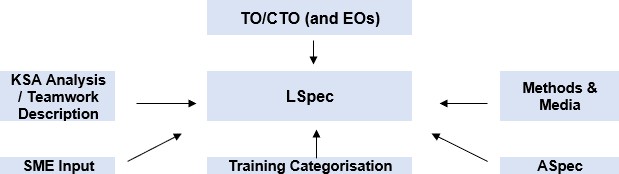
*Figure 3: Example of a Learning Scalar*

## Learning Specification

The policy in JSP 822 says:

* Learning Specification is a ‘**MUST’** activity.

1. A key aspect of the Training System is its execution, i.e. the training being delivered to trainees. It is therefore at this stage that the result of the previous Analysis stages and Design stages are brought together to enable the trainer to produce lesson plans, and/or collective training event plans, to ensure effective training wherever it is delivered. This is done through the generation of LSpecs; the main purpose of which is to control the execution of training i.e. what is taught and how it is taught.
2. LSpecs are produced from the outputs from the Design stages covered previously that produce an AStrat and Methods & Media selection. The Defence format for LSpecs is at Annex A. Depending on the nature of training, LSpecs can be succinct or very detailed. They contain the details of the EO and associated KLPs, the relevant assessment/test, Method & Media selected, time allocated and resource requirements and essential references. Thus the lesson, or event, to be delivered and all the information needed by the trainer to deliver training, including the structure and sequence of training, is contained within the LSpec. It covers 2 main areas: administrative details of the course, and the execution parts of the training delivery. There may be more than one execution part if there are a series of lessons, or events, required to achieve a single EO.
   1. **Administration**. This part of the LSpec outlines the administrative details of the training activity.
   2. **Execution**. This part of the LSpec lists all the essential details of the lesson/s, including a summary of the structure (through the listing of the KLPs). It can also be used to evaluate the training delivery.
3. The most important part of the LSpec is the Development section (within the Execution) as it deals with the material to be taught and includes the structure of the main body of the lesson, or event, via the sequencing and development of KLPs. It should include all essential information on content with reference to the use of any Methods, Media and teaching activity. All the material delivered is based on the TO as well as:
   1. **EO**. Each LSpec should be based on an EO which contributes to the main TO. However, there may be instances where more than one EO is covered within one LSpec (where the material is very closely related) and should therefore be taught as an integrated whole. An LSpec may also cover more than one lesson or event.
   2. **KLPs**. In order to achieve the EO, it is broken down into a number of relevant KLPs. KLPs are sequenced to ensure that the lesson develops logically and the EO is met.
4. The main components that contribute to any LSpec are summarised in Figure 3.



*Figure 4: LSpec Contributing Components*

1. A suggested procedure for writing LSpecs is summarised in Table 5 and a more detailed LSpec is at Annex A.

|  |  |  |
| --- | --- | --- |
| **Action** | **Data Source** | **Comments** |
| Select the EO(s) for the lesson/event | KSA Analysis | Lessons may have more than 1 EO. EOs may require more than 1 lesson to cover |
| Select the KLPs for the EO | KSA Analysis EO Standards | Refer to the EO Standards |
| Place the KLPs in a logical sequence | KSA Analysis |  |
| Conduct Method & Media analysis on the EO | Method & Media selection  Training Categorisation | Training Categories will give guidance on amount of emphasis to be placed and Method & Media to be employed |
| Development part of the LSpec | TOs/EOs SME input  Training Categorisation | Compile each lesson in sequence building in all the necessary information.  Training Categories will give guidance on amount of emphasis to be placed during training |
| Administration part of the LSpec | LSpec development ASpec  TO/EO Conditions | Resources, test details, timings, can be identified from the data sources |

*Table 7: Suggested LSpec Writing Procedure*

1. **Management of LSpecs**. If there is an inconsistency in what is taught, trainees may fail to achieve the KLPs, EOs, TOs and consequently the FTS. A system is required by Training Providers to ensure that LSpecs are controlled and managed. Management of the LSpec is important to ensure:
   1. a recognised amendment procedure to avoid unauthorised changes.
   2. the correct issue of an LSpec is being used.
   3. a record is kept of the current amendment state.

# Annexes

### A – Formal Training Statement (FTS) Example

### B – Assessment Specification (ASpec) Example

### C – Learning Specification (LSpec) Example

**Formal Training Statement (FTS) Example**

#### ANNEX A TO

#### DTSM 3

#### 2023 EDITION, V1.0

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **OFFICIAL** | | | | | | | | |
| **SECTION 1 TRAINING PERFORMANCE STATEMENT** | | | | | | | | |
| **Role PS REFERENCE:** | | 76/09 | | | | | | |
| **DUTY TITLE (as appropriate):** | | Carry out Aircraft Area Based Maintenance | | **DUTY NUMBER:** | | | | 13.0 |
| **COURSE TITLE:** | | Weapon Technician Tradesmen For Initial Employment | | **HRMS/JPA COURSE NUMBER:** | | | | 1242 |
| **TRA(S):** | | Engineering Branch & Trades Sponsor | | **ISSUE STATUS:** | | | | Version 3-00 |
| **TO**  **Number** | **Training Objective (Performance)** | **Condition** | **Standard** | | **Requirement** | | | **Notes** |
| **C** | **L** | **A** |
| 13.34a | Describe the actions to be carried out prior to loading a weapon on an aircraft. | 1. In a classroom. 2. Using theory/practical demonstration/virtual learning. 3. With access to the relevant,   technical publications. | 1. In accordance with AP101B-4104- 1A 2. In accordance with AP101B-4104- 5A6A. | | X |  |  |  |
| 13.34b | Load a (*type*) bomb as a member of a Weapon Load Team. | 1. On a Tornado ground training aircraft. 2. In a hangar. 3. Using the tools and equipment   as detailed in the relevant technical publication. | 1. In accordance with AP101B-4104- 5A6A LP 40A 2. Observing all Warnings and Cautions. 3. Working as an individual. 4. Working in a team. | | X |  | X | 1. Up to but not including GPS and Cryptographic Key Data Loading. |
| 13.34c | Describe the process of GPS and Cryptographic Key Data loading following *(type)* bomb  loading. | 1. In a classroom. 2. Using theory/virtual learning. 3. With access to the relevant, technical publications. | 1. In accordance with AP101B-4104- 5A6A. | | X |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **OFFICIAL** | | | | | | | | |
| **SECTION 2 WORKPLACE TRAINING STATEMENT** | | | | | | | | |
| **Role PS REFERENCE:** | | 76/09 | | | | | | |
| **DUTY TITLE (as appropriate):** | | Carry out Aircraft Area Based Maintenance | | **DUTY NUMBER:** | | | | 13.0 |
| **COURSE TITLE:** | | Weapon Technician Tradesmen For Initial Employment | | **HRMS/JPA COURSE NUMBER:** | | | | 1242 |
| **TRA(S):** | | Engineering Branch & Trades Sponsor | | **ISSUE STATUS:** | | | | Version 3-00 |
| **TO**  **Number** | **Training Objective (Performance)** | **Condition** | **Standard** | **Type of External Training** | **Requirement19** | | | **Notes** |
| **C** | **L** | **A** |
| 13.34 | Load a (*type*) bomb as a member of a Weapon Load Team. | 1. On a Typhoon aircraft. 2. On a Tornado aircraft. 3. In a hangar/Hardened Aircraft Shelter/Flight Line. 4. Using the tools and equipment as detailed in the relevant technical publication. | 1. AP100B-01. 2. In accordance with relevant aircraft loading schedule. 3. Observing all Warnings and Cautions. 4. Working as an individual. 5. Working in a team. | 1. Training delivered at Main Operating Bases by Weapon Load Training Cells. | X | X |  | 1. Student will not be trained to Role PS standards until awarded MAP Auth on completion of full 5A6 training on a Main Operating Base within a Weapon Load   Training Cell. |

19 C = Core, L = Legal, A = Accreditation.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **OFFICIAL** | | | | | | | |
| **SECTION 3 RESIDUAL TRAINING GAP STATEMENT** | | | | | | | |
| **Role PS REFERENCE:** | | 76/09 | | | | | |
| **DUTY TITLE:** | | Carry out Aircraft Area Based Maintenance | | | **DUTY NUMBER:** | | 13.0 |
| **COURSE TITLE:** | | Weapon Technician Tradesmen For Initial Employment | | | **JPA/HRMS COURSE**  **NUMBER:** | | 1242 |
| **TRA(S):** | | Engineering Branch & Trades Sponsor | | | **ISSUE STATUS:** | | Version 3-00 |
| **Task Number** | **Performance** | **Condition** | **Standard** | **Reason(s)** | | **Consequences** | |
| 13.34 | Carry out bomb loading on aircraft. | 1. Work in all Theatres In times of conflict 2. During times of peace, peace support operations, peace enforcement operations, and transition to war 3. Work in extreme heat and cold 4. Work effectively while fatigued 5. In Chemical, Biological Radiological & Nuclear (CBRN). 6. Working in hangers, Hardened Aircraft Shelters, Flight line. | 1. MAP-01. 2. MAP-02. 3. JSP 375. 4. JSP 418. 5. DSA 03 - OME Part 2 - Defence Code of Practice (DCOP) and Guidance Material for In-Service and Operational Safety Management of OME 6. DSA01.1 Defence Policy for Health, Safety and Environmental Protection. 7. AP100B-01. 8. In accordance with all relevant aircraft Maintenance Manuals. 9. Tornado AP101B-4104-5A6A. 10. Typhoon AP101B-5400-5A6A. | 1. Unable to carry out or simulate Conditions 1 to 5 within the training environment. 2. Only able to satisfy the Hanger element of condition 6 within the training environment. | | 1. Student will not meet full Role PS conditions until deployed on Operations. | |

#### ANNEX B TO

#### DTSM 3

#### 2023 EDITION, V1.0

**Assessment Specification (ASpec) Example**

|  |  |
| --- | --- |
| **Assessment Specification Guidance** | |
| **Introduction** | Overall aim of ASpec, such as, “assess trainee is capable of carrying duties of a ”  Types of tests to be used  If there is an entry standard |
| **Test Types** | |
| **Entry Tests** | Purpose/Format Contents: test details  Who to carry out and when Test type- practical/theory Criterion or norm referenced Grading or pass policy Failure policy  Resources required and where stored |
| **Formative Tests** | Purpose/Format  Who to carry out and when Test type: practical/theory  Specific Skills, Knowledge and Attitudes (KSA) to be tested i.e. which TOs/EOs must be formatively assessed? Criterion or norm referenced  Grading or pass policy Failure policy  Resources required and where stored |
| **Summative Tests** | Purpose/Format  Who to carry out and when Test type: practical/theory  Specific KSA to be formatively tested - Normally listed against the TO/EOs of the course as a table Criterion or norm-referenced  Grading or pass policy Failure policy  Resources required and where stored |
| **Results** | |
| **Grading policy** |  |
| **Failure policy** |  |
| **Standardisation and Moderation Procedures** | |
| **Standardisation procedures** |  |
| **Modernisation procedures** |  |

|  |  |
| --- | --- |
| **Test records and maintenance policy** |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Specification Format** | | | | | | | | | |
| **FTS REFERENCE:** | |  | | | | | | | |
| **TRAINING ACTIVITY TITLE:** | |  | | | | **JPA ACTIVITY NUMBER:** | | |  |
| **TRA:** | |  | | | | **ISSUE STATUS:** | | |  |
| **Assessment Number** | **Assessment Title** | | **Assessment Programming** | **Format of Assessment**  **(Theory/Practical)** | **Type of Assessment (Formative/Summative)** | | **Assessment Duration** | **TOs being Assessed** | |
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|  |  | |  |  |  | |  |  | |
| **Additional Requirements** | | | | | | | | | |
| **References:** | | |  | | | | | | |
| **Marking details:** | | |  | | | | | | |
| **Pass/Fail criteria** | | |  | | | | | | |
| **Consequences of failure** | | |  | | | | | | |

#### ANNEX C TO

#### DTSM 3

#### 2023 EDITION, V1.0

**Learning Specification (LSpec) Example**

#### SECTION 1: ADMINISTRATION

##### Course

|  |  |
| --- | --- |
| Course No/ Title | **2001 – Defence Train The Trainer** |
| Module Title | N/A |
| Lesson Title | **Planning a Lesson** |
| Training Objective: | * 1. Plan group learning |
| Enabling Objective: | * + 1. Identify learning outcomes     2. Identify trainee start states     3. Establish boundaries and constraints     4. Develop a lesson plan |

##### Administration

|  |  |
| --- | --- |
| Duration | 3 x 45 mins + 45 minute demonstration of a skills lesson |
| Location | Classroom |
| References | JSP 822, Volume 2, Chapter 5 (Delivery of Training) Present Apply Review model – Staff resource on DLE |

##### Support

|  |  |
| --- | --- |
| Handouts | PAR for Skills handout |
| Exercises | As outlined in Development |
| Equipment | Wipe board, flip chart or Smart Board (if using Smart Board, may wish to provide print out of PAR table for students to use as handout and portfolio evidence) |
| Preparation | Class layout should suit group/pairs working |

##### Key Learning Points

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| --- | --- |
| 3.1.1.1 | Use Learning Specifications to identify learning outcomes |
| 3.1.2.1 | Identify strategies for identifying start states |
| 3.1.3.1 | Assess time and resources available. |
| 3.1.3.2 | Assess audience characteristics |
| 3.1.4.1 | Select appropriate structure, format and timing |
| 3.1.4.2 | Identify suitable formats for lesson plans |
| 3.1.4.3 | Research relevant content |

##### Risk Assessment

Trainer is to make students aware of unit risk assessment register in relation to the training environment.

##### Notes:

#### SECTION 2: EXECUTION

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| --- | --- | --- | --- | --- |
| PART 1: INTRODUCTION | | | | |
| Seria l | Lesson Element | Guidance | Media20 | Trainer Notes |
|  | Interest (Attention) | Ask students to imagine the person next to them is a new recruit. “*Think for a minute about how you would teach them to lace and tie a high leg boot*”.  Give students a minute to reflect and then feedback – probably something like *“show them how to do it, let them try, correcting any mistakes*.” (Remind that if they are very good, they will also have exploited the person’s previous experience by saying something like “*it’s like tying a shoelace, except for…*”)  Now ask students to imagine teaching the same thing to the whole class – would they do it differently? Why?  Finally, ask them to imagine teaching the same thing to a whole class of trainees who have never seen shoes before.  What would change this time? | PPT | The aim of this exercise is to bring home to students the challenges of teaching a large group and the importance therefore of planning, even when an LSpec is already available.  The focus of the lesson is on teaching skills (knowledge-based lessons will be dealt with in a later lesson), so all examples should focus on skill rather than knowledge. |
|  | Need (Relevance) | Teaching a skill comes naturally to most of us – we do it in our everyday lives, e.g. teaching our children, teaching others at work. But when we teach a larger group, we start to see certain challenges.  We have already talked about the importance of inclusion in training – making sure every trainee has the opportunity and the support to learn. In order to make sure that happens with a large group, we need to do some careful planning and preparation.  We could probably all teach ‘*off the back of a fag packet*’, but if we do, there is a good chance that some of our trainees will miss out. |  | Students who have already completed a DIT course should be made aware that this lesson introduces a new way of planning that will be unfamiliar to them, but which will allow them to be more flexible in their approach to lessons.  They will be given the opportunity to build on their existing knowledge of skills lessons and develop more advanced planning skills. |
|  | Title | Planning a Lesson | PPT | Display title at beginning of lesson |
|  | Rules | *Trainer to give the rules and parameters of the lesson.*  Time  Rules for group working Notes |  |  |
|  | Aim Objectives | To develop a plan for teaching a skill to a group of trainees, in accordance with Defence training standards. | PPT | Display the objectives |

20 The media indicated is a guideline. The instructor may use media of their choice to display the key points,

e.g. PPT/Whiteboard/Flip Chart/Mag Aid.

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|  |  | By the end of the lesson, you will be able to:  Identify learning outcomes Identify trainee start states  Establish boundaries and constraints  Develop a lesson plan |  |  |
|  |  | Any Questions? |  | *Trainer to invite student questions* |

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| --- | --- | --- | --- |
| PART 2: DEVELOPMENT | | | |
| KLP No/KLP  Statement | Amplification of Material | Media21 | Trainer Notes |
| **KLP 3.1.1.1 Use**  **Instructional Specifications to identify learning outcomes** | Briefly REVIEW the lesson on Training Documentation and brainstorm all the information that is provided by the LSpec.  Ask students “What information is not provided that you think you might need in order to plan your lesson properly?” | Wipe Board  Or  Flip Chart | Students should have covered this KLP as homework or ‘flipped learning’ using the “Training Documentation” lesson on the VLE. The lesson could therefore start with a Speed Dating session to revise what they have learned. |
| **KLP 3.1.3.2**  **Assess audience characteristics** | **Who are my audience?**  Establish that information about the trainees is not provided on an LSpec. Link back to the previous lesson on Principles of Adult Learning and remind of the need to respect and exploit trainee previous experience. Discuss the importance of inclusion. The trainer therefore needs to know as much about the trainee as possible.  Brainstorm what the trainer might need to know about trainees before planning a lesson. Examples will include:  Audience characteristics e.g. age, gender, culture, experience Audience needs e.g. learning differences, preferred learning styles What they already know/can do | Example LSpecs (1 per student) | Students should already have an LSpec issued to them for their first TP, which can be used as a training aid during this lesson. |
| **KLP 3.1.2.1**  **Describe strategies for identifying start states** | Discuss how a trainer can determine before the lesson what the trainees already know or can do. Highlight the following strategies:   * Check what they have already covered on the course – look through LSpecs, course programme etc. * Look at assessment records (including Functional Skills assessments) * Talk to other trainers |  |  |

21 The media indicated is a guideline. The trainer may use media of their choice to display the key points, e.g. PPT/Whiteboard/Flip Chart/Mag Aid.

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| **KLP 3.1.3.1**  **Assess time and resources available** | Establish that while the LSpec recommends the appropriate time needed for the lesson and suggests the resources required, in reality this may not always be available to the trainer.  **Time**  Emphasise the importance of checking on how much time will be available for the lesson. Trainers obviously can’t predict that a previous lesson is going to run over time, but they can anticipate other timing problems and plan for them accordingly. Examples of how timings might change from the LSpec are:  What the trainees will have been doing prior to the lesson, e.g. PT session, exam  What the trainees are going to be doing after the lesson, e.g. lunch timings, weapons lesson (armoury timings) |  |  |
|  | **Resources**  The LSpec will only give guidance on the resources required. Once the trainer has done the research on the trainee audience and the time available, they will be in a better position to think about what resources they require and how many are required of each.  Where the recommended resources are not available, the trainer will need to think about how they are going to adapt or improvise to meet the need. |  | Look forward at this point to studying resource selection in more detail in a later lesson.  Trainer-led discussion |
| **KLP 3.1.4.3**  **Research relevant content** | **What am I going to teach?**  The LSpec usually details the content of the lesson as Key Learning Points (KLPs). These break down the Enabling Objective into manageable sized chunks, which can be delivered in a logical order.  Discuss that the trainer needs to identify areas of the lesson where they will need extra information or examples/anecdotes to help clarify points or raise interest.  Emphasise that the balance of this must be right so that vital information (KLP) is not lost amongst unnecessary information.  Establish that the References section of the LSpec will assist the trainer in researching relevant content. The references given will have been chosen as conforming to the necessary standards and so should be used as a first choice. Any other sources of information should be checked for currency and credibility before using them. |  | As the students have selected their own subjects for the first TP from a pool of subjects, they will not have detail of KLPS in their LSpec. Instead, these should be developed from the skills analysis they conducted in the previous lesson.  So far, the students will have amplified their KLPs with the What/How/Why from skills analysis, and might also have included some memory aids, etc. They now need to think about examples/anecdotes that clarify some aspects of the ‘how’ and ‘why’ and which bring the lesson to life.  The trainer should confirm that students know how to check information for currency and credibility in their own SME field by asking for some examples of how this would be done. |

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| **KLP 3.1.4.1**  **Select appropriate structure, format and timing** |  | Worksheet Ways of Learning  Flip chart Or  Wipe board | This exercise highlights the importance of trainee participation in learning and can be done in pairs with class feedback at the end  Trainer-led discussion  The Learning Pyramid is a rough adaptation of a theory by Edgar Dale – the Cone of Learning (see References). The Pyramid is often incorrectly attributed to Dale, but students should be made aware that this is generalised theory rather than scientific fact and should draw their own conclusions from their past  experiences of learning. |
|  | Conduct a short exercise. - ask students to rate a list of different teaching methods (use Worksheet: Ways of Learning). |  |  |
|  | Compare class results with the Learning Pyramid shown below and discuss how this compares with students’ own experiences of training – how much of it was listening to the trainer or reading from a PPT slide? How much do they remember from training? Which are the bits they do remember? Why? |  | APPLICATION OF LEARNING  requires the students to think about how the Learning Pyramid compares to their own experiences of training. |
|  | **The Learning Pyramid** |  |  |
|  | Highlight that the methods with the best recall rate are the ones where the trainee is doing all the work – this is known as *trainee*-centred. The ones with the worst recall rate (e.g. lecture) are often *trainer*- centred. |  | Emphasise that trainee-centred does not mean that the trainer does not get involved, rather they become the “*guide on the side*” rather than the  “*sage on the stage*”, helping trainees to learn for themselves. |
|  | Clearly it is not possible to deliver all training as hands-on and trainee-centred. The time and resources available will often make this difficult to achieve and safety may also be an issue when teaching a large group. There needs to be a balance, so that training can be delivered safely and efficiently, but still in a way that trainees can take in and remember.  When we plan a lesson, therefore, we need to think about the balance between how much the trainer does and how much the trainees get to do. | PPT | Remind the INTRO format. |
| **Present, Apply, Review**  Ask students: *Think back to the exercise at the start of the lesson (Iacing a boot). Remember the different teaching stages that you identified (Tell/show – let them try – correct mistakes)* | Or  Wipe board  Or | Trainers could develop this stage by building a table similar to the PAR for Skills handout, using examples provided by the students |
| This is a natural structure for teaching a skill and we use a very similar model in Defence as a basis for planning and structuring lessons. Using this model allows us to make sure that we have the right balance between trainer and trainee | Flip chart | Examples should include: Tell them how to do it, give a demonstration, give written instructions, show a video, show a finished boot.  At this stage, students could consider examples of training that they have |

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|  | activity, which in turn maximises the trainees’ chances of learning.  Introduce the Present, Apply, Review (PAR) model: |  | done where process or product (or both) was the focus. Good examples for process are drill and weapons handling drills. Good examples for product are weapons cleaning (clean weapon), magazine loading (full magazine) |
|  | **PRESENT**:  First the trainer must PRESENT the information that will make the trainees want to learn.  Then the new information must be PRESENTED – in this case, how to lace and tie a high leg boot.  Ask students: *“How many different ways could you PRESENT this new information?*”  Discuss which methods would be best and why. Highlight that methods like Demonstration usually focus on getting the PROCESS exactly right, while methods like showing the finished boot focus on getting the final PRODUCT right.  As trainers, we need to decide whether we want the skill performed in a particular way, or whether we are happy for the trainee to find their own way as long as the finished product is correct. This will impact on how we decide to PRESENT our new information – often it’s a combination of both.  Ask students: What else will impact on the method(s) we choose for PRESENT?   * Audience (e.g. how much experience, confidence, safety) Resources (real thing or simulated)   Time | Flip-chart Or  Wipe board  Or  Smart Board in Flip chart mode | APPLICATION OF LEARNING  requires students to identify examples of teaching methods and factors that affect which is chosen in a particular case.  Briefly REVIEW Principles of Adult Learning and ARCS motivation model.  (Add to the PAR table) APPLICATION OF LEARNING  requires students to identify examples of teaching methods and factors that might affect their choices  Again, audience, safety, resources and time should be considered. |
|  | **APPLY**  The importance of the APPLY stage in a lesson cannot be overstated. As we discussed in the earlier lesson on the Principles of Adult Learning, trainees need to:   * Have the opportunity to use their learning immediately; this is how they make sense of it in their own minds. * Have the opportunity to succeed in learning; this gives them confidence and satisfaction   Ask students: “*How many different ways could you get trainees to apply your lesson on the high leg boot?”*  Students may struggle to find different examples – the following options should be discussed:  Imitate the trainer in stages and then practice by themselves (as in EDIP) Practice by themselves while trainer observes |  | APPLICATION OF LEARNING  requires students to identify examples of teaching methods and factors that might affect their choices.  Examples should include INTRO, revision sessions, Q+A, trainee summaries, tests  (Add to the PAR table)  Audience, time, resources |

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|  | Practice in pairs and critique each other (two medals and a mission)  Practice in pairs, one directs the other (Pilot/Navigator)  Ask students: *What will affect your choice of method this time?*  **REVIEW**  The REVIEW element of a lesson is used to clarify and summarise what is or was to be learned in the lesson, with emphasis on key points, so that trainees: Are reminded of why the learning is important.  Feel confident that they have learned what was needed.  Feel satisfied that they have achieved the lesson objectives. |  |  |
|  | It can be used at any stage during the lesson but is especially important at the beginning and the end of a topic or lesson.  Ask students: “*How many ways can you think of to REVIEW skills lesson content: at the start of a lesson?”*  *at the end of a lesson?*  *at a point during the lesson?*  Ask students: “*What would affect your choice of method?”*  **Timings**  Explain the recommended balance of timings for PAR:  30% of the time should be used to PRESENT (includes INTRO)  60% should be used to APPLY 10% should be spent on REVIEW  Discuss the flexibility of this guidance and give guidelines on what will be acceptable during TP assessment. | PAR for Skills handout  Or Table  developed  on flip- chart, etc. | APPLICATION OF LEARNING  requires students to select a combination of teaching methods to meet the needs of the scenario and explain their choices. |
| **KLP 3.1.4.2**  **Identify suitable formats for lesson plans** | **Lesson plans**  Ask students: What is the difference between an LSpec and a lesson plan?  Establish that an LSpec is a standardised document which is used by all training establishments and trainers for that particular lesson. A lesson plan is specific to a trainer and to a particular school because it:  Plans the timings of a lesson according to the realities of the situation  Plans the resources according to what is available  Plans the balance between trainer and trainee activity (Present, Apply, Review) Plans teaching methods which suit the strengths of the trainer  Highlight that a lesson plan (the “how”) should be suitable for someone else to use if the trainer is unable to teach |  | Important note: The trainer is to explain that the plan should not be a script but is a timeline and basic storyboard of “how” the lesson is going to look and the planned activities. This should then be supplemented with lesson notes/script (the “what”) in a format that suits the individual delivering e.g. mind map. |

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|  | Although there is no specified format for a lesson plan, it will typically include the following:   * Objective – focuses the trainer on what is to be achieved by the end of the lesson (part of the INTRO) * Health and Safety - ensures safety in training (Code of Practice for Trainers) * Timings – more specific than LSpec – contextualised for the individual situation. * Trainer/trainee activity – lets the trainer plan the balance of trainer/trainee activity * Resources – more detailed than LSpec and realistic for the individual situation * Assessment of learning – how the trainer will check whether any learning has happened * Differentiation (where appropriate) – identified how to cater for specific   individual trainee/group needs. |  | Briefly note the risk assessment section on the LSpec and explain that H&S in training will be covered in more detail later  Emphasise that if the Trainee activity column is largely empty or just has Q+A in most sections, trainees are not likely to learn much.  Look forward to examining ways of assessing learning later in the course |
| **Skills Lesson Demonstration** | Finally, explain that many training establishments have standardised lesson plans, which are useful as a starting point, but are generic to every course and therefore don’t allow the trainer to plan for their specific trainees/groups.  Suggest that where this is the case, as soon as they are confident students should seek permission to plan their own lessons and discuss these with their supervisor.  Finally, in preparation for you teaching: This should last approximately 30 minutes and be balanced 30% Present, 60% Apply and 10% Review. The format should be relatively simple and suit the type of skill being taught and the audience scenario. The main elements of the lesson format should be clearly emphasised, i.e.  A REVIEW of any previous experience the students might have.  PRESENT  INTRO – ensure a clear explanation of why the skill is taught and what students will be using it for.  Equipment check and safety points A demonstration by the trainer of the skill.  2 APPLY  2.3 Practice session by the trainees  2.3 Enhance the practice with  pairs working (e.g. Pilot/navigator) or peer assessment |  | Students should be made aware at this point that the lesson plan will be formatively assessed and marked as part of TP1 and TP 2 and will be summatively assessed and marked as part of TP 3.  Brief the students on the scenario before beginning the demonstration  e.g. “*You are a group of Phase 1 trainees in the fourth week of training, this is your first lesson on xxxx”*  Briefly identify to the students when the lesson is moving from one phase to the next.  Trainer should invite questions from students throughout the lesson  Alternatively, the trainer can conduct a simple skills demonstration and allow the students to decide how best to present, apply and review the skill.  Their choices should be reviewed and discussed as well as alternatives explored for differing audience scenarios. |

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|  | REVIEW  2.3 Remind of the lesson objective  2.3 Self-assessment by the trainees (e.g. rate themselves as novice, amateur, ninja, etc.)  2.3 Summary of key points by the trainer  2.3 Encouragement and look forward  At the end of the demonstration, the trainer should spend about 15 minutes going through the format on a wipe board or flip chart and asking students to identify what happened and what stage it was. Ask for feedback on what worked  well and what might have improved the lesson. |  |  |

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| PART 3: CONSOLIDATION | | | | |
| Serial | Lesson Element | Guidance | Media  22 | Trainer Notes |
|  | Summary | *Summarise the lesson and emphasise the importance of:* Planning for audience  3 Planning for realities of time and resources  Planning maximum trainee activity Link back to the VSC model and note:  **Support** – know your audience and their needs, plan to support them  **Challenge** – challenge trainees in lessons and give them the opportunity to succeed; don’t do all the work  yourself |  | Remind that safety comes into all factors |
|  | Objectives | Identify learning outcomes Identify trainee start states  Establish boundaries and constraints Develop a lesson plan | PPT | Display the objectives |
|  | Assessment of Enabling objective(s) | *Formative assessment is conducted through APPLICATION OF LEARNING exercises and later*  *through formative assessment of TP 1 lesson plan* |  | Lesson plans are also used as evidence in the L3 portfolio and should be copied for this purpose. |
|  | Reference(s) | Present Apply Review information |  | If the unit has produced Train the Trainer supporting material, this should also be referenced |
|  | Link to next lesson | *The trainer is to provide an appropriate link to the next lesson*  *and/or test* |  |  |
|  |  | Any questions? |  | *Trainer to invite student questions* |

22 The media indicated is a guideline. The trainer may use media of their choice to display the key points, e.g. PPT/Whiteboard/Flip Chart/Mag Aid.

# Document Information

## Document Coverage

This DTSM supersedes all previous DTSMs on Designing Individual Training The totality of DTSMs included in the DTSMs Suite, of which this document is a part, are listed on the DTSMs SharePoint site.

## Document Information

|  |  |
| --- | --- |
| Filename: | Designing Individual Training |
| Document ID: | DTSM 3 |
| Owning Function / Team: | Talent, Skills, Learning and Development (TSLD) |
| Service Owner (1\*): | People-TSLD-Hd OF6 |

## Document Editions / Versions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Edition | Edition Version | Publication Date | Revision History | Revised Pages |
| 2023 | 1.0 | 17/10/2023 | First Edition | N/A |

Annual editions of this DTSM will be published every December in time for upcoming year relevant to the DTSM. Throughout the year, different versions of the current edition may also be published. When every new edition is published, the versions will reset to 1.