

**Defence Training Support Manual 4**

# Delivery of Individual Training

**2023 Edition**

**Version: 1.0**

# Contents

1. [How to use this Manual 4](#_bookmark0)
2. [Introduction to Training Delivery 5](#_bookmark1)
   1. [Introduction 5](#_bookmark2)
   2. [The Principles of Defence Training 5](#_bookmark3)
   3. [The Principles of Adult Learning 5](#_bookmark4)
3. [Learner-Centred Training 7](#_bookmark5)
   1. [Introduction 7](#_bookmark6)
   2. [The PAR Model 7](#_bookmark7)
   3. [Self-Regulated Learning 9](#_bookmark8)
4. [Training Delivery Documentation 13](#_bookmark9)
   1. [Introduction 13](#_bookmark10)
   2. [Statement of Training Task 13](#_bookmark11)
   3. [Learning Specification 14](#_bookmark12)
   4. [Assessment Strategy 14](#_bookmark13)
   5. [Assessment Specification 15](#_bookmark14)
   6. [Commander’s Risk Assessment 15](#_bookmark15)
   7. [Supervisory Care Directive 16](#_bookmark16)
   8. [Training Quality Manual 16](#_bookmark17)
5. [Planning Training Delivery 17](#_bookmark18)
   1. [Introduction 17](#_bookmark19)
   2. [Lesson/Event Planning in the Workplace Environment 18](#_bookmark20)
6. [Standardising Training Delivery 20](#_bookmark21)
   1. [Introduction 20](#_bookmark22)
7. [Resourcing Training Delivery 21](#_bookmark23)
   1. [Introduction 21](#_bookmark24)
8. [Technology in Training Delivery 22](#_bookmark25)
9. [Programming Training Delivery 23](#_bookmark26)
   1. [Introduction 23](#_bookmark27)
10. [Scheduling Training Delivery 24](#_bookmark28)
    1. [Introduction 24](#_bookmark29)
11. [Piloting of Training Activities 25](#_bookmark30)
    1. [Introduction 25](#_bookmark31)

1 DTSM 3 (2023 Edition, V1.0)

* 1. [Planning the Pilot 25](#_bookmark32)
  2. [Pilot Stages 26](#_bookmark33)
  3. [Data Collection 27](#_bookmark34)
  4. [Stakeholder Involvement 28](#_bookmark35)

1. [Management of Training Deficiency 29](#_bookmark36)
   1. [Introduction 29](#_bookmark37)
2. [Inclusion in Training Delivery 30](#_bookmark38)
   1. [Introduction 30](#_bookmark39)
3. [Remedial Training 31](#_bookmark40)
4. [Quality in Training Delivery 32](#_bookmark41)
   1. [Training Quality Manual 32](#_bookmark42)
   2. [Training Quality Policy 32](#_bookmark43)
   3. [Training Targets 33](#_bookmark44)
   4. [Quality Records (and their control) 33](#_bookmark45)
5. [Assessment of Learning 36](#_bookmark46)
   1. [Introduction 36](#_bookmark47)
   2. [Assessment Strategy 37](#_bookmark48)
   3. [Assessment Specification 37](#_bookmark49)
   4. [Assessment of Learning in the Workplace Environment 38](#_bookmark50)
   5. [Recording Assessment 38](#_bookmark51)
   6. [Malpractice and Maladministration in Assessment of Learning 39](#_bookmark52)
6. [Training Delivery Roles 40](#_bookmark53)
   1. [Defence Trainer 40](#_bookmark54)
   2. [Defence Trainer (Flying) 47](#_bookmark55)
   3. [Contractors as Defence Trainers 47](#_bookmark56)
   4. [Defence Trainer Supervisor 48](#_bookmark57)
   5. [Defence Trainer Manager (DTM) 52](#_bookmark58)
   6. [Commanding Officers / Heads of Training Establishments 57](#_bookmark59)
   7. [Training Delivery Authority 57](#_bookmark60)
7. [Continuous Professional Development for Training Delivery Roles59](#_bookmark61)
   1. [Introduction 59](#_bookmark62)
   2. [Choosing CPD Activities 62](#_bookmark63)
   3. [Keeping a Record of CPD Activities 63](#_bookmark64)
8. [Defence Code of Practice Trainer for Trainers 64](#_bookmark65)
   1. [Introduction 64](#_bookmark66)
   2. [Standards for the Delivery of Training 64](#_bookmark67)
   3. [Standards for Professional Conduct in Training 66](#_bookmark68)
9. [Annexes 68](#_bookmark69)

[A - Defence Trainer - Terms of Reference 69](#_bookmark70)

[B - Legacy Assessment of Defence Trainers (Flowchart) 72](#_bookmark71)

[C - Legacy Assessment of Defence Trainers (Table) 73](#_bookmark72)

[D - Defence Trainer Supervisor - Terms of Reference 74](#_bookmark73)

[E - Legacy Assessment of Defence Training Supervisor (Table) 76](#_bookmark74)

[F - Defence Trainer Manager - Terms of Reference 77](#_bookmark75)

1. [Document Information 78](#_bookmark76)
   1. [Document Coverage 78](#_bookmark77)
   2. [Document Information 78](#_bookmark78)
   3. [Document Editions / Versions 78](#_bookmark79)

# 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](https://modgovuk.sharepoint.com/teams/MOD-DTSMS) [Support 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 Delivery

## Introduction

1. Learning does not start and finish on a training course. An agile force is one whose people learn continuously, from experience and from each other, as well as from training courses. Learning in the workplace is just as important as learning on a course and requires the support of qualified trainers. Whether in the workplace or a training establishment, the underlying principles and standards for the delivery of Defence training remain the same. Training provision is the process conducted by the Training Provider that enables and allows trainees to learn. It is the outputs that ensure trainers are trained, learning activities are piloted, programmed and resourced, learning is prepared for, training deficiencies are managed, risks are assessed and trainees are appropriately cared for.

## 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)

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.

students to foster their internal motivation to learn and move them toward more self- directed and independent learning.

1. **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.
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 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.
4. **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.
5. **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*

8 DTSM 4 (2023 Edition, V1.0)

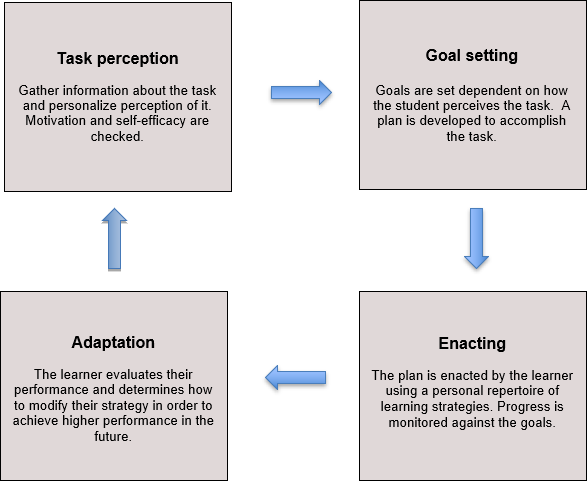
## Self-Regulated Learning

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.

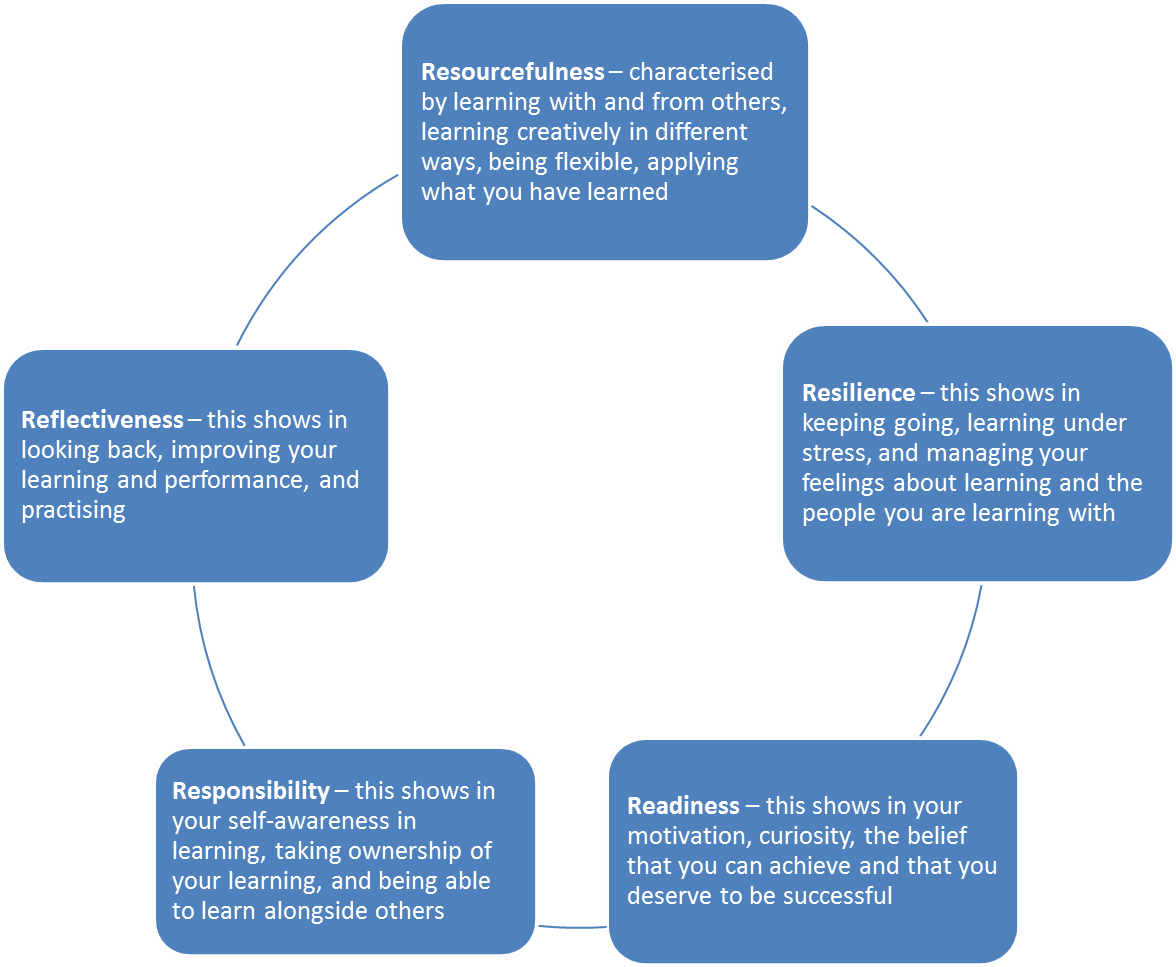
|  |  |
| --- | --- |
| **Active Learner** | **Passive Learner** |
| *Learning is something I do myself* | *Learning is something that is done to me* |
| Success or failure depends upon things that I can control. So:   * I need to find the right resources * I need to check my understanding * I need to 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 Delivery Documentation

## Introduction

1. The Defence Systems Approach to Training (DSAT) Quality Standard (QS) requires a system of documentation to define and communicate the training requirement and to ensure that appropriate controls and procedures exist to guarantee that the totality of the formal training provided satisfies the operational/workplace performance requirement.

## Statement of Training Task

The policy in JSP 822 says:

* Statement of Training Task (SOTT) is a ‘**MUST’** activity.

1. Once accepted by the appropriate governance body (such as the CEB), the SOTR is used as the source document to develop the SOTT. The purpose of the SOTT is to allow the Training Provider to take the agreed output-based requirement and develop it into a deliverable training solution for the following year. In addition to the information already contained in the SOTR, the SOTT should contain, as a minimum:
2. The training activity profile (number of courses/exercises etc with start and finish dates).
3. The total trainee input number and the disaggregated (the number of trainees per training activity) number by training activity.
4. The SOTT may eventually differ from the SOTR. In-year changes to the SOTT should be managed by the CEB but an audit trail is to be maintained by both the CEB and the SOTR Coordination Organisation to show why differences have occurred. Where differences occur within a contractual arrangement, penalties may apply. Although not an exhaustive list, the following issues may result in changes to the SOTT from what was originally endorsed in the SOTR:
5. Funding bid when the SOTR was agreed is not successful.
6. Impact of any Urgent Operational Requirements (UORs).
7. Changes to the Role/Team PS.
8. Results of InVal.
9. Any potential long-term gapping of trainers.
10. Impact of in-year funding constraints.
11. Recruiting targets not being met.
12. Impact of operational tempo.
13. Historic failure rates in determining input to achieve output SOTR.

## Learning Specification

1. Learning Specifications (LSpecs) contain the information the trainer needs to deliver training, including the structure and sequence of training (as detailed in the Learning Scalar). The main purpose of the LSpec is to control what is taught and how it is taught. The trainer should teach all of the KLPs as specified in the LSpec. If there is an issue with the KLPs (e.g. if they are no longer current or relevant) then the DTS, DTM or Chain of Command should be informed. The benefits of using the LSpec include:
2. ensuring the material taught is based on the specified TOs.
3. providing details of suitable Methods & Media, so the material is delivered in an effective manner.
4. helping ensure consistency between trainers and different training activities.
5. saving preparation time.
6. The manner in which the KLPs are delivered is determined to some degree by the LSpec, but there is flexibility for the trainer to impart their own style and experience. If it seems that the LSpec is too prescriptive and is limiting the trainer’s ability to deliver the training effectively, then this should be discussed with the DTS, DTM or Chain of Command.

## Assessment Strategy

The policy in JSP 822 says:

* Assessment Strategy (AStrat) is a ‘**MUST’** activity.

1. The AStrat is useful as it ensures that the assessments are reliable, valid and administered correctly. An AStrat will give clear direction on:
2. summative assessment of each TO.
3. formative assessment of trainee progress.
4. how grades should be assigned and interpreted.
5. action to be taken upon trainee failure of a (valid) assessment.
6. a policy for determining pass or failure.
7. a policy for the maintenance of assessment records.
8. a policy for the identification and prevention of malpractice, including malpractice involving use of generative Artificial Intelligence (AI).
9. a ‘Return to Unit’ policy for infringement of values and standards etc.

## Assessment Specification

The policy in JSP 822 says:

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

1. While the AStrat gives an overview of the training assessment, the detail of how the assessment is to be conducted is contained in the Assessment Specification (ASpec). It contains all the information needed to conduct a valid assessment including the type of test, marking details, pass/fail criteria for the assessment of TOs and the consequences of failure. Trainers should always use an up to date ASpec when planning an assessment. The main purpose of the ASpec is to control what is assessed and how. Trainers must assess all of the EOs and KLPs as specified in the ASpec and not make any changes that alter these. The manner in which the assessment is conducted is determined by the ASpec. Designers strive to provide as much realism as possible, sometimes by using simulation, instrumented or scenario-based activities and so unauthorised changes to the realism of a practical assessment may make it invalid. If limited resources make it difficult to deliver the assessment in the recommended way or the ASpec appears too restrictive, the DTS, DTM or Chain of Command should be informed.

## Commander’s Risk Assessment

The policy in JSP 822 says:

* Commander’s Risk Assessment (CRA) is a ‘**MUST’** activity.

1. In addition to the ongoing process for assessing and registering risk, as part of the MTS, Training Providers should conduct a health and safety risk assessment of the training environment and all training activities. This assessment should be documented, maintained as a Quality Record, recorded in the training documentation and made available at the point of delivery. Trainees should be made aware of the risks associated with a particular training activity or training environment prior to the training activity taking place. Volume 4 of JSP 822 states the need for a CRA to be produced to ensure proper and appropriate risk management, and Care and Welfare support to trainees.

## Supervisory Care Directive

The policy in JSP 822 says:

* Supervisory Care Directive (SCD) is a ‘**MUST’** activity.

1. The Training Provider is responsible for the care of all personnel that live and work within the training establishment or environment. However, particular attention should be paid to the Care and Welfare of trainees, particularly those in initial training. To this end, Training Providers are to ensure that they meet the requirements as laid out in the Direction in Volume 4 of this JSP for the Supervisory Care for Phase 1 Recruits and Phase 2 Trainees which states the need for a SCD. Trainers and training support staff must be appropriately trained and checked and supported to ensure suitability to the unique responsibilities of working with trainees.

## Training Quality Manual

The policy in JSP 822 says:

* Training Quality Manual (TQM) is a ‘**MUST’** activity.

1. The TQM is the CEB-endorsed document that sets the requirements, both in process and output terms, necessary to set and maintain the Defence-mandated QMS. Each TQM will be unique to the specific requirements of the Training System for which it is written. It is recommended that work begins on the TQM as soon as is practical. It is common for the Training Provider and TDA to produce the TQM but the document must also reflect appropriately the activities of the TRA.

# Planning Training Delivery

## Introduction

The policy in JSP 822 says:

* Lesson / Event Planning is a ‘**SHOULD’** activity.

1. Lesson/event planning is an essential part of the training delivery process. A good lesson plan considers all the needs and expectations of the training audience, prepares for any ‘what ifs’ and enables the trainer to feel confident that nothing has been left to chance. Lesson/event plans must be based on the LSpec and take a learner-centric approach. They are created by the trainer using the LSpec and a trainer should request support in developing their Lesson Plan should they need it10.
2. One of the key benefits of planning learning is that it encourages the trainer to think about any potential barriers to learning and to plan how to overcome these. In addition to the information taken from the LSpec, lesson plans may also include information on:
   1. **Timings**. A key part of the skill is in planning timings. Time is at a premium in most training environments and a lesson/event which runs over time, or which fails to deliver all of the planned KLPs in the time allowed is likely to have a significant impact on other parts of the schedule.
   2. **The environment**. Clearly the environment can have an impact on learning, and, for the trainer, this is even more relevant, given that the environment could vary from a hi-tech simulation suite to a shell-scrape in a forest on exercise. Whilst it may not always be possible to choose the best environment in which to conduct training, good planning will ensure that the potential barriers presented by less than perfect surroundings are reduced or removed. Lesson/event plans should contain sufficient information on how the environment will be managed, including the safety brief and risk assessment.
   3. **Motivation**. A lesson/event where motivation has not been considered and planned for is unlikely to be very successful. Good trainers consider their training audience and plan approaches which will motivate trainees, both as individuals and teams. Awareness of possible demotivators is important as is how to remove or avoid them. Table 1 shows examples of both motivators and demotivators that might be relevant to military training whatever the training environment.

10 Examples of lesson plans are on the DLE

|  |  |
| --- | --- |
| **Motivators** | **Demotivators** |
| Time for reflective feedback is included | Feedback is either delivered to the trainee, or not delivered at all. |
| Recognition of achievement/progress | Repetition of previous training |
| Pride in self and/or team/unit | Fear of failure (low self-belief) |
| Comparison with peers | Poor relationship with trainers |
| Previous high performance | Previous poor performance/assessment |
| Training has relevance for trainee | Training seems irrelevant or pointless |
| Training is challenging but achievable | Training is too difficult or too easy |
| Delivery Methods are engaging/strong trainer role model | Delivery Methods are overly trainer- centred |

*Table 3: Training Motivators and Demotivators*

* 1. **Trainee interaction**. Even with full use of TEL and flipped classrooms to minimise lecture time in the classroom, some events in training may still need a more directed delivery approach. This is to be avoided whenever possible not least because it is the learner-centred approach that ultimately helps the trainee to develop confidence and competence. Facilitation of learning means the trainer will relinquish much of the power but none of the overall control. A good trainer should be able to let the trainees direct the pace and content according to their abilities while ensuring that the KLPs are still drawn out.
  2. **Confirmation of learning outcomes**. It is not enough just to deliver the lesson/event according to the LSpec; for training to be effective the trainer also needs to know that learning has actually taken place. It is therefore important to plan not only the activities but the Methods of confirming learning outcomes. This can be achieved by question and answer sessions and observing individual activities or by quizzes, tests or trainee summaries.

## Lesson/Event Planning in the Workplace Environment

1. Whilst the generic guidance above on lesson/event planning is relevant to all training environments, there are some special considerations for training that is undertaken in the workplace. Lesson/event planning for workplace training is just as essential a part of the training delivery process. Depending on the delivery Method to be used, a workplace lesson and/or event plan similar to those used in a more structured training environment may be appropriate. Where TOs are delivered over a longer period of time in-role, the trainer will need to be much more flexible in their approach and the planning process should reflect this. The use of LSpecs and lesson/event plans remains the same.
2. Where workbooks or portfolios are used to stipulate the training to be delivered, planning may focus more on identifying and organising opportunities for learning to take place in the work environment. In this case, the trainer may wish to plan a programme of workplace Tasks that will present the trainee with the opportunity to practise a Skill under supervision, or to learn new Knowledge and Skills through workplace experience. The Standards to be achieved should be clearly stated and the trainer should know the process for assessing and recording completion of the TOs. The workplace environment may be very different from a more structured training environment and will have its own advantages and disadvantages. Potential barriers to workplace learning include:
   1. **Distractions**. Learning in the workplace is a much more informal environment and the trainer may have less control over distractions like background noise and interruptions. While this may create a much more realistic context for the trainee, it may also hamper the delivery of new information and could impact on safety. Good planning will ensure that the risks are properly assessed and, where it is likely that noise or other distractions will impact on learning, the plan should contain information on how this should be managed.
   2. **Trainee interaction**. Workplace training is ideal for a learner-centric approach to training and ultimately helps the trainee to develop confidence and competence. In order to facilitate learning, the trainer must be prepared to step back and allow the trainee to learn from experience, even if this means allowing them to make mistakes where safety permits.
   3. **Confirmation of learning outcomes**. For workplace training to be properly effective, the trainer should plan not only the tasks and activities to be conducted but also the Method of confirmation to be used, whether this is just through question and answer session, observing completion of a task, summarising the KLPs at the end of a task or allowing the trainees to summarise themselves what has been learned.

# Standardising Training Delivery

## Introduction

1. In order to ensure that training is analysed, designed, delivered and assured to a set standard, Defence uses the Defence Systems Approach to Training. A great deal of work goes into the design and development of training to make sure that it is relevant, realistic and prepares Defence personnel properly for the jobs they have to do. Well-designed training, however, can still fail if it is not delivered in the way it was intended. Training deliverers must therefore comply with the specifications of the training design when they deliver their lessons. The DTCF sets out the requirement for trainers to employ “*relevant DSAT course documentation to identify desired learning outcomes and plan collective learning events*” in Competency 2.1 and to adapt “*delivery according to trainee response while still achieving planned outcomes*” in Competency 4.1. Trainers must ensure the overall objectives or the lesson are met and that the relevant Learning Specifications (LSpecs) and Assessment Specifications (ASpecs) are adhered to.
2. Course documentation (specifically the LSpec, AStrat and ASpec) is the trainer’s crucial link to the DSAT process. It provides the authority to deliver standardised training and forms the basis for the production of course programmes, lesson plans and assessments. Training must be delivered in accordance with the relevant specifications and so if any part of the course documentation is not available for a specific course or lesson, trainers should inform the course manager immediately. Trainers or trainees may highlight issues with training content, for example, pertaining to currency or relevance. In this case, it is important to use the DSAT system correctly to highlight shortcomings. Alterations to Training Objectives (TO), Enabling Objectives (EO) or Key Learning Points (KLPs) within the course documentation can only be achieved by following local course change processes, which must include the Training Delivery Authority. Trainers must be absolutely clear on their boundaries when adjusting lesson content and should be fully briefed on the process for requesting updates or amendments to course documentation.

# Resourcing Training Delivery

The policy in JSP 822 says:

* Resourcing Training is a ‘**MUST’** activity.

## Introduction

1. **Resourcing training**. Resourcing the training activity is intimately tied into its programming and scheduling. The Training Provider, supported by the TDA and other stakeholders, should ensure that the activity is properly resourced. This is in order to implement and maintain the Training System, continuously strive to improve its effectiveness, and enhance Customer satisfaction by meeting the TRAs training requirements.
   1. **Human resource**. The personnel involved in all aspects of DSAT, particularly in the delivery and evaluation of the training activity should be trained and competent to carry out their Roles. It is the responsibility of the TDA, enforced by the Training Provider, to ensure that all training staff are provided with the appropriate training and have relevant experience.
   2. **Infrastructure and environment**. The Training Provider, supported by the stakeholders, should also determine, provide and maintain the infrastructure and working environment needed to achieve the trained output, which includes:
      1. buildings, workspaces and associated utilities;
      2. training equipment and support equipment (both hardware and software) and training estates (with associated facilities);
      3. supporting services.

# Technology in Training Delivery

This chapter will be developed further in future editions / versions.

1. Technology provides trainers with a wide range of different tools that can help to present new Media, increase trainee interaction and improve trainee engagement by making the training more personalised. While the use of learning technology can be a very powerful training tool in the right circumstances, it should only ever be used where it enhances learning and never just for the sake of it. TEL is a particularly fast-developing area, which now covers a much broader and more complex range of technologies, meaning that there are an increasing number of ways in which technology is being exploited across Defence. Learning technology is currently used to support learning in the classroom, to provide information (for knowledge-based learning) before the classroom activity, to provide training remotely, to provide realism in training and to increase trainee engagement. Trainers must be able to employ common technology in their lessons, and may be required to support trainees using technology in other contexts, e.g. e-tutoring, Computer Aided Instruction (CAI), Computer Based Training (CBT), or use of simulators.

# Programming Training Delivery

The policy in JSP 822 says:

* Programming Training is a ‘**MUST’** activity.

## Introduction

1. **Programming training**. The Training Provider should produce and maintain an annual programme of all training activities. Any changes which arise within the current Training Year (TY) should also be reflected in the annual programme of training activities. There is no suggested methodology for programming. A common sense approach should be used and a clear understanding of the freedoms and constraints available to programmers will ensure that training activities:
   1. Use available resources efficiently and to maximum effect;
   2. Match the most effective and efficient Method & Media to the desired learning outcome;
   3. Generate variety, stimulation and interest;
   4. Programme different activities intelligently (such as not programming a lecture directly after a session of PT) that build progressively from basic individual Skills lessons through to team and collective training events;
   5. Build in time for movement, administration, rest, meals and breaks;
   6. Consider environmental, seasonal, weather or light factors if required (for outdoor practical and collective training);
   7. Use a standardised programming format that builds routine and publish changes to the norm early;
   8. Simulate, replicate or use realistic or real Conditions;
   9. Have a method of informing trainees and trainers of unavoidable, short notice changes to the programme;
   10. Minimise the administrative or non-training burden to the trainee.
2. Programming is usually carried out by a centralised design cell or Training Provider as a headquarters function. In larger Training Providers it is essential that trainers adhere to the programme as resources will need to be carefully managed to meet the needs of a high number of trainees on different training activities.

# 10Scheduling Training Delivery

The policy in JSP 822 says:

* Scheduling Training is a ‘**MUST’** activity.

## Introduction

1. Once training activities are programmed the elements should be sequenced, or scheduled, in order that the training is conducted in the correct order to optimise both the acquisition and retention of the KSA. This ensures that training is built up and TOs and their dependent EOs and KLPs are delivered in the order that maintains the integrity of their dependencies (i.e. that the achievement of a TO may require dependent EOs/KLPs to be conducted in a particular sequence in order to ensure that the trainees’ KSA is built up progressively). This, however, may not always be necessary. The course schedule or programme is usually produced by the Course Design Cell as part of the course documentation. Particularly in larger training organisations, it is essential that trainers stick to the planned course schedule, as resources and classrooms will need to be carefully managed to meet the needs of a high number of trainees and different courses. Where there is a need to change the course schedule, this should always be approved by the course manager and trainers should aim to avoid short notice changes wherever possible.

# 11Piloting of Training Activities

The policy in JSP 822 says:

* Piloting of Training Activity is a ‘**SHOULD**’ activity.

## Introduction

1. To help identify any issues or problems early, a pilot course or pilot collective training event should be conducted. Piloting of a training activity is defined as, *'the first delivery of a newly designed training activity under ‘realistic’ conditions'*. The purpose is not only to prove what works, but also to highlight problem areas so they can be revised as necessary. Checking the training activity in this manner will ensure it is cost-effective and, therefore, meets the requirement. The aim of a pilot is to establish how well the following perform when used for real with actual trainees:
   1. programme.
   2. documentation.
   3. materials.
   4. lesson/event plans.
   5. location/environment.
   6. resourcing, training support and administration.

## Planning the Pilot

1. Planning the pilot requires answers to the following questions:
   1. when will the pilot be conducted?
   2. which trainees will be on the pilot?
   3. which trainers will be used?
   4. how much time is required?
   5. are all the resources available and allocated?
   6. what revisions can be made during the pilot? (i.e. what alternatives are available?).

## Pilot Stages

1. Ideally, there should be 3 stages to the pilot:
   1. **Stage 1: One-to-One**. An initial assessment of the training material should be conducted using 1-3 SME individuals or small teams as ‘guinea pigs’.
   2. **Stage 2: Small Group**. 6-12 people, or medium teams, who are representative of the intended trainee group, undertake the training together. Those conducting the pilot observe closely and frequently gather trainee and trainer opinions by questionnaires and interviews.
   3. **Stage 3: Field**. The first fully staffed ‘production’ course or collective training event, with genuine trainees and all the allocated training resources and administrative support. 100% of the training delivered is monitored.
2. In practice, resources rarely permit the full application of one-to-one and small group trials, and training activities tend to commence with a field trial. Nonetheless, these procedures should be applied to test and revise at least those portions of a training activity which involve high cost Methods & Media and/or where failure to achieve Standards has to be avoided at all costs.
3. During the pilot, it is important to safeguard the interests of the trainees. The trainees should not be disadvantaged because they attended a pilot. The following actions should therefore be considered:
   1. trialling parts or all of the materials before the pilot (e.g. a particular demonstration to ensure it works and how much time it takes).
   2. allocate additional time to the pilot to allow for changes and revisions.
   3. adopt intensive InVal procedures during the pilot, so issues are identified early and where possible rectified.
   4. ensure that trainees that fail part or the whole of the pilot have the opportunity to be retrained and/or retested.

## Data Collection

1. **Data collection**. A major activity during the pilot will be data collection. A comprehensive system of obtaining feedback is the only way of interpreting what is happening. Table 3 provides suggested information for data collection.

|  |  |
| --- | --- |
| Ways to Collect Data | Possible Questions/Observations to Assist with Collecting Data |
| By observation of lessons/events | Time used  Training requiring clarification Training causing trainee hesitation  Training drawing incorrect trainee responses |
| Information from trainees during lessons/events | Omissions of content Difficulties with concept Difficulties with sequence  Typographical or spelling errors in text and other media Inadequate graphic or visual presentations  Unclear directions |
| From trainees and trainers after lessons/events | Level of interest Level of difficulty  Level of understanding of objective or teaching points Potentially irrelevant material  Sufficiency of trainee practice Adequacy of feedback to the trainee Detail and clarity of directions Particular learning problems Suitability of visual aids  Suitability of tests Likes and dislikes Trainee confidence Administration  Recommended changes |
| What data is required before the training activity, such as, trainee entry level or trainer background? |  |
| What Methods will be used (e.g. daily questionnaires, post training discussions)? |  |
| Who will collect the data? |  |
| How often will data be collected? |  |
| What statistical methods or supporting software is required? |  |

*Table 4: Data Collection Information*

1. It is important that the methods chosen to collect data can be used to both evaluate and assess the pilot. All data collected has to be analysed to determine what conclusions may be drawn and what implications they may have. The result of this process is a list of realistic recommendations, supported by the data that should be compiled as a report and submitted to the appropriate governance body (such as the CEB) for approval and action. The data collection and analysis for the pilot should consider:
   1. how will the data be analysed (e.g. using statistical methods on test results)?
   2. how often will the data be analysed during the pilot and recommendations provided?
   3. how will the data be presented, (e.g. bar charts, summary tables etc)?
   4. who will be involved in the analysis and final recommendations?

## Stakeholder Involvement

1. Depending on the type of Training Provider there may be up to 7 key stakeholders involved in the pilot:
   1. training management staff.
   2. training design staff.
   3. InVal staff/cells.
   4. trainers.
   5. dedicated exam staff (where employed).
   6. trainees.
   7. TRA.
2. Each stakeholder has distinct responsibilities, but few are mutually exclusive. The success of the pilot relies heavily on a collaborative approach to achieve all the tasks. Many activities rely on input from more than one stakeholder. Feedback from InVal will result in changes to the training activity during its lifetime. It should be made clear who is responsible for implementing these changes and maintaining the training activity.

# 12Management of Training Deficiency

The policy in JSP 822 says:

* Management of Training Deficiency is a ‘**MUST’** activity.

## Introduction

1. Managing risks to the trained output (i.e. the KSA of the trainees undergoing individual training) is different from assessing and managing risks associated with the Training System.
2. The responsibility for the management of training deficiency lies with the Training Provider. Where risks or issues resulting from identified training deficiencies cannot be mitigated by the Training Provider such training deficiency-based risks should be elevated for treatment or toleration etc.
3. Identifying and raising training deficiencies shows the stakeholders where training shortfalls exist or where risks have been taken owing to either an inability to train certain TOs (due to weather constraints or equipment casualties, for example) or a training failure that has been picked up through the assurance process. Such deficiencies suggest that trainees may not hold the competences that the training should have delivered. These are essentially unplanned but unavoidable training gaps which should therefore be captured and the appropriate governance body informed so that a decision can be made to treat, tolerate or transfer11 the training deficiency.
4. A Training Deficiency is different from the Residual Training Gap. The Residual Training Gap is agreed by the TRA early on in the DSAT process and is articulated in the RTGS.

11 To the receiving unit.

# 13Inclusion in Training Delivery

## Introduction

1. Trainee performance is directly related to trainee potential and to any barriers which prevent them from performing effectively. All trainers will be required to work with a mix of trainees who may be affected by one or more of these barriers. Failure to address this can have a significant impact on trainee motivation, performance and retention. Trainers must therefore ensure that everyone has the same opportunity to learn, develop and succeed. That means preventing barriers from arising where possible and helping individuals to deal with barriers when they do arise. This is known as inclusion in training.
2. The DTCF sets out the requirement for learning events to be “*aligned with trainee motivation*” and for resources to “*actively engage the learner*” in Competency Group 2. The requirement for trainees to “*feel supported and able to relate their learning and development goals*” and that their “*achievement is used as a motivational tool*” is set out in Competency Group 4. All the competencies in Group 2 and Competency 4.1 and 4.2 highlight the importance of considering both group and individual needs when planning, preparing and facilitating learning.
3. Lessons should be planned to provide both support and challenge for trainees, so that all ability levels can achieve progress. Trainers must be able to support trainees in dealing with a range of different barriers to learning, including those linked to welfare, discipline and specific learning needs. Where the barrier is linked to trainee attitude, e.g. confidence, motivation or stress, the trainer will use coaching techniques to assist the trainee in dealing with this.

# 14Remedial Training

The policy in JSP 822 says:

* Remedial Training Strategy is a ‘**MUST’** activity.

Consideration should be given to developing a remedial training strategy (which would form part of the overall AStrat) that is appropriately programmed and resourced. There is further Direction on Remedial Training in JSP 822, Vol 2, Ch 6, Sect 6.3. Trainees that fail assessments or otherwise do not meet the required standard of performance within the prescribed conditions should be given all available and practical opportunities to be provided with additional, or remedial, training in order to both give the trainee the best possible opportunity to pass the training activity. This will ensure the costs and resources expended on training are not wasted. Re-testing should only be conducted once the trainee has received remedial training to fill the Knowledge, Skill or Attitude gap. Re- testing without remedial training will likely be a waste of resource. A remedial training strategy should consider:

* 1. the resources, time and trainer capacity necessary to deliver additional training.
  2. the most cost-effective way to deliver additional training (such as integrating remedial training with other or later training activities).
  3. programming in revision and refresher training and conducting regular summative assessments to minimise the chances of failure (‘training in’ rather than ‘selecting out’).
  4. assessment variability (such as question banks) to ensure that trainees do not learn how to pass the test rather than learn the subject.
  5. identifying as early as possible trainees that are likely to need additional training (i.e. catching the problem early, where it will take less effort to correct than it would at the final assessment).
  6. use of blended learning methods to provide additional training opportunities.
  7. clear policy that explains the conditions under which trainees may expect additional training and where they may not; the policy should also lay out the trainee’s responsibilities for taking charge of achieving their own learning outcomes.

# Quality in Training Delivery

The policy in JSP 822 says:

* Training Quality Manual Activity is a ‘**MUST’** activity.
* Training Quality Policy, Training Tagets and Quality Records Activity is a ‘**MUST’** activity.

## Training Quality Manual

1. The Training Quality Manual **(**TQM) is the CEB-endorsed document that sets the requirements, both in process and output terms, necessary to set and maintain the Defence-mandated QMS. Each TQM will be unique to the specific requirements of the Training System for which it is written. It is recommended that work begins on the TQM as soon as is practical. It is common for the Training Provider and TDA to produce the TQM but the document must also reflect appropriately the activities of the TRA. An aide- mémoire for a TQM is at Table 5, and should include:
   1. Scope of MTS, including the details of, and justification for, any exclusions.
   2. Training Quality Policy.
   3. Training targets.
   4. Quality Records (and their control).
   5. Evaluation Strategy

## Training Quality Policy

1. This should set out the rules regarding the establishment and maintenance of the QMS to ensure that the Training System delivers training that meets Defence mandated training requirements. Therefore the Training Quality Policy should:
   1. be appropriate to the purpose;
   2. include a commitment to comply with requirements and Continuously Improve (CI)12 the effectiveness of the MTS;
   3. ensure that training targets are established and provide a framework for establishing and reviewing them;

12 Continuous improvement should be embedded in the routine business of delivering training and underpinned by a culture that empowers staff and generates trust so that individuals feel able to step forward with new ideas. In the context of the DTC, the role of the DTM and DTS, in particular, is critical in creating and maintaining this culture of continuous improvement, by promoting the adoption of good practice, the exploitation of learning technologies and the provision of CPD at all levels. That said, all training staff should be made aware of their role in the continuous improvement process.

* 1. be communicated and understood within the organisation as to the importance of meeting TRA as well as statutory and regulatory requirements;
  2. be regularly reviewed for continuing suitability;
  3. articulate how reviews and evaluations of the MTS will be conducted;
  4. ensure the availability of resources to support the MTS.

## Training Targets

1. These ensure that the Training System remains effective, efficient and appropriate to the training need. They should be designed to ensure that the Training System meets the requirements for the trained output. They should also be measurable and consistent with the Training Quality Policy.

## Quality Records (and their control)

1. Records should be established and maintained to provide evidence of conformity to requirements and of the effective operation of the MTS. Records should remain legible, readily identifiable and retrievable. A documented procedure should be established to define the controls needed for the identification, storage, protection, retrieval, retention time and disposal of records. In addition, documents required by the MTS will need to be controlled. A documented procedure should therefore be established to define the controls, as required:
   1. to approve documents for adequacy prior to issue.
   2. to review and update, as necessary, and re-approve documents.
   3. to ensure that the current revision status of documents are identified.
   4. to ensure that relevant versions of applicable documents are available at points of use.
   5. to ensure that documents remain legible and readily identifiable.
   6. to ensure that documents of external origin are identified and their distribution controlled.
   7. to prevent the unintended use of obsolete documents and to ensure they are identifiable as obsolete should they need to be retained.
   8. procedures established for the MTS, or reference to them (including analysis, design, delivery and assurance of training).
   9. a description of the interaction between the processes of the MTS (such as the DSAT process itself) including the documents needed to ensure the effective planning, operation and control of the Training System processes.

|  |  |  |  |
| --- | --- | --- | --- |
| **Training Quality Manual (TQM)** | | | |
| 1 | **The Management of Training System (MTS) Structure** | |  |
|  | 1.1 | Training Quality Policy | Set out the rules regarding the establishment and maintenance of the QMS |
|  | 1.2 | Processes, sequences and interactions | How the trainees, training, trainers and Training System interact (could be diagrammatical) |
|  | 1.3 | TQM scope and documentation of the MTS | TQM scope and reference material |
|  | 1.4 | Exclusions from the TQM | Lists any omissions from the DSAT process that are therefore not covered in the TQM |
|  | 1.5 | Control of Quality Records and documents | Sets out the procedure for control of records that demonstrate the QMS of the Training System |
| 2 | **Management of training** | |  |
|  | 2.1 | Management commitment | States the commitment to achieving a quality Training System |
|  | 2.2 | Training Targets | Identifies and lists suitable and measurable targets to measure the standard of training against |
|  | 2.3 | MTS planning | Ensures that the MTS adheres to the QMS as laid down |
|  | 2.4 | Responsibility, authority and communication | Communicates changes to the Training System and TQM updates, ideally through a QMS Working Group |
|  | 2.5 | Management review | Sets out the procedures for the review of the QMS against the Training System and training need |
|  | 2.6 | Resource management | Sets out the procedures for ensuring resourcing matches the requirement |
|  | 2.7 | Human resource management | Sets out the procedures for ensuring staff are appropriate to the requirement competent/qualified,  which is documented and maintained |
|  | 2.8 | Infrastructure and work environment management | Sets out the procedures for ensuring the infrastructure and environment meets the  requirement |
|  | 2.9 | Training activity management | Sets out the procedures for the routine management of the training activity |
|  | 2.10 | Managing the Customer/Supplier interface | Sets out the procedure for managing the Customer requirements, usually through the CEB |
| 3 | **Training documentation** | | Sets out the procedure to ensure the currency, approval and fitness of training documentation and  their control as Quality Records |
| 4 | **Analysis** | | Demonstrates adherence (or otherwise) to DSAT process |
| 5 | **Design** | | Demonstrates adherence (or otherwise) to DSAT process |
| 6 | **Delivery** | | Demonstrates adherence (or otherwise) to DSAT process |
|  | 6.1 | Control of Training Delivery | Sets out the procedure to ensure the delivery of training meets the QMS, such as competent trainers,  up to date documentation etc. |
|  | 6.2 | Risk assessments | Sets out the procedure for the management/mitigation of risks (See JSP 822 and  JSP 375) |
|  | 6.3 | Trainee and trainer | Sets out the procedure for the supervisory care, |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | management | welfare etc of trainees (See JSP 822, Vol 4) |
|  | 6.4 | Trainee Records | Sets out the procedure to ensure that all record pertaining to trainees are treated as Quality Records |
| 7 | **Assurance (Audit, Evaluation and Inspection)** | | Demonstrates adherence (or otherwise) to DSAT process |
| 8 | **Acquisition of Training solutions** | | Sets out the procedure for the acquisition of alternate/complementary Method & Media options |

*Table 5: Aide-mémoire for a TQM*

# Assessment of Learning

The policy in JSP 822 says:

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

## Introduction

1. Assessment is an essential aspect of any training which must be properly understood and applied. Assessment requires the trainer to determine whether learning has occurred which requires making a judgement on trainee Performance and progress, then to decide whether the trainee is sufficiently competent in a particular Role or Task to be qualified for employment and/or work with or without supervision. The proper conduct of assessment in training can have a major impact on training time and resources, but ultimately will contribute directly to Defence outputs. Trainers should be able to administer assessments in training in a fair, valid and reliable manner, this is achieved through standardisation of conduct and moderation of marking:
   1. **Standardisation**. Standardisation is achieved by adhering to the direction given in the Assessment Strategy (AStrat), and the detail provided in the Assessment Specification (ASpec) . If an assessment is conducted using the same instructions every time, all trainees should receive exactly the same assessment, regardless of when, where and by whom the assessment is conducted.
   2. **Moderation**. Moderation of marking can also help to ensure that the marking of assessments by different trainers is equitable and fair. In this case, a random sample of marked assessments is marked again by another trainer without first seeing the original score or grades awarded. The resulting scores are then compared to see if they agree. Where scores do not agree, trainers should consult with other trainers, and as a team, identify where the marking system is flawed and adjust scores/grades accordingly. Any problems with the marking criteria should be highlighted to the DTS, DTM or Chain of Command.
2. Although it takes many forms, Assessment serves one of two purposes: formative assessment that allows judgement or measurement of progress towards a goal or summative assessment that judges or measures whether that goal has been reached. Both measures can be norm referenced – making comparison with others (performance orientation) or criterion referenced – making comparison to a standard (mastery orientation). Assessment, then, is the primary measure available to the learner regarding their achievement. It is also the evidence base of that achievement.
3. As with other learning activities the principles of motivation, goal orientation, believability, relevance (both to the operational requirement but also to that stage of development and learning) and trust are applicable. Assessment needs to be sufficiently challenging to be credible and to test deep learning should use higher levels of Blooms Taxonomy. Assessment, to be more than a process that just gathers data, must be

meaningful to the organisation (actually constitute proof of competence) and be meaningful to the learner through a process of feedback.

## Assessment Strategy

1. The AStrat is useful as it ensures that the assessments are reliable, valid and administered correctly. An AStrat will give clear direction on:
   1. summative assessment of each TO.
   2. formative assessment of trainee progress.
   3. how grades should be assigned and interpreted.
   4. action to be taken upon trainee failure of a (valid) assessment.
   5. a policy for determining pass or failure.
   6. a policy for the maintenance of assessment records.

**Further reading**

DTSM 3 – Deigning Individual Training, Ch 4 - Assessment Strategy.

## Assessment Specification

1. While the AStrat gives an overview of the training assessment, the detail of how the assessment is to be conducted is contained in the Assessment Specification (ASpec). It contains all the information needed to conduct a valid assessment including the type of test, marking details, pass/fail criteria for the assessment of TOs and the consequences of failure. Trainers should always use an up to date ASpec when planning an assessment. The main purpose of the ASpec is to control what is assessed and how. It is important Trainers assess all of the EOs and KLPs as specified in the ASpec and not make any changes that alter these. The manner in which the assessment is conducted is determined by the ASpec. Designers strive to provide as much realism as possible, sometimes by using simulation, instrumented or scenario-based activities and so unauthorised changes to the realism of a practical assessment may make it invalid. If limited resources make it difficult to deliver the assessment in the recommended way or the ASpec appears too restrictive, the DTS, DTM or Chain of Command should be informed.

**Further reading**

DTSM 3 – Deigning Individual Training, Ch 4, Sect 4.3 - Assessment Specification.

## Assessment of Learning in the Workplace Environment

1. Whilst the generic guidance on assessment of learning is relevant for all training, there are some special considerations for the workplace training environment. The proper conduct of assessments in the workplace is critical to the assurance of Defence outputs, since it requires making a judgement on trainee performance and progress and to decide on whether they are sufficiently competent in a particular task to be qualified to work without supervision. Trainers should be able to administer assessments in a fair, valid and reliable manner according to the specifications provided. This is particularly important because workplace assessments may not be conducted under the same conditions that would usually be expected in more structured training environment.
2. Workplace assessments are generally practical in nature and are used to test individuals or teams in 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. The WTS will often require the trainees to be assessed on a Skill that has already been practised and assessed in a simulated environment but which now needs to be confirmed in a live environment. It is important that workplace assessments are conducted in a context that properly reflects the real challenges of the Role. Workplace assessments can be either formative or summative. The detail of what should be assessed and how it should be assessed is contained within the following training documentation:
   1. AStrat
   2. ASpecs.
   3. A workbook or other document containing a description of the Performance, Conditions and Standards to be achieved. It is important to ensure that the required Performance is assessed under all the Conditions stipulated (such as, field conditions, without support) and to the Standards specified. This may involve reference to a particular Service manual or handbook which is to be detailed in the training documentation. Any uncertainty as to how the assessment should be conducted and/or recorded should be referred to the DTS, DTM or Chain of Command.

## Recording Assessment

1. Recording assessments is an essential activity for all training environments to provide:
   1. A record for each trainee which includes a summary of all test results (both formative and summative), as well as a record of action taken, such as counselling notes or copies of written warnings. This record is then used to guide the trainee’s report.
   2. A table consolidating all the summative test results for all trainees. 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.
   3. Supporting information for the assurance (audit, evaluation and inspection) and accreditation of training.

## Malpractice and Maladministration in Assessment of Learning

1. Further guidance will appear in the next edition.

# Training Delivery Roles

## Defence Trainer

1. Defence Trainers inspire, motivate and challenge trainees in order to get the very best from them. To be fully effective, trainers fulfil the Roles of the specialist trainer and that of leader, including: understanding the key attributes of a trainer; effective delivery techniques; the realities of training; coaching; and the use of technology. The DTC will deliver trainers that are fit for purpose and whose training and development are linked to the DTCF. Trainers must, of course, also be fully SQEP in the subject matter they are delivering. If training delivery is outsourced, any trainer requirements must be specified in the contract.
2. Defence Trainers are responsible for the planning, preparation, delivery and assessment of group learning as well as planning and supporting learning with individual trainees. Dependent on your specific work context, this may include the management of trainee attitudes and behaviour, and the administration of trainee records and reports.
3. The Defence Trainer plays a central role in ensuring that trainees succeed in training. You are not only the focus for teaching knowledge and skills, but also for inspiring, encouraging, supporting and challenging your trainees, through strong leadership, role modelling and coaching. You want your trainees to become independent learners, who can continue to regulate their learning throughout their careers. Whatever their ability level, they will need regular feedback and support to help them assess their knowledge and skills, so that they can learn to identify and set their own goals for further professional development.

**PROFESSIONAL DEVELOPMENT**

1. All training for Defence Trainers is based on the competencies set out in the DTCF. These competencies are graded according to 3 different stages of professional development: Foundation, Practitioner and Advanced Practitioner. On successful completion of Stages 113 and 214 of the Defence Trainer course, you are awarded the JPA competence Defence Trainer Level 1 (Foundation). Completing Stage 315 of the Defence Trainer Course gains you a further JPA competence award of Defence Trainer Level 2 (Practitioner). You then have the opportunity to progress to JPA competence Defence Trainer Level 3 (Advanced Practitioner). This is achieved through a programme of CPD and, where appropriate, additional training.
2. Advanced Practitioner level is awarded by your Chain of Command. In order to achieve Defence Trainer Level 3 (Advanced Practitioner), you will need to work with your DTS to identify ways in which you can provide the appropriate evidence of your advanced knowledge and skills, which should relate directly to the Advanced Practitioner behaviours listed in the DTCF.

13 Defence Trainer Course Stage 1 covers underpinning knowledge and concepts and will normally be delivered through the DLE.

14 Defence Trainer Course Stage 2 focuses on skills development and early application.

15 Defence Trainer Course Stage 3 focuses authentic application and contextualisation in the workplace. It comprises completion of the L3 AET Portfolio and observation of TPs 4, 5, and 6.

**PERSONNEL EMPLOYED AS DEFENCE TRAINERS**

1. The types of personnel employed as Defence Trainers include:
   1. Military Regulars.
   2. Military Reservists16.
   3. Civil Servants
      1. Includes all CS involved in delivering and managing training (e.g., DTS)
      2. Specialist Instructional Officers.
      3. CS lecturers of all occupational groups, e.g., Burnham Lecturers.
   4. Contractors17
      1. Defence Contractors
      2. Lecturer Contractors, e.g., at DefAc, RTS (Halton) and RAFOTA (Cranwell)18.
   5. Other Trainers as directed by FLCs, e.g., University Air Squadrons, Officers’ Training Corps.

**DEFENCE TRAINER ATTRIBUTES**

1. Defence Trainers need to be able to inspire, motivate and challenge trainees, understand their learning needs and expectations, and be able to draw on the right tools and techniques to get the very best from them. To be fully effective, trainers should therefore understand and fulfil both the Roles of the specialist trainer and that of leader, which include:
   1. **Role modelling**. Through the adoption and promotion of the Service core values, trainers lay the foundations for the behaviours that build team cohesion and underpin operational effectiveness. Role modelling is therefore a core responsibility.
   2. **Facilitating inclusive learning**. Trainers should create an inclusive learning environment where all trainees have the opportunity to learn and reach their full potential. Trainees are trained to function as part of a team, but they also need to be regarded as individuals in order to unlock and maximise their potential. Only by

16 All types of Reservists including UTCs are in scope less Cadet Instructors.

17 Contractors employed locally in Educations Centres teaching GCSEs and A’ Levels, for example, are not classified as Defence Trainers. Best practice dictates that they should be qualified at one level higher than the subject they are teaching. The local CRA must address Care and Welfare issues relating to their employment.

18 Currently deemed to be working in ‘HE’ not FE. DefAc do DHET and RTS/RAFOTA do Fellowship of the Higher Education Academy within 12 months of taking up employment. This is a condition of the contract of employment. They must undertake CoT.

treating them as individuals, based on their talents and knowledge, will they reach higher levels of achievement. Good trainers are able to facilitate learning in the most appropriate way to suit the needs of the trainees. Trainers will need a sound understanding of learning theory and a broad range of skills including the use of modern teaching techniques, learning technologies and coaching.

* 1. **Assessment of learning**. Assessment is an essential part of training delivery and trainers are often asked to make critical decisions regarding trainees’ progress through training and subsequent qualification for employment. The proper conduct of assessment has implications for training time, resources and effective capability. Good trainers are able to administer assessments in training in a fair, valid and reliable manner in accordance with the AStrat and ASpecs provided.
  2. **Care and Welfare**. Trainee welfare has a big impact on how successful trainees are in training. Trainers need to create an environment of mutual support and respect where trainees feel safe and know that their contributions are recognised and valued. Commanders have specific responsibilities relating to Care and Welfare; these are detailed in Volume 4 JSP 822.

**DELIVERING EFFECTIVE TRAINING**

1. The Defence Trainer course provides new trainers with an understanding of how trainees learn and a range of tools and techniques to employ. Trainers should also be aware of the unique nature of the training environment and the codes and boundaries which must be applied to ensure that training remains safe and effective for all.

**REALITIES OF TRAINING**

1. Trainers will be required to deal with a whole range of issues that might affect the length of time available to teach a lesson (e.g. if trainees finish a previous lesson later than planned). KLPs may need to be covered again if, for example, some trainees have missed a previous lesson/event. In all cases, trainers should understand the following when adapting training delivery to meet the realities of training:
   1. All KLPs should be delivered in accordance with the LSpec. Where it has been necessary to adapt or miss out KLPs, trainers must inform their Defence Training Supervisor (DTS), Defence Training Manager (DTM) or Chain of Command, preferably with suggestions as to how these can be made up at a later date. If the KLPs cannot be delivered, then a deficiency report should be raised.
   2. Assessments should be delivered in accordance with the ASpec. If the assessment cannot be delivered in the time available, then the DTS, DTM or Chain of Command should be informed, and the assessment rescheduled for a later date.

**EVIDENCE-BASED APPROACH**

1. Evidence-based teaching (EBT) has been firmly embedded into the Defence training environment. It has proved to be highly effective in improving direct learning outcomes (achieving TOs) and indirect outcomes (e.g. encouraging independent learning, developing social skills, promoting the desire to learn). Detailed guidance on a range of EBT methods is given to trainers during the Defence Trainer course and is available on the Defence Trainer DLE.

**COACHING**

1. The purpose of using coaching techniques is to unlock a trainee’s potential in order to improve and maximise performance. It is about helping trainees learn for themselves rather than delivering training to them. Coaching techniques form an integral part of the trainer’s toolbox. Everything should be geared towards ensuring that trainees are successful. Often that simply means responding positively and constructively to their efforts and setting new challenges for them. There will also be times when a more focused individual approach is needed (e.g. to develop a trainee who is struggling, or to motivate a trainee who is finding training too easy). Coaching techniques form the basis of the Defence trainer course, and of learner-centric training, in order to ensure the effectiveness and efficiency of training are maximised.
2. There is no single definition of Mentoring in Defence as the word has different meanings depending on the context. For example, Informal Workplace Training includes mentoring schemes where a trusted colleague shares knowledge and experience over a period of time to assist a new colleague; there are mentoring schemes to assist foreign forces to manage their own security. Each has different aims. Where mentoring is mentioned in this JSP, it is referring primarily to the Role of the Defence Trainer Supervisor (DTS) who acts as a mentor for Trainers. In the DTS context the definition of Mentoring is: ‘where a trusted colleague shares knowledge and experience over a period of time to assist a new colleague’.
3. Trainers should be introduced to the learning technologies available in their unit during the unit induction programme. Trainers should never discount the use of a learning technology because they do not know how to use it, but instead they should watch and learn from other Defence Trainers or ask for training from their DTS and/or chain of command.

**TRAINING INTERVENTIONS FOR DEFENCE TRAINERS**

1. The DTc is delivered by the Defence College of Training Support (DCTS).

|  |  |
| --- | --- |
| **Course Name:** | Defence Trainer Course. |
| **Course Provider:** | Defence College for Training Support (DCTS) |
| **Course Location:** | Defence Academy, Shrivenham |
| **Course Duration:** | Stage 1: 8-12 hours online learning Stage 2: 10-days residential  Stage 3: Lesson observations (TPs 4, 5 and 6) by unit DTS, or nominated TMS. |
| **Course Details:** | This course has been designed for trainers delivering training within the Phase 1, 2 and 3 environment, as well as in a defence workplace environment.  Learners will learn via a number of techniques including facilitation, practical training deliveries and interactive scenarios.  Learner will be required to deliver 3 x practice lessons. |
| **Register Interest:** | <https://www.da.mod.uk/courses/defence-trainer-course> |

*Table 6: Defence Trainer Course Overview*

1. Franchises19 of the DTc course are also delivered by additional Training Providers within Defence. Franchisee for the training year 2023/24 can be found in 2023DIN07-060 (Annex A).
2. The DTc includes the Advanced Care of Trainees (CoT) course, however, whilst the DTc only needs to be completed once, the Advanced CoT is only valid for 3 years.
3. JSP 822 directs that all personnel in direct/regular contact with Phase 1 and 2 trainees must complete the Advanced CoT course. If you are still in a trainer position after 3 years of completing the Advanced CoT course, or, you have returned to a trainer position after 3 years of completing the Advanced CoT course, you will have to complete the course again. Table 2 has an overview of the Advanced Care of Trainee course.

|  |  |
| --- | --- |
| **Course Name:** | Advanced Care of Trainee course |
| **Course Provider:** | Distributed by DCTS to local training providers |
| **Course Location:** | Contact unit DTS for courses already being delivered locally.  Or Contact DCTS for delivery resources, if you would like to deliver a ACoT course locally. |
| **Course Duration:** | Minimum of half day |
| **Course Details:** | This course covers the required elements of Safeguarding for those working with recruits and trainees in initial training. |
| **Register Interest:** | Contact unit DTS for courses already being delivered locally. or  Contact DCTS for delivery resources, if you would like to deliver a ACoT course locally. |

*Table 7: Advanced Care of Trainee (CoT) Course Overview*

1. As with the Advanced CoT course, the Basic CoT course is only valid for 3 years.
2. All staff within the Training Establishment MUST complete Basic CoT through the e- learning package on DLE. The Basic CoT course must be completed prior to competing the Advanced CoT course. Table 2 has an overview of the Basic Care of Trainee course.

|  |  |
| --- | --- |
| **Course Name:** | Basic Care of Trainee Course |
| **Course Provider:** | DCTS |
| **Course Location:** | Defence Learning Environment (DLE) |
| **Course Duration:** | Minimum of 2 hours |
| **Course Details:** | This is a short online training package which includes the principles of Safeguarding20and provision of Care & Welfare within initial training. |
| **Register Interest:** | <https://dle.ice.mod.gov.uk/enrol/index.php?id=20669> |

*Table 8: Basic Care of Trainee (CoT) Course Overview*

19 Additional application restrictions may apply to franchised courses.

20 Safeguarding level 1 within a MOD training environment.

**LEGACY DEFENCE TRAINER TRAINING COURSES**

1. JSP 822 states that Defence must recognise those with previous experience and qualifications and provide the necessary up-skilling to refresh and professionalise trainers. Assessment of personnel identified for the delivery or supervision of Defence training is key. It is the responsibility of DTSs or nominated TMS to carry out such assessments and to ensure the completion of any necessary training interventions.
2. Para 16 below contains 3 legacy Defence Train the Trainer courses that were replaced by the DTc. The DTTT V1 and DTTT V2 courses are no longer delivered, whilst DTTT Ph3 is still still delivered, by the Army, however, it is not endorsed by the 1\* TSLD Policy and Assurance Group (PAG).
3. Defence recognises that these courses, with the additional training / actions listed, are deemed to be equivalents, and therefore, an acceptable alternatives, to the DTc.

|  |  |
| --- | --- |
| **Course Name:** | Defence Trainer the Trainer Version 1 (DTTT V1) Course |
| **Additional training and actions required to ensure course is mapped to DTc (Foundation)** | * PAR module on the DLE. * Successful Lesson Observation by DTS. * Advanced CoT Course (if not already held). |
| **Additional training and actions required to ensure course is mapped to DTc (Practitioner)** | * Observation of TPs 4, 5 and 6 by DTS or nominated TMS |

*Table 9: DTc mapping requirements - DTTT V1 legacy course*

|  |  |
| --- | --- |
| **Course Name:** | Defence Trainer the Trainer Version 2 (DTTT V2) Course |
| **Additional training and actions required to ensure course is mapped to DTc (Foundation)** | * Advanced CoT Course (if not already held). |
| **Additional training and actions required to ensure course is mapped to DTc (Practitioner)** | There is no additional training and actions required to ensure course is mapped to DTc (Practitioner). |

*Table 10: DTc mapping requirements - DTTT V2 legacy course.*

|  |  |
| --- | --- |
| **Course Name:** | Defence Trainer the Trainer Phase 3 (DTTT Ph3) Course |
| **Additional training and actions required to ensure course is mapped to DTc (Foundation)** | * Advanced CoT Course (if not already held) |
| **Additional training and actions required to ensure course is mapped to DTc (Practitioner)** | * Completion of L3 AET Portfolio21 * Observation of TPs 4, 5 and 6 by DTS or nominated TMS |

*Table 11: DTc mapping requirements - DTTT Ph3 legacy course.*

**EXTERNAL QUALIFICATIONS**

1. Defence Trainers holding a recognised external equivalent or higher qualification are to be assessed on arrival in post22 to ensure that they are competent. The DTS or nominated TMS will carry out the assessment. If the individual’s skill set is below the standard required for the type of training they will be delivering, they are to complete the necessary training interventions.
2. Table 12 lists the additional training and actions required, by the holders of the qualifications listed.

|  |  |
| --- | --- |
| **External Qualifications:** | L3AET, L4 CET, L5 DET, Cert Ed, PGCE, L4 CTLLS, L3 PTLLS |
| **Additional training and actions required to ensure course is mapped to DTc (Foundation)** | * Advanced CoT Course (if not already held) * PAR module on the DLE * DSAT module on DLE |
| **Additional training and actions required to ensure course is mapped to DTc (Practitioner)** | * Observation of TPs 4, 5 and 6 by DTS or nominated TMS |

*Table 12: DTc mapping requirements - External qualifications*

21 Through Defence, L3 AET can only be obtained by completing the whole DTc from the beginning.

22 Or prior if there is an opportunity for a familiarisation visit prior to arriving in post.

## Defence Trainer (Flying)

1. The Defence Train the Trainer (Flying) course (DTTT (Fg)) is mandated for all Aircrew Instructors (AI) delivering Ph 2 or 3 flying training conducted in a ground school, synthetic or airborne environment23. On successful completion of DTTT(Fg), personnel will be awarded the JPA competence ‘Defence Trainer (Flying) Level 1 Foundation’. On successful completion of platform specific AI training and the award of B2 category24, individuals are awarded the JPA competence ‘Defence Trainer (Flying) Level 2 Practitioner’. DTTT(Fg) does not qualify AI to deliver group learning unless to members of a multi-person crew in preparation for an airborne sortie or trg ex, but does allow delivery of group briefings which facilitate flying training delivery.
2. AIs delivering flying training within 22 Gp, RAF are mandated to complete the Aircrew Instructor Course (AIC) which, in addition to DTTT(Fg), contains Human Performance, Airmanship and Care of the Trainee modules. On completion of AIC, the Enhanced Instructional Techniques course and award of CFS B1 Cat, AI will be awarded Defence Trainer (Flying) Level 3 ‘Advanced Practitioner.’
3. **AI Professional Recognition.** Central Flying School (CFS) has an arrangement with Staffordshire University to enable B1+ CFS Category AI to gain higher education qualifications which recognise their prior military flying training and experience. To gain the qualification AI will undertake additional requirements to become an A2 instructor, as well as simultaneously completing distance learning modules set by the university. On completion of the required modules, individuals will be awarded a Post-Graduate Certificate in Higher and Professional Education (PGCHPE). Those completing the PGCHPE will then have the option of completing further top-up modules to obtain an MA in Education.

## Contractors as Defence Trainers

1. Contractor staff delivering, supervising or managing DTC Training Interventions must be qualified, monitored and developed to the standards detailed in this Direction25. The majority of DTC training is not available outside MOD, therefore contractual arrangements must be put in place to ensure contractors are trained to the required standards. The minimum external qualification for contractor staff who are Defence Trainers is the Level 3 Award in E&T. In addition, COs must satisfy themselves that the contractor is qualified, at the appropriate level of competence, and has undertaken the required supervisory care training, i.e., Basic or Advanced CoT iaw Volume 4. Contractors who are Defence Trainers who are qualified by virtue of a higher civilian qualification must also be inducted and socialised appropriately into the military environment and must complete TPs 4, 5 and 6 associated with Stage 3 of the DTc. Guidance on contractors attending DTC Training Interventions, contractual agreements and processes can be found in [Annex O](file://localhost/C:/Users/johnsons229/AppData/Local/Temp/Temp1_Publication%20copies%20-%20Copy.zip/Publication%20copies%20-%20Copy/JSP%20822%20-%20Vol%202%20-%20Individual%20Training%20-%20v5%20-%20Sept%202022.docx%23AnnexO).

23 DTc (or legacy equivalent) is considered an acceptable equivalent for DTTT (Fg) when supplemented by the BMD and Airmanship modules produced by the Central Flying School (CFS).

24 The full regulatory structure for CFS qualified AIs, including category definitions, can be found in the [Manual of Military Aircrew Instruction (MMAI)](https://modgovuk.sharepoint.com/teams/5419/SitePages/Home.aspx)

25 Existing contracts are not required to be amended to reflect the changes to this DTC Direction. New contracts, or those undergoing significant contract amend, must reflect the current Direction.

1. DTC training links directly to the Defence Objective that requires the generation of sufficient and capable personnel; accordingly, where a contract exists to train MOD military or civilian personnel, Defence resource can be used to allow contractors to attend DTC training, either at DCTS or within a franchise, without charge, if this has been agreed in the original terms of the contract. In this case, each SC is to articulate their contractor requirement for DCTS and franchises in their annual SOTR. Agreements relating to the accreditation requirements and, where appropriate, the additional cost of accreditation, also need to be reached.
2. In cases where contracts do not include a contractor training requirement or an individual contractor needs ‘one off’ training at either DCTS or within a franchise, the training must be applied for through the SC TRAs and IDT (A) 26 so that spare capacity can be confirmed, and appropriate charging can be made. As the majority of DTC training is not available outside MOD, in accordance with JSP 462, full costs are to be applied. Where training is available outside MOD, then market rates are to be applied. The Lead TDA, DefAc, in its Income Generation role, is responsible for publishing the costs to be applied for all DTC training interventions and associated accreditation. SCs, when setting up contracts, and IDT (A), when charging for places offered through spare capacity, will require this information. Agreements relating to the accreditation requirements and, where appropriate, the additional cost of accreditation, also need to be reached.
3. Where contractors wish to run their own franchises to deliver DTC training to MOD military or civilian personnel, DCTS will mandate the same Franchise Trainer training requirements as for all other franchises and costs for training will be recovered iaw the costings published by DefAc. Agreements relating to the accreditation requirements and, where appropriate, the additional cost of accreditation, also need to be reached. DCTS, as the only source of licensed DTC training, will assure the contractor franchise iaw this JSP.

## Defence Trainer Supervisor

1. **Defence Trainer Supervisor (DTS)**. The DTS is responsible for the assessment and development of Defence Trainers (Phase 1, 2 or 3). A key role is the supervision of the completion of the Workplace Portfolio for Defence Trainers. DTS may also be responsible for the assessment and development of those delivering training which relates to any WTS.
2. As a DTS you will be responsible for the supervision and development of Defence Trainers, and potentially new DTS, allocated to you. This will typically include the following:
   1. manage/deliver the induction and workplace training for newly trained Defence Trainers.
   2. mentor and coach Defence Trainers and/or new DTS.
   3. maintain training delivery standards through routine observation and monitoring of Defence Trainers.

26 IDT (A) undertakes the role of the booking and charging of DTC training for all SCs. POC: [lwc-ops-idta-](mailto:lwc-ops-idta-mailbox@mod.gov.uk) [mailbox@mod.gov.uk](mailto:lwc-ops-idta-mailbox@mod.gov.uk) .

* 1. support CPD opportunities for yourself and others.
  2. carry out legacy assessment.
  3. manage/deliver the induction and workplace training for newly trained DTS.

1. The DTS is central to the success of the development of Defence Trainers. New trainers need to feel confident, particularly in the first few months of their new job that they can try out their newly learned skills, make mistakes and learn from them. Defence Trainers, whilst they will have successfully completed pre-employment training, they will still need your guidance and support so that they can achieve the Defence Trainer (Practitioner) competence through completion of the Workplace Training Statement (WTS)- Stage 3 of the Defence Trainer course. Once this is achieved, they will need regular feedback and support to identify and set goals for further professional development.
2. You will be awarded DTS Level 1 (Foundation) on successful completion of the residential training. You will need to complete complete the DTS Workplace Portfolio so that you can achieve the DTS Level 2 (Practitioner). Defence Trainers are mandated to complete Stage 3 of the Defence Trainer course to become a Practitioner, which you will be responsible for overseeing. You may also be required to act as a mentor and supervisor to other newly trained DTS. The same principles apply to the supervision of DTS as to Defence Trainer; learning from mistakes is often the best way to learn, but individuals will still need the support and guidance of a qualified and experienced DTS to help them reflect on their actions and identify areas for improvement.

**PROFESSIONAL DEVELOPMENT**

1. DTS competencies are graded according to 3 different levels of professional development: Foundation, Practitioner and Advanced Practitioner. On successful completion of the DTS course, you are awarded the JPA competence DTS Level 1 (Foundation). Completing the WTS and the Defence Trainer Supervisor Portfolio (DTSP) gains you a further JPA competence award of DTS Level 2 (Practitioner). DTS Level 2 Practitioner is only mandated for those supervising Defence Trainers (Phase 1 or 2). You then have the opportunity to progress to JPA competence DTS Level 3 (Advanced Practitioner). Progressing to DTS Level 3 (Advanced Practitioner) is not mandated by the DTC Direction.
2. In order to achieve Defence Trainer Supervisor Level 3 (Advanced Practitioner), you will need to identify ways in which you can provide the appropriate evidence of your advanced knowledge and skills27.

**WORKING PRACTICES**

27 Each training unit should identify what an Advanced Practitioner looks like for their own development and business needs. It is recognised that there is still work to be done to develop guidance for SCs to understand what CPD could be undertaken to prove that an individual has reached the level of DTS AP.

1. The DTC Direction mandates an assessment of Defence Trainers’ competence. For a new Defence Trainer at Level 1 (Foundation), this is to be carried out by the DTS through observations of TPs 4, 5 and 6. You are to conduct observations iaw the DTC Direction. The first formal observation should be conducted at an early stage and signed off by the DTS.
2. You may also be required to arrange an assessment of level of competence for:
   1. individuals who are returning to a training delivery role having previously qualified, e.g. legacy trained military personnel or civilian staff with equivalent or higher teaching qualifications.
   2. individuals who have been absent from the training environment for a period of 6 months or more, e.g. on detachment or operational tour.
3. If you deem that the individual’s skill set is below the required standard set by the Defence Trainer course then you should advise the DTM that the individual should complete the Defence Trainer course. If they are assessed as competent/acceptable, they may only need to complete refresher training and then engage in ongoing CPD.

**SUPERVISING THE COMPLETION OF STAGE 3 OF THE DEFENCE TRAINER COURSE**

1. Following, completion of Stage 1 and 2 of the Defence Trainer course, defence Trainers are awarded the JPA Defence Trainer Level 1 (Foundation) competence for their role. In order to reach Defence Trainer Level 2 (Practitioner), they must successfully complete Stage 3 of the Defence Trainer course (workplace learning) iaw the DTC Direction. This is an important part of the training and development process because it makes sure that individuals can relate what was learned in the classroom to the realities of the training environment. It therefore builds on the pre-employment training, allowing individuals to master newly learned skills and to gain experience with real trainees, whilst still enjoying the support and guidance of an experienced DTS. Successful completion of Stage 3 means that the individual has reached a sufficient level of competence to work without supervision. Stage 3 is divided into two specific areas:
   1. **L3 AET Portfolio**. Unit DTSs are responsible for monitoring progress and ensuring new Defence Trainers are provided with the necessary time and support to complete the L3 AET portfolio in unit.
   2. **TPs 4, 5 and 6**. DTS or a nominated TMS are responsible for developing Defence trainers in the workplace. In transitioning from foundation to practitioner competence levels DTS are conduct 3 formal lesson observations (TPs 4, 5 and 6), which is to be part of a structured induction programme.
2. Detailed guidance on the supervising the completion of Stage 3 of the Defence Trainer Course is in this Annex O.

**SUPERVISING DEFENCE TRAINERS**

1. Defence Trainers in all Phases of training are to be routinely monitored to ensure that they are complying with Defence and single Service policy. You should conduct a formal

observation every six months for each Defence Trainer allocated to you, providing coaching and developmental feedback in order to complement the appraisal process and support trainer development. You should ensure that Defence Trainers are:

* 1. complying with the relevant course documentation, i.e. adhering to the requirements in the Learning Specification (LSpec), Assessment Specification (ASpec) and the Assessment Strategy (AStrat).
  2. using an appropriate range of active teaching methods and media to ensure a learner-centred, inclusive training environment.
  3. conducting assessments in a valid, fair and reliable manner.

1. These formal observations are to be recorded as they may be used to support first, second- and third-party audit activities, including Ofsted inspections.
2. Trainers should also be encouraged to learn from each other, through informal peer to peer observation and feedback. Defence Trainers should expect their peers to routinely visit their lessons to learn from their observations and to provide constructive feedback. This will promote the sharing of good practice and will also foster the development of supervisory skills for the future.
3. Monitoring and observation should be seen by Defence Trainers as a positive, developmental activity rather than a judgemental assessment. You should therefore apply the following guidelines:
   1. **Occasion of visit**. Make sure that the individual knows in advance when and how the observations will take place. If an unannounced visit is made no formal assessment would normally take place other than verbal feedback (unless unprofessional conduct has been witnessed).
   2. **Feedback**. Facilitation of a reflective feedback session is encouraged, including when the reason for the observation may be for the observer’s own education and professional development, e.g. in the case of peer-to-peer observation.
   3. **Trainee management**. Observers should respect that the Trainer is in charge and will therefore abide by their management of the trainees and will not interfere in the process of teaching. The observer may need to leave the lesson part way through, and this will be done discreetly.

**DEFENCE TRAINER SUPERVISOR COURSES**

|  |  |
| --- | --- |
| **Course Name:** | Defence Trainer Supervisor Course. |
| **Course Provider:** | Defence College for Training Support (DCTS) |
| **Course Location:** | Defence Academy, Shrivenham |
| **Course Duration:** | Stage 1: 3-days residential  Stage 2: 20-30 hours workplace learning |
| **Course Details:** | This course is to provide and prepare individuals as supervisors of defence trainers with the techniques and skills to assess the delivery skills of their trainers and to then coach and develop their trainers to reach their full potential. |
| **Register Interest:** | <https://www.da.mod.uk/courses/defence-trainer-supervisor-course> |

*Table 13: DTS course overview*

1. Franchises28 of the DTS course are also delivered by additional Training Providers within Defence. Frranchisee for the training year 2023/24 can be found in 2023DIN07-060.

## Defence Trainer Manager (DTM)

1. As a DTM, you will need to be familiar with all aspects of DTC Direction, the DTCF and any single Service policies that apply within your unit. As the focus for DTC, you will typically be responsible to the chain of command for the implementation of DTC Direction, the functional management of the DTS and coordination of trainer specific CPD29. You will also be the establishment lead for the continuing improvement of the unit’s system for managing [Defence Trainers](file://localhost/C:/Users/johnsons229/AppData/Local/Temp/Temp1_Publication%20copies%20-%20Copy.zip/Publication%20copies%20-%20Copy/JSP%20822%20-%20Vol%202%20-%20Individual%20Training%20-%20v5%20-%20Sept%202022.docx%23DTrainer) and DTS. An understanding of DSAT is essential.
2. Your role is critical in creating and maintaining a culture of continuous improvement in the unit. Training delivery duties should be seen as a privilege and career enhancing, and so the status of the trainer should be overtly valued and emphasised. There should be an expectation that trainers will perform to the highest standards and there should be incentive for high performance. CPD opportunities should be provided at all levels, and these should promote the adoption of good practice from across the Defence and FE sectors, and the exploitation of modern techniques and learning technologies.

**MANAGEMENT OF TRAINING DELIVERY STAFF**

1. Commanding officers of training establishments are responsible for ensuring that all personnel, military and civilian, are trained, qualified and managed in accordance with Defence and single Service policies. As the DTM, you may have partial, or full, responsibility for providing a holistic approach to the management of training delivery staff. **STAFF SELECTION**

28 Additional application restrictions may apply to franchised courses.

29 This is a coordinating rather than a supervisory role - the DTM is not expected to duplicate the role of the DTS.

1. **Attracting high calibre training staff**. Training provision needs to be seen as an attractive and career enhancing opportunity to encourage high-calibre volunteers to apply. While potential trainers will normally be identified by their chain of command through appraisal30 and reporting processes, it is in the interests of the training establishment if trainers are volunteers rather than ‘pressed’. You should therefore aim to highlight and promote the benefits and incentives linked to specialist training provision both within the unit and externally wherever possible. As an example, some training provision posts offer significant elective accreditation possibilities, with the opportunity to achieve national teaching qualifications and professional recognition in the FE sector; this could be widely promoted on orders but also on career courses, with signposts in place to direct interested parties to further information.
2. **Identifying potential DTS**. The DTS role is not necessarily a full-time employment role and may be carried out in addition to other training duties. You may therefore need to identify potential DTS from within your existing staff in order to maintain a suitable complement of supervisory staff. Potential DTS should be qualified Defence Trainers who have ideally achieved the Advanced Practitioner level.
3. **Selecting Defence Trainers**. Some training establishments may require the DTM to organise or provide support to centralised selection cadres to explicitly test individuals’ aptitude as a potential trainer within that specific training context. Equally, you may be required to assist in the selection process for civilian or contracted training staff. Strong leadership and role modelling are critical attributes for a Defence Trainer in any phase of training; the selection process should also take into account the likely needs and expectations of the trainees in that environment. Additional considerations should include:
   1. **Operational experience**. Individuals returning from an operational tour may be identified for full time training provision duties in order to ensure currency and credibility in training; however, they should not assume these duties until they have had a suitable period of time to re-adjust to the non-operational environment.
   2. **Civilian Defence Trainers**. Selection of civilian Defence Trainers will take place through the normal employment interview process, in which they should be assessed for their suitability to deliver training within specific environments, with particular emphasis on training delivery competence. The minimum qualifications and training for a civilian Defence Trainer are the same as for Service personnel.
   3. **Contracted staff**. Contracted or agency staff employed in training provision are required by the DTC Direction to meet the same level of competence and to hold the same requisite qualifications, or their civilian equivalent, as Defence personnel. The chain of command must satisfy itself that the contractor is qualified, at the appropriate level of competence, and has undertaken any required training.

**STAFF DEVELOPMENT**

1. Staff development is based on principles which recognise the crucial links between centralised training, workplace learning and continuing professional development (CPD). Following assignment, Defence Trainers should develop professional competence through

30 See section on Selecting Personnel for Trainer Duties in JSP 757.

a pipeline of appropriate pre-employment training, induction, workplace learning and CPD.

1. DTM are responsible to the chain of command for ensuring that there are clear and comprehensive systems in place to manage training delivery staff development, which will typically include the following:
   1. Ensuring that pre-employment training is completed in accordance with the DTC Direction.
   2. Delivery of an induction programme to all training staff immediately upon employment.
   3. Completion of the Workplace Training Statement (WTS) iaw the DTC Direction.
   4. Regular monitoring and support for Defence Trainers by qualified DTS throughout their employment.
   5. Planning and provision of regular CPD for all training staff.
   6. Maintenance of staff development records for the purpose of performance management, appraisal, audit and inspection.
2. **Pre-employment training**. All individuals are required to achieve the appropriate pre-employment standards prior to joining training organisations. Details of the minimum pre-employment training requirement for each role are provided in the DTC Direction. Where training delivery staff already in post do not meet the requirements of Defence Direction, action plans must be agreed to bring these staff to the necessary level. Other training delivery skills or related competences may also be required, in which case the Chain of Command or Heads of Profession may set professional requirements in excess of this minimum.
3. **Induction**. Induction training forms a vital link in the process of orientation to a new environment and is the responsibility of the employing unit. Induction for Defence Trainers is particularly important as it may be the individual’s first experience of a training establishment. Induction should therefore provide the opportunity for individuals to gain insight into the organisational climate and training culture and to align their expectations with that of the organisation. Induction should, where possible, be tailored to the individual and should typically cover the following areas:
   1. **Pre-arrival**. Engaging with new staff prior to joining can aid the process of induction in terms of managing expectations and setting the tone of the relationship between the individual and organisation. New Defence Trainers complete a pre- residential online training package which provides an introduction to the Defence training community, but unit contact pre-arrival will also assist in setting the specific context, determining their previous experience and establishing any training needs in advance. A DTS should be allocated and an induction pack with welcoming letter should be dispatched.
   2. **On arrival**. An arrival interview and briefing should be conducted to include the organisation’s vision and purpose, support networks, the demands of the role, the individual’s terms of reference (TOR) and quality management procedures. For

newly qualified Defence Trainers and DTSs, some elements of the WTS which are designated as Unit Induction (UI) may be covered by the standard unit induction package e.g. introduction to welfare support networks, unit discipline policies. Where this is the case, there is no need to repeat the training, but you should ensure that all elements designated as UI in the Defence Trainer and DTS WTS are either covered by the standard unit induction package or are provided as an additional module of induction.

* 1. **Assessment of competence**. As part of the training establishment induction process, an initial assessment of level of continuing competence is to be undertaken (within 3 months of completion of pre-employment training including any supervisory care training). This is to be conducted by an appropriately qualified DTS or equivalent. For newly qualified Defence Trainers and DTSs, this is included within the requirements of the WTS. For, previously qualified staff arriving in post, or those returning from an extended period of absence, detachment or operational tour, separate arrangements must be made to observe and assess their competence in the workplace at the earliest opportunity.

1. **Workplace Training Statement (WTS)**. For those who complete a WTS, responsibility for its completion lies with the employing unit and the individual. It is critical in ensuring the initial transfer of learning from the pre-employment training course into the workplace context. Pre-employment training provides trainers with an introduction to the learning theories and techniques so that they can start to use their trainer skills under supervision, but these skills must then be monitored and developed in the context of the relevant training establishment if the individual is to develop as an effective trainer. New trainers must feel confident, particularly in the first few months of their new employment, that they have the support of their superiors, so that they can try newly learned skills and learn from their mistakes, using a blend of pre-determined tasks and/or problem solving as well as learning from on-the-job experience and coach/mentor feedback. Completion of the WTS ensures that individuals move from the Foundation level to the Practitioner level.
2. The WTS is achieved through the completion of Stage 3 of the Defence Trainer Course, i.e. the L3 AET and TPs 4, 5, and 6. The observations for TPs 4, 5 and 6 must be conducted and recorded by a qualified DTS, who will provide developmental feedback and assist the individual in achieving the JPA Defence Trainer Level 2 (Practitioner) competence. Observations conducted as part of Stage 3 of the Defence Trainer course should be conducted at least 1 month apart. Conducting observations too close reduces the reflective learning opportunities that the WT portfolios were designed to create. Supervisor guidance for aiding the completion of the DTP is contained in this Annex O.
3. Newly trained DTSs are also required to complete a WTS using the Defence Trainer Supervisor Portfolio (DTSP) which gains them the JPA DTS Level 2 (Practitioner) competence.

**MONITORING AND SUPPORT**

1. Defence Direction requires that appropriately qualified personnel monitor the continuing competence of their training delivery staff and that an individual record of monitoring is maintained. You must therefore ensure that performance of your Defence Trainers is monitored at regular intervals by DTS or equivalent qualified staff. This should be conducted at least twice a year in line with the relevant MPD and/or unit performance appraisal and reporting procedures.
2. Functional management of DTS is important in order to ensure that routine supervision, monitoring and support takes place in accordance with the DTC Direction requirements. The ratio of Defence Trainers to each DTS will be set locally31 and will be based on unit structures and the capacity of DTS to carry out supervisory duties in addition to other primary duties. You will need to be aware of staff workloads and ensure that sufficient time is allocated for DTS to carry out their supervisory duties, which should be clearly articulated as part of the individual’s job description and annual objectives.

**CPD**

1. The coordination of CPD activity is a critical element of your role as DTM. Defence Direction mandates annual CPD as part of the DTC. Where practicable, you should provide CPD opportunities for legacy trained staff to complete the elements of the Defence Trainer or DTS development pathways. This provides both with the pre-requisite to achieving Level 3 (Advanced Practitioner), which should ultimately be the goal of all training delivery and supervisory staff.

**CAREER MANAGEMENT**

1. In order to maintain the valued status of the training delivery role there must be suitable reward for Defence Trainers and DTS who demonstrate strong performance. Training delivery assignments should be career enhancing and, while you may not be involved in the appraisal and overall career management of all delivery staff, you should be in a position as DTM to provide opportunities for further professional development. Incentive and reward will clearly only be effective if it is relevant to the individual’s personal goals, but where individuals are performing to a high standard in training delivery, the provision of funding and/or study time for a higher level qualification may be a suitable option, which will benefit both the individual and the organisation.
2. Those most suited to the training delivery role should be encouraged to return, at a suitable career point, to supervisory and management levels, which in turn provides maximum return on investment in training and professional development.

**MAINTAINING RECORDS**

1. Defence policy requires training establishments to have a formal process where auditable records of assessments for training delivery staff are maintained. This will include the recording of unit induction, WTS completion and annual monitoring. Records are required to:
   1. provide the individual and line management with a means of monitoring progress from Foundation to Practitioner and Advanced Practitioner.
   2. support the appraisal process and identify areas for further development.
   3. provide supporting evidence of professional development activity during audit and inspection.

31 For example, in Unit Standing Orders or Training Quality Manual.

1. Defence Trainers and DTSs are to complete a portfolio as part of their workplace training but this should not be retained as a unit record, as it is designed to be a resource for the individual. A separate copy of the final page of the portfolio should be kept, which lists the date of WTS completion and the signature of the supervising DTS.

## Commanding Officers / Heads of Training Establishments

1. **Commanding Officers (COs)32 / Heads of Training Establishments33**. COs and Heads of Training Establishments will be held to account for ensuring that:
   1. the Training Quality Manual (TQM) reflects the structure of the organisation and the monitoring and development procedures for Defence Trainers.
   2. people under their command who are engaged in training delivery or have contact with trainees are appropriately trained and qualified in accordance with this Direction and also have any additional necessary competences.
   3. there are sufficient Defence Trainers, DTSs and DTMs and the command structure within which they operate is configured to ensure that the requirements of this policy direction are achieved.
   4. their FLC TRA is informed via the TDA of any risks and/or issues relating to the DTC so that these can be raised at the appropriate governance meeting.

## Training Delivery Authority

1. The Training Delivery Authority (TDA) is the organisation responsible for training delivery, but not always for the conduct of the actual training itself. If a SC so wishes, the TDA role can be a nominated post. Examples of the types of Roles associated with the TDA are: Designer, 2nd party auditor or inspector, and Training Line of Development (TLoD) Owner in the case of projects, programmes or capabilities.
2. The responsibilities34 of a TDA are:
   1. The delivery of effective, efficient and safe training, but not always for the conduct of the actual training itself.
   2. Generating and completing the SOTT by taking the agreed output-based requirement articulated in the SOTR and developing it into a deliverable training plan for the following TY.

32 ‘Commanders’ covers those commanding / in-charge of any Unit or organisation where formal Phase 1, 2 or 3 training takes place. (including Operational Units, Training or Education Establishments, Defence Colleges, Training Schools and Training Units).

33 See JSP 822, Volume 4 – Care and Welfare in Training.

34 TDA responsibilities can be delegated if agreed at the CEB, and recorded on the TrAD.

* 1. Deriving (from the RPS) and maintaining the FTS (where agreed with the TRA).
  2. Chairing the CEB.

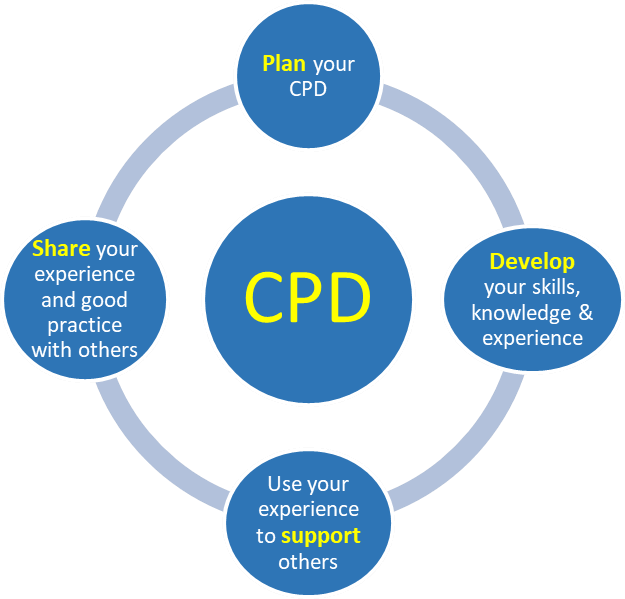
**TDA ROLE IN JOINT/DEFENCE TRAINING REQUIREMENTS**

1. In many cases, if there is a Lead TRA, it may also be appropriate to nominate a Lead TDA to ensure coherency and that the totality of the Joint and/or Defence training requirements are met.

# Continuous Professional Development for Training Delivery Roles

## Introduction

1. **What is CPD?** CPD stands for Continuing Professional Development. It is any activity that updates your knowledge or develops your skills in your job role.
2. **Why do CPD?** CPD updates your knowledge and skills, keeping you current and preparing you for the future. It benefits you, the individuals you are training and the operational effectiveness of your organisation. Evidence of your CPD can also count towards gaining JPA Level 3 (Advanced Practitioner) and recognised civilian qualifications.
3. **How much CPD should I be doing?** Defence Direction mandates that those working in a Defence training delivery role should complete a minimum of 5 hours’ CPD per year. The focus of CPD is firmly on you as an individual, so one size doesn’t fit all. You will need to decide what type and how much CPD is best for you at a particular stage in your career, but you can get help from your supervisor or line manager, or by sharing and comparing ideas with colleagues.
4. **What counts as CPD?** The answer is a lot of what you are doing already without perhaps realising it. The Plan, Develop, Support, Share (PDSS) model at Figure 2 summarises the main areas that constitute CPD for an individual working in a training delivery role.



*Figure 3: CPD PDSS Model*

1. Table 13 has some examples of CPD activities:

|  |  |
| --- | --- |
| **Plan:** | Identifying your objectives during annual appraisal and producing a CPD action plan.  Working with your DTS to turn constructive feedback into a CPD action plan.  Working with a professional body to develop a CPD action plan |
| **Develop:** | Attending organised training and development activities in your unit that develop you in your role as a Defence Trainer or DTS (e.g. a workshop, seminar or study day. Topics might include: good practice in training, coaching, learning technologies, evidence based teaching (EBT)).  Developing your skills in training by working towards a relevant civilian qualification such as the Level 4 Certificate in Education and Training, the Level 4 Certificate in Coaching or QTLS.  Revising and updating your subject matter specialisms (i.e. what you teach).  Reading or research (including browsing the internet) that is relevant to your role in training. A list of useful websites is at the end of this list. |
| **Support:** | Asking a colleague to observe you in your work and give you constructive feedback.  Being observed by your DTS and sharing feedback. Observing a colleague and giving them constructive feedback. Coaching and advising less experienced colleagues.  Providing constructive feedback and action points during the Internal Validation (InVal) process. |
| **Share:** | Taking an active part in a training team meeting that discusses more than just routine admin points e.g. good practice, training evaluation results, suggested changes to procedures and policy.  Organising a training/development activity for your training team.  Taking part in any post-exercise reporting (PXR), after-action reporting (AAR) or self-assessment reporting (SAR) activity.  Visiting another training establishment or unit to look at the methods and approaches they use. |

*Table 14: Examples of CPD activities*

## Choosing CPD Activities

1. Some CPD activities, such as workshops, seminars and team meetings, will be directed and organised by your unit. Other activities will be your individual choice and these should focus on personal abilities, goals and opportunities. It is important to plan these individual activities to make sure that you get the most from the time spent on CPD, by focusing on areas that will benefit you in your job role and your career.
2. Your CPD plan should map out what you personally need to achieve in order to reach your development goals. The plan is specific to you and so there is no set format, but a Defence planning template is available from DCTS if you wish to use it. To create the plan, you need to do the following:
   1. **Step 1: Identify your goals**. One of the problems that people face when trying to improve their performance is defining what they want to achieve and how they need to develop. It will help to discuss your goals with someone else, e.g. a DTS, your line manager, or you may wish to seek advice from a professional body that you are a member of. You may also find that it helps to create a performance profile when setting goals. DCTS has a proforma to help with this.
   2. **Step 2: Identify your learning and development needs**. Having identified your goals, the next step is to break them down into the skills and knowledge you need to develop in order to achieve them. Ask yourself the following questions in relation to each of your goals:
      1. What skills do I need to be able to do, or what do I need to be able to do better?
      2. What new knowledge do I need?
   3. **Step 3: Identify specific CPD activities**. Once you have identified your goals and defined your needs, your next step is to decide what activities will meet those needs. When defining your activities, try to make them clear and explicit. If others are involved, identify who they are and state when things are going to happen. It is important that you identify a timescale for each activity to help yourself prioritise events and be realistic about what you can achieve. If you are considering a course of study, check how much time and resources are available to you – remember, if you have a clearly defined and logical CPD plan, you are more likely to be successful in gaining support from your Chain of Command.

## Keeping a Record of CPD Activities

1. It is very important for you to record your CPD in order to:
   1. Show that you have completed the mandatory 5 hours per year – your unit will be expected to provide this evidence to audit/inspection teams, including Ofsted.
   2. Provide evidence for gaining other civilian qualifications.
   3. Demonstrate your commitment to professional development to any professional bodies that you are a member of.
2. Your CPD record should be a summary of all the major CPD activity you engage in, together with your reflection on the outcomes, i.e. what you have learned and how you are applying this. You should fill the record in regularly as you undertake key CPD activities, or soon after. There is no set format for recording your CPD, but as a minimum, your record should include:
   1. dates of development activities.
   2. number of hours spent on development activities.
   3. description of development activities.
   4. what you have learned.
   5. how you are applying or will apply what you have learned.

# Defence Code of Practice Trainer for Trainers

## Introduction

1. The Armed Forces have a unique training ethos. It is a combination of firm discipline, high quality rigorous training, maintenance of high standards, a sense of fair play, treating the trainee as an individual and encouraging people to achieve tasks and skills far beyond those that they first thought themselves capable of. Training is successful if it results in a high level of skill, self-discipline, initiative and obedience to orders in the moment of crisis. Successful training also delivers independent learners, who are motivated to continue to learn through life and thus are able to deal with the complex, the uncertain and the unexpected.
2. Defence training is characterised by a strong sense of purpose, relevance to the operational environment and the will to develop the core Values and Standards of the Armed Forces in the individual. Skill, strength and forbearance are admired and encouraged; there is no place for cruelty, callousness or meanness. A strong sense of appropriate humour pervades the way in which this training is delivered. This defines the challenge to those who deliver Defence training, each of whom will be held as a role model to the trainee in all that they do.
3. The Defence Code of Practice for Trainers applies to all Service and civilian trainers employed by the Ministry of Defence. Underpinned by the core Values and Standards of the Armed Forces, it serves to unify and complement the various training courses provided for the different trainer roles, by setting out common standards of practice which are central to the delivery of Defence training. All trainers are expected to adhere to the Code’s ethos and meet the standards set out within it.

## Standards for the Delivery of Training

1. **Standards in Training**. All trainees should be given the same opportunity to learn and achieve. The trainer promotes an inclusive learning culture by helping trainees to avoid or deal with different barriers to learning. This can present a challenge, particularly in Phase 1 and 2 training, to get the right balance between encouraging and supporting a trainee whose true potential may only be faintly visible, and warning, perhaps even helping to discharge, those who are never going to achieve the required standard. Each case must be treated on its own merits and you should make every effort to motivate and support your trainees, but this should not be at the expense of the standards required to maintain operational effectiveness. In all cases, you should focus first on 'training in' rather than 'selecting out'.
2. **Respect in Training**. It is important that a relationship exists between the trainer and trainee based on mutual respect. Respect from a trainee cannot be demanded or expected; you must never abuse your position of authority. Good trainers will continually seek to develop the trainee's self-belief with constructive criticism and encouragement, and will naturally be afforded respect as a result. Physically striking or humiliating a trainee

or the use of threatening, rude or abusive language is counterproductive and is not tolerated within the Armed Services.

1. **Sensible and Achievable Training.** Training must be progressive, safe and sensibly achievable. Safe training does not mean being over-cautious, unadventurous or dull but you must not push trainees faster than they can learn and they must be allowed time to learn from their mistakes. Consider your audience carefully when planning training, and make sure that your expectations take into account the background, military knowledge and experience of your trainees.
2. **Challenging Training**. Phase 1 training by its very nature presents a considerable challenge to a young person but care should be taken to ensure that subsequent and further training also challenges every trainee mentally, physically and intellectually. If not, they may feel patronised and quickly become demotivated. This applies particularly to Phase 3 training, where trainees will have greater breadth of maturity and military experience. You should always acknowledge trainees’ previous experience and aim to provide sufficient challenge for all levels of background and ability.
3. **Safety in Training.** If training is to be effective, it must include exposure to the conditions (real or simulated) that will be present in operations. This will often incorporate some level of risk. Whilst risk management is the duty of the chain of command, responsibility will also rest with the trainer in direct control of the activity. You must therefore manage risk in order to deliver training as safely as possible. Where you believe, in a particular situation, that the training benefits are outweighed by real risks to life and limb, you have a duty to step in and modify the training. Training safety will be enhanced by application of the following principles:
   1. **Risk Assessment**. Prior to conducting training, a risk assessment must be completed by a competent (qualified, experienced and current) individual. Nevertheless, you must always conduct your own assessment prior to the start of training and, if applicable, record any deviations from the lesson plan. You should continue to review that assessment during training in order to adapt to changing conditions (equipment, weather, tiredness, etc). If appropriate, trainees should be briefed on any changes in the plan resulting from a revised risk assessment.
   2. **Safety Instructions**. Before any training commences an appropriate set of safety orders/instructions are to be published and a safety briefing must always be given based on those orders/instructions. Repetitive training may be covered by standing orders, provided that these are briefed at regular intervals. Orders and instructions should include any actions to be taken in the event of an emergency.
   3. **Trainer/Trainee Ratios**. For many training activities, including adventurous training, weapons training and physical training, there will be a recommended ratio of trainers to trainees. You must be aware of the guidelines and plan the training accordingly.
4. **Competition in Training.** Competition between individuals or teams involving mental or physical endeavour can be an excellent tool for improving performance, developing robustness and the desire to win. You should strive to encourage healthy competition in your training but, balance and care are always required to ensure that trainees are encouraged and motivated but not demoralised.
5. **Humour in Training.** Humour is a powerful tool in the provision of effective training. You should, where possible, aim to make training fun so that a trainee will find it memorable and will be looking forward to the next session; however, care must be taken to avoid misdirected humour. Knowing where to draw the line can be difficult, particularly with trainees who you do not know you as well as you know your colleagues. Anything that belittles trainees is definitely NOT appropriate and is almost certain to create a barrier to learning which will then have to be dealt with later. If in doubt about a remark, don’t use it.
6. **Accountability in training**. A trainer is accountable for both the training and well- being of all trainees. This demands total commitment and a sense of responsibility. The successful trainer will be prepared to spend extra time coaching or providing informal tuition to assist trainees in overcoming barriers to learning. You should also be prepared to provide a sympathetic ear when trainees need to discuss issues outside of training, particularly (but not exclusively) in training environments where they are living away from home. You need to be able to signpost and refer trainees to specialist support as required.
7. **Relaxation for Trainees**. All trainees need breaks if they are to get the most from training and time must be programmed in when they can rest, relax and recover. Strenuous training (both physical and mental) over a long period of time may lead to fatigue and therefore proper time for meals, rest and free time must be given to trainees.

## Standards for Professional Conduct in Training

1. **Leadership**. Trainers are expected to set the highest standards of motivational and inspirational leadership at all times, and to demonstrate, by example, the same leadership expected on operations. A good trainer uses motivational feedback to develop trust and inspire confidence and self-belief in trainees. You should communicate enthusiasm, encourage perseverance and always be optimistic of trainee success. You must also have the moral courage to demonstrate sound principles, high personal standards, values and a strong code of ethics at all times; but particularly when making decisions under stress. Good leadership is vital in this respect and you should participate fully in the rigors and hardship of training and inspire your trainees through commitment and example.
2. **Equality in Training.** All trainees must be accorded fair and equal treatment, whatever their rank, gender, sexual orientation, religion, social background, race or ethnic origin. No harassment, intimidation, abuse, humiliation or unlawful discrimination of any kind will be tolerated anywhere within the Armed Forces. You must lead by example: you should make it absolutely clear that you disapprove of any form of discrimination and you should foster an environment where a complaint can be made without fear of retribution.
3. **Discipline in training** You must clearly understand your disciplinary powers as published in the orders and regulations of your organisation. Unofficial disciplinary procedures can be interpreted as bullying or as an abuse of authority and, for these reasons, all disciplinary action must be clearly recorded and open for inspection. Nevertheless, you should not defer giving reasonable but firm orders or taking appropriate action for fear that they will be challenged by a trainee on the grounds of, for example, harassment. Moral courage must be exercised at all times and any inappropriate behaviour or poor attitude/effort towards training must be challenged.
4. **Personal relationships in training.** The relationship between a trainer and a trainee is inevitably often a close one. Some trainees, particularly young recruits, can

develop a sense of awe and hero worship that goes beyond professional respect and admiration. You must recognise this and not allow a situation to develop that might lead to an unhealthy abuse of your authority or give a trainee the opportunity to take advantage. Maintain a professional distance at all times and take care to ensure that you do not become over involved with any trainee. Failure to do so can lead to unacceptable personal relationships, accusations of favouritism or even allegations of misconduct.

1. **Prohibited practices.** Trainers working with trainees must not:
   1. pursue any personal or financial gain in dealing with trainees.
   2. accept gifts of any form, or value, from trainees for themselves or for others, to include charitable organisations, except when specifically authorised by the Commanding Officer.
   3. borrow money from or loan money to trainees.
   4. provide transport for hire to trainees.
   5. as part of their position of authority, sell any items, whether personal property or commercially obtained, to trainees; this does not apply to sales personnel of the PRI or NAAFI and its authorised concessionaires.
   6. deal with trainees on behalf of, or as an agent or sponsor for, any commercial enterprise. This includes encouraging trainees to do business with any commercial enterprise and/or referral to any commercial enterprises, as well as actual sales. This does not apply to the PRI or sales personnel of the NAAFI or its authorised concessionaires nor shall it be a violation to advise trainees of the service available through the NAAFI.
   7. collect or take money from trainees for any reason, including cleaning funds, party funds, charitable contributions, etc (other than those authorised by the Commanding Officer).
   8. cause trainees to perform any personal service.
   9. enter into any public or private relationship with trainees, which are not required to accomplish the training mission. This includes, but is not limited to, gambling.
   10. consume alcoholic beverages or in any way socially mix with trainees on or off camp other than at approved unit activities. Off-camp these activities should be avoided where possible.
   11. engage in any action or relationship which involves or gives the appearance of partiality, preferential treatment or improper use of rank or position for personal gain.
   12. engage in any intimate or sexual relationship to include, but not limited to, dating, handholding, kissing, embracing or caressing.

# Annexes

### A - Defence Trainer - Terms of Reference

### B - Legacy Assessment of Defence Trainers (Flowchart)

### C - Legacy Assessment of Defence Trainers (Table)

### D - Defence Trainer Supervisor - Terms of Reference

### E - Legacy Assessment of Defence Training Supervisor (Table)

### F - Defence Trainer Manager - Terms of Reference

**ANNEX A TO**

**DTSM 4**

**2023 EDITION, V1.0**

## Defence Trainer - Terms of Reference

#### Role purpose

1. The role of the Defence Trainer (Phase 1, 2 or 3) is to deliver or facilitate the delivery of formal training objectives in formal training environments.

#### Outputs/tasks

1. The main outputs and tasks for a typical Defence Trainer are listed below. Dependent on the training environment in which the Defence Trainer is employed, the emphasis may shift from one tasking area to another or there may be additional specialist requirements within a particular tasking area.
   1. Managing the attitudes and behaviour of trainees, including:
      1. Promoting core Values and Standards and military ethos.
      2. Maintaining and restoring discipline.
      3. Supporting trainee welfare.
   2. Planning, preparing and delivering group learning in accordance with the relevant Learning Specifications.
   3. Planning and supporting individual learning using:
      1. Coaching and mentoring techniques.
      2. Learning support strategies.
   4. Conducting training administration in accordance with local unit requirements.
   5. Supporting continuous improvement of training through:
      1. Assisting in the internal validation of training courses35.
      2. Engaging in Continuing Professional Development (CPD) activities for both trade and trainer roles

#### Training and competence.

1. The JPA Defence Trainer Level 1 (Foundation) competence is achieved by successfully completing Stage 1 and 2 of the Defence Trainer course. The JPA Defence Trainer Level 2 (Practitioner) competence is achieved by completing Stage 3 of the Defence Trainer course (in the workplace). Stage 3 comprises the L3 AET and TPS 4, 5 and 6.

#### Competencies36

1. The following competencies, at Level 2 (Practitioner)37, are to be achieved after successful completion of all 3 stages of the Defence Trainer course: pre-residential learning on the DLE (Stage 1), the one-week residential course (Stage 2) and workplace learning (Stage 3).
   1. Group 1: Understanding the role of the trainer.
   2. Group 2: Planning and preparing learning and development (L&D) for the training environment.
   3. Group 3: Planning and preparing learning and development (L&D) for the work environment.
   4. Group 4: Facilitating learning and development (L&D) in the training environment.
   5. Group 5: Facilitating individual learning and development (L&D) in the work environment.
   6. Group 7: Maintaining and improving quality standards.

35 During the InVal process trainers or trainees may highlight issues with the training content, e.g. pertaining to currency or relevance. In this case it is essential that any are highlighted shortcomings to the Chain of Command, so that the DSAT process can be used to make the necessary changes.

Alterations to any part of the training documentation can only be achieved by following the appropriate formal change processes which must be authorised by the Training Requirements Authority (TRA) and carried out by the Training Delivery Authority (TDA). Trainers must be absolutely clear on their boundaries when adjusting training content.

36 In accordance with Defence Trainer Competency Framework[.](https://modgovuk.sharepoint.com/sites/people-tesrr-policy/guidesandframeworks/SitePages/Defence-Trainer-Competency-Framework-(DTEF-1).aspx)

37 Displays knowledge and understanding to support competencies, providing evidence and guidance to others. Demonstrates practical application in a range of work situations. Level expected after experience and completion of work-based learning.

* 1. Group 9: Employing functional skills.

## Legacy Assessment of Defence Trainers (Flowchart)

This flowchart is currently being reviewed and will appear in a future edition / version.

**ANNEX B TO**

**DTSM 4**

**2023 EDITION, V1.0**

**ANNEX C TO**

**DTSM 4**

**2023 EDITION, V1.0**

## Legacy Assessment of Defence Trainers (Table)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Legacy Courses** | **Additional Training and Actions Required to achieve Defence Trainer (Foundation)** | **Only Defence Route to achieve Defence Trainer (Foundation)** | **Additional Training and Actions Required to achieve Defence Trainer**  **(Practitioner)38** | **Only Defence Route to achieve Defence Trainer (Practitioner)** |
| DTTT v2 (DTTT  Phases 1 and  2) | (1) Advanced CoT Course (if not already held) – All Defence Trainers in direct/regular 1-2-1 contact with Phase 1 & 2 trainees. | n/a | Nil. | n/a |
| DTTT v1 | (1) PAR module on the DLE.  (2) Advanced CoT Course (if not already held) – All Defence Trainers in direct/regular 1-2-1 contact with Phase 1 & 2 trainees. | [PAR Module on](https://dle.ice.mod.gov.uk/course/view.php?id=11325) [DLE](https://dle.ice.mod.gov.uk/course/view.php?id=11325) | 1. Observation of   TPs 4, 5 and 6 by DTS or nominated TMS | Discuss observation of TPs with a local DTS or nominated TMS |
| DTTT Phase 3 | 1. Basic CoT (if not already held) –   All Defence Trainers   1. Advanced CoT Course (if not already held) – All Defence Trainers in direct/regular 1-2-1 contact with Phase 1 & 2 trainees. | [Defence Trainer](https://www.da.mod.uk/courses/defence-trainer-course) [course (DTc) at](https://www.da.mod.uk/courses/defence-trainer-course) [The Defence](https://www.da.mod.uk/courses/defence-trainer-course) [Academy](https://www.da.mod.uk/courses/defence-trainer-course) (Local franchise delivery may be available) | 1. Completion of L3 AET   Portfolio   1. Observation of   TPs 4, 5 and 6 by DTS or nominated  TMS | [Defence Trainer](https://www.da.mod.uk/courses/defence-trainer-course) [course (DTc) at](https://www.da.mod.uk/courses/defence-trainer-course) [The Defence](https://www.da.mod.uk/courses/defence-trainer-course) [Academy](https://www.da.mod.uk/courses/defence-trainer-course) (Local franchise delivery may be available) |
| DTTT (Flying) | 1. Basic CoT (if not already held) –   All Defence Trainers   1. Advanced CoT Course (if not already held) – All Defence Trainers in direct/regular 1-2-1 contact with Phase 1 & 2 trainees. 2. PAR module on the DLE | [Defence Trainer](https://www.da.mod.uk/courses/defence-trainer-course) [course (DTc) at](https://www.da.mod.uk/courses/defence-trainer-course) [The Defence](https://www.da.mod.uk/courses/defence-trainer-course) [Academy](https://www.da.mod.uk/courses/defence-trainer-course) (Local franchise delivery may be available) | 1. Completion of L3 AET   Portfolio   1. Observation of   TPs 4, 5 and 6 by DTS or nominated TMS | [Defence Trainer](https://www.da.mod.uk/courses/defence-trainer-course) [course (DTc) at](https://www.da.mod.uk/courses/defence-trainer-course) [The Defence](https://www.da.mod.uk/courses/defence-trainer-course) [Academy](https://www.da.mod.uk/courses/defence-trainer-course) (Local franchise delivery may be available) |
| Teaching qualifications: L3AET, L4 CET, L5 DET,  Cert Ed or PGCE or legacy L4CTLLS, L3  PTLLS | 1. Basic CoT (if not already held) –   All Defence Trainers   1. Advanced CoT Course (if not already held) – All Defence Trainers in direct/regular 1-2-1 contact with Phase 1 & 2 trainees. 2. PAR module on the DLE | [Basic CoT module](https://dle.ice.mod.gov.uk/enrol/index.php?id=20669) [on DLE](https://dle.ice.mod.gov.uk/enrol/index.php?id=20669)  [PAR Module on](https://dle.ice.mod.gov.uk/course/view.php?id=11325) [DLE](https://dle.ice.mod.gov.uk/course/view.php?id=11325) | 1. Observation   of TPs 4, 5 and 6 by DTS or nominated TMS | Discuss observation of TPs with a local DTS or nominated TMS |

38 Eligibility for Defence Trainer (Practitioner): Candidate to already hold Defence Training (Foundation) level competence.

**ANNEX D TO**

**DTSM 4**

**2023 EDITION, V1.0**

## Defence Trainer Supervisor - Terms of Reference

1. **Role purpose**. The DTS is a key enabler to the Defence Trainer Capability (DTC) model and central to the success of the development of the Defence Trainer, providing the supervision and guidance needed to monitor performance and support mandatory work- based learning and Continuing Professional Development (CPD).
2. **Outputs /tasks**. The DTS is likely to have other diverse roles and responsibilities within the unit, including instructional duties of their own. The Chain of Command should be aware of the additional workload imposed when carrying out Defence Trainer Supervisor functions and ensure that sufficient time is allocated for DTS to carry out their supervisory duties. Supervision of Defence Trainers will typically include the following tasks and responsibilities:
   1. Supporting the Defence Trainer Manager (DTM) in the implementation of DTC Direction.
   2. Overseeing the completion of Stage 3 of the Defence Trainer course for Defence Trainers. In practice this includes mentoring newly qualified Defence Trainers and conducting observations for TPs 4, 5 and 6. The assessment of the L3 AET portfolio is the responsibility of the Trainers from the unit that delivered Stage 2 (the residential element) of the Defence Trainer course.
   3. Carrying out legacy assessments of Defence Trainers and DTS to establish requirement for further training.
   4. Supporting the professional development of Defence Trainers through:
      1. Delivery and facilitation of induction.
      2. Provision of developmental feedback based on trainer performance.
      3. Identification and promotion of trainer-related Continuing Professional Development (CPD).
   5. Supporting the professional development of DTS through:
      1. Delivery and facilitation of induction.
      2. Provision of developmental feedback based on DTS performance when conducting Defence Trainer feedback sessions.
      3. Identification and promotion of DTS-related CPD.
   6. Application of coaching techniques.
   7. Quality assurance and maintenance of trainer standards through observation and monitoring.
      1. Overseeing newly qualified DTS completion of the DTS WTS.
      2. Mentoring other Defence Trainer Supervisors.
3. **Training and competence**. The JPA DTS competence is achieved through passing the Defence Trainer Supervisor Course and, for DTSs, completion of the DTS WTS in accordance with the DTS Formal Training Statement (FTS). The JPA competences DTS Level 1 (Foundation) and DTS Level 2 (Practitioner) are awarded.
4. **Competencies**. DTSs should display the following DTCF competencies as a result of their prior training and experience and should also demonstrate these competencies within the context of the DTS role:
   1. Group 1: Understanding the role of the trainer.
   2. Group 2: Planning and preparing learning and development (L&D) for the training.
   3. Group 3: Planning and preparing learning and development (L&D) for the work environment.
   4. Group 4: Facilitating learning and development (L&D) in the training environment.
   5. Group 5: facilitating individual L&D in the work environment.
   6. Group 7: Maintaining and improving quality standards.
   7. Group 8: Leading learning and instruction in the training environment.

**ANNEX E TO**

**DTSM 4**

**2023 EDITION, V1.0**

## Legacy Assessment of Defence Training Supervisor (Table)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Legacy Courses** | **Additional Training and Actions Required** | **Only Defence Route to achieve DT (Foundation)** | **Additional Training and Actions**  **Required** | **Only Defence Route to achieve DT (Practitioner)** |
| **Defence Trainer Supervisor (Foundation)** | | **Defence Trainer Supervisor39 (Practitioner)** | |
| DIAD, DIME, AIS & SCI | (1) PAR module on the DLE  (2) Successful Observation by DTS/DTM of potential DTS conducting lesson and subsequent feedback | | (1) DTS Workplace Portfolio | |

39 Eligibility for Defence Trainer Supervisor (Practitioner): Candidate to already hold Defence Trainer Supervisor (Foundation) level competence.

**ANNEX F TO**

**DTSM 4**

**2023 EDITION, V1.0**

## Defence Trainer Manager - Terms of Reference

1. **Role and purpose**. The DTM is responsible for the management of staff delivering training and plays a critical role in creating and maintaining a culture of continuous improvement in the unit.
2. **Outputs/tasks**. The DTM appointment is likely to be held in addition to other primary management roles and responsibilities within the unit. The Chain of Command (CoC) should therefore be aware of the additional workload imposed when carrying out trainer management functions and ensure that sufficient time is allocated for DTM to carry out these duties. The DTM role will typically include the following tasks and responsibilities:
   1. Advising the CoC on and ensuring the implementation of DTC Direction.
   2. Functional management of DTS.
   3. Supporting the professional development of training delivery staff through:
      1. Management of mandatory workplace training for Defence Trainers and DTS.
      2. Coordination of trainer-specific Continuing Professional Development (CPD).
   4. Quality assurance and maintenance of training delivery standards through:
      1. Implementation of unit self-assessment relating to the unit’s system for managing Defence Trainers and DTS.
      2. Promotion of good practice.
3. **Training and competence**. The JPA Defence Trainer Manager competence is achieved through successful completion of the DSAT (Managers) course.
4. **Competencies**. The following DTCF competencies are linked to the DTM role and are covered in DTM training:
   1. Group 1: Understanding the role of the trainer.
   2. Group 2: Planning and preparing learning and development (L&D) for the training environment .
   3. Group 4: Facilitating learning and development (L&D) in the training environment.
   4. Group 7: Maintaining and improving quality standards.

# Document Information

## Document Coverage

This DTSM supersedes all previous DTSMs on Governance of 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: | Delivery of Individual Training |
| Document ID: | DTSM 4 |
| 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.