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JSP 822

Part 3: Chapter 2

Training Management Policy

The Management of Individual Training and Education



MINISTRY OF DEFENCE

Training Education Skills and Resettlement Division

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INTRODUCTION

1. Training and education are inextricably linked and complementary aspects of the learning process. They underpin the people component of operational capability and prepare the Armed Forces, MOD civilians and selected Defence industry staff to respond to the range of tasks they may be called on to undertake. They also contribute much to the Department's reputation as an employer of choice. The efficacy of Defence training and education is convincingly demonstrated by operational and business success.

2. Individual training is required to equip our personnel with the knowledge, skills, attitudes and attributes needed by modern battle-winning forces in the harshest environment, the high tempo battlespace, and for the range of other Defence tasks in which our personnel may be required to participate. Individual training makes a vital contribution to operational and business effectiveness, the fighting spirit, and the professional and personal development of our personnel.

3. Education is designed: firstly, to provide knowledge and understanding that underpins individual training and fosters the development of ethos; secondly, to expand the cognitive skills of our personnel that are vital to more effective performance as they progress through their careers; and, thirdly, to promote a learning culture that will enhance a modern battle-winning force.

4. Defence Individual Training & Education, is conducted in both single Service and Defence Training Organisations/Schools, delivered by a mix of military, civilian, partner and other commercial training providers. It is essential that a Defence Policy that takes account of these relationships and that can be implemented across the range of Defence Training solutions is implemented. Each level of organisation (TRA or TDA) is to define the Management of Training System that describes how they will meet the requirements of this policy. This chapter expands upon the high level direction set out in the previous chapter¹.

5. Training and Education in this context can be considered to be *Professional Development* in order to meet the operational requirement. However, *Personal Development* also contributes to this goal and the **Whole Life Development Model** at Figure 1 and associated definitions are to be used to help depict the relationship between the requirements for Professional Development; Career Managed Personal Development and Elective Personal Development.

¹ JSP822 Part 3 Ch 1: The Governance of Joint Individual Training & Education Requirements.

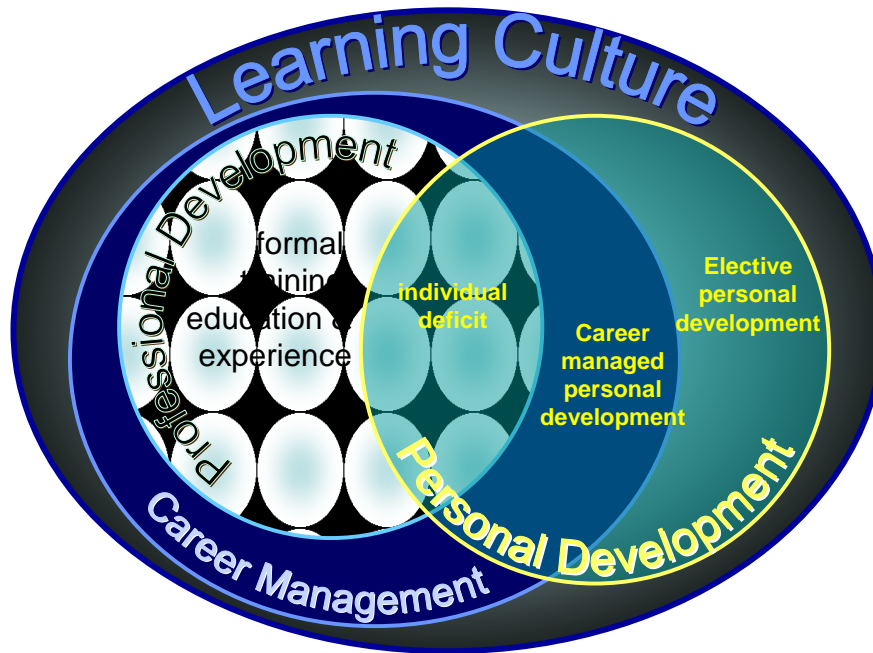


Figure 1

- a. **Learning Culture** is a set of attitudes, values and practices that support the process of maintaining standards and continuous learning.
- b. **Professional development** provides the training and education required to undertake a military appointment, rank or role. It is delivered through generic courses with defined start and output standards. Personnel may need to undertake personal development to address individual deficits so that start standards are met. In educational terms this would include raising literacy or numeracy standards in order to cope with course content.
- c. **Career Managed Personal Development** is of broader and often less immediate benefit to the organisation. Whilst not mandated for all, it should be endorsed and supported by career managers and the chain of command. It may not be specifically focused on the next appointment but should be of benefit to an individual's career and also aligned to personal goals, thereby building motivation and commitment. Individuals may wish to build on Service-provided professional development where they have the ability and motivation to progress beyond the output standard.
- d. **Elective Personal Development** opportunities include those activities that support individual interests or transition to future employment. These opportunities may have an indirect benefit to military capability since they engage personnel in the learning habit and that improves their ability to respond to professional and career development. Just as importantly, they contribute to morale and therefore are retention positive.

AIM

6. The aim of this chapter is to detail the framework for the Management of Individual Training & Education² across Defence.

SCOPE

7. This chapter applies to all Individual Training and Education³ across Defence. However Individual Training and Education is configured, there is to be consistency in the 4 key areas of: Training Management (TM), the roles of a Training Delivery Authority (TDA) and a Training Requirements Authority (TRA), and Customer Executive Board (CEB) function.

8. This chapter covers all individual training and education (Defence, Joint Service and single Service⁴).

TRAINING MANAGEMENT

9. Training Management embodies the functions that ensure the provision of effective and efficient training and education which contributes to operational capability and business success. These functions are:

- a. Stakeholder inter-relationships and responsibilities.
- b. Defining the quantitative and qualitative requirements (both the numbers that require the training and/or education in a given period, and the performance standards to be achieved).
- c. Resourcing of training and education in the training organisations/schools.
- d. Determining priorities in order to direct resources.
- e. Training/Educational Support.
- f. Training Assurance.

THE DEFENCE SYSTEMS APPROACH TO TRAINING QUALITY STANDARD

10. The Defence Systems Approach to Training (DSAT) Quality Standard (QS) has endorsed strategic principles, which underpin all training management functions. The DSAT QS provides:

- a. A means of ensuring that individual training and education is delivered to meet the operational/ business requirements of the MOD.

² For the purposes of this policy, the term Individual Training and Education excludes elective personal development.

³ That is: Individual Training and Education that is articulated on a Statement of Trained Requirement.

⁴ Three Armed Services and Civil Service, including MDP&GS.

- b. A framework against which a training organisation/school can develop and implement the Quality Management System that best meets their operational/business need.
- c. A Defence-wide benchmark against which the management and provision of individual training and education can be evaluated and good practice identified and implemented across the MOD.

The application of DSAT functions will not rest with one organisation, but will be spread between Training Requirements Authorities, Training Organisations/Schools and line management/chain of command. The responsibilities for training management and supporting functions are detailed at Annex A.

11. The DSAT QS is supported by Defence Training Support Manuals (DTSMs) that provide guidance⁵ on the implementation of the DSAT QS. DTSMs are practitioners' technical manuals and, as such, are for use at working level within Training Requirements Authorities and Training Organisations/Schools.

TRAINING REQUIREMENTS AUTHORITY

12. The Training Requirements Authority (TRA) represents the end-user of the trained output. It is the ultimate authority for the derivation and maintenance of the Operational Performance Statement (OPS) or Competence Framework (CF), and is responsible for the evaluation of the effect of the training and education in achieving that OPS/CF (delivered both in the training school/organisation and the workplace).

13. Where the training or education to be delivered is to meet the needs of 2 or more Services, the TRA may be a committee of policy leads for the subject, the appropriate representative of the end user of the trained output, and subject matter experts.

14. The TRA carries out the following functions on the customer's behalf:

- a. Analysis of the operational/business requirement through Job Analysis to derive and maintain the OPS/CF.
- b. In conjunction with the training organisation/school, the agreement of the Formal Training Statement (FTS)⁶; this includes the TPS⁷, WTS⁸ and RTGS⁹, and the Assessment Strategy.
- c. Management and Ownership of Workplace Learning¹⁰.

⁵ Note that DTSMs are not policy and organisations are free to choose different implementation approaches, although DTSMs aim to reflect good practice and form the basis for DCTS courses.

⁶ The FTS details the totality of the training required to achieve OPS and forms the basis of the agreement between the TRA and the Training Provider regarding what TOs will be achieved (in terms of Performance, Conditions and Standard), and where the training will be conducted.

⁷ Training Performance Statement, which is: Training Objectives, in terms of Performance, Conditions and Standards, to be attained by trainees in the formal training environment, either under the school/establishment's direct control or within a school/establishment supervised facility.

⁸ Workplace Training Statement, which is: Training Objectives, in terms of Performance, Conditions and Standards to be attained by trainees/ students following assignment to a post. The WTS content may be delivered in the employing unit or elsewhere, under the direct control of the workplace line management.

⁹ Residual Training Gap Statement, which is: The difference between the totality of the Formal Training delivered and the OPS. The Residual Training Gap (RTG) is expressed in terms of Performance, Conditions and Standards and also states the consequences of any identified RTG.

- d. Measurement of the achievement of the OPS/CF through the coordination and management of External Validation. This includes validation of the totality of training and education, which takes place in both the formal training environment and the workplace.
- e. Conduct and control the sign-off of TNAs.

TRAINING DELIVERY AUTHORITY

15. The Training Delivery Authority (TDA)¹¹ is the organisation responsible for the provision of individual training or education, to agreed standards and in accordance with extant and funded Defence and single Service policies, on behalf of the customer(s). It is the conduit through which a Training Organisation/School is commanded/headed, resourced and administered. The role of the TDA is fundamental to the organisational structure of Training Organisations/Schools, and its specific responsibilities are:

- a. The command and control of the training organisations/schools.
- b. The conduit for the resourcing of the training organisations/schools in accordance with relevant customer supplier agreements.
- c. The delivery of training to the agreed Training Performance Statement (TPS), expressed as the Statement of Training Task (SOTT) and supporting functions to its customers. Where TPS has not been achieved due to some exceptional circumstance¹², a Training Deficiency is to be recorded and managed. This report must include details of the TO(s) that could not be met together with any operational impact, mitigating factors and the training standard actually achieved. The individual must be fully informed that they are completing training below the requirement of the TPS; consideration should be given to the implications of outputting below the TPS from a career management perspective and any impact on them is fully explained. A solution to recover the TO deficiency must then be agreed between the Receiving Unit (whether another Training Establishment or Front Line Unit) and the Training Establishment responsible for delivering the TPS and authorised by the training sponsor (TRA representative)¹³.
- d. To pursue improved training efficiency compatible with endorsed output standards.
- e. To contribute, particularly in a Defence context, to the efficient pipeline management of trainees to minimise the time spent in initial training and between courses. In doing so TDAs are to ensure that training pipelines within their training organisations/schools are as efficient as possible, and they are to work with the

¹⁰ That is subject to formal documentation such as the Workplace Training Statement or Distributed Training that is not delivered or managed by a School (i.e. excluding franchised courses that are managed and controlled by a School).

¹¹ Examples of some major TDAs are Flag Officer Sea Training, Army Recruiting & Training Division, RAF's 22 Training Group, Defence Academy Headquarters, Defence Medical Services Training Group. .

¹² E.g. lack of required staff, equipment, time or conditions to achieve the TO and noting the difference with a Training Gap (as in RTGS, para 14b) that is planned and risk managed from the outset.

¹³ Where there are systemic reasons which impact on the ability to deliver individual (or collective) TPS, the relevant Operating Duty Holder(s) should be informed of the problem and the plan to resolve the shortfall.

single Services and other relevant TDAs to seek efficiency across the whole training pipeline.

- f. To manage the customer/supplier interface as Chair of the CEB.

TRAINING CO-ORDINATION

16. Single Services retain responsibility for the coherence of the delivery of training, including the co-ordination of their training pipelines. They should engage and negotiate with TDAs and training organisations/schools, through their CEBs, in pursuit of an efficient and effective pipeline that satisfies all stakeholder requirements.

CUSTOMER EXECUTIVE BOARD

17. The purpose of the CEB is to provide a mechanism for stakeholders to develop the scale and content of training to match the operational/business requirement within the available budget, and in accordance with relevant Defence and single Service policies. In doing so the CEB will:

- a. Hold the training provider to account for the delivery of quantity, quality and timeliness.
- b. Hold the TRAs to account to provide a clear fully justified requirement and their single Service priorities for training.
- c. Focus all the stakeholders on identifying future strategic direction.

Generic Terms of Reference for a CEB are at Annex B.

STATEMENT OF TRAINED REQUIREMENT

18. The Statement of Trained Requirement (SOTR) identifies the trained output required by the employing TLB, by year, for a 4 year period. It is put together by the employing TLBs SOTR Co-ordination Organisation¹⁴, who own and develop it in conjunction with the TRAs, including Joint TRAs, the relevant TDAs, finance and plans staff and the single Service manpower planners. It may also require input from recruiting staff and the Defence Equipment and Support Organisation, if appropriate.

19. Given the increasingly tri-Service and Defence nature of training, the SOTR is to be developed using a common format. Annex C illustrates the SOTR format, with explanatory notes, that is to be used by all across Defence.

20. The aim of the SOTR process is to develop a valid and accurate SOTR endorsed¹⁵ at 2* level before the commencement of the Training Year.¹⁶ It is critical that the year 1 figure agreed at the end of the SOTR process is valid and accurate. It is recognised that the figures for years 2, 3 & 4 will need differing levels of refinement as the SOTR process progresses year on year. Although not an exhaustive list, the following are examples of issues that may impact on the SOTR and should be considered in compiling it:

- New equipment/equipment upgrades.
- Changes to policy and legislation.
- Impact of STP measures.
- Defence priorities.
- Results of external validation.
- Changes to infrastructure.
- Changes to manpower structure.
- Known difficulties of recruiting in specific trades/branches.
- Historic data on take up and pass rates on courses.

21. In the case of Defence or Joint Training Organisations/Schools, the SOTR is derived from the various TLB requirements (both military and civil service) and is articulated in the same format at Annex C.

22. In order to build up meaningful data on the accuracy and validity of SOTR figures, at the end of each training year a comparison of the relevant forecast requirement (SOTR) versus actual achievement is to be undertaken by the training organisation/school. The results of this comparison are to be reported at the CEB, with records maintained to establish trends.

¹⁴ Each Service/TLB that generates an individual training and education requirement is to have a single organisation that is responsible for capturing and co-ordinating the entirety of that requirement.

RN – RN HRTSG.

Army - DTrg(A)

RAF – ACOS Training, 22 (Trg) Gp.

MOD Civil Service Requirements - DCP

¹⁵ Before the SOTR can be endorsed there must be sufficient PR funding or options submitted to deliver that SOTR. This is an absolute requirement before the SOTR can be accepted by the CEB Chair.

¹⁶ In some instances contractual constraints will dictate a specific period, prior to the commencement of the Training Year, when an endorsed SOTR must be available.

STATEMENT OF TRAINING TASK

23. Once accepted by the CEB chair, the SOTR is used as the source document to develop the Training Delivery Authority's Statement of Training Task (SOTT). The purpose of the SOTT is to allow the TDA to take the agreed output-based requirement and develop it into the training solution for the following year. In addition to the information already contained in the SOTR, the SOTT is to contain, as a minimum:

- a. The course profile (number of courses, with start and finish dates).
- b. The total trainee/student input number and the disaggregated¹⁷ number by course.

24. The SOTT may eventually differ from the SOTR. Although not an exhaustive list, the following issues may result in changes to the SOTT from what was originally endorsed in the SOTR:

- PR funding bid when the SOTR was agreed is not successful.
- Impact of Urgent Operational Requirements.
- Changes to Operational Performance Statements.
- Results of internal validation.
- Potential gapping of military instructional staff.
- Impact of in-year funding constraints.
- Recruiting targets not being met.
- Impact of operational tempo.
- Historic failure rates in determining input to achieve output SOTR.

In-year changes to the SOTT are to be managed by the CEB, but an audit trail must be maintained by both the CEB and the SOTR Coordination Organisation(s) to show why differences have occurred. Where differences occur within a contractual arrangement, financial penalties may apply.

¹⁷ This is the number of students per course.

Chapter 2

Annex A: The DSAT Training Management Functional Responsibilities Matrix

DSAT FUNCTION	RESPONSIBILITY
<ul style="list-style-type: none"> • Needs Analysis. • Job Analysis. • Derivation and maintenance of the Operational Performance Statement (OPS) and elements of the appropriate Competence Framework (CF). • Evaluation of Workplace Training. • Co-ordination/management of External Validation (EXVAL). 	TRA
<ul style="list-style-type: none"> • Derivation and maintenance of the Training Performance Statement (TPS). • Derivation and maintenance of the Workplace Training Statement (WTS). • Derivation and maintenance of the Residual Training Gap Statement (RTGS - where applicable). • Derivation and maintenance of the Assessment Strategy. 	TRA or Training Organisation/School ¹ to lead – either way it is important that this task is completed in close collaboration.
<ul style="list-style-type: none"> • Establish a Management of Training System • Derivation and maintenance of the Assessment Specification. • Development of Training Options/Solutions recommendations. • Co-ordination/management of Internal Validation (INVAL). • Development and maintenance of Course Delivery materials/media. • Derivation and maintenance of Assessment materials/media. • Derivation and maintenance of Workplace Training delivery materials/media (e.g. Task Books and DL Media), where appropriate. • Delivery of Training to meet TPS. • Derivation and maintenance of Instructional Specifications. • Conduct of 1st Party Audits of the Training System against the standards laid down in the DSAT QS. 	Training Organisation/School
<ul style="list-style-type: none"> • Delivery of Training to meet WTS. 	Line Management/ Chain of Command (can be supported by Training Organisation)
<ul style="list-style-type: none"> • Conduct of 2nd Party Audits of the Training Organisation/School/TRA against the standards laid down in the DSAT QS. 	Single Service/ Defence Audit Organisations (as appropriate)

¹ Although the Training Organisation/School is responsible for deriving the constituent parts of the FTS and Assessment Strategy, the appropriate TRAs must be content that the totality of the FTS matches the OPS, and that the Assessment Strategy will allow this to be rigorously tested. If agreement on this issue cannot be reached, the matter is to be resolved by the CEB.

Chapter 2

Annex B: Generic Terms of Reference for a Customer Executive Board

PURPOSE

1. The purpose of the CEB is to provide a mechanism for stakeholders to develop the scale and content of training to match the operational/business requirement within the available budget, and in accordance with relevant Defence and single Service policies. The CEB will meet under the direction of the Training Delivery Authority, who holds the budget for the delivery of training, to ensure that responsibility and accountability are aligned.

ACCOUNTABILITY

2. The Chair of the Board is accountable through the chain-of-command to the 2* of the Training Delivery Authority.¹

MEMBERSHIP

3. To include:
- a. Chair² to be provided by Training Delivery Authority.
 - b. TRAs³.
 - c. Representation from the appropriate single Service or Defence Policy organisation(s).
 - d. Additional Customers/Stakeholders (as appropriate).⁴
 - e. Representative(s) of the SOTR Co-ordinating Organisation(s).
 - f. Training and Education Deliverer(s).

SPECIFIC TASKS

4. These include:
- a. Acceptance of OPS from appropriate Training Requirement Authority.

¹ In a Defence training context, if the interests of a single Service are not satisfied by the CEB or its chain of command, they may pursue the issue through the relevant Principal Personnel Officer (PPO) within extant Defence personnel governance structures.

² For Defence CEBs, the chair will normally be a 1* .

³ If the TRA is a committee its chairman will represent it at the CEB

⁴ In a Defence training context this will include representatives of single Service organisations with involvement in the management of the trainee pipeline.

- b. Endorsement of the FTS and Assessment Strategies that have been agreed between the relevant TRA and training organisations/schools.
- c. Contribute towards development of the SOTR and then acceptance of the endorsed SOTR from which to develop the SOTT.
- d. De-confliction of any resource requirements that arise from late notice (less than 12 months from commencement of training) PR/SOTR imbalance by trading single Service training priorities against available funding.
- e. Retention of an audit trail to show why differences between SOTR and SOTT have occurred.
- f. Monitoring adherence to the DSAT QS to ensure course documentation is effective and in date.
- g. In a Joint or Defence context, the development of appropriate Joint or Defence training.
- h. Monitoring and reacting to training effectiveness feedback (INVAL and EXVAL).
- i. Pursue the optimisation of training, including the efficiency of training pipelines and ensure that appropriate co-ordination is in place between multiple CEBs, where they exist.
- j. Monitoring of performance against key targets in Management Plans.
- k. Report uptake/ performance against the SOTT.
- l. Identify and manage risk.
- m. Directing the work of CEB Working Groups.

AUTHORITY

- 5. The Chair is authorised to task Working Groups in pursuance of the CEB's primary purpose.
- 6. The CEB has the authority to liaise with other Single Service and MOD departments as appropriate, and Service establishments in pursuance of its primary purpose.

FREQUENCY OF MEETINGS

- 7. CEBs should normally meet bi-annually.

Chapter 2

Annex C: Defence SOTR Template and Guidance Notes

1. Click [here](#) for a Link to the Defence SOTR Template.

Item	Data Required (Column Heading)	Service (Sub Heading)	Guidance Notes
OUTPUT SOTR Figures Spreadsheet			
1	Course Code/Number		Enter the course code/number iaw JPA.
2	Course Title		Enter the course title. To take account of new equipment programmes where, at this stage, the training requirement has not been fully articulated it may be appropriate to insert a notional requirement in years 3 or 4 of the SOTR. This figure can then be refined in subsequent SOTRs.
3	Course Type		Enter type of Training for example Ph 1 = Phase 1 Training Ph 2 = Phase 2 Training Ph 3 = Phase 3 Training IDT = MOD International Defence Training.
4	Course Length (Training Days)		Total course length in whole days, including time for administrative procedures at joining and leaving and any other time spent at other sites or on exercise/general military training within the course timeframe. This is measured in training days and excludes weekend standowns and leave periods.
5	Minimum Number of Courses		Minimum number of Courses required in the training year.
6	OUTPUT SOTR Figure for Financial Year.	RN	The number of trainees required to successfully complete training in the Financial Year. For single Service SOTRs, the columns for the other 3 Services will be zero.
		ARMY	
		RAF	
		MOD Civil Service	
		IDT	
		Other	
7	Total Output SOTR in FY		Sum of entries at Item 6.
8	Total Training Days for FY.		Derived from Item 4 (Course Length) multiplied by Item 7 (Total Output).