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JSP 822

Part 3: Chapter 4

Training Management Policy

Defence Training Policy for Staff Delivering Formal Training



Director General Training and Education

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This policy has been equality and diversity impact assessed in accordance with Departmental policy. This resulted in a: • Part 1 screening only completed (no direct discrimination or adverse impact identified). This policy is due for review in Jun 2011.

INTRODUCTION

1. The quality of training and education delivered to Defence personnel is a key enabler in meeting the Defence Mission. This training is delivered in a variety of establishments and in a multitude of ways. It is, therefore, imperative that those delivering the training and education are well trained themselves and regularly update their knowledge about training techniques and subject matter. In addition, it is vital that Defence monitors the quality of instruction delivered to its personnel and encourages a culture of continuous improvement.
2. There is, therefore, a requirement to set common standards for training and monitoring of those personnel engaged in the delivery of training across Defence to ensure that they have been trained appropriately for their role and, consequently, that the quality of training delivery in those establishments is optimised. For MoD civilian training delivery staff, this Policy should be read in conjunction with the relevant Management Practice Document (MPD).

DEFINITIONS

3. Instruction, in the Defence context, encompasses both Training and Education, which are inextricably linked and complementary aspects of the learning process. Training equips our personnel with the knowledge, skills and attitudes needed by modern battle winning forces and successful business units. Education provides the knowledge and understanding that underpins individual training and fosters the development of ethos. In addition, it expands the cognitive skills of our personnel that are vital to the more effective performance of individuals as they progress through their careers. Education also promotes a learning culture. The delivery of education and training is provided by military personnel assigned to training delivery duties, Specialist Instructional Officers (SIO), Lecturers, Civilian Trainers or external contractors. SIOs, Lecturers and Civilian Trainers are employed in wider management and support roles¹; however this policy focuses on the training delivery function and defines it as follows:

- a. SIOs are employed to train military and civilian personnel in trades, crafts and subjects, often with the objective of trainees gaining recognised qualifications. The Group comprises three distinct grades -Specialist Instructional Officer (SIO), Higher Specialist Instructional Officer (HSIO), and Senior Specialist Instructional Officer (SSIO) and is assimilated within the Ministry of Defence (MOD) broader banded structure at paybands D, C2 and C1 respectively.
- b. Lecturers are recruited and employed as either Burnham Lecturers or members of the Lecturer Group. The Lecturer Group is generally employed in Defence academies and colleges where higher-level courses are delivered because of their particular academic area of expertise. The bulk of the lecturer cadre that instruct or teach in Phase 1 and 2 Training are Burnham Lecturers. Lecturers are required to have a minimum of a Bachelor's degree (or equivalent). In addition, the Lecturers are further required to possess or work towards a formal teaching qualification². Lecturers deliver training and education covering a range of subjects, generally providing academic theory and principles that underpin trade and practical training.

¹ The wider training management roles are set out in the respective MPD for each job group.

² Level 5 teaching qualification completed within 2 years of appointment.

- c. Civilian Trainers are involved in designing, delivering and evaluating learning and development opportunities related to core and functional generic business knowledge, skills and behaviour.

AIM

4. The aim of this policy is to outline the standards to be achieved by training delivery staff employed in a formal³ training environment in Defence and to establish a common approach for monitoring those standards. Newly appointed training delivery staff will meet the appropriate qualification and training requirements of this policy, prior to the commencement of their appointment.⁴

SCOPE

5. This policy applies to all personnel, civilian and military, engaged in delivery of formal training for more than an average of 5 hours per week in Defence and single Service training establishments. This includes assigned military personnel of the Regular and Reserve Forces, MOD Civil Servants and Contract/Partner Staff.

PRINCIPLES

6. The principles underpinning this policy are that:

- a. All training delivery staff must have sufficient subject matter expertise in the subject they are delivering.
- b. All training delivery staff should be selected and deemed suitable to instruct by their employing authorities⁵. They should be appropriately trained and qualified to undertake their role. All training delivery staff employed in Phase 1 and 2 establishments will be required to undertake supervisory care training⁶.
- c. All training delivery staff must remain competent by undertaking ongoing Continuous Professional Development (CPD).
- d. The continuing performance of training delivery staff must be monitored against appropriate competencies at regular intervals by unit instructor supervisors or equivalent qualified staff⁷.

MINIMUM TRAINING REQUIREMENT

7. The minimum Defence requirement for all training delivery staff covered by the scope of this policy is either the Defence Instructional Techniques (DIT) Course⁸ delivered by, or under franchise from, the Defence Centre of Training Support (DCTS), or a

³ JSP 822 Part 2, Page 2-9.

⁴ See Para 14 of this policy.

⁵ Military instructor suitability is assessed by reporting officers in the SJAR/OJAR. Civilian training delivery staff are recruited and selected against the set criteria required to meet the job specification. In both cases this will include CRB checks when appropriate.

⁶ Completion of the Care of the Trainee course meets the supervisory care training requirement.

⁷ For MoD civilian job groups, the monitoring of performance is outlined in the respective MPD.

⁸ This includes legacy training courses such as Basic Instructional Techniques (BIT), Ground Instructional Techniques (GIT), Trade Instructional Techniques (TIT), Instructional Methods Course (IMC), Instructional Techniques Course (ITC), and all Army courses incorporating Methods of Instruction (MOI) that have been utilised by the individual in the last 5 years.

recognised equivalent qualification/course⁹. A recognised higher or equivalent qualification will fall under one of the following categories:

- a. One recognised under the Lifelong Learning UK (LLUK) qualifications framework as a Level 3/4 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS).
- b. A higher teaching or specialist qualification¹⁰.
- c. Another longer professional or specialist course in Defence that incorporates the DIT/ PTLLS Course¹¹.
- d. An appropriate course developed by DCTS for a specific training establishment.

8. While para 7 outlines the required minimum standard, the Chain of Command or Heads of Profession¹² within the Training & Education Civilian Job Family may set professional requirements in excess of this minimum. If the training establishment sits outside of Phase 1 or 2 training but delivers training to a predominantly junior cadre of trainees, it is advised that the chain of command carry out a risk assessment to ensure suitable levels of instructional and supervisory care training¹³ for its training delivery staff.

STAFF DELIVERING TRAINING IN PHASE 1 & 2 TRAINING ESTABLISHMENTS

9. Regardless of their background or experience, all Military and Civilian employed to deliver training, joining the staff of Phase 1 or 2 establishments, are required to complete either the Defence Train the Trainer (TTT) course delivered by, or under franchise from, DCTS, or a recognised higher or equivalent qualification/course. A recognised higher or equivalent qualification will fall under one of the following categories:

- a. One recognised under the Lifelong Learning UK (LLUK) qualifications framework as a Level 3/4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS).
- b. A higher teaching or specialist qualification¹⁴.
- c. Another longer professional or specialist course in Defence that incorporates the Defence TTT/ CTLLS Course.

10. Personnel who have gained the DIT/PTLLS qualification element of the Defence TTT course via another route will only be required to complete the TTT Consolidation course offered by DCTS¹⁵.

⁹ SIO Policy Group - MPD.

¹⁰ From Sep 07, all national teacher training qualifications will incorporate an embedded PTLLS qualification.

¹¹ This must still be under franchise from DCTS.

¹² Requirement outlined in the respective MPD.

¹³ Including CRB checks.

¹⁴ Cert Ed, PGCE or BEd are examples of higher teaching qualifications.

¹⁵ This includes legacy training courses such as Basic Instructional Techniques (BIT), Ground Instructional Techniques (GIT), Trade Instructional Techniques (TIT), Instructional Methods Course (IMC), Instructional Techniques Course (ITC), and all Army courses incorporating Methods of Instruction (MOI) that have been utilised by the individual in the last 5 years.

11. Personnel who have gained a CTLLS or higher qualification not awarded by completing the Defence TTT course or a higher teaching qualification, will be required to complete the Supervisory Care elements of the Defence TTT course. This is considered to be CPD that is designed to introduce instructors and lecturers, military and civilian, to the unique aspects of instructing in a Phase 1 or 2 environment, informing them of their roles and responsibilities within the Training Covenant, which will not have been covered elsewhere in their teacher training.

12. There may also be other instructional skills or related competences needed at a particular establishment.¹⁶ This will be for the training/educational establishment to determine, then agree with their Training Delivery Authority¹⁷, and implement as part of the normal induction procedures for training delivery staff.

13. Once Phase 2 trainees have achieved TPS, it is not necessary for personnel overseeing or mentoring them in the workplace at Front-Line units, to be qualified to the Defence TTT/CTLLS standard. However, it is the responsibility of both the trainees' Phase 2 Establishment and the Front Line unit to conduct a risk assessment in accordance with the Supervisory Care Policy¹⁸ before making a judgement on the appropriate competencies and qualifications needed by those training staff.

CURRENCY

14. Relevant training and qualification is to be undertaken, ideally, prior to an individual taking up training delivery duties as pre-employment training or within 3 months of taking up an instructional post. An unqualified individual must be very closely supervised by either, an experienced member of the training delivery staff or an individual qualified to monitor training delivery competence¹⁹. Thereafter, should a member of the training delivery staff be absent from the formal training environment for more than 8 months, their training qualification remains valid, but on their return to a training delivery role they are to be reassessed in accordance with the procedures laid out in para 17. Training delivery staff will only be required to undertake further training if their competence has dropped below a satisfactory level.

15. For training delivery staff, already in post, but not meeting the requirements of this policy, the chain of command in conjunction with Civil Service managers or Heads of Profession are to ensure that an action plan is agreed to bring the identified training delivery staff to the levels outlined by this policy.

CPD

16. Personnel engaged in instructional activities are to remain current in their subject specialisation and as an instructor through CPD²⁰. This includes any activity that develops an individual as an instructor/lecturer/trainer. This could include evidence of professional/subject matter updating, including membership of appropriate professional bodies; development of skills in instruction (for example, the effective application of e-

¹⁶ For instance, RAF flying instructors may need a different set of instructional skills, albeit the core elements will be drawn from the DIT/DTTT course.

¹⁷ This will require consultation with Trade Unions if terms and conditions are affected, through the relevant professional policy group.

¹⁸ 2007DIN06-091.

¹⁹ Unqualified lecturers will be working towards their Level 5 teaching qualification and will be mentored and supervised throughout this period of qualification.

²⁰ Agreed and discussed as part of the individuals' training and development plan.

learning techniques); appreciation of the wider issues relating to trainees/students (for example, the application of diversity and equal opportunity principles); and the use of trainee/student feedback to improve performance.

MONITORING OF COMPETENCE

17. Once qualified in accordance with this policy, training delivery staff competence is to be monitored regularly²¹. As part of an induction process, an initial assessment of competence is to be undertaken. This is to be undertaken within 3 months of completion of their instructional training (including any supervisory care training) and is to be conducted by an appropriately qualified²² assessor. This also applies to training delivery staff returning from an extended period of absence or a detachment or operational tour. On satisfactorily completing this assessment, the individual is to be monitored formally in line with the relevant MPD and/or unit performance appraisal and reporting procedures. Establishments/schools are to maintain an auditable record of its training delivery staff's assessments.

CONTRACTED TRAINING DELIVERY STAFF

18. Where contracted or agency staff are employed in a training delivery role, the contract²³ must require them to meet the same level of competence and to hold the same requisite qualifications, or their civilian equivalent, as Defence personnel, with the minimum being a PTLLS Award to which the DIT course equates²⁴. The chain of command must satisfy itself that the contractor is qualified, at the appropriate level of competence, and has undertaken the required supervisory care training²⁵.

PROFESSIONAL RECOGNITION

19. The opportunity exists for Defence Training delivery personnel to gain accreditation and professional recognition as a teacher in the Further Education (FE) Sector. If they wish to achieve this status, Defence training delivery personnel must meet the requirements of new Government Regulations²⁶ introduced as part of their FE Workforce Reforms for Teachers²⁷. The regulations require teachers to:

- a. Meet the requirements of the Lifelong Learning United Kingdom (LLUK) Teacher Qualifications Framework as an Associate Teacher by attaining, as a minimum, a Level 3/4 CTLLS qualification. Successful completion of the Defence TTT course results in the award of this qualification.
- b. Complete a period of "professional formation" as a post-qualification process by which the instructor demonstrates through professional practice the ability to use effectively the skills and knowledge acquired whilst training. These requirements are met by adherence to para 16 of this policy.

²¹ For civilian staff this is outlined in the relevant MPD.

²² The instructor supervisor conducting assessments of an instructor's competence should have completed the Supervision and Coaching of Instructors (SCI) course at DCTS or Sub-Unit Coaching course delivered by ASLS.

²³ This requirement applies to contracts let or renewed after 1 Sep 08. The requirement may also apply to existing contracts subject to the contract clause pertaining to 'the standards of employees'.

²⁴ If capacity allows DCTS will provide this training, with contractors being charged the normal income generation rates.

²⁵ Including adherence to the Defence CRB Policy.

²⁶ The Further Education Teachers' Qualifications (England) 2007 and the Further Education Teachers' Continuing Professional Development and Registration (England) Regulations 2007.

²⁷ The term 'teacher' is used as a generic term to mean teachers, tutors, trainers, and instructors.

- c. Register with the Institute for Learning (IfL) as an Associate or Full Teacher.²⁸
- d. Undertake a minimum of 30 hours CPD per annum for full time training delivery staff (or pro rata for part-time staff) with a minimum of 6 hours per year for the purposes of updating their knowledge of the subjects in which they instruct or developing their instructional skills.

POLICY GOVERNANCE AND RESPONSIBILITIES

20. **Policy Sponsor.** The sponsor for this policy is Director Training and Education (DTE). DTE will be advised by the Instructor Training and Development Working Group (ITDWG) comprising of stakeholders from the single Services and Defence Training Establishments, the Heads of Profession and a representative of the Trade Unions. If the ITDWG recommends further changes to the training requirement for training delivery staff, then the policy sponsor will engage with the respective professional policy group to ensure that such changes are agreed.²⁹ The Sponsor is also responsible to the Training and Education Policy Group (TEPG) for:

- a. Setting the qualitative training requirement and ensuring that there are Competence Frameworks for training delivery staff.
- b. Examining the impact of external influences (such as Government Regulations/legislation) on this policy.
- c. Reviewing this policy to ensure its continued relevance and effectiveness.

21. **The Defence Centre of Training Support.** DCTS is the Lead Establishment³⁰ for instructor training and is responsible for:

- a. On behalf of the Instructor Training Requirements Authority (TRA), maintenance and, if necessary, updating of the Training Competence Frameworks for training delivery staff in accordance with the direction given by the TRA.
- b. Maintaining and updating DIT and Defence TTT course documentation.
- c. The quality and standard of franchised delivery of DIT and Defence TTT courses.
- d. Maintaining the accreditation of DIT and Defence TTT courses to the Lifelong Learning UK (LLUK) Qualifications Framework.
- e. Conducting the administration to ensure that those completing the Defence TTT/TTT Consolidation receive a CTTLS qualification.
- f. Compile and deliver the DCTS Instructor Training Statement of Training Task (SOTT), derived from single Service³¹ Statement of Trained Requirements (SOTR) compiled by the appropriate SOTR Co-ordination Organisations.

²⁸ Further information is available at the IfL Website www.ifl.ac.uk.

²⁹ An example is The SIO Policy Group chaired by ARTD which has Trade Union and single Service representation.

³⁰ The Lead Establishment is the Training Establishment with responsibility for the development, maintenance and management of specific Distributed Training courses. Such courses include academic and principles training.

22. **TLBs.** TLBs through their Training Delivery Authorities (TDAs) are responsible for:
- a. Ensuring that this policy is promulgated to Commanding Officers and Heads of Training and Education Establishments within their area of responsibility.
 - b. Agreeing other training delivery skills or related competences, identified by their Training & Educational Establishments, and required by training delivery staff in those establishments (para 8 refers)
 - c. Ensuring that any contracts for the provision of instruction by contractor staff within their areas of responsibility meet the requirements set out in para 18 of this policy.
 - d. Determining annually, through their SOTR, their quantitative requirement for instructor training.
 - e. Through the DCTS Customer Executive Board (CEB), agreeing and managing discrepancies between the SOTR and the SOTT.

23. **Commanding Officers/Heads of Training & Establishments.** The roles and responsibilities of COs are outlined in the COs' of Training Establishments Course at the Defence Centre of Training Support. All Commandants/COs of Phase 1 and 2 training establishments, their nominated deputies or those charged with executing executive responsibility in training units on their behalf, are required to attend the CO's of Training Establishment Course within 3 months of appointment. COs and Heads of Training & Educational Establishments are responsible for ensuring that:

- a. Personnel under their command who are engaged in training delivery duties are appropriately trained and qualified in accordance with the direction given in this policy and any additional competencies identified.
- b. Appropriately qualified personnel continue to monitor the competence of their training delivery staff and that an individual record of monitoring is maintained.
- c. Personnel under their command who are engaged in training delivery duties have the opportunity to complete the necessary CPD necessary to maintain both their professional knowledge (including the requirement to ensure care of the trainee) and instructional techniques.

³¹ Including the Civil Service.