

THE CODE OF PRACTICE FOR INSTRUCTORS

AIM

The aim of this code is to be the source of guidance for instructors in the ATRA, both military and civilian. It serves to unify and complement existing special-to-purpose direction within ATRA schools; it describes the training ethos and regime; it outlines the ATRA training environment; it addresses the selection of training of ATRA instructors.

THE EMPLOYMENT CHARTER

This code is a part of the ATRA Employment Charter, which is held in all units and updated periodically. For so long as they remain within the ATRA, both civilian and military instructors are to be in possession of a personal copy of this Code and they will be expected to match the ethos and standards set out within it.

NOTE:

1. Throughout this Code 'he' is used for convenience to refer to both genders.
2. The ATRA is an integrated organisation whose ethos applies equally to military and civilian personnel. The term instructor is applied to both the military and civilian instructor. For example Instructional Officers and Lecturers are covered by this term.
3. The spirit of these instructions is to be applied to all training, even where the circumstances described may not be exactly relevant.

THE TRAINING ETHOS

The Ethos. The British Army has a very special training ethos. It is a mixture of sharp discipline, tough training, maintenance of high standards, a sense of fair play, treating the trainee as an individual and encouraging people to achieve things far beyond what they thought themselves first capable of. Skill, strength and forbearance are admired, whilst brutality, callousness and meanness are despised. Our training is characterised by a strong sense of humour and by compassion for the less able. The training is successful if it results in a high level of skill, self-discipline, initiative and obedience to orders in the moment of crisis. This defines the challenge to the instructors, each of whom will be held as a role model by trainees in all that they do.

What the Instructor Has To Do. The instructor must inspire, challenge, motivate, excite, enthuse and sustain in order to unlock the full potential of each trainee. Even those who leave must feel that they are a better person because of the training and experience that they have received. The instructor will base his efforts on team-

building, the hallmark of a successful Army where ten men together see themselves as more effective than ten men alone. To the modern youngster this no longer comes easily but he must learn that he loses none of his freedoms by becoming a fully contributing member of a successful team instead of standing alone to be defeated as an individual. Rather, he gains. In requiring and teaching obedience, the instructor must not stifle initiative or independent action, instead he should guide the trainee to learn to offer his own contribution to the team good.

Pass or Fail? A particular challenge to an instructor is to get the right balance between encouraging a weak trainee, whose true potential is only faintly visible at present and discharging those who are never going to achieve the required standard. This is made doubly difficult because people mature at such widely different rates in the period of their late teens/early twenties and because modern youth has less preparation at school for what the Army requires of him than hitherto. Trying to match set percentage waste targets in this area is the road to ruin and it requires everyone involved in the conduct of training to treat each case on its merits with cold honesty. But if we do really make team building the centre of our training ethos, the emphasis must be on ensuring the success of the complete team and avoiding the damage done to the rest of the group when a person is rejected.

Fairness. Whilst the instructor will remember that he is training people for war – harsh, unforgiving; literally a fight to the death – the instructors must never physically strike a trainee, must never take unfair advantage of the instructor's position of authority over the trainee and must never lose compassion for the weakness of the trainee relative to him/herself.

An Approach to Training. Trainees should be reminded of the courage and skill shown by their forebears in the British Army and of how the stewardship of that tradition now rests with them. An instructor should regard himself as a commander whose ultimate aim is to take his trainees on operations at the end of that training – be it of a section or platoon; in the combat zone or the rear area; in a teeth arm or a technical specialisation.

CONDUCT OF TRAINING

"To know how to suggest is the great art of teaching. To attain it, we must be able to guess what will interest. We must learn to read the student's soul as we might a piece of music; then we keep the attraction by changing the key and varying the song".

Henri-Frederic Amiel (1821-81), Swiss philosopher.

Using the Systems Approach to Training (SAT), Training Development teams will produce statements of training requirement leading to authorised course training plans, but it is very much the instructor's task to bring the dry plan to life as an inspiring, imaginative and effective piece of training. This section suggests how this might be done:

Training by Example. The relationship between an instructor and his trainees must be based on mutual respect. Good leadership and the highest personal standards are vital in this respect. He should participate fully in the rigours and hardship of training and inspire his trainees through enthusiasm, commitment and example. "Follow me" rather than "Off you go" will win every time.

Training of Relevance. An instructor must provide training which can be seen to be relevant. Training objectives must be clearly defined, regularly reviewed, and then strictly adhered to so that precious resources are not wasted. SAT is an essential discipline here, providing valuable guidance.

Sensible Training. Training, particularly for officer cadets and recruits, must be progressive, safe and sensibly achievable. Safe training does not mean being over-cautious, unadventurous and therefore boring. But an instructor must not push his trainees faster than they can learn and he must allow them time to profit from their mistakes.

Challenging Training. Recruit and cadet training by its very nature presents a considerable challenge to a young person, but care should be taken to ensure that subsequent and advanced training also challenges the trainee mentally, physically and intellectually. If not the trainee feels patronised and interest quickly fades. Advanced training must always acknowledge the maturity and experience already gained by the trained soldier.

Competition in Training. An instructor must always strive to encourage healthy competition, particularly during Phase 1 and 2 training. Success should be rewarded and poor performance exposed. Competition between individuals or teams involving mental or physical endeavour is a marvellous device for developing robustness and the will to win.

Humour in Training. Humour is a powerful ally in the provision of effective training. An instructor should always aim to make training fun. The trainee will find it memorable and will be looking for more.

Accountability in Training. An instructor must be accountable for both the training and well being of all his trainees, recognising their individual strengths and weaknesses. The task demands total commitment and a sense of responsibility by the

instructor. The successful instructor will be prepared to spend extra time coaching or providing informal tuition to assist those of his trainees in difficulty.

Equality in Training. All trainees of whatever rank, gender, religion or ethnic origin must be accorded fair and equal treatment. To do otherwise goes against team-building. No discrimination, harassment, intimidation or humiliation of any kind will be tolerated anywhere in the ATRA.

People enter the ATRA from many different cultural and social backgrounds. One important part of their training is that during this time they should gain the confidence to take their part as equals one with another in the Field Army.

The specific guidance and regulations governing Equal Opportunities must be clearly understood and meticulously adhered to by all ATRA instructors together with the guidance at Annex A to this code.

Respect in Training. It is important that a relationship based on mutual respect exists between instructor and trainee. This will come naturally to the good instructors who will continually seek to develop the trainee's self-respect with constructive criticism and forceful encouragement. Nothing is achieved by physical humiliation or the use of violent, filthy or abusive language, apart from the instructor losing the respect of his or her trainees.

Discipline in Training. An instructor must be entirely clear as to his disciplinary powers as published in the orders and regulations of his Training Centre. 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.

Relaxation for Trainees. Trainees need breaks and time must be programmed into training where they can relax, take stock and recover. Going flat out for too long leads to things getting out of proportion. Proper time for meals, rest and free time must be given to trainees, except where the training point of an exercise is to deny it. An instructor will want to develop recreational and extra mural activities for his trainees, because these help build teams and develop a rounded person.

Relaxation for Instructors. Instructors themselves need nurturing with time and opportunity to get away from their charges, otherwise they become stale, obsessive and lose their point of aim.

Welfare in Training. An instructor is responsible for the general welfare of his trainees, particularly the younger ones who are away from home for the first time.

Organisations such as the Army Welfare Service and the Council of Voluntary Welfare Work may be able to provide extra help and facilities at first hand.

The Padre. In the early stages of training the work of the Padre complements that of the Instructor neither displaces the other in their responsibilities for the trainee. The Padre has a special part to play in the moral and spiritual development of the individual and this can only be achieved if there is mutual trust and understanding between the padre and the Instructors. It will be of primary importance for instructors to be seen to be supporting their Padre, who should be given every help in his demanding and crucial task.

TRAINING PROGRESSION

The Link Between Phases 1 & 2. If young soldiers are to be able to take their place in the Field Army at the end of training with confidence in their physical, mental and technical abilities it will be because several different instructors have contributed to their success. For these reasons, liaison between Phase 1 and Phase 2 training establishments is essential and regular exchange visits are a key part of this process. On handing over trainees, full briefings are to be conducted by the relevant training and administrative staffs to ensure a smooth progression of training throughout the ATRA and to make those undergoing training more comfortable and relaxed by the change of location and staff. Every effort must be made to reduce wastage, but not to the detriment of the high standards which ensure operational effectiveness.

The Link to Phase 3 Training. Nothing de-motivates a returning trainee more than a feeling that he is going over old ground unnecessarily and with little profit. Because trainees return to advance courses by different and varied routes, instructors must be careful to research the previous training and experience of all those attending and adapt accordingly.

Phase 3 training is where the instructor builds on the foundation of knowledge and understanding that students have learned during earlier training, and developed during their time with the Field Army. The Phase 3 trainee is an experienced soldier with much to offer: he will probably have been on operations, and will have developed his own views on what does and does not work in his part of the Army.

Instructors must be careful to research the previous training and experience of those attending Phase 3 Training, and adapt accordingly. They must also take the trainees personal circumstances into account, as many trainees will be fitting their course into a tight schedule which will have allowed less than the ideal amount of time for pre-course training or for family life.

The greatest responsibility of all falls to those involved in the instruction of trainees who are themselves destined to teach within the ATRA. Instructors are the ATRA's

most vital assets, and the training of these individuals is, therefore, central to the ATRA's future success.

Student Review. A Student review procedure is to be used where a student's performance is consistently below required standards. The procedure will be controlled at an appropriate level and documented.

SELECTION AND TRAINING OF INSTRUCTORS

ATRA can only produce high quality trained soldiers if it is staffed by military and civilian instructors of the highest standards. To achieve this, ATRA relies on the Army, the Civil Service and civilian contractors to select candidates carefully. To attract the right quality of individual, service as an ATRA instructor must be clearly seen as a valuable and rewarding appointment which enhances an individual's career prospects and general employability. Both the instructors and their commanders have a role to play in achieving this.

Except in rare cases, instructors will only be allowed to take up their appointments if they are trained and qualified for their role in accordance with current job specifications. To do otherwise is unfair on the instructors and disastrous for the quality of instruction. Prior to taking up an appointment a pre-course induction will be conducted which:

- Confirms and individual's suitability as an ATRA instructor.

- Confirms knowledge of the ATRA training environment, ethos and regime.

- Confirms special-to-school training arrangements.

- Defines an instructor's responsibilities and disciplinary powers.

- Qualifies the instructor for the relevant training.

Training for instructors is provided by the Basic Instruction Techniques Course and the Instructor Supervisor course conducted by ASTS.

All ATRA military instructors are to study and comply with the directive published by the Adjutant General 'Standards of conduct for the British Army' [*when issued*]. Civilian instructors are to study the directive and will be expected to recognise and support its application within the ATRA military community.

ATRA GUIDANCE NOTES ON MATTERS CONCERNING MINORITY GROUPS

LANGUAGE

1. The use of abusive, sexist or racist language is unacceptable.
2. Training is to be conducted in English, except where there is a specific training requirement to do otherwise. However, when not at work, soldiers may converse in other languages if they choose to do so.

FOOD

3. In barracks, given adequate notice to catering staff, all special religious dietary requirements are to be met. The Padre is available to give advice on the dietary needs of all religions. Vegetarianism, whose observance is not specific to any particular religion, is also to be catered for.
4. On exercise, it is a commander's responsibility to ensure that soldiers eat properly and measures are to be in place to achieve this. For instance, it should be possible to exchange ration packs amongst a training party to meet religious needs. Likewise suitable alternative items, such as soya beans, are to be made available for vegetarians. The RCWO is the authority for ensuring that the correct nutritional balance is achieved.
5. A request by an individual to fast during Ramadan is to be considered on a case-by-case basis. Before coming to a decision, advice is to be sought from the local Mufti (who can issue a waiver) and, if necessary, the individual's parents if he or she is under age, since fasting will inevitably prejudice performance on training courses where physical demands are high. As a general rule, cadets at RMAS may fast except when on field training, but it will not be possible for individuals undergoing short physical courses, such as the Recruit Course, to do so. In the latter case, alternative arrangements, such as delaying the start of their course, are to be considered.

DRESS

6. Practising Sikhs may wear turbans as an alternative form of headdress, except where combat helmets are specifically required to be worn. When this is the case, a 'patka' (a special small turban the size of a pocket handkerchief) may be worn under the helmet. Material to make two uniform turbans per Sikh may be purchased locally at Public Expense (see Material Regulations Volume 3

Pamphlet 15 Paragraph 513 for details). In addition, practising Sikhs may wear two other religious accoutrements, the 'kara' (a bracelet) and a 'kirpan' (a dagger) under their uniform.

ACCOMMODATION

7. Special arrangements are to be made for the accommodation of females, and for recruits (both male and female) under 17 years old. Ideally, each of these groups should be accommodated in exclusive areas. If lack of numbers prevents this, then like should be kept with like, perhaps in twos or threes, in the same area.

8. It should not be assumed that individuals from the same ethnic minority group would wish to be accommodated together. They should be asked. If they specifically request it they should be allowed to do so, provided it can be achieved without unreasonable disruption to others.

RELIGION

9. The Army places great importance on the spiritual development of the individual and, wherever possible and practical, individuals should be given the opportunity to practise religious observance. This is to be a matter of common sense at the local level. For example, given proper briefing beforehand about when and where they need to be and with what equipment, it should be possible for an individual to fit in daily prayers during programmed breaks in a training schedule.

10. To facilitate and encourage religious worship during out-of-hours time, arrangements should be made to transport individuals under training to their local places of worship. It will be of benefit to develop contacts with the local religious leaders of all denominations and faiths. These measures will be co-ordinated by the unit Padre, with whom the responsibility lies.