



Ministry  
of Defence

# Element 6: Personnel Competence, Resources and Training



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## Amendment record

1. This chapter has been reviewed by the Directorate of Levelling Up, Climate Change and Sustainability together with relevant subject matter experts and key environmental stakeholders. Any suggestions for amendments should be sent to: [SPO-LUCCS@mod.gov.uk](mailto:SPO-LUCCS@mod.gov.uk)

Version No	Date	Text Affected	Authority

## Use of must and should

2. Where this chapter says must, this means that the action is a compulsory requirement.
3. Where this chapter says should, this means that the action is not a compulsory requirement but is considered best practice to comply with the policy.

## Scope

4. This policy applies to all those employed by Defence (military or civilian) as well as those working on behalf of Defence (for example, contractors). It applies to all Defence activities carried out in any location (UK or overseas).

## Introduction

5. This element provides the guidance and best practice that should be followed and will assist users to comply with the expectations for personnel responsibilities, competence, resources<sup>1</sup> and training that are set out in Element 1 of the Volume 1 to JSP 816 (this JSP).

## Purpose and expectations

6. The purpose of this element is to inform the approach that Defence should take so that competent people are placed in the correct roles and supported with appropriate training and resources. TLBs, organisations and their units should take steps to meet this target so it can manage its environmental risks and opportunities in an appropriate manner.

7. This Element provides guidance relating to Personnel Competence, Resources and Training with regards to environmental protection across the Department. Additional, broader guidance is available within JSPs 822 (training and purpose), 755 (skills mapping and system requirements) and 794 (career management). All can be found on the [Knowledge in Defence \(KiD\) site](#).

**E6.1** The Defence Organisation has sufficient resources in place aligned to its risk profile.

**E6.2** The Defence Organisation has plans in place to support recruitment, deployment, career development, retention and succession of its people.

**E6.3** Training programmes are in place that include Environmental Management to enable the workforce to meet Defence requirements.

**E6.4** A competency process is in place to assess and assure qualifications, behaviours, and skills of the workforce to meet Defence requirements.

## Planning and resourcing

8. The Defence Organisation should ensure that sufficient resources are made available, for the management of the environment, proportionate with the risk profile of their area of responsibility. Competent people should be appointed to key environmental roles to safeguard the environment.

9. Environmental management roles, responsibilities and delegations should already have been defined, as part of implementation of Element 2. Implementation of Element 6 should support organisations in ensuring that personnel clearly understand and accept their environmental roles and responsibilities through training and communication. Environmental roles and responsibilities should be systematically reviewed, as part of assurance activities (refer to Element 12).

10. The Defence Organisation should map all environmental roles on HR management systems with HS&EP competencies, using the HS&EP Competency framework, which is part of the Pan-Defence Skills Framework (PDSF). Defence Organisations should

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<sup>1</sup> When considering Element 6 and specifically E6.1, establishments and units should also consider E2.3 to ensure that any resource plan is sufficiently supported, i.e. sufficient finance, personnel.

leverage the Strategic Workforce Plan to build and improve EP skills, experience and competence within their workforce.

11. Organisations should assess the extent of specialist and generalist personnel needed to respond to and mitigate the risks they face. In defining training and competency resource requirements, organisations should look beyond their organisational boundaries for factors which may impact on their current resource allocation. They should collaborate with others to achieve continual improvement in planning future resource allocation in line with their risk profile.

12. Organisations should also consider how environmental resource allocation will be addressed, during organisation finance and business planning. Resource allocation should not only consider resources required for delivering competency (e.g. training and mentoring) but also other complimentary resources, which may be required to plan and manage training delivery (e.g. administration support).

13. If resource challenges are faced at either establishment or unit level, leadership should seek to use the existing personnel, to target the greatest environmental risks. It should take steps to suitably train and qualify staff to execute their roles.

14. Once establishment or unit roles and responsibilities have been identified and personnel have been trained, then the performance of these personnel should be managed through professional development, additional training, engagement and retention. Establishments and units should develop succession plans for key roles to mitigate any knowledge loss should personnel move to other roles.

15. It may be possible for efficiencies to be generated if sufficient numbers of environmental management trained personnel can be trained through oversight at TLB-level, especially in instances where neighbouring establishments or units can share resources.

## **Defining competence**

16. Anyone controlling or requiring a Defence activity to be undertaken should specify the level of safety and environmental competence required.

17. Organisations should define the required skills, knowledge, attitudes and behaviours for personnel. This can be documented via a competency framework which defines required competencies (including 'soft' skills relating to required attitudes and behaviours). The framework should clearly identify key areas of competency (e.g. knowledge and understanding, analytical thinking, communication, sustainable practice and leadership) which are required at each operational level. The Sustainability Skills Map (developed by the Institute of Environmental Management and Assessment (IEMA)) can be used as a reference model.

18. Defence Organisations should approach competence with a One Defence Mindset. Existing Defence frameworks and/or Pan Defence Skills frameworks should be utilised. Where skill gaps are identified, engagement with the relevant profession should be undertaken.

19. The HS&EP Functional Competency Framework (FCF, January 2023) replaces the HS&EP Competence Framework (April 2015). The MOD's FCF defines a set of common competencies for employees in HS&EP. It describes the roles, capabilities and learning

that can be used across all HS&EP related posts, and to help promote a sense of identity amongst the HS&EP community. The Competency Framework is designed for all Defence employees, that either have a HS&EP responsibility, and/or need to develop or maintain competence. The HS&EP Functional Competency Framework is equally applicable to both military and civilian colleagues. HS&EP professionals should be qualified to national competency standards for professional credibility.

20. There are no specific functional competencies for Duty Holders, Commanding Officers, Heads of Establishment, managers or supervisors. Each will require specific levels of experience and training according to their role and the level of environmental risk assessed at their establishment or unit. CESOs should provide advice on the broader HS&EP competence expectations for TLBHs/CEs, Commanding Officers, Heads of Establishment, managers and supervisors.

21. Each competency profile provides a description of what the competency is and effective indicators against four levels: awareness, basic, intermediate and advanced. However, these competencies are indicative only, and should not be viewed as being prescriptive or defined for a particular role. Organisations undertaking Training Needs Analysis (TNA) or defining structures for environmental protection-related roles should remember that each EP role is unique, and any related recruitment or organisational activity should take this into account.

22. Organisations should also consult the HSEP Career Pathways, which suggest some typical courses/experience for a variety of roles including CESO, SHEF Advisor, SEA and SHASA<sup>2</sup>.

## **Defence's approach to environmental protection training**

23. Defence's direction for training and education is articulated in [JSP 822](#) which details the overarching framework for the delivery of Defence-related training: The Defence Systems Approach to Training (DSAT). JSP 822 details the DSAT as a process comprising activities relating to the analysis, design, delivery and assurance of all Defence training, both individual and collective. These management and governance activities, along with the assurance activities themselves, combine together to create a Management of Training System (MTS). The purpose of these activities is to ensure that the training of personnel contributes directly to Defence outputs and helps to mitigate inherent risks in conducting the training.

24. The MOD's 'Routes to Learning' utilises the 70 / 20 / 10 learning and development model. The model illustrates how Defence learns in the workplace by combining experiences (70%), exposure (20%) and education (10%). The three numbers represent the relative amount of time a person typically spends learning and developing in different ways. These ratios should not be taken literally but are a good guide for Defence Organisations to develop their approach.

25. In order to address the education requirement for trained personnel, Defence facilitates the provision of a wide range of courses aimed at enabling Defence personnel to improve their understanding and implementation of environmental protection. The course offering has been created to improve knowledge and skills, reduce risks and enable Defence to protect the environment and improve long-term performance. These course

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<sup>2</sup> Chief Environmental Safety Officer; Safety, Health, Environmental, Fire Advisor; Station Environmental Officer; Station Health & Safety Advisor (SHASA).

and training offerings are divided into 4 cohorts dependent on user requirement and any relevant training needs analysis (TNA) for relevant roles that has been undertaken:

- a. Awareness.
- b. Basic.
- c. Intermediate.
- d. Advanced.

26. The Training Catalogue for Health, Safety and Environment Protection (HS&EP) in Defence lists a comprehensive suite of training and qualifications in Environmental Protection and Health and Safety. There is also a wide range of training and development courses that are accredited and provided by external providers, such as IEMA, IOSH and NEBOSH, as well as in-house military specific training. The Training Catalogue provides hyperlinks to the relevant course providers and provides an overview on what each of the courses is seeking to achieve.

27. Defence Organisations should formally record and set out their approach to environmental training and articulate how it will enable their staff to execute the duties expected of them. The programme should be reviewed periodically (see [JSP 822](#) and within that [JSP 822 Vol 2 - Individual Training](#)) to assess its effectiveness and relevance. A Training Needs Analysis (TNA) should support the programme where appropriate. Personnel should receive the training required to enable them to conduct their representative functions effectively.

## Competence delivery

28. Building on the organisation-specific environmental competency framework and the MTS outlined above (in particular the Training Catalogue), Heads of Establishment and Units should document a training needs assessment (TNA) specifically identifying what environmental training is required, when and how it will be delivered (e.g. classroom or virtual). Complimentary resources already defined (e.g. training administration) should be deployed, to ensure that a training plan is developed and implemented to deliver the identified training needs.

29. Training of Defence personnel will support the mitigation of environmental risks by ensuring that personnel are suitably trained and qualified, to undertake their environment-related roles and responsibilities. Heads of Establishment (HoE) and Units should ensure that personnel under their command and management have undertaken courses and qualifications that enable the delivery of environmental protection at their location in line with the TNA.

30. The need for refresher training and ongoing CPD should also be identified within the TNA as a means to help ensuring that environmental risk mitigation is delivered on an ongoing basis.

31. Building on the MOD's 'Routes to Learning', competency assessment processes should be defined and implemented including which personnel will sign-off on competency, how competency will be assessed (e.g. via continuous assessment, task observation, documentary portfolio submission or a combination of all three) and how the evidence will be retained (e.g. via a database). For example, for relevant personnel to be deemed competent in relation to waste management they may need to attend a specific training

course, submit written evidence of their effective completion of waste management documentation and have their waste management practices observed and reviewed by a competent person.

32. The TNA should be reviewed and updated at least annually, as part of assurance activities (refer to Element 12). Competency assessment processes should also define how and when competencies will be reviewed and periodically re-assessed.

33. TLBs should seek to establish a common approach for their units and establishments in terms of the courses required to be undertaken and the methods for assessing competency liaising with the relevant TLBs training and budget teams to ensure sufficient funding is in place.

## **Career Management for environmental protection professionals**

34. Career management for MOD personnel whose roles involve responsibility for supporting the delivery of the MOD's environmental management policy is summarised in the MOD HSEP [Our Offer](#) document. Establishments and units should have clear plans in place to support the recruitment, deployment, career development, retention and succession of its personnel who have roles and responsibilities related to environmental protection.

35. The IEMA Sustainability Skills Map provides a framework which can be used to support the career development and progression of such personnel. The IEMA also provide a continuing professional development (CPD) framework with a complimentary membership structure to support vocational learning and career development. Both can be used to support recruitment (e.g. by defining a specific membership level for a given role) and career development (by supporting personnel in moving up the membership categories from operational through managerial to leadership).

36. All personnel who have roles and responsibilities related to environmental management should receive periodic performance reviews. These should include feedback, along with training and development opportunities for growth.

## **Element summary**

37. If Defence is to succeed in implementing and maintaining an effective approach to environmental management then it is essential that it has competent people in the right positions with sufficient training and resources to undertake their roles and responsibilities.

38. This element has sought to highlight Defence's approach to meeting this challenge. Much of the responsibility for this task is with TLBs to coordinate with their respective establishments and units. Conversely, it is imperative that establishments and units understand their responsibilities for delivering environmental management and have sufficiently trained personnel to do so.

39. For commanders and managers (at both TLB and establishment level) having trained personnel is integral to the successful environmental risk management and delivering the requisite level of environmental management across the MOD estate.

40. Finally, retention is critical. Building and delivering a meaningful and rewarding career path for environmental management professionals will be essential to enable Defence to maintain an enduring level of environmental protection in the longer-term.

## Actions to consider

41. Defence Organisation senior leadership should:

- a. undertake an organisational review to understand what, if any, environmental protection roles are currently located within a TLB or establishment. Use a competency framework using resources from within Defence (e.g. functional competencies) and from outside Defence (e.g. IEMA).
- b. review the currency of the most recent TNA for environmental protection related roles and consider updating. If a TLB or establishment does not have a TNA then one should be undertaken. The TNA should integrate in a proportionate manner the scope and scale of the environmental risks facing a particular TLB or establishment.
- c. having completed the TNA, undertake a review of the results and agreed available financial resources (within establishment and/or TLB) determine which individuals should undertake which courses referring to the Training Catalogue for Health, Safety and Environment Protection in Defence throughout.
- d. establish and maintain an environmental management training database at establishment and/or TLB level to ensure that personnel's qualifications and training are accurately recorded and updated where required.
- e. define and implement a competency assessment process which reflects the MOD's 'Routes to Learning'.
- f. develop a succession plan in order that environmental capability at either TLB or establishment level is not degraded should key personnel depart. In particular this should focus on individuals whose role requires a significant level of environmental management training.
- g. consider the development and career management plans that can translate the intent detailed in the MOD HSEP [Our Offer](#) document into actions and outputs to support environmental management personnel throughout their careers.

## Plan- Do- Check- Act- (PDCA) Cycle

42. This diagram is designed to illustrate where this, and all the elements of JSP 816, fit into the PDCA cycle.

