Ministry of Defence

Policy: JSP 822 Defence Training and Education V8.1 (Oct 26)

Chapter 3: Individual Training

Version 8.1 (Oct 26)

Table of contents

1 PREFACE 3

1.1 How to use this chapter 3

1.2 Must, Should, Could Approach 4

2 INTRODUCTION 6

3 GOVERNANCE, MANAGEMENT AND ASSURANCE 8

3.2 Governance 8

3.3 Roles / Stakeholders 10

3.4 Governance of Distributed Training 11

3.5 Management 11

3.6 Management Activities in the Analysis of Individual Training 12

3.7 Management Activities in the Design of Individual Training 13

3.8 Management Activities in the Delivery of Individual Training 13

3.9 Management Activities in the Evaluation of Individual Training 14

4 ASSURANCE 15

4.2 Governance of Assurance Activity 17

4.3 Defence Training Assurance Framework 18

4.4 Assurance Reporting 25

4.5 Assurance Activity Actions and Follow-Up 27

5 ANALYSIS OF INDIVIDUAL TRAINING 28

5.2 Scoping Exercise 28

5.3 Training Needs Analysis 30

5.4 Training Needs Evaluation 33

6 DESIGN OF INDIVIDUAL TRAINING 34

6.2 Design Stage 1 35

6.3 Design Stage 2 36

6.4 Design Stage 3 37

7 DELIVERY OF INDIVIDUAL TRAINING 38

7.2 Training Preparation 38

7.3 Remedial Training (Phase 1 and 2 Training) 39

7.4 Robust Training 47

7.5 Examples of Robust Training Factors 51

7.6 Risks with Robust Training 53

7.7 Programming, Scheduling and Resourcing of Training 53
7.8 Management of Training Deficiency 54
7.9 Defence Trainer Capability 55
7.10 Defence Trainer.....55
7.11 Defence Trainer (Flying).....56
7.12 Defence Trainer Supervisor (DTS).....57
7.13 Defence Trainer Manager (DTM) 57
7.14 Commanding Officer of Training Establishment (COTE).....58
7.15 Higher Education (HE) Lecturer 58
7.16 Personnel Delivering and Assessing Defence Trainer Capability Training Interventions (outside of DCTS) 59
7.17 Adventurous Training Trainer.....59
7.18 Contractor Staff Delivering, Supervising or Managing DTC Training Interventions.....59
8 EVALUATION OF INDIVIDUAL TRAINING.....61

1 PREFACE

1.1 How to use this chapter

1.1.1 Chapter 3 of JSP 822 sets out Defence policy on Individual Training in Defence[1]. This chapter contains most of the Defence Individual Training and Education policies for Defence; however, where broader Defence Learning and Development policy sits outside of Chapter 3, it is clearly referenced with links within the Document Information section.

1.1.2 As noted in Chapter 1 of JSP 822, the overall Defence Training policy has been revised in line with SDR 25 recommendations that Defence moves to warfighting readiness, where Training supports this by adapting rapidly to operational lessons and the pace of technological development. This chapter supports the overall strategic direction, in providing greater flexibility to the Military Commands in applying Training policy to meet the needs of the Integrated Force.

1.1.3 To support the understanding and implementation of the direction and guidance contained within this Chapter, the following Defence Training Support Manuals (DTSMs) have been developed to provide additional guidance:

- DTSM 1 – Governance of Individual Training. (incl. roles of TRA/TDA/TP)
- DTSM 2 – Analysis of Individual Training.
- DTSM 3 – Design of Individual Training.
- DTSM 4 – Delivery of Individual Training (incl. provision of Care and Welfare).
- DTSM 5 – Evaluation of Individual Training.
- DTSM 6 – Assurance of Individual Training.
- DTSM 7 – Flying Training
- DTSM 8 – Scaffolded Advanced Distributed Learning (ADL)

1 Note that Organisational Learning is captured under the Defence Organisational Learning Strategy (DOLS) Framework owned by Integrated Warfare in CSOC and is not within the scope of JSP 822. The Pan Defence Skills Framework (PDSF) currently sits in Chapter 4 of JSP 755.

1.2 Must, Should, Could Approach

1.2.1 This version uses **must**, **should** and **could** language to signify the adherence to policy direction and guidance required. To avoid doubt, where these words are used to signify policy adherence, they will be highlighted in **bold** for clarity of intent.

a. **Must**: signifies that this policy direction is either legislative, or critical policy direction and compliance is mandatory. Military Commands **must** hold their Training Commands to account for adherence to these directives, assuring the MSHQ that policy direction is being implemented. In a change within this version, the quantity of **must** directives has been reduced to support greater flexibility across the Defence training system, distinguishing what is mandatory from where intelligent and accountable adaption can be applied.

b. **Should**: in a change from previous versions of JSP 822, this signifies that policy should be complied with (and is **not** just a recommendation). However, the use of the term **should** provides either (but only) the pre-service Senior Responsible Officer (SRO), or the Customer Executive Board (CEB) chair if already in-service, the flexibility to adapt the training system where contextually or operationally necessary and manage the inherent risks that these adaptations bring. The SRO or CEB chair will ultimately be responsible for their decision to flex the system and will be held to account by the MSHQ for these decisions. To determine whether flexing the system is appropriate, SROs and CEB chairs **must** ensure that adaptation supports the development and coherency of the Integrated Force.

c. **Could:** signifies policy that is a recommendation but not compulsory. However, these aspects of policy are good practice and encouraged where contextually appropriate.

1.2.2 Chapter 3 of JSP 822 is the authoritative policy on Defence Individual Training, ensuring that Defence Training and Education is operationally effective, safe, efficient and accountable, in line with the Quality Management Standard (QMS) set out in Chapter 1. Organisations across Defence have their own policy documents contextualising JSP 822 for their own specific needs. These policies are owned and managed locally, and users should consult these policies, and the local policy team prior to TSLD Training Policy lead. Please see below contact information:

RN	BRd 3 - Navy Personnel Management - Part 9 • NAVY PEOPLE-PSP LearnDev SO1 • NAVY PEOPLE-PSP LearnDev Formal
Army	ACSO 3228 - Army Trainer Capability ACSO 3248 - Governance of Army Training ACSO 3249 - Conduct of Army Training • Army Pers-Pol-LearnDev-LDA-SO1 • Army StratCen-Exec-Trg-SO1 • Army Pers-Pol-ProfDev-Sldr-SO2B • Army Pers-Pol-LearnDev-LDA-SO2
RAF	AP3379 - RAF Manual of Training • 22Gp-Trg Pol SO1 • 22Gp Trg Pol SO2 C
CSOC	TBC

2 INTRODUCTION

2.1.1 Individual Training and Education is designed to develop the Knowledge, Skills, Experience and Behaviours (KSEB) of Defence people. Training is one of several factors the Military Commands are required to consider when making decisions on Defence capabilities. These factors are collectively known as the Defence Lines of Development (DLoDs)[2] and are used to ensure Defence Capability is delivered. Whilst there is no hierarchy within the DLoDs, Training is best understood as providing the multiplying effect across the whole of the DLoDs.

Training x (E + P + I + D + O + I + L) = Capability

Fig 1 – Training's role within DLoDs illustration

2.1.2 Integration of the Training DLoD **must** be considered at the outset of any procurement process. Senior Responsible Owners (SROs) across Defence are required to align with JSP 822 as well as training policies specific to the Military Commands. This will ensure appropriate application of Training policy through acquisition to in-Service delivery. In turn, Military Commands will act as intelligent customers; clearly articulating requirements for training, managing integration with the Military Command's training authorities, coherence with existing in-service capabilities, and interoperability across Defence.

2.1.3 Military Command focus will be on establishing the Management of Training System (MTS). MTS elements in preparation for taking the concept through to in-service delivery. Effective integration of new capability will require close, regular engagement between Defence (within the National Armaments Director Group (NADG)) and the Military Commands. Until handed over into service, and unless otherwise agreed, the SRO remains accountable for both delivering the T-DLoD and any training delivered prior to transfer of responsibility to the CEB Chair.

2.1.4 If training is a factor, identified through the DLoD activity, then the requirement for new or amended training must be examined, thus starting the DSAT cycle with element 1 - Analysis. Following initial analysis, if training is required then the DSAT cycle continues, and once a full analysis is completed the training is then Designed (element 2), Delivered (element 3) and Evaluated (element 4) consequently creating a Training System focused on continuous improvement by continuing to cycle through the DSAT elements.

2 DLoDs – Training, Equipment, People, Information, Doctrine, Organisation, Infrastructure and Logistics (TEPIDOIL).

2.1.5 To ensure that the 4 Elements of Analysis, Design, Delivery and Evaluation meet, and continue to meet Defence requirements and standards, and in line with policy and necessary legislative direction, they must be Governed, Managed and Assured. The governance, management and assurance of the DSAT cycle is collectively known as the MTS (see below). The 7 elements of an MTS are mandated and **must** be carried out, but unless otherwise stated the specific processes within these elements are not necessarily mandated but **should** be followed.

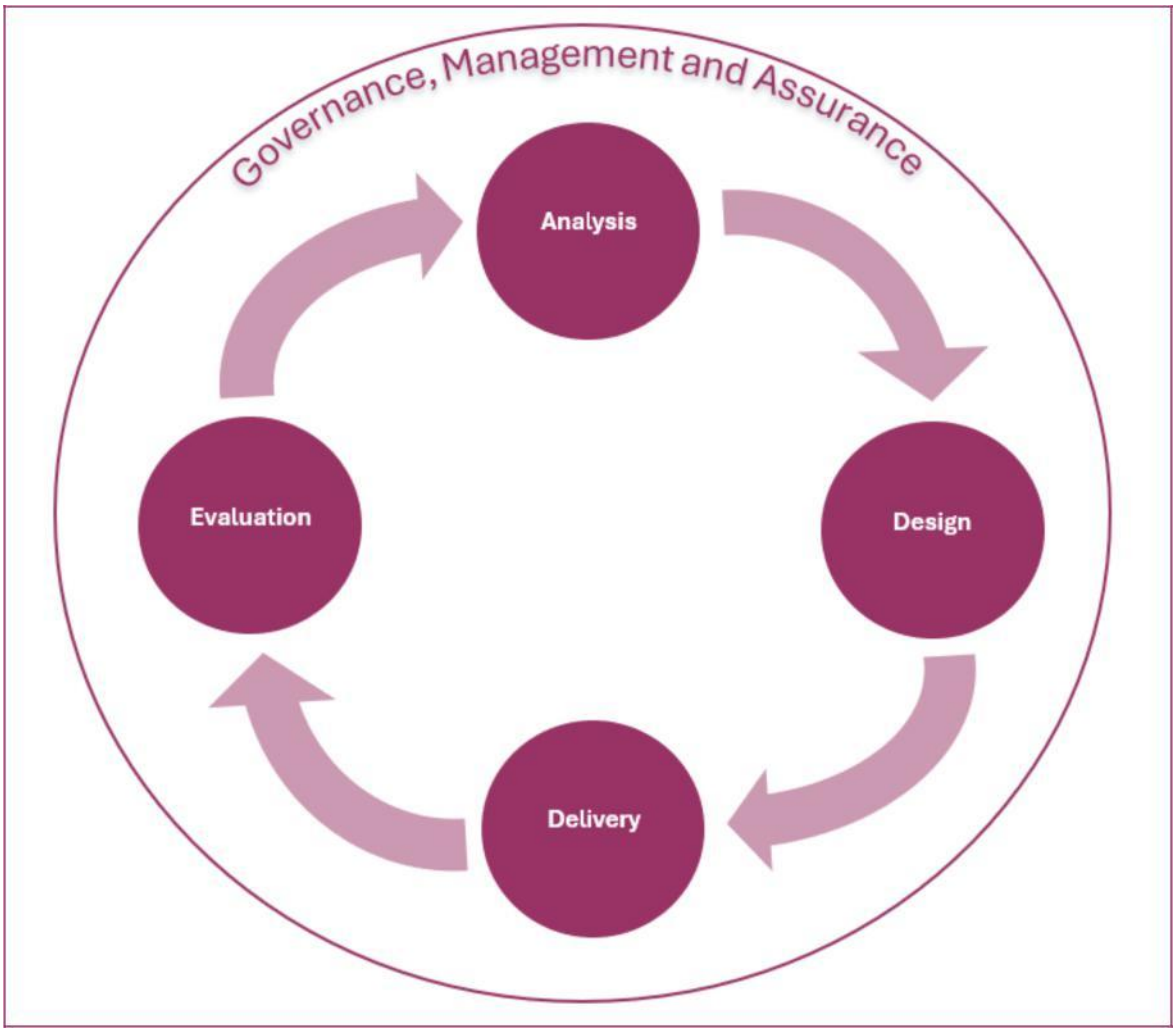


Fig 2 – DSAT Management of Training System

3 GOVERNANCE, MANAGEMENT AND ASSURANCE

3.1.1 This section outlines Defence Direction for the Governance, Management and Assurance of a Training System. When delivered alongside the DSAT cycle elements, they collectively form an MTS, ensuring that training activity meets the Defence Quality Management Standard (QMS) of effective, safe, efficient and accountable training. The Governance, Management and Assurance draws on all available DSAT documentation to hold all stakeholders to account for meeting the QMS.

Supporting Resource(s)	
Suggested TrAD template[3]	Link
DTSM 1 – Governance of Individual Training	DTSM1

3.2 Governance

3.2.1 For an MTS to be effective, boards and working groups will be required to ensure that the Training System is meeting the Defence requirement and is continuing to improve its output where necessary. Governance is a continuous process and does not end once the training is created.

3.2.2 **Customer Executive Board (CEB)**. All in-service Defence training **must** have a CEB which forms part of the MTS and specifically governs the needs of that Training System. Before training commences a Training Authorisation Document (TrAD) **must** be authorised and signed off by the CEB. The CEB Chair **should** ensure that a CEB is held twice per year and at a minimum **must** be held annually, overseeing the development of training to meet the scale and requirement against resources available, hold stakeholders to account, review management and assurance activity, and authorise the TrAD.

3 DLMC will introduce a universal e-TrAD when it comes into Service.

3.14 A CEB **should** have the following documentation:

- Terms of Reference (ToRs).
- Agenda, which **should** include:
  - Review of the current and future training delivery.
  - Near-Term Training Requirement (Content).
  - Near-Term Training Requirement (Volume).
  - Trainee Flow and Future Requirements.
  - Review of QMS assurance, including:
    - Injuries in Training.
  - Risk Management, including:
    - Training System risk (if DSAT processes have been adapted).
    - Training Delivery risk.
    - Record of Decisions (RoDs).
    - Continuous Improvement Action Grid.

3.2.3 To support the CEB, statistical analysis **should** be used to drive evidence-based decision-making.

3.2.4 **Working Groups**. Each Training System **should** have a Working Group that brings all stakeholders together to ensure that each element of the DSAT cycle is being delivered and that any actions or recommendations from the Governance, Management and Assurance of training have been, or are in the process of being met.

3.2.5 **Defence (MSHQ) Governance. The Military Strategic Headquarters (MSHQ)** provides strategic governance for Training (both Individual and Collective) across Defence, ensuring that delivery is meeting the needs, and delivering the outcomes of the Integrated Force. The MSHQ will provide a 4-tiered approach to Individual Training governance[4]:

- **Integrated Force Authorities Board (IFAB)**. The 3* **IFAB** is chaired by Deputy Chief of the Defence Staff (Force Design) (DCDS (FD)) and will deliver an Integrated Force design for a warfighting force for now, next and the future; coordinating with NAD-G to design and set prioritised capability portfolios and assure delivery by the NAD-G. DCDS (FD) has been given delegated responsibility from CDS for the delivery of the UK Armed Forces with the right skills, values and behaviours, through the delivery of training and education. The IFAB is therefore the primary route for Training issues to be raised into the higher governance of the MSHQ (as illustrated in Chapter 1). The IFAB will consider both Collective and Individual Training, with a focus on outcomes achieved for the Integrated Force.

- **Integrated Individual Training and Education Board (IITEB)**. The 2* IITEB is chaired by ACDS People, with attendance from 2* Individual Training and Education stakeholders from across the Military Commands and from across

4 As Defence Reform concludes and the MSHQ reaches FOC, JSP 822 will finalise the details on its governance and re-issue policy.

the Defence Reform 'Quad'. The IITEB's primary purpose is strategic governance of Individual Training and Education but will also consider the interface/s between Collective and Individual Training to ensure that Individual Training effectively delivers and supports the needs of the Collective Training area. The IITEB works collaboratively with the 2* Integrated Warfare Development Board (IWDB), which is proposed to strategically govern Collective Training, ensuring governance across the full spectrum of Defence Training. Together these boards will cohere input and escalation into the IFAB where necessary.

- **Training & Education Steering Group (TESG)** The TESG is chaired by Hd Talent, Skills, Learning and Development (TSLD), with attendance from 1* Military Command Training stakeholders (both Individual and Collective) and from across the Defence Reform 'Quad'. Its purpose is to provide direction to Military Commands in delivering training activity in line with policy. It assures that Training is meeting both specific measures of performance within Training, as well as measures of effectiveness in delivering for the Integrated Force. It considers whether training policy could be revised to improve either the performance, or the effectiveness of Training across Defence. The TESG is the first level of governance where Military Commands can escalate risk being taken within the Training System for awareness, oversight and/or further escalation.

- Various TSLD OF4 **Working Groups** provide a collaborative approach between MSHQ and the Military Commands to consider the effectiveness of training policy, escalating issues as necessary to the TESG.

3.3 Roles / Stakeholders

3.3.1 There are many different users of the DSAT process who are pivotal to ensuring the MTS is fulfilled. Key personnel or roles involved, which are recorded on the Training Authorisation Document (TrAD), are covered within this section.

3.3.2 **Training Requirements Authority (TRA)**. The Training Requirements Authority (TRA) represents the end-user, focused on the requirement and operational effectiveness and is usually the Chair of the CEB[5]. The TRA owns the Operational Performance Statement (OPS), evaluating both the performance of the Training System in meeting the OPS, and the operational outcomes achieved. The TRA is a nominated individual that **should** be at 2* level, with responsibility delegated as required. A TRA **must** be appointed for all individual Training and Education across Defence. For Integrated / Joint / Defence training involving more than one Military Command, each **must** appoint an associated TRA, with a lead TRA agreed and

5 Military Commands may nominate the TDA as Chair, but this must be agreed by the TRA.

appointed by them[6], unless it is a CSOC lead where they take primacy. The Lead TRA will coordinate and cohere input to the MTS as necessary

3.3.3 **Training Delivery Authority (TDA)**. The Training Delivery Authority (TDA) is the authority for and manages the delivery (but not necessarily the conduct) of training. The TDA is a nominated individual with responsibility over the TDA organisation and TP within their Command, with responsibility delegated as required. The TDA is responsible for the Design of training to meet the TRA's OPS, 2 LoDA activity, and in the case of projects and programmes in support of new capability, will act as lead for the Training DLoD. A TDA **must** be appointed for all Individual Training and Education across Defence and **should** be distinct from the TRA. For Integrated / Joint / Defence training Financial and Military Capability (FMC) principles apply. This includes financial contribution to the Training DLoD in all cases where Military Commands require Integrated / Joint / Defence training as part of capability development or policy implementation.

3.3.4 **Training Provider (TP)**. The Training Provider (TP) is the school, unit or organisation responsible for the delivery, or conduct, of training. The TP has responsibility for the trainers, support staff, internal validation, and 1 LoDA. A TP could be run in partnership, or through a fully-contractorised solution.

3.4 Governance of Distributed Training

3.4.1 Distributed Training (Dist Trg) is the formal training to deliver part, or all, of the Training Performance Statement (TPS), that is undertaken away from the School, Unit, or organisation responsible for the delivery of the training. All Dist Trg **must** follow the DSAT cycle and be governed, managed and assured as part of the MTS. If Dist Trg requires separate, or specific, governance, this **must** be clearly defined and accepted at the CEB. The TDA remains responsible for the delivery of the TPS, even if via Dist Trg and **must** conduct 2 LoDA, whilst the Dist Trg TP **must** conduct 1 LoDA[7].

3.5 Management

3.5.1 For an MTS to be effective, its elements, processes and activities **must** be managed. Where the Training System has been adapted to meet specific needs of the Integrated Force, the TRA **must** ensure that appropriate System Risk Management is in place, with detail supplied to the MSHQ governance boards (para 3.2.5 above) to allow holding to account. Management is a continuous process and is integral to continuous improvement that sits at the heart of the DSAT cycle.

6 Where agreement cannot be reached, TSLD TESG will determine.

7 The 1 LoDA is primarily an internal mechanism for TPs; however, at the direction of the TDA, it may extend to include units delivering distributed training that are external to the TP, reflecting the broader scope of responsibility in such arrangements. The TDA could either direct the TP to conduct a 1 LoDA or the external unit to deliver the 1 LoDA.

3.5.2 **Statement of Requirement (SoR)**. The DSAT process **must** start with a Statement of Requirement (SoR). This does not need to follow a specific format, but **should** state that there is a real, or perceived, need for individuals to be trained to develop specific Knowledge, Skills, Experience and Behaviours, due to a new or changed requirement. The SoR will most likely be submitted by a capability stakeholder, such as an SRO, Customer or Military Command to the relevant TRA. Criteria that may result in the submission of an SoR include: changing Defence priorities; new equipment procurement; results of external validation into the output and outcomes of training; workforce changes; identified skill gaps, including pinch-point trades; and changing legislation or governmental policy. The TRA will consider each SoR and determine whether no further action is required, or to initiate DSAT Element 1 – Analysis.

3.6 Management Activities in the Analysis of Individual Training

3.6.1 **Training Authorisation Document (TrAD)**. Every in-service Individual Training course, or programme, **must** have a TrAD[8]. It is a signed agreement between the TRA, TDA and TP and sets out the details which will support assurance and holding to account across the stakeholders. A TrAD is a live document and **should** be revised, or renewed, as the situation requires, with re-authorised by the CEB as necessary. Records of any changes[9] and amendments **must** be retained by the TRA, or TDA, as determined by the CEB. All TrADs **must** be reviewed every 5 years and re- authorised by the CEB.

3.6.2 TrADs **should** include the following minimum content:

- Course Title.
- CEB Title.
- TrAD version and date.
- OPS and / or Framework(s) version and date.
- TRA authorisation of the OPS and / or Framework(s).
- Training Needs Report Date.
- Course Duration.
- Estimated annual throughput.
- Annual course capacity (Minimum – Maximum)
- CEB approved training commencement date.
- TrAD and course review date.
- TRA authorisation of the FTS.
- TRA authorisation of the Assessment Strategy (AStrat)[10].
- TDA commitment to resource the TP to deliver the training.
- TP commitment to deliver training in accordance with the QMS.

8 Recommended TrAD templates can be found here.

9 Minor changes are amendments that do not materially affect the approved training requirement, authorised output, roles and responsibilities, risk profile, resource requirement, assessment strategy or delivery arrangements. Major changes are amendments that materially alter any of these elements and therefore require formal review and re-endorsement of the TrAD by the CEB.

10 Incl. the Assessment Specification (ASpec).

3.6.3 **Risk and Assumption Management**. Risk and Assumption Management **must** start at the beginning of the DSAT cycle and be reviewed and updated regularly. Risks and Assumptions are to be held on registers at all management levels (e.g. training establishment/School, Military Command Training HQ, MSHQ) and are to be managed iaw JSP 892. Risks **must** be discussed at all levels of governance, with each level able to escalate to a higher authority where necessary.

3.6.4 **Pipeline Management**. The Military Commands **should** engage and negotiate with TDAs, through the CEB and supporting WGs, in pursuit of an effective and efficient pipeline. At Phases 1 and 2, pipeline management ensures that sufficient personnel of the correct branches and/or trades enter training on the Untrained Strength (UTS), and subsequently the single Services as Gains to Trained Strength (GTS) in order to meet the workforce requirements. At Phase 3, pipeline management ensures that the correct numbers of personnel enter training to sustain the requirements of each branch and/or trade.

3.6.5 **Statement Of Trained Requirement (SOTR)**. The SOTR **must** be produced by the Military Commands to identify the trained output they require, by year, for a period that **should** be out to 4 whole Training Years. The aim of the process is to ensure that available resources meet the planned throughput, and any changes are understood in time to adapt to the changing demands.

3.6.6 **Trained Output Requirement Review**. The TRA **should** conduct a desk-level Trained Output Requirement Review at the end of the Analysis element of the DSAT cycle to confirm that the OPS and/or Framework(s), and the draft Training Objectives (TOs) meet the requirement. If the TRA agrees that the requirement is met, then the DSAT cycle moves onto Element 2, Design.

3.7 Management Activities in the Design of Individual Training

3.7.1 **Risk and Assumption Management**. Risk and Assumption Management continues from the Analysis element of the DSAT cycle, but within the Design element the TDA will consider that training **must** be delivered within a Safe System of Training (SST) which is set out in Chapter 1.

3.7.2 **Training Design Review.** The TDA and TP **should** conduct a desk-level Training Design Review to ensure that the DSAT Design Element has generated the necessary outputs to deliver effective training. If the TDA and TP agree that the Design will deliver effective training, then the DSAT cycle moves onto Element 3, Delivery.

3.8 Management Activities in the Delivery of Individual Training

3.8.1 **Statement of Training Task (SOTT)**. The Statement of Training Task (SOTT) is the response to the SOTR, based on a deliverable training plan for the following

Training Year. The TDA generates the SOTT in collaboration with the TP and it **must** be authorised by the CEB prior to the start of the Training year.

3.8.2 **Defence Trainer Capability (DTC)**. Full details of DTC policy can be found at section 7.9 of this Chapter.

3.8.3 **Commander's Risk Assessment (CRA)**. The COTE is responsible for producing and maintaining a CRA that **must** capture training health/safety risks, supervisory care, and any mitigation[11].

3.8.4 **Supervisory Care Directive (SCD)**. The COTE is responsible for ensuring that the Care and Welfare of all personnel that live and work within the training establishment is considered. The outcome of this **must** be captured in the Supervisory Care Directive (SCD), which sets out the trainee and trainer Care and Welfare activities

3.8.5 **Training Quality Policy (TQP)**. Training targets and documents should be designed to ensure that the Training System meets the requirements for the trained output in line with the TQP. All 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. It is common for the Training Provider and TDA to produce them, but the documentation must also reflect appropriately the activities and accountability of the TRA.

3.8.6 **Training Quality Manual (TQM).** The TQM is the CEB authorised document produced between the TRA, TDA and TP, that sets out the process and output requirements necessary to set and maintain the Defence-mandated QMS. It **should** be reviewed every 3 years.

3.9 Management Activities in the Evaluation of Individual Training

3.9.1 **Continuous Improvement (CI)**. All stakeholders **must** seek to ensure that all parts of the Training System continuously improve. The TRA is primarily responsible for CI across the Training System ensuring that it continues to improve against the evolving outcomes of the operational requirement of the Integrated Force. This is not a management function that takes place at a specific point within the DSAT cycle but rather needs to be continuous.

11 See detailed policy direction and guidance in Chapter 4 (Care and Welfare in Individual Training) of JSP822.

4 ASSURANCE

4.1.1 Defence policy for the governance of assurance is found in the Defence Operating Model (DOM) and aligned to the HM Treasury Orange Book. Under this policy, the MOD follows the 3 Lines of Defence Assurance (LoDA)[12], as illustrated below:

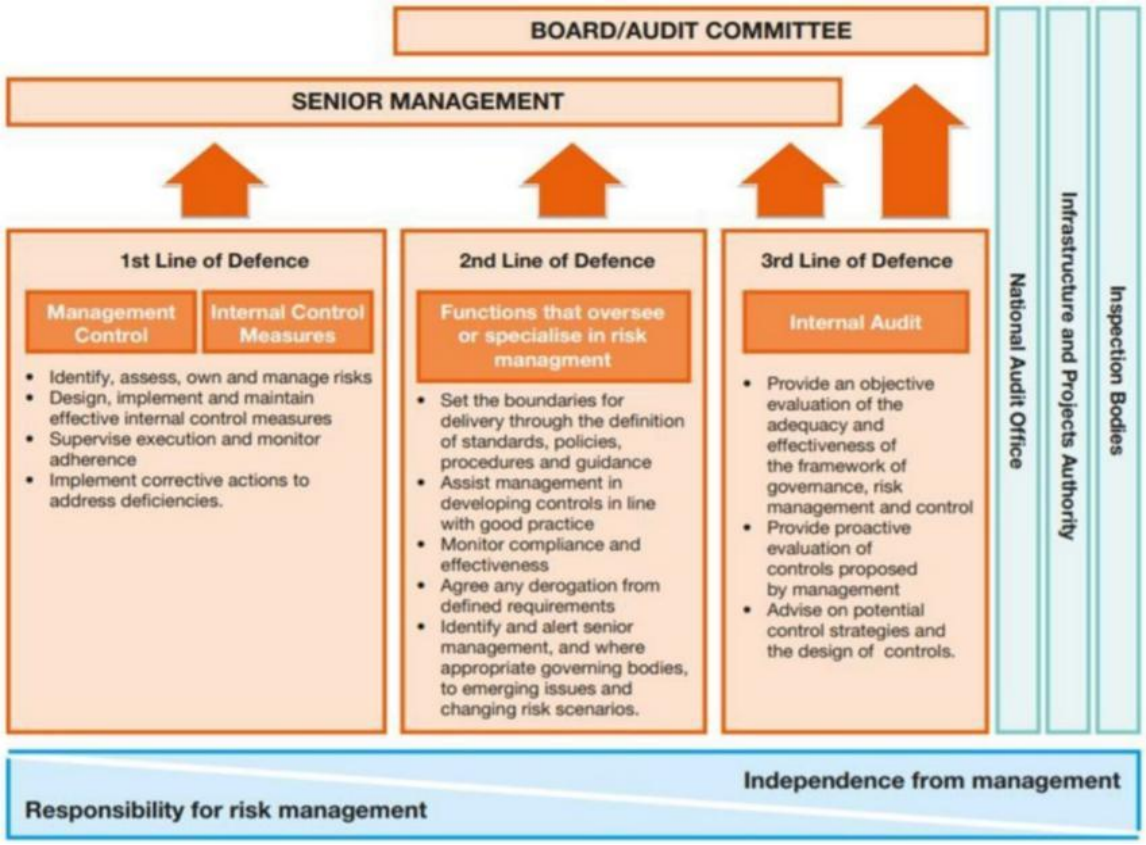


Fig 3 – Lines of Defence Assurance

4.1.2 The 3 Lines of Defence Assurance (LoDA) for Training are:

a. **1 LoDA** – The management control and internal control measures that provide the first level of assurance, conducted as part of quality/performance and CI activity (such as an audit), internal to an organisation. This will form the basis of an organisation's self-declaration of compliance/conformity and will inform further assurance work. 1 LoDA **must** be conducted annually.

12 This policy has moved away from 1st, 2nd and 3rd Party Assurance, to LoDA.

b. **2 LoDA**. Oversight of 1 LoDA. Assurance activity that monitors compliance and effectiveness, conducted by organisations, usually higher commands, such as a TDA, which are external to, but with accountability for, the activities that are within scope of the audit or inspection. 2 LoDA **must** audit or inspect the entirety of a Training System and not be limited to just Training Delivery. A 2 LoDA **should** be carried out at least every 3 years but **must** be at least every 5 years.

c. **3 LoDA**. Assurance activity conducted by an organisation external to the management and Command of the activities but still within Defence, that aims to assure the totality of the Defence Training System. The 3 LoDA provides an objective evaluation of the governance framework, risk management and assessment on any findings identified through oversight of 1 and 2 LoDA activities and outcomes. The 3 LoDA will commission, support, and cohere responses to independent inspections from third-party organisations such as Ofsted, Government Internal Audit Agency (GIAA), National Audit Office (NAO), governing and awarding bodies, or regulatory bodies external to Defence. These external inspection activities will not always provide assurance for the whole training system, usually only inspecting or auditing a specific area of interest or concern. However, output from these activities **should** be considered by the 3 LoDA in driving the overall continuous improvement of the training system as a whole.

4.1.3 The assurance of training within Defence is key to ensuring effective, safe, efficient and accountable training is being delivered. Within an MTS, assurance focuses on the continuous activity of monitoring, evaluating, maintaining, and improving all training and supporting training processes. It is achieved by undertaking a variety of activities including but not limited to audits and inspections. Assurance plays a vital role in this revised version of JSP 822, assuring that organisations are using the increased flexibility provided to adapt DSAT / MTS activities only when any adaptation has been agreed by the SRO or TRA / CEB Chair and managed accordingly as a System Risk. Where adaptation has been taken without the necessary permission and management, this will be regarded as a *non*conformity.

4.1.4 The purpose of Individual Training Assurance activity is to ensure:

- training is effective in meeting the Defence requirement;
- training is delivered in accordance with policy, and legislative requirements;
- training is governed, managed and assured appropriately, with risks identified and managed effectively;
- training meets Defence's Care and Welfare obligations;
- the promotion of a Continuous Improvement culture which will support the continuous evolution of the Integrated Force.

4.1.5 All training LoDA **must** be systematic, objective and documented and include evidence to determine the extent to which policy is met. It should communicate transparently to all stakeholders, including those responsible for the management of training, providing clear information in support of decision-making. All 1 and 2 LoDA activity **must** be conducted in accordance with the Defence Training Assurance Framework (DTAF) and personnel conducting an audit **should** have completed the Defence Training Assurance course at DCTS. The framework provides a structured approach, focusing on the MTS, or the system, as a whole, not just the delivery of training itself. Assurance activities are conducted by stakeholders internal to the MTS, as well as bodies external to it.

4.1.6 All activities within the MTS, undertaken by the TRA, TDA, TP and other internal stakeholders (e.g. COTE where not the TP), **must** be assured in accordance with an agreed programme. All those responsible for the management of training **must** be aware of the requirements of the DTAF associated with their areas of responsibility.

4.2 Governance of Assurance Activity

4.2.1 Due to the differences across the Military Commands in terms of structure and relationships between the TRA/TDA/TPs, the responsibility for assurance varies across Defence. In the majority of cases the TRA is ultimately responsible for assurance, but whoever holds the responsibility, all assurance activity **must** be reported and governed through the CEB.

4.2.2 The following governance layers exist, in ascending order, for the reporting of training assurance:

- **Customer Executive Board (CEB)** – provides stakeholder engagement across the MTS, agreeing the assurance programme and processes.

- **Military Command Assurance Lead** – co-ordinates MC assurance activity and usually responsible for 2 LoDA and **must** provide the associated reports to TSLD / MSHQ.

- **Defence Training and Education Assurance Working Group (DTEA WG)** - chaired by TSLD H2A SO1 to cohere Training assurance across Defence, identifying trends, escalating issues, and assessing Training policy based upon assurance activity.

- **Defence Care and Welfare Working Group (DCWWG)** – chaired by TSLD H2A SO1 to cohere the Care and Welfare oversight across Defence,

identifying trends, escalating issues, and assessing Training policy. This WG also supports the Ofsted 'commissioned' inspections.

- **Training & Education Steering Group (TSLD TESG)** - chaired by 1* Hd TSLD to oversee Defence Training and Education, providing strategic direction on training policy and implementation, including an assessment of assurance of the overall Defence Training System (the totality of Training across Defence).

- **Integrated Individual Training and Education Board (IITEB)** – 2* MSHQ level Board chaired by ACDS People Cap providing the highest-level of governance for Individual Training and Education across Defence, considering strategic performance and risks escalated from the TESG.

- **Integrated Force Authorities Board (IFAB)** – 3* MSHQ level Board chaired by DCDS (FD), providing the highest level of governance for combined Individual and Collective Training, considering strategic performance and risks escalated from the IITEB.

4.3 Defence Training Assurance Framework

4.3.1 The DTAF provides a coordinated Defence wide approach to assurance of training activities and seeks to promote consistent, comprehensive, and effective assurance at all levels. It provides a structure and scope to assurance activities which, with the collection of appropriate evidence, provides the assurance that training is compliant with Defence policies and standards. It promotes maintenance of the quality and standards of Defence training and supports CI.

Defence Training Assurance Framework			
Management of Training			
Authorisation of Training	Governance of Training (CEB)	Management of Training System	Joint/Contractual arrangements
DSAT Process & Documentation			
Training Needs Analysis	Training Design and Development	Delivery of Training	Evaluation of Training
Personnel & Pipeline Management			
Support to Learners	Personnel	Management of Pipeline	Accreditation

Fig 4 – Defence Training Assurance Framework (DTAF) themes and supporting sections

4.3.2 The DTAF (Figure 4) comprises 12 sections, arranged under 3 themes:

- **Management of Training** – assurance of robust governance, system management and authorisation arrangements for training. It covers authorisation of training, governance of training (CEB), management of the training system and Joint/contractual arrangements sections.

- **DSAT Process and Documentation** - assurance of the processes and documentation from the need for a training activity through to the evaluation of its effectiveness at meeting the requirement once delivered. It covers all 4 Elements of the DSAT cycle.

- **Personnel and Pipeline Management** - assurance of the support to all personnel involved in training and their management, to support workforce generation and satisfy Defence that policies such as Care & Welfare and accreditation of Defence training are effective. It covers support to learners, personnel, management of pipeline and accreditation sections.

4.3.3 In turn, each section includes up to 6 elements, each directly relating to Individual Training policy requirements contained in this chapter.

4.3.4 Whilst specifically developed for 1 and 2 LoDA, the DTAF provides a useful benchmark for anyone who is involved in conducting assurance activities such as debriefs, reviews, evaluations, and inspections of training. The framework offers flexibility of application through its structure and grouping of elements, allowing Defence, Military Commands, and organisational needs to be defined by the scope of the assurance activity conducted.

4.3.5 For comparison and trend analysis, all audits **should** include some mandated elements, but auditors are free to draw from elements across the framework, reporting by exception. A consistent approach means that the scope, structure, or sample size of all audits will be aligned to the size, complexity, and capacity to perform assurance activity of the Defence training organisation rather than all audits being identical. In all cases, assurance should provide a clear picture of the quality of performance, driving improvement both locally and at wider Command and Defence level

1.Governance, Management and Assurance of Training			
1.1 Authorisation of Training		**1.2 Governance**	
The assurance of authorisation of all training under design, development, or delivery.		The assurance of structured and recorded Governance of training is facilitated between all involved stakeholders including but not limited to the CEB.	
1.1.1	All in-service training **must** have a TRA (distinct from the TDA).	1.2.1	CEB must have clear oversight of number, length, phase, throughput, wastage of all courses annually, delivery (TP / distributed / franchised), and Urgent Capability Requirements needing training.
1.1.2	All in-service training managed/recorded & signed/agreed by TRA/TDA/TP.	1.2.2	CEB **should** produce RoDs/action grid and risk register for every meeting which **must** occur at least annually.
1.1.3	A Lead TRA **must** be appointed for joint training and **must** take account of the requirements of the individual TRAs and prioritise iaw with Defence	1.2.3	Management of Risk, **must** incl. explicit mention of all courses holding risk, and explicit mention of any System Risk where DSAT processes have been adapted.
1.1.4	All in-service training delivered **must** have a current and authorised TrAD.	1.2.4	Agreement and signature of TrADs, SOTR/SOTT, new and changed requirements **must** be recorded.
1.1.5	TrADs **must** be reviewed (not exceeding 5 years), and (re-)authorised (inc major change) via CEB.[13]	1.2.5	Attendance **must** include representatives from all elements of TRAs/TDAs & TPs and applicable contractors (and national governing bodies if possible).
1.1.6	Authorisation for accreditation of training **should** be confirmed on the TrAD.		
1.3 Management of Training		**1.4 Joint/Contractual Arrangements**	
The assurance of structured and controlled Management of Training which facilitates the documented development and maintenance of training		The assurance of any contracted elements of training are facilitated in accordance with Defence Training Policy and direction.	
1.3.1	MTS **must** ensure management, governance and assurance activities mandated by policy.	1.4.1	Clear contract/MOU, outlining expectations and responsibility relating to any element of Training with roles and responsibilities of each organisation clearly articulated.
1.3.2	MTS is established, documented, implemented, and maintained (reviewed/updated every 3 years) incl TQM.	1.4.2	Change management controls **should** be in place for new training requirements, revisions, and updates to existing training.
1.3.3	Methods to improve effectiveness of MTS through management review e.g. quality policy, audit results, corrective and preventative actions.	1.4.3	New contracts, or those undergoing significant contract amend only, **must** reflect changes of terminology in this JSP.
1.3.4	Any variance **must** remain aligned to the DSAT cycle with any exceptions having auditable trail (comply or explain) and risk managed.	1.4.4	Commercial advice **must** be sought before beginning the process of contracting out DSAT activities, Mil Comd leads for training development **should** provide SME advice.
1.3.5	All Distributed Training **must** have a Governance, Management & Assurance structure clearly defined.	1.4.5	Quality Management System of contractor.
1.3.6	Management **must** provide sufficient/adequate staffing and resources for planned and agreed training activities (including training support).	1.4.6	All commercial courses **must** be governed by the CEB.

[13] Minor changes are amendments that do not materially affect the approved training requirement, authorised output, roles and responsibilities, risk profile, resource requirement, assessment strategy or delivery arrangements. Major changes are amendments that materially alter any of these elements and therefore require formal review and re-endorsement of the TrAD by the CEB.

2. DSAT Process and Documentation			
2.1 Analysis		**2.2 Design**	
The Assurance of the Training Needs Analysis and subsequent Training Requirements are recorded and auditable.		The Assurance of the Design & Development of Training including process, authorisation, currency, and maintenance.	
2.1.1	The requirement for new or amended training **must** be analysed.	2.2.1	Training is properly designed, and documentation **should** be compliant with Defence Policy.
2.1.2	Trg requirements **must** be recorded and approved by TRA, TDA & TP and capability sponsor **should** be informed.	2.2.2	Training **must** be appropriately designed, and documentation adheres to Defence policy where mandated.
2.1.3	TNA **should** be governed by a dedicated Steering Group representing all stakeholders.	2.2.3	Assessments **must** be designed and established to provide verifiable results or quantitative evidence to demonstrate that the trained output is achieved.
2.1.4	Trg Req Documentation **should** be reviewed and updated as necessary and evidenced iaw Defence Policy.	2.2.4	Training in the FTS **must** be agreed and clearly articulated how all parts will be managed and governed and risks captured where gaps exist.
2.1.5	Through-life funding of recommended training solution **should** be in place.	2.2.5	Robust Training **must** be designed to deliver against the Role PS and must be conducted consistently and resourced appropriately.
		2.2.6	New courses **should** be piloted and reported to the CEB prior to acceptance as agreed training.
2.3 Delivery		**2.4 Evaluation**	
The Assurance of the Training Delivery including Online and Distributed Training		The Assurance of the Evaluation of training incl assessment of training, InVal and ExVal.	
2.3.1	Training Delivery **must** be consistent with course content and delivered iaw training practices and iaw with the agreed timetable.	2.4.1	Assessments **must** be valid, reliable, and consistent in execution and management.
2.3.2	Completion of training by individuals, incl. skills, competencies, and Training Deficiencies **must** be recorded.	2.4.2	ExVal **must** be completed for all courses. Inc an ability for individual to report training issues via S3018 or similar.
2.3.3	Training **must** be delivered iaw approved, accurate and fit for purpose documentation (which is available to training staff) & includes Risk Assessments.	2.4.3	Evaluation of training is current and **should** provide formal feedback for internal validation, training design, and role analysis (InVal).
2.3.4	All courses delivered on the DLE **must** be delivered iaw TEL ruleset 12 (principle by which Govt facilities funding).	2.4.4	Conduct effective recording, tracking, and reporting of learner performance, and **must** ensure data protection iaw the Data Protection Act 1998.
2.3.5	Distributed training **must** be consistent with the agreed training regardless of location and method.	2.4.5	Feedback to trainees following assessments **should** be timely and evidence based.
2.3.6	Robust Training events **must** be delivered in accordance with the Defence Policy and in a safe, controlled and appropriately governed manner.	2.4.6	Evaluation data evidence **must** be used to drive change/improvement.

Defence Training Assurance Framework

3. Personnel and Pipeline Management			
3.1 Personnel		**3.2 Pipeline Management**	
The Assurance of education, training, skills and experience, and Continued Professional Development of Personnel.		The Assurance of management of trainees to support pipelines and workforce generation.	
3.1.1	The necessary competence/requirements for all personnel performing work affecting the management, analysis, design & development, delivery, and evaluation of training are recorded (e.g.TORs).	3.2.1	There **must** be effective management of trainees held by unit but not engaged in formal programmed time for periods of 1 week or greater (holdovers).
3.1.2	Provide training or take other actions necessary to satisfy these needs (formal courses, recognition of exiting quals etc, assessments).	3.2.2	Remedial or developmental training **must** be in place for trainees who have been removed from training (back classed) due to injury or failure.
3.1.3	Continuous Professional Development **must** be provided.	3.2.3	Monitoring of wastage rates **must** be reported to TRA/CEB (regardless of reason).
3.1.4	Appropriate personnel records of education, training, skills, experience, safeguarding and security **must** be maintained.	3.2.4	There **must** be communication between training unit and recruiting/subsequent/parent/ unit regarding trainees and associated
3.1.5	Sufficient staffing to support output, including but not limited to limitations caused by hard and soft gapping.		
3.3 Support to Learners		**3.4 Accreditation**	
The Assurance of education, training, and care and welfare to support learners.		The Assurance of Defence training to meet accreditation schemes	
3.3.1	Care & Welfare in training **must** be iaw Defence Care & Welfare Framework – Chap 4	3.4.1	Approval of new accreditation schemes via TSLD.
		3.4.2	External assurance of elements of training underpinned by accreditation by awarding body/organisation.
3.3.2	Learners with Specific Learning Differences (SpLD) **must** be supported throughout training	3.4.3	Effective recording, tracking, and reporting of learner performance, and ensure data protection iaw the Data Protection Act 1998 to awarding body/organisation.
3.3.3	Provision of functional skills within apprenticeship programmes is iaw policy	3.4.4	Support to accreditation schemes to provide/maintain sufficient staffing levels, structures, and resources to provide an effective accreditation service prior to commencement
3.3.4	Meaningful training, education or employment **must** be provided during Holdover or unprogrammed time.	3.4.5	There **must** be adequate support to the learner at all stages of the accreditation scheme.
3.3.5	Annual/mandated training & wider education (including but not limited to wellbeing/Prevent/nutrition) is provided	3.4.6	Accreditation schemes **must** follow the Defence policy.

Defence Training Assurance Framework

4.3.6 The following elements **should** be reviewed and reported for all assurance activity regardless of the level of compliance found:

- **1 LoDA** - These elements can be checked via random sampling or an agreed selection with Military Command Assurance teams and key stakeholders. Reporting of compliance should have robust supporting evidence that demonstrates the effective implementation, management, and maintenance of these elements.

Defence Training Assurance Framework (DTAF) *(Reference numbers cross-referenced to DTAF serials)*			
Theme	**Section**	**1 LoDA mandated item**	**Example of Non-Conformity (NC)**
1. Governance, Management and Assurance of Training	1.1 Authorisation of Training	1.1.4 All in-service training delivered **must** have a current and authorised TrAD.	No TrAD for specific training and no record of CEB authorisation
2.DSAT Process and Documentation	2.2 Design	2.2.2 Training **must** be appropriately designed, and documentation adheres to Defence policy where mandated.	Mandated DSAT documentation, or Alternative Means of Documentation, is missing or does not have an auditable trail from analysis to evaluation.
2. DSAT Process and Documentation	2.3 Delivery of Training	2.3.1 Training Delivery **must** be consistent with course content and delivered iaw training practices and iaw with the agreed timetable.	Lesson observations are not aligned with LSpecs for that activity.
2.DSAT Process and Documentation	2.4 Evaluation	2.4.1 Assessments must be valid, reliable and consistent in execution and management.	Sampled assessments do not have any analysis of results, are not implemented in a controlled manner, and no failure policy is in place.
2. DSAT Process and Documentation	2.4 Evaluation	2.4.3 Evaluation of training is current and **should** provide formal feedback for internal validation, training	No robust InVal or ExVal processes are in place, with data not being utilised to determine the effectiveness or efficiency of training to continuously improve output.
3.Personnel and Pipeline Management	3.3 Support to Learners	3.3.1 Care and Welfare in Training **must** be provided iaw the Defence Care and Welfare Framework (Chapter 4).	CRA, SCD, SAR and QIAP are not in date and being used to support the Command's Care and Welfare of training.

*Table 1 – Mandated elements which **should** be assured at 1 LoDA*

- **2 LoDA** - These mandated elements **should** be checked at every audit. 1 LoDA reports **should** be reviewed, and the robustness of supporting evidence confirmed.

Defence Training Assurance Framework (DTAF) *(Reference numbers cross-referenced to DTAF serials)*			
Theme	**Section**	**2 LoDA mandated item**	**Example of Non-Conformity (NC)**
1.Governance, Management & Assurance of Training	1.2 Governance	1.2.1 CEB **must** have clear oversight of number, length, phase, throughput, wastage of all courses annually, delivery (TP / distributed / franchised), and Urgent Capability Requirements needing training.	No CEB or similar stakeholder group to manage the training CEB are not addressing all key areas in their TORs.
1.Governance, Management & Assurance of Training	1.2 Governance	1.2.2 CEB **must** produce RoDs/action grid and risk register at least annually.	No RoDs/action grid and risk register.
1.Governance, Management & Assurance of Training	1.3 Management of Training	1.3.5 All distributed Training **must** have a governance, management & assurance structure clearly defined within the MTS. Distributed training must be consistent with the agreed training regardless of location and method with all associated risks identified and managed.	No governance or assurance identified for Distributed Training to ensure its consistency. No observation by TDA of delivered distributed training as part of TDA assurance. Delivery of distributed training is not consistent with agreed training.
2. DSAT Process & Documentation	2.4 Evaluation	2.4.2 ExVal **must** be completed for all individual training requirements. Including a mechanism through which individuals can report training gaps and deficiencies e.g RN S3018	No ExVal is completed or is not completed in accordance with TRA direction. No regular communications with TRA and customer to discuss how training meets requirements.
3. Personnel & Pipeline Management	3.1 Personnel	3.1.4 Stakeholders **must** maintain appropriate personnel records of education, training, skills, experience and security.	No records or significant gaps in records for training staff and trainee-facing personnel.
3. Personnel & Pipeline Management	3.3 Support to Learners	3.3.1 COTEs **must** deliver Care & Welfare in training (iaw Defence Care & Welfare Framework - Chapter 4).	Self-Assessment against Care & Welfare has not been completed and submitted to Military Command Assurance Leads.

*Table 2: Mandated Elements which **should** be assured during 2 LoDA*

4.3.7 Assurance **must** sample across the DTAF and **should** not be limited to the mandated elements. Periodically TSLD / MSHQ will issue a Defence Instructional Notice (DIN) which details any additional mandated elements that **should** be covered by assurance activity. Further elements can be included as necessary to meet local requirements or to support particular themes appropriate for a time or organisation e.g. audit of the implementation of new policy, introduction of new training equipment/practice/course or a review after a change in TP.

4.3.8 **2 / 3 LoDA programming**. Military Command Assurance Leads **should** submit 2 LoDA programmes to the TSLD SO1 H2A by January prior to the start of the Training Year to deconflict with external assurance, such as Ofsted programming. In addition, to ensure a productive external assurance programme, Military Command Assurance Leads **should** inform TSLD SO1 H2A of unit unavailability (e.g. no or limited trainees on site; block leave periods; VVIP parades etc) for Phase 1 and Phase 2 TPs by January prior to the start of the Training Year.

4.3.9 **Assurer access**. TRA / TDA / TP information and documentation is to be made available in a timely and effective manner, enabling assurers to conduct an end-to-end review as directed in this policy. Access is to be provided to support preparation activities, and during the audit itself, and is subject to nominal security clearance.

4.3.10 **Assurer Authority**. Assurance activity **must** examine the risk to trainees and staff during the delivery of training, and in the transfer of skills to the job role. Military Commands should ensure that assurers are empowered with the authority to stop training immediately where a significant and imminent risk to life is identified, or shortfalls introduce risk that is not tolerable. Training stopped in this fashion **must** not recommence until the TP, TRA and TDA have assessed the risk and determined that any necessary recovery plan has been successful. All risks identified by assurance activity are to be recorded by the appropriate Customer Executive Board (CEB) and managed through the CEB process.

4.4 Assurance Reporting

4.4.1 Assurance reports should provide a clear record of the objectives, scope, findings and recommendations of the activity and **must** include comment on all mandated elements of the assurance activity. It will be read and used by people who were not at the audit and have no other information about the audit. Therefore, it is important that the report gives a balanced picture of the whole audit and not just the NCs found. The audit team **should** compile and distribute the draft report within 4 weeks of the visit. Once agreed by the team and signed off by the Lead Auditor, the report is sent to the main stakeholder to ensure that the report is factually accurate. Once confirmed, the final report must be released to all key stakeholders (CEB chair or equivalent,

representatives of TRA/TDA/TP, and all those actioned in the report). 2 LoDA reports by Military Command assurance teams should also be forwarded to TSLD SO1 H2A.

4.4.2 **Assurance findings**. It is important that assurance findings, regardless of the level of compliance found, are reported with supporting objective evidence and included in the QIAP. This evidence can be observational, documentary, verbal (if given by the person responsible for a particular activity) or it can be a product (e.g training documentation). Where possible evidence **should** be triangulated and a root cause identified. Findings **should** be reported as either a 'non-conformity (NC)', 'observation (OBS).' or Good Practice (GP) and aligned against the QMS (Effective, Safe, Efficient or Accountable) or the 4 Safe System of Training pillars (Safe Equipment, Safe Person, Safe Place and Safe Practice) to enable better trend analysis and assist prioritisation.

4.4.3 **Definitions**. Consistency between 1 LoDA and 2 LoDA reporting enables Defence to assess trends both within and across the Military Commands, triangulating with other evidence and data to understand whether greater scrutiny is required. Consistent use of assurance language using common and coherent definitions across 1 LoDA and 2 LoDA enables this:

	1 LoDA	2 LoDA
Non-Conformity (NC)	No demonstrable evidence of compliance with one or more of the mandated elements within the DTAF.	No demonstrable evidence of compliance with one or more of the mandated elements within the DTAF and / or those mandated elements contained within current individual training policy directives.
Observation (OBS)	A level of compliance is evident but additional action is required.	A level of compliance is evident but additional action is required. Non-conformities could develop if timely action to mitigate identified training / care and welfare risks is not taken. Opportunities exist to develop areas of good practice.
Good Practice (GP)	The level of compliance with DTAF is such that it encourages CI and innovative practice.	Clear evidence exists of compliance to the DTAF. Evidence is indicative of a culture that encourages CI and encompasses areas of innovative practice that could be considered for wider adoption.

Table 3: LoDA Definitions and examples.

4.4.4 **Non-conformity (NC)**. A NC is where clear evidence exists to show that there is a failure to comply with one or more of the elements of mandated (**must**) individual training policy. This version of JSP 822 has given more flexibility to the Military Commands to adapt the underlying DSAT process and documentation required to meet the rapidly changing pace of warfare. As such, there is a significant reduction in mandated policy and the Military Commands will be held to account for not complying to these elements.

4.4.5 **Observation (OBS).** An OBS is where compliance with Training policy is evident, but additional action is required e.g. where a course has training deficiencies reported but there is no confirmed rectification plan. OBS can be significant enough to lead to NCs if not addressed in a timely manner and this should be reported with a similar level of evidence as an NC. This version of JSP 822 has given more flexibility to the Military Commands to adapt the underlying DSAT process and documentation required to meet the rapidly changing pace of warfare. To support this, where SROs / TRAs / CEB chairs introduce System Risk by adapting the processes or documentation, it must be risk managed. Assurers should record these system risks as OBS but can escalate to a NC where they are not being managed effectively. These OBS can be used by organisations to ensure System Risk Management continues and mitigation is tracked. OBS can also be used to identify areas of GP where there are opportunities to develop good practice across Defence.

4.4.6 **Recommendations**. Often during the identification and associated root cause analysis of NCs and OBS it is possible for the assurer, in conjunction with those involved, to identify a suitable course of action to remedy or secure current practice. Where appropriate and not withstanding that the chosen course of action lies with the commander of the assured organisation, recommendations from the assurer should be made to assist the organisation in compiling an action plan.

4.5 Assurance Activity Actions and Follow-Up

4.5.1 For assurance activity to be worthwhile and bring about Continuous Improvement, corrective action for all audit findings is required and **must** be addressed. The assured organisation **should** provide the Military Command Assurance leads with an action plan outlining how any recommendations, NCs and OBS will be addressed. The action plan **should** be confirmed with the Military Command Assurance leads and have realistic and achievable timeframes. The action plan **should** form part of a wider Quality Improvement Action Plan (QIAP).

4.5.2 A formal follow-up **should** be conducted within 6 months to provide further feedback on the action plan produced by the assured organisation and a follow-up report **should** be generated. Once satisfied that the main stakeholder has concluded all follow-up actions and addressed the NCs and OBS assigned to them, the lead assurer **should** issue a closedown report to the organisation and to TSLD SO1 H2A. All NCs and OBS assigned to other organisations/stakeholders that remain open **should** continue to be tracked by the TP and reported / escalated to the CEB.

5 ANALYSIS OF INDIVIDUAL TRAINING

5.1.1 This section sets out the Direction and Guidance on the processes and outputs associated with Element 1 of the DSAT cycle – Analysis. The requirement for new or amended training must be examined when there is new equipment, doctrinal change, organisational development, or new or changes to policy/legislation. The DSAT process enables training specialists to use a structured approach to analysing T-DLOD requirements through a Training Needs Analysis (TNA). The TNA informs subsequent Elements of the DSAT cycle and forms part of the overall Training System.

5.1.2 Analysis, Element 1 of the DSAT cycle, is conducted broadly in 3 stages:

- **Stage 1** – Scoping Exercise
- **Stage 2** – Training Needs Analysis
- **Stage 3** – Training Needs Evaluation

Supporting Resource(s)	
DTSM 2 – Analysis of Individual Training	DTSM2
Suggested TrAD template	Link

5.2 Scoping Exercise

5.2.1 The scoping exercise involves the initial analysis of the requirement and suggests options for meeting the requirement including a broad order estimate of the T-DLoD resource implications associated with each option. This is articulated in the Scoping Exercise Report. The scoping exercise acquires as much relevant information as possible about the training need and the Customer requirement. It may identify that the most cost-effective means of achieving the requirement is **not** via a training solution, in which case the Analysis would cease. The scoping exercise does not have to be a long document and can utilise electronic references such as minutes of meetings, records of conversations to provide an auditable trail.

5.2.2 Activities undertaken as part of the Scoping Exercise should include:

- **Training Needs Analysis (TNA) Terms of Reference**. Clear TNA ToRs will guide the subsequent analysis stages. They **should** be agreed and clearly understood by the TRA, stakeholders and the personnel undertaking the DSAT activities. Although the layout of ToRs may be adjusted to meet specific circumstances there are a number of key areas that should be considered:

- The scope and size of the TNA.
- Constraints, risks and assumptions.
- Outputs and Reporting procedures.
- Timescales.
- The methodologies to be used.
- Resource allocation and provision.

- **TNA Plan**. In order to estimate the timescales for the TNA it may be necessary to generate a plan, for inclusion with the ToRs. The plan **should** detail the milestone dates for each activity to enable reviews by the relevant stakeholders.

- **Training Audience (and Throughput) Description**. An estimate of who will be affected by the new or changed Defence requirement is required to ensure that it is representative and to determine throughput and input standards. It **should** include an estimate of the population to be trained in terms of their personal characteristics, the annual throughput, and the input standard. This information can then be used to inform and refine the Statement of Trained Requirement (SOTR).

- **Constraints Analysis**. Any constraints affecting the TNA need to be analysed and recorded. Constraints may be identified in strategic trends, doctrine, concept documents (e.g. the Concept of Employment for a capability) or can be determined through contextual analysis (such as via PESTLE or other frameworks). They should also involve consideration of all the DLoDs. Key constraints include:

  - **Policy**
  - **Cost**
  - **Time**
  - **Safety**
  - **Legal**
  - **Resource**

- **Risk Register**. Risk management is iterative, using standard MOD processes, with mitigation plans enacted. There is nothing specific or unique regarding risk assessment process in the training environment, as opposed to any other, therefore users **should** adopt standard risk management practices, such as those laid out in JSP 375 and in the Cabinet Office's Management of Risk Best Practice Guidance.

- **Assumptions Register**. An Assumptions Register, or Master Data Assumptions List (MDAL) **should** contain all relevant unconfirmed statements to be taken as facts. The Safe System of Training (SST) is a key consideration when compiling the assumptions register. In the context of a new or changed requirement, they usually relate to policy and the use of previous or associated studies. In the TNA, assumptions

should be stated to ensure that the direction, outcomes, and effectiveness of the TNA are within defined boundaries. Assumptions **should** be clearly stated to define boundaries and updated as facts emerge.

5.2.3 **Scoping Exercise Report**. The Scoping Exercise Report details the requirement, references, assumptions, constraints[14], TNA Steering Group (TNASG) membership, TNA Outputs and ToRs, risks, and confirms whether training is needed, providing recommendations of possible training solution options to be taken forward into the TNA.

5.2.4 **Training Needs Analysis Steering Group (TNASG)**. When the Scoping Exercise recommends that a training solution is required and a TNA initiated, the TNA **should** be governed by a TNASG representing stakeholders. The requirement owner chairs, supported by Defence, technical and user expertise.

5.2.5 **Training solution recommendations**. Where training is recommended, the TNASG agrees a plan for Element 2 of the DSAT Cycle - Design, taking into account the operational needs impact on time and funded resources.

5.3 Training Needs Analysis

5.3.1 A TNA is a structured analysis of training need arising as a result of new equipment acquisition, doctrinal change, organisational change, or changes to policy/legislation. It is a highly flexible procedure with choice over supporting tools and techniques to suit different Training Systems. It typically includes an analysis of different training methods and technologies, with a view to recommending the optimum training solution to meet Defence needs, balancing between capability investment and cost containment. In all cases, however, a TNA is an outcomes based, iterative process that provides an audit trail for all decisions and is closely mapped to the requirements of the QMS. A TNA does not, and should not, imply that training will be the only solution. If training is not the solution, this will become apparent in the Planning Stage, after which, analysis activity will cease. It should be noted that a TNA may range from a simple interview to a process lasting several months.

5.3.2 **Role Analysis (RA)**. RA identifies duties, tasks[15], sub-tasks and task-elements performed by an individual, which together constitute 'the Role'[16].

14 Including current resourcing such as course design and the digital skills of trainers and designers.

15 Task is a major component of a Role or duty that can be produced, compiled, achieved and/or accomplished by itself.

16 A 'job' can be made up of many Roles. Accordingly, it is more appropriate to separately analyse each Role that a person will fulfil. An example would be a RN Catering Services rating, who is trained in the primary Role but routinely has other Roles and duties aboard ship that are not related to the primary role (such as firefighting and First Aid). Training that person for the job of Catering Services/Fire Fighter/First Aider is impractical, but training that person for the primary Role, then the Role of fire fighter and then First Aider makes more sense.

The RA considers the likely 'person in the role' (input) alongside standards and conditions to define the required Knowledge, Skills, Attitudes and Behaviours (KSA/B) necessary for effective performance. The RA should consider:

- Role objectives.
- Duties and tasks.
- Standards.
- Conditions.
- Responsibilities.
- Difficulties and distastes.
- Criticality-related factors influencing skill fade.

5.3.3 Activities undertaken as part of the RA include: production of the Role Scalar analysing the performance and recording them diagrammatically; undertaking a Difficulty, Importance, Frequency (DIF) analysis of the tasks and sub-tasks from which to generate Initial Training Categories[17]; and conduct a KSA/B Analysis to understand the KSA/B necessary to carry out the tasks. Designing training from scratch is rare; analysing and adapting existing training is preferred where possible. If role information is absent, a full Role Analysis (RA) may be required.

5.3.4 **Operational Performance Statement (OPS).** This version of JSP 822 has reverted to naming this output the Operational Performance Statement (OPS) (rather than Role PS), to underline the overarching focus within the SDR 25, that Defence must return to a warfighting mentality. The OPS must be produced and continuously improved by the TRA and is a detailed statement of the tasks, sub-tasks and duties that are required to be undertaken by an individual to achieve the articulated Operational Performance. It includes the Conditions under which the tasks will be undertaken, the Standards that must be achieved, and adds an indication of the importance of the training with a Training Category that indicates the importance and fidelity of training required to achieve the level of Performance needed. It forms the basis for all subsequent work leading to the production of Training Objectives (TOs). This ensures that the need for training and any associated resources is justified by the operational need. It also ensures that the training undertaken remains focused on the operational outcomes. Whilst a single OPS can be produced to cover all the duties associated with a specific role, an OPS may alternatively be written for a specific duty where it is shared across many roles (such as the duty of firefighting).

5.3.5 **Competency Frameworks**. The TRA may wish, as a result of the RA (particularly the KSA/B Analysis), to consider the production of a Competency Framework, in addition to, or instead of, an OPS. This could be done if a *people* focus, rather than pure task focus, is required.

17 In TAFMIS, Initial Training Categories are listed as DIF Training Categories.

5.3.6 **Training Gap Analysis (TGA)**. The purpose of the TGA is to identify the additional training requirement of the affected role holders by determining the training gap between the Performance, as stated in the OPS and/or Framework(s), and any existing training Performance Standard(s). This analysis also enables the impact upon Defence capability to be assessed if the new or changed Defence capability is implemented without additional training. The TGA **should** conclude with a **Training Gap Statement** that set out the Performance delta between the requirements of the OPS and/or Framework(s) and any existing TOs and EOs, including associated specialist qualifications, for each affected role holder and a decision whether to provide additional training or not.

5.3.7 Whilst the TGA is designed to look at the gap that cannot be delivered by existing training. It should also assess impacts on existing training and providers, focusing on a change of throughput.

5.3.8 **Initial Training Objectives (TOs)**. At this point TOs **should** be drafted in broad terms by using the Role Scalar, OPS and/or a Framework. It is advisable to consider the findings of the KSA analysis during the production of the draft TOs, and these will be refined during Element 2 – Design.

5.3.9 **Training Options Analysis (TOA)**. The purpose of the TOA **should** be to assess the training solution to be recommended to the TNASG for authorisation within the Training Needs Report. Activities undertaken as part of the Training Options Analysis **should** include:

- Fidelity Analysis[18]
- Location/Environment implications
- Methods & Media options
- Cost Benefit Analysis (which **must** consider through-life costs)
- Options Evaluation

5.3.10 **Training Needs Report.** The Training Needs Report **should** be used to recommend the chosen training solution to the TNASG from the TOA, that is cost-effective in relation to operational imperative of the Integrated Force. The Training Needs Report specifies requirements, recommended solution, implementation plan, draft TOs, and Training Needs Evaluation (TNE) strategy. It **should** also include a description of the TNA methodology in terms of the data gathering and analysis techniques and clearly reference the data sources consulted.

5.3.11 **Endorsement**. The recommended training solution is presented to the TNASG, which **must** endorse the recommendation for the process to

18 Not all organisations carry out Fidelity Analysis at this stage. Some organisations carry it out later in the design process

continue to Element 2 – Design, of the DSAT Cycle. If the TNASG does not accept the recommendation, the TNA **must** be reviewed, and potentially repeated, until an endorsed recommendation is achieved.

5.4 Training Needs Evaluation

5.4.1 The purpose of the Training Needs Evaluation (TNE) is to evaluate the effectiveness and efficiency of the TNA process, and the training solution recommended at the end of Analysis - Stage 2. However, it is conducted during Element 4 – Evaluation, of the DSAT cycle.

6 DESIGN OF INDIVIDUAL TRAINING

6.1.1 This section provides the Direction and Guidance on the processes and outputs of Element 2 of the DSAT Cycle – Design. Element 2 is a 3-stage training design process to derive achievable Training Objectives (TOs) from the TNA outputs. These **must** be agreed by the TRA, TDA and TP. Once agreed it allows the development of assessments, Methods and Media, and Learning Specifications (LSpecs). The 3 stages of Design are:

- **Design Stage 1**
  - **Training Objectives (TOs)**: Determined from OPS/Frameworks and draft TOs from the TNA.
  - **Formal Training Statement (FTS)**: Defines the totality of training that must be achieved to meet OPS/Frameworks.
  - **Enabling Objectives (EOs) & Key Learning Points (KLPs)**: Produced to aid development of Learning Scalar and LSpec.
- **Design Stage 2**
  - **Assessment Strategy (AStrat)**: Defines summative and formative assessments—how, when, and the manner of assessment.
  - **Methods & Media**: Selects the most effective, efficient blend within the constraints and the available resources.
- **Design Stage 3**
  - **Learning Scalar & Learning Specifications (LSpecs)**: Structures TOs, EOs and KLPs; produces LSpecs enable the delivery of all training (including workplace training). This is the content required for the TP to deliver lessons.

6.1.2 **Responsibilities**. Both the TRA and TDA are accountable to the CEB for the work conducted during the Design element of the DSAT cycle. The TRA leads Stage 1 (but may delegate responsibility, although retains accountability). The TDA leads Stages 2 & 3 (but may delegate tasks, although retains accountability). Where responsibilities differ for organisational/contractual reasons, this **should** be agreed at the CEB and annotated on the TrAD.

Supporting Resource(s)	
DTSM 3 – Designing Individual Training	DTSM3
Suggested TrAD template	Link

6.2 Design Stage 1

6.2.1 **Individual Training Objectives (TOs)**. TOs ensure training has a definite purpose, aligning trainers, support staff and trainees. They underpin lesson design, resource identification, and may support civilian accreditation. TOs set the performance, conditions and standards to be met. TOs were drafted as Initial TOs during Element 1 – Analysis and **should** be refined and developed during Design Stage 1.

6.2.2 **Formal Training Statement (FTS). The refined TOs form the key component of the** FTS that **should** be clearly documented and set out between a Training Performance Statement (TPS), Workplace Training Statement (WTS), and the Residual Training Gap Statement (RTGS). Produced by the TDA, it **must** be authorised by the TRA.

- **Training Performance Statement (TPS)**. The TPS details the TOs to be met by the trainees within the Training environment, by one or more TPs. The management (and/or delivery) of the TPS is the responsibility of the TDA.

- **Workplace Training Statement (WTS)**. The WTS details the TOs[19] [20]to be met by the trainees following assignment to an employing unit. The governance and management of the WTS is the responsibility of the TDA, with the employing unit responsible for delivery.

- **Residual Training Gap Statement (RTGS)**. The RTGS is the difference between the totality of the training received (across the TPS and WTS) and the OPS and/or Framework. The RTGS is expressed in terms of the Performance, Conditions and Standards of the TOs that cannot be met fully, or in part. The RTGS is best understood in terms of risk that is being passed to the frontline or receiving unit. The RTGS **should** articulate the reasons and consequences of any identified gap and where possible continuous improvement as part of the DSAT cycle **should** aim to minimise the RTGS in order to reduce the risk passed to the frontline.

19 Linkages between TOs that first appear in the TPS and then the WTS (e.g. theoretical lesson in a training environment, followed by practical delivery in the workplace) will need to be numerically linked to show the connection

20 It is also possible for Individual TOs to be delivered and achieved as part of a Team, Units, or Formations Collective Training. Where this occurs stakeholder engagement between Individual TP, Individual Unit, and Collective Trg exercise staff is required to ensure appropriate delivery and recording of training

6.2.3 **Enabling Objectives (EOs).** An EO is defined as a statement of Performance, Conditions and Standards that describes the Knowledge, Skills, Attitude and Behaviours necessary for a trainee to achieve all or part of a TO. An EO defines the outcome of a training event and specifies what trainees can do at the end of a period of training that they could not do at the start. In hierarchical terms, an EO is subordinate to a TO**.**

6.2.4 **Key Learning Points (KLP)**. An EO can be further broken down into several relevant KLPs. KLPs state the Knowledge and Skill requirements, as well as the Attitude and Behaviour needs. The KLPs provide a sequenced framework for the development of the training activity and specify a Learning Outcome. KLPs are subordinate to EOs.

6.3 Design Stage 2

6.3.1 **Assessment Strategy (AStrat)**. Tests and assessments are used for a variety of purposes, but most importantly they are used to ensure that the TOs have been achieved by the trainees. The AStrat is the document describing the overarching assessment policy for the course/module and the associated rationale. The AStrat **should** cover:

- Summative assessments of each TOs.
- Formative assessments of trainee progress.
- How grades should be assigned and interpreted.
- Action to be taken on trainee failure of an AStrat assessment.
- Pass/fail policies.
- Assessment record management / maintenance.
- Policy for the identification and prevention of malpractice, including malpractice involving use of generative Artificial Intelligence (AI).
- Return to Unit policy.

6.3.2 Activities conducted as part of an AStrat include:

- **Refinement of KSA**. Revisits KSA/B Element 1 Analysis, that **should** ensure assessments match requirements.

- **Assessment Specification (ASpec)**. While the AStrat gives an overview of the training assessment, where testing is required, the detail is provided in the ASpec and **must** be produced as it provides practical details required to assess the achievement of the Standards specified by an associated TO. An ASpec is defined as a specification describing the organisation, type of test, marking details, pass/fail criteria for the assessment of TOs and the consequences of failure. The ASpec **must**

consider appropriate support arrangements for SP with SpLDs, without altering the standards to be achieved.

6.3.3 **Selection of Methods and Media**. It is important to consider the most appropriate and effective blend of training Methods (strategies/techniques) and Media (tools/means) to balance performance, cost, and time. During Element 1 (Analysis) Methods & Media options were developed and considered as part of the Cost Benefit Analysis, to ensure that the Options Analysis recommended a training solution with realistic Methods & Media options. These options should now be further refined as part of the Design Stage 2 process

6.4 Design Stage 3

6.4.1 **Learning Scalar**. To assist with the development of the Learning Specifications (LSpecs), it may be useful to order any EOs and KLPs that are linked to the TOs, into a scalar that will assist in the sequencing of the training activity. A Learning Scalar will also help to sequence training (building KSA/B), prepare lesson plans/events, and develop the LSpecs.

6.4.2 **Learning Specification (LSpec)**. A key aspect of the Training System is its execution, i.e. the training being delivered to trainees. It is therefore at this stage that the results of the previous Analysis and Design stages are brought together to enable the trainer to produce lesson plans to ensure effective and consistent training wherever it is delivered. This is done through the generation of LSpecs; the main purpose of which is to control the execution of training i.e. what is taught and how it is taught, to ensure it meets the operational or workplace requirements. Any Risk Assessments associated with specific lessons **must** be included/linked with the accompanying LSpec.

7 DELIVERY OF INDIVIDUAL TRAINING

7.1.1 This section introduces the processes and outputs associated with Element 3 of the DSAT cycle – Delivery. Training Delivery extends beyond formal courses, with workplace training equally important in meeting the operational and workplace need, requiring qualified trainers to most effectively develop the trainees KSA/B.

7.1.2 Training should be delivered as planned, with appropriate staff, facilities and procedures. Managers and trainers **must** not deviate, or be pressured to deviate, from the planned programme provided at the end of Element 2 - Design. Undue pressure should not be applied to make changes as it increases risk by undermining progressive training delivery and the safe acquisition of competence[21]. Amendments may be required for environmental, or resource reasons and the TDA management can amend training accordingly. Any resulting risks **must** be carefully considered, particularly where safety or risk to life is affected. Any change to critical training content, timing or resources **must** be subject to an approved risk assessment by the Commander, Line Manager or accountable person.

7.1.3 Dynamic risk assessments **must** be conducted before or during activities to respond to changing conditions. This allows training to be paused, amended, or stopped as necessary.

7.1.4 **Responsibilities**. It is expected that the Training Provider will take the lead on the DSAT activities, processes and outputs required to be completed during Element 3 (Delivery). The TP will also be expected to ensure that those activities that it deems critical to the development of the Training System are conducted; most notably the production, on behalf of the TDA, of the SOTT which when authorised, sets the training task to be delivered. Where the FTS includes WTS, the employing unit is responsible for delivering this activity, but the TDA remains accountable for it.

Supporting Resource(s)	
DTSM 4 – Delivery of Individual Training	DTSM4

7.2 Training Preparation

7.2.1 **Preparing training**. Preparing training ensures that TPs, and particularly trainers have used LSpecs and ASpecs to generate lesson/event plans and assessments and have sufficient opportunity to complete preparation for the

21 Policy changes added in response to Service Inquiries regarding deviations from planned training

delivery of the lesson. Preparation **should** also consider the necessity for remedial training and plan accordingly. The preparation of training will be based primarily upon the performance expected against formal assessments, but other indirect outcomes (e.g. learning motivation; creating independent learners) **could** be considered.

7.2.2 **Lesson / Event planning**. Lesson/event planning ensures that trainee needs and expectations, and potential risks and mitigations are considered. However, lesson / event plans **must** be based on the LSpec to ensure it meets the requirements of the OPS. Where a trainee requires specific support, this **should** be requested. Where practicable, and where flexibility and resources allow, the needs of SP with SpLD **should** be accommodated, provided there is no detriment to others, mandated training standards or operational effectiveness. Any agreed support **should** take account of the individual's Specialist Report or Individual Learning Plan, including the practical implications of implementing that support within the training environment.

7.2.3 **Assessment of Learning**. Assessment is an essential aspect of any training which must be properly understood and applied. Assessment requires the TP / trainer to determine whether KSA/B have improved/increased, requiring a judgement on trainee performance and progress to determine whether the trainee is sufficiently competent in a particular task, or combination of tasks, 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 **must** be able to administer training assessments in a fair, valid and reliable manner in accordance with the AStrat and ASpec. This is achieved using an up-to-date ASpec when planning an assessment, assessing all of the EOs and KLPs as specified in the ASpec, and not making any changes that alter these.

7.2.4 **Standardisation**. Achieved by following AStrat/ASpecs so all trainees face identical assessments regardless of when, where, or by whom the assessment is conducted.

7.2.5 **Moderation**. Marking **should** be checked and moderated across trainers for fairness. Issues with criteria **must** be raised to the DTS, DTM or Chain of Command.

7.3 Remedial Training (Phase 1 and 2 Training)

7.3.1 The vision for Defence initial training (Phases 1 and 2) is to attract and retain high-quality people through training that, while stressing team ethos, focuses on the individual from recruitment to productive service. Training is by necessity challenging – it must transform civilians into professional Service

personnel (SP) capable of operating in the harshest of global environments and pressured situations. It must instil SP with an attitude of responsibility, self-discipline and selflessness: fundamental components of military ethos that are essential to maintaining operational effectiveness. The two principal components of initial training are to:

- ensure recruits and trainees gain the skills and knowledge for their profession/trade/branch/specialism, preparing them for productive Service.

- inculcate military ethos, values and standards so all embrace the disciplinary, personal and communal behaviours underpinning that ethos.

7.3.2 Phases 1 and 2 training deliver these components through assessment against Training Objectives (TOs) and behavioural standards. Some trainees may not meet benchmarks. When this occurs, measures are taken to help them improve—this process is known as Remedial Training (RT). Trainer experience and judgement, whether military, civilian or contractor, are key to identifying causes of poor performance and deciding suitable remedial action.

7.3.3 Training populations vary by recruitment standards and OPS or Framework requirements. Measures suitable for one group may not fit another. Early-stage recruits also need time to adjust to military life and meet Phase 2 behavioural expectations.

7.3.4 In accordance with JSP 833[22], measures must not contain any of the following: unreasonableness; public humiliation; sustained and oppressive treatment which amounts to or could reasonably be construed as harassment, including any form of bullying; sleep deprivation or deliberate infliction of pain; or work for any other benefit other than that of the Service or individual's rehabilitation.

7.3.5 **The Role of the Trainer**. Substandard performance may result from a deficiency of skill, fitness or knowledge, attributable to a poor attitude and/or behaviour. The problem may manifest itself as a skills or knowledge deficiency while the underlying cause is an attitudinal one, and vice versa. A trainer's judgement is critical in determining the underlying cause and then deciding on the appropriate remedy. Many factors must be considered, including the stage of training, the seriousness of the problem, and the performance to date of the recruit or trainee. It is vital that trainers apply their experience and judgement to the analysis of the problem, to determine what action may be taken, including encouragement and reassurance if considered more appropriate than RT.

22 JSP 833 - Minor Administrative Action

7.3.6 **Deficiency of Skill, Knowledge or Physical Fitness**. A trainer's judgement of a recruit or trainee whose performance is below par should include consideration as to whether the individual may have Specific Learning Differences (SpLD)[23] and, if appropriate, assessment to determine such. When the shortcoming is in part or wholly caused by a lack of skill, knowledge or physical fitness, then the appropriate RT to address the deficiency is:

- **Deficiency of skill or knowledge**. To repeat the training serial or to give additional instruction that will bring the recruit or trainee up to the required standard.

- **Deficiency of physical fitness**. To provide additional physical fitness training to reduce any physical fitness deficiency.

7.3.7 When RT is required to correct deficiencies of skills, knowledge or physical fitness, it is to be supervised by an appropriate trainer (additional physical fitness training may only be supervised by a qualified PTI and should not be conducted against medical advice). It **should** normally be conducted within the working day[24], although it can be undertaken out of instructional hours or at weekends, if appropriate and authorised by the training establishment Chain of Command[25]. Furthermore, a recruit or trainee **should** not normally undertake more than one hour of additional training per day with a maximum of 5 hours in any one week. Where this will be exceeded, the training establishment's Chain of Command **must** be informed.

7.3.8 **Actions to Address Inappropriate Attitude or Behaviour**. Substandard performance may be the result of an inappropriate attitude or behaviour, and the identification of this relies on the trainer's experience and judgement. Attitudinal change is achieved through a combination of factors and 'public encouragement, rather than public humiliation' will play a significant part. If the substandard attitude or behaviour is of a serious nature, then disciplinary or formal administrative proceedings may be more appropriate.

7.3.9 **RT to address inappropriate behaviour or attitude. RT undertaken to address** substandard performance during initial training is not punishment and **must** not be used or treated as such[26]. RT measures to address unacceptable attitude or behaviour during training are separated into 2 categories:

- **Tier 1 measures**. These are short, sharp measures to achieve short-term behavioural change and can be implemented by the trainer without

23 See Defence Direction on Specific Learning Differences contained in Chapter 7.

24 The working day is not the same as the training day/programme and will be determined by each training establishment in accordance with sS guidelines.

25 Must be of commissioned rank at OF3 or above.

26 Punishment is directly related to, and a consequence of, the formal disciplinary process as laid out Defence and sS disciplinary policies, instructions, manuals, regulations and legislation. RT is a separate and unrelated action, although it may seek to deal with issues that may also require disciplinary action.

reference to a higher authority. Each training establishment, in conjunction with their MC policy, is to issue Direction on what Tier 1 measures are appropriate to their situation. These can include:

- **Verbal rebuke**. A short, sharp verbal rebuke by the trainer to highlight the attitudinal or behavioural shortcomings[27]

- **'Wake up' exercises**. These are short, sharp exercises designed to refocus trainees on the training that is being undertaken. TDAs **must** publish clear instructions on the scale and type of exercises that can be awarded and supervised by non-PT qualified trainers. It is stressed that 'wake up' exercises are short in duration and designed to refocus the recruit or trainee on the current training objective and are not to become an 'activity' in their own right[28].

- **Immediate repetition of a training activity**. This is a measure to demonstrate to a recruit or trainee that their attitude or application on first attempt was unacceptable and **should** normally be conducted without interruption to the training programme.

- **Minor additional tasks**. These will be tasks directly related to observed levels of unacceptable behaviour[29], which **must** be undertaken immediately and without interruption to the training programme.

7.3.10 **Tier 2 measures**. These are more onerous measures which are aimed at addressing longer-term attitudinal or behavioural shortcomings, but which do not merit initiating disciplinary action. These will usually be undertaken outside of the normal training programme. Training establishments **must** issue instructions defining the nature and scope of Tier 2 measures and the procedures for managing them, including who can authorise such measures. The only Tier 2 measures are:

- additional training event.

- additional duties[30].

- show parade.

27 Prolonged verbal rebukes (in effect verbal abuse) or dramatic actions aimed at publicly humiliating recruits or trainees are not acceptable. Such actions amount to bullying and abuse of position, are disciplinary matters, and are contrary to military ethos, values and standards

28 Should a trainer find it necessary to award more than one 'wake-up' exercise to a recruit or trainee during any one lesson/training period, this may be indicative of a larger issue, such as substandard training delivery technique or defective timetabling. These factors should be investigated and rectified

29 An example would be ordering a trainee to clear rubbish having observed them dropping litter.

30 This may include additional guarding (both armed and unarmed) duties. However, in keeping with DHALI/B, those aged under 18 years of age are not to undertake RT in the form of guard duties, and any recruit or trainee aged over 18 years of age who is given additional guard duties as RT is to be partnered at all times while guarding with an experienced SP who is already a member of the trained strength (which includes the MPGS).

7.3.11 Tier 1 and 2 measures are one part of the process of achieving attitudinal improvement. When a trainer judges that it is necessary to use Tier 1 or 2 measures, they **must** be:

- justifiable due to an observed shortfall in behaviour or attitude.
- in proportion to the nature and scale of the shortcoming in attitude or behaviour.
- achievable without compromising other aspects of the training programme.
- undertaken quickly to establish the link between the shortcoming and the RT.
- compatible with current Direction on bullying and harassment[31]. There is clear distinction between bullying and/or harassing behaviour and RT measures[32].
- designed to avoid causing injury or psychological damage to the recruit or trainee where this is reasonably foreseeable[33] (the recruit or trainee's limitations and medical condition **must** be taken into account and physical activity is not to be imposed against medical advice).
- undertaken routinely within the working day or out of normal instructional hours or at weekends, if necessary, and if it meets all the requirements of this Direction and sS policies.
- supervised by an appropriate member of training staff who is both qualified and experienced to impose the measures.
- communicated effectively to the trainee, explaining the deficiency observed, taking account of any excuse offered. It may be that a formal interview is appropriate depending on the nature of the shortcoming, the stage of training and the progress of the recruit or trainee. This is often useful in identifying the underlying problem

7.3.12 **RT to Groups**. RT is to be applied only to an individual unless the shortfall can be applied equally to a group[34], in which case a group measure may be applied. Tier 1 and 2 measures **must** not to be imposed on a body of recruits or trainees in response to the shortcomings of an individual or several known individuals. If the award results from an individual shortcoming, then the group

31 As defined in JSP 763: The MOD Bullying and Harassment Complaints Procedures.

32 Covered as part of the Defence Trainer course at DCTS

33 It is accepted that measures may be physically demanding and/or time-consuming commensurate with the stage of training and nature of the trainee cohort.

34 TOs requiring group achievement are to be clearly identified. This may require Training Design input.

is to be clearly briefed that the TO requires group achievement, and it is a whole-team responsibility to ensure that the TO is met[35].

7.3.13 **Relationship Between RT, the Disciplinary or Administrative Processes and Withdrawal of Unsuitable SP From Training**. RT **must** not be used as, or in lieu of, a punishment or sanction[36]. RT is training to assist the recruit or trainee to achieve the required standards of skills, fitness, knowledge and attitude prior to entering productive Service. It is inappropriate to instigate disciplinary procedures in dealing with continual deficiencies in knowledge, skills and physical fitness. However, in such circumstances, it is entirely appropriate to instigate the administrative process of warning, extension of training or ultimately withdrawing a recruit or trainee from training. Initial training provides an individual with the skills, knowledge and attitude required to execute their role and, therefore, is administered and managed separately than for those who are already GTS, using different procedures.

7.3.14 Substandard behaviour or attitude in a recruit or trainee may result in a variety of actions. A trainer **should** recognise that in the early stages of training, recruits will be adjusting to military life and may not have had time to acquire the required attitude and behaviour, and in this case Tier 1 or 2 measures may be appropriate. Equally, if the issue becomes serious (e.g. it amounts to discrimination, harassment or bullying), or if the recruit or trainee has already failed to respond to Tier 1 or 2 measures or is at the stage of training where they should know better, then disciplinary or administrative action may be more appropriate. If disciplinary or administrative action is initiated, no other Tier 1 or 2 measures except a verbal rebuke may be used.

7.3.15 After RT to correct substandard behaviour or attitude (or disciplinary proceedings to punish, or administrative action to sanction), it may also be necessary to begin the formal process to warn and ultimately extend the training or withdraw an SP from training. Such action will be dependent on the stage of training, the recruit or trainee's performance to date and their response to the measures taken.

7.3.16 Action taken to remedy substandard performance may involve both additional instruction and Tier 1 or 2 measures, with the balance and scale of each being based on the trainer's analysis of the cause of the problem. The application and implementation of RT, in relation to disciplinary, administrative and withdrawal action is shown at Figure 5 below.

35 Pre-emptive action on the part of the trainer may be necessary to avoid an individual or a small number of individuals being blamed by the other members of the group.

36 Punishment or sanctions can only be awarded following a formal disciplinary or administrative process.

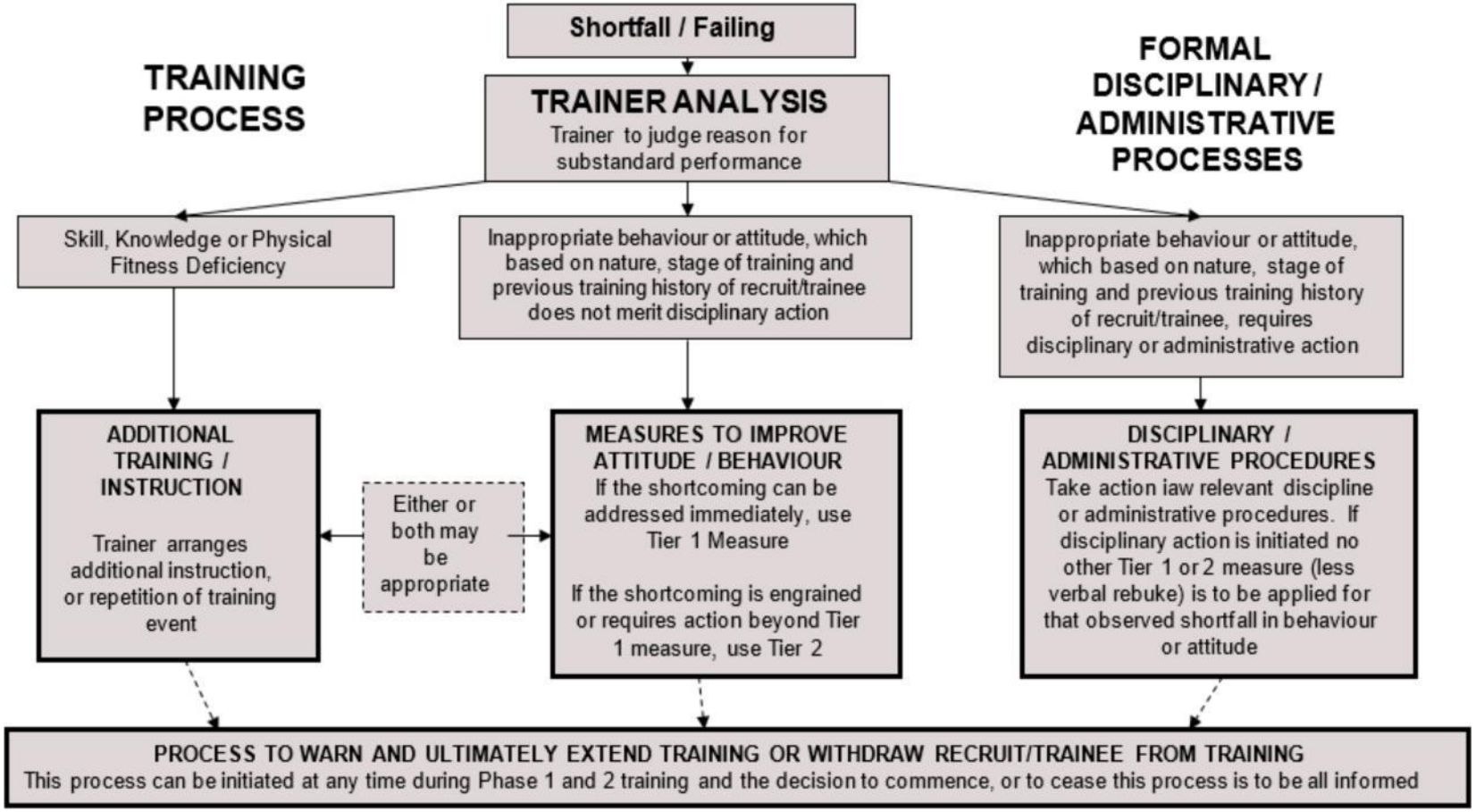


Figure 5 - Application and Implementation of Remedial Training

7.3.17 **Recording of RT**. Effective management of substandard performance relies on trainers' experience and judgement, supported by the Chain of Command. Except for verbal rebukes, all RT measures used to rectify performance issues **must** be recorded, including:

- the recruit or trainee's name and Service number.
- the deficiency, the date and the relevant TO, if appropriate.
- the action taken.
- the trainer and the supervisor of the RT.
- any other relevant information, such as that which demonstrates how the RT meets the requirements of this Direction and achieved the modification in behaviour or improvement in knowledge or skill.

7.3.18 The record-keeping method and format are to be determined by the MC but an auditable process linking this Direction to trainer actions is required. Formal interviews are to be recorded. Records are to be reviewed weekly by a responsible officer and monthly by the Chain of Command, stored for 2 years, and available for scrutiny by assurance bodies such as MC Assurance teams and external inspectorates, such as Ofsted.

7.3.19 **TRAs**. A degree of MC variation is required in the application of RT Direction to reflect the operational role and diversity

- through their TDAs, that a consistent approach to RT is applied across all subordinate Defence training establishments iaw this Direction.
- they have oversight of instructions issued by initial training establishments (through TDAs) that implements this Direction. The instructions should be contained within the Training Quality Manual which is authorised by the TRA at the CEB.
- that all initial training establishments and TDAs have an appropriate recording system.

7.3.20 **TDAs**. TDAs **must** publish instructions to TPs on the scale and type of 'wake-up' exercises that can be awarded and supervised by non-PT qualified trainers.

7.3.21 **Training Providers / Training Establishments**. All Training Establishments, and/or Training Providers, **must** publish details of authorised RT measures for managing substandard performance, including purpose and scale for various shortcomings, issued under TDA/TRA oversight for consistency. Recruits and trainees **must** be briefed during induction[37] on how this Direction applies and where to find it. COs **must** ensure a robust, auditable system for recording and overseeing RT records linking local RT orders to this Direction.

7.3.22 The key elements of this Direction on RT are included in the DCTS Defence Trainer course mandated for Defence. In addition, induction courses at initial Training Establishments are to brief the local instructors that seek to implement this Direction. Equally, COs are to ensure that all personnel (military, civilian and contractors) in contact with Phase 1 recruits and Phase 2 trainees are aware of their responsibilities in the application of RT Direction.

7.4 Robust Training

7.4.1 Properly conducted Robust Training is a core Defence training principle linked to measurable Training Objectives (TOs) and outcomes. It is designed to apply pressure that challenges recruits and trainees mentally and physically, building willpower and stamina to meet operational demands. Its aim is to develop physical and mental resilience[38] for global operations. Such training can be delivered without compromising welfare or Duty of Care but **must** be regulated to prevent harsh or inappropriate practices that undermine training outcomes.

7.4.2 This Defence Direction assists Commanders[39] involved in all phases of training, in planning appropriate and proportionate training that is challenging, engaging and robust, whilst ensuring that risks are identified and mitigated, so that the recruit or trainee is protected from uncontrolled misuse of the term to deliver harsh training, unlinked to a specified training outcome or objective. Commanders **should** consider this Robust Training Direction in conjunction with the 'Supervisory Care for Phase 1 Recruits and Phase 2 Trainees' Direction and the Safe System of Training. Both are contained within this JSP as are other policies relevant to ensuring a realistic and safe training environment. In addition, all training should be designed and delivered in line with the Direction given in this JSP.

37 Including briefs on the supervisory care regime and how to make a complaint.

38 Robust Training is aligned closely with Mental Resilience Training (MRT).

39 'Commanders' covers those commanding/in-charge of any form of a Phase 1, 2 or 3 formal training organisation (including Training or Education Establishments, Defence Colleges, Training Schools and Training Units. This includes Reserve units).

7.4.3 **Purpose and Application**. The purpose of Robust Training is to progressively build Service Personnel (SP) resilience[40] to operate effectively in any environment. Its degree within Initial training should reflect likely employment in specialist and generic tasks, focusing on performance under demanding, operationally realistic conditions. As Defence transitions to a contingent posture, even support personnel will face higher risks than before, so resilience across all SP must be consistent. This requires moral courage and a coherent Defence-wide approach ensuring Robust Training is systematic, progressive and contextualised.

7.4.4 The principles of Robust training are:

- **Beneficial**. The net result of properly designed and conducted Robust Training should be beneficial to recruits and trainees in a resilience context. It **should** develop their ability to perform demanding tasks under difficult conditions by building self-confidence, self-reliance and motivation. It **must not** erode it. Training should be seen as a positive experience and measured within a training establishment's self-assessment process.

- **Developmental**. Robust Training tasks **must** be developmental and preparative in nature and related to performance expected after training. Robust Training **should** take place under simulated operational conditions where possible and/or appropriate. Recruits and trainees **must** be sufficiently prepared for the training and, while it is expected to stretch and test their abilities, it **must** not make them feel that they have no chance of performing adequately. Consequently, the effect will be to take recruits and trainees out of their comfort zone and to develop resilience and self-reliance so they can be assured that they are well prepared to handle challenging situations.

    - **Tailored**. Due to the wide range of training in Defence and the breadth of job specifications within both commissioned and non-commissioned ranks, what could be defined as Robust Training for one training cohort may not be suitable or appropriate for another. While many operational conditions are similar for all, it is unlikely that any but the most generic of Robust Training events will be appropriate across Defence. Robust Training **must** be designed to be relevant to the roles and duties of the recruit or trainee and likely employment on operations. Robustness comes in many forms, both physical and mental. MCs and Defence training establishments need to implement a 'continuum of robustness' that threads through all phases of training, and which **must** be:

40 This acknowledges that initial training (Phase 1&2) is a series of evolutions that lead to eventual Service on operations. Thus, the product of initial training is not the finished article. The process of developing resilience will continue throughout a SPs career, through formal and informal training interventions and the accumulation of experience

- **Relevant**. Robust Training **must** prepare SP for uncertain future operational environments by producing self-sufficient, resilient personnel.

- **Contextualised**. Training **must** replicate operational pressures—physical, mental, and psychological—through immersive, role-specific scenarios (e.g., battle simulation, extended field or night training).

- **Delivered to defined standards**. The ability to measure how successfully MCs deliver training that challenges a recruit or trainee to develop physical and mental resilience **should** be achieved via measures of performance whilst in Initial training, and through measures of effect once SP join their respective Commands. Detailed assessment through both InVal and ExVal will be essential in determining the degree to which Robust Training is succeeding.

- **Delivered with calculated risk**. The acceptance of risk is important, and its application must be understood at all levels of training delivery. It must be proportionate to the delivery of the defined operational output. There is both a moral obligation to prepare recruits and trainees appropriately for the rigours of operational Service, and a need to recognise that a Robust Training regime may lead to injury, increased wastage rates or litigation. These factors are not mutually opposing or irreconcilable. Robust Training can be delivered during all phases of training whilst successfully discharging Defence's welfare and Duty of Care responsibilities. The risks associated with Robust Training **must** be identified, assessed and addressed[41] with a view to enabling this important element of training. A culture of risk aversion must be avoided as it merely transfers risk to the frontline and is morally unjustifiable. It is incumbent upon Commanders, their staff and trainers to be conversant with the principles and application of risk assessment at their respective levels of training command. Intelligent risk management must be led by the Commander and understood by all staff involved in training delivery. The first step in developing risk management locally will be through the Commanders Risk Assessment (CRA) and Supervisory Care Directive (SCD) processes detailed in Chapter 4 of this policy. Detailed briefing on local procedures must be included in staff/trainer induction training and understanding must be developed further through regular study periods.

- **Appropriate supervision**. The level and style of supervision **should** be tailored to the level of risk, the type of training and the ability and confidence of the recruits or trainees.

41 Further Direction and Guidance on managing risk should be sought through Defence and SC Risk Management processes and regulations. Commanders must also have their Commander's Risk Assessment (CRA) and Supervisory Care Directive (SCD) in place to ensure that Robust Training is properly managed, governed and assured. Robust Training should be integral to and tied into the Role PS and/or Framework issued by the Training Requirements Authority (TRA).

- **Trust in the Chain of Command**. The application of Robust Training may be compromised, at least in part, by a mutual lack of trust between training staff and their Chains of Command. This can be compounded by a perception amongst trainers that there has been a shift in emphasis to the recruit's or trainee's care needs that conflict with challenging, engaging and robust training. Recruits and trainees **must** be empowered to ask questions and appropriately challenge the 'recruiting promise.' This should not, however, be viewed as a challenge to the core tenets of sS Values, Standards and Ethos, or the Chain of Command. Trust needs to be established early so that there is an understanding of what is required and the rationale behind Robust Training.

7.4.5 **Compliance with Defence training standards**. Robust Training events **must** be designed in accordance with DSAT. They **must** be shaped logically to fulfil and test an established training need and **must** be conducted consistently and resourced appropriately. All training, including events that are designed to be robust **must** be designed to deliver against the OPS and/or Framework(s), as set out by the TRA. Robust Training **must** have a defined TO to achieve and be measured against. Robust Training for its own ends, delivered ad hoc, in an uncontrolled manner or unsupervised environment is dangerous and **must** be actively guarded against. Adherence to JSP 822 allows challenging, engaging and robust training to be designed and delivered in a safe, controlled and appropriately governed manner.

7.4.6 **Appropriate risk management not excessive risk aversion**. It is generally accepted that military Service will expose SP to more risk than many civilian occupations. Training to meet the needs of military Service, which stretches recruits and trainees physically and psychologically, ideally under simulated operational conditions, is likely to carry more training risk than is normally the case. Commanders and training staff **must** ensure that all risks are assessed and mitigated, but they **must not** seek to unnecessarily protect recruits and trainees from the consequence of failing to rise to the challenges set. It is acknowledged that this element will need to draw upon the experience and judgement of the training Chain of Command. It is vital to avoid the inculcation of a culture of risk aversion that may lead to the physical or psychological inability to perform adequately when facing the challenge of operational conditions.

7.4.7 **Separated from remedial action**. It is important that training staff designing and delivering Robust Training **must** ensure that recruits and trainees as well as training staff understand the purpose and intended outcome of the training. It **must** be clearly differentiated from any sort of remedial training[42],

42 See Defence Direction on Remedial Training in Initial Training contained within this Chapter, section 7.3.

corrective or disciplinary action. Training that is intended to be robust **must** not be confused with any form of bullying, harassment or intimidation. Such conduct is wholly unacceptable and contrary to Defence's Values, Standards and Ethos and the DHALI/B intent, and is demonstrably counter-productive in developing resilience. Effective supervisory care, welfare policies and governance and assurance processes will ensure that Robust Training is not confused with, or replaced by, actions or events that either serve a different remedial, corrective or disciplinary purpose, or those that are conducted in a misguided attempt to achieve unsanctioned, unacceptable and unnecessary outcomes.

7.4.8 **Clearly explained purpose**. Recruits and trainees as well as trainers **must** be in no doubt as to the difference between Robust Training and unacceptable practices. The conduct of Robust Training events **must** not undermine the good practice and culture of Continuous Improvement that is synonymous with DSAT and DHALI/B. It is possible to prevent confusion amongst recruits and trainees by detailed explanation of Robust Training aims and objectives during induction and regularly thereafter. Trainers **must** have the principles of Robust Training explained to them during their selection, training and again when they join the training establishment. Where inexperienced staff or trainers are expected to apply Robust Training techniques they **must** be mentored and supervised.

7.5 Examples of Robust Training Factors

7.5.1 Ideally, Robust Training **should not** be confined to specific and stand-alone events; it must be all pervasive, coherent and progressive throughout all phases of training. In its most basic form, Robust Training may simply be reflected through the setting of unremitting high standards by staff, trainers and support personnel.

7.5.2 The following pressures may contribute to training being classified as robust. The list is not intended to be prescriptive but, rather, provide examples. Equally, the list is not exhaustive and read in conjunction with the points made above. Some examples of Robust Training activity are at Table 8 below. This list is intended to be illustrative rather than exhaustive:

- **Psychological pressures**.
    - rapidly and or frequently changing priorities.
    - introduction of extra information or introduction of situations in which there is incomplete information.
    - reduction in time allocated for a task.
    - dislocation of expectations.
    - enhanced perception of danger/risk and consequence of failure.
    - realistic simulation of operational challenges and operational 'friction'.

- significantly increased responsibility.

- **Physical pressures**

  - climatic injuries and other environmental factors – heat / cold / wet / darkness[43].
  - exertion and physical effort.
  - tiredness/controlled sleep deprivation.

Ser	Activity	Purpose
1	Realistic Operational Employment Scenarios in Challenging Environmental Conditions	Develop ability to conduct role-related duties under demanding conditions. Develop physical and mental resilience and teamwork.
2	Assault Course/Trim trail/Cross Country Steeplechase	Development of physical fitness, mental resilience, generic military skills and, where it is a team effort, teamwork.
3	Immediate Response to Realistic Casualty Scenario (e.g. from Improvised Explosive Device or Indirect Fire, and Casualty Evacuation)	Teamwork, First Aid and planning skills, physical fitness, mental robustness, force protection skills under duress.
4	Battle PT	Physical fitness and mental resilience.
5	Military skills competition	Navigation/shooting/physical fitness/First Aid.
6	Damage control/fire simulation/vehicle recovery in arduous conditions	Development of teamwork, physical and mental resilience, and physical courage.
7	Water crossing	Develop teamwork and planning skills
8	Tactical river crossing	Develop teamwork and planning skills in a tactical setting.
9	Unarmed combat/martial arts/milling.	Physical fitness and mental toughness.
10	Public order training	Develop self-discipline, team-work and physical courage.
11	Demanding Adventurous Training exercises to generate fear and fatigue	Develop character, leadership in real situations, physical fitness, moral and physical courage, self-discipline, self-reliance, teamwork and team cohesion.
12	Bayonet fighting	Develop aggression, physical courage and physical fitness.

43 See JSP 375 Chapter 42: Cold Injury Prevention and Chapter 41: Heat Illness Prevention

7.6 Risks with Robust Training

7.6.1 **Risks with Robust Training**. Robust Training is deliberately intended to challenge recruits and trainees as such there is an inherent risk of exceeding their existing/core physical and / or mental resilience and therefore appropriate measures are to be taken to monitor this risk and ameliorate its impact.

7.6.2 **Governance**. It is a requirement that training events that incorporate a robust element or that seek to achieve a greater level of resilience through the application of pressures (stated above) be appropriately governed. Commanders **must** therefore ensure appropriate governance procedures are in place and that such training is regularly scrutinised through 1, 2 and 3 LoDA procedures. All Robust Training must be linked directly to a specified TO. TDAs **must** be aware of all Robust Training events that take place in their training establishments and ensure that they are appropriate and proportionate to the training outcome, controlled and fully integrated into the core syllabus, and delivered in an entirely transparent manner.

7.6.3 **Training**. Trainers and staff engaged in any aspect of Robust Training are to be suitably briefed as to the aim and desired outcomes of the training events, as well as supervised where appropriate. In addition, the Defence Centre for Training Support (DCTS) runs the Defence Trainer Capability and DSAT courses that all training staff, and most particularly those engaged in the design and delivery of Robust Training, need to attend.

7.7 Programming, Scheduling and Resourcing of Training

7.7.1 This activity ensures that the key requirements for the successful programming and scheduling of training, as well as factors that affect resourcing (such as workforce, infrastructure and environment), are taken into consideration.

7.7.2 **Programming training**. Training Providers **should** produce and maintain an annual programme, updated for and reflecting in-year changes. Programmes **should** match methods/media to outcomes using a common-sense approach. It **should** also provide variety and interest, build progressively and intelligently (such as not programming a lecture directly after a session of PT), consider environmental factors (seasonal or meteorological), use standardised formats to build routine, simulate/replicate realistic conditions, and minimise the administrative or non-training burden to the trainee.

7.7.3 Programming is usually a TP HQ function; adherence is essential in large organisations to carefully manage and maximise the use of resources.

7.7.4 **Scheduling training**. Scheduling training ensures TOs/EOs/KLPs are delivered in the correct order for progressive KSA/B acquisition. The course schedule or programme is usually produced by a Course Design Cell as part of the course documentation. Trainers should follow schedules and avoid internal, short notice, changes without approval.

7.7.5 **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 to implement and maintain the Training System, continuously strive to improve its effectiveness, and enhance Customer satisfaction by meeting the TRA's training requirements.

7.7.6 **Competences/Qualifications/TAFMIS/DLMC**. JPA competences / qualifications **must** be accurately recorded in TAFMIS[44] / DLMC for workforce planning. Poor data-capture harms Defence outputs and processes **should** be put in place to avoid this. New competences require JSP 794 reference.

7.7.7 **Piloting of training activity**. Piloting a new activity identifies issues before full delivery, but **must** still have followed the DSAT cycle, with any processes and documentation available for review during LoDA activity. Piloting of a training activity is defined as, *'the first delivery of a newly designed training activity under 'realistic' conditions'*. It ensures operational, or workplace, realism that meets the requirement, and establishes that it is in line with planned costs. There **should** be 3 stages of a pilot:

- One-to-One Trial.
- Small Group Trial.
- Field Trial.

7.8 Management of Training Deficiency

7.8.1 **Management of training deficiency**. 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. 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

44 Where TAFMIS is in use.

risks **must** be elevated for treatment or toleration etc. 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 defects, 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 was meant to have delivered. These are essentially unplanned but unavoidable training gaps which **must** be captured, and the appropriate governance body informed so that a decision can be made to treat, tolerate or transfer (to the receiving unit) the training deficiency. A Training Deficiency is not the same as the Residual Training Gap. The Residual Training Gap is agreed by the TRA earlier in the DSAT process and is articulated in the RTGS.

7.9 Defence Trainer Capability

7.9.1 Defence Training is underpinned by the delivery of an effective Defence Trainer Capability (DTC) programme. DTC professionalises the training cadre and through its robust governance and assurance processes ensures that all Defence trainers, trainer supervisors and training managers are suitably qualified and experienced. It outlines the requirement for a professional development pathway to continuously meet the required quality standard and competence and attracts externally recognised Further Education national qualifications and standards.

7.9.2 **Responsibilities**. The TPs **should** comply with DTC policy. Where an SRO, TRA or CEB Chair has given a temporary waiver, this Risk **must** be recorded and strict mitigation put in place to rectify the shortfall at the earliest possible date.

Supporting Resource(s)	
DTSM 4 – Delivery of Individual Training	DTSM4
The Defence Trainer Competency Framework	Link

7.10 Defence Trainer

7.10.1 The minimum training requirement for a Defence Trainer to deliver formal training is the Defence Trainer course (DTc). (For clarity, the requirement to complete the Defence Trainer course applies to personnel appointed or employed in a formal Defence Trainer role within a Defence Training Provider, centralised school or Phase 1, 2 or 3 training establishment. Where personnel whose principal employment is not as a Defence Trainer undertake occasional, incidental, or low-risk local instruction, the relevant Military Command TRA may determine the appropriate trainer requirement, with the decision and any associated risk recorded, owned and suitably mitigated.) The

completion of Foundation and Practitioner levels of DTc is accredited to the Regulated Qualifications Framework (RQF) Level 3 Award in Education and Training (L3AET). Defence Trainers **must**:

- Achieve DTc Foundation within 3 months of assignment, Practitioner within 6 months of Foundation, or 9 months of appointment (whichever is later).
- Be monitored every 6 months by DTS/TMS.
- Be fully SQEP in the subject matter they deliver.
- Undertake a minimum of 5 hrs Continuous Professional Development (CPD) annually[45].

7.10.2 To support DTC, Military Commands / Defence must:

- Assess trainers' legacy qualifications to recognise relevant and current expertise in the Defence training environment, and identify any necessary upskilling required to be deemed equal or greater than the Foundation and Practitioner levels of DTc.
- Specify trainer requirements in outsourced contracts.
- Any training qualifications/courses that have been mapped to the DTC must be first authorised by TSLD, prior to being recognised across Defence, as higher or equivalent to the DTc.

7.10.3 MC TRAs are empowered to intelligently apply the mandated DTc requirements to Phase 3 Trainers in their command, whose principal employment is not as Defence Trainers. When exercising discretion, MC TRAs **must** identify, record and own the risk held, and ensure suitable mitigation measures are in place

7.11 Defence Trainer (Flying)

7.11.1 The Defence Train the Trainer (Flying) course (DTTT (Fg)) is mandated for all Aircrew Instructors delivering Ph 2 or 3 flying training conducted in a ground school, synthetic or airborne environment[46]. 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 Aircrew Instructors training and the award of B2 category, individuals are awarded the JPA competence 'Defence Trainer (Flying) Level 2 Practitioner'.

45 The ARMY have mandated a minimum of 16 hours of CPD and SP not from the ARMY who are assigned to ARMY TPs will be expected to meet 16 hours of CPD.

46 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).

DTTT(Fg) does not qualify Aircrew Instructors to deliver group learning unless to members of a multi-person crew in preparation for an airborne sortie or training exercise but does allow delivery of group briefings which facilitate flying training delivery. All Aircrew Instructors delivering Phase 2 or Phase 3 training **must**:

- Complete Defence Train the Trainer (Flying) ((DTTT(Fg)).
- Complete the Aircrew Instructor Course (AIC).

7.12 Defence Trainer Supervisor (DTS)

7.12.1 DTS assess and develop Defence Trainers (Phase 1, 2 or 3), oversee DTc workplace portfolios, and may be used to assess and develop WTS trainers. DTS **must** have:

- experience of training delivery as a Defence Trainer.
- completed '*DTS Level 1 Foundation*' (or equivalent or higher).
- completed '*DTS Level 2 Practitioner*' (or equivalent or higher) if supervising Defence Phase 1 or 2 Trainers or be working towards it if only supervising Phase 3 Trainers.
- been observed conducting their duties (a training observation and provision of feedback) by another qualified DTS.
- undertaken and recorded 5 hours CPD per annum, focused on trainer skills and competences.

7.12.2 **Defence Trainer Supervisor course**. All DTS **must** complete the appropriate Defence Trainer Supervisors course. DTS course Level 1 (residential training) is mandated for supervisors of all Defence Trainers. Completion of DTS Level 1 results in the award of the '*Instructional > Defence Trainer Supervisor > Joint*' JPA competency at Foundation level. DTS course Level 2 (workplace training) is only mandated for supervisors of Defence Trainers in Phases 1 & 2. Completion of DTS Level 2 results in the award of the '*Instructional > Defence Trainer Supervisor > Joint*' JPA competency at Practitioner level.

7.13 Defence Trainer Manager (DTM)

7.13.1 Defence Training Managers (DTMs) are usually Training SMEs but may not have direct experience of training delivery. They advise the chain of command on the implementation of the DTC Direction and other Defence training and education policies, manage DTSs, oversee CPD, and lead Continuous Improvement for the DTC. They do not duplicate DTS roles. All units **should**

have a DTM. Small units may need to nominate qualified external personnel as DTMs. DTMs **must**:

- complete the Defence Trainer Managers Course[47] to be awarded the JPA competence *'Defence Trainer Manager'*.

- undertake a minimum of 5 hours Continuous Professional Development (CPD) per annum, focused on trainer skills and competences.

7.14 Commanding Officer of Training Establishment (COTE)

7.14.1 Commanding Officers of Training Establishments (COTE) will be held to account for the people under their command who are engaged in training delivery or have contact with trainees that they are appropriately trained and qualified in accordance with the DTC Direction in this policy. COTEs will be held to account for there being 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. For Phase 1 and Phase 2 COTEs, they **should** complete the COTE course prior to appointment or within 3 months of arrival, but **must** complete the course within 6 months of joining. Phase 3 COTEs **should** complete the COTE course within 6 months of joining. Where there are any risks in relation to DTC, the COTE **should** inform the TDA so that these can be raised at the next appropriate governance meeting.

7.15 Higher Education (HE) Lecturer

7.15.1 It is recognised that HE lecturers in Defence, both military and civilian, require a different set of skills from their FE counterparts. Defence mandates that HE lecturers must be suitably qualified/trained to undertake their role; accordingly, there are several training solutions in existence within the MCs and it is the role of the Training Delivery Authority (TDA) to assure the quality of the HE Lecturer's training delivery. HE Lecturer's **must**:

- be suitably qualified/trained to undertake their role.

- complete Basic/Advanced Care of Trainees (CoT) as directed by the SCD, in addition to the MC's mandated training intervention, if delivering Phase 1 or 2 training.

47 The DTM course gives guidance on relevant elements of management of training that commanders will be assured against.

7.16 Personnel Delivering and Assessing Defence Trainer Capability Training Interventions (outside of DCTS)

7.16.1 In order for MC staff to deliver the DTc, they **must**:

- complete the '*DTc Level 2 Practitioner*' as a trainee.
- observe a full DTc.
- successfully deliver a minimum of 3 lessons whilst under observation by DCTS DTS or in an established[48] franchise.
- DTc trainers **must** achieve an RQF L3 Assessing Vocationally Related Achievement (L3AVRA) within 12 months of undertaking their role.
- DTc trainers **must** not assess the L3AET portfolios, unless they are either L3AVRA qualified, or they are registered and working towards a L3AVRA qualification. If the trainer is currently working towards a L3AVRA qualification, then the L3AET assessment decisions made by a trainee assessor **must** be countersigned by a qualified assessor.

7.17 Adventurous Training Trainer

7.17.1 If Adventurous Training (AT) is delivered to those in initial training (Phase 1 or 2) all trainers/staff regardless of civilian qualification **must** be compliant with Care of Trainee (CoT) training as detailed in Chapter 4: Care and Welfare in Individual Training.

7.17.2 **AT Trainers**. All direction in JSP 822 applies to adventurous training trainers. However, where trainers solely deliver adventurous training, then the CO of that unit may apply to TSLD for a general exemption of the requirement to complete the DTc. This **should** only be supported for those trainers who hold a nationally recognised instructional qualification or JSAT qualification in the AT they are delivering (such as the RYA Yacht Master Instructor qualification).

7.18 Contractor Staff Delivering, Supervising or Managing DTC Training Interventions

7.18.1 Contractor staff delivering, supervising or managing DTC Training Interventions **must** be qualified, monitored and developed to the standards

48 Established' is a franchise that has been running for at least a year and has had a successful assurance visit. The assurance report will contain a sentence that states the franchise can conduct qualifying observations.

detailed in this Direction[49]. 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.

7.18.2 The minimum external qualification for contractor staff who are Defence Trainers is the Level 3 Award in E&T. In addition, Commanders **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 Chapter 4. Contractors who are Defence Trainers, 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.

49 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.

8 EVALUATION OF INDIVIDUAL TRAINING

8.1.1 This section provides Direction and Guidance on the processes and outputs of Element 4 of the DSAT cycle – Evaluation. This version of JSP 822 has reverted from Element 4 being Assurance, to Evaluation; this is because the system is assured, but it is the training performance, output, and outcomes of the training delivery that requires evaluation to support and positively drive the Continuous Improvement integral to the DSAT cycle. Assurance is now separately understood as part of the broader MTS and its Direction and Guidance has been set out earlier in this chapter.

8.1.2 Evaluation is a vital part of the DSAT cycle as it establishes whether the training has met the operational, or workforce, requirement, or whether it needs further refinement or Continuous Improvement. As such, training should not be considered as either interim or steady-state, as training requires constant updating and evolution to meet the changing requirements of Defence. This ensures that the DSAT cycle aligns to the Integrated Force, constantly evolving to adapt to the operational pace of change.

8.1.3 Where the MCs adapt the Training System, in line with the flexibility allowed within this revised policy, Evaluation provides the primary method for mitigating for the System Risk introduced. Evaluation provides an evidence-based approach to determining how successfully training achieved the required outcomes (of the QMS) and allows recommendations to be made as to how to iteratively improve training in line with the cyclical approach of DSAT. Where System Risk has been introduced, MCs **should** instigate increased levels of evaluation to better measure both the performance and the outcomes of any training delivery in line with the QMS. This increased level of evaluation will act as a catalyst for Continuous Improvement and support the ongoing / spiral development of the training product.

Supporting Resource(s)	
DTSM 5 - Evaluation of Individual Training	DTSM5

8.1.4 **Training Needs Evaluation (TNE)**. The TNE is the final part of the TNA (Element 1) but it is discussed here as it is an evaluation activity. Its purpose is to assess the effectiveness and efficiency of the TNA and its recommended training solution.

8.1.5 **Evaluation Strategy**. The Evaluation Strategy is the responsibility of the TRA, and its purpose is to judge the effectiveness of training to Defence. It sets the guidance for monitoring the impact of training and contribution to

Defence outputs. The Evaluation Strategy should be recorded in the TQM and is made up of both Internal Validation (InVal) and External Validation (ExVal).

8.1.6 **Internal Validation (InVal)**. The Training Provider **must** undertake InVal to determine the efficiency and effectiveness of training delivery and make recommendations for Continuous Improvement accordingly. To achieve this, InVal will measure the immediate reaction of a trainee to a training activity, and the learning transfer achieved overall by the training activity. The Training Provider is responsible for ensuring a robust InVal process **must** be in place for all its courses, and that all InVal data is utilised correctly and effectively. Although the Training Provider normally conducts InVal, responsibility for the actual conduct of InVal may sit with the TDA. InVal **should** consider all available data that helps determine the efficiency and effectiveness of training, including, but not be limited to, the following:

- Assessment results – determining the effectiveness of Learning Objectives and/or Key Performance Indicators to ensure training delivery is effective and efficient.

- Trainee Feedback – gathered via interviews, questionnaires and post-training discussions, these provide the trainees voice and help ensure the training is suitable for the knowledge, skills, experiences and behaviours of the training audience.

- Staff Feedback – gathered via interviews, questionnaires, post-training discussions and direct input, these provide the trainer and broader staff voice, highlighting issues such as necessary SQEP of personnel, challenges of timetabling, equipment and infrastructure, and any changes in the response of the training audience.

- Injuries in Training – to determine any changes in the number of injuries occurring and understand why.

8.1.7 **External Validation (ExVal).** The TRA must conduct ExVal using qualitative and quantitative data to determine if the training has met the operational or workplace requirement and remains relevant. As ExVal assesses the operational outcomes of training, it is the primary method of determining the effectiveness of training in delivering warfighting readiness. As such, taking risk with ExVal should only be agreed in extremis.

8.1.8 ExVal is undertaken after the trainee has actually applied learning in the workplace, so that an accurate assessment can be made. ExVal **should** incorporate as broad a range of data and information as possible to make a judgement on any recommendations for the improvement of training. This **should** include engaging with the individual trainee, as well as the Chain of Command to understand the effectiveness of training from the individual's

perspective, and their line management's ability to task them in support of overall team/unit output.

8.1.9 ExVal **should** reflect on Collective Training Exercise evaluation, such as Post-Exercise Reports, operational lessons, and any doctrinal changes, to ensure that training remains relevant and adapts at pace to issues identified. The TRA is responsible for ExVal, but may delegate to the TDA to plan, manage, coordinate, implement and disseminate results

Stage	Function	Purpose	Benefit
1	Measure the immediate reaction of the individual through an after-action review.	To measure the perceived effectiveness of the training activity.	Improved efficiency and effectiveness of the training activity.
2	Measure the learning transfer achieved by the training activity.	To determine, by applying quantitative or qualitative assessment methods, to what extent individuals increased their knowledge and skills and changed their attitudes.	Improved efficiency and effectiveness of the training activity and measurement of the standard achieved by the individual.
3	Measure changes in behaviour of individuals as a result of the training activity and how well the enhancement of knowledge / skills / attitudes has prepared individuals for their role.	To determine the subsequent impact on performance after training activity and therefore, the validity of the training in preparing individuals for their role.	Improved efficiency and effectiveness of the organisation through the employment of competent personnel.
4	Measure the contribution of training to the achievement of the business/operational goals.	Overall organisational benefits are attributed to training (including return on investment).	Assurance that the effective business/ operational focus of training activities is being maintained.

Table 5: The Stages of Training Evaluation