

Information Sheets

Message from the Secretary of State for Defence

Message from the Permanent Secretary

Message from the Chief of the Naval Staff

Message from the Chief of the General Staff

Message from the Chief of the Air Staff

Acquisition Training

The Defence Academy of the United Kingdom

The Defence Leadership Centre

Education

E-Learning

Flying Training

Joint and Multinational Training

Joint Services Warrant Officers' School

The Organisation of Defence Training and Education

Rationalisation of Specialist Training

Reserve Forces

Senior Officers and Officials

Skills for the Information Age

RN and RM Officer Training

RN and RM Recruit, RN Rating and RM NCO and WO Training

Army Officer Training

Army Recruit, NCO and WO Training

RAF Officer Training

RAF Recruit, NCO and WO Training

Training and Education for MOD Civilian Staff



Message from the Secretary of State for Defence The Rt. Hon. Geoff Hoon MP

My predecessor, Lord Robertson, established the Defence Training Review to undertake a fundamental re-examination of MOD's individual education and training system. Its aim has been to build on our strengths, particularly in training for operations, and to adapt current practice to meet the challenges of the 21st century.

The Review has been as open as possible, with widespread consultation within the Department and the Armed Forces, and externally. Now that it is complete, we must ensure that its findings are widely disseminated, so that all personnel who will be affected by it, civilian and military, fully understand the changes we propose to make to their education and training and why.

These information sheets are a key part of that process. They provide details of the key proposals of the Review so that individuals can see at a glance how it will affect their training and education.

Greater integration of training and education across the Department is one of the key themes of the report, and working together will be the key to the success of the Review's proposals. This will require the full support and commitment of all MOD personnel, Service and civilian. I am convinced that the changes we are making will be of great benefit, not only to the overall UK defence capability, but to all personnel involved in delivering it. These changes will ensure that the excellence we have come to expect from our Armed Forces and defence civil servants is sustained in the years to come.

Geoffrey Hoon



Message from Kevin Tebbit, Permanent Secretary

The Ministry of Defence conducts an enormous amount of education and training – in fact, we are the UK's largest single provider of training. Individual training and education employs 29,000 people – 9% of our work force – and we spend over £4 billion a year on it. The quality of our training is respected around the world. But we cannot be complacent. The aim of this imaginative – and wide-ranging – review has been to make sure that our education and training meet the needs of Defence for the 21st Century, and that we get the best value from our massive investment.

The Review has produced some exciting proposals for improvement. The themes have been modernisation, integration and efficiency. We must continue to recruit, retain and train people of the highest quality. The Review has made important proposals to improve civilian education and training, as well as that of the Armed Forces. This reflects the vital contribution made by civilian staff towards delivering Defence. They need the best possible training to do this.

The Review represents a positive step forward for the MOD, which will allow us to face the 21st Century with a training and education system that meets the needs of all our people, military and civilian alike.

Kevin Tebbit



Message from the Chief of the Naval Staff Admiral Sir Nigel Essenhigh KCB ADC

The Naval Strategic Plan emphasises that remaining world class depends above all on our people, for whom first class training is an essential requirement. Our reputation for high quality training is well deserved and owes much to years of critical self-assessment and continuous improvement. The Defence Training Review (DTR) has provided all three Services and the MOD Civil Service with an independent examination of this vitally important area of our business, to ensure that we continue to excel in a rapidly changing world.

From a Naval perspective, I would like to draw your attention to four major themes of this review. These are that the DTR:

- ▲ Endorses the excellence of our existing training, whilst recommending some developments to meet the challenges of the future operating environment.
- ▲ Has identified a number of areas where non-warfare specialist training would benefit from tri-Service rationalisation of elements which are common to all three Services, whilst preserving single Service identity and ethos.
- ▲ Proposes major improvements in ICT skills and distance learning for all RN and RM personnel, which will greatly enhance not only professional development but also personal development in preparation for civilian life.
- ▲ Will establish a Defence Academy that will provide postgraduate education and improved staff and leadership training both for officers at all levels and for Warrant Officers.

The DTR findings have recognised the unique demands of life in a maritime warfare environment and are consistent with the naval training estate rationalisation work already undertaken by the Second Sea Lord. He will now put together an integrated programme of changes to deliver the major improvements in training and education identified in the People Pillar of the Naval Strategic Plan. Second Sea Lord will follow up this message with another on the specifics of this work in the near future.

My overriding aim is to extract from the DTR work opportunities to improve operational capability by enhancing our training. There are also opportunities here to make major savings in the resources employed in delivering training (estimated at some 19% of the total Defence Resource Budget). I therefore support the outcome of the Defence Training Review.

The attached information sheets outline the key proposals of the DTR report and I commend them to all members of the uniformed Naval Service and our civilian colleagues.



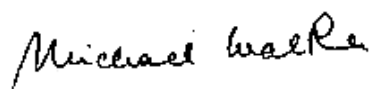


Message from the Chief of the General Staff General Sir Michael Walker GCB CMG ADC GEN

Individual training and education plays a critical role in achieving operational success, and the Army has an excellent record for the high quality of our people and the effectiveness of our training. The Defence Training Review seeks to build on that reputation by ensuring that training and education continue to meet both our operational requirements and the needs of our officers and soldiers in the future.

The Army has been fully involved in the consultation process throughout the Defence Training Review and in the future we expect to see better focussed training and education; greater integration of training and education between the single Services and MOD civilians where it is appropriate and the use of new technology in the delivery of training and education.

The information sheets accompanying the Defence Training Review final report broadly outline the recommendations being made and indicate how the Defence Training Review will affect the Army. I commend these to you.



CHIEF OF THE GENERAL STAFF



Message from the Chief of the Air Staff **Air Chief Marshal Sir Peter Squire GCB DFC AFC ADC RAF**

The Royal Air Force has an excellent reputation for the high calibre of its personnel and for the quality of its training. The Defence Training Review serves to build on that reputation by ensuring that the training and education of our people continues to meet both the operational requirements of the Service and the needs of the individual today and in the future.

The Royal Air Force has been fully involved in the review process and, as a result, our personnel can expect to see a training and education system that is more integrated between the Services, more aligned to the MOD's needs, more responsive to change and, finally, more cost-effective.

In particular, I would like to draw your attention to the following aspects of the DTR's work, which I think will have particular importance for RAF personnel:

- ▲ The RAF will seek to make better use of new technology both to improve the quality of training and education, and to reduce time spent away from families on residential courses.
- ▲ We will look to accredit Service training wherever possible, so that RAF personnel are awarded with qualifications that are recognised in the civilian world.
- ▲ There will be more training for joint, multinational and inter-agency operations, embodied in the establishment of a Defence Academy and a Joint Services Warrant Officers' School.

The information sheets which accompany the Defence Training Review final report outline the recommendations and how the Defence Training Review will affect the Royal Air Force. I hope you will find them of interest.

Peter Squire

Acquisition Training Key Points

The principles of the Smart Procurement Initiative, which apply to defence equipment requirement-setting, procurement, in-service support and disposal, are now being strengthened and sustained across the acquisition community under the banner of **Smart Acquisition**.

Smart Acquisition is characterised by flatter organisational structures, with Integrated Project Teams (IPT) managing projects through life. It demands staff with a wide range of management skills, strong leadership qualities and the ability to be innovative. Acquisition training must allow acquisition staff to develop the necessary acquisition skills at the right time in their careers. **Leadership and management training should be made more widely available, to provide junior staff with necessary skills, and to provide a broader base for the selection and development of future leaders in acquisition. In addition, we should train more closely with industry, a key stakeholder in acquisition, and also with our international partners, to support the importance of the collaborative element of acquisition.**

We propose to:

- ▲ Provide a co-ordinated approach to acquisition training, giving wider visibility of training, and matching training provision to training needs. An Acquisition Training Cell (ATC) is being established, which will act as a “one stop shop” for all users of acquisition training, with training and development opportunities being communicated via an intranet/ internet-based directory. A federated approach to acquisition training will be utilised with discrete functional training continuing to be provided by specific business areas, shared functional training provided by lead business areas, and corporate training by central defence training organisations.
- ▲ Establish an Acquisition Diploma. This postgraduate-level accredited course will provide staff at the middle management level, and above, with a thorough appreciation of the contribution made by the acquisition process to military capability. The Diploma will comprise three elements; acquisition processes; management and leadership skills; and elective subjects based on an individual’s future employment. Open to civilian, Service and industry staff who are potential leaders in acquisition, the Diploma may form a component of Service career courses provided at the Defence Academy (*for more details, see the Defence Academy of the United Kingdom Information Sheet*)

The Defence Academy of the United Kingdom Key Points

Three major MOD institutions currently provide postgraduate education in defence-related fields:

- ▲ The Joint Services Command and Staff College.
- ▲ The Royal Military College of Science.
- ▲ The Royal College of Defence Studies (RCDS).

In addition, the Conflict Studies Research Centre carries out research in related fields, and we propose to establish a **Joint Services Warrant Officers' School** and a **Defence Leadership Centre** (*for more details, see the **Joint Services Warrant Officers' School** and **Defence Leadership Centre Information Sheets***).

All of these organisations will be brought together within a single management and budgetary structure to create the **Defence Academy of the United Kingdom**. The Academy's main base will be at Shrivenham, although RCDS will remain in London. Other organisations, such as the Joint Doctrine and Concepts Centre, which will benefit from close links with the Academy, will be affiliated to it.

We intend the Academy to become a national and international centre of excellence for postgraduate education and research in defence fields. Within this broad aim, the Academy will:

- ▲ Provide a more coherent and responsive educational output.
- ▲ Facilitate innovation and spread best practice.
- ▲ Deliver more academic research of benefit to UK defence.
- ▲ Achieve greater influence on national and international thinking on defence issues.
- ▲ Increase efficiency and cost-effectiveness.

We propose to appoint the first Head of the Academy later this year and to form a small implementation team to begin preliminary work before the Head is appointed.

The Defence Leadership Centre Key Points

The 'Modernising Government' White Paper of 1999 set out a new package of reforms and commitments, and called for strong leadership from all public service managers, starting at the very top.

Recent successful operations have shown that MOD's operational leadership skills are rightly regarded as excellent. But leadership in non-operational areas (e.g. business management) should be improved.

The leadership challenges we face are more complex than ever:

- ▲ High operational tempo makes considerable demands on both military and civilian staffs who support and sustain the front line.
- ▲ The joint organisations established as a result of the Strategic Defence Review, such as the Defence Procurement Agency and Defence Logistics Organisation, have new working cultures requiring new leadership styles.
- ▲ The sense of purpose and direction that is the hallmark of our operational activities needs to be applied to the complex and diverse non-operational environment.

We propose to establish later this year a small Defence Leadership Centre, located at Shrivenham as part of the Defence Academy, to design an overarching policy framework and strategies for management and leadership training for our senior officers and officials (*for more details, see the **Defence Academy of the United Kingdom Information Sheet***). The Centre would:

- ▲ Provide a more focussed and coherent approach throughout an individual's career, to leadership training, particularly for those likely to reach the corporate/strategic level.
- ▲ Undertake research, establish links with relevant organisations, public and private, and act as a reservoir of knowledge on leadership.
- ▲ Provide a much needed gateway for us to obtain information about external developments and enable those outside MOD to make use of our knowledge and expertise.
- ▲ Organise or facilitate short courses, training modules and seminars on management and leadership, drawing on the best expertise available externally and internally.

Our aim is to develop an organisation that would gain recognition as a national centre of excellence.

Education Key Points

Education and personal development are vitally important to the successful achievement of the Defence Mission - MOD needs personnel, both military and civilian, who are capable of working under their own initiative and taking responsibility.

It is also vital for MOD to continue to attract people of the highest quality and be seen as an employer of first choice. Offering a wide range of opportunities for both professional and personal development enables staff to pursue the right career for themselves, and allows best use to be made of their talents.

Our goal is to provide common education opportunities for all personnel, Service and civilian, irrespective of location or deployment.

The Services will keep their own specialist organisations for delivery of education. Likewise, we will continue to provide support and encourage the take-up of appropriate educational opportunities for MOD civilians. However, there is a clear need for a defence-wide Education Policy to ensure equality of provision. This will be achieved by the following measures:

- ▲ We will establish, within the new Director General Training and Education Organisation, staff with sufficient qualifications and experience to set, develop and co-ordinate education policy.
- ▲ We will establish a Defence Accreditation Cell to set and co-ordinate the Department's accreditation policy.
- ▲ We will establish a Defence Auditor of Education to monitor closely the quality and delivery of education, and exploit every opportunity to transfer best practice across defence.

The Army will retain a specialist education and training organisation. The Royal Navy and the Army should deploy more educational specialists to front line units where they judge the need is greatest.

These initiatives will form part of a wider DTR education package that will also include the establishment of a Defence Sixth Form College, a bursary scheme for technical undergraduates joining defence, and the establishment of a postgraduate centre of excellence at Shrivenham – the Defence Academy of the United Kingdom (*for more details, see the **Defence Academy of the United Kingdom Information Sheet***).

E-Learning Key Points

New technology is changing our lives, from mobile phones to the Internet and e-mail. “E-learning” is the use of this new technology in education and training.

Evidence from industry, and from other Armed Forces, shows that e-learning when properly applied allows:

- ▲ **Shorter, more flexible training.**
- ▲ **Better understanding and retention of learned material.**

Many elements of military training will always need direct human interaction. But there are many subjects that can make use of e-learning methods, either in whole or in part. **Increased use of e-learning will help reduce time away from home for students, and will allow personnel on deployed operations to access training and personal development material.**

As well as providing benefits for personnel, our proposals will make it possible to:

- ▲ **Update training packages quickly and easily.**
- ▲ **Ensure the same high standards of training wherever it is accessed.**
- ▲ **Make courses available world-wide.**
- ▲ **Make training and education more cost-effective by creating an on-line library of e-learning subjects for learners and course designers.**

Our main aim is for 80% of appropriate specialist training courses to deliver at least a quarter of their material by e-learning within 5 years. Some of the key points of our e-learning strategy are:

- ▲ **A defence-wide approach, standardising courseware and reducing duplication of effort.**
- ▲ **Provision of e-learning centres at or near units.**
- ▲ **Material delivered by CD-ROM, Intranet or Internet.**
- ▲ **The need for cultural changes, particularly in motivation of students and support from line managers and the chain of command.**
- ▲ **Some in-house production of courseware, but exploitation of opportunities to work with other Government Departments, industry and other nations' forces.**
- ▲ **Increasing opportunities for learning at work, at sea or at home/mess/barracks.**

Flying Training Key Points

The establishment of the Joint Elementary Flying Training School and the Defence Helicopter Flying School (DHFS) re-structured the delivery of flying training to meet changing defence needs. However, more recent developments, such as the establishment of the Joint Helicopter Command (JHC) and Joint Force Harrier, have created new training requirements.

There is already a major MOD study underway into the longer-term arrangements for the UK Military Flying Training System. But there are areas where improvements are needed now, particularly to meet the requirements of the joint operating environment. The following key measures will be introduced:

- ▲ Whilst retaining the RAF as the lead Service, there will be a more joint approach to manning the command and staff appointments within the training organisations commanding flying training. This will help define and set common standards.
- ▲ In order to improve the military ethos at the Joint Elementary Flying Training School, Service flying instructors will also be given command responsibilities.
- ▲ Common input and output standards will be set between the Services at the various stages of rotary wing training.
- ▲ We will build on the changes already made to the delivery of flying training at the DHFS by relocating more generic training to Shawbury and introducing more common elements into the syllabus.
- ▲ We are looking at centralising all Squirrel helicopter operations at DHFS Shawbury.
- ▲ The flying training output of the Army Air Corps will be integrated more closely with the needs of the JHC. A training needs analysis will allow the JHC, in conjunction with the Army Training and Recruiting Agency and Director Army Aviation, to take this work forward.

Joint and Multinational Training Key Points

The Strategic Defence Review highlighted the growing requirement to undertake joint and multinational operations. To meet these operational needs, we propose to introduce more joint and multinational individual training. Such training will take place across MOD and the Services.

The following key measures will be introduced:

Junior and Senior NCOs

- ▲ Introduction of joint and multinational training modules on Junior and Senior NCO command and leadership courses.

Warrant Officers

- ▲ Establishment of a Joint Services Warrant Officers' School (*for more details, see the [Joint Services Warrant Officers' School Information Sheet](#)*).

Officers

- ▲ A progressive increase throughout an officer's career in exposure to joint, multinational, inter-agency and wider defence issues, including more exchanges of personnel and greater use of courses offered by NATO.
- ▲ An extension of the joint phase of the Advanced Command and Staff Course.

Operational Commanders

- ▲ The introduction of a mixture of short modular courses, interactive gaming, and the development of a Joint Training for Operations Centre for commanders of joint and multinational operations.

Civil Servants

- ▲ Service and civilian training integrated where there is a common training need.
- ▲ More participation by civilian staff in the Services' Command and Staff training.

Acquisition Community

- ▲ Personnel exchanges with our international partners.
- ▲ A multinational module in the new Acquisition Diploma (*for more details, see the [Acquisition Training Information Sheet](#)*).

Further information is available at www.mod.uk

Joint Services Warrant Officers' School Key Points

We need to improve training for joint, multinational and inter-agency operations. This is especially true for Warrant Officers, who play an increasingly important role in such operations but do not presently receive any specific training in joint, multinational or inter-agency issues in any of the three Services.

To meet this training gap, a Joint Services Warrant Officers' School (JSWOS) will be established to give Royal Navy/RAF Warrant Officers and Royal Marines/Army Warrant Officer Class Ones up to two weeks of residential joint training. The aim of the course will be to develop an understanding of joint, combined and inter-agency operations in order to improve operational capability.

The School will be part of the Joint Services Command and Staff College within the new **Defence Academy of the United Kingdom** (*for more details, see the **Defence Academy of the United Kingdom Information Sheet***).

Warrant Officers will join the course having completed their own Service NCO/Warrant Officer training. The course:

- ▲ Will be available to all Warrant Officers/Warrant Officer Class Ones.
- ▲ Will be open to Reserves.
- ▲ Will also be open to Warrant Officers from other nations.
- ▲ Will have a tri-Service staff.

We will aim to run the course up to 15 times a year, with approximately 60 students per course.

Project Definition work will take place during 2001. Subject to the outcome of this work, **the first course could begin in April 2003.**

The Organisation of Defence Training and Education Key Points

The Ministry of Defence is the largest single provider of education and training in the UK, and one of the largest in Europe. Each year, the 3 Service training agencies and the MOD Centre deliver more than 7 million trainee days of high quality individual training and education, within 140 training establishments.

Under our proposals, responsibility for the provision and delivery of most individual training and education will not change. But to ensure a coherent defence-wide approach, a new training and education organisation within MOD HQ will be established under a **2* Director General of Training and Education**. The Director General will report to the Deputy Chief of Defence Staff (Personnel) and the Deputy Under Secretary of State (Civilian Management). The Director General will be responsible for:

- ▲ **Formulating policy and strategy on individual training and education on a defence-wide basis.**
- ▲ **Championing best practice, including the best use of technology in training and education.**
- ▲ **Driving forward rationalisation.**
- ▲ **Providing an authoritative focus for liaison with other Government Departments and other external authorities.**
- ▲ **Managing a Performance Monitoring and Evaluation Unit, a Defence Training and Education Accreditation Cell and a Training Support and Development Unit.**

Other new organisational features will include:

- ▲ **A high-level Defence Individual Training and Education Customer Board to determine defence training and education priorities and evaluate the effectiveness of their delivery.**
- ▲ **Management mechanisms to ensure that all defence training establishments meet the requirements of all their customers.**

Rationalisation of Specialist Training Key Points

It is essential that training supports operational requirements. It is no less important that our training is cost-effective. If it is not, we put at risk the sustainability of the front-line capabilities that training supports.

Our Review showed that:

- ▲ **Our current training base is too large to support in the long-term.**
- ▲ **The quality of some of the training infrastructure, in particular domestic facilities, is below standard.**
- ▲ **Estate utilisation is inefficient.**

A reduction in the number of training sites is therefore vital.

There are a number of common single Service activities where it makes sense to conduct training jointly in Defence Schools and where rationalisation would increase operational capability, training quality and estate utilisation. These areas are characterised by training:

- ▲ **That supports joint structures such as the Joint Helicopter Command or our Joint Rapid Reaction Forces;**
- ▲ **Where course subjects are common across the Services, such as language learning;**
- ▲ **For an operational or business function that is common or converging, for example, the drive to harmonise our personnel administration policies and processes;**
- ▲ **Where the training process is common or converging, for example in aeronautical and electro-mechanical engineering.**

We will be conducting Project Definition studies to propose the best solutions for rationalising specialist training. The studies will include:

- ▲ **Aeronautical Engineering.**
- ▲ **Electro-Mechanical Engineering.**
- ▲ **Communications, Information Systems and Information Technology.**
- ▲ **Logistics, including Supply, Transport and Movements, Catering, Fuel and Munitions.**
- ▲ **Personnel Administration and Police.**
- ▲ **Security, Languages and Photography.**

Reserve Forces Key Points

The Strategic Defence Review emphasised the need to integrate the Reserves with the Regular forces to meet changing operational requirements. Training and education are important parts of this integration. We have sought to open up as many training opportunities as possible for the Reserve forces. In many cases, DTR proposals summarised in other factsheets apply equally to Reserves, and will lead to improved training. The major recommendations which will impact on the Reserves are detailed below.

Joint and Multinational Training

- ▲ We intend to establish a Joint Services Warrant Officers' School (JSWOS), which will offer up to two weeks residential training for joint, multinational and inter-agency operations for Warrant Officers, including those in the Reserve forces (*for more details, see the JSWOS Information Sheet*).
- ▲ We will provide easily accessible, distance-learning staff training modules, supported as required by short phases of residential training, which will be open to officers from the Reserve forces.

Better Focussed Training

- ▲ Reservists on Full Time Reserve Service will be eligible for and encouraged to make full use of the various lifelong learning, individual education and personal development packages offered by the Department.

More Integrated Training

- ▲ We will progressively implement a defence-wide e-learning strategy, exploiting the advantages new technology can offer in making training accessible for personnel wherever they are (including at home), and in small, manageable packages. E-learning will be of particular benefit to the Reserve forces, and we will seek to incorporate their education and training needs into our infrastructure plans.
- ▲ We will pursue formal accreditation for as much training as possible to gain credits towards civilian qualifications. The accreditation will be progressive, building up credits from training undertaken at different points in an individual's career.

Senior Officers and Officials Key Points

Current training and education for senior officers and officials is limited primarily to the Higher Command and Staff Course, the Royal College of Defence Studies and that provided by the Cabinet Office and Ashridge. This is of a high standard, but new requirements have led to gaps in the provision of education and training. We propose to fill these gaps through:

Increased Joint, Multinational and Inter-agency Training - to play an effective part in future NATO, EU, UN and coalition operations, commanders and senior staff officers must be trained, exercised and (if possible) experienced in the full range of operational, multinational and component warfighting activities. We will meet these training requirements through a mixture of:

- ▲ Short modular courses.
- ▲ Interactive gaming.
- ▲ Development of the Joint Training for Operations Centre to train senior operational commanders and their staffs.
- ▲ Improved opportunities for multinational training, through increased participation in current NATO and other overseas training programmes.

Better Focussing of Training - training must focus on providing the right competences at the right time in a senior officer or official's career. We will improve training through:

- ▲ Strategic level training in leadership, management and decision-making through seminars and short courses.
- ▲ The establishment of a Defence Academy, focussing the current provision of defence postgraduate education. The Academy will include a Defence Leadership Centre, which will play a key role in the training and education of future defence business leaders and managers (*for more details, see the **Defence Academy of the United Kingdom and Defence Leadership Centre Information Sheets***).

Integration - training will be delivered jointly to Service and civilian personnel where possible, reflecting their common needs. Integration with other Government Departments, agencies, Non-Governmental Organisations and industry will be increased through:

- ▲ Further use of the Cabinet Office's management training programmes.
- ▲ Development of an annual politico-military game with wide participation from across Government and other agencies.
- ▲ Redesigning the Royal College of Defence Studies course and introducing a one-term foundation module to attract a wider range of candidates, particularly from the private sector.

Skills for the Information Age Key Points

In both the battlespace and the workspaces of the 21st Century we are becoming increasingly reliant on Information and Communication Technologies (ICT). The ability to access, manage and communicate information effectively are fundamental skills everyone in defence will require for:

- ▲ **The conduct of military operations.**
- ▲ **Supporting the businesses of defence (such as e-commerce).**
- ▲ **Accessing training/learning electronically (e-learning).**
- ▲ **Day to day activities such as sending an e-mail or accessing daily orders on a unit's intranet.**

To ensure our people are adequately prepared, we will adopt a competence-based framework called **Skills For The Information Age (SFIA)**. SFIA will help us to identify the information and communication competences an individual requires for his or her position within the organisation, and tailor training accordingly. Using this framework, we will:

- ▲ **Ensure that training in ICT skills is developed and delivered coherently across the MOD.**
- ▲ **Deliver basic skills training to agreed standards to all new entrants to the Armed Forces and Civil Service.**
- ▲ **Carry out training using modules of the internationally recognised European Computer Driving Licence training and testing package.**
- ▲ **Ensure that personnel receive proper national recognition of the information skills they acquire.**
- ▲ **Increase opportunities, mainly through Interactive Learning Centres and Facilities, for personnel already serving who wish to gain these qualifications.**
- ▲ **Ensure that MOD remains aligned to developments nationally, and our needs are recognised, by working with the e-skills National Training Organisation in close liaison with Government and industry.**

Training will be delivered in initial officer, recruit and initial specialist training units as well as being accessible in interactive learning facilities across defence.

RN and RM Officer Training Key Points

The primary purpose of training officers is to produce battle-winning operational capability. We need to train to meet the requirements outlined in the Strategic Defence Review, which emphasised the shift to joint, multinational and inter-agency operations, supported by a more integrated defence infrastructure. We therefore intend to make the following key changes to officer training:

Joint and Multinational Training - Joint expertise is founded on single Service expertise and takes time to develop. It must be developed progressively throughout the career. Therefore, we will:

- ▲ Introduce short common modules on defence and joint/multinational awareness during Initial Officer Training (IOT).
- ▲ Introduce common defence modules and an increase in joint activity during Initial Staff Training (IST).
- ▲ Increase opportunities for multinational training, including further development of overseas exchanges at BRNC, CTCRM and the Advanced Command and Staff Course (ACSC).
- ▲ Extend the joint phase of the ACSC.
- ▲ Establish the Defence Academy of the United Kingdom, a national and international centre of excellence for postgraduate education and research in defence fields, at Shrivenham (*for more details, see the [Defence Academy of the United Kingdom Information Sheet](#)*).

Better Focused Training - Key features of our proposals to focus training better include:

- ▲ Introducing a more modular approach to staff training to provide officers with the right competences at the right time.
- ▲ Introducing common modules in defence-wide subjects at IOT and within the Initial Command and Staff Course.
- ▲ Developing Information and Communication Technology (ICT) skills by increasing access to personal computers and Internet terminals at each IOT establishment.
- ▲ Shortening the ACSC by reducing the single Service component through the transfer of some material to the Initial Staff Course, and offering specialist modules (for example, business management or Acquisition) at the end of the ACSC.
- ▲ Opportunities for elements of the ACSC programme to be offered to a wider audience, using distance-learning packages.



Recruiting, Retention and Resettlement - To enhance recruitment, retention and resettlement of officers, we will:

- ▲ Establish a Defence Sixth Form College and an enhanced bursary scheme, offering £4000 per annum for study at selected civilian universities (modelled on the RN's highly successful Thunderer Squadron at Southampton University), for those aspiring to be engineer officers or who wish to have a technical foundation to their careers.
- ▲ Strengthen links between University RN Units and the Director of Naval Recruiting with a view to forging a more explicit link between training and recruiting.
- ▲ Improve accreditation of training so that all officers acquire qualifications that will be recognised in the civilian market.

RN and RM Recruit, RN Rating and RM NCO and WO Training Key Points

“This is the only firefight I’ve ever been in, none of us had experienced it before... But when the battle started the training just took over”.

Corporal, Sierra Leone, Sep 2000

This quote expresses the ultimate aim of training in all three Services. The Defence Training Review confirmed that most of the Royal Navy and Royal Marines training of recruits, sailors and marines is excellent. However, we identified areas where improvements are required if we are to meet the challenges of the 21st Century.

Recruit Training

The Review has recommended that the Navy’s approach to Initial Recruit Training be continued, and assessed that Part 1/2 recruit training at HMS RALEIGH and CTCRM Lymington is highly effective and does not require significant adjustment.

Initial Specialist Training.

The Review rated our current Initial Specialist Training as excellent. However, once the proposed Defence Schools (*see the **Rationalisation Information Sheet***) are operating, more recruits will receive their initial specialist training in a joint environment. It will be important to sustain RN and RM standards by maintaining skills in 3 areas:

- ▲ **Specific Military Skills** – fitness, weapon handling, NBC defence and first aid.
- ▲ **Environmental Operating Skills** – including ship firefighting.
- ▲ **Service Identity, Ethos and Values** – ensuring the ethos and core values acquired in recruit training are developed.



Leadership and Management Training

Royal Navy and Royal Marine Leadership and Management Training provided by RNSLAM and training provided at CTCRM was highlighted as a benchmark in this field. Even so, the following developments are required to meet the challenges of the future operating environment:

- ▲ Personnel at all ranks and rates will work increasingly in a tri-Service environment. Elements of joint awareness training will therefore be built into existing RN and RM Leadership and Management courses, and exchange posts will be established with other Services' NCO Schools.
- ▲ A Joint Services Warrant Officers' School (JSWOS) is to be established to deliver training in joint, combined and inter-agency operations to all WOs in the RN and WO Class Ones in the RM (*for more details, see the JSWOS Information Sheet*).

Information and Communication Technology (ICT) Skills Training

- ▲ All RN and RM recruits will receive training in basic ICT skills, using modules of the European Computer Driving Licence (ECDL) training package.
- ▲ Over time, by using the latest technology to deliver training, we hope to reduce the amount of time spent on residential courses, and provide better training for those on deployed operations (*for more details see the E-learning and Skills For The Information Age Information Sheets*).

Education

- ▲ We will introduce a defence-wide Education Policy to provide common education opportunities for all personnel, ensuring that career progression is not disadvantaged when deployed.
- ▲ To help achieve this, more educational support will be provided to those serving in the front line.

Accreditation

- ▲ A Defence Accreditation Cell will be established to ensure that RN and RM training and education is rewarded with qualifications recognised in the civilian world. This, together with ECDL, will greatly enhance the employability of our people when they embark on new careers on leaving the Service. Experience shows that such initiatives are retention positive and contribute directly to improving Operational Capability.

Army Officer Training Key Points

The primary purpose of training officers is to produce battle-winning operational capability. We need to train to meet the requirements outlined in the Strategic Defence Review, which emphasised the shift to joint, multinational and inter-agency operations, supported by a more integrated defence infrastructure.

We have taken account of the ongoing work of the Army's Review of Officer Career Courses (ROCC) to ensure that the educational and training needs of Army officers are factored into the wider needs of defence.

Joint and Multinational Training - Joint expertise is founded on single Service expertise but takes time to develop. It must be introduced early, then nurtured and progressed throughout the career. Therefore, we will:

- ▲ Introduce short common modules on defence and joint/multinational awareness during Initial Officer Training (IOT).
- ▲ Introduce common defence modules and some increase in joint activity during Initial Staff Training (IST).
- ▲ Increase opportunities for multinational training, including further development of overseas exchanges during IOT and during the Advanced Command and Staff Course (ACSC).
- ▲ Extend the joint phase of ACSC.
- ▲ Establish the Defence Academy of the United Kingdom, a national and international centre of excellence for postgraduate education and research in defence fields, at Shrivenham (*for more details, see the Defence Academy of the United Kingdom Information Sheet*).

Better Focussed Training – Key features of our proposals to focus training better include:

- ▲ Introducing a more modular approach to staff training to provide officers with the right competences at the right time.
- ▲ Introducing, where appropriate, common management, leadership and defence studies modules into IOT.
- ▲ Developing Information and Communication Technology (ICT) skills by increasing access to personal computers and Internet terminals at each IOT establishment.



- ▲ Support for the Army's plans to introduce non-specialist technical education earlier and more progressively throughout an officer's career.
- ▲ Shortening the ACSC by reducing the single Service component, and offering optional specialist modules (for example, business management or Acquisition) at the end of the course.
- ▲ Opportunities for elements of the ACSC programme to be offered to a wider audience, using distance-learning packages.

Recruiting, Retention and Resettlement – To enhance recruitment, retention and resettlement of officers, we will:

- ▲ Establish a Defence Sixth Form College and an enhanced bursary scheme, offering £4000 per annum for study at selected civilian universities, for those aspiring to be engineer officers or who wish to have a strong technical foundation to their careers.
- ▲ Revise mission statements for the University Officer Training Units with a view to a more explicit link between training and recruiting (for example, by increasing the availability of academically accredited Army work experience)
- ▲ Improve accreditation of training so that all officers acquire qualifications that will be recognised by civilian employers.
- ▲ Ensure that the Army is a modern learning environment by providing sufficient ICT infrastructure on a defence-wide basis to support e-learning initiatives.

Army Recruit, NCO and WO Training Key Points

“This is the only firefight I’ve ever been in, none of us had experienced it before... But when the battle started the training just took over”.

Corporal, Sierra Leone, Sept 2000

The Defence Training Review confirmed that most of the Army’s training of recruits, NCOs and WOs is excellent. However, we identified areas where improvements are required if we are to meet the challenges of the 21st Century.

Recruit Training

Current Regular Army Recruit (Phase 1) training is cost-effective and is meeting the Army’s requirements. Future improvements include improved medical support to training.

Initial Specialist Training

We need to ensure that recruits arriving in operational units after completing long initial specialist (Phase 2) training courses have not lost any of the military skills they will need for deployed operations. We will sustain standards by maintaining skills in 3 areas:

- ▲ **Specific Military Skills** – fitness, weapon handling, NBC defence and first aid.
- ▲ **Environmental Operating Skills** – in the Army’s case, fieldcraft.
- ▲ **Service Identity, Ethos and Values** – ensuring the ethos and core values acquired in Phase 1 recruit training are developed.

Once the proposed Defence Schools (see the *Rationalisation Information Sheet*) are operating, and more recruits receive their initial specialist training in a joint environment, maintaining these skills will become even more important.



Leadership and Management Training

There is a need for a more integrated, coherent, pan-Army approach to the provision of command, leadership and management training to all NCOs and Warrant Officers, based on delivering core competences to achieve the standards required at each rank. The Army is conducting a comprehensive study aimed at achieving this, which will report in November 2001. In addition, the following changes are required to meet the challenges of the future operational environment:

- ▲ Personnel at all ranks will work increasingly in a tri-Service environment. Elements of joint awareness training will therefore be built into existing Leadership and Management courses, and exchange posts will be established in other Services' NCO Schools.
- ▲ A Joint Services Warrant Officers' School (JSWOS) is to be established to deliver training in joint, combined and inter-agency operations to all WO Class Ones (*for more details, see the JSWOS Information Sheet*).

Information and Communication Technology (ICT) Skills Training

- ▲ All Army recruits will receive training in basic ICT skills using modules of the European Computer Driving Licence training package.
- ▲ Over time, by using the latest technology to deliver training, we will reduce the amount of time spent on residential courses, and provide better training for those on deployed operations.

Education

- ▲ We will introduce a defence-wide Education Policy to provide common education opportunities for all personnel, ensuring that career progression is not disadvantaged when deployed.

Accreditation

- ▲ A Defence Accreditation Cell will be established to ensure that Army training and education is rewarded with qualifications recognised in the civilian world.

RAF Officer Training Key Points

The primary purpose of training officers is to produce battle-winning operational capability. We need to train to meet the requirements outlined in the Strategic Defence Review, which emphasised the shift to joint, multinational and inter-agency operations, supported by a more integrated defence infrastructure. We therefore intend to make the following key changes to officer training:

Joint and Multinational Training - Joint expertise is based on single Service expertise but takes time to develop. It must be developed progressively throughout the career. Therefore, we will:

- ▲ Introduce common defence modules and some increase in joint activity during Initial Staff Training (IST).
- ▲ Increase opportunities for multinational training, including further development of overseas exchanges during Initial Officer Training (IOT), IST and the Advanced Command and Staff Course (ACSC).
- ▲ Extend the joint phase of the ACSC.
- ▲ Establish the Defence Academy of the United Kingdom, a national and international centre of excellence for postgraduate education and research in defence fields, at Shrivenham (*for details, see the Defence Academy of the United Kingdom Information Sheet*).

In addition, we propose to extend IOT to include a package of enhancements such as short modules on defence and joint/multinational awareness, and to cover other subjects in more detail.

Better Focussed Training - Key features of our proposals to focus training better include:

- ▲ Introducing a more modular approach to staff training to provide officers with the right competences at the right time.
- ▲ Introducing common management, leadership and defence studies modules into IOT.
- ▲ Developing Information and Communication Technology (ICT) skills by increasing access to personal computers and Internet terminals at each IOT establishment.
- ▲ Shortening the ACSC by reducing the single Service component and offering specialist modules (for example, business management or Acquisition) at the end of the ACSC.
- ▲ Opportunities for elements of the ACSC programme to be offered to a wider audience, using distance-learning packages.



Recruiting, Retention and Resettlement - To enhance recruitment, retention and resettlement of officers, we will:

- ▲ **Establish a Defence Sixth Form College and an enhanced bursary scheme, offering £4000 per annum for study at selected civilian universities, for those aspiring to be engineer officers or who wish to have a strong technical foundation to their careers.**
- ▲ **Revise mission statements for the University Air Squadrons with a view to a more explicit link between training and recruiting. We propose that this should include offering ground training for non-aircrew cadets.**
- ▲ **Improve accreditation of training so that all officers acquire qualifications that will be recognised in the civilian market.**

RAF Recruit, NCO and WO Training Key Points

“This is the only firefight I’ve ever been in, none of us had experienced it before... But when the battle started the training just took over”.

Corporal, Sierra Leone, Sep 2000

This quote expresses the ultimate aim of training in all three Services. The Defence Training Review confirmed that most of the RAF’s training of recruits and airmen is excellent. However, we identified areas where improvements are required if we are to meet the challenges of the 21st Century.

Recruit Training

- ▲ The Review has recommended that the RAF’s approach to Initial Recruit Training be continued.
- ▲ RAF Recruit Training undertaken at RAF Halton will be extended from 7 to 9 weeks to increase the depth of training and provide training for deployed operations.

Initial Specialist Training

We need to ensure that recruits arriving in operational units after completing long initial specialist (Phase 2) training courses have not lost any of the military skills they will need for deployed operations. We will sustain standards by maintaining skills in 3 areas:

- ▲ **Specific Military Skills** – fitness, weapon handling, NBC defence and first aid.
- ▲ **Environmental Operating Skills** – in the RAF’s case, flight safety awareness.
- ▲ **Service Identity, Ethos and Values** – ensuring the ethos and core values acquired in recruit training are developed.

Once the proposed Defence Schools (*see the **Rationalisation Information Sheet***) are operating, and more recruits receive their initial specialist training in a joint environment, maintaining these skills will become even more important.

Leadership and Management Training

- ▲ Junior and Senior NCO training will remain an RAF activity. However, in the future, personnel at all ranks will work increasingly in a tri-Service environment. Elements of joint awareness training will therefore be built into existing RAF Management and Leadership Courses, and exchange posts will be established in our NCO Schools.



- ▲ Mutual understanding between Airmen Aircrew and Ground Trades will be enhanced - Ground Trades FS will undertake a modified Advanced Leadership and Management Course together with FS Airmen Aircrew.
- ▲ A Joint Services Warrant Officers' School (JSWOS) is to be established to deliver training in joint, combined and inter-agency operations to all WOs in the RAF (*for more details, see the JSWOS Information Sheet*).

Information and Communication Technology (ICT) Skills Training

- ▲ All RAF recruits will receive training in basic ICT skills, using modules of the European Computer Driving Licence training package.
- ▲ Over time, by using the latest technology to deliver training, we hope to reduce the amount of time spent on residential courses, and provide better training for those on deployed operations (*for more details see the E-learning and Skills For The Information Age Information Sheets*).

Education

- ▲ We will introduce a defence-wide Education Policy to provide common education opportunities for all personnel, ensuring that career progression is not disadvantaged when deployed.

Accreditation

- ▲ A Defence Accreditation Cell will be established to ensure that RAF training and education is rewarded with qualifications recognised in the civilian world.

Training and Education for MOD Civilian Staff Key Points

MOD civilians play a key role in support of the Defence Mission. We must continue to offer the right training at the right time to our civilian staff to meet both the requirements of the Department and the Modernising Government agenda, particularly business needs, and the immediate and future needs of individuals.

The quality of civilian training and education is high in many areas. But we are keen to improve what is on offer to ensure that we keep pace with best practice elsewhere in Government and outside. Our success with Investors in People shows that we are meeting national standards, but we also know that some civilians believe that their own training and education needs are not always given a sufficiently high priority.

To ensure that civilian training and education is given the attention it deserves, we propose that the Defence Management Board should formally consider civilian training at least twice yearly as an integral part of their review of Departmental performance. This top-level engagement should filter down the chain of command so that line managers at all levels promote and support staff training and development as one of their key tasks.

As part of the process of continuous improvement, the DTR has proposed a programme of work over the next three years to deliver benefits in terms of accessibility, relevance and quality of civilian training. These include:

Induction

- ▲ Improving the induction process by providing a choice of learning opportunities such as interactive CD-ROM and online programmes. This package will be designed for all newcomers to the MOD Civil Service, including Industrial grades.

Skills for the Information Age

- ▲ All new staff, including Industrial grades, will be given basic Information and Communication Technology training to an agreed standard using the European Computer Driving Licence training and testing package. By the time they complete their probationary period, we will require staff to be qualified to a basic skills level (*for more details, see Skills For The Information Age Information Sheet*).
- ▲ Staff entering at, or advancing to, Band D will be given the opportunity to train to a higher level.



Integration

- ▲ Integration of civilian and Service training where common training needs exist. More common training will help staff from both groups to understand each other's role and ensure greater consistency in training standards across the Department.
- ▲ More opportunities for civilians to participate in the Services' Command and Staff Training, and for Service personnel to attend civilian management programmes.

Learning in the Workplace - To ensure that MOD's commitment to workplace learning is put into practice at all levels, we propose a variety of initiatives:

- ▲ The provision for workplace learning will be better supported by developing the existing Training Officer (TO) role into a new Training and Development Adviser (TDA) network, with Deputy Training and Development Advisers replacing the current network of Training Liaison Officers.
- ▲ Greater emphasis will be placed on coaching and effective feedback skills in existing management development programmes.
- ▲ Access to National Vocational Qualifications (NVQs) will be improved by training more staff to be internal assessors and verifiers.

Education

- ▲ There will be a defence-wide policy for education (*see the Education Information Sheet*).
- ▲ A graduated programme of defence education will be made available to all staff, to enable them to broaden and deepen their knowledge of MOD and learn about the wider roles of UK defence.
- ▲ Places at the new Defence Sixth Form College and on the new Defence Undergraduate Bursary Scheme will be available to those who wish to seek a career in the management and development of future technology by joining the MOD as engineers and scientists.
- ▲ The new Defence Academy (*for more details, see the Defence Academy of the United Kingdom information sheet*) will provide postgraduate education in defence-related fields for Service personnel and MOD civilians.

Lifelong Learning and Personal Development

- ▲ We will promote Lifelong Learning for all civilian staff and aim to double the current take-up rate of Adult Further Education and vocational and other externally accredited qualifications.
- ▲ The Department will pursue partnership arrangements with the Trades Unions to encourage greater participation in learning across the whole workforce.