DEFENCE INSTRUCTORS
HANDBOOK

FOREWORD

In the ever-changing operational environment, a lot of money is spent on training equipment, however the vast majority of training still needs an instructor to make it all happen. The success of our training does, therefore, rely very much on the quality of the instructors.

Instructors have a responsibility, and a unique opportunity, to influence the development of personnel. This Handbook aims to provide Service and civilian instructors with a brief reminder of a number of relevant issues within the training environment, and to provide some specific and practical suggestions to help improve training.

The handbook has been split into 5 main sections. The first one looks at Service Core Values and Standards, emphasising the importance of demonstrating these key qualities, both as an individual and as a person in authority.

The second section is concerned with more practical aspects, covering such points as lesson preparation, coaching and the characteristics of an adult learner. Next we consider the wider implications of training people - harassment, standards of conduct and safety. The fourth section looks at aspects of welfare, duty of care and personal development for the instructor. Lastly the handbook incorporates the Defence Code of Practice for Instructors.

The handbook is aimed at all staff in instructional duties, but hopefully it will be particularly useful to new instructors. It should also be a reminder to the experienced instructor despite years of instructing there are still some aspects that could be new and thought provoking.

I hope that the ideas and suggestions within this handbook will help you reflect upon, and develop, your instructional and personal style to benefit your students.

CONTENTS

SECTION 1
DELIVERY OF TRAINING

INSTRUCTING DEFINED

Instructing should be defined as the process of helping learning to occur. More precisely, it can defined as:

'The process of helping learning to occur according to pre-set learning objectives'.

In planning for effective learning, the instructor's task is to provide learning events or experiences that will enable the learner to acquire new skills or knowledge virtually automatically. This is not necessarily easy, but with imagination, care and deftness, it can be managed. If you think back into your own past as a learner, you will probably find that good learning experiences stand out clearly for you because they involved interesting events that somehow brought out new skills from you, or opened up new ideas for you in exciting ways. Your goal as an instructor should be to try to provide similar kinds of events for your own learners[1].

1. Peterson R, 1992, Managing Successful Learning, London, Kogan Page Limited.

INSTRUCTOR APTITUDES

The aptitudes for Defence instructors are used as a selection criteria and are based upon the premise that individuals will already possess the qualities required of a NCO or Officer e.g. courage, integrity, loyalty, selfless commitment and, therefore, the focus is on those personal traits that purely influence instructional aptitude.

A potential instructor is expected to demonstrate the following seven aptitudes[1]:

Qualities	Description (Associated behaviours demonstrating aptitude for the instructor)
Articulate	Clear diction, well modulated. Uses a wide range of vocabulary. Easily understood
Confident	Positive demeanour. Self-reliant. Decisive
Empathic	Takes interest in developing others. Supportive, considerate and compassionate. Good listener
Enthusiastic	A strong and ambitious person. Focuses on the positives in any situation. Optimistic.
Mentally Agile	Able to think rapidly under stress. Analytical and logical in approach.
Objective	Takes impartial view. Able to weigh up opposing arguments/ options.
Self critical	Actively reviews own progress and seeks opportunities for self-improvement. Responsive to feedback.

1. DCTS - Improving the Defence Instructor Cadre, Apr 05.

INSTRUCTOR COMPETENCIES

The following competencies are those expected of a Defence instructor. These have been extracted from the 'Trainer Competence Framework[1]', which is available in full from DCTS.

1. **Leadership required by an Instructor.**

2. **Actively promote Equality and Diversity.**

3. **Provide Welfare Support to Students.**

4. **Maintain Discipline.**

5. **Undertake Training Administrations.**

6. **Delivery of Instruction.**

7. **Conduct Formal and Informal Assessments.**

8. **Coach Trainee.**

9. **Communication.**

1. DCTS Instructor Framework dated 04 July 05

COMMUNICATION - VERBAL AND NON-VERBAL

Communication is essential to the survival of any relationship, especially between the instructor and students. The important issue is not how an individual chooses to communicate, but how effectively that individual does it. Types of communication include verbal and non-verbal (body language).

It is important to remember that communication is a 2-way process. Consider the instructing process shown in Figure 1.
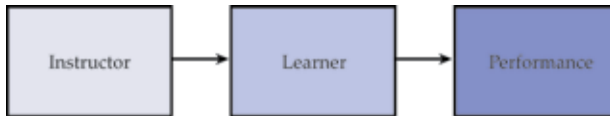
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┌────────────┐     ┌────────────┐     ┌──────────────┐
│ Instructor │ ──▶ │  Learner   │ ──▶ │ Performance  │
└────────────┘     └────────────┘     └──────────────┘
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Figure 1

This system is 'open loop', or one way. No provision exists for feedback. It shows the instructor pushing the learner into providing performance. Good learning almost always occurs when feedback in obtained for the learner. It can highlight learner understanding, progress and problems. Consider now the instructing process shown in Figure 2[1].

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┌────────────┐     ┌────────────┐     ┌──────────────┐
│ Instructor │ ──▶ │  Learner   │ ──▶ │ Performance  │
└────────────┘     └────────────┘     └──────────────┘
      ▲                                       │
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┌────────────┐     ┌────────────┐     ┌──────────────┐
│ Instructor │ ◀── │  Learner   │ ◀── │ Performance  │
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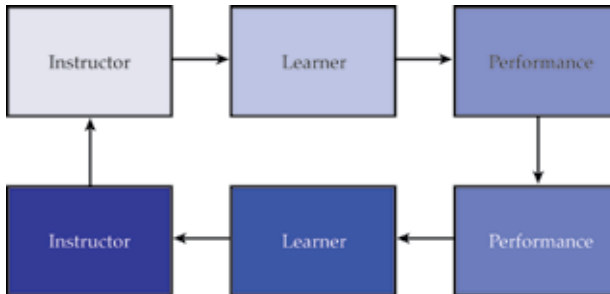
Figure 2

In the training environment it is vital that students not only acknowledge but also understand the information being delivered. Speech is used mainly for conveying information whilst body language conveys interpersonal attitudes and emotions.

1. Peterson R, 1992, Managing Successful Learning, London, Kogan Page Limited.

Non-verbal communication covers aspects like facial expressions, eye contact, gaze, gestures, personal space and posture. The importance of an instructor's body language is highlighted by the fact that the impact of a message in a face to face situation is around 7% verbal (the actual words only), 38% vocal (the tone of voice, inflection and other sounds) and around 55% non-verbal.

Body Language

Knowledge of body language is vital to every instructor. You need to be able to 'read' the student's body language and you need to be aware of your own. You cannot disguise your body language - but you may be aware of what sends negative feelings. You may not want to instruct a particular group - and this may be communicated to the students. You can minimise the negative signals and project more positive ones - which often means appearing to be more enthusiastic than you feel[2].
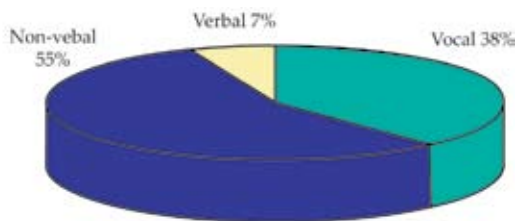
Impact of a Message in a Face to Face Situation

Posture

How you stand, sit and move indicate or communicate messages to others. Someone who stands and is constantly moving about is unsettled. Leaning forwards indicates interest, folded arms tends to indicate a defensive stance. A person who moves with confidence is very different from one who feels insecure.

Appearance

How you dress has an impact on those you meet. We dress more formally for an interview than we would for a social event with close friends. Students expect their instructors to maintain a certain standard of dress and if an instructor appears scruffy or unkempt then they may not be perceived as credible and hence not taken seriously.

Facial

The face is sometimes called the window on our feelings. When we are happy, we smile. It is difficult to stop doing so! Frowning can indicate difficulty with understanding or disagreement. There is a host of facial expressions and you need

2. Reece I & Walker S, 2001, Teaching Training & Learning, Fourth Edition, Sunderland, Business Education Publishers Limited.

to look for the ones that signal learners are in trouble or following well. Asking if they understand almost always gets a 'Yes' - not always a reliable indication. Eyes are the key to feelings. Strong eye contact is usually a good sign.

Proximity
We all have our 'personal space'. If we are talking to a stranger and they come too close, we move to increase the space. However, too much space can indicate a barrier. Walk around the classroom, move from the front and show the students that you are not frightened of them.

Touch
The usual advice is never to touch a student in any circumstances! Although, there are exceptions such as instructing students undertaking practical tasks. Care should be taken and you follow your organisational guidelines.

Verbal and non-verbal communication are linked in the roles they play. If an instructor's body language is at variance with the message, then the student will either become confused, or reject the verbal information being given. The following provides general tips when instructing.

Audible
Be capable of being heard whilst varying the pace of delivery. Avoid speaking too quickly and remember the value of silence. A pause is a very effective way of getting a student's attention.

Language
Use simple concise language, avoid jargon and explain all abbreviations used.

Terminology
Use terminology appropriate to the level of the student's understanding.
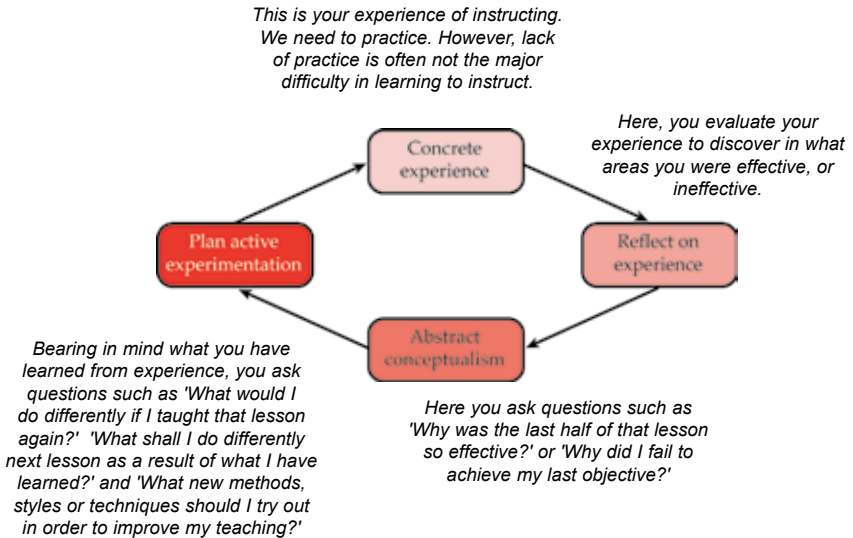
Retention
Do not speak for too long as the attention span of people is limited (See Section 2, page 42 - Retention Techniques).

EVALUATION OF PRACTICE

Self Evaluation

An instructor, however experienced, should never be completely satisfied with their performance. They should always look for ways in which to improve their instructional technique and ability. For example, once a lesson has been delivered, the instructor should review whether the students achieved the lesson objectives as effectively as possible. The instructor may also consider whether student interest was maintained throughout the lesson, either by involvement or the quality of the session.

The reflective learning cycle best describes how we learn from experience. This is true whether we are learning how to cook, how to drive, or how to make successful human relationships. Whether consciously or not, we will learn how to teach with this same cycle[1].

This is your experience of instructing. We need to practice. However, lack of practice is often not the major difficulty in learning to instruct.

Here, you evaluate your experience to discover in what areas you were effective, or ineffective.

Concrete experience

Plan active experimentation

Reflect on experience

Abstract conceptualism

Bearing in mind what you have learned from experience, you ask questions such as 'What would I do differently if I taught that lesson again?' 'What shall I do differently next lesson as a result of what I have learned?' and 'What new methods, styles or techniques should I try out in order to improve my teaching?'

Here you ask questions such as 'Why was the last half of that lesson so effective?' or 'Why did I fail to achieve my last objective?'

We should not blame our students for an ineffective lesson, but neither should we blame ourselves. There is nothing wrong with a minor disaster, so long as you learn from it.

Lesson Evaluation

In order to evaluate instruction, we must first define what we are striving to achieve. Lesson evaluation should be based on the lesson plan's clearly stated aims and objectives. Evaluation may be done by checklist, by filling in a proforma (see example below), or by writing freely about the lesson. Most instructors use a combination of these methods. Similar methods are usually used when a tutor, a colleague, or your line manager evaluates your lesson.

Lesson Evaluation	
Lesson Plan Aims, objectives, choice and variety of activities, timings, pace	Seemed OK. Plenty of student activity - shame it didn't work! Review of last lesson worked well; they really enjoyed answering my questions
Environment Seating, temperature, lighting, safety	OHP bulb blown; must check prior to lesson!
Learning Aids Choice, design, effectiveness	Combination of board work and exercises worked well
Implementation of Plan Class management, use of teaching method, introduction, development, consolidation	Didn't explain the first exercise in sufficient detail - too many students seemed confused.The final test was far longer than I had planned.
Communication Language, voice, body language, jargon, Q&A	Need more Q&A, especially reasoning questions to increase student interaction.
Instructor - Student Relationship Empathy, rapport, discipline, humour	Good rapport with class. Not sure whether my sense of humour was appreciated!
Motivation Success, enjoyment, reinforcement	Good, all students seemed eager to learn and I enjoyed delivering the lesson.
Were objectives achieved	Yes, all the salient points were covered.
General Comments	Try to make time for an energiser during the lesson.
Effectiveness of Lesson (1 - 10)	7
Two positive things about the lesson	Good rapport. Selection and use of learning aids.
One suggestion for improvement	Tell jokes at the end of the lesson not all the way through

Example of lesson evaluation proforma (Adapted from Getty, 2001)

DEFENCE SYSTEMS APPROACH TO TRAINING QUALITY STANDARD (DSAT)

DSAT QS sets out the strategic principles to be applied to all Individual Training provided by, or on behalf of, the MOD. The DSAT QS has been endorsed by the Training and Education Policy Group (TEPG) as the quality standard for the management of Individual Training across Defence. Any activity that has the objective of developing the knowledge, skills and/or attitudes of an individual for their current or future role must comply with DSAT QS.

Where a change in operational or business practice (which may arise from a change in doctrine, business process, new legislation or the procurement of new equipment) triggers a perceived need for training, the following principal activities shall be undertaken:

Scoping Exercise

The scoping exercise shall involve an initial analysis of the training requirement. It may also suggest the possible options for meeting this training requirement consider any resource implications associated with each option.

Needs Analysis

Once the requirement for training has been established a needs analysis shall be undertaken to determine the type and scope of the training required.

Training, Design and Development

Training Design and Development is the process which derives achievable objectives and training solutions from the outputs of the Needs Analysis.

Training Delivery

Training delivery is the process via which learning transfer should occur. Training delivery may be centred either on the learner or the instructor, and may be undertaken in a dedicated training environment or the operational/ workplace environment.

Typical training delivery methods and media include classroom-based theory lessons, practical lessons,

e-learning, computer based training (CBT), distributed training (DT), distance learning (DL) and workplace training.

Evaluation

Evaluation allows an organization to monitor the impact of training and assess what has been achieved, whether it was effective and efficient, and how this has contributed to the achievement of the organization's goals and targets.

The DSAT Model
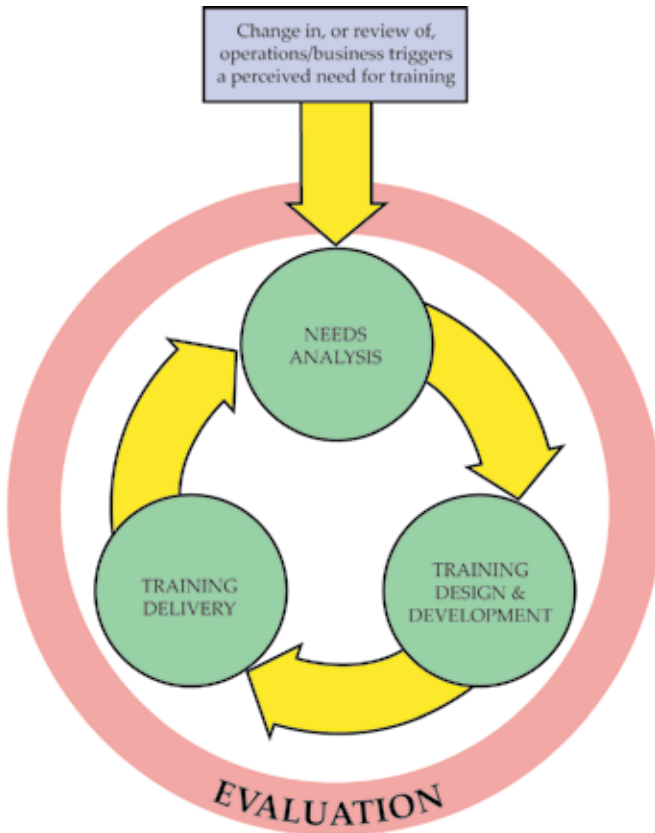
Course Evaluation

An evaluation and review is carried out at the end of the course; the aim is to arrive at an informed decision about the course effectiveness, or some aspect of it, and to use this to make suggestions for improvement[1]. Instructors may wish to carry out their own review in addition to procedures that are already in existence such as Internal Validation (INVALS). The following course topics could be considered:

- Aims & objectives.

- Teaching strategies.

- Assignments, worksheets, textbooks, etc.

- Course organization.

- Course documentation.

- Assessments.

- Resources.

- Learning outcomes, including comparisons of students' entry qualifications etc.
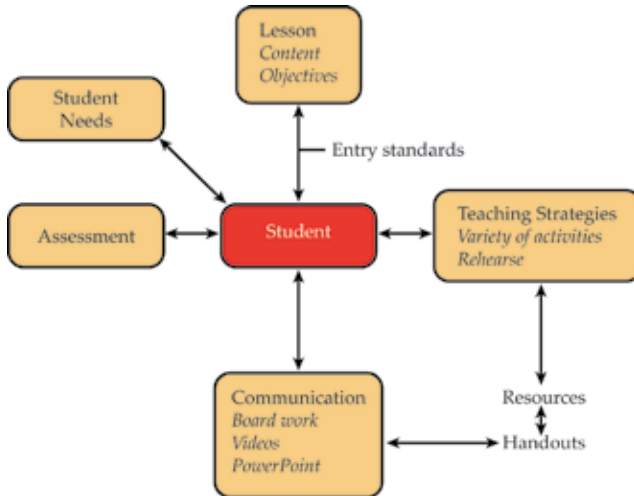
1. Petty G, 1998, Teaching Today, 2nd Edition, Cheltenham, Nelson Thornes Ltd.

SECTION 2
INSTRUCTIONAL METHODS AND RESOURCES

LESSON PLANNING

When planning a lesson there are a number of factors that you may wish to consider, for example:

Entry Behaviour of the students - Questions to consider

Lesson Plans

If you observe experienced instructors you may find a wide variety in practice with regard to their approach to lesson plans. Some instructors have very detailed plans while others 'appear' to have little at all in the way of a plan. What is important is that the lesson is always planned with care[1].

The flow diagram below is a guide to lesson planning.
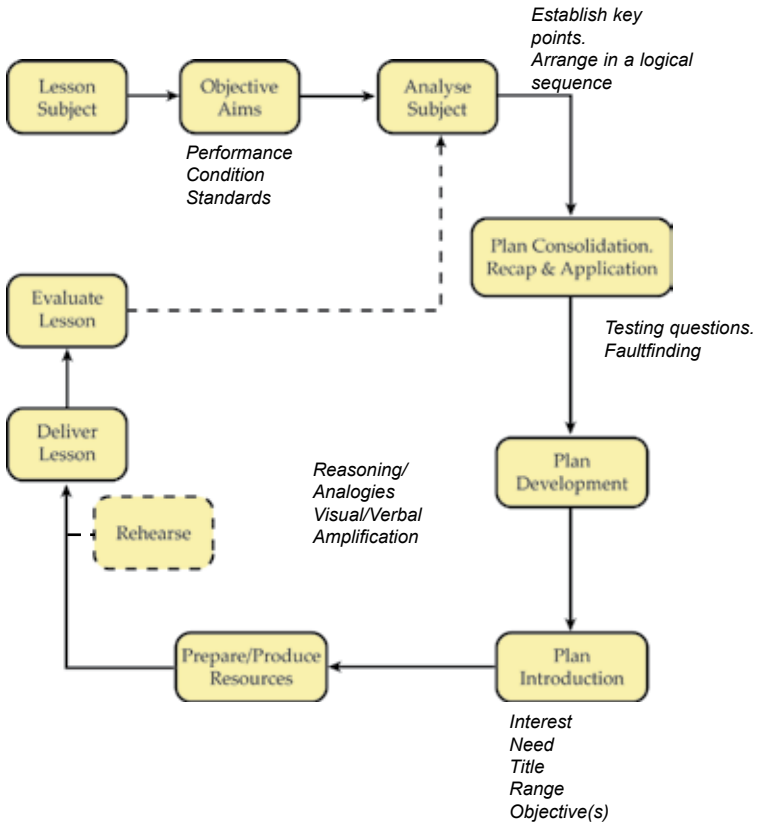
1. Petty G, 1998, Teaching Today, 2nd Edition, Cheltenham, Nelson Thornes Ltd.

Instructional Methods

Structured instruction ensures that the instructor does not miss any parts of the lesson which can occur with a "see how it goes" approach. In broad terms, all lessons should have 3 distinct stages, as follows:

Introduction

The introduction of a lesson should serve to motivate the student to learn. It should clearly state:

- What the period of instruction is about.
- How the student will benefit from the instruction.
- What the instructor is setting out to achieve as a result of delivering the training.

The introduction allows the instructor to outline any rules the students must follow during the session.

Development

The new training material is developed in this part of the training session. The method of development may take on many forms depending on the instructional format/method being utilized. It may be by:

- Instructor demonstration.
- Instructor-led or student-led questions.
- Student discussion.
- Student activity.

The development methods of each instructional method will be outlined later in this chapter.

Consolidation

This stage provides the instructor with the opportunity to consolidate the training session. This may be by:

- Direct test of student knowledge.
- Review of material taught.
- Student appraisal of their learning.

No new information should be included in the consolidation.
This section also provides an opportunity for the instructor to link the session to any forthcoming training.

To assist you in 'structuring' your lesson, the following outline the various recommended instructional formats. However, it is important to note that it is perfectly acceptable to use a 'hybrid' format if the situation demands. For example, in a Brief Monitor Debrief (BMD) exercise, if a student was struggling during the monitor phase, it may be appropriate to use part of another lesson format to teach the student the skill again, before continuing with the task.

Theory Lesson

Introduction	Development	Consolidation
Interest	Key Points presented in a Logical Sequence	Summary
Need	Questions Teaching & Reasoning	Review Objectives
Title	Visual Reinforcement	Testing Questions (Test Key Points in same order
Range	Amplification of Key Points	Any Questions
Objectives Performance Condition	Any Questions	Link to Next Lesson

Further Information

Defence Instructional Techniques (DIT) Précis
Available from:

DCTS Halton   95237 Ext: 6893
DCTS Portsmouth   9380 Ext: 24395

Skills Structure

Introduction	Development		Consolidation		Application
Interest	Demo		2nd Demo		Brief
Need	Reasoning Questions		Testing Questions		Supervise Monitor
Title	Why	Create the Problem	What	Did I do Next?	Do Not Take Over
Range	What	So What Must You Do?	How	Did I do It?	Appraise
Objectives Performance Conditions Standards	How	This is How You Do It	Why	Why I Do It	Any Questions
	Pass Around		Pass Around		Next Lesson
	Any Questions?		Any Questions?		

For example:
An instructor may employ this format to demonstrate to a recruit the correct method of ironing a shirt.

Further Information

Defence Instructional Techniques (DIT) Précis
Available from:

DCTS Halton   95237 Ext: 6893
DCTS Portsmouth   9380 Ext: 24395

Procedural - Brief Monitor Debrief

Brief	Monitor	Debrief
State Objectives	Full Demonstration by Instructor	Establish Rapport
Performance Condition Standards	Student Completes Task with Instructor Supervision	Student Self Analysis
Confirm Previous Knowledge	Student Does Task	Review Objectives
Outline Rules	Observe	State Strengths
Deliver New Information	Control with Appropriate Intervention	Elicit Weaknesses
Recap & Check	Do Not Take Over	Re-state Strengths
Any Questions?	Record	Elicit Remedial Action
		Assess Progress
		Any Questions?
		Encourage

An instructor may employ this format during a weapons lesson where a set procedure must be followed. For example: carrying out 'Normal Safety Precautions'.

Task - Brief Monitor Debrief

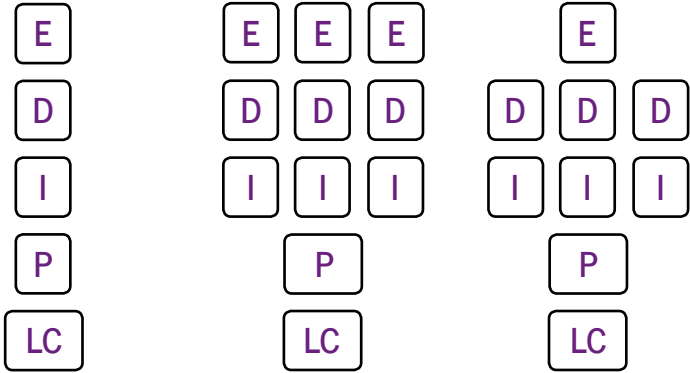| Brief	Monitor	Debrief
Motivate	Student Does Task	Establish Rapport
State Objectives	Observe	Student Self Analysis
Performance Condition Standards	Control with Appropriate Intervention	Review Objectives
Confirm Previous Knowledge	Do Not Take Over	State Strengths
Outline Rules	Record	Elicit Weaknesses
Deliver New Information		Re-state Strengths
Recap & Check		Elicit Remedial Action
Any Questions?		Assess Progress
		Any Questions?
		Encourage

For example:
An instructor may employ this format to demonstrate to a trainee how to change a vehicle tyre.

EDIP - Example 30 minute lesson

Part	Purpose	Method
Introduction	**3 Mins.** Create desire to learn and state and show objectives.	Interest, Need, Title, Range & Objectives.
Explanation	**2 Mins.** Cover theoretical aspects. A short and clear description of any facts.	**Show Finished Skill** Name parts & material. Explain uses, limiting factors, safety etc.
Demo	**3 Mins.** Instructor shows the skill clearly showing each step.	**Optional Demo** - Normal speed without commentary. **Mandatory Demo** - slow time with commentary.
Imitation	**5 Mins.** Monkey see, monkey do method	Introduce the phase. Instructor breaks the skill down into steps, performing each step watched by the students who then imitates watched by instructor.
Practice	**14 Mins.** Student given the opportunity to practise. Introduces scenarios, competition	**Optional Demo** - Normal speed without commentary. **Mandatory Demo** - slow time with commentary
Consolidation	**5 Mins.**	Summary Objectives shown/restated Test skills Any questions Reference Link

EDIP

Single Stage Lesson

E	E E E E
D	D D D D D D
I	I I I I I I
P	P P
LC	LC LC

Two Stage Lesson

|	
E E	E
D D	D D
I I	I I
P P	P P
SC SC	SC SC
LC	LC
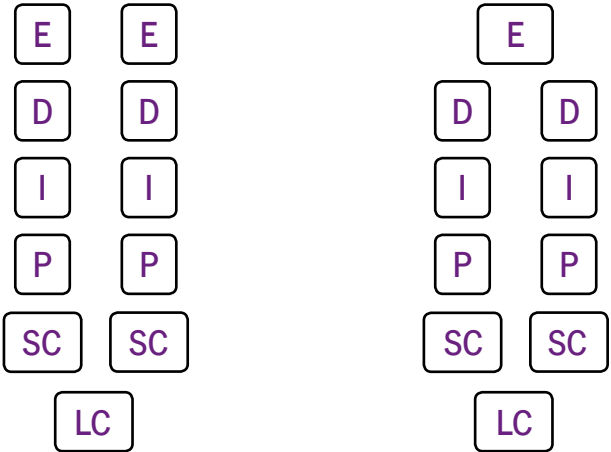
E - Explanation **D** - Demonstration **I** - Imitation

P - Practice **SC** - Stage Confirmation **LC** - Confirmation Lesson

LEARNING AIDS & RESOURCES

A resource can be defined as 'a support to teaching strategy which assists learning'[1]. Training resources available to the instructor as standard in the classroom can vary widely from a basic wipe-board, to models or real equipment. However it should be noted that to create a 'safe' environment for students, the 'real' example cannot always be used. The more widely used training resources are shown below.
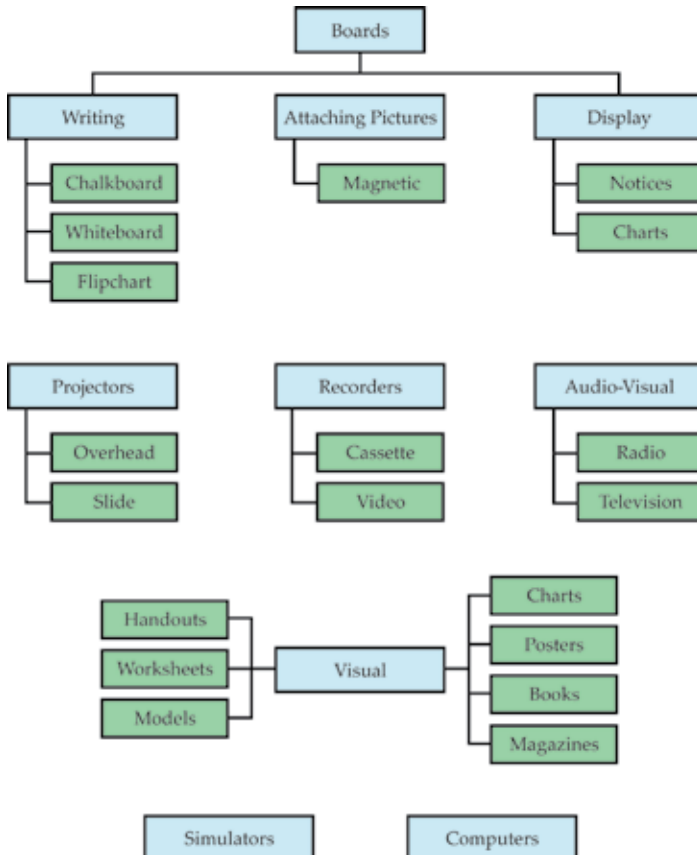
Training resources should be employed in situations where they enable training to be delivered instantly, with impact and employed to illustrate things that are difficult or impossible to convey verbally or by more traditional methods.

Each student can be said to learn by a combination of 3 main methods: visually, audibly and by action. In order to deliver the most effective training, the instructor must stimulate all 3 responses, and it is by the use of training resources that visual and action learning is most often achieved.

How does information enter the brain?

Ears 9% Eyes 87% Other Senses 4%
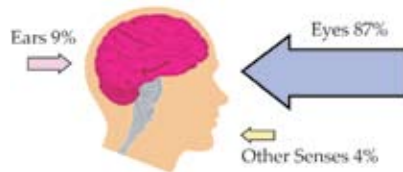
Training resources can save time, create interest and have a very important impact in the training environment. On the negative side, they can take a long time to prepare, they can be costly and they can divert attention away from what is being said (the message) to how it is being said (the method). The instructor must consider the advantages and disadvantages of each training situation.

It is important to remember that a training resource is not a substitute for good instruction, it cannot replace the instructor. It is the way in which a training resource is introduced and used which will determine its effectiveness in training. For example, practical training sessions on real or simulated equipment must be properly briefed, supervised and reviewed in order that a student benefits from the experience.

Advantages of Visual Aids

- Gain attention.
- Add variety.
- Aid conceptualisation.

How a weapon is stripped is better shown by means of a picture, or better still the real thing.

- They aid memory.
- They show you care.

Going to the trouble to produce visual aids demonstrates to the student you take their learning seriously.

1. Petty G, 1998, Teaching Today, 2nd Edition, Cheltenham, Nelson Thornes Ltd.

HOW ADULTS LEARN

Learning is essentially the acquisition of something new, or the enhancement of existing skills and knowledge. It is not an automatic consequence of teaching, reading a book, analyzing a video and/or watching a great instructor - it is not just about taking in information. It involves a fundamental shift or movement of the mind involving a permanent change in knowledge, behaviour and/or performance.

There are 3 conditions necessary for learning to occur- **practice, concentration** and **memory**.
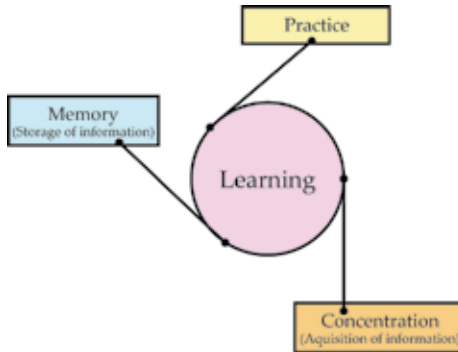
The goals of learning should be to ensure that a student:

- Acquires information quickly.
- Is able to understand this information.
- Is able to apply and transfer this information to familiar and novel situations.
- Will commit fewer or no errors.
- Be able to correct errors when they occur.
- Can automatically perform the skills and tasks learned, requiring little mental effort or attention.

There are other factors, which can affect the learning process, such as motivation and stress, and these are covered in other sections of the handbook.

Practice

The more a student performs a skill or revises a topic, the more likely it is that he/she will become proficient and eventually display greater accuracy in that task. To this end, check if the student has ample time and opportunity to practice what he/she is being taught in order to aid the consolidation and comprehension of new information. If they do not, try where possible to give them additional study time. In most cases, however, the student will be expected to take in a great deal of information within a short timescale.

Concentration

The brain has a limited capacity to process and interpret information, and a student must therefore be able to concentrate and pay attention in order to learn. Create an environment where the student can concentrate on important information and 'screen out' anything that is undesirable or unnecessary, i.e. avoid distractions. In addition, remember that your student(s) will not be able to maintain his/her attention continuously and there will be instances when you will have to build in breaks or change activities.

If a student does not transfer the information that they learn to their memory, they will be unable to retrieve it and use it at a later stage. What is important is that a student is given the opportunity to practice and concentrate on the skills and information he/she is learning so that the retrieval of information becomes automatic.
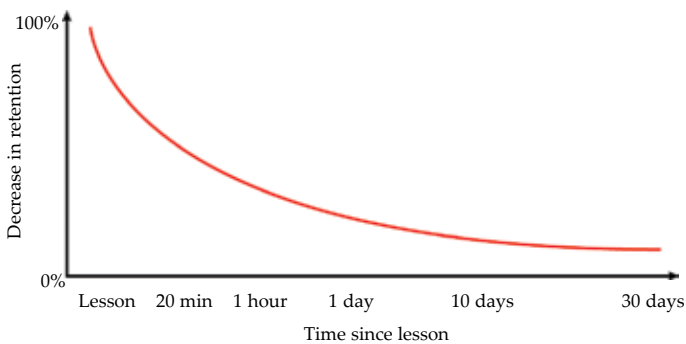
Memory

Memory relates to the storage of knowledge and skills and although the understanding of this psychological function is limited, it is useful to think about the memory as having two systems - the long-term memory and the working memory. The long-term memory is like a filing system where permanent information is stored. The working memory is a temporary store where new information is processed until it is translated into action, stored in the long-term memory or forgotten.

When instructing students one of the main objectives is for them to retain skills and knowledge but ideally the students should retain this information efficiently and quickly. However, considering that according to Hermann Ebbinghaus (1885) 60% of what is learned in terms of knowledge is forgotten within an hour it is imperative that instructors try to help students retain information.

Ebbinghaus Curve - Amount of information retained following a lesson

Therefore, relating the memory process to a training session, by paying attention and using their senses, for example through practical experience, students take information into the working memory. Students can use a variety of memory techniques to help them commit accurate and retrievable information into the long-term memory.

One of the biggest influences on the students training will be the role the instructor plays, this influence being either positive or negative. Therefore it is essential that instructors have an understanding of the factors that influence learning and how their attitudes and behaviour influence the students. Behaviour is shaped by beliefs, values and attitudes, which in turn are shaped by exposure to outside influences. The list of external influences shown below is not exhaustive.
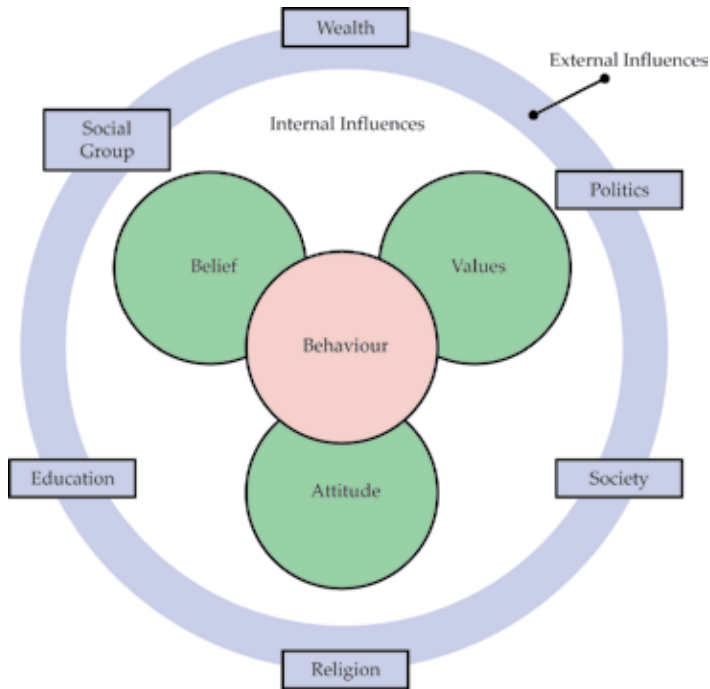
Self-Fulfiling Prophecy

Rosenthal and Jacobson claimed that a teacher's expectations affect the student's performance in the direction of that expectation. In other words, if a teacher thinks a student is 'good' they get better - and conversely, if a teacher thinks a student is 'bad', they get worse[1].

Consciously or not we tip people off as what our expectations are. We exhibit thousands of cues, some as subtle as the tilting of heads, the raising of eye brows or the dilation of nostrils, but most are much more obvious. People do, however, pick up on those cues.

Key Principles:

- We form certain expectations of people or events.
- We communicate those expectations with various cues.
- People tend to respond to these cues by adjusting their behaviour to match them.
- The result is that the original expectation becomes true.
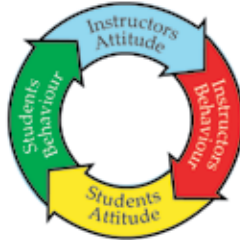
For example:
In 1968, in a classic experiment, Robert Rosenthal, a professor of social psychology at Harvard, and Lenore Jacobson worked with elementary school children from 18 classrooms. They randomly chose 20% of the children from each room and told the teachers they were "intellectual bloomers."
They explained that these children could be expected to show remarkable gains during the year. The experimental children showed average IQ gains of two points in verbal ability, seven points in reasoning and four points in over all IQ. The "intellectual bloomers" really did bloom.

Can Low Expectations be Fulfiled

Indeed. Research has shown that slow learners are given less time and less help when answering questions; they get less praise and more criticism, less teacher time overall and a less friendly approach - for example they are smiled at less often. Less work is demanded of them, and their test papers are marked more severely[1].

The self-fulfiling prophecy is not inevitable. A good instructor will need to make sure their low expectations of a poor student are not conveyed to that student. If they succeed in this, then the process will not occur[1].

Sometimes an instructor's behaviour will also differ between groups and this can cause prejudices to develop between the groups. It is important therefore that the instructor is careful that the language they use does not inadvertently cause prejudice within and among the groups.

In summary, an instructor's behaviour will be watched and copied both in the formal training environment and outside the training environment and can have a profound long-lasting effect on students.

1. Petty G, 1998, Teaching Today, 2nd Edition, Cheltenham, Nelson Thornes Ltd.

Further Reading/Useful websites:

www.agelesslearner.com

Bandura, A. (1977a). Self-Efficacy: Toward a unifying Theory of Behavioural Change. Psychological Review, 84, 191 - 215

Honey, P., & Mumford, A. (1992). Manual of Learning Styles. Surrey, England: Maidenhead Press

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DesForges, C. (1995). How Does Experience Affect Theoretical Knowledge for Teaching? Learning and Instruction.

Hargreaves, A. (1991), Quoted in Hargreaves, A. (1994). Changing Teachers, Changing Times: Teachers' Work and Culture in a Postmodern Age. London: Cassell

Kolb, D. (1983) Experiential Learning: experience as the source of learning and development, New Jersey, Englewood Cliffs

Rogers, A. (1996) Teaching Adults, 2nd Edition, Buckingham, OU Press

COACHING

Frequently coaching is seen as something new often being referred to as a 'new management tool'. Coaching has been around for thousands of years and is even referred to in ancient Greek literature. We often naturally coach as a part of everyday life without realising it. Coaching can have a profound effect on an individual and their performance with the coach primarily using a non-directive approach, which means the responsibility for improvement, lies firmly with the student.

The coach need not be an expert in the subject but must have credibility in the eyes of the student. For coaching to be really effective, the coach must believe in the potential of the student to reach that superior performance. To help understand what coaching is more fully it is useful to understand the definitions of both coaching and mentoring.

Coaching

Unlocking a persons/groups potential to maximise their own performance, helping them to learn rather than teaching them.

Coaching is the process of helping an individual to maximise their performance.

Mentoring

Mentoring as a process stems from the days of apprenticeships where older, more experienced individuals passed down their knowledge and advice to the junior. It is often outside the normal line management relationship and has a limit.

Coaching is well suited to military training as we provide the student with many of the components required for coaching such as clear and concise goals/objectives to be achieved within clear time frames.

Goals are generally grouped into two types

End State Goals (e.g. pass initial training).

If students only work on End State goals they can often-lose sight of what they are trying to achieve and can easily become de-motivated.

Performance Goals (The key points/tasks that the student must achieve for them to reach their end state goal).

Performance goals allow the student to break training into more manageable chunks and therefore achieve success on a more regular basis helping to maintain motivation and greatly increase their chances of reaching their end state goals.

Coaching is therefore purely a way of developing previously learnt skills more fully (professional and life skills) to increase the performance of any person whether they are a 'perceived' under achiever or a 'perceived' high achiever.

Often in training we focus only on the under achiever but with coaching the same techniques can be used to develop both groups. For this to happen in the most effective manner the coach can enhance the student's performance by applying the following model:
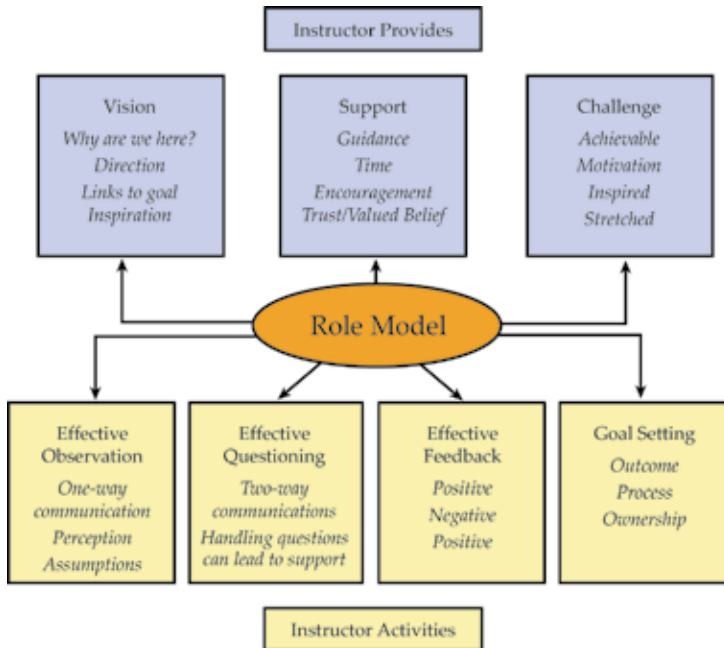
ROLE MODEL

In the role of the instructor the students may see the instructor as a role model and will thus look to them to provide a vision, support and a challenge.

These three elements will be provided to the students by carrying out effective observation, effective questioning, effective feedback and ensuring that any goal setting that is done is:

Specific, Measurable, Agreed, Relevant and Time bound (SMART).

The model above aims to empower the 'coachee' with the responsibility and ownership of the performance improvement process thereby encouraging self-reliance.

By empowering the student to have responsibility for their development through coaching they can develop further and quicker than more traditional methods. It will also mean that students remain motivated for longer. It is important to remember that the coaching process may continue throughout a course and may vary from a ''hands-on'' approach when working with inexperienced students to a ''hands-off'' approach when developing higher level performances with more experienced students.

The successful coach will involve the student at all stages of the cycle because, by enabling learners to develop their own improvement plan and own the responsibility to achieve it, the instructor will develop in the student the mental attitude necessary for success.

Further Reading/References:

Whitmore J, 2003 (Third Edition) Coaching for Performance.

National Coaching Foundation (1996). An Introduction for Sports Coaches: Mental Skills, Performance Profiling, Improving Concentration, Imagery Training Building Self-Confidence. Handling Pressure. Leeds, England: Then National Coaching Foundation.

Bunker, L., and Williams, J.M. (1986). Cognitive techniques for improving performance and self-confidence. In J.M. Williams (Eds.), Applied Sport Psychology: Personal Growth to Peak Performance, Mountain View, CA, (pp. 225-242).

MOTIVATION AND FEEDBACK

Motivation

Motivation is regarded by experienced and inexperienced instructors alike as the prerequisite for effective learning, and the greatest that many instructors face is to make their students want to learn. If students do not want to learn, their efficiency will be so low that they may learn virtually nothing. If you know how to motivate students, you can hugely increase their learning rate[1].

Intrinsic Motivation

This is the term given when we are motivated for personal reasons.

For example:

Pride.

Satisfaction.

Sense of self.

Fear of failure.

Extrinsic Motivation

This is the term given to motivation when it is due to external factors.

For example:

Reward.

Outcome.

Money.

Promotion.

Postings.

Punishment.

Status.

Personal Development.

Recognition.

Motivation itself is the process that arouses and sustains behaviour towards achieving a goal. Learning can be seriously inhibited by a lack of drive to learn. This relates to the need for attention and concentration during learning. Without motivation, the student is unlikely to have the prerequisite interest in what they are learning and without this interest they will find it difficult to sustain their attention during the lesson.

An instructor may expect a student to have a high degree of positive motivation and drive to learn. However, it is possible that a student may not be as driven or interested as expected, or there may be occasions when the student's level of self-motivation changes. The factors that might affect a student's motivation include previous poor performance and poor assessment, an expectation of success or failure, a difficult stage of the course, comparison with peers (competition), and the relationship that exists with the instructor.

Therefore, it is within the instructor's power to help maintain and/or improve student motivation. To help in achieving this, let the student know how important it is that they listen to the lesson, i.e. tell them where the lesson fits into the 'big picture' and let them know what they'll be able to achieve as a result of the lesson. Alternative /additional ways to aid motivation include injecting interest, humour and variety into lessons.

In terms of an individual's motivation, where a student may be working towards a long-term goal, break up larger, sometimes seemingly unobtainable tasks, into smaller goals so that the student can incrementally achieve his/her aims.

Reasons for wanting to learn

- What I am learning is useful to me.
- The qualification for which I am studying is useful to me.
- I find I usually make a success of my learning, and this increases my self-esteem.
- I will get the acceptance of my teacher and/or my peers, if I learn effectively.
- I expect the consequences of not learning will be unpleasant.
- I find that learning activities are fun.
- What I am learning is interesting and appeals to my curiosity.

(Petty 2001)

Tasks are easier and shorter

Stretching tasks, which are harder and take longer
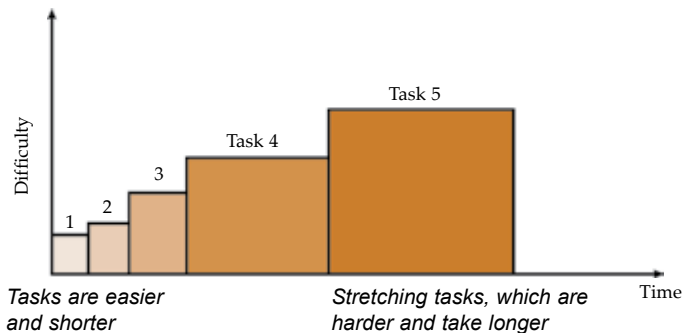
Also provide goals, which have direction in terms of how to succeed, and goals, which give the students a clear idea of what is expected of them (these need not be formal course objectives). Challenging yet achievable goals are more likely to motivate a student.

Good performance targets will be **SMART**:

Specific, **M**easurable, **A**greed, **R**elevant and **T**imed.

Specific   That is clear, unambiguous and easy to understand by those who are required to achieve them.

Measurable   There is no point setting a target for which success cannot be gauged by referring to a specific measure or measures.

Agreed   Goals must be agreed between all partners involved. Without agreement, the vital ownership and resposiblility is lost and the performance will suffer accordingly.

Relevant   Relevant to those who will be required to meet them; they must have enough control over their work to be able to meet their targets, or their motivation will suffer.

Timed   There should be a set timescale for achieving a target; open-ended targets may not encourage focused effort on improving performance.

Feedback

Another way to motivate a student is to give constructive feedback. Feedback provides the student with information and knowledge about the adequacy of his/her actions. Feedback provides reinforcement when a response is correct and corrective information when an error is made. Some researchers would argue that feedback is one of the most important factors in the early stages of learning because the student does not readily know how well he/she is performing and so requires more guidance.

Feedback should be precise and involve the student by eliciting their perceived strengths and areas for improvement. For example if a student performed a task in the wrong sequence, where possible get them to identify where they went wrong and also get them to state the corrective action whilst focusing primarily on the method not the person. It may be that more feedback is given during the early stages of training, where the aim is to encourage correct behaviour and prevent errors re-occurring but also because a student may be uncertain about his/her performance. In later stages of training such frequent reinforcement may not be required; however, remember everyone needs praise and encouragement. Encourage self-analysis to increase ownership and awareness.

Checklist for giving feedback to students

1. Keep the time short between the student writing and the feedback. Where possible make feedback instantaneous.

2. Substantiate a grade/mark with comments both in the text for specific aspects and with a summary at the end.

3. Balance negative comments with positive ones and ensure that negatives ones are constructive.

4. Follow-up written comments with oral feedback and aim for a dialogue.

5. Make the criteria clear to students when setting work and give them written criteria where possible.

6. Make further suggestions (e.g. for further reading or for further development ideas).

7. Give periodical oral feedback on rough drafts.

(Gibbs, et al, 1986)

1. Petty G, 1998, Teaching Today, 2nd Edition, Cheltenham, Nelson Thornes Ltd.

Further Reading/References:

Deci, E. L. (1975). Intrinsic Motivation. New York: Plenun Press.

Weiss, M. R. & Chaumeton, N. (1992). Motivational Orientations in Sport. In T.S. Horn (Eds), Advances in Sport Psychology. Champaign, IL: Human Kinetics.

Maslow, A.H. (1970). Motivation and Personality. New York: Harper and Row.

Martinek, T., and Johnson, S. (1979). Teacher Expectations: Effects on dyadic interactions and self-concept in elementary age children. Research Quarterly, 50, 60-70.

This chapter deals with retention techniques with the aim of helping the instructor understand how their students can store and recall information.

What was the weather like on 4th March last year? You knew once! Psychologists are still not sure how we remember and why we forget, but they believe the process of remembering involves information passing from our short-term memory into our long-term memory. Information may be stored in the short-term memory for as little as a few seconds. The long-term memory can store information for a lifetime, but nearly all of what passes through the brain is promptly forgotten.
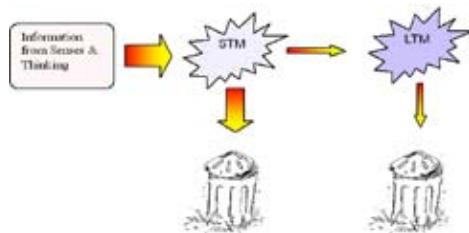

How much can you remember?

Indeed. Research has shown that slow learners are given less time and less help when answering questions; they get less praise and more criticism, less teacher time overall and a less friendly approach - for example they are smiled at less often. Less work is demanded of them, and their test papers are marked more severely[1].

> *An unfortunate man who has lost his short-term memory, as a result of a head injury in a car crash, can still tell his doctor in great detail what he did in the war. But when asked where he has put his coffee, he asks: 'What coffee?' The accident has damaged his short-term memory.*
> *(Petty, 2001)*

When trying to memorise something new, a student will tend to only see knowledge and skills as individual digits, letters or actions and these data quickly takes up their finite capacity. To help the student, the instructor can organise new information by showing them how it can be grouped together in associated patterns or collections.

Additionally, anchoring information by giving it meaning and relevance is also crucial. Frequent reviewing of information throughout the module/phase can help retain information over a long period (if this is plotted against the Ebbinghaus curve) as shown in diagram 2.2.

Amount of information retained following a lesson when frequent reviewing takes place
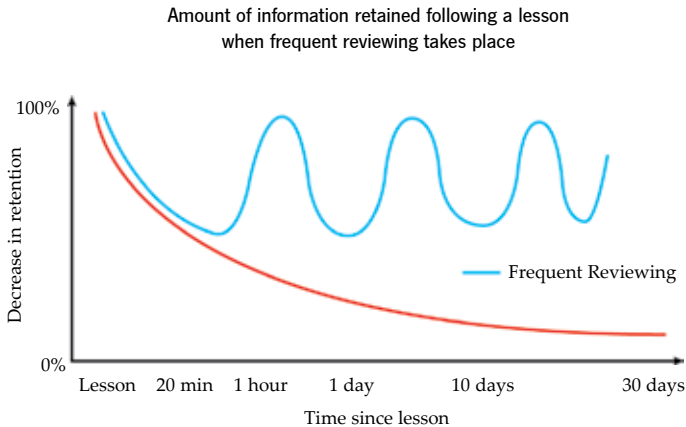
Ebbinghaus was the first to discover the serial position curve - the relation between the serial position of an item (its place in the list) and the ability to recall it. Items near the beginning of the list are easier to recall than those in the middle (the primacy effect). Those near the end of the list are also easier to recall than those in the middle (the recency effect.)

These two effects together yield a curve that is roughly U - shaped. The normal serial position curve shows that items in the middle of a list are the most difficult to commit to memory. However, this disadvantage can be reduced or eliminated by making the item distinctive, so that it stands out from the other middle-list items. For example, the item could be printed in red when the rest of the items are printed in black. The contrasting colour draws attention to the item, and it receives more processing. Consequently, it is memorized more easily than its mere serial position would dictate. In addition, items on either side of the distinctive item may also benefit somewhat.

How to get Students to Remember

There are many ways of getting students to remember information and some students will prefer some techniques to others. However the main point is that actively manipulating new information will make it more memorable and aid the learning process. Below is a list of examples of the more commonly used ways to aid retention of information.

Acronyms

An acronym is a word made up of initial letters or parts of words, e.g. **GRIT** (Group, Range, Indication, Type of fire).

Rhymes

Rhythm, repetition, melody, and rhyme can all aid memory. For example, even the simple addition of familiar rhythm and melody can help. Many children learn the letters of the alphabet to the tune of ''Twinkle, Twinkle, Little Star.'' In fact, a student demonstrated how she memorised the quadratic formula (notorious among algebra students for being long and difficult to remember) by singing it to a familiar tune.

Acrostics/Sentences

Acrostics is when the initial letters of a list of words to be remembered are taken and made into a salient or funny rhyme e.g. Richard Of York Gave Battle In Vain = 7 colours of the rainbow.

Vivid Stories

Used to remember a list of items by incorporating the items into a story.

Chunking

Grouping digits, letters etc together, e.g. a list of numbers 1918106619451485 can be remembered as a series of dates or 1918/1066/1945/1485.

Examples

Real life examples can be used to aid the student information retention and show them how one piece of information can be associated with another.

The delivery method will also have an impact on the amount of information retained. Both course designers and instructors should take this into account when designing or delivering lessons.

Type of delivery method and level of retention
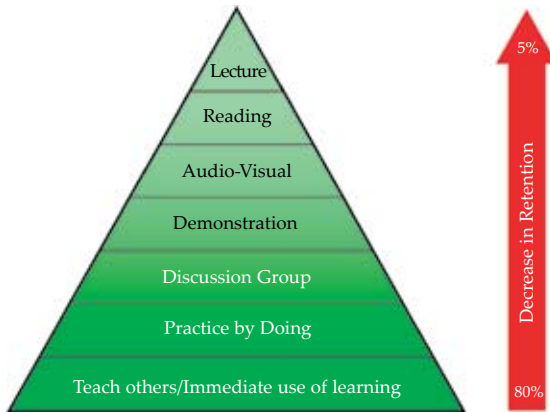
Students need also to recall the information that they have been taught in order to show that they have assimilated the information. The speed and reliability of information recall depends on the time elapsed since the recalled information was last used and how well it has been practised. When information has recently been used that information is said to have been activated. To successfully activate information simply repeating the facts is not enough. The strength of the information depends much more on understanding the concept/process (Craik and Lochart, 1972) and so instructors must ensure that students have effective study skills to enhance their ability to recall the information that they have retained.

STUDY SKILLS

Most people do not learn effectively. In fact learning is sometimes a bit 'hit and miss'. Whilst the training system builds in demonstration, performance, practice, assessment, and evaluation, it does not necessarily deal with how the information is taken in and understood by students. For students to learn effectively, i.e. ingest, understand, associate and utilize information, they need specific tools or techniques to assist them in the whole learning process. It may be for some students that they have already been taught specific study skills or even developed their own methods; however for a lot of students, it may have been some time since they last studied and they may require some assistance from you. Therefore this chapter includes some useful tips on studying and note taking that you can pass on to your students to enhance their learning.

Note taking

When a student takes notes, these have to be useful to him/her especially when it comes to revision time and so devising a system that works for him/her is important. However, you may wish to suggest to your students that they:

Headings

Use headings or titles including subheadings for minor topics. Use numbering and labels to show logical order and show how ideas and topics are related. This will help with structure and organisation.

Key words

Use key words and/or phrases, which provide instructions about what to do, this will help trigger the memory and also lead to other topics and ideas. These must be easy to identify within the notes so highlighting or signposting them are important.

Abbreviations

Use abbreviations in order to save time or use symbols to increase the volume of information that can be written down. Abbreviations also reduce the amount of information to revise.

The three stages of note taking are:

Listen → Think → Write

The student listens to what has been said. They think 'What is the main issue here?' and write a short note about the key points. You can help by giving clues, such as saying 'There are four main points which influence…'

(Reece & Walker, 2001)

Some study tips: Suggest to your students that they:

Plan
Plan and organise their work using timetables and schedules, working backwards from the key dates and plan accordingly, prioritising tasks.

Set Targets
Set realistic targets to help organisation and motivation.

Balance Work Load
Balance work out across the week/term/course duration.

Study Environment
Study in favourable conditions e.g. a quiet room. At times of revision, replicate the exam conditions, as they will then more likely be able to recall information during the actual examination.

Breaks
Take frequent breaks to maintain concentration. 10-mins every 45-60 mins is a good idea.

Plan/Revise
Revise topics more than once i.e. the more they practice, the more they will be likely to remember.

Motivation
Determine what it is about the subject that interests them; this should aid motivation.

Useful Website
www.how-to-study.com

LEARNING DIFFICULTIES

Instructors may come across students with specific learning difficulties; a prime example of this could be a student who has dyslexia. Some students fail exams because, although they know the information, they have difficulty with recalling the information and so should be given advice on how to aid the recall. The information that they have learnt is not completely lost and so these students will re-learn information faster. Some students appear to know all the information in the classroom but fail to pass exams. This could be due to inefficient transfer of the information from the long-term memory and/or due to exam stress. To ensure that students reach their potential the above problems need to be addressed. This section will cover learning difficulties, particularly dyslexia, what it is and give guidance on how the instructor can help a student who has dyslexia.

Dyslexia is a Specific Learning Differculty, as opposed to a medical condition. A person cannot be 'cured' of it, but can learn to develop coping stratergies and an increased awareness of the specific problem is the first stage of the process. Dyslexia is not related in any way to intellectual ability.

It will not go away if it is ignored.

It is more difficult to identify in adults than in children because adults will usually have developed ways of coping with or hiding a reading problem.

What do we mean by Specific Learning Difficulties?

It is thought that difficulty with learning can be generated by external circumstances (family, communities, opportunities, experiences) and/or internal circumstances (inherent, sensory, physical, neurological). The circumstances below are characteristic of Specific Learning Difficulties:

They are considered to be intrinsic to the individual.

Can cause a person to learn differently.

Are not linked to intellectual impairment (except incidentally).

May coincidentally exist with problems in self-regulatory behaviours, attention, social perception and social interaction.

Are life-long.

Result in difficulty accessing the curriculum unless identified early and educational adjustments appropriate to individual need are provided, to prevent failure.

Examples of Specific Learning Difficulties

Dyslexia

Dyslexia is best described as a combination of abilities and difficulties. Reading is often a challenge due in part to the inability to skim and scan through written material. It can manifest itself in weakness in short-term and working memory, speed of processing, sequencing skills, auditory and/or visual perception, spoken language, motor skills, poor spelling and handwriting.

Famous Dyslexics include: Albert Einstein, Winston Churchill, Eddie Izzard, Whoopie Goldberg and Cher!

Dyspraxia

Dyspraxia is an impairment or immaturity of the organisation of movement, often giving the impression of clumsiness. Motor skills relating to balance, co-ordination and manipulation of objects are hard to learn. Writing can be difficult and pronunciation may be affected.

Dyscalculia

Dyscalculia is a difficulty involving arithmetic skills. Students with dyscalculia may have difficulty in understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Attention-Deficit Hyperactivity Disorder

Attention-Deficit (Hyperactivity) Disorder (ADD). Exists with or without hyperactivity. People with ADD have difficulty switching tasks and have a very short attention span and high level of distractibility. They may fail to make effective use of feedback that they receive and have weak listening skills. Those with hyperactivity may act impulsively and erratically, have difficulty foreseeing outcomes, fail to plan ahead and be noticeably restless and fidgety. Those without the hyperactivity trait tend do daydream and lose track of what they are doing.

(DfES)

How instructors can help

Have an understanding of dyslexia.

Give advance notice of tasks whenever possible.

Offer guidance, help, support with new tasks.

Encourage use of a daily planner, keeping notes, asking questions.

Where possible give both audible and written instructions.

Use clear fonts e.g. Comic Sans or Arial.

Keep instructions short and precise.

Use visual images (e.g. flowcharts and mindmaps).

Try providing information on different coloured paper (black on white can be very hard to read). Pastel backgrounds such as cream may help.

Offer help with prioritising and organising tasks and time management skills.

Give praise and show patience.

Reference/Further Reading:
Joint Services DCI 132/04

RN: DBEdO (Portsmouth 9380 24288) DCI RN 148/03

Army: EO ETS2a (Upavon 94344 8712) DCI Army 106/02

RAF: SLHE (Innsworth 95471 7367) DCI RAF 36/03, AP337a Lft

British Dyslexia Association -Helpline: 0118 9668 271
Website: http://www.bda-dyslexia.org.uk/

It's not all bad news!

Positive aspects of dyslexia:

Creative and imaginative.

Innovative.

Intuitive and perceptive.

Holistic outlook on tasks - able to see the many dimensions of a problem.

Lateral thinkers.

Determined and persistent.

Able to visualise and think in pictures not words.

Strong practical aptitude - able to learn quickly in practical environments.

PURPOSE AND METHODS OF ASSESSMENT

Purpose of Assessment

Assessment is an integral part of training and learning. Assessment should have a definite purpose and should be appropriate to the aim of the course and contribute to the achievement of the training objectives. It should not only be in place to test competence but also to provide high quality feedback to the students so that they can improve and develop their knowledge, skills and attitude. It is important for any trainer to consider what purpose the assessment strategy serves on their particular course. To ensure that it serves this purpose by being appropriate the test should be both valid and reliable. Assessment of student learning can range from the most informal to the highly formal, from watching and listening to students as they work in a classroom to a set piece examination. The important features are what it tells you and the student, and how both of you then make use of the information.

The following are some of the main reasons given for carrying out assessments:

Measure Achievement
Measured against the stated training objectives or assessment criteria.

Categorise or Certify
There may be legal requirements or limitations on how an individual may be employed depending on his/her performance in the assessment e.g. aircrew, fighter controllers, air traffic controllers and drivers. Assessment performance is linked to a degree of competence, which is documented accordingly, showing the level of restriction where appropriate.

Predict or select
The assessment may be used as a predictor of future potential or training risk. The training management can also use assessments to make judgements on the effectiveness of the training system and the instructors.

Evaluate Training
Evaluate by using results from the assessments.

Motivate the Student
Assessments can be positive motivators where the students positively look forward to the tests and see them as an opportunity to display their competence of knowledge. They can also be negative motivators where the student does not see them in a positive light but nevertheless knows that he/she must pass and therefore must buckle down to the study or the practice. You have to work with the assessment scheme imposed on you, but it does not stop you being aware of the motivating and de-motivating aspects of assessment.

Types of Assessment

There are many types of assessment:

Formal/Informal

Formal assessment is where there is an agreed policy and procedures laid down for the assessment strategy. Both staff and students are aware of the criteria used in the assessment and the testing or examination procedures.

Informal assessment exists where subjective judgements may be made by the staff as a result of observation of the students both in and out of the training situation.

An example of subjective judgements is in the assessment of **attitude goals.** In many training systems, attitudes are equally as important as skills and knowledge, and in some the focus is entirely on producing a change of attitude. As attitudes can be difficult to measure, the term 'goal' is used instead of objective. Attitude goals serve to identify attitudes, values, feelings and emotions. As instructors, it is important to recognise the significance of personal factors in training systems and the workplace.

Product/Process

The 'product' of a piece of learning might be to produce the solution to an exercise scenario. The 'process' would be exactly how the individual or group went about solving the problem. It sometimes may be the case that the process is more important than the product. The assessment strategy should acknowledge this and take it into account by weighting the marking to reflect the proper relationship between the process and the product.

Continuous/End-Point

Essentially, this refers to the difference between continuous assessment and an end of course exam. In practice it is, of course, more complex than this as there might be interim exams with an end of course project, or indeed intermittent exams and a project carried out over the duration of the course.

Individual/Team

This is an interesting and difficult area. Missions where an integrated team are involved may only achieve their aim if the individuals not only perform well in their own specialist areas, but also communicate information or assist other members of the team at certain critical times in the mission. In training, it is important to assess both aspects and derive assessment strategies and monitoring schedules which acknowledge this and provide sufficient information to the instructor to enable him/her to debrief on both individual and team performances.

Instructor Assessed/Student Assessed

Assessment does not always have to be by the instructor. Individuals can be their own most severe critic, and at times simply supplying them with factual feedback on their performance (e.g. in the form of a video in interviewing training), and letting them assess themselves, can be far more effective than an instructor led assessment.

Formative/Summative

Formative assessment is used to help both the student and the instructor to recognise lapses in learning, so that corrective action can be initiated.

Summative assessment is used to determine whether students have achieved Training Objectives, which are deemed prerequisite to further training.

Norm-Referenced/Criterion-Referenced

Norm-referenced assessment aims to compare a learner's achievements with those of other students.

Criterion-referenced assessment aims to assess the learner against some pre-determined or negotiated criteria.

Whether an assessment strategy is 'norm' or 'criterion' referenced is an important consideration, as it will affect the choice of tests used to measure performance. If the aim is to find the 'best', to award a prize, or to select for promotion, then the test must have characteristics such that it differentiates between poor, satisfactory and good performers. If the aim of the training is simply to produce competent operators to a specified minimum level of competency, then it simply has to test the attainment of these criteria.

Characteristics of a Good Assessment

The characteristics of good assessments are that they are:

Valid

The validity of a test is the degree to which it tests what is supposed to be tested at the correct level. This may sound a rather obvious statement but if the assessment does not, for example, test the appropriate range of skills and knowledge, or the test questions are written in such a way that it is more a test of the understanding of the question than of the subject, then the test would be invalid.

A test, which is not believable to the students, in that it has no 'street credibility', would also be invalid.

Reliable

The reliability of the test is how precise a measuring instrument it is. No test can be absolutely reliable because it is impossible to reproduce the exact conditions under which the test is taken each time. However, maximum reliability is the goal.

Reliability is particularly important where 2 or more forms of test are used. They should be equivalent in terms of both what they are measuring and the degree of difficulty of the test questions. It is possible to measure this statistically, and training managers responsible for these sort of assessments will require to know how alternative tests perform if they are to provide a fair assessment system.

Factors affecting reliability include; a number of different assessors being involved, the test only 'samples' the training syllabus and where the test is carried out at different times and under varying physical and environmental conditions.

Useable

This is the degree to which an assessment is suitable for use i.e. it is:

- Easily interpreted by all users.
- Administratively feasible.
- Cost effective.
- Feasible in terms of time.
- Marked using a suitable and practicable scheme.

Equity

The requirement for an assessment to be gender and race fair and also the requirement for consideration of learning difficulties/special needs such as dyslexia or dyspraxia.

Integrity

Integrity. There is a requirement to ensure that the integrity of the assessment is not compromised i.e. assessment items, assessments, marking guides and associated instructions.

Qualities of a Good Instructor

To help you in an 'assessor' role, consider the following points:

● **Be a Good Communicator.** In debriefs, your students will want to know clearly and precisely what they did 'right' and what went wrong. Don't beat about the bush or 'waffle'. However, do be tactful and use the appropriate debriefing structure.

● **Be Unbiased Towards the Student.** This is not always easy, and is particularly difficult when you have different group dynamics and in your desire/enthusiasm to be unbiased it is easy to be too much the other way and overcompensate for specific difficulties or cultural perspectives.

● **Be Honest.** Most people are aware when it didn't go right or it isn't really up to standard; so ensure that you are honest in your assessment. Your students will genuinely wish to improve their skills and to do that they need an honest assessment of their performance.

● **Be Experienced in the Task.** You cannot really assess students in a task you haven't done yourself.

● **Be Motivated Towards the Job of Assessment.** The assessment of any course is a big issue for the students. If you have done the course and 'passed', it is easy to forget just what an emotive issue 'being looked at' by the instructor is for most people. From secondary school through university to professional training, assessment is always a burning issue. Don't forget, it may seem trivial and unimportant to you, but it is very important to the students, so do it well.

To help you in being a good assessor ensure that you know:

● Your student - strengths, weaknesses, limitations.

● The subject matter.

● The standards required.

● The behaviours required.

SECTION 3
CONDUCT IN
THE TRAINING
ENVIRONMENT

EQUAL OPPORTUNITIES AND DIVERSITY

Outline of MOD Policy

The MOD and its Agencies are committed to, and operate a policy of equal opportunity for all staff and potential recruits. This means that all applicants to join the MOD and all members of the MOD must be treated fairly on the basis of their ability and qualifications.

There must be no unfair discrimination on the grounds of gender, marital status, race or ethnic origin, sexual orientation, age, religious belief, or physical or mental disability against any eligible person whether in recruitment, training, staff appraisal, promotion, posting or in any other way.
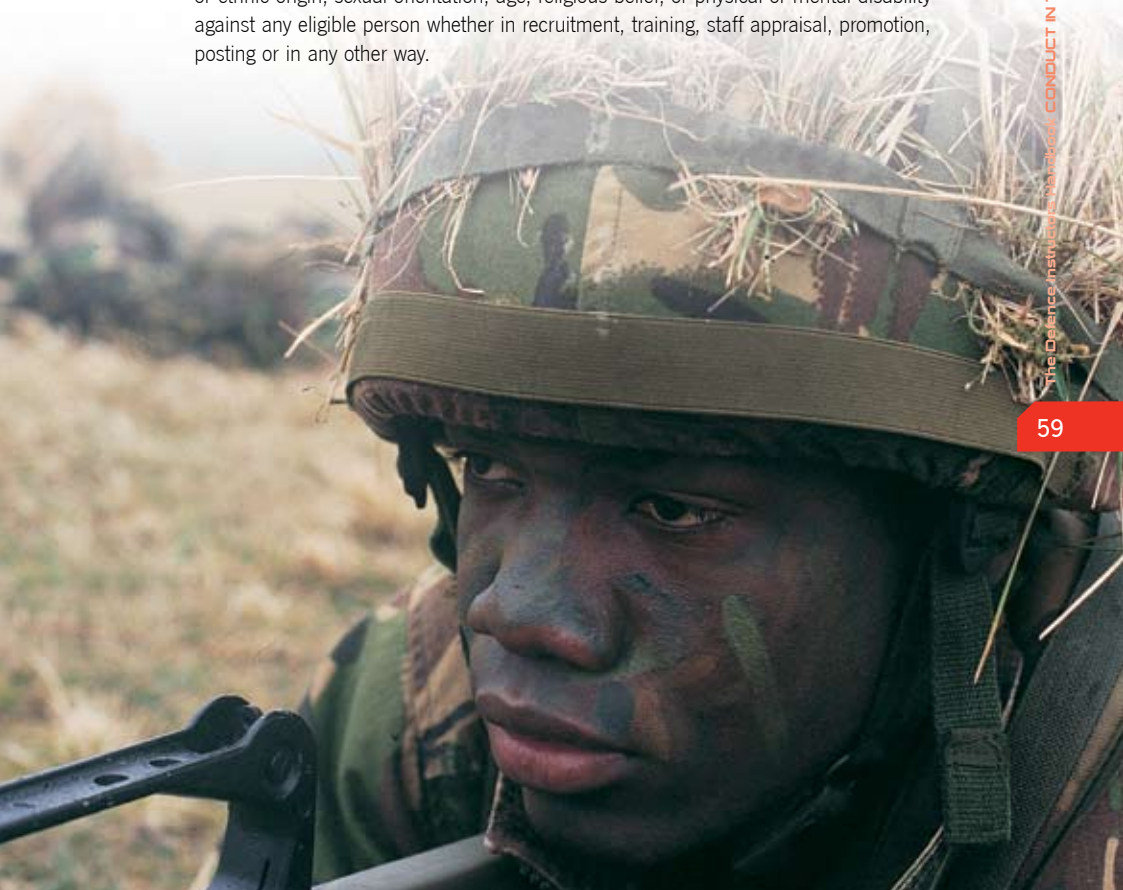
The Aim of the MOD's Equal Opportunities Policy

The aim of the MOD's equal opportunities policy is to ensure that the talents of all MOD staff are used to the full and that each individual has the opportunity to fulfil his or her potential. Implementation of the policy should ensure that the Department secures the best candidates from the widest possible range of applicants, and retains and makes the best use of the skills of all its employees. This makes good business sense and essentially is the basis of good management practice.

A working environment in which individual differences are not valued or abilities not recognised can lead to poor morale, inefficient working and increased staff turnover.

Direct Discrimination

Direct discrimination occurs when one person is treated less favourably than another would be in the same or not materially different circumstances, on any unlawful ground.

> **For example:**
> *A decision to promote a woman purely on the basis of her gender would constitute direct discrimination against men.*

Indirect Discrimination

Indirect discrimination may occur when a requirement or condition is imposed which may appear to be fair but which in practice affects one group adversely because a substantially smaller proportion can comply with it.

> **Examples of potentially indirectly discriminatory requirements are:**
> *Height, age, and length of service.*
> *Such a requirement or condition will not, however, be unlawful if it can be objectively justified.*

Positive Action

Positive action is permitted under the law in order to remedy the effects of past discrimination.

For example
Where one gender or racial group is significantly under-represented in employment in certain grades or occupations, an employer is permitted to offer access to training or to encourage job applications, but is not allowed to discriminate at the point of recruitment or promotion

A nationwide study of staff in the NHS found that three in five people have witnessed bullying at work in the past two years.

What is Workplace Bullying?

Bullying

Workplace bullying can be defined as persistent unacceptable:

'Offensive, intimidating, malicious, insulting or humiliating behaviour, abuse of power or authority which attempts to undermine an individual or group of employees and which may cause them to suffer stress'.

Harassment

Harassment can be defined as conduct, which is unwanted and offensive and affects the dignity of an individual or group of individuals. Whether the harassment is intentional or not is irrelevant; the key point is that it is offensive.

As both bullying and harassment are linked to an abuse of power there are clear similarities between the two types of behaviour. However, there is an important difference in that harassment springs from discrimination.

While harassment is often aimed at individuals on the grounds of their race, gender or sexuality etc., it can also be a form of bullying. As many forms of discrimination are outlawed by specific legislation, it is important that cases of harassment are identified as such.

Recognised Bullying

Bullying can occur in a number of different ways. Some are obvious and easy to identify. Others are subtle and difficult to explain.

Examples of bullying at work

"I was blamed for my own mistakes in front of the entire office. I was shouted at and told to do the work that should have been done and not to do it again. Everyone was listening as the manager shouted at me."

UNISON

Examples of bullying behaviour can include:

Withholding information which can affect the worker's performance.

Ignoring views and opinions.

Setting unreasonable/impossible deadlines.

Setting unmanageable workloads.

Humiliating staff in front of others being shouted at or being the target of spontaneous rage.

How to Handle Complaints

If a complaint has been made whether or not it involves student/student, student/instructor or any other combination, do something about it, act immediately, seek advice immediately and advise your students to seek advice through the relevant channels. Details of how to initiate a complaint are contained in the references provided at the end of this chapter.

For Complaints (advice)

Employing Officer/Line Manager, Equal Opportunities Advisors (EOA), MOD Civilian Harassment Counsellor, Service Chaplains, Medical Officers, Welfare Officers (as appropriate).

Joint Service

JSP 763 - The MoD Harrassment Complaints Procedure

Royal Navy

RN - 0800 731 4880

QRRN Chapter 42 Section 1

PLAGOs 0410

Army

UK	0800 731 4880
Germany	0800 182 7395
Cyprus	0809 1065

AGAI, Vol 2 Chap 70 & 75

Royal Air Force

95471 5000

AP 3392 Vol 4 Ch 18

MOD Civil Service

MOD Personnel Manual Volume 13

http://personnel.defence.mod.uk/modman/modman/13equal/index.htm

INCIDENT HANDLING

In managing students and incidents that occur within the classroom ensure you are familiar with the following policies:

- Unit Standing Orders.
- Equal Opportunity and Diversity Policy.
- Corrective Training Policy.
- Defence Code of Practice for Instructors.

Sources of Sources for further information or advice within your Unit/Establishment:

- Equal Opportunities Advisor.
- Divisional Officer/Line Manager.
- Discipline Office.
- Padre/Chaplain.

The following is a general guideline for incident handling; however ensure that you are aware of local guidelines within your Unit/Establishment.

Principles of Incident Handling IAW Equality & Diversity Policy.

All actions are carried out iaw Local Procedures and the Armed Forces Equality and Diversity Policy.

All incidents are recorded in a specific log (if applicable iaw Local Procedures), reflecting what action was taken.

Where individual parties do not accept that resolution has occurred, the incident is to be reported to the next level, until resolution occurs.

'Resolution' only occurs when all parties concerned are content that the issue is closed.

All incidents should be managed at the lowest possible level that permits resolution.

HUMAN RIGHTS LEGISLATION

Human Rights legislation is itself a vast and detailed subject. Consequently, we will only look at 'Article 9' of the Convention Rights - 'Freedom of Thought, Conscience and Religion'; however, further information on Human Rights can be found in the reference detailed below.

One Fact:
Everyone has rights.

A Second Fact:
Everyone has the right to have rights.

A Third Fact:
Everyone has the right to know what rights they have.

Human Rights Legislation states that: ''Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance''.

Instructors may have students from a variety of ethnic and cultural backgrounds. Giving individuals the opportunity to practice religious observance during training schedules is something, which will be decided at Unit level. However instructors should ensure that they are aware of local arrangements and facilities for students of different denominations and faith.

Contact your Section Head and Chaplaincy Centre for guidance on facilities available.

Further Reading:
Human Rights Act 1998 Chapter 42.

WORKING TIME REGULATIONS

This part looks at Working Time Regulations to give the instructor an overview, of what the Regulations entail and gives further reference should additional information be required.

The Working Time Regulations came into effect on 1 Oct 98 and implemented the provisions of the European Working Time and Young Worker's Directives. The Regulations are designed to protect the health and safety of workers, both Service and civilian and set limits on working time and introduced new leave and rest entitlements.

Although Service and civilian personnel come under the provisions of the Regulations, the unique requirements of the Armed Forces have been acknowledged with the incorporation of 2 specific exemptions for Service personnel.

Firstly, the provisions will not apply to certain specific Service activities, which inevitably conflict with the provisions of the Regulations. This is not a blanket exemption and generally only operations and activities directly in support of military operations will be included in this exemption; this includes training designed to simulate operational conditions. Nevertheless, in particular
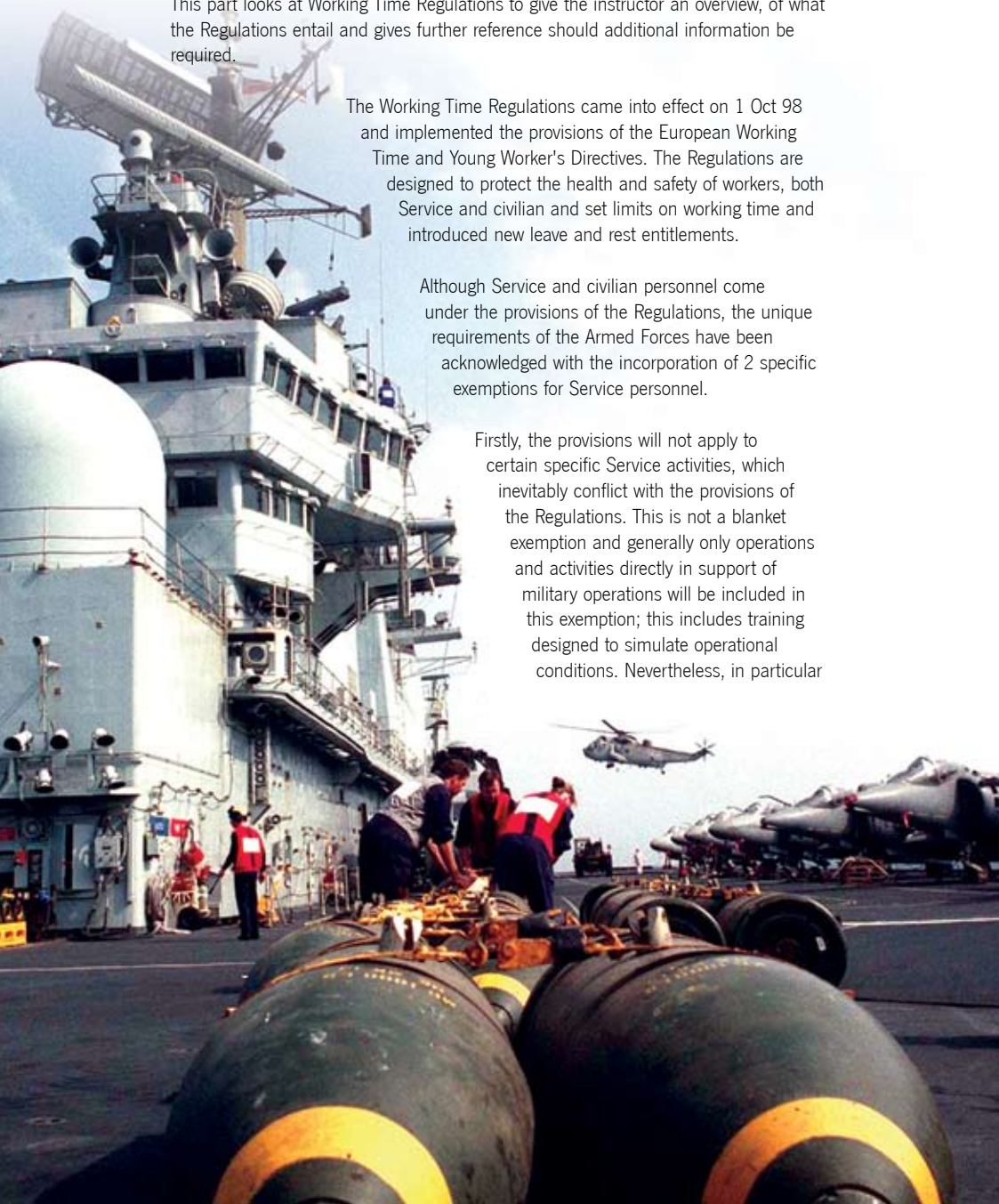
circumstances, certain other activities such as guarding, fire-fighting and security duties will also be exempt from the provisions of the Regulations.

The second exemption excludes the Armed Forces from the requirement to keep records of working hours. Much of what the Regulations require is essentially good personnel management practice, and ought to be enshrined in normal working routines.

Some of the principle provisions are as follows:

A limit of 48 working hours for each seven days averaged out over a 17-week reference period.

A minimum of 11 hours daily rest and 24 hours in each seven-day period.

Rest breaks at work.

Further Reading:
The Working Time Regulations, 1998.

STANDARDS OF CONDUCT

The 'Armed Forces Code of Social Conduct' explains the Armed Forces' revised policy on personal relationships involving Service personnel. It applies to all members of the Armed Forces regardless of their gender, sexual orientation, rank or status.

Remember that as instructors, you are in a unique position, one where you can have a significant amount of influence over your students and also one where you often have a close instructor/student working relationship.

The Defence Code of Practice for Instructors can be found at section 5 of this handbook for reference. Therefore, by ensuring that you are familiar with the current policy on standards of conduct, you can not only show through your actions the behaviour, which is acceptable under the policy guidelines, but also identify any behaviour, which is clearly unacceptable.

Ensure that you are fully aware of the standards of conduct expected of you as an individual in the Armed Forces.

Maximise the opportunity of being an instructor to set acceptable standards of conduct for the students.

Further Reading/References

Armed Forces 'Code of Social Conduct'.

Defence Code of Practice for Instructors.

JSP 375 Volumes 1, 2 & 3 (2nd Edition) - MOD Health and Safety Handbook.

SAFETY, HEALTH, ENVIRONMENT AND FIRE

Safety, Health, Environment and Fire (SHEF) concerns everyone. SHEF is about risk management or simply taking the time to think about what could go wrong and putting into place controls to prevent the worst happening. Nobody can afford to be short staffed because of an accident, which could have been prevented; neither can people afford the financial consequences of legal action or loss of reputation. Time could also be lost, particularly if having to replace damaged equipment, especially in the case of fire.

The Services are subject to the same pieces of safety, health, environment and fire legislation as everybody else in the UK. The law is there to protect people and the environment and ensure everyone follows the same rules.

As an Instructor, what are my Responsibilities?

SHEF legislation places the responsibility on employers to ensure a safe system of work is devised and followed.

As an instructor, it is your responsibility to ensure that your students work safely and do not damage the environment. Therefore, you need to think about the health and welfare aspect of SHEF.

Practicalities

"Preparation and people matter"

Risk Assessment

In terms of SHEF, this means RISK ASSESSMENTS will be conducted for all lessons and will appear as part of the Instructional Specification. Risk assessment is simply a case of asking the question ''What if''? Or ''What can go wrong''? Students may be young, out to impress, over (or under) enthusiastic and hence will be more prone to making mistakes. There may be obvious hazards in the teaching process, e.g. use of toxic chemicals or heavy lifting or in the teaching environment itself. The instructor must ensure that controls are in place to reduce the likelihood of anything going wrong and/or the consequences if it does, to a reasonable level. This could be as simple as ensuring that electrical cables are stowed to prevent tripping to the provision of ear defenders for working in noisy conditions.

Introductory Brief

Emergency escape and safety information must be given to students and any visitors. The following are included within the Instructional Specification as a minimum.

- **Safety**   Description of any hazards in the area or activities and ensure that your students understand how to implement control measures.

- **Health**   Indication of rest facilities, including toilets, tea/coffee rooms, smoking and non-smoking rooms.

- **Environment** Encourage minimization of energy use by switching off equipment and lights when not in use. Encourage students to minimize waste and prevent pollution.

- **Fire**   Description of actions in the event of an emergency and the position of emergency exits and the assembly point.

To help the students work safely and prevent damage to the environment, the instructor should consider the following:

- Ensure that a risk assessment has been completed and controls are in place to reduce the likelihood of accidents occurring during the lesson.

- Fully brief the students on the essential aspects of safety, health, and the environment and fire procedures relevant to them.

- Ensure that there is an awareness of first aid procedures and facilities.

- Remember the instructors' attitude to SHEF is all-important. If SHEF is given the priority it deserves and made a part of everyday activities, students will receive a positive message and the instructor will be helping to build a better SHEF culture within their working environment.

The first point of contact for SHEF information is the section Health and Safety (HS)/Environmental Protection (EP) representative. Alternatively, use the publications referenced below.

References
JSP 375 Volumes 1, 2 & 3 (2nd Edition) - MOD Health and Safety Handbook.

JSP 418 - MOD Environmental Handbook.

SECTION 4
WELFARE/
DUTY OF CARE

SUPERVISORY CARE

Supervisory Care aims to provide appropriate levels of support, assistance or advice to students whilst in the training establishment. Supervision includes the overseeing of trainees/recruits to ensure the delivery of appropriate military, pastoral and welfare regime. It includes aspects such as professional military ethos, maintenance of values and standards, ensuring suitable behaviour, providing assistance and the mentoring of trainees by the instructor

STRESS

Stress is as a response to pressure

Put pressure on a person, and stress occurs. If a person perceives pressure, stress occurs. But pressure and stress are not in themselves bad things. Sometimes people discover that they are able to achieve more or better if they are put under pressure in order that their creative abilities are harnessed. This is a positive response to pressure or positive stress. However the negative response to pressure, or negative stress is all too familiar. Instead of energizing the individual, it robs them of energy or self-confidence. Things, which at one time could be taken in their stride, now seem beyond them. We will now look at the effects of negative stress.

It is important to begin by reinforcing that every person is different in what causes him or her stress, in when stress occurs and in how stress manifests itself.

- What sends a student into a steep decline another student might have no difficulty with
- What causes stress in one person might be able to be perfectly coped with by others.
- It is possible to cope with things one month, but not the next month because other aspects of life have assumed a greater authority.
- Instructors might find themselves getting irritable when they are under stress, but someone else remains composed at work and instead experiences sleepless nights.

Everything has the potential to cause stress. The usual suspects are work, relationships and money, but moving house, guilt and having a baby can equally cause stress in people. It is important for an Instructor to be aware of when people are acting differently, because that is often a sign of stress.

Training can produce its own stresses on both instructors and students: pressure of work, having more than one superior in the chain of command making demands, success in one area not being reflected in another area of training, peer pressure adversely moulding an individual or not taking easily to communal living.

When the effects of stress appear in people, they can do it in a variety of ways. Here are some of the common signs:

Behaviour Changes
Increase in smoking or drinking. Becoming loud or withdrawn.

Emotional
Sudden tearfulness, Irritability.

Physical Signs
Mood swings Increased heart rate. Tensing of muscles.

Mind Changes
Memory problems. Loss of concentration

Remember: the way that you recognize stress in yourself might not be the way that other people show signs of stress in themselves. The clue is to see what is different in the way that individual is projecting him/herself.

What can an Instructor do about this?

Give the student a chance to talk about what is going on in their life where appropriate. An encouraging opening line can help to put the student at ease and lets them understand that the instructor is interested in their general well being.

Help the student develop some coping mechanisms so that they are better able to deal with negative stress when it arises.

Coping strategies predispose the student to cope better with the pressures or stress factors. Some examples are:

Behaviour
Programming something enjoyable into everyday life, e.g. a hot bath at the end of the day, a kick-around among friends.

Physical
A regular, non-competitive exercise regime.

Mind Changes
Viewing the situation differently, e.g. accepting that to make a success of something there is a need for further training or help from elsewhere.

Examples of conscious responses when pressure builds up would be:

- Taking the individual away from the location.

- Consciously spending time breathing deeply.

- Talking to someone about the situation.

- Reminding the individual of past successes.

- Going for a walk.

- Reducing intake of stimulants e.g. tea/coffee/alcohol, and drinking water instead.

- Writing down what's happening.

A supportive work environment, confidence building and the student sensing that the Instructor is there for him or her, can reduce stress within the student. The Instructor will also need to recognize that there may come a point when the best course is to refer the individual to someone who can use their time or knowledge to best advantage, for example the Medical Centre, the Chaplaincy, or the appropriate welfare organization.

Further Information:

Useful website: Health & Safety Executive Stress website:
                   www.hse.gov.uk/stress/

Courses: Armed Forces' Chaplaincy Centre
                   Amport House, Amport, Andover, SP11 8BG
                   www.amporthouse.co.uk
                   01264 773144

SUICIDE

Myths about Suicide

Once someone is suicidal, he or she will be suicidal forever

People who want to kill themselves are 'Suicidal' only for a period of time. During this time they either move beyond it, get help or die.

If someone tried to kill themselves once, there is a much smaller chance they will try again

As many as 80% of all complete suicides occurred after previous attempts. This is especially true to young people.

Suicidal people clearly want to die

Ambivalence is a marked feature of a suicidal person. Many don't want to die, but simply want a way to escape an unbearable situation.

It is a bad idea to ask people if they are suicidal. Talking about suicide might give them the idea that they should kill themselves

People might think it is safer not to talk about suicide with someone considering it. On the contrary talking will help them deal with some of the heavy issues involved and diffuse the tension. A willingness to listen shows that people care and are willing to help.

If a depressed or suicidal person feels better it usually means that the problem has passed

If someone who has been depressed or suicidal seems happier, don't assume that the danger has passed. A person having decided to kill themselves, may feel 'better' or feel a sense of relief having made the decision. Also, a severely depressed person may lack the energy to put their suicidal thoughts into action. Once they regain their energies, they may well go ahead and do it.

Young men are at the highest risk of killing themselves

Males between the ages 18 and 24 are in a group with the highest growth rate of suicide, but older men are actually at the highest risk of killing themselves.

People who talk about killing themselves will never do it. It is a way of letting off steam. Those who kill themselves don't normally talk about it; they go ahead and do it

Most people either talk about it or do something to indicate that they are going to kill themselves. There is no need to blame yourself if you didn't see it coming, but if you are worried about someone you know, make sure you read all about **the warning signs** you may see before a suicide attempt, and also find out **what you could do to help.**

The Warning Signs of Suicide

Suicide is rarely a spur of the moment decision. In the days and hours before people kill themselves, there are usually clues and warning signs.

The strongest and most disturbing signs are verbal - ''I can't go on,'' ''Nothing matters any more'' or even ''I'm thinking of ending it all.'' Such remarks should **always** be taken seriously.

Other common Warning Signs include:

Becoming depressed or withdrawn.

Behaving recklessly.

Getting affairs in order and giving away valued possessions.

Showing a marked change in behaviour, attitudes or appearance.

Abusing drugs or alcohol.

The following lists give more examples, all of which can be signs that somebody is contemplating suicide. Of course, in most cases these situations do not lead to suicide. But, generally, the more signs a person displays, the higher the risk of suicide.

Behaviours

- Crying.
- Fighting.
- Breaking the law.
- Impulsiveness.
- Self-mutilation.
- Writing about death and suicide.
- Previous suicidal behaviour.
- Extremes of behaviour.
- Changes in behaviour.
- Physical Changes.
- Lack of energy.
- Disturbed sleep patterns - sleeping too much or too little.
- Loss of appetite.
- Sudden weight gain or loss.
- Increase in minor illnesses.
- Change of sexual interest.
- Sudden change in appearance.
- Lack of interest in appearance.
- Thoughts and Emotions.
- Thoughts of suicide.
- Loneliness - lack of support from family and friends.
- Rejection, feeling marginalized.
- Deep sadness or guilt.
- Unable to see beyond a narrow focus.
- Daydreaming.

- Anxiety and stress.
- Helplessness.
- Loss of self-worth.

Situations

- Family history of suicide or violence.
- Sexual or physical abuse.
- Death of a close friend or family member.
- Divorce or separation, ending a relationship.
- Failing academic performance, impending exams, exam results.
- Job loss, problems at work.
- Impending legal action.
- Recent imprisonment or upcoming release.

What do People who feel Suicidal want?

Someone to listen. Someone who will take time to really listen to them. Someone who won't judge, or give advice or opinions, but will give their undivided attention.

Someone to trust. Someone who will respect them and won't try to take charge. Someone who will treat everything in complete confidence.

Someone to care. Someone who will make themselves available, put the person at ease and speak calmly. Someone who will reassure, accept and believe. Someone who will say, "I care."

What do People who feel Suicidal not want?

To be alone. Rejection can make the problem seem ten times worse. Having someone to turn to makes all the difference. **Just listen.**

(Befrienders International, 2005)

http://www.befrienders.org/suicide/helpfrnd.htm

SELF-MUTILATION

What is Self-Mutilation?

Self-mutilation is the deliberate damaging of body tissue, more often than not, without conscious intent to commit suicide. It has also been described as ''self-harm'', ''self-injury'', ''auto-aggression'', ''delicate self-cutting'', and a number of other terms. Little is known about self-mutilation and yet it is quite a common act of abuse. Most see it as ''attention-seeking'' or ''manipulative'' but it can be better described as the expression of an inner scream.

According to The Mental Health Foundation, around 142,000 hospital admissions each year in England or Wales are as a result of deliberate self-harm.

Cutting the skin with razors, scalpels or broken bits of glass are the most commonly seen methods of self-mutilation, although other methods include burning, scratching, carving the skin, interfering with wounds, punching oneself (or punching walls), and also pressing objects (including needles) into the skin. Often the body's natural 'pain killers' will take over so that when a person harms themselves they frequently do not feel 'realistic' pain. This self-inflicted injury could be viewed as a symbolic way of expressing deep distress - a non verbal form of communication in which feelings are expressed through self-injurious actions, where they can be dealt with in a more visible way, yet because of its very visibility, self-mutilation is often treated with mistrust and prejudice.

It's been said that 1 in 20 people regularly harm themselves in one way or another.

For every teenage boy that cuts himself, there will be about ten girls who do the same.

The Instructor's greatest strength is going to be them being sensitive to what is going on amongst the trainees. Recognising the signs and responding appropriately to them can sometimes be a great comfort to the student. However, it should be noted that some students bring with them a lifetime of anguish, show no signs that an Instructor can pick up on, and then take their lives or self-harm. That is a reflection on the students' personal circumstances and not on the capabilities of the Instructor.

What is the Instructor's response to this if they sense that a student is at risk? One approach is the following 3-stage strategy:

- **Establish rapport.** Use listening skills to get the individual to talk about what is going on in their life. Be non-judgmental, as being critical or judgmental will likely make the student uncommunicative.

- **Estimate risk.** What has caused all this and what signs are they demonstrating? Have they tried self-harm before? Do they have a plan? Have they access to resources, e.g. are they going on guard duty?

- **Follow through.** Sow seeds of no-harm solutions. Ensure that the individual is not given access to resources, e.g. have them taken off guard duty. Have them escorted to an appropriate person, e.g. a psychiatric professional or a medical officer. Raise it with your chain of command, and take the opportunity afterwards of talking through what you experienced with someone you trust in this matter, e.g. the Chaplain.

Further Information:

Useful website: The Samaritans
www.samaritans.org.uk

Mind
www.mind.org.uk

Courses: Armed Forces' Chaplaincy Centre
Amport House, Amport, Andover, SP11 8BG
www.amporthouse.co.uk
01264 773144

CONFIDENTIALITY

The root of the word lies in the Latin word for trust. To speak in confidence to a person is to entrust them with your secrets. Instructors, however, have a duty to pass along the chain of command those things which the chain of command should appropriately know about, so there is a conflict between a student's wish to speak to the Instructor in confidence and the Instructor's duty to the Command.

If an Instructor has promised confidentiality, he or she cannot then renege on the promise because of the subject matter, which emerges. It is therefore important that the Instructor does not promise confidentiality in the first place.

Often, when a student asks to speak in confidence, their concern is that their peers do not get to know about it, and it is difficult to think of circumstances when it would ever be appropriate for an instructor to inform a student's peers against their wishes. There are other words, which express what an Instructor can offer instead of confidentiality: sensitivity and discretion.

If a Student asks
''Can I speak to you in confidence?''

The Appropriate Response is
''I cannot offer you confidentiality, but you can be sure that I will treat whatever you say with sensitivity and discretion''.

Should this not be enough for the student, and they wish confidentiality, then the Instructor should direct the student to the Chaplain, who is in a position to offer confidentiality to the student.

Generally, an Instructor will be expected to pass along the chain of command anything, which involves:

- A serious criminal act.

- A matter of security.

- A threat of harm or self-harm.

- The use of drugs.

COUNSELLING

It is inevitable, given the time that Instructors spend with students that they will become aware of members of their classes who are weighed down with personal issues. Some of these they will have brought into the Service with them, some generated by their personal lives and some by their training. Occasionally, the student will request to speak to the instructor and in asking a question relevant to the course material the student may then proceed to ask for advice pertaining to their personal life.

If the instructor discerns or discovers that the student wishes to talk about a personal issue, then as far as possible the instructor should make the setting conducive to such a conversation. If the instructor cannot spare the time there and then, he or she should fix a time and place in the near future. Privacy will be important if someone is going to be able to tell their story, and if there are only shared-occupancy spaces around, going for a walk around the Unit may provide privacy even in a public area. If there is a quiet area at which the two of you can sit, so much the better.

The skills involved in counselling begin with listening. It is easy to fall into the trap of saying: ''I've been there before and this is what you need to do'', ''If I were you ...'' and ''Take my advice''. This is becoming solution-focused. Such a response does not help the student because they are not the instructor. Moreover, one of the reasons that individuals come to talk is to sort things out for themselves. If advice is given and followed, even though successful it will de-skill the student so that they are still ill-equipped to deal with life and they will have to keep coming back. On the other hand if it is unsuccessful it will cause the student to lose faith in the wisdom and abilities of the instructor.

It is undeniable that to be listened to attentively and with respect can be therapeutic. The Samaritans organization began after its founder noticed that many people who came to him for advice discovered that simply telling their story allowed people to sort themselves out. But listening is not a passive state. It involves engaging with people by making eye contact, displaying encouraging nods and sounds, teasing out their story with open questions, especially about feelings, and lending people a sense that you have understood them properly by occasionally summarizing what they have said.

As far as possible the instructor should be non-judgmental. Helping a student come up with options that they may not have considered can be a useful intervention. If a student wishes to pursue an unviable option, e.g. taking leave when leave will not be possible, then it falls to the instructor to put that across as sensitively as possible.

Recognising one's limitations is a sign of strength and not of weakness. There may

come a point when the instructor realises that listening is not enough and the student may need to speak to someone better qualified to help them. What will be important is that the student is not left feeling that they are being passed on because the instructor has lost interest. Everyone deserves respect, and no one likes being treated like a commodity.

Courses:

Armed Forces' Chaplaincy Centre
Amport House, Amport, Andover, SP11 8BG
www.amporthouse.co.uk
01264 773144

University short courses
Details in DCIs

REFERRAL

An instructor can call on an array of people to assist a student, each of them offering different skills and circumstances. Unless the instructor has a duty to refer someone, then referrals should only be made with the agreement of the student. The instructor may think it in the student's best interest, but it will not help the student if they feel that their life is not their own.

Chaplains enter the Armed Forces as experienced clergy and being with people whose circumstances are demanding is their everyday work. What may be an unusual situation for an instructor to encounter may be very familiar to a Chaplain.

Even though the student may not be churchgoing or share the Chaplain's faith, many recognize their skills and trustworthiness. A Chaplain can offer the confidentiality, which an instructor cannot, and so can be a useful referral point.

The Service welfare organisations can provide advice and support in a variety of areas that would normally be encompassed by social work, but with an eye to the particular circumstances of the Armed Forces.

The Naval Personal and Family Services (NPFS), the Army Welfare Service (AWS) and SSAFA Forces Help (SSAFA) all provide for their respective services. In addition, some Services have a Unit Welfare Officer.

Matters involving sickness, injury and death, or relationship difficulties, or financial matters can often be referred to the Service organisations, who will at the very least be able to draw upon specialist assistance. These organisations have a responsibility to pass on to the Command certain information if it crosses their path, so the student may wish to consult the organisation's code of conduct on confidentiality.

The Medical Centre will have a variety of people with different skills, and it is useful for the instructor to know what services are offered within their Unit. Apart from the Medical Officer, there may well be the Practice nurse, a specialist in mental health, and a physiotherapist. These may be service or civilians.

The community at large has a number of organisations, which offer specialist assistance, sometimes at no cost.
RELATE offers support and counselling to those experiencing relationship issues.
CRUSE offers support and counselling to those experiencing bereavement issues.

Further Information:

Useful websites:
Naval Personal & Family Services
www.rnreference.mod.uk/10/welf/welf_1.html

Army Welfare Service
www.army.mod.uk/soldierwelfare/supportagencies/aws/index.html

SSAFA Forces Help
www.ssafa.org.uk

RELATE
www.relate.org.uk

CRUSE
www.crusebereavementcare.org.uk

REMEDIAL TRAINING

A major component of training is to ensure that all trainees embrace the disciplinary, personal and communal standards that constitute the ethos of being a member of the Armed Services. Instructors are responsible for the maintenance of good order and discipline in the training environment. There will be some trainees who initially fail to achieve the required standards, and thus consideration must be given as to how to correct the shortcomings through remedial training or education.

It is important that you realise that nothing in this handbook must take the place of formal disciplinary action.

Remedial training is designed to improve performance and bring trainees up to the required standard where they have shown a failing.

It must not be used as an alternative to legitimate disciplinary action.

There are two main areas where remedial training is appropriate

An individual or group fails to meet the required standard through no fault of their own:

They do not have the necessary knowledge, ability or skill.

Level of knowledge is insufficient to keep pace with rest of course.

Basic skills need improvement.

Missed or misunderstood an important lesson.

An individual or group fails to meet the required standard because of a failure in attitude:

Have the necessary knowledge, ability and skills but failed to apply them.

Not paying sufficient attention.

Not putting in sufficient effort.

Remedial training is not a punishment and must be appropriate, proportionate and relate to the subject area in which the individual displays the shortcoming. When determining the appropriateness and level of remedial training, instructors must comply with Service policy on Equal Opportunities and Diversity and all students should be accorded fair treatment. Instructors have a duty to themselves, their charges and their colleagues to alert the chain of command to potential problems.

PERSONAL DEVELOPMENT

As an instructor, it is important to develop a culture that supports life long learning. There is no better way than to continue to learn to develop your self. There are many ways of doing this, and new legislation may soon dictate that it will be mandatory to do so.

DfES Requirements

In September 2004, the Department for Education and Skills published a paper[1] that identified the requirement for military instructors to be qualified to do so. It has been agreed that trade specialists, posted in for a single instructional tour to then return to their trade, will be required to gain a 'Passport to teaching award'. Other personnel who remain in the training environment or who move on to course design will need to become a 'Qualified Teacher Learning and Skills' (QTLS). DCTS is awaiting an indication of what will be contained in either the 'Passport' or 'QTLS', and no indication has been given as to whether a civilian body must award this or if it could be accredited directly. Once this is known, greater guidance can be given about the best qualification to seek.

1. *Equipping Our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector*

City and Guilds 7302 Certificate in Delivering Learning (CDL)

CDL is an introduction level 3 course intended to equip trainers, facilitators and teachers to support learning and to enable them to adopt an integrative, reflective approach to the theory and practice of teaching. No prior experience is required, but candidates normally need to be in an instructional role to complete the qualification.

City and Guilds 7407 Certificate in Further Education Teaching (CFET)

CFET is a Level 4 course, which has been developed to meet the requirements that teachers in FE have teaching qualifications. The course is available as a one-year part time course. The course takes a practical approach to all aspects of teaching adult education and is well recognised as a foundation qualification in adult training. For additional information contact your local college of FE.

Certificate in Education/Post Graduate Certificate in Education (CertEd/PGCE)

From the 7407, candidates can progress onto the CertEd or PGCE dependent on their existing qualifications. The course is run over 1 to 2 years as part time (mornings or evenings dependent on whether or not day release is authorised) and is the equivalent of qualified teacher status of the post compulsory education, the difference being adult education. Again candidates are normally required to be in an active teaching role to complete the course, as practical assessments of teaching practice are a requirement. For those non-degree holders, who have completed the CertEd, further training for the Bachelor of Education (BEd) will provide a degree status qualification in educational studies. For further information, contact your Education Centre, Local Education Authority, Local College of High Education (HE) or Local University.

Masters Degrees

From the CertEd/PGCE, higher levels of study can lead to a Masters Degree in a related training field. These qualifications are normally studied part time and the Open University is a well-recognised provider. Local universities may also provide part time study opportunities for relevant Masters Degrees.

Funding of professional courses can be supplemented for Service personnel, by use of an individual's Standard Learning Credit (SLC) and/or Enhanced Learning Credit (ELC) allowance. For Civilian personnel, funding may be available from the Units Civilian Training Budget.

Further details for Service personnel can be obtained from the Learning Centre, for Civilian personnel, further information can be obtained from the TLO/CPO.

Further Information:

www.fento.org.uk
www.gre.ac.uk

www.plymouth.ac.uk
www.bristol.ac.uk

CONTINUING PROFESSIONAL DEVELOPMENT

A positive learning environment must always be maintained such that it encourages personnel to achieve their potential through a process of personal development planning where people are encouraged to take greater responsibility for, and interest in their own learning. Continuing professional development (CPD) is based on the belief that the development of professional education and training must continue throughout our working lives and not simply finish after gaining an initial qualification.

The key principles of CPD are as follows:

- Development should be continuous.

- Development should be owned and managed by the individual learner.

- CPD is a personal matter and the effective learner knows best exactly what is to be learnt.

- Learning objectives should be clear and serve organizational needs as well as individual goals.

- Regular investment of time and learning.

The benefits of CPD are any one or a combination of any of the following:

- Improve current job performance.

- Develop potential for career progression.

- Contribute to annual appraisal.

- Increased confidence.

- Increased capacity to learn.

CPD requires a systematic approach to put it into practice. Each individual must own the process and as such must draw up and maintain a development plan that allows individuals to chart their progress.

You the instructor are best placed to judge how much time you can spend on the various activities, which comprise CPD based on the judgments made in drawing up the CPD.

Some useful questions that may help you develop your CPD are:

What areas of work need development and/or improvement?

How will I plan my development?

Where will my CPD activity come from?

How will I reflect and record my progress?

Personal Development Record

The personal development record (PDR) is a tool that is used to encourage individuals to take greater responsibility for their personal and professional development. PDRs allow personnel to record achievements, qualifications and experience. They also help individuals track their progress, review and plan development and assist with identifying learning, training, goals and aspirations both within and beyond a career in

Defence. PDR makes up a part of Lifelong Learning, the process of nurturing, shaping and improving an individuals skills, knowledge and competences to ensure their maximum effectiveness and adaptability, and to minimize the obsolescence of skills.

Summary

The responsibilities and amount of influence an instructor can have over students cannot be emphasized enough. The issues mentioned in this handbook should complement current practices and offer some practical guidance. Remember that by projecting a positive image you will promote a climate conducive to learning; this ultimately will assist developing in the student, the knowledge, skills and attitudes necessary for him/her to do their job safely and effectively. Encompassing wider issues of equal opportunities, diversity and social conduct will enable you to be a 'role model' to your students, encouraging them also to maintain the principles and standards laid down in current legislation.

To develop yourself and your students, continue to evaluate performance. Training is a continuous cycle and there will always be a need for training to evolve to cater for the changing operational environment and other factors.

05

SECTION 5
DEFENCE CODE
OF PRACTICE FOR
INSTRUCTORS

AIM

This Code is for all Service and civilian instructors in the Ministry of Defence. All instructors are to be issued with a personal copy of this Code and will be expected to adhere to the ethos and meet the standards set out within it.

The spirit of these instructions is to be applied to all training; even when circumstances described in this booklet may not appear to be directly relevant. The Code serves to unify and complement the various training courses provided for instructors.
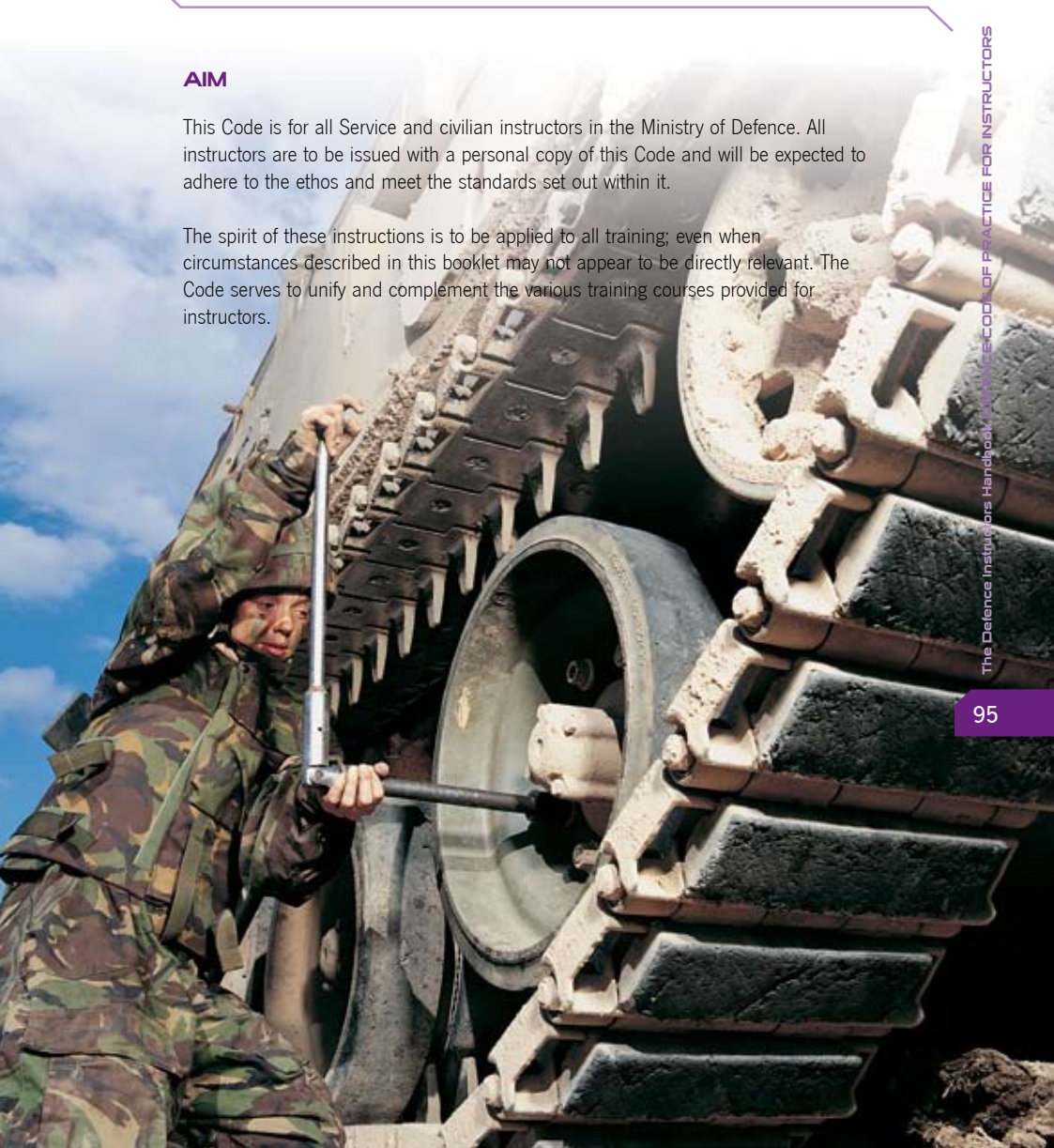
The Defence Code of Practice for Instructors is divided into 4 sections:

- The Training Ethos.

- Conduct of Training.

- Training Progression.

- Safety Guidelines.

The Training Ethos

The Armed Forces have a unique training ethos. It is a combination of firm discipline, high quality rigorous training, maintenance of high standards, a sense of fair play, treating the trainee as an individual and encouraging people to achieve tasks and skills far beyond those that they first thought themselves capable of. Skill, strength and forbearance are admired and encouraged; there is no place for cruelty, callousness or meanness. Our training is characterised by a strong sense of purpose, relevance to the operational environment and the will to develop the values and standards of the Armed Forces in the individual tempered by compassion for the less able. A strong sense of appropriate humour pervades the way in which this training is delivered. Training is successful if it results in a high level of skill, self-discipline, initiative and obedience to orders in the moment of crisis. This defines the challenge to the instructor, each of whom will be held as a role model to the trainee in all that they do.

To attract the right quality of individual, appointment to instructional posts must be seen clearly as a valuable and rewarding appointment that enhances an individual's career prospects and general employability.

The Role of the Instructor

The Instructor must:

              MOTIVATE

              INSPIRE

              CHALLENGE

              EXCITE

              ENTHUSE

              SUSTAIN

Even trainees who fail to complete training must feel that they are a better person because of their training experience. Instructors are to base their efforts on team building, the hallmark of a successful military where ten persons acting together see themselves as more effective than ten individuals acting alone.

To young people of today this may not come easily but they must learn that they lose none of their freedom or individuality by becoming a fully contributing member of a successful team. In necessitating obedience, instructors should not stifle initiative or independent action; instead they should guide trainees to learn to offer their contribution to the greater good of the team.

Pass Or Fail?

A particular challenge to an instructor is to get the right balance between encouraging a weak trainee, whose true potential may only be faintly visible, and warning, perhaps even helping to discharge, those who are never going to achieve the required standard.

This dilemma is compounded by the fact that people develop at different rates and because many individuals lack prior knowledge of the Armed Services and may be less prepared for what the Services require of its people.

Each case must be treated on its own merits and every effort must be made to encourage every individual to pass, but not at the expense of the standards required to maintain operational effectiveness. Emphasis should fall on 'training in' rather than 'selecting out'.

Leadership

Instructors are expected to set the highest standards of motivational and inspirational leadership at all times, and to demonstrate, by example, the same leadership expected in operations.

Instructors should have the moral courage to demonstrate sound principles, high personal standards, values and a strong code of ethics at all times; but particularly when making decisions under stress.

Good leadership is vital in this respect and the instructor should participate fully in the rigours and hardship of training and inspire their trainees through enthusiasm, commitment and example.

The Link Between Training And Operations

Trainees should be reminded of the courage and skill shown by their forbears in the Armed Forces and of how the stewardship of that tradition now rests with them. A sense of tradition and history may help an individual to focus on the importance of the role they play in serving both the Armed Services and the nation as a whole. Instructors should regard themselves as commanders whose ultimate aim is to take their trainees on operations at the end of that training.

Conduct of Training

Course documentation is developed using a Systems Approach to Training (SAT), but it is very much the task of the instructor to bring the courses to life as inspiring, imaginative and effective pieces of training. Instructors have a vital role to play in the SAT as it is through the modification of attitude, skill and knowledge that operational effectiveness is achieved. This transformation is greatly enhanced through the delivery of quality instruction as well as the passing on of experience. Instructors should provide encouragement and support through positive, constructive feedback. This section suggests how this might be done.

Guidelines for Under 18s

Recruits and trainees under the age of 18 are in full time employment are therefore are not subject to Protection of Children legislation, nor are COs legally ''in loco parentis''. Nevertheless COs have a duty of care and are to pay particular attention to the way U18s are supervised. The following is a minimum:

Units are to write to the parents/guardians of each U18 on arrival in the unit giving details of how they can contact the unit if they have any concerns.

Units are to have in place systems and instructions to ensure that U18s are unable to purchase alcohol in the Junior Ranks Club,

shop or any other outlet in the barracks.
Units are to ensure that U18s are not able to use gaming machines in barracks.
Amusement machines and ''skills with prizes'' are allowed.

Relevant Training

An instructor must provide training, which is relevant. Training Objectives must be clearly defined, regularly reviewed and then strictly adhered to so that precious resources are not wasted. Using a SAT leads to efficient and effective training. It is an essential discipline because it ensures that, by the end of a course, an individual can perform to the required standard that meets the needs of the customer.

Respect In Training

Every individual's unique contribution must be recognised, respected and valued. It is also important that a relationship based on mutual respect exists between instructor and trainee. Respect from a trainee cannot be demanded or expected but will be afforded naturally to good instructors who continually seek to develop the trainee's self respect with constructive criticism and encouragement. Physical humiliation or the use of threatening, rude or abusive language is counterproductive and is not tolerated within the Armed Services. Furthermore, instructors must never physically strike a trainee and must never abuse their position of authority.

Sensible Training And Safety

Training must be progressive, safe and sensibly achievable. Safe training does not mean being over-cautious, un-adventurous or dull but an instructor must not push trainees faster than they can learn and they must be allowed time to learn from their mistakes. Special care should be taken when planning training for individuals from the reserve forces whose background, military knowledge and experience is likely to be quite different from that of those in full time service. Furthermore, trainees from Foreign and Commonwealth countries may also require additional support and guidance. All training activity must be subject to a formal risk assessment.

Challenging Training

Phase 1 training, by its very nature presents a considerable challenge to a young person. Care should be taken to ensure that subsequent and further training also challenges the trainee mentally, physically and intellectually. If not, the trainee may feel patronized and their interest will fade quickly. This applies particularly to advanced training, which must always acknowledge the maturity and experience already gained by the trainee.

Competition in Training

An instructor must always strive to encourage healthy competition. Success should be rewarded and poor performance identified and rectified. Competition between individuals or teams involving mental or physical endeavour is an excellent device for improving performance and for developing robustness and the desire to win. Balance and care are always required to ensure that trainees are encouraged, motivated and not demoralized.

Humour In Training

Humour is a powerful tool in the provision of effective training. An instructor should always aim to make training fun where possible so that the trainee will find it memorable and will be looking for more. But care must be taken to avoid misdirected humour that may belittle an individual or cause offence; this achieves nothing and is detrimental to the overall team building process.

Accountability In Training

An instructor must be accountable for both the training and well being of all trainees, recognizing their individual strengths and areas for improvement. The task demands total commitment and a sense of responsibility by the instructor. The successful instructor will be prepared to spend extra time coaching or providing informal tuition

to assist those trainees in difficulty. Trainees must be motivated and it is important to encourage the trainees to want to learn.

Equality In Training

All trainees of whatever rank, gender, sexual orientation, religion, social background, race or ethnic origin must be accorded fair and equal treatment. No harassment, intimidation, abuse, humiliation or unlawful discrimination of any kind will be tolerated anywhere within the Armed Forces. Instructors should ensure proper standards of conduct, lead by example, and make it clear that they disapprove of any form of discrimination. They should foster an environment where a complaint can be made without fear of retribution. All instructors have a duty to themselves and their colleagues to alert the Service to problems so that action can be taken. Instructors must always respect the confidentiality of the information they obtain and act swiftly. The current Ministry of Defence Equal Opportunities and Diversity policy statement underpins this guidance and outlines responsibilities for treating everyone with respect and dignity.

Discipline In Training

Instructors must be entirely clear as to their disciplinary powers as published in the orders and regulations of their organization. Unofficial disciplinary procedures can be interpreted as bullying or as an abuse of authority and, for these reasons, all disciplinary action must be clearly recorded and open for inspection. Equally instructors should not defer giving reasonable but firm orders or taking appropriate action for fear that they will be challenged by a trainee on the grounds of, for example, harassment. Moral courage must be exercised at all times and any inappropriate behaviour or poor attitude/effort towards training must be challenged.

Personal Relationships in Training

The relationship between an instructor and a trainee is inevitably a close one. Some trainees, particularly young recruits, can develop a sense of awe and hero worship that goes beyond professional respect and admiration. Instructors must recognize this and not allow their egos to be inflated to an extent that might lead to an unhealthy abuse of their authority or afford the trainee the opportunity to take advantage of the situation. At all times a professional distance must be rigorously maintained and care should be taken so that the instructor does not become over involved. Failure to do so can lead to unacceptable personal relationships, accusations of favouritism or even allegations of misconduct.

Relaxation for Trainees

Trainees need breaks and time must be programmed into training when they can rest, relax and recover. Strenuous training (both physical and mental) over a long period of time may lead to fatigue and therefore proper time for meals, rest and free time must be given to trainees. Instructors should encourage trainees to take up recreational and extra-mural activities. This will develop a well-rounded person and consequently help build team spirit. Instructors themselves need time and opportunity to get away from their workload; otherwise they may become stale and less able to motivate their trainees.

Pastoral Care

All instructors should recognize the importance of providing pastoral care and the unique support that Service Chaplains provide in the training and development process. The instructor is to consider the Chaplaincy as a valuable resource that provides trainees and staff with pastoral care at critical moments during the training process. Trainees are to be informed of the availability of the Chaplaincy support both in and out of hours. This should be done in a positive and discrete manner that does not embarrass the individual seeking help. At no point should trainees be asked why they wish to see a Chaplain. Training staff should be aware of the absolute nature of Chaplain confidentiality and should reassure trainees accordingly.

Instructor Training

All personnel involved in the delivery of training and the supervision of trainees should be competent in terms of appropriate education, training, skills and experience. Training will be determined by the training organization and includes instructional techniques, care of trainees and coaching and motivational skills. If instructional and/or supervisory staffs are not fully competent, the physical safety of the trainee, their learning transfer, confidence or welfare may suffer as a result.

Training Progression

The Link Between Phases 1 & 2

If trainees are to be able to take their place at the end of training with confidence in their physical, mental and technical abilities, it will be because several different instructors have contributed to their success. For these reasons, liaison between Phase 1 and Phase 2 training schools is essential and regular exchange visits are a key part of this process. On handing over trainees, full briefings are to be conducted by the relevant training and administrative staffs to ensure a smooth progression of training in accordance with local guidelines. This should make those undergoing training more comfortable and relaxed despite a change of location and staff. A review procedure is to be used where a trainee's performance is consistently below required standards. The procedure will be controlled at an appropriate level and documented.

The Link to Phase 3 Training

Phase 3 training is where the instructor builds on the foundation of knowledge and understanding that trainees have learned during earlier training and developed during their time within the military. These trainees are likely to be experienced military personnel with much to offer; they will probably have been on operations and will have developed their own views. Defence instructors not only instruct single service personnel and so may need to understand individual Service requirements of trainees. Instructors must therefore be careful to research the previous training and experience of those attending Phase 3 Training and adapt accordingly.

Safety Guidelines

Training

if it is to be effective, must include exposure to the conditions (real or simulated) that will be present in operations and consequently will often incorporate a level of risk. The duty of the instructor is to manage that risk in order to deliver that training as safely as possible. Whilst risk management is the duty of the chain of command, responsibility will also rest with the instructor in direct control of the activity. Where that instructor believes, in a particular situation, that the training benefits are outweighed by real risks to life and limb, they have a duty to step in and modify the training. Training safety will be enhanced by application of the following principles:

Risk Assessment

Prior to conducting training, a risk assessment is to be completed by a competent (qualified, experienced and current) individual. The instructor must always conduct their own assessment prior to the start of training and, if applicable, record any deviations from the promulgated plan. They should continue to review that assessment during training in order to adapt to changing conditions (weather, tiredness etc). If appropriate, trainees should be briefed on any changes in the plan resulting from a revised risk assessment.

Safety Instructions

Before any training commences an appropriate set of safety orders/instructions are to be published and a safety briefing must always be given based on those orders/instructions. Repetitive training may be covered by standing orders, provided that these are briefed at regular intervals. Orders and instructions should include any actions to be taken in the event of an emergency.

Instructor/Trainee Ratios

For many training activities, including adventurous training and physical training, there will be a recommended ratio of instructors to trainees laid down. The activity instructor must be aware of the guidelines and plan the training.

Prohibited Practices Between Instructors and Students

The following are suggested practices that instructors should refrain from undertaking:

Pursue any personal or financial gain in dealing with recruits.

Accept gifts of any form or value from recruits for themselves or for others, to include charitable organisations, except when specifically authorised by the Company Commander.

Borrow money from or loan money to recruits.

Provide transport for hire to recruits.

As part of their position of authority, sell any items, whether personal property or commercially obtained, to recruits. This does not apply to sales personnel of the PRI or NAAFI and its authorised concessionaires.

Deal with recruits on behalf of or as an agent or sponsor for any commercial enterprise. This includes encouraging recruits to do business with any commercial enterprise and/or referral to any commercial enterprises, as well as actual sales. This does not apply to the PRI or sales personnel of the NAAFI or its authorised concessionaires nor shall it be a violation to advise recruits of the service available through the NAAFI.

Collect or take money from recruits for any reason, including cleaning funds, party funds, charitable contributions, etc. (Other than those authorised by the Commanding Officer).

Cause recruits to perform any personal service.

Enter into any public or private relationship with recruits, which are not required to accomplish the training mission. This includes but is not limited to:

Gambling.

Consuming alcoholic beverages or in any way socially mixing with recruits on or off camp other than at approved unit activities. Off camp these activities should be avoided where possible.

Engaging in any action or relationship which involves or gives the appearance of partiality, preferential treatment or improper use of rank or position for personal gain.

Engaging in any intimate or sexual relationship to include, but not limited to, dating, hand holding, kissing, embracing or caressing.

(ATRA, 2005)

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