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# AUSTRALIAN ARMY

## LAND WARFARE PROCEDURES - GENERAL

### LWP-G 7-1-2

## THE INSTRUCTOR'S HANDBOOK

This publication supersedes *Manual of Land Warfare 3-4-4, Instructors Handbook*, 1996.

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**AUSTRALIAN ARMY**

**LAND WARFARE PROCEDURES -  
GENERAL**

**LWP-G 7-1-2**

**THE INSTRUCTOR'S HANDBOOK**

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**AMENDMENT LIST NUMBER 1**

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Issued by command of Chief  
of Army

26 April 2012

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M. D. Slater, AO, DSC, CSC  
Major General  
Commander  
Forces Command

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*LWP-G 7-1-2, The Instructor's Handbook, 2008 AL1*

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## AMENDMENT CERTIFICATE

Doctrine Wing, Army Knowledge Group, Land Warfare Development Centre is responsible for the management of this publication. The sponsor of this publication is Commander Training Command – Army. The doctrine contained herein was approved on 10 November 2008.

1. Proposals for amendments or additions to the text of this publication should be made through normal channels to the sponsor. To facilitate this, there are amendment proposal forms at the back of this publication.
2. It is certified that the amendments promulgated in the undermentioned amendment lists have been made in this publication.

Amendment List		Produced By	Publication Amended By	Date Amended
Number	Date of Endorsement			
1.	26 April 2012	LWDC		
2.				
3.				
4.				
5.				

3. All superseded Amendment Certificates should be retained at the rear of the publication for audit purposes.

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# PREFACE

This publication supersedes *Manual of Land Warfare 3-4-4, Instructors Handbook*, 1996.

## Aim

1. This handbook covers the methods to be used by instructors and assessors to develop, conduct and evaluate individual military instruction. It also provides information on appraising instructor and assessor skills.

## Level

2. This is an all-corps publication. This handbook is intended for use by all ranks in the Army who are required to instruct or assess. This publication will provide the Army's training agents with a fundamental understanding of the principles, frameworks, systems and methodologies associated with the delivery and assessment of training and education within the Australian Army.

## Scope

3. This publication concentrates on the development, conduct and evaluation of individual training in typical formal military settings by outlining various methods of individual military instruction. The guidelines are not intended to confine instructors to a rigid format; they represent a recommended way that reflects the results of research into instruction and assessment, and the input of experienced instructors and assessors. Equally, this handbook recognises the traditions of military instruction that have served Army well when training soldiers to win the land battle.

- 
4. Once an instructor understands the methods of instruction and gains experience, the conduct of instruction should be limited by only imagination.
  5. The development, conduct and evaluation of collective training is outlined in *Land Warfare Doctrine 7-2, Collective Training*, 2004. Guidance on the conduct of training and its input into and impact upon capability is discussed in *Land Warfare Doctrine 7-0, Fundamentals of Education and Training*, 2006 (new title).

### Associated Publications

6. This publication should be read in conjunction with other publications and documents, in particular:
  - a. *Army Training Instruction 1-3/08, Individual Training and Assessment in Army*, 2008;
  - b. *Australian Defence Force Publication 06.1.1, Discipline Law Manual, Volume 3*, 2009;
  - c. *Australian Defence Force Publication 7.0.2, The Defence Training Model*, 2006;
  - d. *Chief of Army's Directive 16/06, I'm an Australian Soldier*, 2006;
  - e. *Defence Instruction (General) Personnel 05-29, Use of National Skills Framework in Defence vocational and technical education*, 2007;
  - f. *Defence Safety Manual*, 2002;
  - g. *Land Warfare Doctrine 0-2-2, Character*, 2005;
  - h. *Land Warfare Doctrine 7-0, Fundamentals of Education and Training*, 2006 (new title);

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- i. *Land Warfare Doctrine 7-1, Individual Training*, 2004;
- j. *Land Warfare Doctrine 7-2, Collective Training*, 2004;  
and
- k. *Land Warfare Procedures - General 7-7-5, Drill*, 2005.

### **Doctrine Online**

7. This and other doctrine publications are available via the Doctrine Online website located at: [intranet.defence.gov.au/armyweb/sites/Doctrine-Online](http://intranet.defence.gov.au/armyweb/sites/Doctrine-Online). Paper copies may be out of date. Doctrine Online is the authoritative source for current doctrine. Users are to ensure currency of all doctrine publications against the Doctrine Online library.

### **Gender**

8. This publication has been prepared with gender-neutral language.

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## ABBREVIATIONS

1. The following abbreviations are used in this publication. Standard abbreviations have been listed in the abbreviations list and can be found at <http://adg.eas.defence.mil.au/adgms>. or in *Australian Defence Force Publication 04.1.3, Abbreviations and Military Symbols*, 1995. Abbreviations shown in italics are specific to this publication and have not been accepted for joint Service use. Ranks, staff appointments, corps, commonly used measurements, publication titles and commonly used terms are used in their abbreviated format throughout the publication.

<b>BOS</b>	Board of Study
<b>CAI</b>	<i>computer-aided instruction</i>
<b>CBA</b>	<i>competency-based assessment</i>
<b>CI</b>	Chief Instructor
<b>DS</b>	<i>Directing Staff</i>
<b>MJS</b>	Military Justice System
<b>ROA</b>	<i>Record of Attainment</i>
<b>SI</b>	<i>Senior Instructor</i>
<b>SKA</b>	<i>skills, knowledge and attitudes</i>

2. The following abbreviations appear in tables and figures within this publication.

<b>AQF</b>	<i>Australian Qualification Framework</i>
<b>CLO</b>	course learning outcome
<b>CU</b>	<i>close-up</i>
<b>EDP</b>	<i>Electronic Data Processing</i>
<b>MS</b>	<i>medium shot</i>
<b>N/A</b>	not applicable
<b>OJT</b>	on-the-job training
<b>RCC</b>	Recognition of Current Competencies
<b>RPL</b>	Recognition of Prior Learning
<b>RTO</b>	<i>registered training organisation</i>
<b>SME</b>	subject matter expert
<b>TBA</b>	to be advised
<b>WS</b>	<i>wide shot</i>

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## CHAPTER 1

# AN INTRODUCTION TO INSTRUCTION AND LEARNING

## SECTION 1-1. ROLES AND RESPONSIBILITIES OF INSTRUCTORS AND ASSESSORS

- 1.1 The role of an instructor is to impart skills, knowledge and attitudes (SKA) to trainees. This role applies to instructors in Army schools or to those who are required to instruct as part of their duties in their unit. The role of an assessor is to confirm that trainees have attained the required SKAs.
- 1.2 Instructors and assessors work within the framework of the Defence Training Model. [Figure 1–1](#) highlights the phases of this model. The success of training in Army does not rest solely on the shoulders of instructors and assessors. Training developers, instructional designers, training advisers and training managers are some of the other appointments that support training. However, for the training system to work, it is essential that each appointment fulfils their specific roles and responsibilities. The role and responsibilities of instructors and assessors lie primarily in the conduct phase of training. As a rule, instructors and assessors will not become involved in the analysis, design and external evaluation of training or the design of learning outcomes or assessment. Instructors will derive their teaching materials from information contained in learning outcomes that will allow them to deliver the required SKAs. Assessors will in the majority of cases use prepared assessments that mirror the competency requirements articulated in learning outcomes.
- 1.3 The focus of training is on outcomes and how they are measured against specific competency standards identified from the workplace, not against other trainees, instructors or assessors generalising their experience. The standards set for instruction relate directly to performing well on military

operations. This focus corresponds to the Army's traditional high-standard, practical approach of ensuring that everyone can do their job in supporting Army's capability requirements.

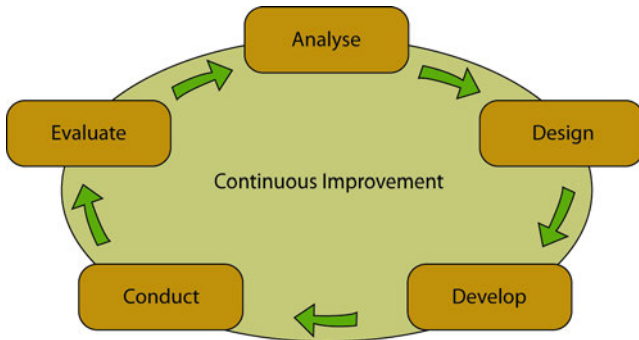


Figure 1–1: Phases of the Defence Training Model

## Army's Approach to the Delivery of Instruction and Conduct of Assessment

- 1.4** Defence vocational education and training benefits from the application of adult learning principles (discussed later in this chapter). The Australian Army's approach to instruction and assessment is based on these principles, and this means that instructors more than ever use trainees' experiences as a resource for learning by considering their pre-existing knowledge to provide a foundation on which new knowledge will be built. Training is trainee-orientated in that the purpose of instruction and assessment is based on what job performance is required – what the trainee will do in the work environment.

### Instructor and Assessor Qualities

- 1.5** A competent instructor or assessor will display the qualities outlined at [Annex A](#)<sup>1</sup>:

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1. MAJGEN B. A. Power, AM, CSC, COMD TC-A, *Army Instructors' Code*, 2007.

- 
- 1.6** There is also a trainees' code<sup>2</sup> that details the need for self-discipline and responsibilities of trainees towards their own learning and fulfilment of their service role.

### **Professional Development**

- 1.7** All instructors and assessors can benefit from personal professional development. To improve their own skills and support the improvement of their colleagues, instructors should regularly participate in the process of peer assessment. In this way, instructors can receive the benefit of other professionals' perspectives and ideas, and provide their considered feedback to their fellow instructors. Through this process, instructors participate in a constant process of improvement.
- 1.8** Learning theory and teaching methods develop and change as new thinking and research leads to new philosophies and processes. Instructors have an obligation to keep themselves abreast of those changes and, to this end, should read about, listen to and discuss issues as they arise within the training world.

## **SECTION 1-2. INSTRUCTIONAL METHODS**

- 1.9** Good instruction is determined by how well it achieves what it sets out to achieve rather than by how well it follows a particular format. This section will provide some information on learning theories and some practical guides to applying these in an instructional setting. For a more detailed review of this information, instructors are referred to *LWD 7-1, Individual Training*, 2004.

### **Skills, Knowledge and Attitudes**

- 1.10** SKAs are the focus of all training. Each of these is best taught by different instructional methods. Some lessons are referred to as practical lessons. These involve the teaching of a skill and include drill, weapons and equipment lessons. Other lessons

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2. MAJGEN B. A. Power, AM, CSC, COMD TC-A, *Army Trainees' Code*, 2007.

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are referred to as theory lessons and, generally, are concerned with imparting the knowledge that is needed to complete a task or role. Training developers, through rigorous analysis, will determine which type of lesson is most appropriate for the SKA. Instructors then take this information and develop what will be delivered in the training environment. Although the term 'practical' is used to apply to specific lessons, this does not mean that theory lessons cannot have a practical element. Lessons on map reading/navigation, service writing and target indication, for example, will all have a necessary practical component.

- 1.11** During both types of lessons, the instructor will also develop in the trainees the right attitudes towards the skills and knowledge being learned and their future application. Attitudes are difficult to teach and are usually promoted or encouraged. Attitudes are usually reflected in behaviour, and research has demonstrated that individuals prefer their behaviour to be consistent with their attitudes; otherwise a state of mental discomfort occurs. This is referred to as 'cognitive dissonance'. Therefore, it is possible to change an attitude by changing the behaviour. If people can be made to behave in a particular way, their attitudes will usually change to be consistent with the new behaviour in order to avoid the cognitive dissonance.

## **Instructional Methods**

- 1.12** The term 'instructional method' refers to the type of instruction given during individual training. It is derived from the learning outcomes produced in the 'develop' phase of the Defence Training Model. Some instruction types are dealt with in detail in later chapters. Since the aim of instruction is for the trainee to gain a competency, the instruction must be focused on the trainees. Generally, instruction can be divided into two strategies: the trainee-centred approach and the instructor-centred approach.
- 1.13 Trainee-centred Approach.** The trainee-centred approach provides the opportunity for trainees to discover information for themselves and to progress through a course at their own rate.

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This approach is particularly suited to on-the-job training, distance learning and directed individual study.

- 1.14 Instructor-centred Approach.** The instructor-centred approach is suited to instructing large groups and includes lectures, drill, weapons and equipment lessons. With this approach, training management is simplified and the group is expected to achieve an objective task at the end of a lesson or set of lessons. Individuals who are not yet competent are retrained and retested in accordance with current Army 're-testing' policy. The use of this approach does not mean that there is no focus on individuals. Instructors need to be aware of individual trainees and to constantly monitor their progress throughout the period of instruction, noticing when individuals are having difficulty understanding a piece of information or performing a particular skill. Instructors must be prepared to address these problems as they arise. This is particularly applied during the practice steps of a practical lesson, when the instructor's role is specifically to observe and correct faults. During a theory lesson, the instructor should be aware of the facial expressions and body language of trainees, which may indicate a need for individual attention.
- 1.15** As well as formal instruction, training can occur in other ways, and leaders should be prepared to take advantage of times when training opportunities present themselves. The following are scenarios where informal training can be conducted:
- a. *Concurrent Training.* This is conducted during another activity when trainees would otherwise be unoccupied, such as during the time their detail is waiting to fire at a range practice.
  - b. *Revision Training.* Revision lessons are designed to address the problem of learning decay that occurs naturally over time, especially if the specified knowledge, skill or activity has not been used or practised for some time.
  - c. *Opportunity Training.* When instruction has not been programmed and trainees have to wait, the time can be

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used to conduct incidental instruction such as providing trainees with further practice on a piece of equipment or conducting a quiz.

- d. *'Soldiers' Five*. This is a brief, informal explanation or demonstration of a simple task that allows soldiers to carry out a workplace task under supervision. For example, a group of soldiers might be given a 'soldiers' five' to put up a tent or an individual might be given a 'soldiers' five' on radio telephone in order to cover as a listening post on a radio.

## SECTION 1-3. FACTORS IMPACTING LEARNING

**1.16** Just as people think differently, they process information and learn in different ways. This can be a cultural difference or a reflection of individual differences. But it is important that an instructor gives consideration to individual differences when preparing a lesson. Much has been written about learning styles, and instructors are encouraged to investigate this area further in order to develop their instructional strategies and skill. This section will give an overview of the broader differences and explain how these can be applied during instruction.

**1.17** Learners can be classified into the following three types:

- a. *Visual Learners*. These people learn through seeing. During instruction they will benefit from:
  - (1) the use of visual aids such as diagrams, maps, charts and graphs;
  - (2) the use of multimedia such as Microsoft PowerPoint, computers and videos;
  - (3) a written handout of lesson notes;
  - (4) visual materials that use colour to highlight important points; and
  - (5) having a clear view of the instructor so they can see facial expression and body language.

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- b. *Auditory Learners.* These people learn through listening. During instruction they will benefit from:
- (1) the use of auditory aids such as music and recorded messages;
  - (2) the use of multimedia such as PowerPoint, which has an auditory component, and videos;
  - (3) being permitted to tape-record the lesson;
  - (4) rhymes, jingles and mnemonics to aid memory, for example, 'GMS – Grand Ma's Slippers – Grid to Magnetic Subtract';
  - (5) the use of stories and analogies to support a point;
  - (6) the use of questions to maximise auditory involvement;
  - (7) the use of class discussions and debates; and
  - (8) being able to hear the instructor clearly so they can attend to the underlying nuances in the speech.
- c. *Kinaesthetic Learners.* These people learn through moving, doing and interacting. During instruction they will benefit from:
- (1) regular changes in activity and moving, for example, role plays and group activities;
  - (2) the instructor changing position, for example, instructing from the back of the classroom for part of a lesson;
  - (3) a 'hands-on' approach, for example, when mentioning an item during a lesson, letting the trainee interact with the item. This approach is always used when teaching a skill;
  - (4) being physically involved in the learning process, for example, the use of a large 'mud map' which

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requires trainees to physically move items on that map;

(5) standing rather than sitting; and

(6) regular lesson breaks.

**1.18** While learning styles must be considered, the selection of an instructional strategy that is not consistent with the learning outcome will result in ineffective instruction, regardless of a trainee's learning style.

## **Adult and Adolescent Learning**

**1.19** Users of this handbook will be concerned with both adult and adolescent trainees, and it serves well to remember that these two groups can learn quite differently. Some trainees, particularly recruits, officer cadets and Australian Cadet Corps members, may still require external direction and motivators. However, as people mature, they move from dependency to self-direction in learning and are more likely to be motivated by internal factors such as self-esteem, quality of life or increased job satisfaction, rather than external threats or rewards.

**1.20** Most adult learners have a strong desire to know why they are being taught, to actively participate in and control their learning, and to set their own pace for learning. They also benefit from receiving feedback on their progress, as well as experiencing diverse learning situations. Adult learners also learn by accommodating new information into previously learned SKA. This process is thought to become more complex with age and experience as the individual develops a larger set of SKA on which to build.

## **Application of the Principles of Adult Learning**

**1.21** Instructors need to be mindful of their target audience and develop instruction specifically for those receiving it. Further, they should be prepared to do the following:

- a. accommodate trainees' backgrounds, age and development, experience, values, expectations and needs;



- b. account for different learning styles;
- c. build on previously acquired SKA;
- d. resolve any clashes between previously held beliefs and new knowledge;
- e. enable trainees to monitor their own progress towards goals;
- f. understand the dynamics of the group; and
- g. encourage trainees to participate confidently in the learning process.

### **Motivating Trainees**

**1.22** Another factor for instructors to consider is trainee motivation. Instructors should aim to provide a learning environment in which trainees are motivated to engage actively and productively. This means that instructors must be aware of how the instructional activities suit the purpose of the lesson as well as the needs of the trainees. Instructors must also provide group and individual feedback. Most importantly, instructors should be enthusiastic and maintain a high level of motivation, as their behaviour will be a role model to trainees.

### **Barriers to Learning**

**1.23** There are a number of factors that can inhibit learning, and some of these relate specifically to the need to acknowledge that each trainee is an individual. Instructors need to remain aware of the following:

- a. Not every individual has the same set of purposes or motivation. Therefore, the instructor needs to ensure that individuals are motivated according to their own needs and criteria.
- b. Not every individual at any one time is at the same stage of understanding or skill. Individuals' degrees of understanding will vary significantly, as will the amount of assistance and practice they require. For this reason, where possible, the instructor should provide extra

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tuition for those who are not yet competent, while giving extension activities to those who are ready to continue.

- 1.24** [Table 1–1](#) summarises other factors that can be barriers to learning and provides a number of considerations for instructors.

**Table 1–1: Factors That May Affect Trainee Learning**

<i>Other Factors</i>	<i>Considerations for the Instructor</i>
Language, literacy and numeracy	Instructors should anticipate different language literacy and numeracy levels and employ effective training aids. Instructors should avoid using acronyms and jargon. For example, instructors may need to assess trainees with literacy problems orally, as well as by a written test.
Cultural and language background	Instructors should ensure that their use of language, their personal behaviour and the nature of trainee activities accommodate cultural or language differences. For example, vulgar language may offend trainees from strict religious backgrounds.
Gender	Instructors should not stereotype genders.
Physical ability	Instructors need to be aware of any trainee who is less able than others to perform physical tasks before delivering instruction. For example, some trainees with leg injuries may need to sit while others stand during instruction.

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<i>Other Factors</i>	<i>Considerations for the Instructor</i>
Experience in competency-based training	Competency-based training is a unique way of learning and can be difficult for some trainees at first, especially when the emphasis is on assessment. Instructors should emphasise to trainees that assessment ensures that trainees have the necessary skills, knowledge and attitude to perform in the workplace.

- 1.25** Other barriers to learning can occur when the trainees are adults, particularly when their ages, educational level and experience are close to that of the instructor. These trainees are less likely to accept the instructional content as 'gospel' and are more likely to question the instructor if the knowledge presented conflicts with their personal experience. If instructors are immature and take a superior stance over trainees, their credibility can be compromised, resulting in a loss of respect that can further inhibit the learning process.

**Annex:****A.** [Army Instructors' Code](#)~~RESTRICTED~~[Contents](#)

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# ANNEX A TO CHAPTER 1

## ARMY INSTRUCTORS' CODE

1. This code embodies the Australian Army's values of Courage, Initiative and Teamwork; however it applies equally to all instructors (Army, Navy, Air Force and civilian). It identifies the behaviours we pride ourselves on and reflects the Army's long established traditions. An instructor's values, attitude and behaviour are powerful influences that should enhance a trainee's ability to learn and develop. Behaviours aligned with the Code will create an effective learning environment in which trainees can realise their full potential, and in which instructors can work with confidence. Behaviour contrary to this Code can undermine an instructor's integrity and lead to a loss of trust, confidence and respect; ultimately, it can undermine the Army's reputation. We must accept our obligation to be professional in our approach to training our soldiers; to ensure their safety, dignity and self-respect; and to maintain our standing as a professional training institution.
2. **Lead and Mentor.** Know your trainees and care for their safety and welfare. Encourage and build your trainees' individual and team identity, common sense of purpose, self confidence and team spirit. Draw on your experience to model, motivate and advise trainees on how to confront the challenges of training. Engage them in thinking activities that broadens their views, and develops their judgment and ethical behaviour. Communicate effectively to provide constructive feedback. Influence those trainees who easily meet the training challenges to understand and help those who struggle.
3. **Instruct Effectively.** Recognise your trainees' vast potential for learning. Develop and master your range of instructional techniques. Use lectures and slide shows sparingly. Use multi-media appropriate to the learning context. Employ realistic training that replicates the operating environment. Recognise that mistakes are a valuable part of learning — use them as positive learning opportunities.

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4. **Be Firm, Be Fair and Be Consistent.** Match your words with your deeds. When delivering rewards or correcting faults, ensure your decisions are ethical and well thought through. Treat your trainees with respect and dignity, and without prejudice. Know the difference between tough training<sup>3</sup> and bullying. Do not tolerate bullying. If your leadership style is consistent, your trainees will know 'where they stand', will respect and anticipate your expectations of them, and will understand that you value them as individuals and as team members.
  5. **Tolerate Difference.** Diversity adds strength and depth to your team. Know your own prejudices, strengths and weaknesses. Be tolerant of differences in trainees' knowledge, skills and fitness levels. Think about the effect your words and actions will have on your trainees. In your dealing with trainees from other Services and other Nations, acknowledge the values of the RAN and RAAF and respect the cultures of international trainees. Be culturally aware, and do what is right and fair.
  6. **Display Integrity and Earn Your Trainees' Respect.** Authority is bestowed on you by virtue of your rank. Hold yourself responsible and accountable for your decisions and actions. Anticipate and empathise with the needs of your trainees, and be measured in all of your dealings with them. Earn their trust, loyalty and respect. Do not fraternise with trainees — it breaks down trust and respect. Act as a role model and as a mentor, not a gatekeeper, and trainees will strive to emulate your values, character and professional demeanour.
  7. **Encourage Initiative.** Reward participation and effort. Be quick to recognise the accomplishments of your trainees. Openly acknowledge good performance. Use lessons learned as a valuable part of the learning experience. Correct mistakes
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3. Tough training replicates the physical, emotional and mental stresses of the contemporary operating environment and is documented in course Learning Outcomes, Bullying is harmful, intimidating, humiliating or embarrassing behaviour aimed at making a person/persons miserable, demoralised and lacking in self-confidence.
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constructively. Cultivate trainees' character, principles and sense of humour. Challenge your trainees to think, appreciate their contribution to the team and acknowledge their use of initiative. Give your trainees opportunities to follow, and to lead.

8. **Be Approachable.** Use a sense of humour to sustain your enthusiasm and to reduce a trainee's frustration. Balance your frustration with empathy for trainees who need additional attention or assistance. Allow your trainees to see that you want to help them and recognise that by doing the best you can for your trainees, they will give their best.
9. **Develop the Australian Soldier.** Model the Australian Soldier nine core behaviours. Cultivate trainees' personal Courage, Initiative and Teamwork. Draw on your experience to instruct, advise and motivate trainees to:
  - a. Develop professional mastery in technical and personal skills.
  - b. Step up and lead.
  - c. Be mentally and physically tough.
  - d. Make the most of learning opportunities.
  - e. Work effectively in a team, respecting, trusting and helping mates.
  - f. Challenge bullying, unfairness and inappropriate behaviour.
  - g. Think and act ethically.

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## CHAPTER 2

### DEVELOPING INSTRUCTION

#### SECTION 2-1. THE DEVELOPMENT OF INSTRUCTION

- 2.1** The development of instruction consists of a series of common sense steps. This chapter describes the steps for preparing all methods of instruction. This stepped approach ensures that instruction is based on sequences that will best promote learning and the achievement of competence, and that instructors will deliver lessons in the most efficient and effective manner and account for differences among learners.
- 2.2** There are 10 steps in developing instruction. These steps are as follows:
- a. Step 1 – Examine the learning outcome;
  - b. Step 2 – Study the subject;
  - c. Step 3 – Design the assessment and the assessment tool;
  - d. Step 4 – Prepare the body of instruction;
  - e. Step 5 – Prepare the introduction;
  - f. Step 6 – Prepare the conclusion;
  - g. Step 7 – Prepare the training aids;
  - h. Step 8 – Prepare the lesson plan;
  - i. Step 9 – Rehearse the instruction; and
  - j. Step 10 – Prepare the training location.

##### Step 1 – Examine the Learning Outcome

- 2.3** Learning outcomes ensure that instruction is planned to achieve specific new learning that can be confirmed in an assessment. The learning outcome will specify the learning target(s) for the period of instruction. This is expressed in terms

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of the performance required of trainees, under what conditions they will perform and the standard of performance they will achieve. Instructors should examine them for information on the following:

- a. *Task.* The task statement is a simple statement of the actions to be performed by trainees to prove that they are competent in new knowledge, skills or attributes. A task statement should be specific and exact and it must begin with an action verb, and the action should be complete and culminate in a visible result. The following are examples of task statements:
  - (1) execute the movements of the present arms from the shoulder and shoulder arms from the present,
  - (2) identify and interpret conventional signs in map reading, and
  - (3) solder a circuit board.
- b. *Conditions.* Condition statements as identified in the learning outcome specify what aids and materials trainees can or cannot use to achieve the requirements of a task statement, and in what settings and conditions trainees will be required to perform. The following are examples of condition statements:
  - (1) given a compass,
  - (2) with the aid of a checklist showing the sequence of activities,
  - (3) in an area where a radio reception is likely to be difficult,
  - (4) both pieces are of equal thickness, and
  - (5) immediately after having run 5 km in under 30 minutes.
- c. *Assessment Criteria.* Assessment criteria statements describe the standards and level of performance trainees are to achieve as result of instruction. They

contain information that specifies how trainees are to perform in terms of accuracy and speed. The following are examples of the assessment criteria:

- (1) trainees are to perform without error;
- (2) trainee will strip, inspect and assemble weapon/item within 2 minutes;
- (3) the trainees' final construction is to be robust to the extent that it will not be damaged if a person bumps heavily against it;
- (4) trainees must give grid references that are accurate to within 100 mils for easting or northing; and
- (5) trainees are to ensure that the radio set is operative when set up (as tested by a call to a nearby substation).

- 2.4** In some cases, the learning outcomes may specify how the lesson should be conducted and specific training aids that must be used to support the conduct of the lesson. For example, courses may be supported by computer-based learning packages or videos, and instructors must be able to successfully utilise these resources.

## **Step 2 – Study the Subject**

- 2.5** The learning outcome defines the subject area. Examination of task statements shows instructors whether they will be teaching predominantly physical or mental skills. The conditions statements and assessment criteria specified for trainees will give instructors information on the competence they will have to display to instruct and assess effectively.
- 2.6** Instructors must study their subject thoroughly and know how to perform the skills they will be teaching. This step involves gathering materials and information that will give instructors sufficient expertise to conduct instruction. When physical skills are involved, the relevant doctrinal manuals have the most useful information. These manuals dealing with weapons and

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equipment contain training chapters that assist in this step. Instructors must be experienced in handling weapons and/or equipment that will be the subject of instruction.<sup>1</sup> They should seek advice from other subject matter experts when required and should conduct thorough personal practice sessions to be up to date with the equipment before delivering the lesson.

### **Step 3 – Design the Assessment and the Assessment Tool**

- 2.7** Every period of instruction must have assessment to confirm that trainees have achieved competence. Assessment is the focus of the planning of instruction and is derived from module learning outcomes. The task, conditions and standards statements contained in the learning outcome are the same as the task, conditions and standards for the test/assessment. The learning outcome also contains information on whether the assessment should be oral, written or practical. In the majority of cases assessment items and tests will already be prepared and part of the Training Management Package (TMP) for the training. It is the instructor's responsibility to ensure that any instruction, practice or revision materials they develop align with the prepared assessment/tests.

### **Step 4 – Prepare the Body of Instruction**

- 2.8** The body of the instruction is broken into instruction and practice stages. These stages must be linked to the task, conditions and standards statements contained in the learning outcome. The delivery methods employed in each instruction and practice stage should reflect the information provided in the learning outcome: oral, written or practical. The five steps in preparing the body are as follows:
- a. *Derive Teaching Points.* Learning outcomes contained in a TMP detail teaching points. Teaching points are the knowledge, skills and attitudes required by trainees to achieve tasks specified in learning outcomes. For example, the following are some of the teaching points

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1. Instructor Weapons Competency Certification must be confirmed for currency before delivering instruction and assessment on any weapons variant within Army.

applicable to 'interpret the conventional signs used in map reading':

- (1) identify the legend of a map,
- (2) identify written descriptions and corresponding symbols used in a legend,
- (3) identify the colour coding of conventional signs, and
- (4) identify natural and man-made features on a map using conventional signs.

- b. *Sequence Teaching Points.* Teaching points should be arranged in a learning sequence. For example, instructors should teach simple skills first and then more complex skills. They should provide general information first, followed by detailed and specific information. Finally, all information is to be in a logical order that will enable trainees to learn in a step-by-step manner (see [Figure 2-1](#)).




Learning Outcome Information		Derived Teaching Points	
Task Statement	Interpret the conventional signs used in map reading		Teaching Point 1: Identify the legend in the marginal information of a map
			Teaching Point 2: Identify written descriptions and their corresponding symbols used in a legend
Conditions Statement	Using the legend of a map		Teaching Point 3: Distinguish the colour coding of conventional signs
Assessment Criteria	Trainee must demonstrate 100% accuracy		Teaching Point 4: Distinguish between vegetation, water, man-made and natural features when represented on a map
			Teaching Point 5: Demonstrate the ability to identify conventional signs on a map and interpret what they represent using the legend

Figure 2–1: Sequencing Teaching Points

- c. *Plan the Stages.* Arrange the teaching points in sequence, into teaching stages that allow the trainees to learn in a progressive manner, from simple and general to more complex and more specific. Instructors will teach and confirm each stage before beginning the next stage: practice stages progress from talk-through practice to abbreviated talk-through practice and then to controlled practice (see [Figure 2–2](#)).

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**Sequenced Teaching Points****Practice Stages****Stage 1**

Teaching Point 1: Identify the legend in the marginal information of a map

Teaching Point 2: Identify written descriptions and their corresponding symbols used in a legend



Talk-through practice: Instructor identifies and interprets conventional signs and the trainees practise mentally

Teaching Point 3: Distinguish the colour coding of conventional signs



Abbreviated talk-through practice: Instructor identifies the conventional sign and trainees interpret what it is, using the map legend

**Stage 2**

Teaching Point 4: Distinguish between vegetation, water, man-made and natural features when represented on a map



Controlled practice: Trainees describe sections of a map using conventional signs, under instructor supervision

Teaching Point 5: Demonstrate the ability to identify conventional signs on a map and interpret what they represent using the legend

Figure 2–2: Planning Practice Stages

- d. *Plan Training Aids.* Instructors should now decide on the type of training aids that they need to support the presentation and practice of teaching points. Remember that training aids support lessons. Lessons should not support training aids. [Chapter 6](#) contains information on selecting training aids.
- e. *Plan Location.* The setting for the delivery of instruction is most important. Instructors should select the best site to deliver instruction after a reconnaissance of possible locations. Reconnaissance should also enable instructors to decide where to position themselves, with their training aids, in relation to the trainee, and to

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determine what they need to prepare. For example, for outdoor instruction, the instructor should be aware of the position of the sun. This awareness will ensure that the trainees are positioned in the shade and are comfortable during instruction. The movement of the sun may obligate instructors to move the trainees to ensure that they continue to receive instruction in comfort and without distraction.

## Step 5 – Prepare the Introduction

**2.9** Once instructors have planned and written the body, they should develop an introduction to the body. The introduction comprises the following:

- a. *Preliminaries.* Preliminaries involve student reception and preparation for instruction.
- b. *Revision.* Revision consists of skills and knowledge that are a prerequisite for and lead into the new learning.
- c. *Approach.* The approach is made up of the 'reasons for learning' and the 'statement of objective':
  - (1) The reasons for learning contain information on what is to be taught and why it is taught.
  - (2) The statement of objective specifies the standard of performance trainees are to achieve at the end of a period of instruction. Instructors derive the statement of objective directly from the learning outcome.

## Step 6 – Prepare the Conclusion

**2.10** The conclusion incorporates the assessment phase and reinforces the teaching stages of the body. Preparing a conclusion at this point ensures that it is relevant to content in the body.

## Step 7 – Prepare the Training Aids

**2.11** Training aids should facilitate learning. They should add interest and appeal to the senses, and above all be relevant to



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the subject being delivered in the lesson. Conditions statements specify weapons, items of equipment and materials trainees will need to use during instruction, for practice and ultimately for the assessment. Those weapons and items are the most important training aids. [Chapter 6](#) describes the preparation of training aids.

### **Step 8 – Prepare the Lesson Plan**

- 2.12** Having prepared the body, introduction and conclusion, and having also determined what training aids are to be used, instructors can now prepare a lesson plan. More information about the preparation of a lesson plan, including the suggested layout for a lesson, is contained in [Chapter 3](#).
- 2.13** A lesson plan is a permanent record of the content, sequence and factors affecting the conduct of particular periods of instruction. It also aids instructors by ensuring that all components of a lesson are delivered in accordance with the standards detailed in the learning outcome.

### **Step 9 – Rehearse the Instruction**

- 2.14** Rehearsal involves instructors practising their delivery of instruction before delivering to trainees. If practicable, videoing the rehearsal to analyse later will be have great benefit for both the instructor and the trainee audience later. It is beneficial to practise with another instructor present in order to obtain feedback on the following:
- a. the timing of each stage,
  - b. the use of training aids,
  - c. the choice of location and layout,
  - d. the suitability of the assessment criteria, and
  - e. the overall conduct.
- 2.15** Remember, even instructors must practise their skills, and rehearsal is the difference between a good lesson and a mediocre lesson.

## **Step 10 – Prepare the Training Location**

- 2.16** Instructors must prepare locations before the delivery, but ideally this preparation should be completed before lesson rehearsals are conducted. A final check regarding the suitability of the location should include training aids to be used, trainee safety during training, adequate ventilation and lighting, and the general layout of the location. It is of great benefit to the instructor to conduct rehearsals, if possible, at the same time of the day that has been scheduled for the period of instruction to be delivered. This will allow for real-time feedback on the suitability of the location and the layout for their presentation.

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## CHAPTER 3

### LESSON STRUCTURE

#### SECTION 3-1. INTRODUCTION

- 3.1** Typically in Army, a lesson is understood to be a period of instruction that achieves learning outcomes or an equivalent learning target. The backbone to a sound lesson is its structure. This structure provides a consistent framework for delivery. For the instructor, it provides a checklist of what must be covered during the delivery of any period of instruction. It also provides the instructors with the framework to try different instructional strategies to achieve the learning outcome.
- 3.2** The lesson structure described in this chapter is the basis on which to plan all methods of instruction and sets a consistent framework for building lessons given in the Army. A checklist is provided in [Annex A](#) to assist users to appropriately structure lessons. [Annex B](#) contains a lesson template, which supports the structure outlined in this chapter. This template can be modified to support individual instructor differences; the main structural elements of the template should be maintained to ensure consistency. The lesson plan for drill is included in *LWP-G 7-7-5, Drill*, 2005.

#### SECTION 3-2. THE STRUCTURE OF A LESSON

- 3.3** The basic lesson structure used by Army contains three parts (refer to [Table 3-1](#)), which include:
- a. *Introduction.* The introduction should aim to prepare trainees mentally and physically for the lesson. One of the most important aspects of the introduction is to identify and set the expectations of both the instructor and trainees.
  - b. *Body.* The body of the lesson is made up of teaching stages and practice stages. Teaching stages transfer

new learning and practice stages reinforce new learning through repetition, fault checking, feedback and encouragement.

- c. *Conclusion.* The conclusion provides final confirmation that learning has been absorbed.

**Table 3–1: Structure of a Lesson**

<i>Introduction</i>	<i>Body</i>	<i>Conclusion</i>
Preliminaries	Teaching stages:	Clear up doubtful points
Revision	Open the stage	Assessment and feedback
Approach	Present the information (includes demonstration performance methods)	Summary of key points
	Practice	Statement of relevance
	Confirm the stage	Safety precautions
	Close the stage	Preview of instruction
	Link to next stage	Dismissal
	Practice stages:	
	Talk-through practice	
	Abbreviated talk-through practice	
	Controlled practice	

- 3.4** The following paragraphs provide specific details on each of the three parts. Users will note that key words, phrases and

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actions have been listed alongside each paragraph. This acts as a ready reference for users.

## Lesson Introduction

**3.5** During the introduction, the instructor provides the first cues for trainees to organise their thinking towards its content; the introduction sets the scene for learning. The three parts of an introduction are as follows:

- a. the preliminaries,
- b. the revision, and
- c. the approach.

**3.6 Preliminaries.** The preliminaries are administrative actions carried out by the instructor when the trainees arrive at instructional locations. These actions include:

- a. *Attendance Check.* Instructors will usually call on the senior ranking trainee or a duty trainee to give a parade state. If not, the instructor should confirm that all trainees are present. For some practical lessons, instructors will number trainees, enabling them to identify each trainee during instruction.
- b. *Positioning of Trainees.* The instructor should position trainees in a class layout that facilitates learning.
- c. *Allocation of Weapons, Equipment and Materials.* The instructor indicates the weapons, equipment or materials that trainees will use during instruction. The instructor will specify any rules or safety precautions that apply when using these items.
- d. *Safety Precautions.* Instructors should then supervise the conduct of safety precautions (if applicable). These precautions should be conducted in accordance with the relevant weapon or equipment manual. Instructors should detail any additional precautions at this time. Further guidance on work safety is contained in the *Defence Safety Manual, 2002*.

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- 3.7 Revision.** Revision is a warm-up for a period of instruction. Instructors give trainees practice in skills that are a prerequisite for and lead into new learning. Revision assists in conditioning the trainee for new learning. If the subject material is new, there may be no suitable prerequisite revision material. Instructors should use icebreakers or a quick quiz to prepare trainees physically and mentally to undertake learning.
- 3.8 Approach.** During the approach, instructors tell trainees what they are about to learn, why they need to learn it and what standard they will achieve at the end of the period of instruction. The two parts of the approach are as follows:
- a. *Reason for Learning.* The instructor motivates trainees by telling them what they will be taught and why the new learning is important. The emphasis for the latter should be on how the new learning will relate to the trainee's role in the workplace and on operations. It is important to address the 'what's in it for me' question for trainees, as this will help to situate the lesson for the trainee and provide 'hooks' for motivation.
  - b. *Statement of Objective.* The statement of objective is where trainees are told what standard of performance will be expected of them at the end of a period of instruction. These standards are derived from applicable learning outcomes and assessment criteria.

## Lesson Body

- 3.9** The lesson body is made up of teaching stages and practice stages. Teaching stages transfer new learning, and practice stages reinforce learning through repetition, fault checking, feedback and encouragement.
- 3.10 Teaching Stages.** A learning sequence is used for the teaching stages of several methods of instruction is as follows:
- a. *Open the Stage.* The instructor introduces the teaching points of the stage. This introduction orients trainees to the content of the stage.

- b. *Present Information.* The instructor presents information by explaining and demonstrating skills to be learned. For drill lessons, demonstrations precede explanations. For weapons lessons, explanations precede the demonstration. This method of presentation for a practical lesson is often referred to as demonstration performance methods. These methods are combinations of instructor explanations, demonstrations and trainee activity. It is important to note that demonstration performance methods are not used for theory instruction. Demonstration performance methods appropriate to particular practical lessons are shown in [Table 3–2](#).

**Table 3–2: Demonstration Performance Methods**

<i>Lesson Type</i>	<i>Demonstration Performance Method</i>
Weapons	Explanation, demonstration and imitation. Explanation, demonstration and practice.
Equipment	Recall, explanation, demonstration, practice and review.
Drill	Complete demonstration followed by demonstration, explanation and practice.

- c. For theory lessons, trainees should be ready for practice by the end of this step. The instructor should present new learning in a meaningful way. This means that instructors should be able to link new learning with their knowledge of the subject in a workplace or operational context. Instructors should never rely on training aids as the sole source of context for trainees. Training aids such as slides should be used only to complement or 'signpost' stages during lessons or presentations.
- d. *Practice.* Trainees learn by doing, and during this instructional step instructors give feedback and

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encouragement on trainee performance and provide guidance on how the trainee can improve their performance. Trainees practise until the instructor is satisfied that they are competent. Once trainees achieve this basic level, instructors will confirm their level of performance once more before presenting the next teaching stage.

- e. Further practice in subsequent stages will raise the level of trainee performance and confirm all teaching stages. Instructors should not include practice in the teaching stages of lectures, playlets, demonstrations and scenarios. Depending on the method of instruction instructors are employing, trainees may:
  - (1) execute movements of a physical skill,
  - (2) demonstrate a mental skill, or
  - (3) recall factual information presented in the stage.
- f. *Confirm the Stage.* Instructors now confirm what has been learned during the teaching stage. This confirmation can take the form of:
  - (1) one last performance of movements being taught,
  - (2) questions to and from trainees, and
  - (3) trainees performing one last demonstration of a mental skill.
- g. *Close the Stage.* Instructors now summarise key points of the stage and ask whether there are any questions.
- h. *Link to Next Stage.* Instructors now explain how the learning of the first stage relates to the next stage. Once again, they are organising and directing trainee thinking to promote learning.

**3.11 Practice Stages.** Practice stages reinforce new learning through supervised repetition of recently acquired knowledge and skills. During all practice stages, instructors must provide



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feedback and encouragement to trainees and check for faults. Instructors conduct practice stages in the following sequence:

- a. *Talk-through Practice.* For talk-through practice, the instructor specifies the required actions or mental procedures and the trainees then carry them out. Talk-through practice aims to reinforce learning by the slow and deliberate execution of physical or mental procedures once the instructor has fully described the requirements in a step-by-step manner. Fault correction and feedback on performance are important during the practice.
- b. *Abbreviated Talk-through Practice.* For abbreviated talk-through practice, instructors reduce the amount of information they give to trainees before they carry out physical actions or mental processes. Trainees should act more independently as practice becomes more instinctive and automatic.
- c. *Controlled Practice.* For controlled practice, the instructor tells trainees what the practice is to be and they practise without further information. In drill and weapons lessons, words of command prompt the controlled practice. Trainees no longer need detailed or abbreviated information, but may be prompted and reminded in an encouraging way if there is hesitation.

**3.12** Drill lessons have a different practice sequence. Instructors conduct practice by numbers, calling the time and judging the time. [Chapter 4](#) contains further information on the conduct of this sequence.

## Lesson Conclusion

**3.13** The lesson conclusion provides final confirmation that learning has been absorbed. The conclusion consists of the following:

- a. *Clear Up Doubtful Points.* The instructor asks trainees whether there are any final questions. This ensures that trainees are clear about what they have learned before they are assessed.

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- b. *Assessment and Feedback.* Formative and summative assessment must always be conducted in accordance with the guidance and assessment instruments provided in the training management plan. After assessment, instructors provide positive and constructive feedback as well as telling trainees the standard they have achieved.
  - c. *Summary of Key Points.* The instructor consolidates all the new learning by summarising key teaching points.
  - d. *Statement of Relevance.* The instructor summarises the reasons for learning. This reinforces in the trainees' minds the relevance of the new learning to their ability to perform well on operations.
  - e. *Safety Precautions.* If applicable to the period of instruction, instructors should conduct final safety precautions. This emphasises correct safety habits when handling weapons, equipment and other dangerous materials.
  - f. *Preview of Next Instruction.* The instructor previews the next instruction related to the subject that has just been taught. The instructor then reminds the trainees of the next period of instruction on the training program and nominates the time, location, instructor and dress for that period of instruction.
  - g. *Dismissal.* The lesson is complete when the instructor gives back control of the trainee group to the senior ranked or nominated duty trainee. Normally this person marches the trainees to the next activity.

## Annexes:

- A. [Lesson Structure Checklist](#)
- B. [Lesson Plan Template](#)

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## ANNEX A TO CHAPTER 3

### LESSON STRUCTURE CHECKLIST

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<i>Lesson Structure</i>	
<b>LESSON INTRODUCTION</b>	
<b>Preliminaries</b>	
Check attendance	
Position trainees	
Allocate weapons, equipment and materials	
Advise safety precautions	
<b>Revision</b>	
<b>Approach</b>	
Reason for learning	
What will be taught	
Why is it important	
Statement of objective	
Expected standard of performance	
<b>LESSON BODY</b>	
<b>Teaching stages</b>	
Learning sequence	
Open the stage	
Present the information	
Practice	
Confirm the stage	
Close the stage	
Link to next stage	
Practice stages	
Talk-through practice	
Abbreviated talk-through practice	
Controlled practice	
<b>LESSON CONCLUSION</b>	
<b>Clear up doubtful points</b>	
<b>Assessment</b>	
Conduct of assessment	
Provision of feedback	
<b>Summary of new learning</b>	
<b>Statement of relevance</b>	
<b>Safety precautions</b>	

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Lesson Structure	
Preview of next instruction	
Follow-up lesson	
Timetabled lesson	
Dismissal	

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## ANNEX B TO CHAPTER 3

### LESSON PLAN TEMPLATE

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Course Title:					
Lesson Title:					
Learning Outcomes:					
References:			Equipment/Materials		
Method:		Location:		Time:	
Safety precautions:		Layout:			
Additional points:					
INTRODUCTION					
Revision:					
Approach (reason for learning):					
Statement of objectives:					

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BODY		
Stage	Teaching Points	Conduct

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CONCLUSION
NB: Have you cleared up any doubtful points or answered all trainees' questions?
Assessment:
Remember to consider what feedback you will provide to trainees on the performance in the assessment!
Summary (main points):
Statement of relevance:
Safety precautions (if applicable):
Next period on subject:
Next period of instruction:
Dismissal:

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## CHAPTER 4

### PRACTICAL INSTRUCTION

#### SECTION 4-1. INTRODUCTION

- 4.1** All practical instruction takes the form of lessons. Lessons teach actions requiring different levels of physical coordination. While all practical lessons involve mental skills, the learning outcome(s) and assessment criteria require trainees to perform physical actions. This chapter describes key factors in practical learning and explains how to prepare and conduct common types of practical lessons. The lessons covered include:
- a. weapons lessons,
  - b. equipment lessons,
  - c. drill lessons, and
  - d. revision lessons.

#### SECTION 4-2. TYPES OF PRACTICAL INSTRUCTION

- 4.2** All practical instruction adheres to the basic lesson structure used by Army. All practical lessons will contain three parts: the introduction, body and conclusion. The only variations to that structure will occur as a result of demonstration performance methods.

##### **Weapons Lesson**

- 4.3** Weapons lessons are designed to teach trainees how to operate, maintain and perform safety precautions on weapons and items of equipment in a safe instinctive, automatic and efficient manner. [Annex A](#) details the conduct of a weapons lesson.

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## Equipment Lesson

- 4.4** Equipment lessons train trainees to examine, investigate, diagnose and follow carefully considered procedures for repair and maintenance. Equipment lesson teaching stages allow more time for individual, self-paced practice during practice stages. Instructor and trainee questions occur throughout an equipment lesson to improve the trainees' diagnostic and independent learning skills. [Annex B](#) explains how to conduct an equipment lesson.
- 4.5** The equipment lesson has a structure that not only promotes practical learning, but also links the theory of the operation of the equipment with its repair and maintenance. Trainees must make this link during equipment instruction because they have to recall elements of theory as well as practical skills when repairing and maintaining equipment. For example, for trainees to conduct fault finding and repair a circuit board, they must apply the theory of electrical currents, resistors and capacitors simultaneously with the practical skills of using test equipment and soldering faulty circuits.

## Drill Lesson

- 4.6** Drill lessons are designed to teach trainees to execute close order drill movements in a precise and coordinated manner. The drill lesson is a good means of building up the confidence of NCOs to conduct other methods of instruction. *LWP-G 7-7-5, Drill*, 2005 provides details on the conduct, sequence of instruction, procedural lesson blueprint and lesson layouts of a drill lesson. [Annex C](#) explains how to conduct a drill lesson.

## Revision Lesson

- 4.7** Revision lessons are designed to address the problem of learning decay that occurs naturally over time, especially if the specified knowledge, skill or activity has not been used or practised for some time. Normally instructional periods will contain revision. However, whole periods of revision are conducted to bring trainees back up to the required standard, such as before an exercise, course or deployment. [Annex D](#) explains how to conduct a revision lesson.

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## SECTION 4-3. FACTORS IN PROMOTING PRACTICAL LEARNING

**4.8** Seven key factors for promoting effective practical learning are outlined as follows:

- a. *Explanations.* Clear and simple explanations of physical procedures help to organise trainees' thinking and will assist their understanding of what movements are required. This mental preparation allows trainees to think through and visualise actions before performing them. Another function of explanations is to give learning guidance: instructors tell trainees how to perform the actions and what mental procedures have to occur before taking certain actions. Finally, explanations enable trainees to learn the technical names of parts of weapons or items of equipment.
- b. *Pictures.* Still or moving pictures help promote practical learning. For example, a diagram of the sight picture for aiming a rifle will help trainees adopt the correct aiming position. Pictures can also show enlargements of small parts and procedures close-up. [Chapter 6](#) contains further information on training aids that can assist in practical learning.
- c. *Demonstrations.* Actual demonstrations of the execution of physical movements are fundamental to practical learning. Once again, trainees mentally practise movements before doing them. Instructors should ensure that their demonstrations are slow and exaggerated during a weapons and equipment lesson to assist trainees to learn.
- d. *Instructor Rehearsals.* Rehearsals are essential in ensuring that effective instruction is provided to trainees. Two rehearsals are the minimum for a demonstration: one 'dry run' and one full dress rehearsal. Instructors should conduct the dry run rehearsal in small segments. These may begin with a 'walk-through' on the ground for

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all participants. Once a segment is going smoothly, they should direct a rehearsal for the next segment in the same manner. Instructors should use the dry run rehearsal to confirm their control of the demonstration. Instructors should allow a full dress rehearsal to proceed without interruption. They should conduct a comprehensive debrief at the end of the rehearsal. Further rehearsals may be required. Instructors should seek peer support to ensure that demonstrations can be seen and heard, as well as to provide feedback on the rate of delivery and presentation of teaching points. If the equipment is available, it is useful to record the rehearsal on videotape.

- e. *Practice.* Practice is the single most important factor in practical learning. During teaching stages, instructors should allow for practice so that trainees learn the basic performance, thereby enabling the trainee to progress to the next stage. The practice stages of practical lessons normally progress through talk-through, abbreviated talk-through and controlled practices. The exception is the drill lesson. In these lessons, trainees practise by numbers, call the time and then judge the time in practice stages. After delivering a weapons lesson instructors may also supervise practice periods. Army weapons manuals also contain guidance on the conduct of practice periods.
- f. *Feedback.* Practice is fully effective only when instructors give feedback to trainees on their performance. Feedback is the information that identifies correct or incorrect trainee performance. If the performance is incorrect, instructors should provide further information and/or give another demonstration on how to perform correctly. For equipment instruction, feedback can take the form of questions; this allows the trainees to discover where they were incorrect. This procedure develops diagnostic skills for the repair and maintenance of equipment.

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- g. *Job Aids.* A job aid is an item that has been designed to assist the performance of physical and mental procedures. The provision of a suitable job aid can assist practical learning. For example, plastic-coated checklists and circuit diagrams may assist fault-finding procedures for repairing equipment. Job aids can be used during lessons to simplify both learning and practice on complex procedures.

**Annexes:**

- A. [Weapons Lesson](#)
- B. [Equipment Lesson](#)
- C. [Drill Lesson](#)
- D. [Revision Lesson](#)

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## ANNEX A TO CHAPTER 4

### WEAPONS LESSON

1. The three parts of a weapons lesson (refer to [Table 4–1](#)) are the introduction, body and conclusion.

**Table 4–1: Structure of a Weapons Lesson**

<i>Introduction</i>	<i>Body</i>	<i>Conclusion</i>
Preliminaries	Teaching stages:	Clear up doubtful points
Revision	Open the stage	Assessment and feedback
Approach	Explanation, demonstration, imitation and/or practice	Summary of key points
	Confirm the stage	Statement of relevance
	Close the stage	Safety precautions
	Link to next stage	Preview of instruction
	Practice stages:	
	Talk-through practice	
	Abbreviated talk-through practice	
	Controlled practice	

### LESSON INTRODUCTION

2. The three sections of the introduction to a weapons lesson are:
  - a. Preliminaries,

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- 
- b. Revision, and
  - c. Approach.
- 3. Preliminaries.** The following are four steps in the preliminaries:

- a. *Squad Reports.* The squad of trainees reports to the instructor. Typically, a duty student marches the squad to the instructional location and gives the instructor a parade state.

Example Squad Report:

Duty Student: 'NUMBER 1 SQUAD ALL PRESENT, SIR!' (Use rank identification as applicable).

Instructor response: 'DUTY STUDENT – FALL IN!'

- b. *Position Squad.* The instructor positions the squad for instruction. Different weapons will require the instructor to vary the instructional layout. The emphasis is on safety and the ability of the squad to see the actions of the instructor as well as for the instructor to see the actions of the squad. Also, the position of the sun and direction of the wind are additional factors when selecting instructional layouts.

Example Position Squad:

Instructor: 'ON MY COMMAND – FALL IN BEHIND THE GROUND SHEETS, STANDING AT ATTENTION – MOVE!'

- c. *Number Squad.* The instructor numbers the squad by having each squad member nominate a number, beginning at 'One' from the squad's right marker, so that the instructor can identify each person by their number during the lesson.

Example Number Squad:

Instructor: 'SQUAD – NUMBER!'

Squad: 'ONE, TWO, THREE' and so on (in loud, clear voices).

- d. *Safety Precautions.* The instructor now ensures that all weapons and items of equipment are safe for instruction. A squad member clears the instructor's weapon first, and then the instructor inspects and clears squad weapons. Following the same sequence, a squad member clears the instructor's webbing and equipment, and then the instructor inspects and clears the squad's equipment. Safety precautions finish when the instructor brings the squad to the start position for revision.

Example Safety Precautions:

Instructor: 'SQUAD – INSPECT WEAPONS – NUMBER 8 WILL INSPECT MY WEAPON AND DECLARE IT CLEAR OR OTHERWISE!'

No 8: 'INSTRUCTOR'S WEAPON CLEAR.'

The instructor completes the safety precautions and brings the squad to the start position for revision.

Instructor: 'KNEEL DOWN AND PLACE YOUR RIFLE AND MAGAZINE ON THE GROUND SHEET.'

4. [Figure 4–1](#) to [Figure 4–3](#) highlight generic instructional layouts that are suitable for use by instructors.

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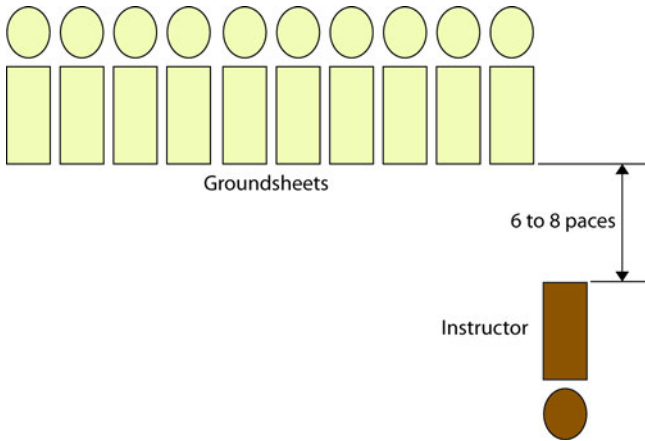


Figure 4–1: Weapon Lesson Layout Type 1

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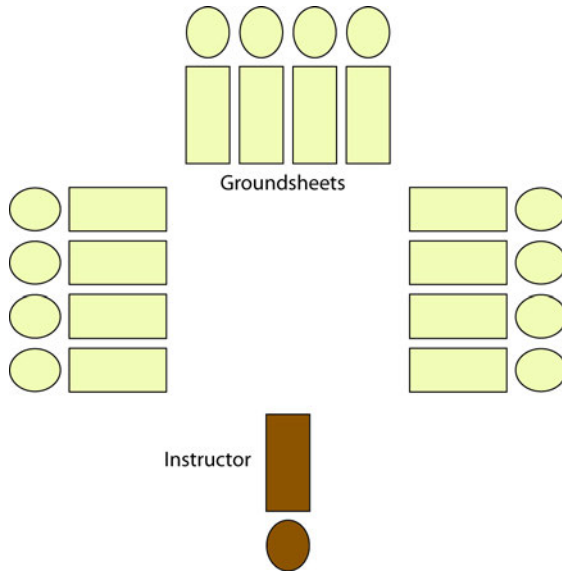


Figure 4–2: Weapon Lesson Layout Type 2 (For Stripping and Assembly Lessons)

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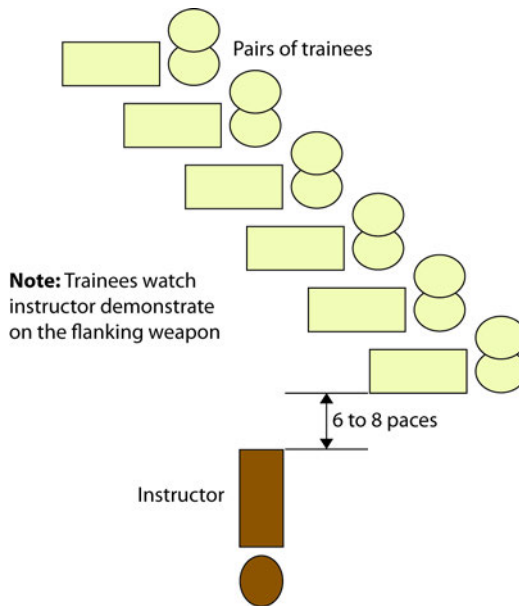


Figure 4–3: Weapon Lesson Layout Type 3 (Used for Crew Serve Weapons)

5. **Revision.** Revision is the warm-up for the lesson. The instructor practises the squad to ensure that they are competent in skills that are a prerequisite to the lesson being taught. The instructor should check for faults, provide feedback and encourage correct performance. Revision assists in conditioning trainees for new learning. Revision finishes with the instructor bringing the squad into the start position for the body of the lesson.

Example Revision:

Instructor: 'WHAT IS THE CAPACITY OF THE F88 STEYR MAGAZINE?' (The instructor will then pause, before nominating a trainee to answer the question) 'NUMBER 4!'

- 
6. **Approach.** During the approach, the instructor tells the squad what it is going to learn, why it is important to learn it and what standard of performance will be required at the conclusion of the lesson to achieve competence. The two sections of the approach are:
- a. *Reason for Learning.* Instructors motivate trainees by telling them what they are to learn and why the new learning is important. The emphasis is always on the relationship between new learning and the roles of squad members on operations. This promotes the desire to learn.

Example Reason for Learning:

Instructor: 'DURING THIS LESSON, YOU WILL BE TAUGHT AND WILL PRACTISE THE FOUR DEGREES OF WEAPON READINESS FOR THE F88 STEYR. THEY ARE "LOAD", "ACTION", "INSTANT" AND "UNLOAD". YOU WILL NEED TO KNOW THE DEGREES OF WEAPON READINESS SO THAT YOU CAN ...'.

- b. *Statement of Objective.* The statement of objective is the part of the approach where instructors tell trainees what standard of performance they will expect of them at the conclusion of lessons to achieve competence. The instructor derives this statement from the task and standards statements of the module learning outcome or equivalent that is applicable to the lesson. This statement alerts the squad and motivates them to achieve competency. Instructors set learning targets and trainees aim for them.

Example Statement of Objectives:

Instructor: 'UPON COMPLETION OF THIS LESSON, YOU WILL BE ABLE TO CORRECTLY ADOPT THE FOUR DEGREES OF READINESS ON THE WORDS OF COMMAND: "LOAD", "ACTION", "INSTANT" AND "UNLOAD" ....

## LESSON BODY

7. Instructors should divide the body of a weapons lesson into teaching and practice stages. During teaching stages instructors use demonstration performance methods. Practice stages progress from talk-through practice to abbreviated talk-through practice and, finally, to controlled practice.
8. **Teaching Stages/Open the Stage.** Instructors conduct teaching stages for weapons lessons using two demonstration performance methods. Demonstration performance methods are sequences of instructor explanations and demonstration, and trainee activities. The methods are as follows:
  - a. *Explanation, Demonstration and Imitation.* The three steps in explanation, demonstration and imitation are:
    - (1) *Explanation.* The instructor uses short, simple sentences to describe actions trainees will perform.

Example Explanation:

Instructor: 'THE FIRST OF THE FOUR DEGREES OF WEAPON READINESS IS THE LOAD. ON THE COMMAND "LOAD" THE FOLLOWING ACTIONS OCCUR:

'TAKE A PACE FORWARD WITH THE LEFT FOOT ...'.



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- (2) *Demonstration.* The instructor now performs the explained actions. They use slow, exaggerated movements to emphasise finer details of actions.

Example Demonstration:

Instructor: 'LIKE THIS!' (The instructor demonstrates.)

- (3) *Imitation.* Each member of the squad imitates the recently demonstrated actions immediately on their weapons.

Example Demonstration:

Instructor: 'DO THAT!' (The squad imitates.)

- b. *Explanation, Demonstration and Practice.* The explanation and demonstration steps of this method are the same as for explanation, demonstration and imitation. The only difference is the requirement for instructors to rotate trainees on weapons for practice, for example, when training on crew-served weapons such as machine-guns. This means that all trainees cannot imitate recently demonstrated actions immediately, but must rotate for practice with other trainees.

**9. Word of Command.** Instructors use the following words of command during the teaching stages:

- a. 'LIKE THIS' is used by the instructor just before their demonstration. It alerts the squad to the fact that a demonstration of recently explained actions is to occur.
- b. 'DO THAT' is used by the instructor just before trainees imitate or practise the actions shown to them. It prompts the squad to carry out actions immediately.
- c. 'CHANGE' is used by the instructor to rotate trainees for practice when using the explanation, demonstration and practice method. On this command, the trainee who has

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just carried out actions changes places with a waiting trainee.

- d. 'STOP' is used to cause all trainees' actions to cease immediately. On this command, trainees 'freeze' and await further direction. Typically, instructors shout 'STOP' when a breach of safety has occurred or they have observed a dangerous practice.
- e. 'GO ON' is used to start trainee imitation/practice; trainees continue to carry out actions.

**10. Fault Correction.** Trainee faults must be corrected by the instructor during the teaching stages. There are two types of faults, as follows:

- a. *Common Fault.* A common fault is an incorrect performance by a trainee that does not involve a breach of safety. The correction sequence for a common fault is:
  - (1) nominate the fault,
  - (2) pause,
  - (3) nominate the trainee, and
  - (4) correct the fault.

Example Common Fault Correction:

Instructor: 'LOWER YOUR MUZZLE,' (pause and nominate trainee) 'NUMBER 3.'

No 3 lowers muzzle.

Instructor: 'STEADY!'

- b. *Safety Fault.* A safety fault is an incorrect performance by a trainee that is a breach of safety or dangerous practice that endangers a life or property. The sequence for correcting a safety fault is:
  - (1) give the command 'STOP';
  - (2) nominate the trainee;

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- 
- (3) nominate the fault; and
  - (4) correct the fault and go on.

Example Safety Fault Correction:

Give the command 'STOP'.

Instructor: 'STOP!'

Instructor: [nominate the trainee(s)]  
'NUMBER 2'.

Instructor: (Nominate the fault) 'KEEP YOUR  
FINGER OUTSIDE THE TRIGGER GUARD.'

Instructor: (Correct the fault) (After trainee has  
corrected the fault) 'GO ON!'

11. Instructors determine the number of teaching stages in a weapons lesson based on the complexity of the weapon and the level of training the trainees need to achieve. Sometimes instructors teach single actions and trainees imitate one action. On other occasions, they group actions, demonstrate them and then have trainees imitate those actions. Instructors should not group and demonstrate more than five separate actions at a time.
12. **Confirm, Close and Link.** After instructors have demonstrated and directed the squad to imitate actions using either explanation, demonstration and imitation or explanation, demonstration and practice, they then move on to the practice stages. Once trainees have a basic grasp of all actions, they achieve competence through practice.
13. **Practice Stages.** During practice stages, fault correction is of paramount importance. The cycle of fault correction and encouragement ensures that trainees know how to improve their performance and motivates them to achieve competence. The three types of practice stages are as follows:
  - a. *Talk-through Practice.* For talk-through practice, instructors detail required actions and the squad

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performs those actions. At no stage should instructors allow any members of the squad to get ahead of their directions. This type of practice reinforces learning through the slow and deliberate execution of each action after instructors have described their requirements in a step-by-step manner. Trainees begin to gain confidence in performing actions correctly and instinctively at the same pace as the other members of the squad.

Example Safety Fault Correction:

Give the command 'STOP'.

Instructor: 'STOP!'

Instructor: [Nominate the trainee(s)] 'NUMBER 2'

Instructor: (Nominate the fault) 'KEEP YOUR FINGER OUTSIDE THE TRIGGER GUARD.'

Instructor: (Correct the fault) (After trainee has corrected the fault) 'GO ON!'

- b. *Abbreviated Talk-through Practice.* When all members of the squad are responding well to talk-through practice, the instructor reduces the amount of prompting information by using abbreviated words of command to describe actions. The squad performs actions with more speed, but the instructor must continue to emphasise accuracy and safety. The instructor can now expect trainees to act more independently, and practice becomes more instinctive and automatic. However, instructors continue to determine the practice speed and do not allow trainees to get ahead of the instructor's directions.

Example Abbreviated Talk-through Practice:

Instructor: 'NOW, I WILL CONTINUE TO TALK YOU THROUGH USING ABBREVIATED WORDS OF COMMAND. DO NOT GET AHEAD OF ME.'

Instructor: 'SQUAD – LOAD – LOAD POSITION – CHECK SAFE – POUCH ...'.

- c. *Controlled Practice.* For controlled practice, the instructor tells the squad what the practice will be, and trainees practise at their best speed without further prompting information. Instructors use only a few words of command to regulate practice.

Example Controlled Practice:

Instructor: 'GOOD – YOU ARE GETTING A GOOD GRASP OF THE ACTIONS. FOR FURTHER PRACTICES, I WILL GIVE THE COMMAND FOR EACH DEGREE AND YOU WILL CARRY OUT THE ACTIONS.'

Instructor: 'SQUAD – LOAD ...'.

14. In summary, the body is made up of teaching and practice stages. Teaching stages are conducted using the demonstration performance methods: explanation, demonstration and imitation and explanation, demonstration and practice. Practice stages progress through talk-through, abbreviated talk-through and controlled practice.

## LESSON CONCLUSION

15. The sections of the conclusion of a weapons lesson are as follows:
- a. *Clear up Doubtful Points.* The conclusion begins with the instructor asking the squad whether there are any final

questions. This ensures that squad members are clear about what they have learned before they are assessed on it.

Example Clear up Doubtful Points:

Instructor: 'SQUAD REST – ARE THERE ANY QUESTIONS ON ANY OF THE FOUR DEGREES OF WEAPON READINESS?'

- b. *Assessment and Feedback.* Instructors now confirm the achievement of learning outcomes by conducting an assessment. Normally, they give words of command and the squad will perform recently taught and practised actions. Instructors do not correct faults during this process, but must provide feedback after the assessment to ensure that the trainees know what standard they have achieved. Instructors then deem trainees to be competent or not yet competent in the actions carried out. There is more information on the assessment of competence in [Chapter 10](#).

Example Assessment:

Instructor: 'NOW LET'S SEE HOW MUCH YOU HAVE UNDERSTOOD DURING THIS LESSON. SQUAD – LOAD – ACTION ...'.

- c. *Summary of Key Points.* The instructor consolidates trainee understanding of all the new learning in a summary of key teaching points.

Example Summary:

Instructor: 'IN SUMMARY, THE DEGREES OF WEAPON READINESS INVOLVE A SEQUENCE OF SMOOTH ACTIONS. THE MAIN POINT TO REMEMBER IS: KEEP YOUR FINGER OUTSIDE THE TRIGGER GUARD.'

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- d. *Statement of Relevance.* The instructor now summarises the reason for learning. This reinforces in the trainees' minds the relevance of the new learning to their ability to perform competently in the workplace or on operations.

Example Statement of Relevance:

Instructor: 'DURING THIS LESSON, YOU HAVE BEEN TAUGHT THE FOUR DEGREES OF WEAPON READINESS FOR THE F88 STEYR RIFLE. YOU HAVE WORKED WELL AND HAVE ACHIEVED THE REQUIRED STANDARD.'

- e. *Safety Precautions.* Once again, instructors and trainees carry out safety precautions. They use the same procedures as those conducted in the introduction. This heavy emphasis on safety reinforces correct safety habits.

Example Safety Precautions:

Instructor: 'SQUAD – INSPECT WEAPONS – NUMBER 8 WILL INSPECT MY WEAPON AND DECLARE IT CLEAR OR OTHERWISE!'

No 8: 'INSTRUCTOR'S WEAPON CLEAR.'

The instructor completes safety precautions and brings the squad to the start position for revision.

Instructor: 'KNEEL DOWN AND PLACE YOUR RIFLE AND MAGAZINE ON THE GROUNDSHEET.'

- f. *Preview of Instruction.* The instructor previews the next instruction by stating the time and location for the next instruction or activity involving the weapon being taught. The instructor then reminds the squad of the next activity on the training program and nominates the time, location, instructor and dress for that activity.

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Example Preview of Instruction:

Instructor: 'YOUR NEXT LESSON IN THE F88 STEYR IS STOPPAGES AND IMMEDIATE ACTIONS AT 1400 HOURS TOMORROW.'

(Next lesson for the day).

Instructor: 'YOUR NEXT PERIOD OF INSTRUCTION IS PATROLLING AND TRACKING WITH CPL HARRIS IN THIS LOCATION.'

- g. *Dismissal.* The lesson is complete when the instructor gives back control of the squad to the senior ranked or nominated duty trainee. The duty student marches the squad off to its next activity.

Example Dismissal:

Instructor: 'DUTY STUDENT.'

Duty Student: 'SIR!' (Use rank identification as applicable.)

Instructor: 'FALL OUT – MARCH OFF.'



## ANNEX B TO CHAPTER 4

### EQUIPMENT LESSON

1. The three parts of an equipment lesson (refer to [Table 4–2](#)) are the introduction, body and conclusion.

**Table 4–2: Structure of an Equipment Lesson**

<i>Introduction</i>	<i>Body</i>	<i>Conclusion</i>
Preliminaries	Teaching stages:	Clear up doubtful points
Revision	Open the stage	Assessment and feedback
Approach	Recall, explanation, demonstration, practice and review	Summary of key points
	Confirm the stage	Statement of relevance
	Close the stage	Safety precautions
	Link to next stage	Preview of instruction
	Practice stages:	
	Talk-through practice	
	Abbreviated talk-through practice	
	Controlled practice	

### LESSON INTRODUCTION

2. The following are the three sections of the introduction to an equipment lesson:
  - a. Preliminaries,

- 
- b. Revision, and
  - c. Approach.
3. **Preliminaries.** The five steps in the preliminaries are as follows:
- a. *Trainees' Reports.* The class of trainees reports to the instructor. Typically, a duty student is responsible for the attendance of the trainees and will give the instructor a parade state.

Example Trainees' Report:

Duty Student: 'GOLF SECTION ALL PRESENT  
WAITING FOR YOUR INSTRUCTION, SIR!' (Use  
rank identification as applicable.)

Instructor: 'DUTY STUDENT – TAKE YOUR PLACE  
FOR THE LESSON.'

- b. *Position Trainees.* The instructor positions the trainees for instruction. Different items of equipment or kit will require the instructor to vary the instructional layout. The emphasis is on safety and the ability of the trainee to see the actions of the instructor, as well as for the instructor to see the actions of the trainee. Also, the position of the sun and direction of the wind if not using a classroom are additional factors when selecting instructional layouts.

Example Position Trainees:

Instructor: 'GOOD MORNING/AFTERNOON, THIS  
WILL BE A PRACTICAL LESSON SO I WILL NOW  
ALLOCATE YOU THE FOLLOWING PIECES OF  
EQUIPMENT.'

- c. *Identify Trainees.* The instructor should establish a means of identifying each member of the class. It is preferable that an instructor should know each individual by name. The provision of name tags is recommended.

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- d. *Allocate Materials.* The instructor nominates items that will be used for instruction and the rules for their use, especially if trainees are not familiar with instructional materials or items of equipment located at their workstations.

Example Allocate Materials:

Instructor: 'CHECK THAT BESIDE EACH MACHINE THERE ARE THE FOLLOWING ITEMS: AN OPERATIONS MANUAL, A BATTERY ... DOES ANYONE NOT HAVE ALL OF THOSE ITEMS?'

- e. *Safety Precautions.* Instructors now inform the trainees of any safety instructions or precautions applicable to items of equipment or other equipment used during the lesson. They and the trainees may have to carry out physical procedures to confirm the safe condition of equipment before instruction begins.

Example Safety Precautions:

Instructor: 'SAFETY GLASSES WILL BE REQUIRED FOR THIS LESSON. CHECK THAT YOU HAVE A SERVICEABLE PAIR OF SAFETY GLASSES.'

4. [Figure 4-4](#) to [Figure 4-6](#) highlight generic instructional layouts that are recommended to be used by instructors. Trainees should watch instructors demonstrate and then practise at their workstations.

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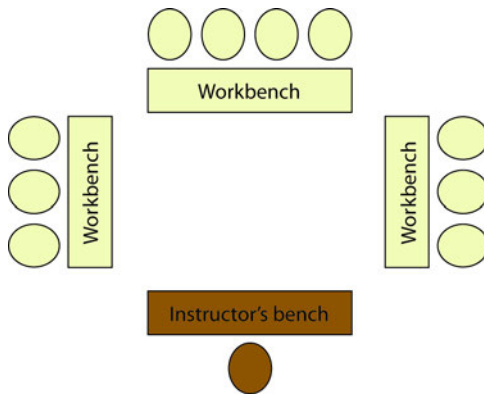


Figure 4-4: Equipment Lesson Layout Type 1

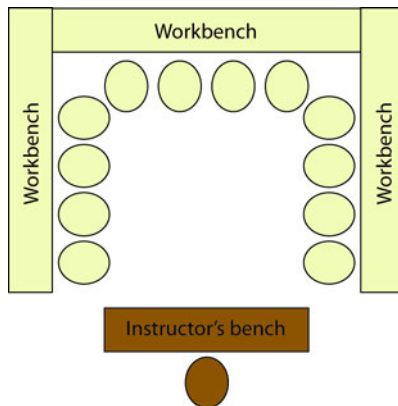


Figure 4-5: Equipment Lesson Layout Type 2

Note: Trainees may move closer if required

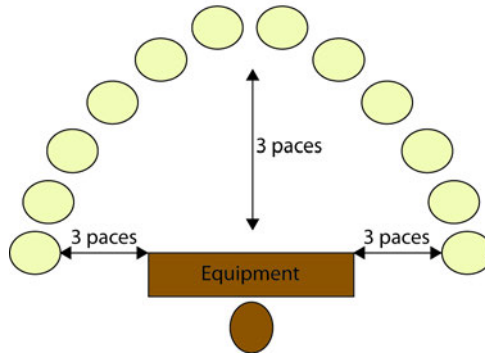


Figure 4–6: Equipment Lesson Layout Type 3

5. **Revision.** Revision is the warm-up for the lesson. The instructor gives the class practice to ensure that they are competent in skills that are a prerequisite and lead into the lesson being taught. The instructor should check faults, provide feedback and encourage correct performance. Revision assists in conditioning trainees for new learning. Revision finishes with the instructor bringing the class into the start position for the body of the lesson.

Example Revision:

Instructor: 'PREVIOUSLY YOU WERE TAUGHT HOW TO ASSEMBLE THE RADIO. LET'S NOW GO THROUGH THE FAULT FINDING PROCESS FOR THE RADIO.'

6. **Approach.** During the approach, the instructor tells trainees what they are going to learn, why it is important to learn it and what standard of performance will be required at the conclusion of the lesson to achieve competence. The two sections of the

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approach are 'Reason for Learning' and 'Statement of Objective' described as follows:

- a. *Reason for Learning.* Instructors motivate trainees by telling them what they are to learn and why the new learning is important. The emphasis is always on the relationship between new learning and the roles of squad members on operations. This promotes the desire to learn.

Example Reason for Learning:

Instructor: 'IN THIS LESSON YOU ARE GOING TO LEARN ABOUT THE COMMON FAULTS OF THE SERVICE RADIO. IT IS IMPORTANT THAT YOU KNOW WHAT THE COMMON FAULTS OF THE SERVICE RADIO ARE SO YOU CAN PERFORM MINOR MAINTENANCE OF THE RADIO IN THE FIELD ENVIRONMENT.'

- b. *Statement of Objective.* The statement of objective is where the instructor tells the class what standard of performance will be expected of them at the conclusion of the lesson to achieve competence. The instructor derives this statement from the task and standards statements of the module learning outcome or equivalent statement applicable to the lesson. This statement alerts the trainees and motivates them to achieve competency. The instructor sets learning targets and the trainees aim for them.

Example Statement of Objectives:

Instructor: 'AT THE END OF THIS LESSON YOU WILL BE ABLE TO IDENTIFY THE MOST COMMON FAULTS OF THE SERVICE RADIO, YOU WILL BE ABLE TO CARRY OUT MINOR MAINTENANCE IN THE FIELD ...'.

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## LESSON BODY

7. Instructors should divide the body of an equipment lesson into teaching and practice stages. They deliver teaching stages using a six-step learning sequence and a demonstration performance method. Each teaching stage follows specified learning sequences, but may vary in the time taken to complete them. There is no suggested time for the conduct of a teaching stage within an equipment lesson. Instructors conduct practice stages during self-paced, individual practice and then progress through talk-through practice, abbreviated talk-through practice and controlled practice.
8. **Teaching Stages.** Teaching stages should build on each other until instructors assess that it is time to conduct practice. Initial practice after each teaching stage should result only in trainees achieving sufficient proficiency to proceed to the next teaching stage. Practice stages will consolidate the learning from all the teaching stages so that proficiency will improve throughout the conduct of the lesson. The number of teaching stages for a particular lesson depends on the complexity of the skills being taught and the level of training of the trainees. [Table 4-3](#) identifies how the learning sequence is combined in a teaching stage with the demonstration performance method used in equipment lessons.

**Table 4–3: Relationship Between the Learning Sequence and Demonstration Performance Method Used for Equipment Lessons**

<i>Learning Sequence</i>	<i>Demonstration Performance Method</i>
Open the stage	Recall
Present information	Explanation Demonstration
Practice	Practice
Confirm the stage	Review
Close the stage	
Link to next stage	

9. The demonstration performance method associated with an equipment lesson is recall, explanation, demonstration, practice and review. The five steps in recall, explanation, demonstration, practice and review are:

- a. *Recall (Open the Stage)*. Instructors remind trainees of the theory applicable to the new learning. Recall opens the stage. Instructors question trainees. Often instructors discuss and emphasise information that they have covered in the revision stage during recall. They use recall to direct the trainees to think of specific aspects of theory during the instructor's explanation and demonstration of new skills.

Example Recall:

Instructor: 'YOU WILL RECALL THAT THE RADIO OPERATES IN THE FOLLOWING CONDITIONS ...'  
(either ask trainees or go through the condition written on the whiteboard while pointing at them).



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- b. *Explanation (Present the Information).* Instructors explain new skills. This allows trainees to rehearse mentally and also link aspects of theory that they discussed during recall with new skills. Instructors should use short, simple sentences and write any difficult words on a board to assist a trainee's comprehension. Sometimes it is useful to use a blackboard, whiteboard or interactive whiteboard to sketch points raised during explanation.

Example Explanation:

Instructor: 'THE FIRST STEP TO TEST THE SERVICE RADIO FOR THE MOST COMMON FAULTS IS ...'.

- c. *Demonstration.* Instructors demonstrate actions that they have explained, using slow, exaggerated movements to emphasise the finer detail of their actions. They may have to explain during a demonstration. However, instructors should not explain and demonstrate simultaneously – explain and then demonstrate even the simplest action. Instructors should not group more than five actions together for a demonstration.

Example Demonstration:

Instructor: 'LIKE THIS – DO THAT!' (The instructor demonstrates.)

- d. *Practice.* Trainees practise actions. They may rotate through items of equipment or simulators in order to practise under the instructor's supervision. Other trainees will learn from watching trainees practising and listening to instructor feedback. On other occasions, trainees may return to their workstations and practise individually at their own pace. Instructors will visit each trainee and provide feedback. Practice should continue

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until the instructor is satisfied that the trainees can progress to the next teaching stage.

Example Practice:

Instructor: 'NOW I WANT YOU TO MOVE BACK TO YOUR RADIO SET AND CARRY OUT THE TEST OPERATION AS I DEMONSTRATED EARLIER.'

- e. *Review (Confirm the Stage)*. Instructors confirm each stage by reviewing what the class has covered during the stage. They emphasise the theory of the operation of the equipment with new skills. They conduct reviews using one, or a combination, of the following methods:
  - (1) Have a trainee or trainees summarise the theory and practical teaching points of the stage verbally.
  - (2) Have a trainee conduct a final demonstration of the recently learned skills, explaining key teaching points during the demonstration.
- f. Conduct a question and answer session to prompt trainees to remember and discuss key teaching points.

Example Review:

Instructor: 'LET'S REVIEW WHAT WE HAVE JUST DONE. REMEMBER THE DIAGNOSTIC TESTS ARE ONLY SIMPLE TESTS.'

- g. *Close the Stage*. Instructors close each stage by asking trainees whether there are any final questions.

Example Close the Stage:

Instructor: 'ARE THERE ANY QUESTIONS? GOOD, LET'S MOVE ON.'

- h. *Link to Next Stage.* The instructor links to the next stage by stating briefly how the next teaching stage is a learning progression from the previous stage.

Example Link to Next Stage:

Instructor: 'LET'S MOVE ON. NOW WE ARE GOING TO TEST THE KEYPAD AND SELECTOR SWITCHES.'

10. In summary, instructors conduct each teaching stage by combining a six-step learning sequence with a demonstration performance method – recall, explanation, demonstration, practice and review.

### **Practice Stages**

11. Instructors conduct practice stages for equipment lessons during periods of individual, self-paced practice. Normally, trainees will return to their allocated workstations or take up positions in small groups around or adjacent to the items of equipment. Initially, instructors may talk all trainees through a practice of the skills learned in the teaching stages or assist trainees individually during practice.
12. Trainees progress through periods of self-paced practice at different rates. The instructor may need to conduct detailed talk-through practice with some trainees but only abbreviated or controlled practice with others. Equipment lessons have flexible and concurrent practice stages. Typically, instructors move among trainees while they practise, providing levels of assistance tailored to the learning progress of each trainee.
13. During practice stages, fault correction is of paramount importance. The cycle of fault correction and encouragement ensures that trainees know how to improve performance and motivates them to achieve competence. The three types of practice stages are as follows:
- a. *Talk-through Practice.* In talk-through practice, the instructor details the required action and the trainee

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performs it. This type of practice reinforces learning by the slow and deliberate execution of each action once the instructor has described the requirement in a step-by-step manner. Instructors should question trainees during practice to confirm their understanding of the theory applicable to the actions they are performing.

Example Talk-through Practice:

Instructor: 'PTE JONES, YOU SEEM TO BE HAVING TROUBLE UNLOCKING THE SECURITY PIN NUMBER ON THAT RADIO SET.'

PTE Jones: 'I HAVE PUT THE PIN IN THREE TIMES NOW, SGT, AND IT IS NOT ACCEPTING.'

Instructor: 'SOMETIMES YOU HAVE TO PRESS THE KEYPAD HARDER AS THE BUTTONS WEAR. IF IT DOES NOT RESPOND, THE RADIO SET NEEDS TO BE SENT AWAY FOR REPAIR.'

- b. *Abbreviated Talk-through Practice.* Instructors reduce the amount of information given to trainees. Often they use questions in order to have the trainee work out what actions are required. This reinforces the trainee's ability to diagnose what actions are required by the inspection of equipment and recall of the theory applicable to its operation. Testing equipment is often used during this diagnostic process.

Example Abbreviated Talk-through Practice:

Instructor: 'THAT IS NOT THE CORRECT SEQUENCE, PTE SMITH.'

- c. *Controlled Practice.* For controlled practice, instructors tell trainees what the practice will be, and the individual or entire class practises without further information. Instructors will then move among the trainees to prompt them, as required, by asking questions and providing

feedback. Once again, instructors should allow for different rates of trainee progress and assist each trainee in a positive and encouraging manner.

Example Controlled Practice:

Instructor: 'HAVE YOU SET THE RIGHT FREQUENCY, PTE JONES?'

PTE Jones: 'YES, SGT'.

Instructor: 'FINE, CARRY ON TO THE NEXT STAGE'.

14. **Fault Correction.** During practice stages, fault correction is of paramount importance. Normally, instructors correct faults by asking trainees questions that prompt trainees to discover how they have been incorrect and how to be correct. It is not normal to use formal fault-correction procedures during the practice stages of equipment lessons. The aim is to have the trainees discover why they are wrong and correct themselves. This process not only reinforces their learning but also strengthens their ability to identify and solve problems with equipment operation independently.
15. **Prolonged Practice.** Often the practice stages of an equipment lesson will go on for hours, and sometimes days, until trainees have reached the required proficiency before new skills can be taught. Instructors should conduct prolonged practice in a systematic manner. The following guidelines apply:
  - a. Each period of practice should be introduced and trainees refreshed in relevant teaching points.
  - b. Instructors should monitor the progress of each trainee.
  - c. Short periods of revision should be used to reinforce relevant theory applicable to the new skills.
  - d. Initially, trainees should be allowed to use any manuals and job aids that they require. If appropriate, these aids should be withdrawn so that trainees can practise with a

higher level of independence. A job aid is an item designed to assist the performance of physical or mental procedure.

## LESSON CONCLUSION

16. The sections of the conclusion of an equipment lesson are as follows:

- a. *Clear up Doubtful Points.* The conclusion begins with the instructor asking the trainees whether there are any final questions. This ensures that trainees are clear about what they have learned before they are assessed on it.

Example Clear up Doubtful Points:

Instructor: 'ARE THERE ANY QUESTIONS ON WHAT WE HAVE COVERED TODAY?'

- b. *Assessment and Feedback.* The instructor now confirms whether the learning outcome has been achieved by administering a test to assess the trainees' competence at this point. Normally, instructors test individuals and give them personal feedback on their standard of performance. [Chapter 10](#) contains further information on the development and administration of tests for assessment.

Example Assessment:

Instructor: 'LET'S SEE WHAT STANDARD EACH OF YOU HAS ACHIEVED. TAKE THE DISASSEMBLED RADIO SET AND GET IT TO AN OPERATIONAL STATE. WHEN YOU HAVE DONE THIS, CALL ME SO I CAN INSPECT YOUR OUTCOME.'

- c. *Summary of Key Points.* The instructor consolidates trainee understanding of all the new learning in a summary of key points.

Example Summary:

Instructor: 'REMEMBER THE MAIN POINTS WHEN ASSEMBLING THE RADIO. ENSURE THAT THE BATTERY IS NOT SWOLLEN OR SWEATING IN ITS PROTECTIVE PACKAGING, THAT IT IS NOT SHOWING SIGNS OF DAMAGE.'

- d. *Statement of Relevance.* The instructor now summarises the reason for learning. This reinforces in the trainees' minds the relevance of the new learning to their ability to perform competently on operations.

Example Statement of Relevance:

Instructor: 'THE REASON THAT YOU MUST KNOW HOW TO ASSEMBLE AND MAKE A SERVICE RADIO OPERATIONAL IS THAT YOU MAY HAVE TO TAKE THE ROLE OF THE SECTION RADIO OPERATOR'.

- e. *Safety Precautions.* Once again, instructors and trainees carry out safety precautions. They use the same procedures as those conducted in the introduction. This heavy emphasis on safety reinforces correct safety habits.

Example Safety Precautions:

Instructor: 'SQUAD – INSPECT WEAPONS – NUMBER 8 WILL INSPECT MY WEAPON AND DECLARE IT CLEAR OR OTHERWISE!'

No 8: 'INSTRUCTOR'S WEAPON CLEAR.'

The instructor completes safety precautions and brings the squad to the start position for revision.

Instructor: 'KNEEL DOWN AND PLACE YOUR RIFLE AND MAGAZINE ON THE GROUND SHEET.'

- f. *Preview of Instruction.* The instructor previews the next instruction by stating the time and location for the next instruction or activity involving the equipment being taught. The instructor then reminds the class of the next activity on the training program and nominates the time, location, instructor and dress for that activity.

Example Preview of Instruction:

Instructor: 'YOUR NEXT LESSON WILL BE RATEL PROCEDURE USING THE SERVICE RADIOS THAT YOU CURRENTLY HAVE ISSUED TO YOU.'

- g. *Dismissal.* The lesson is complete when the instructor gives back control of the class to the senior ranked or nominated duty student.

Example Dismissal:

Instructor: 'PTE LEWIS, TAKE CONTROL OF THE CLASS AND SUPERVISE THE PREPARATION FOR THE NEXT LESSON.'

or

Instructor: 'DUTY STUDENT'!

Duty Student: 'SIR'! (SGT, CPL, whichever is appropriate)

Instructor: 'DUTY STUDENT, LET THE TRAINEES TAKE A COMFORT BREAK AND HAVE THEM READY BACK IN THE LECTURE ROOM FOR THEIR NEXT LESSON IN 15 MINUTES.'



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## ANNEX C TO CHAPTER 4

### DRILL LESSON

1. The three parts of a drill lesson are the introduction, body and conclusion (see [Table 4-4](#)).

**Table 4-4: Structure of a Drill Lesson**

<i>Introduction</i>	<i>Body</i>	<i>Conclusion</i>
Preliminaries	Teaching stages:	Clear up doubtful points
Revision	Open the stage	Assessment and feedback
Approach	Present information by complete demonstration, demonstration, explanation, and practice by collective, individual, confirmatory	Summary of key points
	Confirm the stage	Statement of relevance
	Close the stage	Safety precautions (if applicable)
	Link to next stage	Preview of instruction
	Practice stages:	
	Practice by numbers/ catchwords	
	Practice calling the time	
	Practice judging the time	

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## LESSON INTRODUCTION

2. The three parts of the introduction to a drill lesson are as follows:
  - a. preliminaries,
  - b. revision, and
  - c. approach.
3. **Preliminaries.** The four steps in the preliminaries are as follows:
  - a. *Squad Reports.* The squad of trainees reports to the instructor. Typically, a duty trainee will march the squad to the instructional location and gives the instructor a parade state:

Example Squad Report:

Duty trainee: 'NUMBER 1 SQUAD ALL PRESENT – SIR.' (Use rank as applicable.)

Instructor: 'DUTY TRAINEE FALL IN.'

- b. *Position Squad.* The instructor positions the squad for instruction. Different drill lessons require the instructor to vary the instructional layout. The emphasis is on the ability of the squad to see the actions of the instructor and the instructor to see the actions of the squad. Also, the position of the sun and the direction of the wind are additional factors when determining the instructional layout (see *LWP-G 7-7-5, Drill*, 2010 [Annex C to Chapter 1] for some examples). The main consideration is that the instructor is far enough away from the squad in order to enable them to see the squad. A minimum of 15 paces is suggested. The instructor is responsible for

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positioning the squad for instruction. Two common methods of doing this are as follows:

- (1) Position the right marker and have the squad fall in on them:

Example:

'ON THE COMMAND 'MOVE MARKER' YOU ARE TO DOUBLE OUT TO A POSITION 15 PACES FROM AND FACING ME – MOVE MARKER.'

'SQUAD ON THE COMMAND 'MOVE' FORM UP ON THE MARKER – MOVE.'

- (2) Marching the squad to its position:

Example:

'SQUAD – QUICK MARCH (wheel or turn as required) HALT TURN (as required).'

- c. *Number Squad.* The squad is numbered so the instructor can identify each trainee in the squad throughout the lesson:

Example:

Instructor: 'SQUAD – NUMBER.'

Squad: 'ONE, TWO, THREE (etc.).'

- d. *Dress Squad.* The instructor now dresses the squad to ensure even spacing and to establish a directing flank. After dressing the squad the instructor should have the squad adopt the start position for the revision:

Example:

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Instructor: 'SQUAD – RIGHT DRESS – SQUAD EYES FRONT.'

4. **Revision.** Revision is the warm up for the lesson. The squad is practiced in drill movements related to the lesson to be taught. The instructor should check faults, provide feedback and encourage correct performance. Revision assists in conditioning the squad for new learning. Revision finishes with the instructor bringing the squad to the start position for the body of the lesson. The instructor adopts the start position with the squad. Revision continues until the instructor is satisfied:

Example:

Instructor: 'SQUAD – STAND AT EASE' (squad performs, No 2 is slack).

Instructor: 'YOUR FOOT WAS NOT PICKED UP TO THE KNEE BENT POSITION – NUMBER 2 – ENSURE YOU RAISE YOUR LEFT FOOT THE FULL 15 CENTIMETRES TO THE KNEE BENT POSITION, BEFORE CARRYING IT OUT AND DOWN.'

5. **Approach.** During the approach the instructor tells the squad what it is going to learn, why it is important to learn it and what standard of performance will be required at the conclusion of the lesson. Two sections of the approach are as follows:
- a. *Reason for Learning.* The instructor tells the squad what they are to be taught, and then the squad is told why the new learning is important. This promotes the desire to learn:

Example:

Instructor: 'DURING THIS LESSON I AM GOING TO TEACH YOU THE PRESENT ARMS FROM THE ATTENTION AND THE ATTENTION FROM THE PRESENT ARMS AND THE PORT ARMS FROM THE ATTENTION AND THE ATTENTION FROM THE PORT ARMS. THE REASON THESE ARE TAUGHT IS PRESENT ARMS IS USED TO PAY COMPLIMENTS WHIST CARRYING ARMS ON PARADE AND THE PORT ARMS IS NECESSARY AS A PRELIM TO FIRING VOLLEYS WHICH IS USED AT MILITARY FUNERALS AND ON SOME CEREMONIAL PARADES.'

- b. *Statement of Objective.* The statement of objective is the part of the approach where the instructor tells the squad what standard of performance will be expected of them at the conclusion of the lesson. The instructor derives this statement from the task and standards statement of the module learning outcome or equivalent that is applicable for the lesson. This statement alerts the squad and motivates them to achieve the standard. A learning target is set for the trainees to aim for:

Example:

Instructor: 'AT THE END OF THE LESSON YOU WILL BE ABLE TO ADOPT THE PRESENT FROM THE ATTENTION, THE ATTENTION FROM THE PRESENT, THE PORT FROM THE ATTENTION AND THE ATTENTION FROM THE PORT, IN THE CORRECT SEQUENCE TO THE CORRECT TIMING.'

## LESSON BODY

6. The body of a drill lesson is divided into teaching stages and practice stages. The teaching stages are conducted using a demonstration performance method and a learning sequence. The practice stages progress from practice by

numbers/catchwords to practice calling the time and practice judging the time.

**7. Teaching Stages – Conduct.** This is as follows:

- a. *Open the Stage.* This is the first step of the lesson:

Example:

Instructor: 'WATCH NOW FOR A DEMONSTRATION OF THE COMPLETE MOVEMENTS YOU WILL BE TAUGHT TODAY.'

- b. *Complete Demonstration.* The first teaching stage of a drill lesson always opens with a complete demonstration of all movements to be taught:

Example:

Instructor: 'POSITION, PRESENT ARMS – ATTENTION, PORT ARMS – ATTENTION, REST.'

- c. *Demonstration.* The instructor subdivides the complete demonstration into simplified, numbered sequences and demonstrates each numbered sequence:

Example:

'THESE MOVEMENTS ARE TAUGHT IN STAGES BY NUMBERS. WATCH NOW WHAT HAPPENS ON THE COMMAND 'BY NUMBERS PRESENT ARMS – ONE'. POSITION – BY NUMBERS PRESENT ARMS – ONE.'

- d. *Explanation.* The instructor follows the demonstration with an explanation of the movements just completed:

Example:

Instructor: 'REST – ON THAT COMMAND THE RIFLE IS BROUGHT UP INTO A VERTICAL POSITION AT THE RIGHT SIDE OF THE BODY BY BENDING THE RIGHT ELBOW AND FORCING THE FOREARM UP SO THAT THE FRONT HANDGRIP IS IN LINE WITH THE RIGHT SHOULDER. ARE THERE ANY QUESTIONS?'

- e. *Practice.* The squad is now practiced in the movement. It is vital that fault correction is used throughout. The three phases of the practice are as follows:

- (1) *Collective Practice.* Conduct as a squad until they have a basic grasp of the movement:

Example:

Instructor: 'SQUAD, BY NUMBERS – PRESENT ARMS. SQUAD – ONE.'

- (2) *Individual Practice.* Each member of the squad practices independently. The instructor should provide feedback to each individual from the instructional position or moving forward if required:

Example:

Instructor: 'SQUAD, INDIVIDUAL PRACTICE OF THAT MOVEMENT – GO ON.'

- (3) *Confirmatory Practice.* The instructor practices the squad as a squad once again to confirm they are ready to progress to the next teaching stage:

Example:

Instructor: 'SQUAD, BY NUMBERS PRESENT ARMS – ONE.'

- f. *Close the Stage.* The instructor closes the stage by telling the squad they have a basic grasp of the movement and a new teaching stage is about to begin:

Example:

Instructor: 'GOOD MOVEMENT LET'S GO ON.'

- g. *Link to Next Stage.* Finally the instructor links to the next stage. Normally the next numbered movement to be taught is identified:

Example:

Instructor: 'SQUAD – REST. WATCH NOW WHAT HAPPENS ON THE COMMAND, 'BY NUMBERS, PRESENT ARMS – TWO'.'

8. The body is continued in this way until all the teaching stages have been taught. The number of teaching stages will depend on the particular lesson. Once completed the instructor is ready to move on to the practice stages.

**9. Practice Stages – Conduct.** This is as follows:

- a. *Practice by Numbers/Catchwords.* The movement is carried out by numbers or catchwords in the correct sequence:

Example:

Instructor: 'SQUAD, BY NUMBERS PRESENT ARMS SQUAD – ONE, BY NUMBERS PRESENT ARMS SQUAD – TWO.' continues until all movements are practiced. It is vital the instructor continues to correct faults.



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- b. *Practice Calling the Time.* The instructor demonstrates the conduct of the complete movements calling the time. The squad is then practiced once with the instructor calling the time. The squad is then told to call the time for all other practices in a loud clear voice until told not to. This allows the squad to coordinate their movements as a squad:

Example:

Instructor: 'SQUAD REST, AS WITH MOST DRILL MOVEMENTS THESE MOVEMENTS ARE CARRIED OUT WITH A REGULATION PAUSE. WATCH NOW A DEMONSTRATION OF THE PRESENT FROM THE ATTENTION, ATTENTION FROM THE PRESENT, PORT ARMS FROM ATTENTION AND ATTENTION FROM THE PORT ARMS CALLING THE TIME. POSITION, CALLING THE TIME, PRESENT ARMS, ATTENTION, PORT ARMS, ATTENTION. REST, I WILL CALL THE TIME FOR THE FIRST PRACTICE YOU WILL CARRY OUT THE MOVEMENTS; SQUAD, POSITION, SQUAD PRESENT ARMS, SQUAD ATTENTION, SQUAD PORT ARMS, SQUAD, ATTENTION (instructor calling the time). SQUAD, YOU WILL NOW CALL THE TIME UNTIL TOLD OTHERWISE, SQUAD PRESENT ARMS.'

- c. *Practice Judging the Time.* Once the instructor is satisfied the squad can coordinate their drill, the squad is directed to stop calling the time and to commence judging the time. This prepares the squad for the test of the objective:

Example:

Instructor: 'SQUAD, FOR THE REMAINDER OF THE LESSON, UNLESS TOLD OTHERWISE, YOU ARE TO JUDGE THE TIME.'

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## LESSON CONCLUSION

**10.** The sections of the conclusion of a drill lesson are as follows:

- a. *Clear up Doubtful Points.* The conclusion begins with the instructor asking if there are any questions. This ensures that the squad is clear about what they have learned before being assessed on it:

Example:

Instructor: 'ARE THERE ANY FINAL QUESTIONS OR DOUBTFUL POINTS ON ANY PART OF THIS LESSON?'

- b. *Assessment and Feedback.* Instructors now confirm the achievement of learning outcomes by conducting an assessment. Normally the squad is given the appropriate words of command and carries out all the actions that have been taught. Instructors do not correct faults during this assessment but must provide feedback after the assessment to ensure the trainees know what standard they have achieved:

Example:

Instructor: 'RIGHT, LET'S SEE HOW YOU GO. SQUAD – PRESENT ARMS, SQUAD – ATTENTION, SQUAD – PORT ARMS, SQUAD – ATTENTION, SQUAD – REST. IN THIS LESSON YOU HAVE WORKED WELL AND ACHIEVED THE STANDARD REQUIRED, WELL DONE.'

- c. *Summary of Key Points.* The instructor consolidates all the new learning by summarising key teaching points:

Example:

Instructor: 'REMEMBER THE KEY POINTS DURING THE PRESENT ARMS THE RIFLE MUST BE HELD VERTICAL (etc.).'

- d. *Statement of Relevance.* The instructor summarises the reasons for learning. This reinforces in the trainees' minds the relevance of the new learning to their ability to perform well on operations:

Example:

Instructor: 'REMEMBER THE REASON YOU WERE TAUGHT THESE MOVEMENTS IS TO ENABLE YOU TO CARRY OUT THESE DRILL MOVEMENTS WHERE REQUIRED TO DO SO ON A PARADE.'

- e. *Safety Precautions.* If applicable to the period of instruction, instructors should conduct final safety precautions. This emphasises correct safety habits when handling weapons, equipment and other dangerous materials (eg. when teaching firing volleys with blank ammunition).
- f. *Preview of Next Instruction.* The instructor previews the next instruction related to the subject that has just been taught. The instructor then reminds the trainees of the next period of instruction on the training program and nominates the time, location, instructor and dress for that period of instruction:

Example:

Instructor: 'RIGHT, THE NEXT PERIOD OF INSTRUCTION ON DRILL WILL BE TURNS AND INCLINES ON THE MARCH IN QUICK TIME TOMORROW MORNING AT 0900. THE NEXT PERIOD ON THE PROGRAMME IS PT AT 1500 AT THE GYM WITH CORPORAL BLOGGS IN PT DRESS.'

- g. *Dismissal.* The lesson is complete when the instructor gives back control of the trainee group to the senior ranked or nominated duty trainee. Normally this person marches the trainees to the next activity:

Example:

Instructor: 'DUTY TRAINEE.'

Duty trainee: 'SIR.'

Instructor: 'FALL OUT, TAKE CHARGE AND MARCH OFF.'

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## ANNEX D TO CHAPTER 4

### REVISION LESSON

1. Revision training is used to address the problem of learning decay that occurs naturally over time, especially if the specified knowledge, skill or activity has not been used or practised for some time. In the appreciation before formulating a plan for revision training, the instructor should consider the following:
  - a. the standard required;
  - b. the degree of learning decay; and
  - c. resources such as time, equipment, venue and training aids.

#### Format

2. Revision lessons follow the basic format (introduction, body and conclusion) but have different methods of instruction, which make them different from the standard skills and knowledge lessons. The structure of a revision lesson is shown in [Table 4–5](#).

**Table 4–5: Structure of a Revision Lesson**

<i>Introduction</i>	<i>Body</i>	<i>Conclusion</i>
Preliminaries	Teaching stages:	Clear up doubtful points
Approach	Test of objectives	Assessment and feedback
	Explanation, demonstration, imitation and/or practice	Summary of key points
	Close the stage	Statement of relevance
	Link to next stage	Preview of instruction
	Practice stages:	
	Talk-through practice	
	Abbreviated talk-through practice	
	Controlled practice	

3. The methods of instruction for drill, weapons and theory are explained in detail in the following paragraphs.

### **Period of Instruction**

4. The lesson layout is the same as for any instructional lesson and includes the introduction, body and conclusion.
- Introduction.* This is conducted in the same manner as a standard lesson, except the revision section is no longer required. The parts of the introduction include the preliminaries and the approach.
  - Body.* The body of the lesson has some small changes, the first being right at the start, where the instructor carries out a test of objectives to ascertain the level of

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knowledge of the soldiers. This is known as 'gauging the standard'. From this appraisal of the group the instructor selects those areas that are not at the required standard. This then sets the scene for the rest of the lesson as these areas are revised and brought up to the required standard. If the instructor is required to re-teach due to the decay in learning, the instructor must go to start of that stage as per a normal blueprint lesson and continue through the remainder of the lesson. The instructor then conducts a test of objectives during the conclusion (only on those areas that were identified as weaknesses). Once the revision areas have been selected the instructor begins the lesson. At first, the revision may remain at the current stage (eg. judging the time/controlled practice); however, if the standard appears to be lower, the instructor may need to drop to a lower stage in the lesson (eg. calling the time/abbreviated talk-through, etc.).

- c. *Conclusion.* The conclusion remains the same as in the lesson plan.

### Revision Lesson – Drill

- 5. To gauge the standard, the test of objectives needs to be carried out two or three times. After gauging the standard during a drill lesson, the instructor may choose to go back to any stage without working all the way back down through each stage. Based on revision requirements, orders can be given including:
  - a. The drill is not up to standard at this time; go to calling the time.
  - b. The standard is still not obtained; revert to 'by numbers' and/or catchwords.
  - c. The standard is still not obtained; a complete re-teach is required.

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6. When the trainees are of a suitable standard, the instructor progresses to the next higher stage until finally the desired standard is achieved. This is 'judging the time'.

### **Revision Lesson – Weapons**

7. After gauging the standard during a weapons lesson, the instructor may select the following revision areas:
- a. Start the revision at the highest stage.
  - b. If weapons revision is not up to standard, go to an abbreviated talk-through.
  - c. If the required standard is still not obtained, a complete talk-through is required.
  - d. If the required standard is still not obtained, revert to a complete re-teach.
8. When the trainees are at a suitable standard, the instructor progresses to the next higher stage until finally the desired standard is achieved. This is the controlled practice stage.

### **Revision Lesson – Theory**

9. After gauging the standard during a theory lesson, an instructor may select the following revision areas:
- a. If the theory revision is not up to standard, go to an abbreviated talk-through on the subject.
  - b. If the required standard has still not been met, a complete talk-through is required.
  - c. If the standard is still not achieved, practise by stages.
  - d. If the standard is still not reached, present the information again and re-teach.
  - e. After gauging the standard, the instructor may choose to go back to any stage without working all the way back down through each stage.



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10. When the trainees are at a suitable standard the instructor progresses to the next higher stage until the desired standard is achieved. This is the controlled practice stage.

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## CHAPTER 5

### THEORY INSTRUCTION

#### SECTION 5-1. INTRODUCTION

- 5.1** Theory instruction teaches the ability to recall information and to perform mental skills. Sometimes physical actions are required, but the emphasis of theory instruction is on mental calculation, problem solving and recording information. The format of the theory lesson described in this chapter is a suitable guide for theory instruction in most subject areas. This chapter also describes the factors associated with theory instruction and provides information on other instructional methods available to instructors.
- 5.2** Theory instruction, like practical instruction, adheres to the basic lesson structure used by Army. All theory lessons will contain three parts: the introduction, body and conclusion. The only variations to that structure will occur as a result of other techniques used to reinforce a trainee's ability to recall information or practise mental skills. These techniques include but are not limited to discussions, directed individual study, playlets, lectures, debates and scenarios.
- 5.3** Theory lessons are periods of instruction that teach trainees to recall factual information and perform mental skills, and are applicable to most subject areas. [Annex A](#) details how to conduct a theory lesson.

#### SECTION 5-2. TECHNIQUES TO SUPPORT THEORY INSTRUCTION

##### Discussions

- 5.4** Discussions are periods of instruction that teach trainees to recall and explain points raised during an exchange of ideas between a small group of trainees, facilitated by an

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experienced instructor. The key to successful discussions is instructors using correct question techniques and their timely selection of the most effective type of question. Another key success factor is trainees having knowledge of the topic before the discussion being held. [Annex B](#) explains how to conduct a discussion.

- 5.5 Advantages.** Discussions enable trainees to actively participate in their own learning by engaging them in the learning content. They provide the trainee the opportunity to share information and acknowledge different points of view.
- 5.6 Disadvantages.** Discussions require the instructor to ensure that all trainees are provided with the opportunity to participate and ensure that all opinions are acknowledged, whether accepted or not. It requires the instructor to ensure that discussion does not go off on tangents and that the required learning outcome is achieved. Discussion can be dominated by one or several trainees, and this makes assessment of individual trainee performance problematical.

## Playlet

- 5.7** Playlets are periods of instruction that teach trainees to recall teaching points presented through the actions and words of players in a contrived situation. Instructors conduct playlets in order to have trainees learn from the depiction of real-life situations. For example, a short playlet can show the correct methods for coaching a firer during a range practice. [Annex C](#) explains how to prepare and conduct a playlet.
- 5.8** Playlets have a sequence that best promotes learning but allows flexibility of presentation during teaching stages. Instructors conduct teaching stages by introducing and commenting on the words and actions of players. Playlets require thorough preparation and rehearsal.
- 5.9 Advantages.** Playlets can stimulate interest by providing realism to teaching points. The interest generated can assist with the trainee's retention of teaching points through association with the words and actions of players.

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- 5.10 Disadvantages.** Playlets require instructors and trainees to have some dramatic talent, and considerable time can be taken to script and rehearse the playlet. Additionally, facts can be distorted or overdramatised, and entertainment content can sometimes distract from instructional intent if instructors do not use appropriate emphasis.

## Lecture

- 5.11** Lectures are instructor-centred, formal verbal presentations. Lectures can be supported by handouts and visual aids such as PowerPoint slides, models and video programs. These aids are often used to reinforce teaching points and add interest. To support the capture of information from lectures, trainees should use individual study skills such as note-taking and mind maps. [Annex D](#) explains how to conduct a lecture.
- 5.12 Advantages.** Lectures are an economical means to provide factual information to large groups.
- 5.13 Disadvantages.** Lectures provide trainees with little opportunity to actively engage in their learning, as there is little opportunity for trainees to ask questions or interact regarding the content of the lecture. Lectures do not reinforce or promote learning for trainees who are inexperienced or unmotivated.

## Debate

- 5.14** Debates give trainees practice in public speaking and formal argument. Debating requires trainees to study a point of view and argue it verbally in a convincing manner. Debates are conducted to teach trainees how to adopt an attitude – affirmative or negative – to a given point of view and to study evidence that will confirm or deny the truth of a point of view. They also allow trainees the opportunity to prepare convincing arguments that aim to have others adopt or reject a point of view or rebut contrary arguments. [Annex E](#) explains how to conduct debates.
- 5.15 Advantages.** Debates enable trainees to participate actively in their own learning by engaging trainees through the creation of

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an interest in and an understanding of contemporary or historical issues affecting military personnel.

- 5.16 Disadvantages.** Debates take significant time for trainees to prepare and rehearse, and their success depends on the trainees' communications skills.

### Role Play Scenarios

- 5.17** Role plays teach trainees to make decisions and act under simulated pressure. They place trainees in challenging decision-making situations that may be encountered in the workplace or on operations. Trainees are required to respond quickly and decisively to real-time simulated situations that require the application of procedures, quick decisions and decisive actions. Role plays can be used for dangerous or emergency occurrences through to a 'soft skills' situation such as counselling. [Annex F](#) describes the methods for conducting role plays. Typically, role plays are a series of contrived situations based on anticipated challenging workplace or operational situations. They may be based on actual case studies or worst case scenarios depending on the learning outcome to be achieved. Instructors will nominate trainees to play particular roles, typically as junior leaders or members of small teams. At the conclusion of the role play, instructors facilitate trainee discussion during debrief and conclude by highlighting appropriate teaching points.

- 5.18 Advantages.** Role plays create a dynamic environment that allows participants to experience simulated situations without having to take real-life risks and in a 'safe' environment. Role plays add variety, reality and specificity to the learning experience, and develop problem-solving and communication skills. Through role play, trainees can gain an entirely new perspective on a situation and develop insights about feelings and relationships,

- 5.19 Disadvantages.** Role plays may put undue pressure on trainees, which can create embarrassment and even resistance, and can engender strong emotions related to past experiences or held beliefs. Successful role plays depend

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heavily on the trainees' imaginations and willingness to participate. Unless they are well planned, they can lack focus and relevance, and reinforce ineffective behaviours and/or strategies.

## SECTION 5-3. FACTORS IN THEORY INSTRUCTION

**5.20** The key factors for promoting efficient and effective learning in a theory environment are as follows:

- a. *Participation.* Instructors should strive to promote maximum trainee participation during theory instruction. This effort creates interest and motivates trainees to use their minds actively to learn new knowledge and mental skills. Instructors often gain high levels of trainee participation through the use of correct question techniques, short exercises, problems and practice. Trainee discovery of new learning is better retained than learning that has to be remembered from long verbal explanations. The physical location of trainees can affect their participation, and guidance on the positioning of trainees for various techniques employed during theory instruction is contained in [Annex G](#).
- b. *Prompts.* Prompts take the form of guidance that instructors give to help trainees perform. Prompts stop short of supplying answers or showing the performance required, but stimulate a trainee's thinking and encourage a trainee to participate actively in learning.
- c. *Context.* Instructors tell trainees how and where teaching points and the learning outcomes fit into other learning. For example, being able to read a map is a vital part of navigation and links with the use of a compass and protractor. Context enables trainees to create mental pictures and promotes more efficient learning. In short, context gives trainees the 'bigger picture' that helps explain where new learning fits in.

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- d. *Examples.* Vivid examples enable trainees to recall previous learning and how it relates to new learning. Instructors should give a variety of examples that relate to teaching points in order to ensure that they cover all trainee learning styles.

**Annexes:**

- A. Theory Lesson
- B. Discussion
- C. Playlet
- D. Lecture
- E. Debating
- F. Role Play Scenarios
- G. Positioning Trainees



# ANNEX A TO CHAPTER 5

## THEORY LESSON

1. The three parts to a theory lesson are shown in [Table 5–1](#).

**Table 5–1: Structure of a Theory Lesson**

<i>Introduction</i>	<i>Body</i>	<i>Conclusion</i>
Preliminaries	Teaching stages:	Clear up doubtful points
Revision	Open the stage	Assessment and feedback
Approach	Present the information	Summary of key points
	Practice	Statement of relevance
	Confirm the stage	Preview of instruction
	Close the stage	Dismissal
	Link to next stage	
	Practice stages:	
	Talk-through practice	
	Abbreviated talk-through practice	
	Controlled practice	

## LESSON INTRODUCTION

2. The aim of an introduction is to prepare trainees mentally and physically for the lesson. The instructor provides the first cues for trainees to organise their thinking towards the content of the lesson. The introduction sets the scene for learning.

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3. The three parts of the introduction are as follows:
- a. *Preliminaries.* Preliminaries are administrative actions that instructors carry out when trainees arrive at the instructional location. These actions are:
    - (1) *Attendance Check.* The instructor will usually call on the senior ranking student or a duty student to give a parade state. If not, the instructor should confirm that all trainees are present. The main purpose for the instructor receiving an attendance check is safety. The instructor's duty of care in the event of an emergency evacuation of the area is to ensure that all trainees under their charge are accounted for on evacuation. It also confirms to the instructor that they have enough resources, handouts and so on for the group of trainees.
    - (2) *Position Trainees.* The instructor should position the trainees to conform to the class layout that is required.
    - (3) *Allocate Materials.* Instructors will now indicate materials that the trainees will use during the lesson and state any rules for using items.
  - b. *Revision.* Revision is a warm-up for the lesson where previously taught skills and knowledge are confirmed. Revision assists in conditioning trainees for new learning.
  - c. *Approach.* In the approach part, the instructor tells trainees what they are to learn, why they should learn it and what standard they are to achieve at the conclusion of the lesson. The approach should always direct the trainees to the value of what they are about to learn in performing well on operations. This arouses trainee interest and promotes the desire to learn. The two parts of the approach are:
    - (1) *Reason for Learning.* The instructor motivates the trainees by telling them what they are about to

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learn and why the new learning is important. The emphasis for the latter should be on how the new learning will relate to the trainees' role in the workplace or on operations.

- (2) *Statement of Objective.* The statement of objective is the part of the approach where instructors tell trainees what standard of performance will be expected of them at the conclusion of the lesson to achieve competence. Instructors derive this statement from the task and standards statements of learning outcomes and equivalent statements applicable to the lesson. It alerts the trainees and motivates them to achieve that standard. Instructors set a learning goal or goals and trainees aim to achieve the goal(s).

## LESSON BODY

4. The body of a theory lesson is made up of teaching stages and practice stages. Teaching stages transfer new learning, and practice stages reinforce the new learning through repetition of the newly learned knowledge and mental skills.

### Teaching Stages

5. The six steps to a teaching stage are as follows:
  - a. *Open the Stage.* The instructor introduces the teaching point of the stage. This introduction orients the trainees to the content of the stage.
  - b. *Present Information.* The instructor presents new information. Usually the instructor asks whether there are any questions on new information as well as giving an explanation. The trainees should be ready for practice by the end of this step.
  - c. *Practice.* This is where the trainees learn by doing. During this instructional step, the instructor gives feedback on the trainees' performance and provides

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learning guidance on how to improve performance. The trainees practice only until instructors are satisfied that they have a basic understanding or are proficient in the topic. Once trainees have achieved this standard, instructors confirm their proficiency before delivering the next teaching stage. The conduct of subsequent stages will raise the level of performance and confirm all teaching stages.

- d. *Confirm the Stage.* The instructor confirms that the teaching points have been learned. This confirmation can take the form of questions to and from trainees, or one last demonstration of the mental skill by trainees.
- e. *Close the Stage.* The instructor summarises the teaching points of the stage.
- f. *Link to Next Stage.* The instructor explains how the learning of the first stage relates to the next stage. Once again, instructors are organising trainee thinking and directing the trainees effectively to promote learning. These steps continue for each teaching stage of the lesson.

## Practice Stages

- 6. Practice stages reinforce the learning of each teaching stage through supervised repetition of newly learned knowledge and skills. The three practice stages are as follows:
  - a. *Talk-through Practice.* Talk-through practice means that the instructor details mental procedures and trainees carry out those mental procedures. Talk-through practice aims to reinforce learning by slow, deliberate execution of mental procedures after the instructor has fully described the requirements in a step-by-step manner. Where possible, instructors should have trainees explain the mental steps they are taking. This reinforces learning for them and other members of the class, as well as increasing class participation. Fault correction and feedback on performance are important during practice.

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- b. *Abbreviated Talk-through Practice.* For abbreviated talk-through practice, instructors reduce the amount of information they give the trainees before they practise mental skills. The trainees now begin to act more independently. Practice becomes more instinctive and automatic.
  - c. *Controlled Practice.* For controlled practice, the instructor tells the trainees what the practice is to be and they practise without further information. Trainees no longer need detailed or abbreviated information, but instructors may give them cues or prompts if there is hesitation. During all practice stages, instructors must provide feedback and encouragement to trainees, and check for faults. [Chapter 8](#) and [Chapter 9](#) contain detailed information on feedback and encouragement, and on how to correct faults.

## LESSON CONCLUSION

- 7. The conclusion confirms that learning has been absorbed and motivates trainees to continue learning. The seven sections of the conclusion are as follows:
  - a. *Clear up Doubtful Points.* The instructor asks trainees whether there are any final questions about what they have learned. This ensures that trainees are clear about what they have learned before instructors test them on their competence with an assessment activity.
  - b. *Assessment and Feedback.* Assessment confirms that all teaching points of the lesson have been absorbed and that the trainees are competent in new mental skills. It can take the form of a short written test, an oral test or the performance of mental skills. After the assessment activity, instructors provide positive and constructive feedback. They must tell trainees the standard that they have achieved and whether they are competent or not.

- c. *Summary of Key Points.* The instructor summarises all the key teaching points briefly.
- d. *Statement of Relevance.* The instructor repeats the reason for learning. This reinforces in the trainees' minds the relevance of the new learning to their ability to perform well in the workplace or on operations.
- e. *Preview of Instruction.* The instructor previews the next instruction, which will occur on the subject that has just been taught. Also, the instructor confirms the next activity on the training program by nominating the time, location, instructor and dress for that activity.
- f. *Dismissal.* The instructor dismisses the trainees under the direction of the senior ranking or duty student.

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# ANNEX B TO CHAPTER 5

## DISCUSSION

### Introduction

1. A discussion is useful when the recall and explanation of points is a required outcome of learning. When trainees are allowed to actively participate in an activity designed to share information, they are more likely to engage in the learning content. Discussions also encourage trainees to constantly reassess their thoughts as a result of the exchange of ideas and information.
2. Any successful discussion requires two or more participants and must be well facilitated by an experienced instructor. The key to successful discussions is instructors using correct question techniques and facilitation methods to ensure that all trainees participate in the discussion. This means encouraging less talkative trainees to voice their opinions and controlling the vocal trainees within the group by encouraging them to listen to other trainees. The instructor is also responsible for ensuring that the discussion remains on target and that the required learning outcome is achieved.
3. Another key success factor is trainees having knowledge of the topic before the discussion is held.

### Including a Discussion Within a Lesson

4. The discussion will require a number of additional elements to be included and altered within the Army's lesson structure. These additional requirements are highlighted within [Table 5-2](#) and explained in the following paragraphs.

**Table 5–2: Including a Discussion Within a Theory Lesson**

<i>Introduction</i>	<i>Body</i>	<i>Conclusion</i>
Preliminaries Common understanding Revision Approach	Teaching stages: Lead-in questions Follow-up questions Summary	Clear up doubtful points Assessment and feedback Summary of key points Statement of relevance Review of instruction

- 5. Common Understanding.** Instructors establish a common understanding between themselves and their trainees in order to set rules for instructor and trainee participation. The following points are useful to remember when instructing:
- The instructor's role is to raise questions and problems, to keep the discussion to the point, to act as a chairman and to summarise the group's thinking.
  - Members of the discussion group, sometimes called a syndicate, can help make the discussion a success by participating to their maximum ability and by speaking freely. Each member should give the group the benefit of personal viewpoints and experiences.
  - All decisions or conclusions are to represent the collective thinking of the group.
  - Only one member is to talk at a time.
  - Opinions are to be expressed as briefly and concisely as possible without prejudice.



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- 6. Teaching Stages.** The body of a discussion is made up of teaching stages where instructors ask lead-in and follow-up questions. Instructors use questions to stimulate and control discussion, as follows:
- a. *Lead-in Questions.* Instructors open each teaching stage with lead-in questions. They use them to ask 'how' or 'why' about an issue for discussion. The aim is to stimulate trainee input.
  - b. *Follow-up Questions.* Follow-up questions maintain the momentum of the discussion. If the discussion following a lead-in question is not satisfactory or moves from the issue being discussed, the instructor can ask a follow-up question. The aim is to draw the discussion back onto the topic or go into more depth. Once the follow-up questions have achieved their aim, the instructor can ease into the background and allow the discussion to go on.
  - c. *Summarise Each Stage.* At the end of each teaching stage the instructor should draw discussion points together and summarise them. This consolidates the teaching points and gives guidance to trainees about points that they should record in their personal notes and remember. Also, it keeps the discussion group on a common footing and links the trainees into the next stage of discussion.

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## ANNEX C TO CHAPTER 5

### PLAYLET

#### Introduction

1. Playlets are 'small plays' that depict the real-life situations that may be faced by trainees. Playlets provide context and meaning to teaching points that may make them easier for the trainee to recall because they can associate these teaching points with the actions and words of the playlet. Playlets are best sequenced to promote learning by ensuring that there are logical breaks for instructors to comment on the words and actions of players in order to provide context to the teaching points of the lesson.
2. Playlets require thorough preparation and rehearsal, and the 'actors' involved in the playlet must have some dramatic talent, as considerable time can be taken to script and rehearse the playlet. It is important that the playlets are true to real life and not overdramatised. If they are overdramatised, the teaching points can become distorted or missed by the trainees entirely.

#### Including a Playlet within a Lesson

3. The discussion will require a number of additional elements to be included and altered within the Army's lesson structure. These additional requirements are highlighted within [Table 5-3](#) and explained in the following paragraphs.

**Table 5–3: Including a Playlet into the Lesson Structure**

<i>Introduction</i>	<i>Body</i>	<i>Conclusion</i>
Preliminaries	Teaching stages:	Clear up doubtful points
Approach	Open the stage	Assessment and feedback
Description of the situation	Conduct the playlet	Summary of key points
	Factors to consider	Statement of relevance
	Script	Review of instruction
	Rate of delivery	
	Control	
	Rehearsal	
	Confirm the stage	
	Close the stage	
	Link to next stage	

4. **Describing the Situation.** During the introduction to the lesson, the instructor must provide a description of the situation to focus trainee attention and thinking. The description should establish the context or 'bigger picture' for the playlet. An instructor's description may cover the following:
  - a. the tactical situation (if applicable);
  - b. features of the playlet location;
  - c. a description of the sequence of events to follow; and
  - d. the identification of key personnel performing in the playlet.
5. When conducting a playlet, it is essential that the development of the playlet has taken into account the development of a script, the rate of delivery, control mechanisms and rehearsals. Each of these factors will impact on the success or failure of the

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playlet's learning goals. Factors to be considered are as follows:

- a. *Script.* The script is the foundation of a playlet. An instructor should not prepare and conduct a playlet without a script. Instructors should not be tempted into believing that the players can ad lib a playlet. Teaching points will not be delivered clearly. There is also a chance that there will be too much distracting humour in an unscripted playlet. Over-acting and improvisation may interfere with achieving the learning outcome.
- b. *Rate of Delivery.* The playlet must be broken down into teaching stages. There should not be too much going on, too quickly, for too long. A useful technique is the use of 'acts' that a compere/instructor summarises progressively. This fits into the teaching stages concept extremely well, as there is the potential to align each act with a teaching stage and maintain the integrity of instruction. The compere, usually the instructor, comes out to the performance area between acts and conducts a short question and answer session to confirm and reinforce the learning of each stage. The compere should also clear up doubtful points and deliver a final summary.
- c. *Control.* An instructor must maintain tight control over a playlet. Often fellow instructors will try to depart from the script or suggest new aspects for their parts. Instructors should give clear direction based on achieving learning outcomes, and remind players of their responsibilities to emphasise teaching points.
- d. *Rehearsals.* Two rehearsals are the minimum for a playlet; one dry run and one full dress rehearsal. Instructors should conduct the dry run rehearsal in small segments. Instructors go on with the next segment once the previous segment has gone smoothly and players have delivered it correctly. Instructors should use dry run rehearsals to confirm their control of the content, relevance and rate of delivery. Instructors should allow

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full dress rehearsals to proceed without interruption. Immediately after the rehearsal instructors should debrief and give feedback to players. Instructors should sit back in the last row of the trainee seating during dress rehearsals. This confirms that an audience of trainees will be able to see and hear the players. Instructors can also imagine themselves as trainees and evaluate the effectiveness of the rate of delivery and presentation of teaching points.

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## ANNEX D TO CHAPTER 5

### LECTURE

#### Introduction

1. Lectures are instructor-centred, formal verbal presentations, and very economical when providing information to large groups. They are, however, not interactive for trainees, as there is little opportunity for trainees to ask questions or interact regarding the content of the lecture. Lectures should be supported by training aids that support the information delivered during the lecture. Lectures are best used when trainees require background information in order to complete a task or mental skills.

#### Conducting a Lecture

2. Lectures alter the Army's lesson structure, and these alterations are highlighted within [Table 5–4](#) and explained in the following paragraphs.

**Table 5–4: Lecture Structure**

<i>Introduction</i>	<i>Body</i>	<i>Conclusion</i>
Preliminaries Approach	Delivery of lecture Lecture notes Trainee interest Instructor presence Rehearsal Support materials	Clear up doubtful points Assessment and feedback Summary of key points Statement of relevance Review of instruction

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- 3. Preparing Lecture Notes.** The preparation of lecture notes establishes a foundation for a comprehensive and informative lecture. By systematically preparing lecture notes, instructors gain a good working knowledge of the subject area and the confidence to deliver the lecture in the most simple and effective manner. The six steps in this process of preparing lecture notes are as follows:
- a. *Step 1.* Instructors should find relevant content; sourcing material for the content of a lecture can take many forms. For example, articles, chapters of books, Army doctrine publications, films, after-action reports and the opinions of experts may all contain content for a lecture. To ensure that a lecture is comprehensive and interesting, an instructor should identify and consolidate content from a variety of sources.
  - b. *Step 2.* Instructors should reduce information to essential teaching points. Once relevant content has been collected it is necessary to group the gathered content into key pieces of information for teaching points.
  - c. *Step 3.* Teaching points should be organised into a logical order. Putting teaching points into a logical order is essential to allow the lecture to flow and allow trainees to follow the logic of the subject topic. For example, logical order may mean putting events into their correct time sequence (chronological order). Another example would be putting general information first and specific or detailed information next. The key technique is for instructors to imagine themselves as members of the audience and determine a logical order for delivering teaching points. Often it is useful to talk with other instructors who can act in the capacity of a subject matter expert, and with colleagues or superiors in order to obtain their views on what should be the logical order for teaching points.
  - d. *Step 4.* Instructors should identify examples to illustrate teaching points. Vivid and interesting examples should



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support teaching points. Instructors can capture their audience's attention by providing relevant and concrete examples that support the teaching points. The best examples are ones that trainees can quickly imagine. Instructors should seek to use visual examples where possible.

- e. *Step 5.* The next step is for instructors to write a full script of the lecture. This gives the instructor an idea of how the lecture will flow and how logical and simple it sounds. Also, the instructor can read this text or script as a means of rehearsal. A good idea is for instructors to record their delivery on video and play the recording back.
- f. *Step 6.* The next step is to develop a headings checklist. The last step is to reduce the script to the best remembered headings, subheadings and example headings. These headings should now be written on small cards for use in the lecture itself. This can allow instructors some freedom to move when delivering the lecture if necessary. It also means that instructors are relying on their own knowledge of the content of the lecture to deliver the information, and this may have the effect that trainees 'trust' the content that is being provided to them and make them more willing to ask questions and maintain their own interest. Instructors can use these headings in PowerPoint slides to cue trainee thinking and signpost the teaching points of the lecture. However, PowerPoint slides should not dominate the learning process.

**4. Maintaining Trainee Interest.** A lecture does not allow for much trainee participation, and it certainly does not allow for trainee practice. Thus, maintenance of trainee interest is vital, and instructors should be mindful of the following points:

- a. Ask the trainees after each teaching stage; whether they have any questions.
- b. Allow time for the trainees to take notes.

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- c. Reduce the 'death by light projectors' syndrome – avoid reading what is on the PowerPoint slides verbatim to the audience.
  - d. Identify the key points or statements in the presentation and talk to these points.
  - e. Incorporate relevant examples and visual training aids where appropriate.
- 5. Instructor Presence.** The success of lectures depends on the trainees listening and taking notes to facilitate learning. However, the material captured by the trainees is likely to be of a better quality and depth if the instructor is able to actively engage the trainees in the content being delivered during the lecture. This active engagement is fostered by the personality and skill of the instructor rather than by glitzy training aids. Therefore, instructors must ensure the following:
- a. that they understand the audience they are to lecture;
  - b. that they provide appropriate and relevant examples to support their content;
  - c. that they are able to 'read' the audience to determine whether they need to take a break or expand upon a point;
  - d. that they inject their personality (humour, personal experience, etc.) where and when appropriate; and
  - e. that they thoroughly prepare for the lecture by gaining a full understanding of the content and the format of the lecture.
- 6. Rehearsal.** The importance of rehearsal cannot be overstated, as very few instructors can deliver a lecture without preparation. There are three steps in the process of rehearsal, as follows:
- a. *Step 1 – Slow Reading of Script.* A slow reading of the script gives the instructor confidence with the content and wording of the lecture. This slow reading technique
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confirms pronunciation and rhythm, including pauses and variations in volume and emphasis.

- b. *Step 2 – Record and Play Back.* Instructors should now try for a natural but enthusiastic delivery pace. Instructors should aim to simulate the delivery of the lecture but still read the script. It is important to record and play back this script read. Instructors can gain further confidence with content and valuable feedback from listening and viewing their delivery on a video recording.
- c. *Step 3 – Record and Play Back Full Rehearsal.* Instructors should preferably conduct their full rehearsals in the actual instructional location using lecture notes. If possible, they should record these rehearsals on video in order to examine their verbal delivery and use of training aids. It also helps to have another instructor review the lecture at the rehearsal stage, as their comments and feedback can further enhance the presentation and content delivery of the lecture.

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## ANNEX E TO CHAPTER 5

### DEBATING

#### Introduction

1. Debating creates a useful and interactive learning environment. A debate focuses on the presentation of logical and persuasive arguments that encourage trainees to actively participate in their own learning. This participation is achieved by requiring trainees to develop a point of view and convince their audience that their point of view is the most relevant.
2. Debates, however, must be well prepared, and trainees must be given time to prepare and rehearse their arguments. Thus instructors must have a good working knowledge of the development and conduct of debates and must support trainees through this learning activity.

#### Conducting a Debate

3. Lectures alter the Army's lesson structure, and these alterations are highlighted within [Table 5–5](#) and explained in the following paragraphs.

**Table 5–5: Debate Structure**

<i>Introduction</i>	<i>Body</i>	<i>Conclusion</i>
Preliminaries Approach Opening remarks and statement of the rules	Teaching stages: Construction Rebuttal	Consideration Adjudication Closing remarks Dismissal

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4. **Opening Remarks.** The chairman of the debate introduces the debate with the following opening remarks:
    - a. a statement of the topic of the debate, which states the rules applicable to the debate (described later in this annex);
    - b. an introduction of the affirmative and negative teams; and
    - c. an introduction of the adjudicator or the adjudication panel.
  5. **Body of the Debate.** The body of a debate is made up of the following two periods:
    - a. The constructive period when team members present all initial and subsequent lines of argument.
    - b. The rebuttal period in when the chairperson allows team members to only introduce extensions of previously introduced lines of argument.
  6. Instructors should direct the body of the debate to be conducted in a sequence specified by the Oxford style of team debate. Team sizes will determine the division of responsibilities for presenting constructions and rebuttals. Constructions are the arguments presented by the affirmative and negative teams to support their cases. Rebuttals are the presentation of argument by each team to refute the arguments of the other. The number of constructions and rebuttals depend on the number of team members. The recommended limit is four members per team.
  7. The sequence for speeches, with example time limits for a four-member Oxford-style of team debate, is as follows:
    - a. first affirmative construction – 6 minutes;
    - b. first negative construction – 6 minutes;
    - c. second affirmative construction – 6 minutes;
    - d. second negative construction – 6 minutes;
-

- e. break – 10 minutes;
  - f. first negative rebuttal – 4 minutes;
  - g. first affirmative rebuttal – 4 minutes;
  - h. second negative rebuttal – 4 minutes; and
  - i. second affirmative rebuttal – 4 minutes
8. **Consideration.** The adjudicator or adjudication panel considers and finalises scoring for the debate and prepares notes for summarising their assessments of the performance of each speaker and each team. Instructors should determine the time they allow for consideration based on the number of speakers and the assessment detail they require.
9. **Adjudication.** The adjudicator, a nominated member of the adjudication panel or each member of an adjudication panel now summarises their assessment of each speaker in turn and concludes with scores applicable to both teams. Adjudication provides the measurement of the performance of the trainees who were members of each team and includes constructive feedback and encouragement for those trainees.
10. **Closing Remarks.** The chairperson will summarise the key points of the debate, congratulate the winning team and comment constructively on the losing team's performance, and will also thank the adjudicator or the adjudication panel.

### **Roles and Responsibilities of Key Personnel**

11. To ensure the success of the debate, it is necessary to ensure that key appointments to conduct the debate are filled. These positions include:
- a. *Chairperson.* The chairperson should introduce the topic, the teams and the adjudicator or adjudication panel. They are responsible for ensuring that all speakers are aware of their time limits and the nature of the timekeeper's signals. In the course of the debate they will be required to introduce speakers and announce their positions and responsibilities in the team. At the conclusion of the debate, the chairperson will

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- invite the adjudicator to announce the winner of the debate and make some closing remarks.
- b. *Adjudicator or Adjudication Team.* The adjudicator, or members of an adjudication panel, should assess each speaker for communication skills, logical argument and conformity to the rules of debating. They should also assess each team for the logic of their argument, their teamwork and their conformity to the rules of debating. It is also the responsibility of the adjudicator to summarise and report on the assessment of each speaker and each team. The appointed adjudicator should announce the winning team.
  - c. *Timekeeper.* The timekeeper should record the time taken by each speaker. To aid the speaker, it is the responsibility of the speaker to provide an audible signal 1 minute before the allocated time for a speaker is up, as well as every 30 seconds if a speaker continues beyond the allocated time. Additionally the timekeeper will provide information to the adjudicator or members of the adjudication panel on the length of time taken by each speaker.

## Rules for Debates

12. A brief overview on the rules and responsibilities for the affirmative and negative teams in debates is provided in the following paragraphs; however, there are many civilian publications that provide detailed information on debating if further information is required.

## Responsibilities of Affirmative and Negative Teams

13. **Affirmative Burden of Proof.** The affirmative team is responsible for supporting the proposition and always has the burden of proof. The proposition is the point of view contained in the topic of the debate.
14. 'Burden of proof' simply means that the affirmative team must show just cause for a change in the status quo or it will lose the debate by default, since the presumption is that the existing



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state of affairs is satisfactory until there is a presentation of sufficient reasons for change. For example for the topic, 'Amateurs think about tactics, but professionals think about logistics. Therefore, the Army needs to train every officer in logistics and only selected officers in tactics', the affirmative team needs to offer arguments as to why the status quo should change. Since the affirmative team has the responsibility of the burden of proof, it is given the offsetting advantage of both beginning and ending the debate.

15. The affirmative team may uphold its burden of proof by establishing the following 'stock' issues in the debate:
  - a. that there is a need for a change as suggested in the proposition,
  - b. that the affirmative team has a sound plan for change that will implement the proposition, and
  - c. that there are additional advantages in adopting the affirmative team's plan for implementing the proposition.
16. **Negative Presumption.** The negative team is responsible for opposing the proposition and has the task of delivering counter-arguments and rebutting the affirmative team's lines of argument and plans for change. They hold the presumption in debate that is roughly the opposite of the burden of proof since it means that, to win the debate, the negative team must present a reasonable case for the rejection of the proposition. The negative team has a responsibility to defeat the proposition by presenting a logical negative case refuting the affirmative team's argument for change and supporting the status quo.
17. If the affirmative team uphold the burden of proof throughout the debate, they must win; if the negative team uphold the negative presumption, the adjudicators must declare them the winners.

### Rules for Speakers

18. In an attempt to equalise the responsibility of the affirmative team's burden of proof with the advantage of the negative presumption of preserving the status quo, chairpersons give

the affirmative team the opportunity to begin and end the debate. The affirmative team starts the constructive period and the negative team starts the rebuttal period. The constructive and rebuttal speeches as shown in [Table 5–6](#) are examples of the style of debate that teams can present.

**Table 5–6: Constructive and Rebuttal Speech Examples**

<i>Speech Type</i>	<i>Examples</i>
First affirmative constructive speech	<b>Purpose.</b> The purpose of the first affirmative constructive speech is to establish the basis for the debate; to present as much of the affirmative case as possible in an attempt to build an argument for the adoption of the proposition.
	<b>Rules.</b> This speech must contain definitions of terms used in the proposition, the entire affirmative team's analysis of the need for a change and their change plan. This is the only speech in the debate that can be completely prepared in advance. The most should be made of this advantage by selecting every word and piece of evidence for maximum effect. This speech establishes the basis of the affirmative team's argument and may strongly influence the outcome of the debate.

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<i>Speech Type</i>	<i>Examples</i>
First negative constructive speech	<p><b>Purpose.</b> The purpose of the first negative constructive speech is to establish the lines of clash in the debate. The negative team does not have an obligation to challenge every argument presented by the affirmative team, but may select what speakers for the negative consider to be the most important issues that prove that the proposition should be rejected. The establishment of these lines of direct clash is a critical factor in debate in general and in this speech in particular.</p>
	<p><b>Rules.</b> In all cases, the negative team must carefully argue objections to the affirmative team's case. First negative speakers should present a basic argument for the rejection of the proposition. This argument must be phrased to clash directly with what the first affirmative constructive speaker has said and should be combined with an attack on the affirmative case.</p>
	<p>First negative constructive speakers must adapt what they say to what the first affirmative constructive speaker has said. Successful adaptation will depend on careful advance preparation of arguments and on-the-spot use of selected arguments to rebut the affirmative teams case.</p>

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<i>Speech Type</i>	<i>Examples</i>
Second affirmative constructive speech	<b>Purpose.</b> The purpose of the second affirmative constructive speech is to answer the principal negative objections to the affirmative case presented thus far, and to present the remainder of the affirmative case and add further information.
	<b>Rules.</b> The first negative constructive speech will have cast doubt on the affirmative case. The second affirmative constructive speaker must counter these arguments and move on to presenting the remainder of the affirmative case, including describing the advantages of adopting the affirmative team's plan for change.
	The challenge for the second affirmative speaker is finding the time to answer all of the negative objections presented in the first negative speech and also to present the remainder of the affirmative case. A useful technique is for the second speaker to synthesise the negative arguments into a few manageable points, taking care not to distort the opposition's arguments.

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<i>Speech Type</i>	<i>Examples</i>
Second negative constructive speech	<b>Purpose.</b> The purpose of the second negative constructive speech is to attack the reconstructed affirmative case that has responded to the points made by the second affirmative speaker.
	<b>Rules.</b> This speech opens a time block devoted exclusively to the negative team. Team members need to coordinate the second speech with the final negative rebuttal speech. It is important for this speech to introduce any line of argument that the third negative speaker can extend in the rebuttals, because neither team can introduce new lines of argument during the rebuttal period.
	The best strategy for this speech is to begin with an attack on the affirmative team's change plan and its advantages, then, time permitting, to proceed to attacking the reconstructed argument, leaving the rebuilding of the negative case and additional refutation to the first negative rebuttal speech if necessary. It is a good practice to announce who will be saying what in the negative time block at the beginning of this speech.

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<i>Speech Type</i>	<i>Examples</i>
First negative rebuttal speech	<b>Purpose.</b> The purpose of this speech is to pick up where the second negative constructive speaker left off and to continue the attack on the affirmative case, then to proceed to rebuild and restate the negative case.
	<b>Rules.</b> It is imperative that this speech introduce no new lines of argument into the debate, only extensions of previously introduced lines of argument. This speech should conclude with a summary of the affirmative weaknesses in the debate, which must be answered by the next affirmative speaker.

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<i>Speech Type</i>	<i>Examples</i>
First affirmative rebuttal speech	<b>Purpose.</b> This speech is often the crucial affirmative presentation in the debate, since it must rebuild the affirmative case in light of the attacks presented during the negative block. The affirmative speaker should not go on the defensive but must bring the audience back to the strengths of the affirmative point of view.
	<b>Rules.</b> The speech should begin with a restatement of the affirmative issues, then move on to rebuilding the affirmative case by simultaneously answering the negative team's attack, concluding with a summary of the crucial issues that the affirmative team suggest the negative team needs to answer in the debate.
	By now the teams should be reducing the debate to a few critical issues of significant disagreement rather than reviewing or repeating all of the areas of clash.

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<i>Speech Type</i>	<i>Examples</i>
Second negative rebuttal speech	<b>Purpose.</b> The purpose of the second negative rebuttal speech is to answer the remaining issues and summarise the entire debate in order to show the superiority of the negative case.
	<b>Rules.</b> It is best to devote roughly half this speech to answering the issues and the remainder of the speech to summarising the negative point of view.
	The negative team should never go on the defensive in debate but must attack. This summary speech must therefore focus on affirmative errors and omissions, leaving the impression that the negative case has overwhelmed the affirmative team's arguments.
Second affirmative rebuttal speech	<b>Purpose.</b> As in the preceding speech, the purpose of this final affirmative presentation is to answer the remaining issues and summarise the entire debate in order to show the superiority of the affirmative case.
	<b>Rules.</b> The speech should begin with an attack on the essential questions posed by the final negative speech and conclude with a summary of the debate from the affirmative point of view. This should be an attacking speech designed to support the adoption of the proposition.



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## ANNEX F TO CHAPTER 5

### ROLE PLAY SCENARIOS

#### Introduction

1. Role plays are dynamic and allow trainees to experience simulated situations in a 'safe' environment without having to take real-life risks. They can be used for dangerous or emergency occurrences through to 'soft skills' situations such as counselling. Trainees must make decisions and act under simulated pressure in either a workplace or an operational setting. Role plays develop problem-solving and communication skills. Through role play trainees can gain an entirely new perspective on a situation and develop insights about feelings and relationships.
2. It is essential that instructors and assessors constantly monitor trainees in a role play scenario, as they may place undue pressure on trainees, create embarrassment and even resistance, or engender strong emotions related to past experiences or held beliefs. Role plays must be well planned; if they lack focus and relevance they may reinforce ineffective behaviours or strategies.

#### Including a Role Play Scenario Within a Lesson

3. The discussion will require a number of additional elements to be included and altered within the Army's lesson structure. These additional requirements are highlighted within [Table 5–7](#) and explained in the following paragraphs.

**Table 5–7: Including a Role Play Scenario in the Lesson Structure**

<i>Introduction</i>	<i>Body</i>	<i>Conclusion</i>
Preliminaries	Teaching stages:	Clear up doubtful points
Approach	Open the stage	Assessment and feedback
Description of the situation	Conduct the role play	Summary of key points
	Factors to consider:	Statement of relevance
	Script	Review of instruction
	Rate of delivery	
	Control	
	Rehearsal	
	Confirm the stage	
	Close the stage	
	Link to the next stage	

4. **Describing the Situation.** During the introduction to the lesson, instructors must provide a description of the situation to focus trainee attention and thinking. The description should establish the context or 'bigger picture' for the role play. Typically, instructors will set the scene for trainees by issuing orders or delivering briefings after nominating the roles individual trainees will play. For example, most scenarios will involve teaching and practising the application of rules of engagement, or teaching and practising responses to emergency situations requiring quick decisions. Therefore trainees will need to play the roles of junior leaders and members of small teams. Instructors provide them a context and a task by issuing orders or conducting a briefing in relation to what trainees have to do next. Orders are formal sets of

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instructions to the team. Alternatively, instructors may think that a briefing will suffice for the scenarios they have developed. Orders and briefings can be delivered to individuals or to groups.

5. **Present Scenario.** The instructor presents new learning by cueing the scenario to begin. Typically, trainees applying the role of junior leaders and small teams will move to the scenario site and encounter a simulated situation played out by assistant instructors and support personnel. Instructors should be present in the course of the scenario in order to stop it at the appropriate time.
6. **Developing a Role Play.** Before conducting a role play it is necessary for instructors to thoroughly prepare the scenario, including the location. Instructors should consider the following features when designing and developing scenarios:
  - a. Select an appropriate situation, which may be drawn from trainee or instructor experiences. The situation should be relevant and similar to situations that the trainees will encounter.
  - b. Ensure that there is a problem or point of conflict in the role play. This conflict or problem is the focus of the role play, and the resolution is what the trainees should gain from participating in or observing the role play.
  - c. Identify the roles that will be acted out during the role play.
  - d. Determine whether the role play will be formal, informal or a demonstration only. These are defined as:
    - (1) *Formal Role Play.* The role players are given a set of instructions that outlines the scope and sequence of the role play. Using the counselling example, the trainees will be given a situation with specific roles they are to act out. One trainee will play a member being counselled and the other will play a counsellor. Both will have specific directions regarding the part each is to play and

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will be given time to prepare for the role to be played.

- (2) *Informal Role Play.* The role players are given a general situation and asked to 'act it out' with little or no preparation time. For example, if a question regarding a particular situation comes up during training, the trainer may ask two trainees to take a few minutes to plan and present a brief role play that addresses the situation. This type of role play is not prepared in advance and therefore is not developed by the instructor.
- (3) *Demonstration Role Play.* The demonstration role play, which is similar to the formal role play, typically uses models or other specific training aids, and is often done as part of a coaching session. For example, the instructor demonstrates the steps in setting up a service radio and, following the instructor's demonstration, two trainees are asked to role play the procedure as if the situation was under combat conditions.

**7. Conducting a Role Play.** To conduct the role play, the instructor should share with the participants what they should learn from it (ie. share the learning outcomes). This involves explaining to the participants what they should do and what the audience should observe. To be effective, the instructor must make sure that the participants are prepared for their parts; do not spring it on someone at the last moment. Participants need to prepare also. As with the playlet, it is important that the instructor takes into account the development of a script, the rate of delivery, control mechanisms and rehearsals. Each of the following factors will impact on the success or failure of the role play's learning goals:

- a. *Script.* A script coordinates the initial events of a scenario and specifies the positioning, words and actions of players, and the operation and movements of weapons and/or items of equipment. For scenarios, the script for subsequent events will be a series of options

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that anticipate what trainees may or may not have done in response to the initial events of the scenario. A scenario script should include:

- (1) an explanation of the situation the scenario will create;
  - (2) teaching points to be covered by the scenario;
  - (3) the roles of players;
  - (4) the initial positioning, words and actions of players; and
  - (5) subsequent options for the positioning, words and actions of players.
- b. *Reconnaissance of Location.* Reconnaissance of location involves a physical inspection of the indoor or outdoor location for scenarios. This reconnaissance will reveal any safety requirements that must be adhered to, as well as the size of the scenario area. Additionally, it will highlight any other location factors affecting the scenario.
- c. *Resource Coordination.* Organising resources involves forecasting for personnel; vehicles and transport; and weapons, equipment and stores.
- d. *Briefings.* Instructors should brief players and supporting personnel on the situations that scenarios will create and on teaching points. They should then brief them on the roles of individuals and groups within scenarios.
- e. *Rehearsals.* For scenarios, instructors will rehearse the players through several dry runs that will cover both initial positioning, words and actions, and each of the options for movements, words and actions that anticipate what the trainees may or may not do. Those personnel supporting instructors will need to think through their roles in order to respond realistically to whatever the trainees may decide to do in response to their initial positioning, words and actions. It is important

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to remember that players must be able to respond realistically to fast-moving and unscripted events.

8. At the conclusion of the role play, the instructor should endeavour to discuss important features of the role play by asking questions of both the players and the observers. Additionally, they should summarise the session and what was learned, and how it applies to the skill or activity being learned.

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## ANNEX G TO CHAPTER 5

### POSITIONING TRAINEES

#### Introduction

1. There are a number of different ways to position trainees for theory lessons and discussions. This annex provides an overview of these layouts, as shown in [Figure 5–1](#) to [Figure 5–9](#).

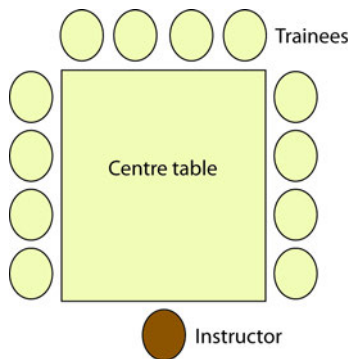


Figure 5–1: Theory Lesson Centre Table Layout

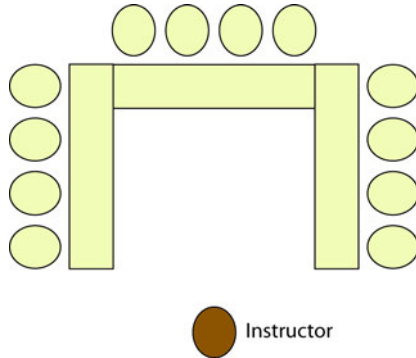


Figure 5–2: Theory Lesson U-table Layout

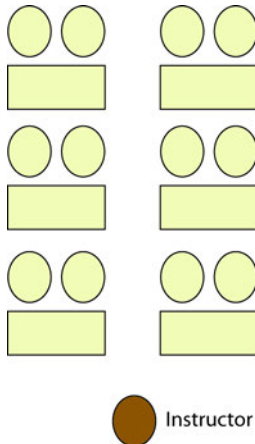


Figure 5–3: Theory Lesson Work Table Layout



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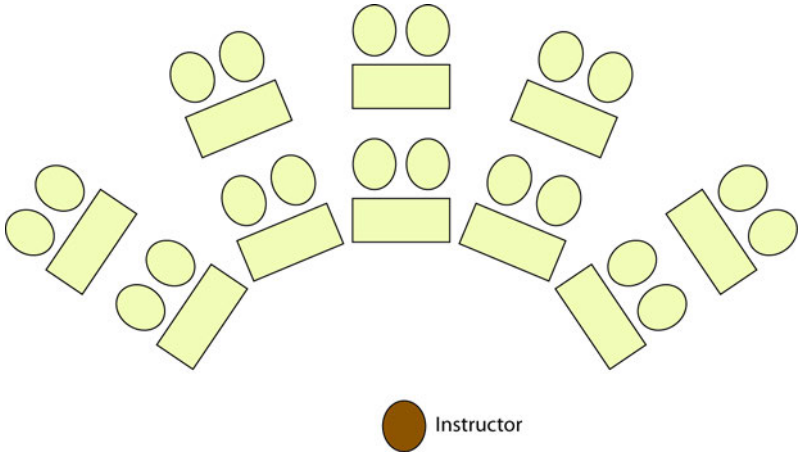


Figure 5-4: Theory Lesson Semicircle Layout

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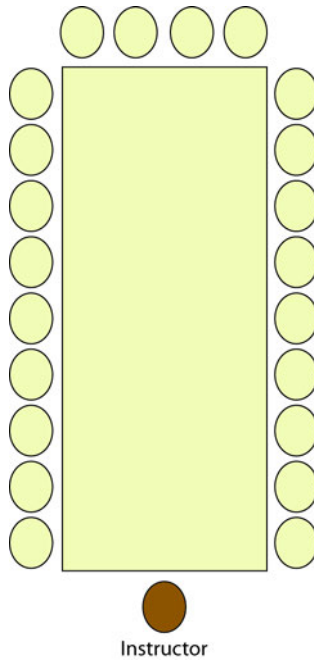
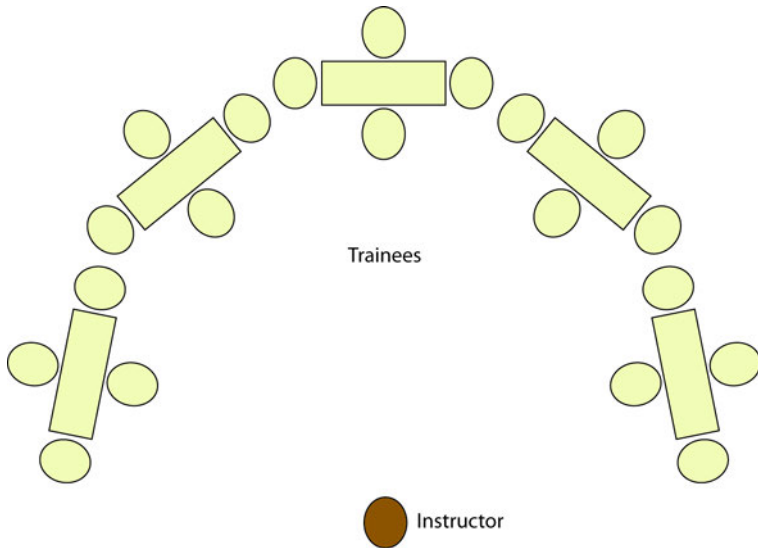


Figure 5–5: Discussion Centre Table Layout

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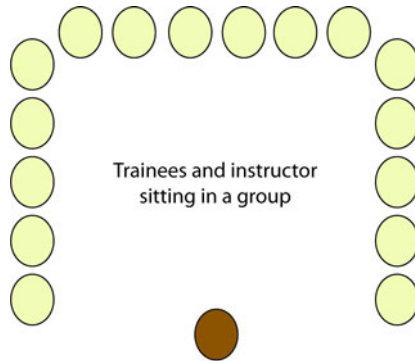
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Note:  
Used to allow discussion with  
syndicates and the presentation  
of syndicate solutions

Figure 5–6: Discussion Café Table Layout

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Note: No tables are used

Figure 5–7: Discussion U-shape

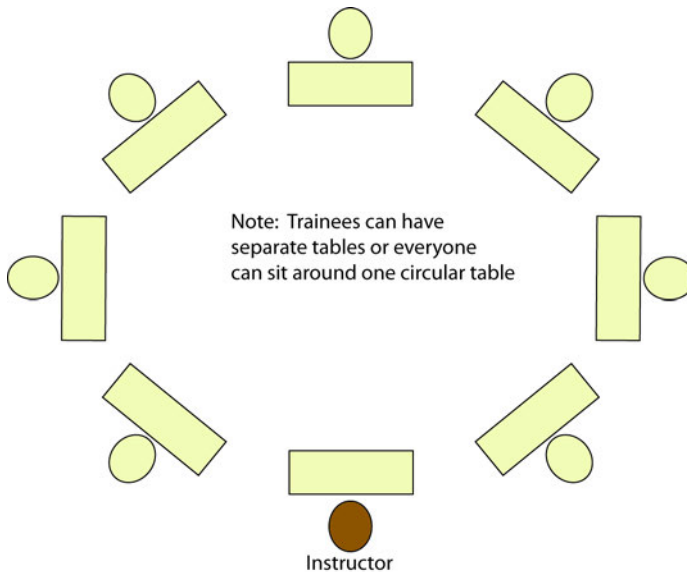


Figure 5–8: Discussion Circle Layout

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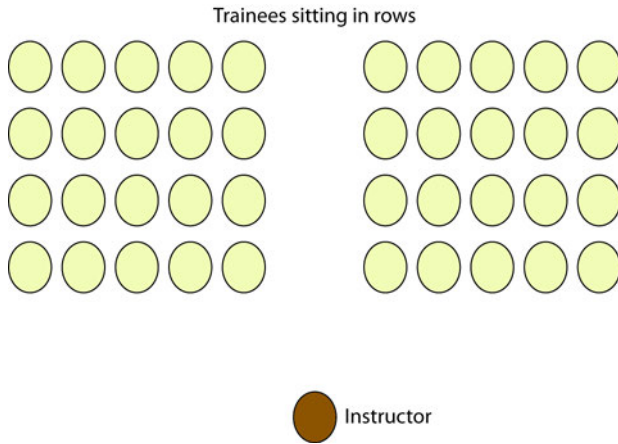


Figure 5–9: Lecture Theatre Style Layout

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## CHAPTER 6

### TRAINING AIDS

#### SECTION 6-1. INTRODUCTION

- 6.1** Training aids can assist the instructor to present information clearly and evaluate trainee performance. They appeal to the senses, add interest, develop better understanding and may save time. Training aids must fit the purpose of the training, and usually a combination of training aids will help trainees meet the objectives of the lesson. There are many aids available, ranging from handwritten handouts to sophisticated computer-based learning packages, but, if used inappropriately, training aids can be detrimental to trainees' learning.
- 6.2** Developing and using training aids can be both challenging and engaging for instructors and trainees. Technology has made it easier for instructors to create and use training aids, which in turn has increased the availability of learning opportunities and improved trainee engagement with content materials. However, this increasing use of technology to support training has also created challenges as to what is the training aid and what is the delivery medium. Training aids should not be used just because they are available, nor should an instructor change training to accommodate the training aid. Instructors must ensure that training aids add to the overall effectiveness of the lesson and support the achievement of the learning outcome.
- 6.3** Training aids should be used to provide a quality learning experience for trainees. This necessitates taking a course/subject-based approach to the design of a learning experience, which is focused on the learner as follows:
- a. What and how do we want trainees to learn?
  - b. What and how do trainees want to learn?

- 
- c. What training aids best support the learner?
- 6.4** The most effective kind of learning experience is determined not by the technology available, but by considering what is most appropriate for the trainees, the subject and the learning objectives and then selecting the most appropriate training aid to support this learning.
- 6.5** This chapter explains how to select training aids and gives guidance on the preparation of training aids and the use of common types of training mediums.

## **SECTION 6-2. SELECTING APPROPRIATE TRAINING AIDS**

- 6.6** When selecting training aids, answers to the following questions may provide guidance on whether using a training aid will support and improve a trainee's learning opportunities:
- a. What aids, if any, will help to disseminate the information to be delivered?
  - b. What aids will help to ensure that trainees understand the task or procedure?
  - c. What aids will help to simulate the conditions/equipment and so on under which the task or procedure will be performed?
  - d. Will the aids assist in evaluating trainee performance?
- 6.7** Once the decision has been made to use training aids, there are three primary factors an instructor should consider when selecting a training aid. They are as follows:
- a. *Type of Instruction.* The most effective training aids involve trainees in active practice with items that they will use or in situations that they will encounter in the workplace or on operations. Practical instruction requires weapons, equipment or models of these items as training aids. The same applies to instruction that combines physical and mental skills. For example,



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instructors should not teach gunnery skills on a tank without having trainees operate the actual gunnery system or a simulator. Instructors can support theory instruction with any type of training aid that is relevant to the subject area. For example, an instructor can support a map-reading theory lesson with not only a map but also slides, handouts and charts, a computer-based learning package or a combination of all of these if appropriate.

- b. *Background and Ability of Trainee.* Instructors should use training aids oriented to the background and ability of trainees. For example, training aids such as charts, videos, models and actual weapons should assist recruits to learn the use and maintenance of personal weapons, whereas trained soldiers may only need the actual weapon for continuation training and practice periods. Training aids should aim to simplify the instruction, add interest and save time in explanation.
- c. *Visual Content.* Of the five senses (sight, hearing, smell, touch and taste), sight is the most powerful learning sense. Training aids should have well-presented visual content that is simple, easy to see, colourful and relevant.

## **SECTION 6-3. DIRECTED INDIVIDUAL STUDY AND THE USE OF STAND-ALONE TRAINING AIDS**

- 6.8** Directed individual study is made up of periods of instruction where instructors nominate directed individual learning packages and stand-alone training aids for use by trainees during unsupervised study. The important distinction between directed individual study and other theory instruction is that trainees learn by interacting with the instructional materials, rather than relying on the instructor to provide specific information.
- 6.9** Directed individual study can be used before a residential course to bring all trainees up to a common entry level or during a residential course to allow trainees to achieve learning

outcomes through periods of unsupervised study. Additionally, directed individual study is also used to form the basis of the distance component of blended training or to maintain currency and refresh competence among trained individuals.

- 6.10** Directed individual study packages are usually designed by training developers or instructional designers. [Annex A](#) describes methods for conducting directed individual study. Directed individual study does not have a standard structure, but should contain the following information to assist trainees: an index of contents, the learning outcomes, the reason for learning and instructions for use.
- 6.11 Advantages.** Directed individual study packages allow trainees to work at their own pace and use their own learning approach. These packages also allow the instructor more time to prepare and rehearse other instructional sessions.
- 6.12 Disadvantages.** Directed individual study packages require trainees to be well motivated and able to work without close supervision. Less motivated trainees will require supervision, which increases the instructor's workload.

## SECTION 6-4. TYPES OF STAND-ALONE TRAINING AIDS

- 6.13** [Table 6–1](#) is a list of examples of directed individual study packages and stand-alone training aids.

**Table 6–1: Examples of Directed Individual Study Packages and Stand-alone Training Aids**

<i>Type of Directed Individual Study</i>	<i>Examples</i>
Directed individual study packages	Study guides (readings, précis, reports, case studies, question guides) Computer-based learning package

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<i>Type of Directed Individual Study</i>	<i>Examples</i>
Stand-alone training aids	Computers Simulators/Simulations Video programs Interactive CDs/DVDs Audiotapes and sound files

**6.14** Normally, trainees use stand-alone training aids under instructor supervision or independently during self-paced learning. Examples of stand-alone training aids are as follows:

- a. *Computer-based Learning Packages.* Computer-aided instruction (CAI) is the interaction between trainees and instructional software delivered by computers. Instructional software displays text, diagrams and images in a learning sequence that will permit trainees to interact and learn in stages at their own pace, including receiving feedback on performance and undergoing a final assessment. Learning occurs through interesting displays of new information and trainees responding and learning from that information. Computers can also provide access to the Internet. Trainees can access CAI on the Internet or visit websites that provide the information that they need. [Annex B](#) contains information on CAI.
- b. *Simulations.* When referring to training, simulations may be defined as training conducted in a specifically created environment that reproduces the important conditions of the working situation. The operational characteristics of the system are reproduced to the required degree of realism and are able to be manipulated during training, if necessary. No simulation can ever reproduce the real environment; however, simulation allows the reproduction of certain situations that would not be

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possible to replicate in peacetime. [Annex C](#) contains information on the use of simulators and simulation.

- c. *Models.* A model is a representation of an object or a piece of ground. The four common types are object, cloth, mud and sand models. Object models are those that represent a particular object, complete or in part. Object models, which may be scaled up or scaled down, include weapons, vehicles, equipment and ammunition that may also be sectionalised or 'cut away' for instructional purposes. Instructors use cloth, mud and sand models to represent pieces of ground that they scale and border for instructional purposes. [Annex D](#) provides further details on the development of models.
- d. *Audiovisual Files.* Video technology in the form of players, cameras, cassettes, CDs and DVDs have replaced 16 mm films in military training for projecting moving images onto a screen or through a television or computer monitor. Instructors use video programs as stand-alone training aids or to complement other methods of instruction, such as lectures and theory lessons. [Annex E](#) contains information on the preparation and use of video/DVD programs.

## SECTION 6-5. TYPES OF TRAINING MEDIUMS

- 6.15** It is important to remember that training aids are different from the mediums on which they may be presented. Computers, light projectors, overhead projectors, and video and DVD players are tools that support the use of training aids. For example, computers can be used to develop PowerPoint presentations or view computer-based learning packages, but the computer is not the training aid – it is merely the medium. Instructors must be familiar with how these mediums can best present their training aids to trainees, as well as how these mediums are best suited to their particular training environment. Training mediums are described in the following paragraphs.

## Handouts and Slides

- 6.16** Handouts are sheets of information containing the teaching points for a period of instruction. Instructors can use them before or after a period of instruction. Normally they contain learning guidance such as diagrams and summaries of key points. Instructors use them to support most methods of instruction, especially lectures, where trainees receive them to supplement their own notes. The same information, in a refined format, can also be provided to trainees using presentation slides. Further information on the preparation of handouts and slides is contained in [Annex F](#).
- 6.17 Advantages.** Instructors can prepare handouts and slides relatively easily. They are great for trainees to use as ready reference material and provide excellent visual prompts to refresh and retain learning.
- 6.18 Disadvantages.** Poorly prepared materials can significantly detract from the usefulness of the handout or the slide.

## Boards, Charts and Posters

- 6.19** Instructors use boards (chalk, white, electronic, magnetic and blanket boards), charts and posters to write or draw information by hand in the course of a lesson. Usually these mediums are either fixed to a wall or supported by an easel. [Annex G](#) describes the preparation and use of boards, charts and posters.
- 6.20** Chalkboards and whiteboards provide dry-erase writing surfaces. Interactive whiteboards can capture writing electronically, require a computer and allow interaction with a projected computer image. They allow instructors to use their fingers as a mouse or to annotate over projected computer applications and still images. There is also software that saves notes written on interactive whiteboards that include many other capturing and editing features.
- 6.21** Magnetic and blanket boards are similar to chalkboards and whiteboards, except that instructors can adhere objects to them. In the case of the magnetic board, the surface is metal.

For the blanket board, a sandpaper or velcro backing is used to fix display objects to the surface. Magnetic and blanket boards are charts that grow one idea at a time and, by controlling the display, an instructor can direct the audience's attention to key points.

- 6.22** Charts (including flip charts) and posters are sheets of paper or cardboard (they can be laminated) that illustrate text, display diagrams or show images. They can be fixed to a wall or supported by an easel. Instructors use them to display information during lessons.
- 6.23 Advantages.** Boards, charts and posters are useful aids for illustrating an aspect of a teaching point or showing an example that comes up spontaneously during instruction. They are especially useful in visually building up the principal parts of a concept, as they allow ideas to be rearranged, added to or subtracted from based on group discussion. They can be used to get key points across to the audience, to demonstrate steps in practising a skill and to help show the relationship of one set of things to another (cause and effect). They are easy to use and prepare.
- 6.24 Disadvantages.** They are not good for showing mechanical movement, but are useful for showing the progression of a mental skill, such as mathematical calculation or diagnosis of a problem.

### Still Image Projection

- 6.25** Still image slides in today's instructional setting are primarily projected by light projectors or, in rare instances, overhead projectors. These two mediums have replaced 35 mm slide projection, slide-tape projection and opaque projection. Still image projection enables the instructor to enlarge and display text, images and illustration on a large viewing area. [Annex H](#) contains information on the preparation and use of still image projections.
- 6.26 Advantages.** Still image projection allows the instructor to display images and supporting lesson materials to a large audience.

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**6.27 Disadvantages.** Still image projection requires electricity and computer equipment, which may not be available to instructors in the field or on offshore operations.

**Annexes:**

- A. [Directed Individual Study](#)
- B. [Computer-aided Instruction](#)
- C. [Simulation](#)
- D. [Models](#)
- E. [Videos And DVDs](#)
- F. [Preparing Handouts and Slides](#)
- G. [Preparing Visual Displays – Boards, Charts and Posters](#)
- H. [Still Image Projections](#)

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## ANNEX A TO CHAPTER 6

### DIRECTED INDIVIDUAL STUDY

1. Instructors employ directed individual learning packages to enable trainees to prepare themselves for other forms of instruction or training activities. They can select packages designed and prepared by other agencies or design and prepare their own packages of reading material or audiovisual products such as CDs or DVDs. It would be rare for instructors to design and prepare sophisticated customised individual learning materials.
2. This annex covers the preparation of simple learning packages consisting of reading material and simple audiovisual products.

#### Preparation

3. Instructors can use the following five steps to prepare materials for self-paced learning:
  - a. *Step 1 – Collect Relevant Material.* The instructor must have learning outcomes in mind when selecting materials. A library is a useful starting point for locating information materials relevant to the subject area. For example, if the subject was the Gallipoli Campaign, books and articles with titles mentioning 'Gallipoli', 'ANZAC', 'Dardanelles Campaign' or 'Australia in WWI' should be collected and relevant sections marked. Instructors can gather audiovisual materials under broad titles and review them for relevance. Doctrine publications contain information relevant to many subject areas.
  - b. *Step 2 – Confirm Reading and Comprehension Level.* Instructors should confirm that trainees can easily read and comprehend the materials they have selected. The style should be appealing and provide adequate detail. Instructors can determine the reading and comprehension level of trainees by giving relevant

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samples to individuals who have the same background and ability as the trainees to be taught. For instance, if trainees are CPLs, then an instructor can distribute samples to several CPLs for quick comment; for example, boring/interesting, easy to read, easy to understand/hard to understand.

- c. *Step 3 – Create Ease of Access.* Ease of access means that a trainee can pick up instructional materials and go directly to relevant sections. Instructors should photocopy relevant sections, create an index and mark page numbers or flag the beginning of sections. They can place photocopies in a cover or in a folder with a title on the front. Audiovisual materials should have a printed supplement showing the content. Sometimes instructors may refer trainees to websites that contain relevant information.
- d. *Step 4 – Provide Learning Guidance.* The instructor should provide learning guidance for the instructional materials. For example, some materials may require only scan reading, while others should be read in detail. 'Scan' means 'to be acquainted with', 'read' means 'to be familiar with' and 'study' means 'to understand and be able to recall in detail'. Directions may be required for note-taking. As a minimum, instructors should provide the following learning guidance: an index of materials and websites; learning outcome(s) and instructional objective(s); and the reason for learning.
- e. *Step 5 – Provide Assessment.* As with other forms of competency-based instruction, there must be a confirmation that learning has taken place. This is done by including an assessment. Trainees would complete the test and hand it to instructors for marking and feedback. For example, a typical assessment test would be a series of questions that have to be answered in writing as a result of reading, listening to or viewing instructional materials.

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**Conduct**

4. Typically, directed individual study precedes other types of instruction, such as discussions and theory lessons. During these forms of instruction, the instructor can use the revision section to confirm the teaching points contained in learning packages. They can also review assessment and provide feedback on trainee performance.

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## ANNEX B TO CHAPTER 6

### COMPUTER-AIDED INSTRUCTION

1. CAI programs deliver instruction by displaying new information via computers and then facilitating trainee responses, feedback and testing on that information. Typically, trainees use these programs by inserting a CD or DVD into computers or use computers to access programs on the Internet, the Defence intranet or a local area network. CAI is characterised as follows:
  - a. Trainees learn at their own pace.
  - b. Trainees participate actively in their own learning.
  - c. Instructors can supervise large numbers of trainees, while still able to assist slower trainees personally.
  - d. Computers can deliver complex technical training in a step-by-step manner, with graphics and other special effects such as animation.
  - e. CAI automates evaluation and feedback, enabling trainees to receive immediate information and knowledge of results.
  - f. The instructional standard and content is consistent.
  - g. Trainees can use CAI with or without instructor supervision, at any time, from dispersed locations.

#### Types of Computer-aided Instruction

2. Instructors can select several types of CAI programs to support their instruction in a subject area. These programs can achieve instructional objectives independently or support practical and theory lessons with practice, simulations or demonstrations. Four common types of CAI used within the military are explained as follows:
  - a. *Tutorial.* A tutorial is the most common form of CAI and is similar to a theory lesson in structure and sequence. The program presents information in a logical order and

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trainees respond to questions about their understanding of new information. Normally the program gives trainees practice exercises of increasing difficulty to reinforce their understanding of the new information and receive feedback and confirmation before the program presents further new information. Tutorials should include a test of objective.

- b. *Drill and Practice.* Drill and practice programs support previous instruction by presenting practice exercises. These programs are extensions of the practice stages of theory lessons. Normally the trainee will select a number of problems or practice exercises designed at different levels of difficulty. After the trainee completes each problem or exercise, the computer provides feedback and recommends further problems or exercises at the appropriate level. Drill and practice CAI reinforces learning through repetition and practice, and can include tests of objective.
- c. *Simulations.* This type of CAI recreates the condition or functioning of weapons, vehicles, aircraft and equipment. For example, tank gunners use simulation programs to obtain and maintain the correct sight picture before engaging a target presented by a computer. In effect, the CAI program has made the computer a simulator. Common types simulate:
  - (1) part of a system,
  - (2) the operation of a system, and
  - (3) the environment in which a system will operate.
- d. *Demonstration.* Demonstration programs show the operation of weapons and equipment in detail. For example, a sequence of computer graphics can show the function of components of a diesel engine or electronic circuit board. Trainees can stop, speed up or slow the presentation of information to suit their level of training and rate of learning.

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**Delivery**

3. The three steps used by instructors when delivering CAI programs are as follows:
- a. *Supervise Start-up.* The procedures for supervising trainees using CAI programs are similar to supervising trainee practice during theory and equipment lessons. Instructors introduce CAI programs by explaining their relevance and context to trainees and telling them to proceed. Instructors should ensure that each trainee has gained access and has begun.
  - b. *Assist Individuals.* While trainees are fully occupied and learning at their own pace, instructors assist slower trainees and encourage trainees individually. Instructors who are required to deliver CAI-based programs must ensure that they have a detailed knowledge of the CAI content, and to that end it is strongly recommended that all should complete the CAI content as a trainee as part of the induction training.
  - c. *Confirm.* Most CAI provides automated confirmation that trainees have achieved competence through tests of objective. However, instructors should confirm that trainees have achieved competence through questions and demonstrations of newly learned mental skills.

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## ANNEX C TO CHAPTER 6

### SIMULATION

#### Simulation and Learning Through Experience

1. Learning through experiences is important in the learning process. Learning is more likely to occur when trainees can compare previous experiences with current learning. When trainees can experience the data, they also experience sights, sensations, feelings, remembrances of goals achieved and goals hoped for and so on. In other words, trainees have enough context to help them characterise what they have learned, remember it and begin the generalisation and exception process. Simulation can be used to support the experience of trainees and the development of context to aid retention of their learning.
2. Simulation is divided into three categories: live, virtual and constructive. Live simulation is simulation involving real people operating real systems, for example, field exercises and the individual weapons effects simulation system. Live simulation is usually supported by other simulations. Adventurous training and physical training are also classified as live simulation because they develop essential qualities such as teamwork. Constructive simulation is simulation involving simulated and/or real people operating simulated and/or real systems in a non-virtual environment. Virtual simulation is a simulation that involves real people operating simulation systems within a virtual environment and in real time. In training, most simulations can be categorised as virtual simulation.
3. The three methods of simulation can be combined, with the aim of making the most effective use of resources.

#### Using Simulators and Simulation

4. Simulators are machines or processes designed to provide training related closely to the actual equipment or situation.

- 
- Three common types are devices or processes that simulate the following:
- a. part of a system,
  - b. the operation of a system, and
  - c. the environment in which the system will operate.
5. Instructors can use simulators and simulation to support most methods of instruction. They have applications in almost all Army training activities, such as marksmanship, gunnery, technical training, tactics and logistics. In a training context, simulators can do the following:
- a. reduce ammunition expenditure and thereby reduce costs,
  - b. overcome many safety and environmental restrictions,
  - c. reduce wear and tear on operational equipment, and
  - d. provide more learning and practice experiences in a given time.
6. When using simulations, instructors should ensure that they complete the following tasks:
- a. *Explain.* Full operating instructions are provided with all simulators. The instructor should ensure that these instructions, especially any safety precautions, are completely understood by trainees. Normally the operation of the simulator will follow closely real equipment operation. Often instructors will conduct a personal demonstration or talk trainees through the operation to confirm that they have understood operating instructions.
  - b. *Supervise.* Supervision by the instructor will ensure that trainees are using simulators correctly and safely and also assisting less confident trainees as required.
  - c. *Confirm.* Confirmation of trainee competence can be provided by the simulator or the instructor. For example,

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'hits' are recorded automatically by anti-aircraft simulators.

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## ANNEX D TO CHAPTER 6

### MODELS

1. A model is a representation of an object or a piece of ground. The following are three common types:
  - a. *Object Models.* Object models represent a particular object complete or in parts. Objects, sometimes scaled up, scaled down or sectionalised, include weapons, vehicles, equipment, watercraft, aircraft and ammunition. A sectionalised model is one that has outer surfaces or components cut away to expose inner components. Normally, substitute materials represent dangerous or volatile substances. For example, substitute materials can represent propellants in sectionalised ammunition models. Sometimes parts are made of substitute materials for instructional purposes. Similarly, clear plastic tubing may be used to show the flow of petrol through a sectionalised engine model, with petrol being represented by coloured water. Computer simulations and virtual reality animations are common.
  - b. *Cloth Models.* Cloth models are two- or three-dimensional representations of pieces of ground made up of cloth materials, scaled and bordered for instructional purposes. A two-dimensional cloth model can represent ground through diagrams and illustrations on a flat cloth surface. Instructors can place padding materials such as foam, Hessian and rag-filled sandbags under a cloth cover to represent topographical features on a three-dimensional model. Normally, illustrated cards, coloured tape and scaled down object models represent man-made and natural features, objects and other items.
  - c. *Mud/Sand Models.* Mud/sand models are three-dimensional representations of pieces of ground, made up of earth and natural materials, scaled and

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bordered for instructional purposes. Normally instructors construct mud/sand models outdoors. Natural materials or the same materials and objects used for cloth models (less the cloth cover) represent man-made and natural features, objects and other items.

## Preparation

2. **Object Models.** Instructors can prepare object models that they have obtained on issue or purchased commercially. Models are often included as ancillary items for major weapon systems, aircraft, vehicles and equipment. Instructor preparation for object models varies with the complexity and type of object and material is being used.
3. **Cloth Models.** Instructors will normally prepare cloth models to represent an area of a map or a piece of ground from locally available resources. They use this type of model to assist in developing teaching points. The steps in preparing a cloth model are as follows:
  - a. *Step 1 – Determine Area and Scale.* Instructors can determine the area and scale for a cloth model from a map or a sketch. They should examine a location for the model to confirm that the area and scale selected will conform to the instructional layout. The instructor's selection of scale will depend on what is to be represented on the model. For example, the representation of tactics at sub-unit level may require only a large scale. However, the representation of the operation of a supplies distribution point may require a small scale. The aids for showing the scale on a cloth model are:
    - (1) a scale card showing the scale ratio, for example 1:500;
    - (2) lengths of timber on plastic border painted in black and white graduations representing the selected scale; and

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- (3) lengths of white string on tape attached to the graduated border to form a grid representing the scale.
- b. *Step 2 – Gather Aids and Materials.* Cloth models require different aids and materials to represent natural and man-made features, and the positions of military units, installations, weapons and equipment. [Table 6–2](#) gives examples.

**Table 6–2: Examples of Cloth Model Aids and Materials**

<i>Category</i>	<i>Sub-category</i>	<i>Aids and Materials</i>
Natural features	Rivers/dams/lakes vegetation	Blue-coloured tape or ribbon and sections of the blue card will cloth  Green-dyed wool, scrim, sawdust or natural foliage
Man-made features	Roads Tracks Railway and power lines Bridges/cuttings/embankments Airfields/landing zones Buildings	Red-coloured tape or ribbon  Brown-coloured tape Black-coloured tape or ribbon Cards bearing conventional signs Blocks of wood painted black

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Category	Sub-category	Aids and Materials
Objects	Vehicles/aircraft Units/formations Weapons/equipment Weapons/equipment Minefields/wire and other defensive obstacles	Toys and wooden or plastic blocks with conventional signs Cut-outs of military symbols, card boxes or cards on stands with conventional signs Cut-outs of military symbols, cards or areas of coloured cloth with military symbols
Other items	Attack approaches, defensive and administrative areas Unit/formation boundaries Artillery/mortar targets	Cut-outs of cardboard in the shape of military symbols Coloured tape or ribbon for unit/formation boundaries Geographical feature names on card or masking tape Folded cards with name/intended purpose endorsed on both sides for indirect fire target areas, administrative installations etc. Cut-outs of black cardboard crosses bearing target numbers

- c. *Step 3 – Lay Down Grid.* The grid represents the scale and area of the model. Instructors should lay it out on the floor in the instructional location as shown in [Figure 6–1](#). They should then sketch major features onto the floor



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with chalk, with the grid acting as a guide for where they should draw.

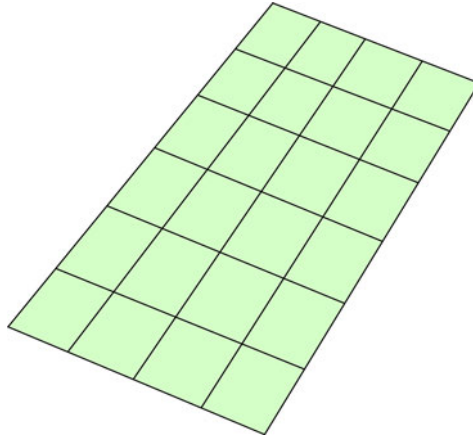


Figure 6–1: Step 3 – Lay Down Grid

- d. *Step 4 – Lay Down Padding.* Instructors should lay down padding material in conformity with areas already marked out, as shown in [Figure 6–2](#). They can use different amounts of padding to represent features with the desired heights and gradients.

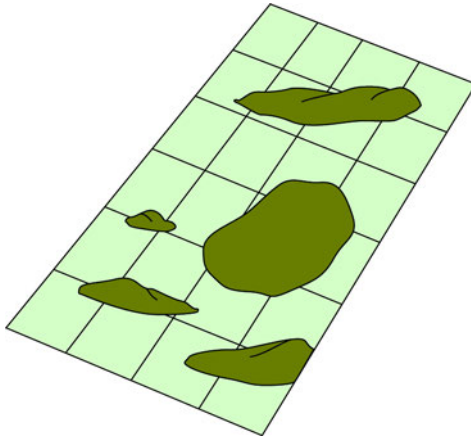


Figure 6–2: Step 4 – Lay Down Padding

- e. *Step 5 – Lay Down Cover.* Instructors should ensure that the cover of a cloth model is one-third larger than the model area, as shown in [Figure 6–3](#). This allows them to smooth over padded areas of different heights. Suitable colours for the cover are light brown or green. A tarpaulin, hessian and blankets are suitable model covers if other cloth material is not available.

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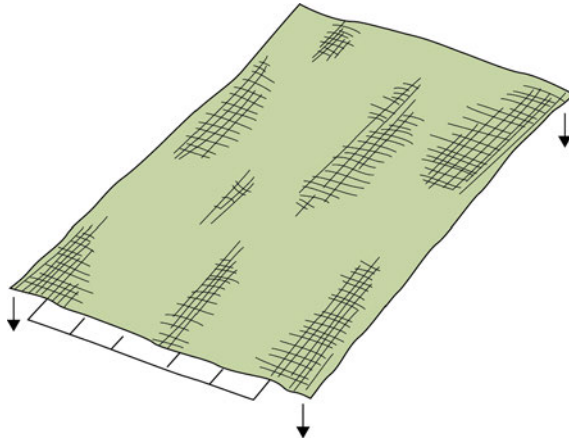


Figure 6–3: Step 5 – Lay Down Cover

- f. *Step 6 – Confirm Topography and Scale.* Instructors confirm topography and scale by smoothing the cover over the padded areas in conformity with the grid. When they have adjusted topographical features, they can lay out the graduated border, made of lengths of timber or plastic, and then attach the grid as shown in [Figure 6–4](#). This step finally confirms scale and topographical layout. When laying the border, instructors should fold the edges of the cover under it to give a neat straight edge to the model.

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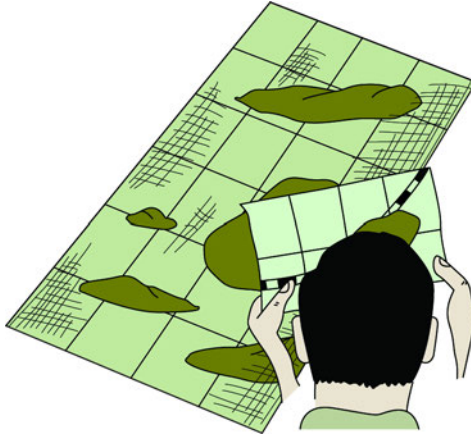


Figure 6–4: Step 6 – Confirm Topography and Scale

- g. *Step 7 – Lay Down Surface.* Instructors can enhance the appearance of a cloth model by sprinkling on materials such as sawdust, grass clippings and sand (see [Figure 6–5](#)). They provide a consistent, natural-looking surface. Instructors can also emphasise topographical features by using a contrasting coloured surface on the tops of features and along the crests of spur lines, saddles and ridges. Man-made and natural materials such as dyed sawdust, pine needles and dark-coloured earth are suitable.

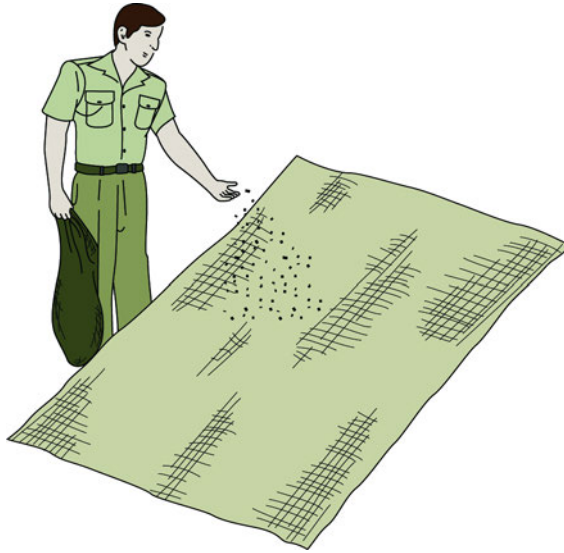


Figure 6–5: Step 7 – Lay Down Surface

- h. *Step 8 – Place Model Aids.* Model aids are those items placed on the surface of the model to represent natural and infrastructure features, and the positions of military units, facilities and weapons. Often instructors will display selected aids at the beginning and then position others separately for progressive display during instruction. Aids, as shown in [Figure 6–6](#), include:
- (1) a north point arrow;
  - (2) a scale card;
  - (3) grid cards, if applicable;
  - (4) feature names;
  - (5) natural and man-made feature symbols;
  - (6) objects (eg. vehicles and weapons); and
  - (7) other items (eg. obstacles and boundaries).

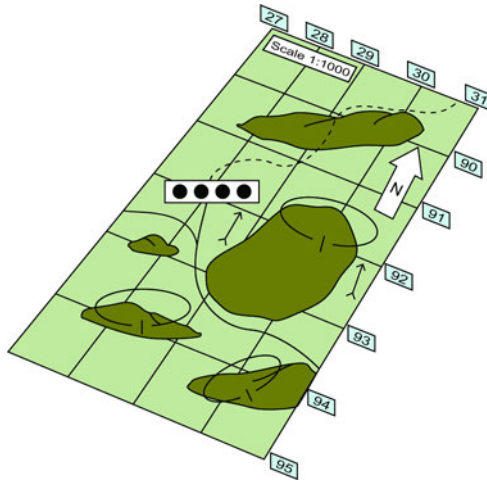


Figure 6-6: Step 8 – Place Down Model Aids

4. **Mud/Sand Models.** Instructors will prepare mud/sand models in a similar manner to the way in which cloth models are used, except that they will not use a model cover and will select mostly natural materials. It is still useful for instructors to have standard model aids to enhance the appearance and effectiveness of a sand model. These aids include:
  - a. a north point,
  - b. string or tape for grids,
  - c. a scale card,
  - d. grid cards, and
  - e. feature names.

### Using Models

5. **Object Models.** Instructors can use object models for most types of instruction. Normally instructors will introduce the model and then explain its main features. Then they will make

reference to the model and its parts during instruction to emphasise teaching points.

6. **Cloth and Mud/Sand Models.** Instructors use cloth and sand models mostly for enhancing tactical and administrative instruction. Often they will use them during exercises that might extend for several hours and possibly days. Instructors may use cloth and sand models to support theory instruction such as lectures (sometimes called 'model presentations'). Instructors will use models in a similar manner to the way in which other training aids are used to assist in the development and emphasis of teaching points.
7. Instructors should give a clear and concise description when using a cloth or sand model. This orients trainees and enables them to visualise the ground being represented. Often instructors will issue map enlargements of the model to trainees in order to further assist in orientation. Sometimes they can use a short video program to show terrain and vegetation.
8. Instructors should use long pointers to assist in their description of a model. It is preferable not to walk on the model, but this may be necessary during the introductory description and subsequent instruction. Instructors could use the following proven sequence to describe a cloth or sand model:
  - a. *Size.* For example, the instructor may say: 'THE MODEL COVERS AN AREA OF 10 BY 20 km.'
  - b. *Area.* For example, the instructor may say: 'THE AREA CORRESPONDS TO THE AREA OF THE MAP ENLARGEMENTS YOU HAVE BEEN ISSUED' or 'THE MODEL CORRESPONDS TO THE AREA BETWEEN THE 05 AND 15 NORTHINGS AND THE 45 AND 65 EASTINGS ON THE MAP YOU HAVE BEEN ISSUED.'
  - c. *Orientation.* Orientation involves pointing out the north point and allowing trainees to orient their maps or map enlargements. For example, the instructor may say: 'NOTE THE NORTH POINT.' (Pause) 'ORIENT YOUR MAPS TO THAT POINT.'

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- d. *Scale.* Instructors can support their description of scale by pointing sequentially to the scale card, to the graduated border and to the grid and grid cards.
  - e. *Natural Features.* Instructors should now describe all the natural features represented on the model. They include topographical features, vegetation, rivers and creeks. They should describe natural obstacles, such as rivers, forests and swamps, in detail in relation to such aspects as thickness, depth, the gradient of banks and vehicle going.
  - f. *Infrastructure.* Instructors can describe all infrastructure represented on the model. They should include roads, tracks, built-up areas, installations and buildings, and describe infrastructure of military significance in detail.
  - g. *Objects.* Instructors now describe all objects represented on the model, such as units, weapons, vehicles and defensive obstacles.
  - h. *Other Items.* Finally, instructors should describe any other items represented on the model that they have not described. These other items may include unit boundaries, a direction of enemy approach arrow, artillery registered targets and junction points.
9. After describing the model, instructors should ask trainees whether they have any questions on the description. This ensures that all trainees are oriented and ready to refer to the model during instruction.



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## ANNEX E TO CHAPTER 6

### VIDEOS AND DVDS

1. Video and DVD technology has enhanced trainee learning. Instructors can use these programs for some or all of the teaching stages of the body of a period of instruction. However, they should deliver the introduction, practice stages and conclusion of instruction. Instructors should be aware that poorly produced, amateurish video programs can distract trainees and not assist learning.

#### Preparation

2. **Selection.** Instructors can select video programs from the Catalogue of Army Audiovisual Training Aids. In addition, some units have the resources to design and develop video programs to support instruction in particular subject areas or to outsource video production. Instructors must be satisfied that video programs are relevant to achieving learning outcomes. They should not use video programs to satisfy vague needs to provide trainees with instructional entertainment.
3. **Preview.** Although the audiovisual catalogue has a summary of the contents of each aid, this is only a guide to what is available in a particular subject area. Instructors should preview video programs so that they can confirm their relevance and suitability. Instructors should look for teaching stages and any points they will need to bring to the notice of trainees. A useful method is to time each teaching stage to the second, so that video programs can be stopped at the end of each stage. This permits trainees to ask questions and instructors to confirm new learning. They should note points for inclusion in the introduction and conclusion.
4. **Rehearsal.** Rehearsal enables instructors to deliver their instruction more effectively, and also enables them to coordinate their delivery with video sequences. This is important when an assistant is operating video equipment. Rehearsal in the instructional location also confirms that the

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equipment is operating correctly and is focused. Rehearsal also enables instructors to confirm their positioning and that of trainees, projection equipment and screens.

## Use

5. The use of video sequences in instruction is simple. Instructors deliver the introduction and conclusion. Some or all of the teaching stages of the body can be made up of video sequences. However, an instructor should still link each stage and confirm the learning of each stage.

## Teaching with Film or Video

6. An instructor needs to apply the following points when teaching with audiovisual materials:
  - a. Set up and test equipment well ahead of the beginning of class. This includes knowing how to operate the equipment.
  - b. Sound is a frequent problem. Make sure the film or video can be heard throughout the room.
  - c. When using a TV to show the film, have trainees get up and move or move their chairs closer so that they can see and hear.
  - d. Check/test the video or DVD well ahead of time (several days) to make sure you have received the correct film or movie and that the media is not damaged. If the film is damaged or wrong you will need time to return it and collect the correct version.
  - e. Prepare the trainees by telling them why they are viewing a given piece of film or video.
  - f. Tell the trainees whether or not they should take notes.
  - g. Interrupt (stop) the video when necessary to enhance learning. Ask the trainees questions, gather their reactions, and ask them to justify their opinions of the film so far.

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- h. Help the trainees to think critically about the presentation. Stop the film at specific points to ask questions or allow for discussion. View several presentations that offer different opinions on the same topic. Stop the tape before its conclusion and ask trainees to argue/defend what they think the conclusion should be. Ask trainees to compose their own ending to the story being shown. Tie the presentation to other types of media/material on the same topic (ie. print sources, a bibliography or a research guide).
  - i. Conduct follow-up activities after the film or video has ended. Lead a discussion, break trainees into groups to discuss specific issues and have them write up the key points and major themes of the presentation. Ask them to relate these themes or points to larger issues presented in the course.
  - j. Inform trainees of the points to note before each stage of the video program. This technique cues the trainees to watch for teaching points.
  - k. Point out unfamiliar aspects of a video sequence that could confuse trainees. This applies especially to foreign videos that may show different weapons, vehicles, equipment and dress.
  - l. Confirm each stage by questions, for example, 'WHO NOTICED ...?' 'WHAT SHOULD THE COMMANDER HAVE DONE ...?' 'WHAT WAS THE IMPORTANT POINT ...?'

**Producing Simple Audiovisual Materials**

- 7. The ADF contracts most video program production to commercial agencies. The Army uses the Training Technology Centre to produce many of its in-house audiovisual training aids. However, there are units that have video production facilities to produce simple programs to support instruction. These facilities can include digital cameras that have limited editing capabilities, personal computers that have video editing software for digital video sequences and special editing

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- equipment. Editing involves electronically arranging the position and length of recorded audio and video program material in the sequence specified by a script.
8. Simple audiovisual material applications related to instruction could include:
- a. *Instructor Assessment.* Record instructors and trainee instructors conducting instruction in order to provide feedback on their performance.
  - b. *Trainee Performance.* Record trainees during the practice stages of instruction and give feedback on their performance; for example, practice in first aid procedures, all-up safety procedures, weapon and equipment drills and operating procedures and public speaking skills.
  - c. *Playlets, Demonstrations and Scenarios.* Record playlets and demonstrations for use in later instruction. Record rehearsals to improve the conduct of these methods of instruction.
  - d. *Detailed Procedures.* Record the conduct of detailed procedures to permit trainees to study and review those procedures during self-paced learning.
  - e. *Instructional Sequences.* Record instructional sequences designed to deliver the teaching stages of instruction in selected subject areas.
9. Several of the suggested applications may require the recording of events only as they occur. Other applications require design and development before completing the final program. In the former situation, pre-production will not be required. In the latter situation, pre-production is mandatory for the effectiveness of the materials.

## Pre-production

10. The steps in pre-production are as follows:
- a. *Derive Teaching Points.* Instructors derive teaching points from module learning outcomes or equivalent

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statements applicable to the subject area of the audiovisual materials. Trainees should be able to do something after viewing the audiovisual materials. This new trainee performance confirms that they have learned something from the materials. All audiovisual materials must have an instructional or evaluation purpose.

- b. *Derive a List of Visual Sequences.* The visual sequences of audiovisual materials support each teaching point. This is done by visualising the best means of communicating each teaching point and making rough notes. These notes are arranged into a logical order of presentation. The final product constitutes an outline script.
- c. *Define Camera Instructions.* Camera instructions are statements that contain information on how much of a subject and its setting is to be seen during a visual sequence, and what camera movement, if any, is required. Camera instructions are essential for the development of the subsequent steps in pre-production. [Table 6–3](#) gives a list of the most common camera instructions. Typically, scenes for instructional video programs will follow a sequence of wide shot, medium shot and close-up. If possible, instructors should change camera shots every 7 to 10 seconds. This provides visual variety and represents how a viewer would learn from a scene.

**Table 6–3: Common Camera Instructions**

<i>Camera Instruction</i>	<i>Definition</i>
WS	A camera shot that gives a general view of the setting and the subject. It provides orientation for the viewer by establishing all elements in the scene and, if important, shows size proportions relating to the subject.

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<i>Camera Instruction</i>	<i>Definition</i>
MS	A camera shot that is a closer view of the subject, eliminating unnecessary background and other details.
CU	A camera shot in which the subject is concentrated on, with little visible background.
Extreme CU	A CU camera shot of a part of the subject that fills the frame.
Zoom	A camera movement involving shooting a scene with a steady, continuous adjustment of the camera's zoom lens from WS to CU (zoom in) or CU/WS (zoom out).
Pan	A camera movement that involves the horizontal pivoting of the camera, either left or right, during shooting.
Tilt	A camera movement involving the vertical pivoting of the camera either up or down during shooting.
Tracking shot	A camera movement involving moving the camera itself along with the movement of the subject of the shot.
Dolly	A camera movement involving moving the camera away from or towards the subject.

- d. *Develop the Story Board.* A story board is a script-like presentation, with boxed-in sketches containing camera instructions, illustrating the more important sequences to be shot. Its purpose is to communicate the content of a video program visually. The sketches need to be indicative only, as they serve the purpose of showing the composition and not the detail of visual sequences.

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- e. *Develop the Script.* A script contains information specifying the visual and audio requirements of each scene, and the camera instructions to satisfy those requirements. A script is an extension of the story board but does not contain sketches. [Table 6–4](#) is an example segment of an audiovisual script. The suggested structure for a script is:
- (1) *Introduction.* The introduction contains the objective of the program and a description of its contents. Sometimes the instructor provides this introduction. Often it is pre-recorded and is supported by an appropriate visual sequence.
  - (2) *Body.* The body contains the visual and audio sequences that support each teaching point. There should be only enough narration to support visual sequences. Too much narration distracts from the visual content.
  - (3) *Summary.* The summary contains a brief description of each teaching point and the objective of the program is repeated.
- f. *Shoot Pilot Program.* A pilot program is a rehearsal of the final program. It enables the instructor to test the script for content, continuity and effectiveness. There is usually no need to edit a pilot program. Instructors should use simple camera shots to confirm the viability of the program and rehearse its execution.

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**Table 6–4: Example Audiovisual Script**

<i>Scene</i>	<i>Visual</i>	<i>Audio</i>
56	Instructor (MS) looking at trainees. Trainees (WS) over shoulder of instructor listening. Instructor (CU) talking.	Instructor (MS) talking.  Instructor: 'THE FIVE COMMON COLOURS USED FOR MAPS ARE RED, BROWN, BLACK, GREEN AND BLUE.'
57	Trainees (MS) looking at maps. Maps (CU). Finger moving cross legend (CU) Track.	Instructor: 'LOOK AT THE LEGEND OF YOUR MAPS AND YOU CAN SEE HOW THE COLOUR CODING CORRESPONDES TO CERTAIN TYPES OF NATURAL AND MAN-MADE FEATURES.'
58	Instructor (MS) talking	Instructor: 'WHAT TYPES OF SYMBOLS ARE COLOURED RED?'

## Production

11. **Point of View.** Points of view are camera angles representing how individuals within a program, or viewers of the program, 'see' the scene. Most instructional video programs adopt the viewer's point of view and the camera acts as the viewer's 'eyes' on the subject. If the camera acts as the eyes of an individual in the program (eg. instructor looking at trainees), the camera is shooting from that individual's point of view. During the production of a program, the instructor must decide whose point of view is appropriate for each visual sequence.



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- 12. Continuity.** Continuity is matching each scene to ensure that viewers remain oriented and that there are no distracting changes of situation. The following tips aid continuity:
- Match the tempo of adjacent shots; for example, maintain the same panning speed for both the wide shot and the medium shot of the same scene.
  - Notice where parts of the subject, or objects within the first scene, are placed (eg. which hand is used and its position), or how the action moves.
  - If the action is left to right for one scene, it must be so for subsequent scenes showing the same subject.
  - Pan, tilt, track and zoom in a slow, steady and continuous manner, unless speed is required to keep up with the subject.
  - Fade out of a scene by closing the diaphragm of the lens. Fade in by opening the diaphragm. Most cameras have fading switches.
- 13. Lighting.** Most recent camcorders can produce remarkably good images in the light produced by standard room lights; however, it is usual to support indoor scenes with additional lighting so that they look natural. It is also usual to support programs shot outdoors with lighting or reflector boards, depending on weather conditions. For example, strong natural light can create problems with shadow. When indoors, instructors should light the whole scene area with key and fill lighting, positioning several lights to shine into the scene area from different directions. The following guidelines apply:
- Key lighting should supplement fill light. Key lighting focuses on the main subject of the scene. This lighting should shine on the subject from an angle 800 mils up from the horizontal. Fill lights should not be as strong as the key light(s). The aim is not to erase the shadows, just to reduce them.

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- b. Background and back lights should be positioned behind the main subject to add natural definition and to offset background shadows caused by fill and key lighting.
  - c. Normally, instructors should record with light behind them (the camera), not shining into the camera lens from behind the subject. For example, when a camera follows a person walking indoors across an open door or window flooded with daylight, everything in the scene goes dark (except what is outdoors) leaving the subject in silhouette. A solution to this back lighting problem is to pour a large amount of interior light onto the subject, equal in brightness to the outdoor light.
  - d. When outdoors, shooting scenes in shady areas or selecting days where there is high cloud cover can eliminate shadow. On sunny days when suitable shaded areas are not available, shadow can be reduced by using reflector boards. Reflector boards are made of sheets of polystyrene or sheets of aluminium foil fastened to a board. They are used to reflect sunlight into areas of the subject obscured by shadow.

**14. Shooting Session Checklist.** The following checklist is useful:

- a. *Battery Power.* If no other power source is available, instructors should check that they have charged batteries before the start of shooting.
- b. *Lens Check.* Instructors should clean the camera lens with a lens brush or a soft cloth before shooting.
- c. *Framing.* Framing is positioning the camera and focusing the lens to show the subject within the camera's view finder. Instructors should rehearse framing before starting to shoot a scene.
- d. *Trial Shoot.* The final check is to record some footage and play it back. This confirms that the video equipment is working and the lighting is suitable.

## Post-production

15. The two steps in post-production are editing and audio mixing. Instructors can conduct some post-production at unit level for simple programs, but they should use specialised Army post-production facilities for more complex programs as follows:
- a. *Editing.* Editing is a process of selecting a series of shots from the footage obtained during production and recording them in a sequence that becomes the final program. The two types of editing are:
    - (1) *Assemble Edit.* Assemble editing means that instructors record each scene one after the other. They achieve this simple form of editing easily by shooting scenes in the order detailed in the script.
    - (2) *Insert Edit.* Insert editing means that instructors add new material into a scene that they have already shot. The result is that visual sequences shot out of order during production break up and add variety to long scenes. This type of editing requires editing equipment.
  - b. *Narration.* Sometimes instructors would like to support visual sequences with explanatory narration. They can provide informal narration while showing a video program or pre-record a 'voice-over' into the program. Camcorder manuals provide further information on recording voice-overs and audio mixing.

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## ANNEX F TO CHAPTER 6

### PREPARING HANDOUTS AND SLIDES

#### Preparing Handouts

1. Handouts encourage trainees to listen and write information in their own words in order to better understand and remember teaching points. This simple technique will help trainees to better remember the teaching points of a lesson when reviewing their material.
2. Handouts should be brief, simple, logical and useful. Typically, the content for handouts comes directly from lesson plans. Content can include:
  - a. the subject title;
  - b. the module learning outcome or equivalent statement;
  - c. the reason for learning;
  - d. teaching points (including examples);
  - e. learning guidance; and
  - f. a summary.
3. Instructors should design handouts to leave room for trainees to make notes and comments, especially if they plan to issue them during the preliminaries. For example, they can type in text and include images on the left half of the page, leaving room on the right half for notes. PowerPoint software includes the capability to print copies of slides with space along the right-hand side of pages for trainees to write notes.

#### When to Use Handouts

4. Instructors can issue handouts before or after instruction. Competent instructors will normally issue handouts at the beginning of the lesson, as the handout is only an aid to the lesson. However, a handout should never be used as the lesson, as this demonstrates poor instructional technique.

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5. Issuing handouts before instruction has the following advantages:
    - a. Trainees follow the instruction and make notes on the handout.
    - b. Trainees are able to organise their thinking on the subject.
    - c. Handouts give trainees instructional cues to look for; for example, key words, headings and the relationships of teaching points to each other.
    - d. Good handouts keep the trainee focused on the content of the lesson.
  6. Some distraction can occur if the instructor does not allow time for note-taking and reference to handouts.
  7. However, in some instances the issuing of handouts after instruction may be more appropriate. This has the following advantages:
    - a. no distraction occurs during the instruction,
    - b. trainees can match handout information to their own notes, and
    - c. it is a good way to provide a permanent summary after a verbal summary has been given by the instructor.

### Designing Presentation Slides

8. Slides can be useful for displaying the main points of a lecture or theory lesson, for showing diagrams and for illustrations or simple tables. They are also easy to display, but there is a danger of showing too much and too quickly so that trainees spend all their time copying and little time thinking about the material. If instructors intend trainees to have copies of detailed sets of notes, complex diagrams or tables, it is better to give them a handout. It is also easy to end up with a series of dot points that all seem to be at the same level of importance and make it hard for trainees to see the structure of a lecture session.

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- 9.** When preparing slides, it is important to note the following:
- a. Do not try to fit too much on the slide – four or five points or one diagram or table is appropriate.
  - b. Fonts should be no smaller than 18-point for small rooms, larger for lecture theatres (24-point).
  - c. Check whether the slides can be read from the back of the room.
  - d. Use slides to highlight main conceptual points.
- 10.** The following techniques should be employed when preparing slides:
- a. always use a heading or title,
  - b. use only six to eight words per line,
  - c. use a maximum of two font faces,
  - d. use capital letters for short titles and labels,
  - e. use capitals and lower-case letters for all other text,
  - f. avoid vertical lettering,
  - g. select a readable font style that can be viewed from a distance,
  - h. contrast the colour or tone of the font to the background and avoid colour combinations such as black lettering on a blue background or white lettering on a light background, and
  - i. keep the slide simple and uncluttered.

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## ANNEX G TO CHAPTER 6

### PREPARING VISUAL DISPLAYS – BOARDS, CHARTS AND POSTERS

1. Instructors can use a variety of different visual display methods other than computer-generated slides to support the delivery of instruction. Boards, charts and posters are useful aids for illustrating an aspect of a teaching point or showing an example that comes up spontaneously during instruction. They are easy to use and prepare. However, while they are useful for showing the progression of a mental skill such as mathematical calculation or diagnosis of a problem, they are not good for showing movement. These methods of display have been used by instructors for a long time, and the big advantage of these training aids over electronic means is that they can be used in any type of teaching environment.
2. These display methods include chalkboards, whiteboards (including electronic whiteboards), flip charts, wall charts and posters. They can be fixed to a wall or supported by an easel.

#### **Chalkboards, Whiteboards, Magnetic Boards and Blanket Boards**

3. The board is the most common visual aid. Its great virtues are cheapness, simplicity and flexibility. The following instructional points need to be observed when using boards to present lesson information:
  - a. Talk (or attach materials in the case of a magnetic/blanket board), then write, then reveal and then talk/attach again.
  - b. Erase what is not required.
  - c. Use a pointer to draw attention to features on a board.
  - d. Is it appropriate to use the board? Boards are useful for listing points, writing down new terminology or developing an example along with the trainees. Large

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amounts of information and complex diagrams are better outlined in a handout and used as a reference guide when explaining or elaborating on them in class.

- e. Whenever possible, avoid talking and writing on the board at the same time. Trainees are more likely to copy what instructors write at the expense of what is being said. To facilitate listening, instructors should look at the audience when speaking.
- f. Always give the trainees a chance to copy down the information on the board (if it is intended that they should have a copy). Wait until they have finished writing and their attention is back on the instructor before explaining the information. This will give the trainees more of an opportunity to think about what the instructor is saying.
- g. Plan the use of the board. This may be done quite simply by dividing the board space into two or three vertical sections. These sections may be used for skeleton notes, diagrams and new terminology. Let the trainees know what the different sections mean.
- h. Start a presentation with a clean board.
- i. Face the board squarely and move across the board when writing. This will assist in writing horizontally.
- j. Stand aside when writing or drawing is completed to enable the audience to see the board.
- k. Concise information in skeleton note form is more effective than a 'newspaper' effect.
- l. Underline headings and important or unfamiliar words to give visual emphasis, or capitalise.
- m. Use colours liberally, but with discretion. Yellow and white are suitable colours for most blackboard work. Dark blue and black are most suitable on whiteboards.
- n. Use erasable pen on whiteboards.

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4. **Position Rehearsal.** Trainees need to see what will be written or drawn on the board; thus positioning in the instructional location is important. If the instructional location is unavailable, instructors should position boards in their planned locations during their rehearsals. Instructors will need to arrange trainees' seating when boards are affixed to walls.
  5. One of the reasons for position rehearsal is to allow instructors to decide on the size and layout of text and diagrams. They should increase the size of letters, words and diagrams until they are sure that the trainees will be able to see and read from where they are sitting in relation to the board(s).
  6. Two boards can be better than one. One board can contain prepared text and diagrams, and this is where magnetic and blanket boards are extremely useful. Instructors can use another board for quick calculations and recording points. Two boards also provide more space and allow instructors to use larger lettering and diagrams.
  7. **Board Preparation.** Usually instructors need only to clean boards and ensure that there are sufficient whiteboard markers and chalk. Sometimes instructors will prepare boards by writing teaching points and drawing diagrams. They will cover teaching points and diagrams at the start of the period of instruction and display them progressively during lessons. Instructors should be careful when covering teaching points and diagrams not to use adhesive tape or drawing pins on board surfaces, as these items can lift coating and cause damage. Instructors can reveal panels of information using electronic whiteboards.
  8. **Copying Diagrams onto Boards.** The following are suggestions for copying diagrams onto boards:
    - a. Project the diagram onto the board using an overhead projector or opaque projector and trace them.
    - b. If instructors wish to reveal parts of a diagram progressively during instruction, they can trace diagrams onto chalkboards using dark-coloured chalk to create parts of the diagram that the trainees will not be able to
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see until the instructor draws over those lines with brightly coloured chalk.

- c. Instructors can create a diagram on a chalkboard that has been drawn on paper or cardboard by pinpricking its outline. They can then produce the outline on a chalkboard by holding the paper on the board and tapping a chalked duster over the pinpricks. A faint image will appear.

## **Charts, Flip Charts and Posters**

9. Charts, flip charts and posters are best used to illustrate predetermined teaching points. Charts can be made up easily if there are no appropriate ones available. Charts will usually illustrate a subject by way of a diagram, spreadsheet or table, whereas a poster can deal with more conceptual material such as an event or an idea. Flip charts can be used to combine illustrations or ideas used in conjunction with instruction that relies on the interaction of trainees.
10. Text and diagrams on charts, flip charts or posters should be large and simple enough to be seen and understood easily. This may mean a progressive build-up of material. They should also be laid out neatly and symmetrically over the entire chart page. Untidy and poorly laid-out text and diagrams are a distraction.
11. Use lettering that can be seen easily. Plastic stick-on letters, stencils or letters made with wide-line marking pens work well. Underline key words for emphasis. The use of coloured marking pens is an effective way to emphasise key points. It is important not to crowd too much information onto one page.
12. The following points should be followed when using charts and posters during instruction:
  - a. confirm the order of display during rehearsal;
  - b. use a pointer to draw attention to text, parts of a diagram and illustrations; and

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- c. use clips to secure and stretch charts flat when flipping or mounting individual charts.

**13. Making Flip Charts.** Flip chart pads are available commercially, but they can be made with a tablet of newsprint, an artist's pad or even sheets of construction paper, newsprint or brown wrapping paper. If the paper is not already in a pad, reinforce the top of the sheets with a double fold of paper or cardboard. Staple the sheets together or fasten them with lightweight bolts and thumbscrews. If the flip chart is not self-supporting, tie it to the top of a stand, an easel or a movable chalkboard. A chart stand can be improvised by using the back of a chair or an upended table.

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## ANNEX H TO CHAPTER 6

### STILL IMAGE PROJECTIONS

1. Instructors have for many years used projected still images to enhance trainee learning. There has been a steady improvement in the technology of still image projection. Twenty years ago instructors used 35 mm slide projectors and overhead transparency projectors to present still images of text, diagrams and photographs. Nowadays they can use lightweight micro-portable projectors connected to computers. They can develop high-quality, colourful slides containing text, diagrams and photographic images using software such as Microsoft PowerPoint. Many instructors also have access to a range of large screens, as well as liquid crystal diode and plasma monitors that present still images in a range of sizes. There is also technology that enables instructors to use moving images such as video clips and animation among a series of still images.

#### Using Still Image Projections

2. Instructors can improve their professionalism by practising the following methods when presenting still image materials:
  - a. Use a single type of presentation media – try not to mix slides with overheads.
  - b. Try to use only horizontal slides. They have a larger viewing area for your audience. Vertical slides often cannot be seen completely. If you do use vertical slides, make sure they can be seen clearly before you start your presentation.
  - c. Pictures of maps make for poor slides. Most of the detail in the map cannot be seen by your audience. If you must use maps, enlarge important portions of the map so that details can be seen clearly, or give out a printed version that is legible.
  - d. Limit each slide to one main idea.

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- e. Use charts and graphs rather than tables. Charts and graphs are much easier to understand and compare. Tables can appear complicated and confusing.
  - f. Use quality, well-framed photographs. Close-up shots are generally better than overall views because they show detail clearly.
  - g. Choose slide colours carefully, avoiding dark blue and red lettering. Use dark-coloured backgrounds and light colours for foreground objects (diagrams, lettering, titles, etc.).
  - h. Keep a slide on the screen for no more than 10 to 15 seconds. Most viewers will not spend more than 15 seconds examining your slide.
  - i. Recognise that trainees may not be able to take notes during your presentation of slides. If you want trainees to have a permanent record of your presentation, create notes or handouts or put copies of the photographs, charts and diagrams on reserve after the presentation.
  - j. Keep your text simple and concise.

**Positions**

3. The following techniques are useful for positioning projectors, screens, instructors and trainees:
    - a. *Instructor Position.* Instructors should position themselves away from screens when referring to projected images. Their close proximity to the screen can distract trainees who are concentrating on the image. Instructors should not walk through the area between the projector and the projected image.
    - b. *Screen Positions.* Screens should be positioned at the front of the audience. Instructors should check for all aspects within their instructional locations so that trainees can see the screen clearly without straining. The layout of the room will dictate to the instructor the best position for the screen, and any changes to the
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screen location or room set-up to enable clear viewing by trainees are matters for the discretion of the instructor.

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## CHAPTER 7

# PRESENTATION OF INSTRUCTION

## SECTION 7-1. INTRODUCTION

- 7.1** All instructors are communicators. No matter how technically qualified and knowledgeable instructors may be, if they cannot communicate effectively trainees will have difficulty learning. This chapter covers the use of voice and presentation techniques during periods of instruction.

## SECTION 7-2. HOW TO USE THE VOICE

- 7.2** Characteristics that are important when using the voice during instruction are speed, clarity and emphasis.
- 7.3** **Speed.** Instructional speaking speed is a combination of how fast words are delivered and the way an instructor uses pauses and instructional cues, such as words of command, while delivering instruction. For example, if an instructor says, 'I WANT EVERYONE TO TAKE NOTES', and then speaks at a speed that does not enable trainees to do so, interference with learning will occur. Likewise, when an instructor speaks too slowly, boredom sets in and distractions divert trainee attention away from instruction. The three speeds used for military instruction are as follows:
- a. *Deliberate Speed.* Deliberate speed is the slowest and most formal speaking speed. Deliberate speed requires instructors to pause and be silent while trainees take notes. Instructors use this speed during lectures or at times during other methods of instruction when they require trainees to take notes.
  - b. *Emphasis Speed.* Emphasis speed is a structured speed normally used in practical lessons that may involve instructors using words of command and specific phrases. Words of command, catchwords and

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instructional phrases add emphasis to the speed of delivery. Instructors pause and ensure that trainees are reacting to the words of command before continuing instruction. The key to emphasis speed is the well-executed delivery of words of command and catch phrases as follows:

- (1) Instructors deliver drill lessons using words of command, such as 'REST', 'POSITION' and 'AS YOU WERE'. Instructors use a loud, commanding voice.
  - (2) Instructors deliver weapons lessons in a quieter and less formal tone, but also punctuate instruction with catch phrases such as 'LIKE THIS', 'DO THAT' and 'GO ON'.
- c. *Conversation Speed.* For conversation speed, instructors use their normal conversational pace. Instructors use conversation speed during theory lessons, discussions, demonstrations, playlets and scenarios. Normally conversation speed does not permit trainees to take notes. This speed should be lively and informative, but still structured to emphasise teaching points.

**7.4 Clarity.** Clarity is a clear use of language so that trainees can understand what an instructor is saying. An instructor achieves clarity by using the following:

- a. *Short Sentences and Simple Words.* Instructors should vary the lengths of sentences, but ensure that none are too long. Simple words based on concrete images are better than complex words with abstract or conceptual images; for example, 'use' rather than 'utilisation'; or 'rules' rather than 'regulatory guidelines'.
- b. *Timely Repetition.* Instructors can add to the clarity of important points by repeating them in a timely way. It is not possible to define how much repetition instructors should use. Repetition is appropriate for all instructional situations, and instructors should use their own

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judgment. As a guide, instructors should not repeat the same point using the same words more than three times, but may repeat a point using different words up to five times. Also, if the point takes the form of learning guidance, instructors may repeat it as often as they see fit.

- c. *Vivid Examples.* Examples that give trainees clear mental images of teaching points should be vivid. Vivid examples promote learning by embedding an image in trainees' memories. The stimulation of trainees' imaginations is good for learning. For example, during a lesson on the roles and functions of reconnaissance patrols an instructor might relate the story of a reconnaissance patrol from military history. This type of story would add interest colour and stimulate trainee imagination.
- d. *Emphasis.* Emphasis relates to instructors varying speed and volume of their voices and using pauses for instructional effect. Instructors should avoid a monotone and inject variety in their voices. It is difficult to define what emphasis is appropriate for every period of instruction. Instructors can determine if the emphasis they are using is effective by recording and playing back rehearsals, preferably with someone else present so they can get a second opinion. An example of a good use of emphasis is said in an emphatic way: 'PROPERLY DISCIPLINED SOLDIERS ARE THOSE WHO POSSESS A CLEAR SENSE OF PURPOSE, WHO HAVE SELF-CONFIDENCE AND CONFIDENCE IN THEIR LEADERS AND COMRADES, WHO KNOW THEY ARE MEMBERS OF A FIGHTING TEAM AND WHO KNOW THAT THEY WILL NEVER LET THAT TEAM DOWN!'

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## SECTION 7-3. HOW TO USE PRESENTATION TECHNIQUES

- 7.5** Presentation techniques are the physical movements by instructors that promote learning. All physical movement by instructors either contributes to or detracts from trainee learning. Presentation techniques are outlined as follows:
- a. *Body Movement.* The way instructors move within instructional locations contributes or distracts from learning. During verbal delivery of new information, instructors should minimise movement so that trainees can concentrate on what they are saying and emphasising. During periods of trainee practice, instructors should move among trainees when they are practising physical and mental skills. Movement among trainees enables instructors to supervise more effectively, correct faults and give feedback and encouragement. Instructors should avoid remaining in one position during an entire period of instruction. For example, remaining behind a lectern is not a good way to encourage trainee attention and learning.
  - b. *Head Movement.* Head movements are closely related to what is known as 'eye contact'. As the head moves, so do the eyes. Head movement should be natural and spontaneous; for example, turning a head and looking at a trainee who asks a question is a natural head movement. Random head movement is acceptable, but instructors need to be aware that during instruction they should look at and make eye contact with all trainees in the class. The following three techniques ensure that instructors will make eye contact with the whole class during instruction:
    - (1) Imagine that the class is broken into thirds. Instructors should imagine that the class is divided into one-third sectors, left to right, and then randomly look into each of those sectors during instruction (see [Figure 7-1](#)).

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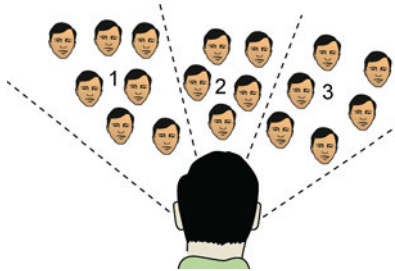


Figure 7-1: Class Sectors – Thirds

- (2) Imagine that the class is broken into the foreground, middle ground and background. Using the field craft skill of searching ground, instructors should imagine the class divided into thirds, from front to back, and then look randomly into each of these sectors during instruction (see [Figure 7-2](#)).

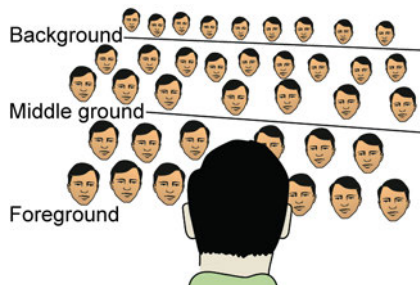


Figure 7-2: Class Sectors – Foreground, Middle Ground and Background

- (3) Instructors should not move their heads like robots. The aim is to have instructors take a mental note of sectors in the class and look into those sectors so that all trainees feel involved in the instruction through instructors making eye

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contact with them. Facial expressions are an important means of communicating with trainees. For example, an instructor's facial expression can communicate approval after a correct trainee response or concern that a trainee is struggling to answer a question. Facial expressions should come naturally and be spontaneous. Most importantly, they should encourage trainees to learn and help create a cooperative and positive climate for instruction.

- c. *Hand Movement.* Movement of the hands or hand gestures are natural when speaking. However, instructors can rehearse several gestures that add meaning and emphasis. The best way to rehearse these hand gestures is in front of a mirror. Another way is to have another instructor attend rehearsals and comment on hand gestures. Instructors may also record rehearsals and accompanying body language and gestures on video. Hand gestures include:
- (1) *Pointing.* Pointing adds emphasis and focuses attention on specific issues or items of equipment (see [Figure 7-3](#)). Instructors should avoid pointing at individuals, as trainees may interpret this gesture as aggressive and demeaning.

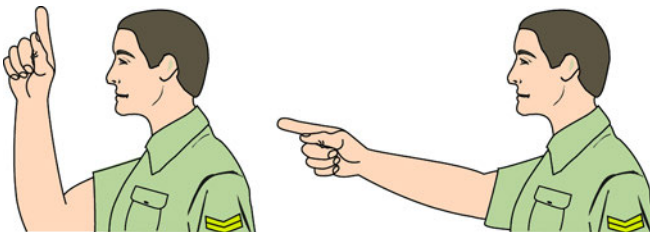


Figure 7-3: Point Gesture

- (2) *Hand Chopping.* Hand Chopping (see [Figure 7-4](#)), when instructors use one of their



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hands in a chopping motion, is a most effective way for them to put a point of view across in a definite manner.



Figure 7-4: Hand Chopping

- (3) *Palm Gestures.* Instructors should hold the palms of their hands uppermost as a technique for persuading trainees to accept a particular point of view (see [Figure 7-5](#)).

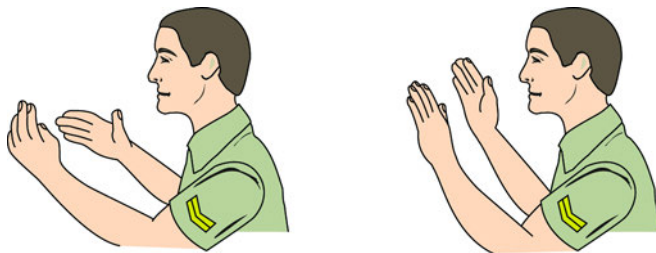


Figure 7-5: Palm Gestures

- (4) *Fist Clenching.* Instructors can use fist clenching as a very decisive action that indicates quite clearly that the points they are making are very important (see [Figure 7-6](#)). Instructors must be wary of when and in what circumstances they use the clenched fist; this can be a threatening type of body language.



Figure 7–6: Fist Clenching

- (5) *Extended Hands*. Instructors can extend their hands towards trainees to give the impression of sincerity (see [Figure 7–7](#)). This is useful for persuasion. A variation of this gesture is when instructors hold their fingers together in a handshake position. This action indicates to trainees that instructors are welcoming their participation. To gain the maximum effect when using the extended hands gesture, instructors should hold the palm of their hand side-on.

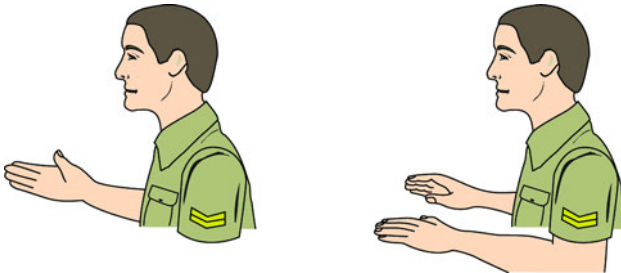


Figure 7–7: Extended Hands

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## CHAPTER 8

### MONITORING LEARNING

#### SECTION 8-1. INTRODUCTION

- 8.1** Trainees must take ownership of their learning and participate as much as possible in a period of instruction. The skilful use of questioning, feedback and encouragement techniques is one of the most effective ways to stimulate trainee participation and identify to the both the instructor and the trainee that learning has been achieved. It also serves to assist the instructor in determining the stage of understanding of the subject a trainee has achieved before moving on to the next teaching stage.
- 8.2** Questioning, feedback and encouragement are very important parts of trainees' learning processes and are linked in the following manner:
- a. *Questioning.* Questioning forces trainees to think and decide on a response.
  - b. *Feedback.* Feedback tells trainees whether they are correct or incorrect, and provides more information and learning guidance on how to be competent.
  - c. *Encouragement.* Encouragement stimulates trainees to continue learning, and recognises and rewards their efforts and correct responses.
- 8.3** Questioning, feedback and encouragement are integral parts of all instructional methods. This chapter covers how to use questioning techniques, feedback and encouragement to motivate trainees, gain their enthusiastic participation and promote learning. However, during practical lessons, instructors should combine feedback and encouragement with supervision and fault checking. [Chapter 9](#) contains information on techniques for supervising trainee practice and checking for faults.

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## SECTION 8-2. QUESTIONING

- 8.4** Asking the 'right' questions at the 'right' time is a vital skill for instructors to possess during the conduct of any lesson. Asking questions enables an instructor to do the following:
- Motivate.* Questions motivate trainees to learn, for example, 'WHO CAN TELL ME WHY WE NEED TO KNOW CONVENTIONAL SIGNS FOR MAP READING?'
  - Teach.* Questions encourage trainees to use prior knowledge in solving problems, for example, 'YOU HAVE BEEN TAUGHT THE MARGINAL INFORMATION OF MAPS. I NOW WANT SOMEONE TO GIVE ME THE DEFINITION OF A MAP.'
  - Involve.* Questions involve trainees in the learning process and encourage maximum trainee participation, for example, 'LOOKING AT YOUR MAPS, WHO CAN GIVE ME THE CORRECT GRID REFERENCE OF THE TOWN OF ...?'
  - Assess.* Questions confirm that trainees can recall or apply new learning, for example, 'WHAT CIRCUIT BOARD SHOULD BE INSERTED NOW?'

### Questioning Technique

- 8.5** The steps in the questioning technique are detailed as follows:
- Step 1 – Ask.* Instructors pose the question to the entire squad/class without making positive eye contact with any particular trainee. This action ensures that all trainees will attempt to work out a response and encourage maximum squad/class involvement.
  - Step 2 – Pause.* Individual trainees will differ in the time required to work out answers to questions. A pause after asking the question will allow all trainees sufficient time to think. A pause also allows instructors time to select a trainee to answer the question. Appropriate pauses will

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enhance the quality of the trainee response because they will have time to 'think through' an answer.

- c. *Step 3 – Nominate.* Instructors can nominate trainees verbally; that is, by using the trainee's name, rank or pre-allotted number, or non-verbally by indicating to a particular trainee with a hand gesture and eye contact.
- d. *Step 4 – Listen.* While listening to trainee answers, instructors should display interest in the response by nodding the head, using facial gestures such as smiling, raising eyebrows or looking intently at the trainee. A display of positive interest is fundamental to encouraging trainees.
- e. *Step 5 – Evaluate.* When listening attentively to trainee answers, instructors must also evaluate answers for completeness and accuracy. This evaluation will determine the types of responses instructors will make to trainee answers.
- f. *Step 6 – Respond.* The way in which instructors respond to trainee answers will have a significant effect on their willingness to answer questions in the future. Instructors' responses may take one of the following forms:
  - (1) *Feedback.* Instructors should provide feedback to every trainee who answers a question. If an answer is incorrect, an instructor should make it clear that it is wrong. If an answer is partially correct, an instructor should recognise what is correct and give feedback to the trainee on the incorrect part. If answers are correct, instructors should tell trainees clearly that they have answered correctly and offer praise.
  - (2) *Prompt.* Often instructors can deliver simple prompts or hints to assist trainees to give correct responses. Sometimes trainee responses cue instructors that they should rephrase their questions.

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- (3) *Probe.* When an answer is incomplete, an instructor should follow this up by probing for clarification of certain points or by asking trainees who are answering for more detail.
  - (4) *Rephrasing.* Instructors may need to rephrase questions if they see confused expressions on trainees' faces or receive poor responses from a cross-section of trainees.
  - (5) *Redirect.* The instructor may decide to redirect a question to another trainee; for example, 'THAT IS NOT ENTIRELY CORRECT, PTE GUESS. WHAT DO YOU THINK THE ANSWER IS,' (pause) 'PTE WRIGHT?'

## Types of Questions

**8.6** The following are the six types of questions an instructor can ask a trainee:

- a. *Fact-finding Question.* Instructors use fact-finding questions to ask trainees to contribute their knowledge of a subject. This type of question is also useful for gathering factual information for use as the basis for further trainee input. Fact-finding questions are specific and to the point. A question assists the instructor to determine whether the trainees are ready to go on to the next stage of learning. They do not ask for interpretations or opinions from trainees. For example:
  - (1) 'HOW MANY ...?'
  - (2) 'WHAT CAUSES ...?'
  - (3) 'WHEN DID ...?'
  - (4) 'WHERE IS ...?'
  - (5) 'WHO WENT ...?'
- b. *Provocative Question.* A provocative question stimulates the trainees into offering their opinions and interpretations. Normally, a provocative question

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contains a controversial interpretation or makes a controversial suggestion. It can be used to arouse interest and participation at the start of a discussion, stimulate trainee participation during instruction and establish a climate for enthusiastic debate. A provocative question may not necessarily be on the subject of the instruction. It can act as an 'ice-breaker' before instructors present teaching points. Provocative questions should not focus on racial, religious, political or moral issues unless these are the issues being directly addressed. Some examples of provocative questions are:

- (1) 'WHO THINKS THAT WARS ARE WON ONLY BY THE SIDE WITH THE MOST PERSONNEL AND EQUIPMENT?'
- (2) 'I HAVE HEARD THAT SOME ARMIES SEE NO USE FOR THE BAYONET IN MODERN WAR. WHAT DO YOU THINK ABOUT THIS?'

c. *Clarifying Question.* Clarifying questions ask for additional information or opinions. They also encourage trainees to simplify points they are making or make them clearer or more precise. Instructors often use this type of question when trainees' answers are incomplete. For example:

- (1) 'COULD YOU EXPAND ON THAT?'
- (2) 'I'M NOT SURE THAT I HAVE UNDERSTOOD YOU CORRECTLY. DO YOU MEAN ...?'
- (3) 'WE SEEM TO BE UNCERTAIN ABOUT THIS. COULD ANYONE HELP US STRAIGHTEN IT OUT?'
- (4) 'COULD YOU EXPRESS THAT IN SIMPLER TERMS?'

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- d. *Task-centred Question.* Instructors may intervene with a task-centred question to get discussion back onto a topic or redirect trainees to a teaching point. For example:
    - (1) 'ARE WE PERHAPS LOSING SIGHT OF...?'
    - (2) 'LET'S TRY ANOTHER APPROACH. WHAT ABOUT ...?'
    - (3) 'SHOULDN'T WE CONSIDER...?'
  - e. *Confirmatory Question.* Instructors use confirmatory questions to get agreement from trainees and to consolidate points. It is a good way of getting trainees to clarify doubtful points and can also allow instructors to summarise. For example:
    - (1) 'DO WE AGREE ON THIS POINT?'
    - (2) 'IS THIS WHAT WE WANT?'
    - (3) 'HAVE WE ARRIVED AT A SATISFACTORY SOLUTION?'
  - f. *Opinion-seeking Question.* Instructors can use opinion-seeking questions to look for trainee interpretation of a situation or topic. For example:
    - (1) 'HOW DO YOU THINK THIS CAME ABOUT?'
    - (2) 'WHAT SHOULD THE COMMANDER DO NOW?'
    - (3) 'HOW WOULD YOU HANDLE THIS SITUATION?'
    - (4) 'WHY DID THEY ACT IN THIS WAY?'
    - (5) 'DOES ANYONE ELSE AGREE WITH THIS INTERPRETATION?'



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## Question Techniques

- 8.7** There are three techniques that can be employed by instructors when they ask questions of trainees. These techniques are detailed as follows:
- a. *Group Question Technique.* This is the technique whereby a question is directed to the trainees as a group. Any trainee may answer the question. Often the group question technique is used to start a discussion or introduce a teaching or practice stage in other types of instruction. For example:
    - (1) 'WHO KNOWS THE RANGE OF THE JAVELIN ANTI-ARMOUR WEAPON?'
    - (2) 'WHO CAN TELL ME ABOUT THE DIFFERENCE BETWEEN MECHANISED INFANTRY AND MOUNTED INFANTRY?'
  - b. *Direct Question Technique.* The direct question technique allows the instructor to ask a particular trainee a question. This technique can be used to encourage a quiet or inattentive trainee to participate, as well as keep an over-enthusiastic or aggressive trainee from dominating a question-and-answer session. It can also be used to nominate an experienced trainee to open a discussion or add relevant information during instruction. For example:
    - (1) 'LET'S GET ANOTHER POINT OF VIEW (pause). WHAT IS YOUR OPINION ON THIS, CPL TAN?'
    - (2) 'LET'S HEAR FROM SOMEONE WHO HAS SOME EXPERIENCE WITH THESE TYPES OF PROBLEMS. HOW WOULD YOU TACKLE THIS ONE, SGT GREEN?'
  - c. *Reverse Question Style.* The reverse question technique is designed to increase trainee participation and interest by redirecting a question either to the trainee who has

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provided an initial answer or over to another trainee in the group. For example:

- (1) 'FINE, I KNOW WHAT YOU ARE ASKING, BUT WHAT DO YOU THINK ABOUT IT (pause) ...?'
- (2) 'THAT'S A GOOD QUESTION. DOES ANYONE IN THE GROUP HAVE AN ANSWER?'

### Situations and Responses to Avoid

**8.8 Situations.** There are a number of situations in which the asking of questions could be inappropriate. These situations include:

- a. when trainees are demonstrating physical skills. It is much better to have a trainee demonstrate a physical skill, rather than provide a verbal explanation;
- b. when trainees are performing a task or activity. Instructors should wait until trainees finish a performance before asking questions. It can be confusing and frustrating for a trainee to have to answer a question while concentrating on performing a task;
- c. when the question is a repeat question. Repeating a question while trainees are thinking of a response is an unnecessary distraction. Instructors should repeat a question only if it is obvious that the question has not been heard by all trainees;
- d. when the question is a '50/50' question. This type of question leads to guessing. An example of wrong technique is, 'WHAT IS THE COLOUR OF AN M26 GRENADE, BLACK OR OLIVE DRAB?' The correct technique would be, 'WHAT IS THE COLOUR OF AN M26 GRENADE?'; and
- e. when the answer may be delivered in chorus. This type of question invites all trainees to respond together. It does not confirm which trainee really knows the answer.

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- 8.9** Instructors should avoid the following type of responses to trainee questions:
- Bluffing.* When instructors do not know answers to particular questions, they should say, 'I DO NOT KNOW THE ANSWER TO THAT QUESTION, BUT I WILL FIND OUT AND GIVE YOU THE ANSWER AS SOON AS POSSIBLE', or words to that effect.
  - Responding to 'Red Herrings'.* A 'red herring' is a question completely off the subject of the instruction. Instructors should not waste time by answering this type of question.
  - Repetition.* Instructors should not repeat a trainee's answer if they or the squad/class has not heard it. If members of the class/squad have not heard a trainee's answer, the instructor should have the trainee repeat it in a louder, clearer voice.

### Quizzes

- 8.10** A quiz is either a series of stated questions or a written list of questions requiring trainees to compete to achieve as many correct answers as possible, with or without a time limit. Instructors conduct quizzes to add interest to practice periods or revision of previously taught subjects.
- 8.11** Instructors may add further interest and stimulate more trainee participation by having trainees or teams of trainees quiz each other. This is a useful method because trainees practise not only in answering questions, but also in thinking up relevant questions about subjects.

## SECTION 8-3. FEEDBACK

- 8.12** Feedback is information given to trainees on the correctness of answers to questions or performances of skills. If answers are correct, instructors should acknowledge this. If answers are not correct, they should state why they are incorrect and either redirect the question to another trainee or provide correct

information. They should then confirm that the trainees who answered incorrectly understand the correct answer.

- 8.13** It is important for instructors to specify what is correct so that trainees know the standard they should achieve. Feedback should include an explanation or demonstration on how to be correct or perform correctly. Sometimes instructors use further questioning to have trainees discover why they have been incorrect and how to be correct. This technique assists trainees to learn from their mistakes.

## SECTION 8-4. ENCOURAGEMENT

- 8.14** Instructors encourage trainees' desire to learn using positive statements or personal actions. Normally encouragement occurs soon after trainees have answered a question or have performed a skill successfully, or are showing that they are doing their best. Instructors use encouragement to motivate trainees to strive for competence. The following are five types of encouragement:
- a. *Verbal.* Verbal encouragement is all comments of praise that instructors use to recognise and affirm trainee effort.
  - b. *Gestures.* Smiles, nods and other physical actions that instructors use to recognise trainee efforts are examples of gestures of encouragement. This type of encouragement leads to improved instructor-trainee cooperation. Instructors often link gestures and verbal encouragement, using them simultaneously with positive eye contact.
  - c. *Display.* Instructors should display trainee results or trainee materials to the class, and possibly more widely, to encourage self-confidence and competition.
  - d. *Proximity.* Moving closer to and among trainees encourages their participation and cooperation. Close proximity to trainees assists in the delivery of other types of encouragement. This encouragement should not

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include physical contact, as trainees may misinterpret more personal encouragement.

- e. *Activity.* Instructors should reward trainees by involving them in activities they enjoy. This type of encouragement adds incentive for them to concentrate and perform well.

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## CHAPTER 9

# SUPERVISION AND FAULT CORRECTION

## SECTION 9-1. INTRODUCTION

- 9.1** The ability to supervise trainee practice properly is an important instructor skill for both practical and theory lessons. The only way to ensure that skills are being learned is to observe trainees performing those skills. Instructors must properly supervise practice in order to provide feedback on trainee performance, motivate trainees and ensure trainee safety and security. This chapter covers how to supervise trainee practice and check for faults.
- 9.2** This phase of delivering instruction is very critical to both the instructor and the trainee because of the outcomes of the supervisory process. Instructors are able to satisfy in their minds that their trainees have assimilated the information and/or skills delivered during periods of instruction. The supervisory phase will confirm the following to the instructor:
- a. that trainees have met the required performance standard in demonstrating the new skills, knowledge and attributes taught during the period;
  - b. that trainees have confirmation from the instructor that they have learnt and are responsible for their learning; and
  - c. that trainees are ready to move on to either intermediate or advanced learning of the subject or topic.
- 9.3** Trainees should receive the following instructional benefits from the supervision phase of instruction:
- a. confirmation of their ability to demonstrate new skills, knowledge and attributes learnt during the period of instruction;

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- b. confirmation of ownership of their learning experience by the instructor; and
  - c. confirmation that they are now ready to move on to intermediate or advanced learning on the subject or topic.

## SECTION 9-2. HOW TO SUPERVISE

**9.4** The six steps in supervising trainee practice are as follows:

- a. *Step 1 – Give Clear Directions.* The directions given before trainee practice should include the purpose of practice and the scope of practice, that is, how much of a skill will be practised.
- b. *Step 2 – Provide Learning Guidance.* Instructors should guide trainees through the first practice. This guidance often takes the form of a talk-through of each step. Instructors will progressively provide less information or talk-through, and trainees will practise more independently.
- c. *Step 3 – Allow Self-pacing.* Instructors should allow trainees to practise at their own pace. They can leave trainees who are doing well to continue practising while they assist any trainees having difficulties. However, instructors are always responsible for effective practice on the part of all trainees. They should always be attentive to the whole class/squad, even while assisting one trainee.
- d. *Step 4 – Provide Continuous Feedback.* Initially trainees will make mistakes when practising. Instructors should continuously tell them where they have gone wrong and show them how to improve their performance, or question them so they can discover where they have been incorrect and how to be correct.
- e. *Step 5 – Provide Encouragement.* Instructors should always encourage trainee practice in a positive manner.



They must be enthusiastic and helpful, not aggressive or condescending to trainees who make mistakes.

- f. *Step 6 – Assess Practice.* At the end of practice, instructors should assess trainee performance. Normally this takes the form of confirmatory practice or a formative assessment of a learning outcome. This will confirm that trainees have absorbed new learning. Once again, instructors should tell trainees what standard they have achieved and whether they have met the standard.

## SECTION 9-3. HOW TO CHECK FAULTS

- 9.5 The two steps in fault checking require instructors to adopt the best position and identify faults.
- 9.6 **Adopt the Best Position.** Instructors should anticipate faults by positioning themselves and their trainees in the best position to observe potential faults. For example, instructors can position themselves to the flank of the trainees while they practise. They should be prepared to go forward to better observe individuals practising. Instructors may have to change position to correct individual faults, but should always return to a position where they can observe all trainees.
- 9.7 Certain lessons permit instructors to use trainees to observe and correct the faults of other trainees. For example, they can position two ranks of trainees facing each other. One rank can observe and correct while the other practises, and vice versa. This technique can stimulate trainee interest, attention and comradeship.
- 9.8 **Identify Faults.** The two types of faults and actions for correction are as follows:
  - a. *Common Faults.* Common faults do not breach safety, for example, an incorrect heel turn in a drill lesson. The sequence for correcting a common fault is:
    - (1) nominate the fault,
    - (2) pause,

- (3) nominate the trainee or trainees at fault, and
  - (4) correct the fault.
- b. *Safety Fault.* A safety fault is a breach of safety or a dangerous practice and, if committed in the workplace or on operations, could involve death or injury to personnel or serious damage to equipment, for example, putting hands over the muzzles of weapons or not applying the handbrake and placing a vehicle in gear prior to leaving it unattended. The sequence for correcting a safety fault is:
  - (1) give the command 'STOP' (all trainees are to 'freeze');
  - (2) nominate the trainee or trainees at fault;
  - (3) nominate the fault;
  - (4) correct the fault; and
  - (5) continue practice.

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## CHAPTER 10

### ASSESSMENT

#### SECTION 10-1. HOW TO ASSESS TRAINEES

- 10.1** Assessment is used to confirm what trainees have or have not learned during instruction. The assessment criteria are based on assessment criteria and learning outcomes found in a TMP. Extant legislation regulating vocational education and training requires Defence to follow the best practices employed in vocational education and training, and Army as a registered training organisation is required to carry out the best practices.
- 10.2** In the world of adult training, training is learner-focused and the learning belongs to the trainee, not the instructor. The assessment process is very important in upholding this philosophy and in confirming the following to an instructor and a trainee:
- a. trainees use assessment to confirm to themselves that learning has taken place,
  - b. trainees use assessment to adjust their learning tempo and to monitor their learning pace with that of the rest of the group, and
  - c. assessment confirms that the trainee has achieved the required standards.
- 10.3 Record Keeping.** Keeping records of the results of tests and assessments for competence is critical, as they provide details that commanders, investigating officers and training managers might have to refer back to in the future. Instructors and assessors should ensure that they are keeping records in conformity with the record-keeping requirements specified by their chain of command or training establishment.

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## Conduct of Assessment

**10.4** All assessment within Army is conducted in accordance with Army's current policies on individual training and assessment. Much of Army training is assessed in accordance with the principles of competency-based assessment (CBA). CBA is different from other types of assessment traditionally used in training and education. CBA is the process of judging demonstrated performance (evidence) against job performance criteria. The process is used to confirm that individuals can do their job to the standard required in the workplace, as expressed in the competency standards and learning outcomes. The following are differences between CBA and traditional forms of assessment are:

- a. CBA is criterion referenced. Learners are not assessed against each other (as in normative assessment) or instructors' opinions, but against specific criteria set out in competency standards.
- b. CBA is evidence based. Assessors base their decisions about whether a trainee is competent or not on quantitative measurement of a trainee's performance and an examination of a trainee's products, such as answers to a written test or a demonstration of skill.
- c. CBA is participatory. Assessors must involve trainees in the process of assessment. The learning is the trainee's, not the assessor's.

**10.5** There are four key principles of assessment, as follows:

- a. *Validity*. This means it assesses what it claims to assess. The assessment criteria can be found in the unit of competence that is being assessed, or the learning outcome to be achieved if the training is not linked to a competency. Assessment must:
  - (1) cover the full range of knowledge and skills needed to demonstrate competence;
  - (2) consider the combination of knowledge and skills with their practical application; and

- (3) where possible, include judgments based on evidence drawn from a number of occasions and across a number of contexts.
  - b. *Reliability.* The assessment must be consistent in all situations and with all learners.
  - c. *Flexibility.* The assessment must be able to accommodate all delivery modes and delivery sites in relation to the learner in accordance with the range statement from a unit of competence.
  - d. *Fairness.* All learners must be placed on equal terms, assessment procedures and criteria being made clear to all learners before the assessment takes place.
- 10.6** There are two pathways for assessment in the Army's competency-based training system, as follows:
- a. *Assessment through Training.* An instructor assesses competence after periods of instruction or at other times, such as after practice periods, by administering tests of learning outcomes.
  - b. *Assessment Only.* Qualified assessors examine evidence of competence, such as qualifications and observed or reported performance, and deem a person as competent or not yet competent against relevant competency standards.

### Types of Assessment

- 10.7** The main types of assessment used in Army during training are as follows:
- a. *Barrier Testing.* Barrier testing is used to determine whether a person has the prerequisite skills and knowledge necessary to undertake a training program. This test can be used to confirm that pre-residential training requirements have been met, particularly those that affect the safety and welfare of trainees.
  - b. *Formative Assessment.* Formative assessment assists and supports training by monitoring progress towards

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the competency outcomes. It informs the trainee, the instructor and/or the assessor of performance standards and gaps, and of further development needed to achieve competence.

- c. *Summative Assessment.* Summative assessment confirms that competency has been achieved. Summative assessments normally occur at the conclusion of periods/modules of instruction. Summative assessment can be conducted only by a suitably qualified assessor.

## Grading Trainees

**10.8** Under CBA, the rating of trainee performance is either competent or not yet competent. However, the grading of trainee performance can be used to provide evidence that assists with selection processes or as a mechanism for motivating and rewarding trainees.

**10.9** For lessons that involve high levels of safety in the Army, the terms 'Pass' and or 'Fail' are acceptable grading terms. 'Pass/Fail' indicates that the trainee has either demonstrated or not demonstrated 100 per cent assimilation of the skills and knowledge required to carry out the task with complete safety. The following are examples of where this type of grading would be applied:

- a. instant actions in weapons lessons,
- b. preparing explosives in a demolitions lesson, and
- c. petroleum handling processes in a petroleum operators course.

## Types of Tests

**10.10** When preparing tests, it is important to keep in mind the types of test items that would have to be sampled to be reasonably confident that a trainee has been classified correctly as competent.

**10.11 Written Test.** Written tests are used for theory instruction to assess factual knowledge and mental skills. These tests can

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comprise essays and short answer, multiple choice and true/false questions. Instructors may choose to combine these tests with a mix of question types. Objective multiple choice tests and true/false tests are easier to administer because trainees can complete the answers to questions more quickly and definitively than in essay and short answer tests. However, objective multiple choice tests require additional skill in preparation. [Annex A](#) contains information on how to prepare written tests.

**10.12 Oral Test.** Oral tests are used in question and answer sessions, to assess knowledge and mental skills. They can be individually administered to each trainee if there is time but more often instructors question trainees as a group, ensuring that each trainee has to answer several questions. [Annex B](#) contains information on how to prepare oral tests.

**10.13 Practical Test.** Practical tests are used to observe and assess trainee competence in certain mental and physical skills. They are administered in a manner that conforms as closely as possible to the standards statement of the module learning outcome. [Annex C](#) contains information on how to prepare practical tests.

## SECTION 10-2. HOW TO COUNSEL TRAINEES

### Initiating Counselling

**10.14** The counselling of trainees is important, as it provides an opportunity for trainees and assessors to discuss issues or difficulties that trainees may have in achieving competence. Assessment counselling can be initiated by the trainees or the assessors, as follows:

- a. *Trainee-initiated.* Trainees have realised they have a problem and wish to consult an instructor. Unless there is some obvious urgency, the instructor should nominate a convenient time and place to prepare for counselling sessions.

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- b. *Instructor/Assessor-initiated.* Instructors/assessors will identify a need to counsel trainees based on their formative or summative assessment results.

## Conduct

**10.15** Many of the skills used while conducting a discussion are appropriate for a counselling session. The following are seven suggested steps:

- a. *Step 1 – Preliminaries.* The instructor should prepare the location for a counselling session, clearing away distractions, arranging seating and positioning any notes, files or documents for easy access.
- b. *Step 2 – Put the Trainee at Ease.* On arrival, the instructors/assessors should put the trainee at ease. It would be appropriate for instructors to state that it is important to identify trainee problems and work out a plan to overcome them with instructor assistance. It may also be appropriate to assure trainees that what will be said during counselling will remain confidential.
- c. *Step 3 – Present Lead-in Questions.* If the trainee initiated the counselling session, the instructors/assessors can lead in by asking the trainee to describe the problem. Alternatively, if instructors have initiated the session, they can pose a lead in question to start the trainee thinking about their problem. It is important to encourage trainees to participate. If a trainee is particularly nervous, it may be better to chat for a few minutes before addressing specific problems.
- d. *Step 4 – Present Follow-up Questions.* Instructors/assessors use follow-up questions to help trainees expand on or clarify points. Also, follow-up questions can help trainees focus on the point of the session.
- e. *Step 5 – Summarise Progressively.* Instructors/assessors should summarise important points during counselling sessions. This consolidates these points for both instructor and trainee.



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- f. *Step 6 – Summarise.* The instructors/assessors should summarise the main points of the entire session. It may be appropriate for instructors to take notes so that trainees feel that key points will be recorded and subject to follow-up action. Instructors should always finish on a positive, encouraging note.
  - g. *Step 7 – Follow-up.* Instructors/assessors should follow up all counselling sessions. Sometimes an instructor/assessor may only need to remember to acknowledge and encourage the trainee more often. On other occasions, trainees may need extra tuition or be referred to their chain of command.

**Annexes:**

- A. [Assessment Framework](#)
- B. [Oral Assessment](#)
- C. [Practical Assessment](#)

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# ANNEX A TO CHAPTER 10

## ASSESSMENT FRAMEWORK

### Introduction

1. This framework supports compliance with *Australian Quality Training Framework 2007 Standards 1.3, 2, 3.1 and 3.3<sup>2</sup>*, as detailed in Australian Quality Training Framework Essential Standards for Registration. The information contained within this framework replaces the general assessment framework originally provided in Part B of the TMPs (Army Training System format). TMPs are migrating to the Defence Training Model format, and there is no clear place for extensive information on assessment administrative processes. However, TMPs will still provide specific details regarding assessment: competency, performance grading and attitudinal requirements.

### Framework Overview

2. The aim of the assessment framework is to explain the assessment pathway for training courses. This framework will explain the assessment process from the day the trainee undertakes pre-course (if applicable) to the day they march off the course with a full Record of Attainment (ROA). The framework is designed to give senior instructors (SIs) and instructors/assessors the flexibility to make professional judgments regarding whether a trainee has met the workplace standard or gone beyond. Coupled with bringing the assessment system in line with the requirements of *ATI 1-3/08, Individual Training and Assessment in Army, 2008, DI(G) PERS 05-29, Use of National Skills Framework in Defence vocational and technical education, 2007* and Australian Quality Training Framework Essential Standards for Registration, the framework is intended to make an assessor's job more time efficient and effective.

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2. [www.dest.gov.au/sectors/training\\_skills/policy\\_issues\\_reviews/key\\_issues/nts/aqtf](http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/aqtf) accessed 27 March 2009.

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3. The assessment approach taken by SIs and instructors/assessors is such that there is to be a large focus on trainees displaying the required leadership attributes. The workplace standard is to be achieved for all SKA; however, academic results (that focus on skill and knowledge) are not to undermine or overshadow the leadership attributes required by trainees.
  4. The framework will use two assessment methodologies – CBA and performance grading. The framework has been designed so that assessors use one set of evidence to make two separate decisions, as follows:
    - a. an initial decision on whether candidates are 'Competent/Ready to Progress' or 'Not Yet Competent/Not Yet Ready to Progress' – CBA; and
    - b. a second decision on their performance against the 'excellent' (A), 'very good' (B) and 'satisfactory' (C) descriptors – performance grading.
  5. A trainee will be assessed in the first instance using a CBA framework. The CBA framework requires assessors to determine if the trainee has demonstrated the specified SKA identified on the marking guides (as detailed in the Defence Training Model TMP via the assessment criteria). An example of a CBA marking guide for 'Deliver Army Training' (formative and summative) is provided in [Appendix 1](#).
  6. A separate CBA framework has been designed for leadership attributes (attitude) in order to ensure that there is a strong emphasis on the attitudinal requirements of the course/training. Examples of these frameworks are provided in [Appendix 2](#) and [Appendix 4](#). Coupled with the leadership qualities, the complimentary attributes/attitudinal qualities to be assessed are as follows<sup>3</sup>:
    - a. integrity,
    - b. teamwork and loyalty,
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3. Taken from ATI 1-3/08, *Individual Training and Assessment in Army*, 2008, and CA Directive 16/06, *I'm an Australian Soldier*, 2006.

- c. courage and self-discipline,
  - d. commitment,
  - e. initiative, and
  - f. responsibility.
7. The course assessment tools aligned to the CBA and/or the performance grading framework are as follows:
- a. diagnostic (theory);
  - b. formative (theory and practical);
  - c. summative (practical); and
  - d. recognition portfolios.
8. A more detailed explanation on the application of the CBA and/or performance grading to these assessment tools is provided in [paragraph 23](#) to [paragraph 70](#)

### **Competency-based Assessment Framework**

9. The generic descriptors for CBA are as follows:
- a. 'Competent' – demonstrated achievement to the specified standard. Performance meets workplace standard.
  - b. 'Not Yet Competent' – achievement below the specified standard. Performance does not meet workplace standard.
10. **Application to All Corps Soldier Training Continuum Assessments.** In order to ensure that the focus of All Corps Soldier Training Continuum courses is on leadership attributes, a separate Leadership Assessment Framework has been provided in [Appendix 2](#) with 'Competent/Ready' and 'Not Yet Competent/Ready' descriptors for leadership. They are as follows:
- a. Competent/Ready – leadership was of a satisfactory standard. This rating should be awarded where the trainee has performed adequately in leadership roles,

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particularly in routine circumstances or where the trainee has not had significant leadership roles but has performed in other ways that suggest that the trainee would probably handle routine circumstances in a satisfactory manner.

- b. Not Yet Competent/Ready – leadership did not result in a productive, efficient, skilled, motivated or cohesive workforce. This rating must be based on direct observation of the trainee's performance in the leadership roles. The trainee must have demonstrated a lack of ability to lead others.<sup>4</sup>
11. It is possible for every assessment activity to assess leadership attributes. The Leadership Assessment Framework allows assessors to determine, using their professional judgment, what leadership qualities best fit an assessment activity and subsequently report on these leadership attributes for a trainee. All the attributes listed may not be able to be achieved in one assessment event, but over time the culmination of assessment results should 'cover off' on all the attributes.
  12. It is important that individual marking guides allow assessors to make comments regarding a trainee's leadership attributes for every assessment event. Coupled with observation reports and weekly counselling reports, these observations/comments allow a robust and valid assessment to be made regarding a trainee's leadership competency/ability at an SI or Chief Instructor (CI) Board of Studies (BOS).
  13. The CBA framework requires instructors/assessors to make a professional judgment based on the descriptors/criteria provided in the marking guide. As marking guides replicate the SKA requirements, assessors are to continue to use this as the primary document to assess trainees. Numerical grading/scoring is not to be used to determine competency.

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4. Taken from AC833-24, *Soldier Performance Appraisal Report*.

## Performance Grading Framework

14. All courses conducted are graded; however, in accordance with *ATI 1-3/08, Individual Training and Assessment in Army, 2008* and *DI(G) PERS 05-29, Use of National Skills Framework in Defence vocational and technical education, 2007*, the grading of trainee performance can be and is only used to provide evidence that assists with selection processes or as a mechanism for motivating and rewarding trainees. It is a necessary method for providing clearer indicators of individual performance during annual reporting processes and to assist career management agencies in their Promotion Advisory Committee process.
15. The performance descriptors for grade 'A' to grade 'C' are provided in [Appendix 3](#). A summary of the performance grading guidelines is also provided in [Appendix 3](#). These descriptors may need to be adapted and/or modified for each individual assessment activity (via the performance grading/marking guide). An example of a performance grading/marking guide is provided in [Appendix 1](#).
16. The performance grading descriptors are as follows:
  - a. A – excellent: demonstrated achievement to the specified standard as well as demonstrating a level of performance that is well above the workplace requirement;
  - b. B – very good: demonstrated achievement to the specified standard as well as demonstrating a level of performance that is above the workplace requirement; and
  - c. C – satisfactory: demonstrated achievement to the specified standard and performance meets the workplace requirement.
17. The performance grading framework requires instructors/assessors to make a professional judgment, based on the descriptors provided, in order to determine the final

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'grade' (C/B/A) achieved by the trainee at the completion of an assessment event.

18. Performance grading can only be applied after competency has been achieved. Assessment tools in the TMP have been designed such that the assessor's task involves reviewing the evidence collected for making the decision on whether the candidate is Competent/Ready to Progress or Not Yet Competent/Not Yet Ready to Progress and, if deemed competent, using the same evidence to make a judgment about which descriptor level (A, B or C) best describes the trainee's performance for each criteria. As applicable, a trainee can only be graded if they have been deemed competent on their first attempt of a summative assessment. If a reassessment occurs and the trainee is successful, the trainee cannot receive anything higher than a C grade. Any performance grading marking guide used is to remain clearly separate from a CBA marking guide.
19. **Application to Course Assessments.** Grading relates to the achievement of additional standards to those that form the basis for Competent level achievement. Five generic grading descriptors have been identified for grading assessments. They are as follows:
- a. knowledge – the ability to exhibit breadth and depth of understanding of concepts (underpinning knowledge) through application in a practical task;
  - b. communication skills – the capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression;
  - c. techniques, processes and procedures – the ability to display technical skills/procedures in accordance with ADF doctrine and the ability to instruct/assess others;
  - d. work organisation – the capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance; and



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- e. autonomy – the ability to demonstrate a level of independence in the performance of tasks, assisting others and being able to critique own performance.
20. A trainee's performance is rated according to where it falls on the grading thresholds (A – excellent, B – very good or C – satisfactory) identified in [Appendix 3](#). These generic descriptors can be customised to reflect the specific subject area. An example of how this may be done is provided in [Table 10–1](#). It is important that grading does not equate to the comparative achievement of the same criteria; in other words, the competency and grading descriptors/criteria/qualities on the marking guides need to express different requirements. In this framework, performance at higher levels requires achievement of all of the criteria specified in the lower levels, together with additional ones. An example assessment tool which uses the five performance grading descriptors is provided in [Appendix 1](#).

**Table 10–1: How to Apply Performance Grading for a Syndicate Discussion**

Trainees are given some pre-reading and focus questions on a topic: 'What are the leadership qualities expected of an Australian soldier?'. The next day an instructor is required to facilitate the syndicate discussion with a section of trainees.

**Knowledge** – an excellent grading would be given if a trainee can introduce the sub-topics from the focus questions, provide relevant examples, question others on their point of view, compare their own views with the views of others and debate a point. The trainee would clearly demonstrate knowledge beyond the focus questions and consider other points raised in the pre-reading material or even be able to reference other references/material outside of the pre-reading material. Offers multiple solutions/COAs.

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**Communication skills** – an excellent grading would be given to a trainee who was able to discuss a topic using the correct jargon, but at a level that is understood by a majority of the syndicate participants. The trainee is intuitive and recognises when others in the group do not understand – they would help others understand by giving relevant, contextualised examples if necessary. They present facts/opinions confidently with a strong voice and presence, so they are considered by the group as a highly credible source. They do not make one-off comments without also offering an explanation. They can provide factual information to support their opinion or challenge the opinions of others. Their voice remains calm at all times and they do not raise their voice when challenged or frustrated. Their body language is open – they do not fold their arms, roll their eyes or avoid eye contact. This trainee would be a group member that other personnel were comfortable to invite into and listen to in a discussion.

**Techniques, processes and procedures** – an excellent grading would be given if a trainee could abide by the syndicate discussion etiquette outlined by the facilitator. Present facts, opinions and provide examples in an order that is logical to the discussion. They would demonstrate appropriate turn-taking and diplomatically redirect others who may be straying from the purpose of the discussion or the etiquette guidelines.

**Work organisation** – an excellent grading would be given if a trainee was able to provide the answers to the focus questions from the pre-reading material. They have notes and have done some additional research of other reference material. They would have some examples prepared and noted on paper in order to prompt them during the discussion. Relevant points from the reading material may be clearly highlighted. They have all the material required for the discussion in case the facilitator wants to draw attention to a particular point in the pre-reading material. They may assist with the set up of the syndicate room and help to create a conducive atmosphere.

**Autonomy** – an excellent grading would be given to a trainee who could actively participate in a syndicate discussion (without being prompted by others). They pick an appropriate time to interject. They may prompt others to participate by asking them their point of view or reminding them of a situation that they have recounted to the trainee. They do not wait to be asked their opinion (unless this is the procedure); however, they do not attempt to undermine the views of others by dominating the discussion.

21. Given the integrated/holistic nature of the All Corps Soldier Training Continuum course assessments, the simplest way to apply the two assessment frameworks (CBA and performance grading) is to provide two individual assessment events and then determine the average for the assessment cluster.
22. As part of the Instructor and Assessor Development Program, there is an expectation that instructors/assessors will learn the grading descriptors and will eventually be able to apply them intuitively when making an assessment on a trainee's performance. The Leadership Framework (see [Appendix 2](#)) and the grading descriptors (see [Appendix 3](#)) are to be given/explained to the trainees at the start of every course.

### **Assessment Methods and Instruments**

23. The delivery of vocational and technical education means that the courses delivered are designed to assess a trainee's ability to apply underpinning SKA to practical, authentic (simulated) military workplace situations. As such, assessment events that lead to an endorsed competency are not to be purely knowledge-based tests – practical application must occur and be observed by an assessor.
24. The assessments conducted are designed as follows:
  - a. to diagnose learners' abilities – diagnostic;
  - b. to motivate and guide their progress – formative;
  - c. to determine mastery of something learnt – summative; and/or

- 
- d. to determine if the trainee has already attained certain SKA – recognition.
- 25.** Assessments may be conducted in a number of ways, employing different instruments, depending on the competency or learning outcomes that need to be assessed. A number of items of evidence will need to be collected to confirm competency. The factors to be considered when selecting an assessment method relate to the relevance of the method to the key abilities, or SKA, associated with competency. These key abilities are as follows:
- a. knowledge – underpinning knowledge requirements as identified in the competency statement;
  - b. practical (psychomotor) – the practical application of component skills to overall competency; and
  - c. attitude – attitudinal aspects associated with the competency requirement.
- 26.** It is important to define course assessments into these key ability areas in order to determine which assessment framework – CBA and/or performance grading – is to be used.

### Diagnostic Assessment

- 27.** Diagnostic assessments should be conducted as part of a pre-course package. It is preferable that diagnostic assessments are not used during the course, unless there is a concern regarding a trainee's ability (eg. literacy skills or a suspected learning difficulty). Diagnostic assessments conducted during a course are to be approved by the CO/CI. An example diagnostic assessment coversheet is provided in [Appendix 1](#).

### Formative Assessments

- 28.** The purpose of formative assessments within courses is as follows:
- a. to allow instructors to check whether they have been successful in facilitating the learning process for trainees; and

- b. to allow trainees to see how they are going. It allows learners to identify where they are doing well and where they have difficulties so that they can continue on the right track or rectify any problems (prior to the summative assessment).
- 29. Formative assessments may fall into the following categories:
  - a. knowledge (may include attitude) – recall of facts, finding legislation, answering questions on policy (eg. the Military Justice System [MJS] theory test); and
  - b. practical (includes attitude) – the application of knowledge to an observable workplace task such as the delivery of a lesson.
- 30. There can be a number of formative assessment events leading up to each summative assessment. Formative assessments are not to be graded. CBA methodology may be applied with an outcome indicating the trainee is ready to progress or the trainee is not yet ready to progress.
- 31. The intent of a formative assessment is to ensure that the underpinning SKA have been mastered before moving to more complex aspects of training/assessment. Instructors/assessors may give the trainee verbal feedback on how they are 'tracking' – their likely performance grading given their formative results, but grades and/or scores (ie. percentages) are not to appear on the marking guide or assessment tools. SIs may collect data from formative assessments, but this data is to be used only for the purpose of retraining and monitoring the trainee's progress towards the summative assessment.
- 32. Formative assessments are not to be identical to the summatives or reassessments. The formative assessment should form part of the learning pathway; otherwise, if a trainee is deemed competent in a formative assessment, which is identical to a summative, there is no requirement to complete the summative assessment as competency has already been achieved under the same conditions. If the learning pathway for a competency unit identifies the requirement for a formative or series of formatives leading to the summative assessment, the

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formative must be different from the summative in the following manner:

- a. formative assessments only test part of the skillset required and are 'building blocks' that lead to the summative;
  - b. different levels of complexity/difficulty; and
  - c. a formative activity may be used as a coaching exercise leading to a summative (ie. a formative drill lesson is coached in preparation for a summative lesson on a different drill movement).
33. An example formative assessment cover sheet is provided in [Appendix 1](#).
34. **Observation Report/Weekly Counselling.** The Observation Report/Weekly Counselling template provided in [Appendix 4](#) (and the complementary descriptors in [Appendix 2](#) and [Appendix 3](#)) is a formative document which is to be utilised as follows:
- a. 'on the spot'/ad hoc observation – Part 1 only to be completed and issued; and
  - b. weekly counselling – Part 1 and Part to be 2 completed.
35. The intent of Part 2 – 'Performance Grading – Leadership, Skills and Knowledge (Formative Guidance)' – of [Appendix 4](#) is to provide guidance to the trainee on how they are tracking from a grading perspective. Directing Staff (DS) are to clearly explain to the trainee the intent of Part 2 and follow the guidelines provided in [paragraph 61](#) and [paragraph 63](#)

## Summative Assessments

36. As the name implies, a summative assessment is a summation of a trainee's learning or final confirmation of their abilities. A summative assessment can be an underpinning knowledge test; however, in keeping with the requirements of vocational and technical education, a knowledge test is to include questions that relate specifically to a likely workplace case study or scenario. A knowledge test is not to have simple

'yes/no', multiple choice or 'what is the reference?' type questions. Subsequently, as the Army does not utilise on-the-job assessments, an overall summative result should include the practical application of knowledge and attitude in accordance with the competency requirements. Summative assessments are to include practical, simulated workplace activities where possible (particularly if they are contributing to a recognised vocational education and training or Defence-endorsed competency).

- 37.** Summative tasks may include:
- an underpinning case study/scenario-based knowledge test (eg. MJS/OH&S/Range Regulations);
  - a scenario-based written activity, followed by a verbal debrief by the trainee or oral questioning by the assessor (eg. 'Day in the Life'); and/or
  - a written workbook activity followed by a practical activity (eg. MJS playlet, counselling/interviewing on a PAR).
- 38.** Both the CBA and performance grading frameworks can be applied to the practical aspects of a summative assessment. The use of numerical values or percentages is not to occur – descriptors (provided in the marking guides or in [Appendix 2](#) and [Appendix 3](#)) are to be used to guide an assessor's judgment on a trainee's competency and performance.
- 39.** An example summative assessment cover sheet and marking guide (both CBA and performance grading) is provided in [Appendix 1](#).

### **Knowledge Assessments and Activities**

- 40.** Under this assessment framework, a fundamental shift in the design of knowledge-based (theory) assessments is required. The majority of knowledge tests are to be conducted only as formative activities in order to allow trainees to acquire the underpinning knowledge required for application in a practical situation (ie. simulated workplace/practical summative assessment). Formative knowledge tests are primarily used to familiarise trainees with policies and procedures and with

- 
- finding the location of information contained in electronic/hard copy documents, and to test comprehension skills. Underpinning knowledge assessments also allow trainees to apply knowledge to scenarios which they are likely to experience in their military career, but which cannot necessarily be covered during the training course (due to time/resource constraints).
41. The following is guidance for the development of knowledge assessments and associated activities:
    - a. The assessor must identify the knowledge that a trainee must acquire in order to satisfy the underpinning knowledge components within the elements/performance criteria of a competency unit/module learning outcome.
    - b. The assessor is to use the underpinning knowledge requirements to design the assessment tool.
    - c. The assessor is to develop a 'question bank' (list of questions) to assess the underpinning knowledge.
    - d. The assessor then determines if the trainee is ready to progress based on the results of this activity.
  42. The workplace dictates those areas of underpinning knowledge that are more important than others. Therefore, in a training environment, the components that require greater or special attention can receive it. For example, an MJS knowledge assessment should focus on those components of the *ADFP 06.1.1, Discipline Law Manual, Volume 3, 2008* that is most likely to be used in the workplace. The *ADFP 06.1.1, Discipline Law Manual, Volume 3, 2008* would be considered the most important and most referenced MJS document (ie. workplace products are produced mainly from the guidance provided in this volume). Therefore, questions within a knowledge test should be weighted accordingly.
  43. If a trainee is required to fill out a PD105 (practical summative) form, the knowledge test should include questions that educate the trainee on the requirements to compile the paperwork for a
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summary proceedings. The likely areas of underpinning knowledge may be considered as jurisdiction, investigation of Service offences, laws of evidence and summary proceedings (see [Table 10-2](#)).

- 44.** During a summative practical assessment, it also expected that an assessor would ask additional questions to confirm a trainee's underpinning knowledge (as assessed in the formative knowledge test).

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Table 10-2: Example Assessment Tool for a Military Justice System Formative Activity

<i>Criteria</i>	<i>Descriptors</i>	<i>Outcome</i>	<i>Evidence/Comments</i>
Jurisdiction	The trainee must display an understanding of the issues concerning jurisdiction and display the ability to use the references to correctly answer the majority of questions.	R/NYR	
Investigation of Service offences	The trainee must display an understanding of the issues concerning the investigation of Services offences and display the ability to use the references to correctly answer the majority of questions.	R/NYR	
Law of evidence	The trainee must display an understanding of the issues concerning the law of evidence and display the ability to use the references to correctly answer the majority of questions.	R/NYR	
Summary proceedings	The trainee must display an understanding of the issues concerning jurisdiction and display the ability to use the references to correctly answer the majority of questions.	R/NYR	

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<i>Criteria</i>	<i>Descriptors</i>	<i>Outcome</i>	<i>Evidence/Comments</i>
Outcome	The assessment is not graded. As the trainee completes each stage of the assessment, the assessor is to indicate a Ready or Not Yet Ready on this form to indicate if the trainee is ready to progress to the summative stage of assessment.	R/NYR	Ready = majority of questions correct for each; achieved the criteria.  Not Yet Ready = did not achieve correct answers for the majority of questions in any criteria.

LWP-G 7-1-2, *The Instructor's Handbook*, 2008~~RESTRICTED~~[Contents](#)

## Assessment Packages

45. In support of this framework, assessment packages are to include (as a minimum) the following documents:
- a. instructions to assessors (including marking guide, DS solution and references as applicable);
  - b. instructions to trainees (including references, as applicable); and
  - c. an assessment tool/instrument.

## Recognition

46. *ATI 1-3/08, Individual Training and Assessment in Army*, 2008 outlines the recognition process. CBA is only to be used for recognition applications.

## Instructor's Role

47. Instructors are responsible for fostering a workplace culture in which trainees can maximise their learning and continuously improve their level of work performance. Regular, positive (and sometimes negative) feedback is to be used to motivate and enhance the performance of trainees. Counselling and feedback on trainee performance is a vital part of the adult learning process.
48. Effective performance management includes:
- a. instructors providing leadership and integrating performance management within a structured learning and assessment pathway;
  - b. instructors continually monitoring and assessing the performance of trainees;
  - c. instructors recognising and encouraging improved and valued performance;
  - d. instructors and SIs identifying performance levels and addressing continuing poor performance;
  - e. instructors providing regular feedback to trainees on their performance against the course learning outcomes.

- f. instructors assisting trainees' understanding of how performance on course directly contributes to their career profile;
- g. instructors assisting trainees to develop a clear understanding of the workplace standard (competency), including attitudinal requirements and the performance grading framework;
- h. instructors, through their SI, ensuring that trainees are calibrated prior to undertaking the duties of an assessor and that moderation sessions occur on a weekly basis; and
- i. instructors demonstrating the behaviour and standards expected of the rank for which trainees are being developed.

### **Debriefs and Feedback Overview**

- 49.** If feedback is balanced and constructive, trainees are more likely to respond to concerns about their performance with an effort to improve. To be fully effective, feedback must be as follows:
- a. timely and regular;
  - b. factual and specific (may include subjectiveness due to the level of knowledge and experience of the instructor or assessor);
  - c. clear;
  - d. honest;
  - e. constructive; and
  - f. acted on.
- 50.** Feedback requires instructors and/or assessors to communicate clearly to the trainee what is expected in terms of work performance and conduct and regularly inform them of the extent to which they are meeting those expectations. Informal feedback is normally conducted through verbal comments.

Formal feedback generally involves written reports such as observation reports and weekly counselling reports.

- 51.** The following methods are used to holistically assess trainees on courses:
- a. assessment debriefs (against the marking guide) – has competency for SKA been achieved and what grading has been allocated;
  - b. observation reports – ad hoc/on-the-spot attitudinal observations;
  - c. performance appraisals:
    - (1) weekly counselling, and
    - (2) performance interviews; and
  - d. SI BOS assessments.
- 52. Assessment Debriefs.** Assessment debriefs are to include an explanation of the marking guide or assessment checklist. Where applicable, the debrief is to include an explanation on whether competency has been achieved, followed by an additional explanation of the grade given. Additionally, the assessor is to ensure that the CBA framework and performance grading framework are clearly explained to the trainees as two separate frameworks. Assessment debriefs, regardless of whether they are diagnostic, formative, summative or via recognition, are to be conducted immediately following the assessment activity, where possible. If a decision cannot be made for performance grading (A/B/C), the assessor is to consult with the SI and the trainee advised that a performance grade will be forthcoming. An assessment debrief must provide immediate and appropriate feedback to the trainee in order for them to understand their strengths and/or weaknesses.
- 53.** Assessment debriefs also require the assessor to provide the trainee with an overview on their leadership (attitudinal) performance, as applicable.

54. Practical assessment debriefs can be conducted as a group debrief with all section trainees present if this will 'value-add' to the learning of all group members. Trainees must come away from this debrief knowing exactly where they went wrong and what was the correct response. It would be beneficial to the assessor and trainees if this period were programmed within the daily training program and time allowed for questions. It is not appropriate, nor condoned, that trainees only see their assessment results during weekly counselling.

### **Feedback Process for Assessors**

55. **Diagnostic.** Where a diagnostic assessment has been used to determine training requirements for a course and is predominantly being used by the SI to consider additional training considerations, there is no requirement to debrief a trainee. The debrief should, in lieu, be provided to the instructional staff. A diagnostic tool used to allow a trainee to identify their SKA gaps should be debriefed orally or in writing by an assessor. The outcome to be provided to the trainee is whether they are Ready to Progress or Not Yet Ready to Progress. No numerical score or grade is to be provided at this stage.
56. **Formative.** Debriefs for a written/theory-based assessment are best conducted individually. Formative assessment debriefs are to be conducted with sufficient time prior to a summative assessment to allow the trainee firstly to understand their weaknesses and secondly to improve on these weaknesses with remedial training. It is appropriate to indicate to the trainee at this time whether they are Ready to Progress or Not Yet Ready to Progress. Additionally, it is acceptable, but not mandatory, to verbally advise the trainee of how they may be tracking with regard to their performance (grading A/B/C). Scores and/or grades are not to appear on the tool used to debrief the trainee. SIs may collect data from formative assessments, but this data is to be used only for the purpose of informing an SI or CI BOS.
57. **Observation Reports.** Occurrence reporting, through an observation report, is primarily utilised for recording a positive

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or negative attitudinal act/behaviour (outside of a scheduled assessment event). Any staff member may complete Part 1 of [Appendix 4](#). The SI is responsible for ensuring that the instructors and trainees are briefed on the requirements of this reporting system. An observation report has three distinct uses, as follows:

- a. providing complementary and sometimes additional evidence to support observed trainee behaviour (attitudinal/leadership observation);
  - b. providing feedback to a trainee on their demonstrated level of skills and knowledge so that they are aware of strengths and weaknesses; and
  - c. assisting in the compilation of the summative word picture for the overall performance of a trainee during the course.
58. Part 1 of [Appendix 4](#) is designed so that it can be completed on the spot if necessary. In all cases, where practicable, the observation should be discussed with the trainee at the time or as soon as possible. At the weekly counselling session, it is not appropriate that a trainee receives an observation report if this is the first time the trainee knows of its existence or content.
59. The report is a summary of the leadership and SKA descriptors provided in [Appendix 2](#) and [Appendix 3](#) and requires the application of both the CBA and performance grading frameworks.

### Weekly Reporting

60. The observation report is to be completed weekly for every trainee and a performance interview is to occur at the end of every week (preferably Fridays). Hence, there is an expectation that there will be several observation reports (see [Appendix 4](#) – Part 1 and Part 2) completed for individual trainees prior to the conduct of the final course BOS.



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61. Weekly counselling is to occur between trainees and their section DS. The weekly counselling feedback is a summary of a trainee's performance using the following tools:
- a. diagnostic assessment results (if applicable);
  - b. formative assessments results;
  - c. summative assessments results; and
  - d. observation reports.
62. Course staff must make every effort to resolve instances of unsatisfactory performance through timely and appropriate counselling. All interactions with trainees are to be recorded.
63. A performance interview must cover the following areas as a minimum:
- a. emphasises strong/weak points and notes improvements, if any;
  - b. provides criticism that is justified with realistic and documented examples;
  - c. provides criticism that is evidence based and not personal; and
  - d. outlines the requirements for improvement within a suitable and achievable time frame.

### Board of Studies

64. **Senior Instructor.** To evaluate a trainee's performance during the course, a minimum of one SI BOS per week is to be conducted. The final SI BOS should be conducted as close as practicable to the last working day of the course. However, sufficient time must be available for the trainee's ROA to be produced for a signature prior to march-out. All instructional staff are to attend the BOS and comment on each trainee where applicable, particularly trainees from their own section.
65. The aim of the SI BOS is to discuss each trainee's progressive performance. The observation report, completed weekly by DS, is to be used as the discussion tool during an SI BOS.

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Following an SI BOS, the trainee is debriefed on their SKA competency including performance (grading). All discussion points are to be recorded accurately by the section DS responsible for each trainee. This information is to be retained within the trainee's file.

66. Instructors are expected to contribute to trainee's word pictures, where possible, regarding command, control, communications, computers and learning performance (including any pre-course tuition that was initiated by the trainee).
67. **Chief Instructor.** The CI BOS is an important tool within the All Corps Soldier Training Continuum to ensure that standards and procedures are maintained across the curriculum.

### Reassessment

68. Reassessment does not have to include a duplication of the complete assessment task. For example, if a trainee has missed a phase/step in an assessment task, it is acceptable to gather additional evidence of competency through other methods, as follows:
- a. questioning (without telling the trainee specifically where they went wrong) to elicit information and check understanding;
  - b. demonstration of a particular stage/step (this may involve allocating the trainee a short period to consider the requirements of the task and where they may have faulted); and/or
  - c. highlighting an error to a trainee (without giving the trainee the specific explanation for that error), and asking the trainee to review reference material and come back with an amended version and an explanation of why it was wrong.<sup>5</sup>
69. If a trainee undertakes a reassessment and is deemed competent, the highest grade that can be awarded is a C
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5. This should be timely and be completed within a couple of hours.

grading for that overall assessment task. Additional guidance regarding performance grading is provided [Appendix 3](#).

- 70.** Trainees are permitted retraining and two reassessments per summative assessment. Any additional reassessment opportunities need to be approved by the CO/CI. If the trainee is unsuccessful on the reassessment(s), they are to be graded 'NYC' for the course and undergo a post-course retest.

### **Recording Documents**

- 71.** Competency details (SKA), observation reports and the performance appraisal sessions and the SI BOS notes are to be recorded and held within the trainee's course file. It can be expected that, at any time, a trainee may request to see their course file. Therefore, there should be no information contained within the trainee files that the trainee has not been made aware of. A trainee's comments are to be recorded on the same document. All records of performance appraisal and assessment debriefs are to be signed and dated by the trainee and the DS conducting the debrief/counselling. Course management databases can be used to compile and record all weekly counselling reports.

### **Appeals Process**

- 72.** All appeals from trainees during a course are to be processed internally and managed at the local level where the course is being conducted. Any trainee who intends to appeal the final result from the course is to appeal to the CI, in writing, within 7 days of the course concluding. The CI is the independent arbitrator for the training and assessment conducted. An appeals process flow chart is provided [Figure 10–1](#) in [Appendix 5](#).
- 73.** When a trainee does not agree with the determination of their course result, with or without the 7-day appeal, the trainee is entitled to submit a Redress of Grievance in accordance with extant Army policy. The trainee should be notified that the Redress of Grievance should be submitted within a suitable timeframe.

## Recognition

74. Trainees may apply for recognition in accordance with *ATI 1-3/08, Individual Training and Assessment in Army*, 2008 (and as detailed in the course joining instruction). Performance grading is not conducted for a recognition application. In instances where the trainee has been granted Recognition of Current Competencies/Recognition of Prior Learning for an assessment item, then competency is awarded (Recognition of Current Competency) and a grade of satisfactory (C) is allocated.

## Awards

75. **Trainee of Merit.** A Trainee of Merit is to be selected for the course, and this achievement is to be recorded on the ROA. The Trainee of Merit should receive some material evidence of this achievement in the form of a prize; this is to be presented at a suitable ceremony. The soldier selected as Trainee of Merit must have the best overall performance: they must display those attitudinal qualities required of the relevant rank for which they are being trained, have achieved competency and have the highest performance grading.
76. In the event that a trainee applied for and was granted Recognition of Current Competencies, it does not preclude them from the Trainee of Merit award. The trainee is not to receive the course average for that particular assessment. Their course average is determined based on the number of assessments they attempted while on course.
77. **Other Awards.** Other awards may be presented at the discretion of the CI or SI. All awards are to be recorded on the trainee's ROA.

## End-of-course Reporting

78. Explanatory notes for the completion of an ROA are provided in [Appendix 6](#). The ROA allows for the reporting of both competency (CBA framework) and grading (performance grading framework). Instructors/assessors are strongly encouraged to use the descriptors provided in the appendix to

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assist them in drafting ROA word pictures. ROAs are to be distributed in accordance with *ATI 1-3/08, Individual Training and Assessment in Army*, 2008.

**Appendices:**

1. [Example Assessment Templates](#)
2. [Leadership \(Attitude\) Framework](#)
3. [Performance Grading Framework](#)
4. [Example – Observation Report/Weekly Counselling Tool](#)
5. [Assessment Appeals Process](#)
6. [Record of Attainment Explanatory Notes](#)

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*LWP-G 7-1-2, The Instructor's Handbook, 2008*

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## APPENDIX 1 TO ANNEX A TO CHAPTER 10

### EXAMPLE ASSESSMENT TEMPLATES

#### 1. Diagnostic Assessment – Written WO7CU Conduct Sub-unit Ceremonial Activities Marking Guide

Trainee Name: .....	Trainee/PMKeyS No:.....	Assessor's Name:.....
1. Type of assessment:	Open-book written assessment.	Feedback and general comments:
2. Duration:	You have 5 minutes to read the questions. You will then be told when to start and have 50 minutes to complete the assessment.	
3. References allowed:	<i>Ceremonial Manual, ASOD, LWP-G 7-7-5 Drill, 2005, Army Protocol Manual, WO Sect Handouts.</i>	<b>Ready To Progress/Not Yet Ready To Progress</b>
4. Materials allowed:	Black or blue pens (no pencils).	Formal counselling and retraining required: Yes/No
5. Conduct:	This is an individual assessment; you are not to converse with other trainees during this assessment, you should check your work and then hand your assessment in and move out of the assessment area.	Assessor's signature:.....
6. Questions may require a:	True/False or Yes/No response (circle response), multiple choice response (circle response) or short and long answer response.	Trainee's signature:.....
7. Assessment framework:	You are required to attempt each question. The results of this assessment will determine whether you are ready to proceed with training and/or complete the summative assessment(s).	Date:.....

## Formative Assessment – Example Assessment Templates and Marking Guides

### Guide to Critique

1. Ask the instructor:  
How do you rate your performance in this lesson?  
.....  
Did you notice any problems with your lesson?  
.....  
If you underwent this lesson again, how would you do it differently?  
.....
2. Confirm/comment briefly on instructor's comments. (I agree/disagree)
3. Your performance was detracted by (and suggest methods of improvement)?:  
.....  
.....
4. Your performance was enhanced by:  
.....  
.....
5. Do you have any questions of me (allow trainee to comment)?:  
.....  
.....
6. In summary your assessment was detracted by .....,  
and enhanced by ....., and overall you are deemed:

**Ready To Progress/Not Yet Ready To Progress**

### Formative Assessment – Deliver Army Training

Date/Time:..... Trainee section<sup>(1)</sup>:.....  
Assessment location:.....  
Instructor's name:..... Trainee's number<sup>(1)</sup>:.....  
Assessor's name:.....  
Assessor's signature:.....  
Lesson topic:.....  
Start time:..... Completion time:.....  
Elapsed time:.....

### Performance is not graded on a Formative Assessment

#### Timings

1. The time taken IAW Daily Training Program or Instructions to Trainees.
2. In the event that the Instructor (Trainee) is still conducting the lesson at 2 minutes over the allocated time, the Qualified Assessor is to stop the lesson.

#### Note:

1. Information inserted if assessment tool is used for Trainee Instructors.



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Deliver Army Training – Formative Competency Requirements			
Criteria	Descriptors	Outcome	Evidence/Comments
Preparation	Lesson/delivery plan: Resources and equipment identified Timelines/duration allocated Teaching points/methodology listed (including revision if applicable)	R/N/YR	
Safety	OH&S issues applicable to the learning environment are considered and presented: Hazards identified and mitigated (eg. Theory: effective use of the training space, sufficient and appropriate lighting, ventilation, Practical: equipment inspections conducted, no safety breaches, covered doctrinal requirements) Maintained OH&S awareness throughout lesson, as applicable	R/N/YR	
Training aids	Suitable, clear, correct Enhanced lesson delivery, aided trainee learning	R/N/YR	
Explanations/ Demonstrations	Clear, concise, audible and correct explanations, emphasises essential points Visible, slow and exaggerated demonstrations as required	R/N/YR	
Practice stages	Sufficient practice conducted when required throughout the lesson to confirm trainee understanding and reinforce learning Faults/errors identified and corrected, as necessary	R/N/YR	
Sequence and content	Logical sequence, teaching points covered, linked in stages (if N/YR inspect lesson plan and provide advice)	R/N/YR	
Question technique	Correct sequence Relevant type/technique used: fact finding/provocative/ clarifying/task centred/ confirmatory/opinion seeking/ group question/direct question/ reverse question/distribution and class involvement	R/N/YR	
Test of objectives	Determined if trainees assimilated the subject material and conducted tests IAW the delivery plan	R/N/YR	

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<i>Deliver Army Training – Formative Competency Requirements</i>			
<i>Criteria</i>	<i>Descriptors</i>	<i>Outcome</i>	<i>Evidence/Comments</i>
Learning environment	Maintained learner motivation  Used appropriate language – verbal and non-verbal (ie. positive, inclusive, non-discriminatory, etc.)	R/NYR	
Outcome	The assessment is not graded. As the trainee completes each stage of the assessment, the assessor is to indicate a 'Ready' or 'Not Yet Ready' on this form to indicate if the trainee is ready to progress to the summative stage of assessment	R/NYR	<p><b>Ready</b> = majority of the time achieved the criteria – maybe some minor errors or faults, which did not detract from the lesson.</p> <p><b>Not Yet Ready</b> = significant errors/faults or problems that inhibited learning – failed to motivate or promote the desire to learn. Would prevent application in the workplace. Extensive comments, with example, need to be provided to justify a 'No' or a 'Not Yet Competent'.</p>

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**Retraining by Verbal Debrief:**

Provide additional comments and direct questions to the trainee to ensure that the trainee has assimilated the information and learning outcome against all the criteria.

.....  
 .....  
 .....  
 .....  
 .....

Trainee's and Assessor's signature to acknowledge the verbal retraining has been completed:

Trainee's signature:.....

Qualified Assessor's or Training Supervisor's signature:

.....

**Ready To Progress/Not Yet Ready To Progress**

**Formal (practical) Retraining:**

The trainee is directed to undertake supervised retraining and is to demonstrate to the Qualified Assessor the evidence that they have assimilated the information and learning outcome against all the criteria.

Date for retraining:..... Completed NLT Date:.....

Evidence required for reassessment:

.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

Trainee's and Assessor's signature to acknowledge that the practical retraining and reassessment has been completed:

Trainee's signature:.....

Qualified Assessor's or Training Supervisor's signature:

.....

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**Guide to Critique**

1. Ask the assessor:  
How do you rate your performance in this lesson?  
.....  
Did you notice any problems with your lesson?  
.....  
If you underwent this lesson again, how would you do it differently?  
.....
2. Confirm/comment briefly on instructor's comments. (I agree/disagree)
3. Your performance was detracted by (and suggest methods of improvement)?:  
.....  
.....
4. Your performance was enhanced by:  
.....  
.....
5. Do you have any questions of me (allow trainee to comment)?:  
.....  
.....
6. In summary your assessment was detracted by .....,  
and enhanced by ....., and overall you are deemed:

**Ready To Progress/Not Yet Ready To Progress****Formative Assessment – Critique an Assessor**

- Date/Time:..... Trainee section<sup>(1)</sup>:.....  
 Assessment location:.....  
 Assessor's name<sup>(2)</sup>:..... Trainee's number<sup>(1)</sup>:.....  
 Assessor's signature:.....  
 Qualified Assessor's or Training Supervisor's name:.....  
 Lesson topic:.....  
 Start time:..... Completion time:.....  
 Elapsed time:.....

**Performance is not graded on a Formative Assessment****Timings**

1. The time taken IAW Daily Training Program or Instructions to Trainees.
2. In the event that the Instructor (Trainee) is still conducting the lesson at 2 minutes over the allocated time, the Qualified Assessor is to stop the lesson.

**Note:**

1. Information inserted if assessment tool is used for Trainee Assessor.
2. This is the Staff or Trainee Assessor's name being assessed.

Competency Requirements – Critique an Assessor			
Criteria	Descriptors	Outcome	Evidence/Comments
Assessor preparation	Assessor in possession of relevant assessment materials (assessment tool, training objective/task, reference material, watch).	R/N/YR	
Conduct of assessment	Assessor positioned appropriately during the conduct of the assessment.	R/N/YR	
Conduct of debrief	Assessor sufficiently ready to conduct critique after completion of lesson. Debrief critique conducted in a suitable location. Instructor put at ease prior to critique. Gives valid methods of how to improve instructor's performance. <sup>(1)</sup> Gives valid feedback on lesson enhancement or instructor's performance. <sup>(2)</sup> Followed critique sequence. Control maintained during debrief.	R/N/YR	
Compilation of documentation	Assessment tool legible and complete. <sup>(3)</sup>	R/N/YR	
Knowledge	Planning and preparation, underpinning knowledge of subject, resource management.	R/N/YR	
Techniques, processes and procedures	Understanding of methods of lesson delivery, training aids, learning styles, demonstrations used when required to aid delivery.	R/N/YR	
Communication skills	Aware of non-verbal communication. Verbal communications – correct, effective, clear, concise, positive/future orientated, unambiguous explanations, conscious of barriers to effective communications. Confident posture, good eye contact, enthusiastic. Displayed active listening skills.	R/N/YR	

Competency Requirements – Critique an Assessor			
Criteria	Descriptors	Outcome	Evidence/Comments
Outcome	The assessment is not graded. As the trainee completes each stage of the assessment, the assessor is to indicate a 'Ready' or 'Not Yet Ready' on this form to indicate if the trainee is ready to progress to the summative stage of assessment.	R/NYR	<p><b>Ready</b> = majority of the time achieved the criteria – maybe some minor errors or faults, which did not detract from the lesson.</p> <p><b>Not Yet Ready</b> = significant errors/faults or problems that inhibited learning – failed to motivate or promote the desire to learn. Would prevent application in the work place. Extensive comments, with example, need to be provided to justify a 'No' or a 'Not Yet Competent'.</p>
<p>Notes for Assessor – these notes indicate the standard to be achieved to support the successful completion of the summative assessment.</p> <ol style="list-style-type: none"> <li>Trainee identified performance detractors and offered suggested methods of improvement.</li> <li>Trainee identified performance strengths.</li> <li>Trainee assessor completed the assessment tool (legible).</li> </ol>			

**Retraining by Verbal Debrief:**

Provide additional comments and direct questions to the trainee to ensure that the trainee has assimilated the information and learning outcome against all the criteria.

.....  
 .....  
 .....  
 .....  
 .....

Staff or trainee assessor's signature to acknowledge the verbal retraining has been completed:

Assessor's signature<sup>(1)</sup>:.....

Qualified Assessor's or Training Supervisor's signature:

.....

**Note:**

1. This is the Staff Trainee Assessor's name being assessed.

**Ready To Progress/Not Yet Ready To Progress**

**Formal (practical) Retraining:**

The trainee is directed to undertake supervised retraining and is to demonstrate to the Qualified Assessor the evidence that they have assimilated the information and learning outcome against all the criteria.

Date for retraining:..... Completed NLT Date:.....

Evidence required for reassessment:

.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

Trainee's and Assessor's signature to acknowledge that the practical retraining and reassessment has been completed:

Assessor's signature:.....

Qualified Assessor's or Training Supervisor's signature:

.....  
 .....  
 .....

**Guide to Critique**

1. Ask the instructor:  
How do you rate your performance in this lesson?  
.....  
Did you notice any problems with your lesson?  
.....  
If you underwent this lesson again, how would you do it differently?  
.....
2. Confirm/comment briefly on Assessor's comments. (I agree/disagree)
3. Your performance was detracted by (and suggest methods of improvement)?:  
.....  
.....
4. Your performance was enhanced by:  
.....  
.....
5. Do you have any questions of me (allow trainee to comment)?:  
.....  
.....
6. In summary your assessment was detracted by .....,  
and enhanced by ....., and overall you are deemed:

**Ready To Progress/Not Yet Ready To Progress****Summative Assessment – Deliver Army Training**

- Date/Time:..... Trainee section<sup>(1)</sup>:.....  
 Assessment location:.....  
 Instructor's name:..... Trainee's number<sup>(1)</sup>:.....  
 Instructor's signature:.....  
 Qualified Assessor's or Training Supervisor's name:.....  
 Lesson topic:.....  
 Start time:..... Completion time:.....  
 Elapsed time:.....  
 Performance grade<sup>(2)</sup>:.....  
 (used to record/link information from performance grading form only)

**Timings**

1. The time taken IAW Daily Training Program or Instructions to Trainees.
2. In the event that the Instructor (Trainee) is still conducting the lesson at 2 minutes over the allocated time, the Qualified Assessor is to stop the lesson.

**Note:**

1. Information inserted if assessment tool is used for Trainee Instructor.
2. Only inserted if instructor is deemed Competent.



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Deliver Army Training – Summative Competency Requirements			
Criteria	Descriptors	Outcome	Evidence/Comments
Preparation	Lesson/delivery plan: Resources and equipment identified Timelines/duration allocated Teaching points/ methodology listed (including revision if applicable)	Y/N	
Safety	OH&S issues applicable to the learning environment are considered and presented: Hazards identified and mitigated (eg. Theory: effective use of the training space, sufficient and appropriate lighting, ventilation, Practical: equipment inspections conducted, no safety breaches, covered doctrinal requirements) Maintained OHS awareness throughout lesson, as applicable	Y/N	
Training aids	Suitable, clear, correct Enhanced lesson delivery, aided trainee learning	Y/N	
Explanations/ Demonstrations	Clear, concise, audible and correct explanations, emphasizes essential points Visible, slow and exaggerated demonstrations as required	Y/N	
Practice stages	Sufficient practice conducted when required throughout the lesson to confirm trainee understanding and reinforce learning Faults/errors identified and corrected, as necessary	Y/N	
Sequence and content	Logical sequence, teaching points covered, linked in stages (if N/R inspect lesson plan and provide advice)	Y/N	
Question technique	Correct sequence Relevant type/technique used: fact finding/provocative/ clarifying/task centred/ confirmatory/opinion seeking/ group question/direct question/ reverse question/distribution and class involvement	Y/N	
Test of objectives	Determined if trainees assimilated the subject material and conducted tests IAW the delivery plan	Y/N	

LWP-G 7-1-2, The Instructor's Handbook, 2008

<i>Deliver Army Training – Summative Competency Requirements</i>			
<i>Criteria</i>	<i>Descriptors</i>	<i>Outcome</i>	<i>Evidence/Comments</i>
Learning environment	Maintained learner motivation  Used appropriate language – verbal and non-verbal (ie. positive, inclusive, non-discriminatory, etc.)	Y/N	
Outcome	The assessment is not graded at this stage. As the trainee completes each stage of the assessment, the assessor is to indicate a 'Yes' or 'No' on this form. Once 'Competence' is achieved grade the performance on the performance grading form	C/NYC	<p><b>Yes</b> = majority of the time achieved the criteria – maybe some minor errors or faults, which did not detract from the lesson.</p> <p><b>No</b> = significant errors/faults or problems that inhibited learning: failed to motivate or promote the desire to learn. Would prevent application in the work place. Extensive comments, with example, need to be provided to justify a 'No' or a 'Not Yet Competent.'</p>

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<i>Deliver Army Training (CLO7) – Performance Grading</i>			
<i>Criteria</i>	<i>Descriptors</i>	<i>Grade</i>	<i>Evidence/Comments</i>
Knowledge	A – Excellent knowledge and application – well above the workplace requirement/standard.	A	
	B – Very good knowledge and application – above the workplace requirement/standard.	B	
	C – Satisfactory knowledge and application – meets the workplace requirement/standard.	C	
Communication skills	A – Displays an excellent ability to use a wide range of communication and interpersonal skills. Communication skills well above the workplace standard.	A	
	B – Displays a range of well-developed communication and interpersonal skills. Communication skills above the workplace standard.	B	
	C – Displays an ability to use a range of communication and interpersonal skills. Communication skills are at the workplace standard.	C	
Techniques, processes and procedures	A – Excellent technical skills, processes and procedures which were well above the workplace standard.	A	
	B – Very good technical skills, processes and procedures which were above the workplace standard.	B	
	C – Satisfactory technical skills, processes and procedures which would satisfy the workplace standard.	C	
Work organisation	A – Highly methodical and attention to detail was difficult to fault. Organisational skills were well above the workplace standard.	A	
	B – Methodical and attention to detail was for the most part consistent. Organisational skills were above the workplace standard.	B	
	C – Can demonstrate the stages in planning and organising a work/task function and complete tasks within the time frames given. Organisational skills are at the workplace standard.	C	

Deliver Army Training (CLO7) – Performance Grading			
Criteria	Descriptors		Evidence/Comments
Autonomy	<p>A – Highly capable of completing task(s) independently. Can critique own performance and identify ways to improve performance.</p> <p>B – Capable of completing tasks with limited supervision/guidance/coaching. Can critique own performance and can mostly identify ways to improve performance.</p> <p>C - Capable of completing tasks under general supervision. Can adjust performance after guidance/direction is given.</p>		
Attitudinal qualities (provide comment) <sup>(1)</sup>			
	Overall Grading Achieved	<p>A</p> <p>B</p> <p>C</p>	<p>Excellent performance and well above the workplace standard.</p> <p>Above the standard required in the workplace.</p> <p>At workplace standard.</p>
Trainee's signature: ..... Qualified assessor's signature: .....			
<p><b>Note:</b></p> <p>1. See <a href="#">Appendix 2</a>.</p>			



*Summative Assessment – Plan and Conduct Land Force Operations Section Commander*

<i>Criteria</i>	<i>Descriptors</i>	<i>Outcome</i>	<i>Evidence / Comments</i>
Trainee's Name: ..... Trainee's Number: ..... Date: .....			
All-arms call for fire	Grid to target correct (within 400 m) Direction to target correct (within 40 mils) Target description Fire adjusted correctly to Line OT Correct bracketing Minimum safety distance applied (650 m for 81 mm mortar)	Y/N	
Deliver orders	WNGO issued Mud model – true representation of AO and used during orders Mission statement meets PL COMD intent Execution/general outline Grouping and tasks Action on casualties Action on lost/separation Sequence – is delivered IAW SMEAC Medical plan – is valid and scope is within local and supporting resources	Y/N	
Conduct a section patrol	Navigation – achieved three out of four checkpoints (by day) Navigation – within 100 m of final checkpoint (by night) Protection at the halt – security achieved Conduct of CMAP (QDE) Quick orders conducted Control maintained Security maintained Conduct an AAR	Y/N	

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Summative Assessment – Plan and Conduct Land Force Operations Section Commander			
Criteria	Descriptors	Outcome	Evidence / Comments
Section Commander over 24 hr period	<p>Defence routine:</p> <p>Posting sentries or over watch IAW PL</p> <p>COMD's direction</p> <p>Ensure work tasks allocated to 2IC/or other soldiers are completed</p> <p>Weapon systems are deployed effectively</p> <p>Communications are maintained (radio or other communication devices)</p> <p>Supervise morning/evening routine</p> <p>Camouflage is maintained – both personnel and area</p> <p>Conducts routine inspection of section position</p> <p>Conducts routine weapon inspection</p> <p>Compliance with OH&amp;S requirements within tasks</p>	Y/N	
Outcome	<p>The assessment is not graded at this stage. As the trainee completes each stage of the assessment, the assessor is to indicate a 'Yes' or 'No' on this form. Once 'Competence' is achieved, grade the performance.</p>	C/NYC	<p><b>Yes</b> = vast majority of the time achieved the criteria, maybe some minor errors/faults, but overall achieved the criteria.</p> <p><b>No</b> = major errors/faults or problems that inhibited learning, failed to motivate or promote the desire to learn, poor learning experience.</p>
Trainee's signature: ..... Qualified assessor's signature: .....			

LWP-G 7-1-2, The Instructor's Handbook, 2008

**Summative Assessment – Plan and Conduct Land Force Operations Section Commander Performance Grading**

Criteria	Descriptors	Grade	Evidence/Comments
Trainee's Name: ..... Trainee's Number: ..... Date: .....			
Knowledge	A – Excellent knowledge and application – well above the workplace requirement/standard.	A	
	B – Very good knowledge and application – above the workplace requirement/standard.	B	
	C – Satisfactory knowledge and application – meets the workplace requirement/standard.	C	
Communication skills	A – Displays an excellent ability to use a wide range of communication and interpersonal skills. Communication skills well above the workplace standard.	A	
	B – Displays a range of well-developed communication and interpersonal skills. Communication skills above the workplace standard.	B	
	C – Displays an ability to use a range of communication and interpersonal skills. Communication skills are at the workplace standard.	C	
Techniques, processes and procedures	A – Excellent technical skills, processes and procedures which were well above the workplace standard.	A	
	B – Very good technical skills, processes and procedures which were above the workplace standard.	B	
	C – Satisfactory technical skills, processes and procedures which would satisfy the workplace standard.	C	
Work organisation	A – Highly methodical and attention to detail was difficult to fault. Organisational skills were well above the workplace standard.	A	
	B – Methodical and attention to detail was for the most part consistent. Organisational skills were above the workplace standard.	B	
	C – Can demonstrate the stages in planning and organising a work/task function and complete tasks within the time frames given. Organisational skills are at the workplace standard.	C	

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Summative Assessment – Plan and Conduct Land Force Operations Section Commander Performance Grading			
Criteria	Descriptors	Grade	Evidence/Comments
Autonomy	<p>A – Highly capable of completing task(s) independently. Can critique own performance and identify ways to improve performance.</p> <p>B – Capable of completing tasks with limited supervision/guidance/coaching. Can critique own performance and can mostly identify ways to improve performance.</p> <p>C – Capable of completing tasks under general supervision. Can adjust performance after guidance/direction is given.</p>	<p>A</p> <p>B</p> <p>C</p>	
Attitudinal qualities (provide comment) <sup>(1)</sup>			
Overall Grading Achieved	<p>A Excellent performance and well above the workplace standard.</p> <p>B Above the standard required in the workplace.</p> <p>C At workplace standard.</p>		
Trainee's signature: ..... Qualified assessor's signature: .....			
Note: 1. See Appendix 2.			

LWP-G 7-1-2, The Instructor's Handbook, 2008

## Guide to Critique

## Summative Assessment – Support an Operational Plan Section Second-in-Command

1. Ask the trainee 2IC:  
How do you rate your performance in this assessment?  
.....  
Did you notice any problems with 2IC appointment assessment?  
.....  
If you underwent this command again, how would you do it differently?  
.....
2. Confirm/comment briefly on instructor's comments. (I agree/disagree)
3. Your performance was detracted by (and suggest methods of improvement)?:  
.....  
.....
4. Your performance was enhanced by:  
.....  
.....
5. Do you have any questions of me (allow trainee to comment)?:  
.....  
.....
6. In summary your assessment was detracted by .....,  
and enhanced by ....., and overall you are deemed:

Date/Time:..... Trainee section:.....

Assessment location:.....

Trainee's name:..... Trainee's number:.....

Trainee's signature:.....

Assessor's name: .....

Assessor's signature:.....

What task(s) were involved in the 24 hr period:

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**Competent/Not Yet Competent**

Summative Assessment – Support an Operational Plan Section Second-in-Command			
Criteria	Descriptors	Outcome	Evidence/Comments
Trainee's Name: ..... Trainee's Number: ..... Date: .....			
Comply with a WNGO for a patrol	Acknowledge section tasks from WNGO Confirm with specified timings Demands submitted for ammunition, water, rations and stores Manage troops to tasks during battle procedure Conduct inspections prior to conduct of the patrol	Y/N	
On patrol or tasking	Conduct check navigation Maintained control of manoeuvre group Support SECT COMD's plan	Y/N	
Return from patrol	Conducts checks of stores and weapons Supervision of weapon safety	Y/N	
Battlefield clearance on offensive operations	Collate and redistribute ammunition Casualties treated, supervised and evacuated (KIA and WIA) Information passed to SECT COMD (including intelligence gained) Sense of urgency	Y/N	
Submits a resupply request	OPDEM (water, rations and ammunition)		
Submits a casevac request	Location pick-up point within 100 m Priority correct Nature and description of injury	Y/N	

*Summative Assessment – Support an Operational Plan Section Second-in-Command*

<i>Criteria</i>	<i>Descriptors</i>	<i>Outcome</i>	<i>Evidence/Comments</i>
Section in operations	<p>Defence routine:</p> <p>Posting sentries, or over watch IAW SECT COMD's direction</p> <p>Compile piquet list and monitor its application</p> <p>Maintenance and development of section area</p> <p>Monitor personal and field hygiene</p> <p>Supervise morning/evening routine</p> <p>Inspect weapons for cleanliness and serviceability</p> <p>Maintain weapons and stores register</p> <p>Monitor maintenance and serviceability of dress, stores and equipment</p> <p>Ensure section work tasks are completed</p> <p>Compile demands and administrative states</p> <p>Comply with OH&amp;S requirements within tasks</p>	Y/N	
Outcome	<p>The assessment is not graded at this stage. As the trainee completes each stage of the assessment, the assessor is to indicate a 'Yes' or 'No' on this form. Once 'Competence' is achieved, grade the performance.</p>	C/NYC	<p><b>Yes</b> = vast majority of the time achieved the criteria, may be some minor errors/faults, but overall achieved the criteria.</p> <p><b>No</b> = major errors/faults or problems that inhibited learning, failed to motivate or promote the desire to learn, poor learning experience.</p>

Trainee's signature: ..... Qualified assessor's signature: .....

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Summative Assessment Performance Grading – Support an Operational Plan Section Second-in-Command			
Criteria	Descriptors	Grade	Evidence/Comments
Trainee's Name: ..... Trainee's Number: ..... Date: .....			
Knowledge	A – Excellent knowledge and application – well above the workplace requirement/standard. B – Very good knowledge and application – above the workplace requirement/standard. C – Satisfactory knowledge and application – meets the workplace requirement/standard.	A B C	
Communication skills	A – Displays an excellent ability to use a wide range of communication and interpersonal skills. Communication skills well above the workplace standard. B – Displays a range of well-developed communication and interpersonal skills. Communication skills above the workplace standard. C – Displays an ability to use a range of communication and interpersonal skills. Communication skills are at the workplace standard.	A B C	
Techniques, processes and procedures	A – Excellent technical skills, processes and procedures which were well above the workplace standard. B – Very good technical skills, processes and procedures which were above the workplace standard. C – Satisfactory technical skills, processes and procedures which would satisfy the workplace standard.	A B C	
Work organisation	A – Highly methodical and attention to detail was difficult to fault. Organisational skills were well above the workplace standard. B – Methodical and attention to detail was for the most part consistent. Organisational skills were above the workplace standard. C – Can demonstrate the stages in planning and organising a work/task function and complete tasks within the time frames given. Organisational skills are at the workplace standard.	A B C	

LWP-G 7-1-2, The Instructor's Handbook, 2008

Summative Assessment Performance Grading – Support an Operational Plan Section Second-in-Command			
Criteria	Descriptors		Evidence/Comments
Autonomy	<p>A – Highly capable of completing task(s) independently. Can critique own performance and identify ways to improve performance.</p> <p>B – Capable of completing tasks with limited supervision/guidance/coaching. Can critique own performance and can mostly identify ways to improve performance.</p> <p>C – Capable of completing tasks under general supervision. Can adjust performance after guidance/direction is given.</p>		
Attitudinal qualities (provide comment) <sup>(1)</sup>			
	Overall Grading Achieved	A	Excellent performance and well above the workplace standard.
		B	Above the standard required in the workplace.
		C	At workplace standard.
Trainee's signature: ..... Qualified assessor's signature: .....			
<b>Note:</b> 1. See <a href="#">Appendix 2</a> .			

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**Guide to Critique**

1. Ask the assessor:  
How do you rate your performance in this assessment?  
.....  
Did you notice any problems with your lesson?  
.....  
If you underwent this lesson again, how would you do it differently?  
.....
2. Confirm/comment briefly on Assessor's comments. (I agree/disagree)
3. Your performance was detracted by (and suggest methods of improvement)?:  
.....  
.....
4. Your performance was enhanced by:  
.....  
.....
5. Do you have any questions of me (allow trainee to comment)?:  
.....  
.....
6. In summary your assessment was detracted by .....,  
and enhanced by ....., and overall you are deemed:

**Competent/Not Yet Competent****Summative Assessment – Critique an Assessor**

- Date/Time:..... Trainee section<sup>(1)</sup>:.....
- Assessment location:
- Assessor's name<sup>(2)</sup>:..... Trainee's number<sup>(1)</sup>: .....
- Instructor's signature:.....
- Qualified Assessor's or Training Supervisor's name:.....
- Qualified Assessor's or Training Supervisor's signature:.....
- Lesson topic:.....
- Start time:..... Completion time:.....
- Elapsed time:.....
- Performance grade<sup>(3)</sup>:.....
- Timings
1. The time taken IAW Daily Training Program or Instructions to Trainees.
  2. In the event that the Instructor (Trainee) is still conducting the lesson at 2 minutes over the allocated time, the Qualified Assessor is to stop the lesson.

**Note:**

1. Information inserted if assessment tool is used for Trainee Assessor.
2. This is the Staff or Trainee Assessor's name being assessed..
3. Only inserted if assessor is deemed Competent.

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Competency Requirements – Critique an Assessor			
Criteria	Descriptors	Outcome	Evidence / Comments
Assessor preparation	Assessor in possession of relevant assessment materials (assessment tool, training objective/task, reference material, watch)	Y/N	
Conduct of assessment	Assessor positioned appropriately during the conduct of the assessment	Y/N	
Conduct of debrief	Assessor ready to conduct critique after completion of lesson  Debrief critique conducted in a suitable location and instructor put at ease prior to critique  Gives valid methods of how to improve instructor's performance  Gives valid feedback on lesson enhancement or Instructor's performance  Followed critique sequence  Control maintained during debrief	Y/N	
Compilation of documentation	Assessment tool legible and complete	Y/N	
Knowledge	Planning and preparation, underpinning knowledge of subject, resource management		
Techniques, processes and procedures	Understanding of methods of lesson delivery, training aids, learning styles, demonstrations used when required to aid delivery	Y/N	
Communication skills	Aware of non-verbal communication  Verbal communications – correct, effective, clear, concise, positive/future orientated, unambiguous explanations, conscious of barriers to effective communications  Confident posture, good eye contact, enthusiastic  Displayed active listening skills	Y/N	
Outcome	The assessment is not graded at this stage. As the trainee completes each stage of the assessment, the assessor is to indicate a 'Yes' or 'No' on this form. Once 'Competence' is achieved, grade the performance	C/NYC	<b>Yes</b> = majority of the time achieved the criteria, maybe some minor errors/faults, which did not detract from the lesson.  <b>No</b> = major errors/faults or problems that inhibited learning, failed to motivate or promote the desire to learn, poor learning experience.

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<i>Critique an Assessor – Performance Grading</i>			
<i>Criteria</i>	<i>Descriptors</i>	<i>Grade</i>	<i>Evidence/Comments</i>
Knowledge (Assessor knowledge)	A – Excellent knowledge and application – well above the workplace requirement/standard. B – Very good knowledge and application – above the workplace requirement/standard. C – Satisfactory knowledge and application – meets the workplace requirement/standard.	A B C	
Communication skills (Explanations, demonstrations, confidence)	A – Displays an excellent ability to use a wide range of communication and interpersonal skills. Communication skills well above the workplace standard. B – Displays a range of well-developed communication and interpersonal skills. Communication skills above the workplace standard. C – Displays an ability to use a range of communication and interpersonal skills. Communication skills are at the workplace standard.	A B C	
Techniques, processes and procedures (Assessor skills)	A – Excellent technical skills, processes and procedures which were well above the workplace standard. B – Very good technical skills, processes and procedures which were above the workplace standard. C – Satisfactory technical skills, processes and procedures which would satisfy the workplace standard.	A B C	
Work organisation (Conduct of debrief)	A – Highly methodical and attention to detail was difficult to fault. Organisational skills were well above the workplace standard. B – Methodical and attention to detail was for the most part consistent. Organisational skills were above the workplace standard. C – Can demonstrate the stages in planning and organising a work/task function and complete tasks within the time frames given. Organisational skills are at the workplace standard.	A B C	

LWP-G 7-1-2, The Instructor's Handbook, 2008

Critique an Assessor – Performance Grading			
Criteria	Descriptors		Evidence/Comments
Autonomy (Assessor preparation and compilation of documentation)	A – Highly capable of completing task(s) independently. Can critique own performance and identify ways to improve performance.		A
	B – Capable of completing tasks with limited supervision/guidance/coaching. Can critique own performance and can mostly identify ways to improve performance.		B
	C – Capable of completing tasks under general supervision. Can adjust performance after guidance/direction is given.		C
Attitudinal qualities (provide comment) <sup>(1)</sup>			
	Overall Grading Achieved	A	Excellent performance and well above the workplace standard.
		B	Above the standard required in the workplace.
		C	At workplace standard.
Trainee's signature: ..... Qualified assessor's signature: .....			
<b>Note:</b> 1. See <a href="#">Appendix 2</a> .			

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## APPENDIX 2 TO ANNEX A TO CHAPTER 10

### LEADERSHIP (ATTITUDE) FRAMEWORK

1. [Table 10–3](#) outlines the leadership framework, while [Table 10–4](#) outlines the leadership descriptor.

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**Table 10–3: Leadership (Attitude) Framework**

<i>Qualities</i>			
Integrity	<p>Is honest and holds to sound ethical principles</p> <p>Prepared to risk unpopularity to stand up for what is ethical, truthful or honest</p> <p>Supports and protects those who are honest and truthful</p> <p>Does not lie, cheat or steal</p> <p>Is direct, open and straightforward</p> <p>Is consistent in approach to others</p> <p>Acknowledges personal shortcomings</p> <p>Complies with directives, orders and policies in a positive and mature manner</p> <p>Challenges and reports unethical or illegal orders</p> <p>Seeks the truth and frankly represents it to all</p>	Commitment	<p>Is dedicated to the purpose of their profession</p> <p>Maintains self-discipline</p> <p>Constantly seeks self-improvement</p> <p>Seeks opportunities for self-education</p> <p>Is honest regardless of personal disadvantage</p> <p>Is diligent in the conduct of their duties</p> <p>Displays purpose and drive</p>

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Qualities			
Teamwork and loyalty	<p>Is loyal to the group and conscious of group needs (a team player)</p> <p>Is cooperative</p> <p>Displays a sense of purpose</p> <p>Is committed to achieving the goals of the organisation</p> <p>Is interested in the development of the organisation</p> <p>Takes pride in the development of the organisation and team</p> <p>Uses appropriate methods to motivate others to raise team morale</p> <p>Supports superiors</p> <p>Contributes to the development of team solutions</p> <p>Is a strong team participant</p> <p>Influences others to achieve outcomes reflecting credit upon themselves, the group and the unit</p> <p>Allocates credit to others where due</p> <p>Demonstrates humility</p> <p>Accepts allocated tasks without complaint</p> <p>Accepts justified criticism</p> <p>Is fair in all dealings with others</p> <p>Places the team before self</p> <p>Offers assistance to others a matter of practice</p> <p>Exerts a positive influence on peers/superiors</p>	Initiative	<p>Is a self-starter</p> <p>Is self-reliant</p> <p>Thinks along constructive original lines</p> <p>Sets and actions tasks in accordance with team priorities</p> <p>Looks for opportunities and plans accordingly</p> <p>Seeks challenges and seizes opportunities</p> <p>Takes risks, but does not gamble on outcomes</p> <p>Anticipates requirements</p> <p>Finds new and better ways of performing tasks</p> <p>Applies new concepts and techniques to achieve effective and efficient results</p> <p>Seeks to improve own skills</p> <p>Takes charge in the absence of detailed instructions</p> <p>Requires minimal supervision</p>

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Qualities			
Courage and self-discipline	<p>Maintains personal and professional standards</p> <p>Demonstrates self-control</p> <p>Maintains calmness, confidence and resolve</p> <p>Places mission accomplishment ahead of personal comfort or convenience</p> <p>Sets a positive example for others to emulate</p> <p>Is considerate of others</p> <p>Places principles before self-interest</p> <p>Does what is right and fair</p> <p>Maintains a sense of humour</p> <p>Asks for help when needed</p> <p>Punctual</p>	Responsibility	<p>Identifies problems, seeks advice and implements solutions</p> <p>Is reliable</p> <p>Assumes responsibility for mistakes and shortcomings of self and subordinates</p> <p>Accepts responsibility for compliance with rules and regulations</p> <p>Delegates responsibility effectively</p> <p>Displays a willingness to face conflicts</p> <p>Does not ask somebody to do something that they would not do themselves</p> <p>Plans tasks and allocates time appropriately</p> <p>Seeks to improve own standards</p> <p>Makes considered decisions</p> <p>Squashes rumours</p> <p>Is professional at all times</p> <p>Acts as a role model for peers and subordinates</p>

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**Table 10–4: Leadership Descriptor**

<i>Descriptor</i>	<i>Explanation</i>	<i>Grade</i>
Leadership was of a satisfactory standard.	This rating should be awarded where the trainee has performed adequately in leadership roles, particularly in routine circumstances, or the trainee has not had significant leadership roles but has performed in other ways that suggest that the trainee would probably handle routine circumstances in a satisfactory manner.	Competent
Leadership did not result in a productive, efficient, skilled, motivated or cohesive workforce.	This rating must be based on direct observation of the trainee's performance in the leadership roles. The trainee must have demonstrated a lack of ability to lead others.	NYC
Leadership was impeccable, even in highly complex and demanding circumstances.	This rating must be based on extensive observations of the trainee's performance in the leadership roles. For a trainee to receive this rating, the assessor must not have any doubts concerning the trainee's SKA pertaining to leadership of others.	A
Leadership achieved results of an excellent standard.	This rating must be based on extensive observations of the trainee's performance in the leadership roles. The trainee must have performed very well in leadership situations more complex and demanding than routine circumstances.	B+
Leadership achieved results of a very good standard.	The rating should be awarded where the trainee has performed very well in the leadership roles, particularly in routine circumstances, but has not been faced with significantly more challenging, complex and demanding circumstances; or the trainee has not had significant leadership roles but has performed in other ways that suggest that the trainee would handle routine circumstances very capably and would have the capacity to cope with significantly more challenging, complex and demanding circumstances.	B
Leadership achieved results of a good standard.	This rating should be awarded where the trainee has performed well in leadership roles, particularly in routine circumstances, but has not been faced with significantly more challenging, complex and demanding circumstances; or the trainee has not had significant leadership roles but has performed in other ways that suggest that the trainee would probably handle routine circumstances capably and may have the capacity to deal with more challenging, complex and demanding circumstances.	C+



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## APPENDIX 3 TO ANNEX A TO CHAPTER 10

### PERFORMANCE GRADING FRAMEWORK

#### Performance Grading – Guidelines

1. The assessment framework involves assessors collecting evidence and making professional judgments on the following:
  - a. whether a trainee has attained competency against the relevant course/module learning outcomes and associated assessment criteria; and
  - b. the level of performance of a trainee against a set of supplementary set of grading criteria.
2. The performance levels and subsequent grades are as follows:
  - a. *Grade A (Excellent)*. The performance achieved a grading which is well above the workplace standard. Descriptors are provided in [Appendix 2](#).
  - b. *Grade B (Very Good)*. The performance achieved a grading which is above the workplace standard. Descriptors are provided in [Appendix 2](#).
  - c. *Grade C (Satisfactory)*. The performance achieved a grading which meets the workplace standard. Descriptors are provided in [Appendix 2](#).

#### Business Rules for Grading

3. Grading is determined only after a decision regarding competency has been made. Trainees are only eligible for a grade if they have been assessed as competent against the competency indicators/descriptors on the marking guide. There is no numerical scoring (see [Table 10–5 on page 10A3-5](#)).
4. Once each assessment has been completed and the outcome indicates competency, the trainee may be graded against each of the excellent, very good and satisfactory descriptors, if applicable.

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5. The final grade (A/B/C) can be determined as an average for an individual assessment or as an average after a 'cluster' of assessments have been completed for a particular module (command, leadership, management, operations, training).
6. If a trainee does not achieve competency in a competency indicator (on the marking guide), the trainee can be prompted/coached to gather additional evidence. However, if a trainee requires a significant amount of prompting by DS or peers to complete an assessment task, performance grading should not to occur above satisfactory (C).
7. All summative knowledge assessments require trainees to answer all the questions correctly.
8. It is possible that some assessments will not be given a performance grade – as for a summative knowledge assessment.
9. If a trainee is deemed NYC for a summative assessment and then undertakes retraining/reassessment (while on course) and is deemed competent, a performance grade of satisfactory (C) is automatically allocated.
10. In instances where the trainee has been granted Recognition of Current Competency/Recognition of Prior Learning for an assessment item, competency is awarded (Recognition of Current Competency) and a grade of satisfactory (C) is allocated.

## Reporting

11. A trainee who receives an NYC is not to have a grade awarded on their ROA until they achieve competence against all outstanding course learning outcomes. Once a trainee is deemed competent as a result of a post-course retest, the trainee will automatically receive a grading score of satisfactory (C) for that assessment item. The original ROA will be amended so that competency is awarded on the front page of the ROA, as is the grading A to C. C replaces NYC on the second page of the report, and the word picture reflects the fact that the trainee has been deemed competent for the relevant

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competency unit/learning outcome following post-course retest.

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**Table 10–5: Performance Grading Framework**

<i>Qualities</i>	<i>Grade Descriptor</i>	<i>Grade</i>	<i>Performance Descriptors</i>
Knowledge application: demonstrated a breadth of underpinning knowledge and was able to apply it to the assessment task	Excellent	A	Effectively and readily applies underpinning knowledge to the performance of the work functions/tasks. Can generate and justify principles, procedures and the required task outcome. The trainee can predict the impact of internal and external factors affecting workplace situations/tasks and can confidently adapt knowledge and the subsequent application of this knowledge without hesitation. Application of knowledge was such that the trainee would not falter in the workplace. The trainee is in an excellent position to instruct/teach others in the workplace. They would be able to complete workplace tasks without assistance and would need limited doctrinal documents to draw from. The trainee's excellent level of knowledge would mean that they could confidently and readily apply knowledge to all abstract, unfamiliar and/or complex practical situations with ease. Due to their large breadth of underpinning knowledge, the trainee is highly capable of identifying own and other faults during application and correcting them immediately. Excellent knowledge and application which is well above the workplace requirement/standard.
	Very Good	B	Demonstrates a very good knowledge and understanding of all key concepts and knowledge underpinning the work function(s)/task(s). Can justify principles, procedures and the required task outcome, if required. The trainee can, on most occasions, predict the impact of internal and external factors affecting workplace situations/tasks and can modify subsequent application of this knowledge, if required. Application of knowledge was such that the trainee is not likely to falter in the workplace, and if they did, the trainee would easily and quickly recover without assistance from external source(s). The trainee is in a very good position to instruct/teach, with minimal preparation. The trainee's very good level of knowledge would mean that they could apply knowledge to most abstract, unfamiliar and complex practical situations with relative ease. Due to their very good breadth of knowledge, the trainee is capable of identifying own and other faults during application and correcting them in a timely fashion. Very good knowledge and application which is above the workplace requirement/standard.
	Satisfactory	C	Demonstrates an understanding of key concepts and knowledge underpinning the task(s). Satisfactorily applies these understandings in the performance of the work functions or simulated work tasks. The trainee is capable of predicting the impact of internal and external factors affecting workplace situations/tasks and can often adapt knowledge and the subsequent application of this knowledge with minimal prompting/coaching (which would be considered reasonable in the workplace). Application of knowledge was such that if the trainee faltered in the workplace, they would be able to self-correct given time. The trainee is capable of instructing/teaching others in the workplace if they are adequately prepared, rehearsed and studied the appropriate reference material and received limited assistance from subject matter experts. The trainee's very good level of knowledge would mean that they could apply knowledge to less familiar tasks and familiar, complex practical situations. Due to their breadth of knowledge, the trainee is capable of identifying own faults and the faults of others in a familiar task, and correcting them in a satisfactory timeframe. Satisfactory knowledge and application which meets the workplace requirement/standard.

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Qualities	Grade Descriptor	Grade	Performance Descriptors
Communication skills: communication, people networking, language and interpersonal skills IAW Defence Service conventions and protocols	Excellent	A	Displays an ability to use a wide range of communication and interpersonal skills, and displays a thorough understanding and correct use of key technical/Defence language in performance of the work task(s). Adapts language and demeanour as required by the situation/audience. Communicates and presents complex ideas effectively in graphic, written and verbal forms confidently using a wide variety of information systems/technologies. An extremely confident speaker/presenter with a natural command presence. Active participant in group discussions and is able to balance listening and responding. Synthesises what has been heard and responds and evaluates or elaborates on ideas offering constructive and alternative perspectives. Can explain issues using audience-appropriate contexts, case studies and examples, when required. Written work is difficult to fault and is highly workable and readable – fulfils intended purpose; format is excellent and consistent with the Defence Service writing conventions; language structures are free from spelling, punctuation and grammatical errors; and vocabulary level is sophisticated and appropriate to the context. Can quickly source data from a variety of information systems unaided and can conduct a sophisticated, independent analysis of task requirements using theoretical documents, personal experiences and organisational lessons learnt. Demonstrates communication skills well above the workplace standard, which means they could effectively assist others.
	Very Good	B	Applies a range of well-developed communication and interpersonal skills appropriate to the audience and situation, and displays a very good understanding and correct use of key technical/Defence language in the performance of the work task(s). Communicates and presents complex ideas effectively in graphic, written and verbal forms using a variety of information systems/technologies. A confident speaker/presenter with command presence. Participates in group discussions and listens to others and responds appropriately, reflecting a personal understanding of the viewpoints expressed. While may have less familiarity with a topic/tasks, the trainee is able to use contexts and case studies to explain issues. Written work is of a high standard – fulfils intended purpose with only minor errors in Defence Service writing conventions and spelling, punctuation and grammar that do not significantly affect the workability or readability of the document. With general guidance, can source data from a variety of information systems and can conduct an analysis of task requirements using theoretical documents, personal experiences and organisational lessons learnt. Demonstrates communication skills above the workplace standard and can assist others.

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Qualities	Grade Descriptor	Grade	Performance Descriptors
Communication skills (cont)	Satisfactory	C	Demonstrates an ability to use a range of communication and interpersonal skills appropriate to the audience and situation. Demonstrates a satisfactory understanding and the correct use of technical/Defence language in performance of the work task(s). Communicates using relevant terminology, doctrinal principles and basic examples and contexts. Communicates ideas and relates sensitively to others within syndicate/group discussions. Can listen to the ideas of others and respond to them, if required. Written work adheres to most basic expectations regarding Defence Service writing conventions and written literacy skills – mostly fulfils intended purpose, with minor errors of spelling, punctuation and grammar that may have needed some reworking to elevate it to the workplace standard (which would be considered reasonable in the workplace). Demonstrates communication skills at the required workplace standard. With guidance, can source data from information systems and can conduct a basic analysis of task requirements using theoretical documents, personal experiences, organisational lessons learnt, and other instructor and peer networks. Demonstrates communication skills at the workplace standard and can offer assistance to others, particularly in their area of expertise.
Techniques, processes and procedures:  applies drill, procedures, processes, safe equipment use IAW Defence doctrine	Excellent	A	Displays excellent technical skills/procedures to a standard well exceeding workplace requirements/standards. Technical ability meets all doctrinal standards, and performance demonstrates the ability to go beyond the task requirement and cater for additional/unforeseen situations. Demonstrated excellent analysis of processes and was able to cater for a variety of audience participants – who may have a varying level of knowledge and skill – and adapt techniques/process instinctively. Used resources/equipment available safely and very effectively. Regularly used innovative and pragmatic methods/techniques to demonstrate a workplace task, when appropriate. They are highly aware of the safety risks associated with a task and mitigates accordingly to avoid any safety breaches. Demonstrated technical ability in a short period. Used the 'blueprint' with a high level of accuracy and consistency but was comfortable and confident to deviate from the process/template. Technical performance was indicative of someone who could confidently instruct/demonstrate the techniques and processes to others in the workplace. Technical skills, processes and procedures were well above the workplace standard and the trainee could easily replicate performance in all and/or new situations in the workplace.
	Very Good	B	Effectively performs all technical skills/procedures to a standard above the workplace requirement, including correct use of any equipment. Selects and manipulates appropriate materials, techniques and equipment to cater for the audience and adapts techniques/processes, when required, with ease. Was aware of the safety risks associated with the task and safely completed workplace tasks. Frequently used innovative and pragmatic methods/techniques to demonstrate a workplace task when required. Used the 'blueprint' accurately and consistently and was prepared to deviate slightly from the process/template if required. Demonstrated technical ability in a relatively short period. Can analyse the impact of the task on others and modified techniques/processes to cater for the audience/situation, when required. Technical skills, processes and procedures were above the workplace standard and the trainee could replicate performance in most and/or less familiar situations in the workplace.

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<i>Qualities</i>	<i>Grade Descriptor</i>	<i>Grade</i>	<i>Performance Descriptors</i>
Techniques, processes and procedures (cont)	Satisfactory	C	Performs all technical skills/procedures to the doctrinal standard required by the workplace, including correct use of any equipment. Can use equipment safely. Carries out most procedures without direct supervision or intervention. Functions sometimes through imitation and rote presentation of drills, processes and procedures for tasks that have less familiarity but overall can lead others through workplace tasks. Technical skills, processes and procedures satisfy the workplace standard and the trainee could replicate performance in most and/or familiar situations in the workplace.
Work organisation: planning, preparation, rehearsal, resource preparation	Excellent	A	Demonstrates an excellent understanding of the benefits of effective work/task organisation. Applies excellent planning and organisational skills when preparing, executing and validating work functions/tasks. Clearly established personal learning goals and/or motivated a team to achieve task outcomes. Developed and/or acquired resources after effective analysis, and simulated contexts to aid understanding of self and others. A high level of planning and preparation allowed the trainee to complete all tasks in a timely and efficient manner. A high level of rehearsal was obvious. Prioritised tasks effortlessly and completed the task well before the given time frames. Highly methodical and attention to detail was difficult to fault. Organisational skills well above the workplace standard.
	Very Good	B	Demonstrates a very good understanding of the benefits of effective planning and work organisation. Applies good planning and organisational skills when preparing, executing and validating work functions/tasks. Established personal learning goals and/or assisted the team to achieve task outcomes. Acquired the necessary resources after analysis, and could provide examples to aid understanding for self and others. A very good level of planning and preparation allowed the trainee to complete most tasks in a timely and efficient manner. Rehearsal was obvious. Prioritised tasks and often completed the task before the given time frames. Methodical and attention to detail was for the most part consistent. Organisational skills are above the workplace standard.
	Satisfactory	C	Demonstrates a sound understanding of the benefits of effective work/tasks organisation. Applies adequate planning and organisational skills when preparing, executing and validating work functions/tasks. Can establish personal learning goals, and can contribute to a team to achieve task outcomes. Acquired basic resources after analysis. Can demonstrate the stages in planning and organising a work/task function and complete tasks within the time frames given. Rehearsal was conducted for most tasks. Organisational skills are at the workplace standard.



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<i>Qualities</i>	<i>Grade Descriptor</i>	<i>Grade</i>	<i>Performance Descriptors</i>
Autonomy	Excellent	A	Works autonomously to safely complete tasks IAW workplace requirements and conditions. Displays a significant level of independence and did not need any coaching and/or prompting by others. Actively seeks out and locates the required reference material/information. Is highly capable of establishing personal and/or team task goals, and monitoring them until completion. Can critique own performance and identify ways to improve. Readily offers assistance to others. Can work cooperatively, comfortably and confidently within a team, and is considered by others as a valuable information source and role model that they can confidently seek guidance from. The trainee is highly capable of completing the task(s) independently in the workplace and would likely be seen as a SME.
	Very Good	B	Works with limited supervision to safely complete tasks in accordance with workplace requirements and conditions. Task performance conforms with all Defence/Army work standards to a high standard. The trainee could perform independently in the workplace, with minimal subject matter input, in order to demonstrate/instruct others.
	Satisfactory	C	Under general supervision works to safely complete tasks in accordance with workplace requirements. After additional guidance/direction is given, the trainee may have to modify, redesign or resubmit workplace products, but this was considered a realistic workplace expectation. The trainee could perform independently in the workplace for the majority of the time, particularly in their area of expertise.
<i>Grade</i>	<i>Grade Descriptor</i>	<i>Overall – Performance Grading Descriptor</i>	
A	Excellent	Demonstrated achievement of the specified standard as well as demonstrating a level of performance that meets the additional criteria for Excellent. Performance is well above workplace standard.	
B	Very Good	Demonstrated achievement of the specified standard as well as demonstrating a level of performance that meets the additional criteria for Very Good. Performance is above workplace standard.	
C	Satisfactory	Demonstrated achievement to the specified standard. Performance meets workplace standard.	

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## APPENDIX 4 TO ANNEX A TO CHAPTER 10

### EXAMPLE – OBSERVATION REPORT/WEEKLY COUNSELLING TOOL

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**Part 1 Competency – Leadership, Skills and Knowledge (Formative Guidance)***Personal Particulars – Formative Observation Report/Weekly Counselling (Circle One)*

Trainee No:		Week:	
PMKeyS No:		Rank:	
Full Name:		Date:	
Formative Leadership Indicator: <sup>(1)</sup>		Tick ( )	Comment
Leadership is of a satisfactory standard.			
Leadership does not result in a productive, efficient, skilled, motivated or cohesive workforce.			
Attributes <sup>(1)</sup>	Ready (R)/Not Yet Ready (NYR)	Comments	
Integrity			
Teamwork and loyalty			
Courage and self-discipline			
Commitment			
Initiative			
Responsibility			
DS Overview – Trainee's skills and knowledge (command, leadership, management, operations and training modules):			
Trainee's comments:			
DS's name: .....		DS's signature: .....	Date: .....
Trainee's signature: .....			
<b>Note:</b>			
1. Refer to descriptors in <a href="#">Appendix 2</a> . A copy is to be provided to the trainee.			

**Part 2 Performance Grading – Leadership, Skills and Knowledge**  
**(Formative Guidance – Weekly Only)**

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This scale identifies how you, as a trainee, are 'tracking' with regards to your leadership qualities and ability.

- |    |                          |   |
|----|--------------------------|---|
| A+ | <input type="checkbox"/> | Leadership is impeccable, even in highly complex and demanding circumstances. |
| B+ | <input type="checkbox"/> | Leadership is achieving results of an excellent standard.                     |
| B  | <input type="checkbox"/> | Leadership is achieving results of a very good standard.                      |
| C+ | <input type="checkbox"/> | Leadership is achieving results of a good standard.                           |

DS Comments – Leadership Attributes:

DS Comments – Skills and knowledge (command, leadership, management, operations and training modules):

#### Leadership – Notes for Trainees

Leadership involves harnessing the energy, enthusiasm and skills of a group to achieve assigned organisational objectives in a range of work situations. In a practical sense it involves the following:

- influencing peers and superiors,
- motivating peers and subordinates, and
- directing and controlling
- managing subordinates.

In relating the leadership of a trainee, assessors should consider the following:

- Leadership plays a key role in an organisational environment of change, uncertainty and confusion. The primary purpose of leadership is to reduce that uncertainty and confusion and establish a clear pathway to achieve the organisational objective.
- In the leadership context an implicit organisational objective is group harmony and cohesion. A failure to achieve group harmony and cohesion is a failure of leadership.
- Motivating, inspiring and setting a personal example are means by which a leader may harness the energy and enthusiasm of the group.
- Organising, giving orders and directions, and assigning tasks are means by which leaders harness the skills of the group.
- Effective leadership in situations of low complexity and challenge does not necessarily indicate the potential for leadership in more complex and demanding circumstances. Some trainees may not be observed in all aspects of the leadership roles. An assessor may use observations of related aspects of the member's performance to estimate the trainee's capacity to perform as a leader of others.

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## APPENDIX 5 TO ANNEX A TO CHAPTER 10

### ASSESSMENT APPEALS PROCESS

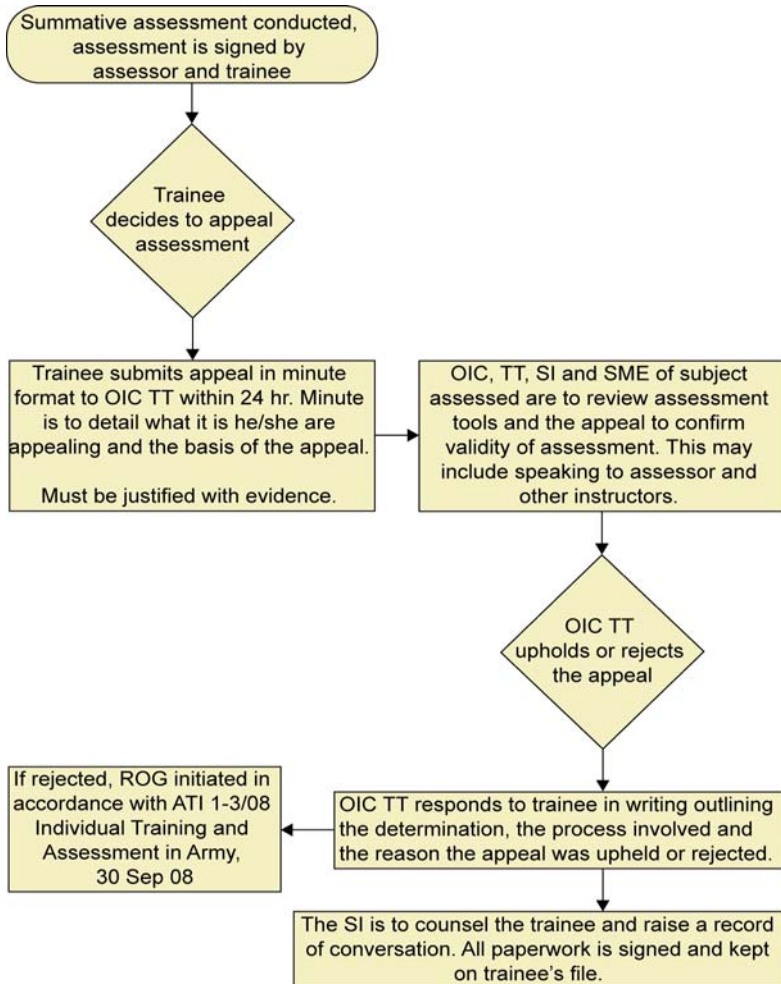


Figure 10–1: Assessment Appeals Process

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## APPENDIX 6 TO ANNEX A TO CHAPTER 10

### RECORD OF ATTAINMENT EXPLANATORY NOTES

#### Record of Attainment Explanatory Notes

1. In order to provide further guidance on the completion of All Corp Soldier Training Continuum ROAs, [Table 10–6](#) provides specific details, which corresponds to the numbers listed on the blank ROA.

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**Table 10–6: Record of Attainment Explanatory Notes**

<i>Number</i>	<i>Field or Section</i>	<i>Remark</i>
1.	ROA number	This is an internal numbering system, which should make it easier to find archived records. It is suggested that the course number and trainee number is placed in this box, if possible (eg. 01/08-66).
2.	Personal particulars	Enter the details of the member being assessed. Indicate if the member is on full-time or part-time service in the 'Corps, Cat' field.  Use PMKeyS number where possible.
3.	The purpose of this record	Mark the relevant box with an 'X'. Off-the-job training is completed usually on a formal course. OJT refers to structured, assessed training carried out in the member's unit. The RCC/RPL boxes are to be used when a member is granted recognition in a training course or program based solely on the provision of evidence or the demonstration of previously gained competencies/learning outcomes. You can tick more than one box if applicable (eg. RCC and course work).
4.	EDP number	Enter the course identification number which is available through PMKeyS. It is available on the National Course Schedule. If there is no number for the particular program of training, enter the course short title. Note that you should not be conducting a course unless it has been scheduled on PMKeyS.
5.	Title and TMP version	Enter the full title of the course/training program, including the course number and year identifier. In the case of OJT or RCC/RPL, enter the title of the off-the-job training course to which the assessment is related (eg. 01/08 Subject 1 Sergeant Course [ARA]).  Information regarding the TMP version is to be provided. This is to include the version number and date (eg. Version 3.1, Oct 08.).
6.	Aim or purpose	Enter the aim of the course as stated in the TMP.
7.	Duration (hours)	Enter the amount of time spent undergoing training. This should be detailed in the TMP. For OJT the actual amount of time spent undergoing specifically relevant training as opposed to the calendar duration of the OJT program is to be entered here. If this information is not available, 'N/A' is to be entered into this field.
8.	Qualifications, awards attained	Enter full details of any qualifications awarded. Indicate in the first instance whether the trainee is Competent or Not Yet Competent. Then enter a course grade in brackets (A/B/C pass). If a course grade is entered, the grading system is to be defined/explained via the comments in the word picture. Note that a trainee cannot be deemed NYC and receive a grade. A grade is awarded when the trainee achieves competency for all CLOs.
9.	National recognition	This section of the ROA identifies any national accreditation associated with successful completion of the course.

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Number	Field or Section	Remark
10.	Course or program accredited with	Enter 'ACTARC' – ACT Accreditation and Registration Council.
11.	Course or program registered with	Enter 'Australian Army (0050)'. This is the Army's RTO number.
12.	National code	This is the national code used to identify if there is a civilian accreditation offered at the completion of the course. This information can be found on the Defence Civil Accreditation website. It is to specifically identify the year that the national training package was endorsed. It is determined by TC-A.
13.	Course or program is based on national competency standards for	Any civilian-recognised qualifications are placed in this box. For partial completion of qualification a 'Statement of Attainment' is awarded. Full certificates may also be awarded. It is to be written in full including the code. This information is provided in the TMP and is detailed on the Defence Civil Accreditation website. It is determined by TC-A and endorsed by the relevant industry skills council. Participants can apply for these Statements of Attainment or certificates through the Defence Civil Accreditation website.
14.	AQF level	Enter the AQF level for the competency standards as outlined in Field 12. The qualification level is determined by using the first number that appears in the code (eg. TAA40104 is a Certificate Level IV qualification).
15.	Certifying authority and training institution or authority	Enter the full title of the training establishment and location. The CO/CI is the certifying authority. They may delegate this responsibility to the OIC. The certifying authority is responsible for ensuring all training has been delivered and assessed by qualified personnel IAW TC-A directives/policies.
16.	Number	Enter the number for each unit of competency/course learning outcome shown in the TMP. The national/Defence code is provided in the first instance. If no code is provided, use the internal course learning outcome numbering system. The PMKeys 'U' number is to be provided when known – after the competency title – as this assists with the entering and searching of CLOs by administrators.
17.	Learning outcome or competency statement	Enter these as they appear in the TMP. Do not wordsmith CLO/CU <sup>(1)</sup> titles or add/delete any items from this list.
18.	Competent or Not Yet Competent	Enter C or NYC against each unit of CLO/CU <sup>(1)</sup> . Where the member was granted partial recognition for competencies/learning outcomes, RCC is to be entered. If the CLO/CU <sup>(1)</sup> has not yet been attempted place a (-) in this box. Do not make up abbreviations.
19.	Pass or Fail	Leave blank.

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Number	Field or Section	Remark
20.	CLO level	All nationally recognised competencies are allocated a Level 4 – ready for employment. Enterprise (Defence) competencies, without a national code, will be allocated a level in the TMP (TBA). Levels are explained in <i>ADFP 7.0.2, The Defence Training Model</i> , 2006 (Chapter 3).
21.	Training time	The time spent in hours on each unit of competency is to be listed here if available. Otherwise, N/A is to be entered.
22.	Proficiency	Proficiencies are determined by TC-A/Army and are prefixed in PMKeys with the letter 'P'. All proficiencies should be listed in the relevant TMP.
Note: 1. For the purpose of this table the abbreviation CU stands for competency unit.		

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## ANNEX B TO CHAPTER 10

### ORAL ASSESSMENT

1. **Introduction.** Normally, oral tests takes the form of a question and answer session with trainees. Oral tests are not particularly accurate measurements of a trainee's performance and understanding of the subject material. Sometimes restrictions on time may mean written tests are unable to be administered and oral tests will be used in lieu. There may also be trainee literacy deficiencies that obligate the administration of oral tests.
2. **Preparation.** Like written tests, oral assessment must be based on the learning outcomes of the period of instruction. Questions for oral tests should be planned and written lesson plans. Clear assessment criteria must be written down so that, if there is a challenge by the trainee over the results of the assessment, the trainee can be reassessed under the same conditions.
3. **Conduct.** Oral tests should be conducted in the same manner as question and answer sessions that confirm the learning of each stage. The only difference is that the session goes on for longer and is tightly controlled so that as many trainees as possible contribute answers. [Chapter 8](#) contains information on the techniques for conducting question and answer sessions.
4. Instructors/assessors who plan to use oral assessment must make sure that they follow the following steps:
  - a. Fully inform trainees about the intention to assess their presentations or lesson contributions and, equally importantly, why you will be doing so. (This should be done during the approach stage of the lesson, at the statement of objectives phase.)
  - b. Publish clear assessment criteria and grading so that trainees are fully aware of how their performance will be judged.

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- c. Provide feedback at regular intervals to ensure that trainees are given opportunities to improve their performance.
- d. Keep clear and accurate records on the performance of every trainee according to the published assessment criteria. This is particularly important in the case of any disputed marks at a later stage.
- e. Ensure that every instructor involved in the course issues the same guidelines and uses the same criteria to ensure parity of experience.
- f. Provide guidance information for trainees on oral communication skills. This is important for every trainee but particularly for trainees from non-traditional entry routes, trainees where English is their second language, and international trainees.
- g. Review the use of the assessment method regularly, including trainee feedback.



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## ANNEX C TO CHAPTER 10

### PRACTICAL ASSESSMENT

#### Introduction

1. Practical tests involve the execution of physical actions and a demonstration of mental skills. Some mental skills can be tested with written assessment. However, other mental skills will need to be tested during the execution of physical skills, for example, driving a vehicle under blackout conditions.
2. Practical assessment should be designed to follow the task conditions and standards set by the learning outcomes or the assessment criteria statement in a unit of competence. Often practical tests involve only the further execution of physical and mental skills practised in the period of instruction, for example, individual performances of drill movements, repair procedures or gunnery drills.

#### Preparation

3. The preparation of a practical assessment involves creating a test setting. Typically instructors, and possibly assessors assisting instructors, take each trainee through a performance test. They should position other trainees out of sight of the testing location.
4. The aim of a practical assessment is to confirm that trainees can execute physical skills or/and demonstrate mental skills taught in the teaching stages of instruction. Consequently the focus of collective or group practice is changed to the individual for assessment.
5. Base the test on the task, conditions and standards of module learning outcomes or equivalent guidance from the chain of command, and take the following steps:
  - a. *Plan the Instructional Location.* For example, allocate a room as a waiting area and nominate a suitable testing area.

- b. *Allocate Time for the Test.* Sometimes additional assessors should be allocated to test trainees.

## Conduct

6. Normally, the conduct of a practical assessment is an extension of the practice of the mental and physical skills being taught during instruction. The difference is that the practice now focuses on each trainee being required to perform under close supervision and under the conditions detailed in the range statement of the unit of competence. This confirms that all trainees have assimilated the instruction and whether they are competent or not. For drill and weapons lessons, instructors normally administer the assessment to groups of trainees in squad formation. It is important that further testing occurs for each trainee at another time, for example, weapon training tests.
7. Practical tests should be introduced with clear instructions. It is important to describe the conditions of the test, the method of assessment and the use of the result. For example, will the result be summative or formative? Trainees may need to be positioned for practical testing. This can be as simple as resting the squad while each trainee performs, or positioning trainees in a waiting area while each individual performs.

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## CHAPTER 11

# INSTRUCTOR AND ASSESSOR DEVELOPMENT

### SECTION 11-1. INTRODUCTION

- 11.1** Instructors should assess themselves based on their effectiveness in facilitating trainee competence, being the purpose of all training. This chapter provides a guide for instructors and assessors on how to assess their instructional and professional competence.
- 11.2** Training best practices require assessment of instructors and assessors and regular development to assist in improving instructor performance. This chapter covers how a training supervisor can assess and develop either a trainee or substantive instructors and should be read in conjunction with Army's current policy on instructor and assessor development.

### SECTION 11-2. INSTRUCTOR AND ASSESSOR SKILL ISSUES

- 11.3** Occasionally, instructors and assessors may find that trainee and/or group assessment results do not meet the required standard of the module learning outcome. In these cases it provides instructors and assessors an opportunity to identify potential problems in their instruction and assessment skills. Instructors and assessors should review each of the possible causes identified in [Table 11-1](#) to isolate reasons for poor trainee and group results. Looking at each cause separately will provide the instructor and assessor with detailed feedback on their own performance and provide a starting point to rectify instructional or assessment issues.

**Table 11–1: Factors Influencing Test Results**

<i>Observation</i>	<i>Possible Cause</i>
Unexpectedly poor individual results	poor test design, lack of study, lack of ability, lack of motivation, learning anxiety, poor state of health, fatigue, and poor instruction,
Unexpectedly poor group results	poor test design, lack of study, lack of entry standard for the lesson, lack of motivation, fatigue, physical environment of the lesson and test, and poor instruction,

**11.4** If after the review of possible causes it is identified that there are issues with the instruction or assessment provided, instructors and assessors can adopt the following strategies immediately to improve their performance:

- a. ensure that materials meet the requirements as specified in the module learning outcome;
- b. fully plan, prepare and document all lessons and assessments;
- c. conduct detailed rehearsals; and

- d. seek peer assessment by another instructor or assessor during rehearsals or during instruction.

**11.5** Seeking peer assessment provides an independent assessment of instructor or assessor skills problems. It will also identify whether materials used by the instructor or assessor are relevant and valid against the required learning outcome.

## **SECTION 11-3. INSTRUCTIONAL CONTENT PROBLEMS**

**11.6** Instructors should use a process of elimination to identify problems with instructional content. The first step is to eliminate all other causes of poor trainee performance. The next step is to identify specific content problems. The following are three areas where instructional content can be faulty:

- a. *Test of Learning Outcomes.* If the actual test of learning outcomes is faulty, trainee results will probably be poor. The key to knowing whether the test of learning outcomes is valid, reliable and consistent is to match up the test of learning outcomes and the assessment evidence guide of the unit of competence. If there are significant differences, the test of learning outcomes should be redesigned.
- b. *Complexity of Stages.* Instructors should examine in detail each teaching stage of the period of instruction. If there are any more than five ideas, five mental steps or five physical actions, the stage could be too complex. Research shows that trainees can process only up to five separate ideas or actions in one teaching stage. If the instructor has confirmed each stage properly, its complexity should be obvious. Sometimes further practice will assist the process of learning and the achievement of competence.
- c. *Training Aids.* Instructors should examine each training aid to assess whether it is relevant, can be seen and understood, and contributes to trainee learning. For

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example, the following are common faults in the design and use of PowerPoint slides and overhead transparencies:

- (1) trainees cannot read them easily;
- (2) they contain too much detail; or
- (3) instructors change one slide/transparency to the next before trainees have absorbed the content of the previous one.

## **SECTION 11-4. HOW TO ASSESS AN INSTRUCTOR AND ASSESSOR**

- 11.7** Experienced and qualified workplace instructors and assessors make the best assessors and will usually be appointed as supervisors. They will know how to use assessment guides, have a working knowledge of the subject area of the instruction, and have the respect of the instructors and assessors they are assessing.
- 11.8** An important assessment tool is a well-designed objective assessment guide which can also be quantifiably measured. Assessors should use them for the entire period of the instruction in order to enable a comprehensive assessment of all aspects of instructor performance. The standard instructor appraisal templates are contained in [Annex A](#).

## **SECTION 11-5. HOW TO DEVELOP AN INSTRUCTOR AND ASSESSOR**

- 11.9** The suggested 11 steps for conducting development sessions are:
- a. *Step 1 – Preliminaries.* Training supervisors should review the assessed instructor's development as soon as possible after their assessment of a period of instruction. This will ensure that the conduct of the instruction is fresh in the minds of both instructors and

assessors. They should set a convenient time, preferably inside working hours, and nominate a suitable location.

- b. *Step 2 – Put the Instructor at Ease.* Training supervisors should put assessees at ease on arrival by confirming that the development review session aims to identify any difficulties the assessee has and work out a plan to overcome them with the assessor's help.
- c. *Step 3 – Ask for Instructor's Views.* Training supervisors should use lead-in questions to help instructors describe what they believe are areas where they can improve. If some instructors are particularly nervous, training supervisors may spend time chatting for a few minutes before focusing discussion on the assessment report.
- d. *Step 4 – Ask For Instructor Suggestions.* Often instructors will have recognised their weaknesses and have already worked out solutions on how to improve. This is useful because training supervisors do not have to conduct a critique and recommend solutions. Training supervisors may need only to confirm instructor self-assessment and should guide instructors as necessary, on implementing effective solutions.
- e. *Step 5 – Bring Out Points Not Raised.* Training supervisors may need to raise points which instructors have missed and which appear on their assessment reports.
- f. *Step 6 – Give Practical Advice.* Training supervisors should not generalise. Advice should be specific and address an instructor's particular difficulty or weakness in instructional technique.
- g. *Step 7 – Emphasise Good Points.* Training supervisors should be conscious of emphasising the correct use of skills as well as the incorrect use of skills. As a guide, two good points should be mentioned for every bad point. It is very rare for a period of instruction to be a complete disaster.

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- h. *Step 8 – Ignore Small Incidental Points.* All instructors make small errors. Training supervisors should concentrate on the major instructional errors that will impact on trainee learning and not incidental errors that will be overcome over time with more experience.
  - i. *Step 9 – Progressive Summary.* It is important to summarise and consolidate each stage of the session before going on to another. Training supervisors should allow time for instructors to take notes.
  - j. *Step 10 – Final Summary.* Training supervisors should conclude mentoring sessions with a consolidation of all major points. They should give instructors a copy of their completed assessment and any notes they may have added as a result of the mentoring session. Their final summary should always finish on a positive and encouraging note.
  - k. *Step 11 – Follow-up.* Training supervisors should follow up all mentoring sessions. Sometimes they may need only to remember to encourage trainee instructors more often. Some instructors, may need to have further tuition and assessment.

## Annex:

### A. Performance Appraisal Forms



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## ANNEX A TO CHAPTER 11

### PERFORMANCE APPRAISAL FORMS

1. [Appendix 1](#) is a biographical details cover sheet that is to accompany all appraisals.
2. [Appendix 2](#) to [Appendix 6](#) are appraisal forms which can be used for an Assistant Instructor, an Instructor, a Qualified Assessor and a Training Supervisor based on the type of lesson they are required to conduct.

#### Appendices:

1. [Biographical Details of Candidate, Authorised Appraiser and Unit Commander/Commandant](#)
2. [Instructor Appraisal – Weapons Lesson](#)
3. [Instructor Appraisal – Equipment Lesson](#)
4. [Instructor Appraisal – Drill Lesson](#)
5. [Instructor Appraisal – Theory Lesson](#)
6. [Qualified Assessor Appraisal](#)

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## APPENDIX 1 TO ANNEX A TO CHAPTER 11

### BIOGRAPHICAL DETAILS OF CANDIDATE, AUTHORISED APPRAISER AND UNIT COMMANDER/COMMANDANT

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Assistant Instructor/Instructor/Assessor/Training Supervisor (candidate being assessed)				
Service number	PMKeyS ID	Rank	Initials	Family name
Contact phone number:	Corps/Mustering/Category	Unit		Position
Sample signature:				
Appraiser details (authorised appraiser, IAW paragraphs 17–20 of TCPD 06-04-01)				
Service number	PMKeyS ID	Rank	Initials	Family name
Contact phone number:	Corps/Mustering/Category	Unit		Position
Sample signature:				
Sample signature:				
UNIT COMD/COMDT				
Service number	PMKeyS ID	Rank	Initials	Family name
Contact phone No:	Corps/Mustering/Category	Unit		Position
<p>I, ....., certify that the details above are those of the candidate being assessed and the authorised appraiser conducting the assessment. I further certify that the authorised appraiser detailed above meets all the requirements of TCPD 06-04-01 paragraphs 19–21.</p> <p>Signature and date:</p> <p>(Enter PMKeyS number, rank, name and appointment)</p>				

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## **APPENDIX 2 TO ANNEX A TO CHAPTER 11**

### **INSTRUCTOR APPRAISAL – WEAPONS LESSON**

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Instructor's PMKeyS No, Rank and Name					
Authorised Appraiser's PMKeyS No, Rank and Name					
Subject		Re-appraisal	Yes/No	Date	
RATING EXPLANATIONS		RATING AND PERFORMANCE STANDARD			
Rating of 0 in safety precautions is an immediate 'Not Yet Competent' 0 – Not yet competent (NYC) 1 – Competent (C) 2 – Proficient (P) 3 – Mastery (M)		Rating of 0 for safety precautions		Not yet competent	
		A rating of 0 for any performance criteria		Not yet competent	
		No ratings lower than 1 for all performance criteria		Competent	
		No ratings lower than 2 for all performance criteria		Proficient	
		No ratings lower than 3 for all performance criteria		Mastery	
General Comments					
Appraiser's Signature				Date	
Instructor's Signature				Date	

### APPRAISING PERFORMANCE

- Preparation.** Thoroughly familiarise yourself with *LWP-G 7-1-2, The Instructors Handbook, 2007* so you have a comprehensive working knowledge of lesson stages and associated performance requirements. Ensure that you have a current working knowledge of the lesson's subject matter and its underpinning doctrine OR ensure that you are accompanied by an SME with current competence in the subject matter.
- Rating performance.** Identify the stage of the lesson and the performance (in bold print) that the instructor must demonstrate. Correlate the rating description to the instructor's performance. Was his/her performance without fault and best practice? Was the performance very effective, but leaving room for minor adjustments that would improve the learner's motivation, learning and weapons handling and so on? Was the performance effective, but with some areas that did not meet all the requirements according to *LWP-G 7-1-2, The Instructors Handbook, 2007* or doctrine for this subject matter?
- Counselling.** Conduct the critique IAW *LWP-G 7-1-2, The Instructors Handbook, 2007*.

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Stage/Performance Criteria – Weapons Lesson	Rating (Tick Box)	Remarks
INTRODUCTION		
PRELIMINARIES – completes attendance check, dresses and numbers squad, and allocates required materials, IAW extant doctrine.		
Without fault or hesitation.	3	
Without fault and only minor hesitation.	2	
With only minor faults that are effectively corrected and with only minor hesitation.	1	
Conduct of preliminaries is faulty.	0	
SAFETY PRECAUTIONS – performs all safety precautions instruction and performance, IAW extant doctrine.		
Without fault.		
Performance of safety precautions is faulty.		
LAYOUT/CONDITIONS – employs best formation, uses area most effectively, ensures squad comfort, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Performance of layout and conditions is faulty.	0	
REVISION – covers appropriate content, allows adequate time, finishes at start position for the next lesson, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Coverage, timing and finish are faulty.	0	
APPROACH – arouses interest, identifies reason for learning, states learning objectives, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Without fault – best practice.	0	
Arousal, reason for learning and learning objectives are faulty.	0	

LWP-G 7-1-2, The Instructor's Handbook, 2008

Stage/Performance Criteria – Weapons Lesson		Rating (Tick Box)		Remarks
BODY				Remarks are to detail the specific aspects of performance that resulted in the rating.
EXPLANATIONS – employs simple, concise, meaningful explanations that are easily understood and promote trainees' understanding/learning.				
Without fault – best practice.		3		
Very effective – minor adjustment will further improve performance.		2		
Effective – some adjustments will improve performance.		1		
Explanations are faulty.		0		
DEMONSTRATIONS – employs appropriate, correct, slow and exaggerated demonstrations, IAW extant doctrine.				
Without fault – best practice.		3		
Very effective – minor adjustment will further improve performance.		2		
Effective – some adjustments will improve performance.		1		
Demonstrations are faulty.		0		
PRACTICE BY STAGES – stages learning in attention/memory/learning-sized chunks and provides sufficient practice for learning at each stage, IAW extant doctrine.				
Without fault – best practice.		3		
Very effective – minor adjustment will further improve performance.		2		
Effective – some adjustments will improve performance.		1		
Staging of practice is faulty.		0		
PRACTICE STAGES – provides talk-through, abbreviated talk-through and controlled practice, IAW extant doctrine.				
Without fault – best practice.		3		
Very effective – minor adjustment will further improve performance.		2		
Effective – some adjustments will improve performance.		1		
Practice stages are faulty.		0		

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Stage/Performance Criteria – Weapons Lesson	Rating (Tick Box)	Remarks
FAULT CHECKING – provides consistent safety fault and common fault sequences, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Fault checking provision is faulty.	0	
TRAINING AIDS – employs suitable training aids correctly, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Selection/use of training aids is/are faulty.	0	
SUPERVISION – supervision and checking of trainees and their learning is consistent and effectively managed, IAW extant doctrine, providing clear directions, guidance, self-pacing, continuous feedback, encouragement and assessment of performance.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Supervision is faulty.	0	
CONCLUSION		
		Remarks are to detail the specific aspects of performance that resulted in the rating.
TEST OF OBJECTIVE – clears up doubtful points, conducts a test of objective and provides feedback after the test so trainees know what standard they have achieved, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Supervision is faulty.	0	
Test of objectives is faulty.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Test of objectives is faulty.	0	

LWP-G 7-1-2, The Instructor's Handbook, 2008

Stage/Performance Criteria – Weapons Lesson		Rating (Tick Box)	Remarks
FEEDBACK/SUMMARY – clears up doubtful points and provides concise, relevant, meaningful and understandable feedback on the new learning in a summary of key points, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Feedback/summary is faulty.	0		
STATEMENT OF RELEVANCE – summarises the reason for learning in order to reinforce for trainees the relevance of the new learning to being able to do their jobs.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Statement of relevance is faulty.	0		
CLOSURE – performs all safety precautions performed in the lesson introduction, previews the next lesson on the subject and gives back control of the squad to the senior ranked or duty trainee, IAW extant doctrine			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Safety precautions/review of instruction is/are faulty.	0		
KNOWLEDGE, SKILLS AND ATTITUDES (KSAs) – employs essential knowledge, skills and professional attitude to impart information, explain, demonstrate and promote learning and a working knowledge/skills in the subject matter, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
KSAs are faulty.	0		

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Stage/Performance Criteria – Weapons Lesson		Rating (Tick Box)	Remarks
PRESENTATION – effectively uses gestures, provides feedback, encourages learning, employs interest/enthusiasm in the learning at hand, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Presentation is faulty.	0		
WORDS OF COMMAND – employs clear, confident, audible words of command, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Words of command are faulty.	0		

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## **APPENDIX 3 TO ANNEX A TO CHAPTER 11**

### **INSTRUCTOR APPRAISAL – EQUIPMENT LESSON**

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Instructor's PMKeyS No, Rank and Name					
Authorised Appraiser's PMKeyS No, Rank and Name					
Subject		Re-appraisal	Yes/No	Date	
RATING EXPLANATIONS		RATING AND PERFORMANCE STANDARD			
Rating of 0 in safety precautions is an immediate 'Not Yet Competent'		Rating of 0 for safety precautions		Not yet competent	
0 – Not yet competent (NYC)		A rating of 0 for any performance criteria		Not yet competent	
1 – Competent (C)		No ratings lower than 1 for all performance criteria		Competent	
2 – Proficient (P)		No ratings lower than 2 for all performance criteria		Proficient	
3 – Mastery (M)		No ratings lower than 3 for all performance criteria		Mastery	
General Comments					
Appraiser's Signature			Date		
Instructor's Signature			Date		

### APPRAISING PERFORMANCE

- Preparation.** Thoroughly familiarise yourself with *LWP-G 7-1-2, The Instructors Handbook, 2007*, so you have a comprehensive working knowledge of lesson stages and associated performance requirements. Ensure that you have a current working knowledge of the lesson's subject matter and its underpinning doctrine OR ensure that you are accompanied by an SME with current competence in the subject matter.
- Rating performance.** Identify the stage of the lesson and the performance (in bold print) that the instructor must demonstrate. Correlate the rating description to the instructor's performance. Was his/her performance without fault and best practice? Was the performance very effective, but leaving room for minor adjustments that would improve the learner's motivation, learning and equipment operation and so on? Was the performance effective, but with some areas that did not meet all the requirements according to *LWP-G 7-1-2, The Instructors Handbook, 2007* or doctrine for this subject matter?
- Counselling.** Conduct the critique IAW *LWP-G 7-1-2, The Instructor's Handbook, 2007*.

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Stage/Performance Criteria – Equipment Lesson	Rating (Tick Box)	Remarks
INTRODUCTION		
PRELIMINARIES – completes attendance check, positions trainees, and allocates required materials, IAW extant doctrine.		
Without fault or hesitation.	3	
Without fault and only minor hesitation.	2	
With only minor faults that are effectively corrected and with only minor hesitation.	1	
Conduct of preliminaries is faulty.	0	
SAFETY PRECAUTIONS – performs all safety precautions instruction and performance, IAW extant doctrine.		
Without fault.		
Performance of safety precautions is faulty.		
LAYOUT/CONDITIONS – makes the best use of training area and aids, and ensures class comfort, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Performance of layout and conditions is faulty.	0	
REVISION – covers appropriate content, allows adequate time, finishes at start position for the next lesson, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Performance of layout and conditions is faulty.	0	
Coverage, timing and finish are faulty.		

LWP-G 7-1-2, The Instructor's Handbook, 2008

Stage/Performance Criteria – Equipment Lesson	Rating (Tick Box)		Remarks
BODY			Remarks are to detail the specific aspects of performance that resulted in the rating.
RECALL – reminds trainees of theory applicable to the new skill being taught and questions trainees to prompt their recall			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Recall is faulty	0		
EXPLANATIONS – employs clear, concise, thorough, audible, explanations that are easily understood and promote trainees' understanding/learning.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Explanations are faulty.	0		
DEMONSTRATIONS – employs correct, visible demonstrations, slow enough for trainees to hear, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Demonstrations are faulty.	0		
PRACTICE BY STAGES – stages learning in attention/memory/learning-sized chunks and provides sufficient trainee practice of actions demonstrated by the instructor for learning at each stage, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Staging of practice is faulty.	0		
REVIEWS – confirms stage by reviewing what has been learned during the stage and links theory of operation with new skills, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		

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Stage/Performance Criteria – Equipment Lesson	Rating	(Tick Box)	Remarks
Effective – some adjustments will improve performance.	1		
Review is faulty.	0		
PRACTICE STAGES – provides talk-through, abbreviated talk-through and controlled practice, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Practice stages are faulty.	0		
SUPERVISION – supervision and checking of trainees and their learning is consistent and effectively managed, IAW extant doctrine, providing clear directions, guidance, self-pacing, continuous feedback, encouragement and assessment of performance.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Supervision is faulty.	0		
TRAINING AIDS – employs suitable training aids correctly, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Selection/use of training aids is/are faulty.	0		
CONCLUSION			
			Remarks are to detail the specific aspects of performance that resulted in the rating.
FEEDBACK/SUMMARY – Clears up doubtful points and provides concise, relevant, meaningful and understandable feedback on the new learning in a summary of key points, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Feedback/summary is/are faulty.	0		

Stage/Performance Criteria – Equipment Lesson	Rating (Tick Box)	Remarks
STATEMENT OF RELEVANCE – summarises the reason for learning to reinforce for trainees the relevance of the new learning to being able to do their jobs and win.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Statement of relevance is faulty.	0	
CLOSURE – previews the next lesson on the subject/next for lesson for the day, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Safety precautions/Review of instruction is/are faulty.	0	
INSTRUCTOR COMPETENCE		Remarks are to detail the specific aspects of performance that resulted in the rating.
KNOWLEDGE, SKILLS AND ATTITUDES (KSAs) – employs essential knowledge, skills and professional attitude to impart information, explain, demonstrate and promote learning and a working knowledge/skills in the subject matter, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
KSAs are faulty.	0	
PRESENTATION – effectively uses gestures, provides feedback, encourages learning, employs interest/enthusiasm in the learning at hand IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Presentation is faulty.	0	

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Stage/Performance Criteria – Equipment Lesson	Rating (Tick Box)	Remarks	MOTIVATION – promotes cooperative, constructive, participatory learning environment, IAW extant doctrine.	
			Without fault – best practice.	3
			Very effective – minor adjustment will further improve performance.	2
			Effective – some adjustments will improve performance.	1
			Motivation is faulty.	0

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## **APPENDIX 4 TO ANNEX A TO CHAPTER 11**

### **INSTRUCTOR APPRAISAL – DRILL LESSON**

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Instructor's PMKeyS No, Rank and Name						
Authorised Appraiser's PMKeyS No, Rank and Name						
Subject			Re-appraisal	Yes/No	Date	
RATING EXPLANATIONS		RATING AND PERFORMANCE STANDARD				
Rating of 0 in safety precautions is an immediate 'Not Yet Competent' 0 – Not yet competent (NYC) 1 – Competent (C) 2 – Proficient (P) 3 – Mastery (M)		Rating of 0 for safety precautions		Not yet competent		
		A rating of 0 for any performance criteria		Not yet competent		
		No ratings lower than 1 for all performance criteria		Competent		
		No ratings lower than 2 for all performance criteria		Proficient		
		No ratings lower than 3 for all performance criteria		Mastery		
General Comments						
Appraiser's Signature				Date		
Instructor's Signature				Date		

### APPRAISING PERFORMANCE

- Preparation.** Thoroughly familiarise yourself with *LWP-G 7-1-2, The Instructors Handbook, 2007* so you have a comprehensive working knowledge of lesson stages and associated performance requirements. Ensure that you have a current working knowledge of the lesson's subject matter and its underpinning doctrine OR ensure that you are accompanied by an SME with current competence in the subject matter.
- Rating performance.** Identify the stage of the lesson and the performance (in bold print) that the instructor must demonstrate. Correlate the rating description to the instructor's performance. Was his/her performance without fault and best practice? Was the performance very effective, but leaving room for minor adjustments that would improve the learner's motivation, learning and drill performance and so on? Was the performance effective, but with some areas that did not meet all the requirements according to *LWP-G 7-1-2, The Instructors Handbook, 2007* or doctrine for this subject matter?
- Counselling.** Conduct the critique IAW *LWP-G 7-1-2, The Instructors Handbook, 2007*.

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Stage/Performance Criteria – Drill Lesson	Rating (Tick Box)	Remarks
INTRODUCTION		
PRELIMINARIES – completes attendance check, and dresses and numbers squad, IAW extant doctrine.		
Without fault or hesitation.	3	
Without fault and only minor hesitation.	2	
With only minor faults that are effectively corrected and with only minor hesitation.	1	
Conduct of preliminaries is faulty.	0	
SAFETY PRECAUTIONS – performs all safety precautions instruction and performance, IAW extant doctrine.		
Without fault.		
Performance of safety precautions is faulty.		
LAYOUT/CONDITIONS – employs most suitable formation, makes best use of area, ensures squad comfort, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Performance of layout and conditions is faulty.	0	
REVISION – covers appropriate content, allows adequate time, finishes at start position for the next lesson, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Coverage, timing and finish are faulty.	0	
APPROACH – arouses interest, identifies reason for learning, states learning objectives, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Arousal, reason for learning and learning objectives are faulty.	0	

LWP-G 7-1-2, The Instructor's Handbook, 2008

Stage/Performance Criteria – Drill Lesson	Rating (Tick Box)		Remarks
BODY			Remarks are to detail the specific aspects of performance that resulted in the rating.
DEMONSTRATIONS – employs correct, visible, slow and exaggerated, and real-time demonstrations, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Demonstrations are faulty.	0		
DEMONSTRATION BY NUMBERS – employs correct, confident demonstrations, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Demonstrations are faulty.	0		
EXPLANATIONS – employs clear, concise, audible, and correct explanations that are easily understood and promote trainees' understanding/learning.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Explanations are faulty.	0		
PRACTICE BY STAGES – stages learning in attention/memory/learning-sized chunks and provides sufficient practice for learning at each stage, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Staging of practice is faulty.	0		

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Stage/Performance Criteria – Drill Lesson		Rating (Tick Box)	Remarks
FAULT CHECKING – provides consistent checks, nominates fault, nominates trainee and corrects fault, IAW extant doctrine.			
Without fault – no areas for improvement.	3		
Effective – some minor adjustments will improve performance.	2		
Effective – some adjustments will improve performance.	1		
Fault checking is faulty.	0		
PRACTICE STAGES – calls by numbers, calls the times and judges the time, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Practice stages are faulty.	0		
CONCLUSION			Remarks are to detail the specific aspects of performance that resulted in the rating.
TEST OF OBJECTIVE – clears up doubtful points, conducts a test of objective and provides feedback after the test so trainees know what standard they have achieved, IAW extant doctrine.			
Without fault – best practice.			
Very effective – minor adjustment will further improve performance.			
Effective – some adjustments will improve performance.			
Test of objectives is faulty.			
FEEDBACK/SUMMARY – clears up doubtful points and consolidates the new learning in a summary of key points, IAW extant doctrine.			
Without fault – best practice.			
Very effective – minor adjustment will further improve performance.			
Effective – some adjustments will improve performance.			
Feedback/summary is/are faulty.			

LWP-G 7-1-2, The Instructor's Handbook, 2008

Stage/Performance Criteria – Drill Lesson		Rating (Tick Box)	Remarks
STATEMENT OF RELEVANCE – summarises the reason for learning to reinforce for trainees the relevance of the new learning to being able to do their jobs and win.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Statement of relevance is faulty.	0		
CLOSURE – performs all safety precautions performed in the lesson introduction, previews the next lesson on the subject, and gives back control of the squad to the senior ranked or duty trainee, IAW extant doctrine			
Without fault/Best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Safety precautions/Review of instruction is/are faulty.	0		
INSTRUCTOR COMPETENCE			Remarks are to detail the specific aspects of performance that resulted in the rating.
KNOWLEDGE, SKILLS AND ATTITUDES (KSAs) – employs essential knowledge, skills and professional attitude to impart information, explain, demonstrate and promote learning and a working knowledge/skills in the subject matter, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
KSAs are faulty.	0		
PRESENTATION – effectively uses gestures, provides feedback, encourages learning, employs interest/enthusiasm in the learning at hand, IAW extant doctrine			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Presentation is faulty.	0		

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Stage/Performance Criteria – Drill Lesson		Rating (Tick Box)	Remarks
WORDS OF COMMAND – employs clear, confident, audible words of command, IAW extant doctrine			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Words of command is faulty.	0		
DRESS AND BEARING – uniform, boots, posture and bearing are IAW extant doctrine			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Dress and/or bearing are/is faulty.	0		

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## **APPENDIX 5 TO ANNEX A TO CHAPTER 11**

### **INSTRUCTOR APPRAISAL – THEORY LESSON**

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Instructor's PMKeyS No, Rank and Name					
Authorised Appraiser's PMKeyS No, Rank and Name					
Subject		Re-appraisal	Yes/No	Date	
RATING EXPLANATIONS		RATING AND PERFORMANCE STANDARD			
Rating of 0 in safety precautions is an immediate 'Not Yet Competent' 0 – Not yet competent (NYC) 1 – Competent (C) 2 – Proficient (P) 3 – Mastery (M)		Rating of 0 for safety precautions		Not yet competent	
		A rating of 0 for any performance criteria		Not yet competent	
		No ratings lower than 1 for all performance criteria		Competent	
		No ratings lower than 2 for all performance criteria		Proficient	
		No ratings lower than 3 for all performance criteria		Mastery	
General Comments					
Appraiser's Signature				Date	
Instructor's Signature				Date	

### APPRAISING PERFORMANCE

- Preparation.** Thoroughly familiarise yourself with *LWP-G 7-1-2, The Instructors Handbook, 2007*, so you have a comprehensive working knowledge of lesson stages and associated performance requirements. Ensure that you have a current working knowledge of the lesson's subject matter and its underpinning doctrine OR ensure that you are accompanied by an SME with current competence in the subject matter.
- Rating performance.** Identify the stage of the lesson and the performance (in bold print) that the instructor must demonstrate. Correlate the rating description to the instructor's performance. Was his/her performance without fault and best practice? Was the performance very effective, but leaving room for minor adjustments that would improve the learner's motivation, learning and application of theory and so on? Was the performance effective, but there were some areas that did not meet all the requirements according to *LWP-G 7-1-2, The Instructors Handbook, 2007*, or doctrine for this subject matter?
- Counselling.** Conduct the critique IAW *LWP-G 7-1-2, The Instructors Handbook, 2007*.

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Stage/Performance Criteria – Theory Lesson	Remarks (Tick Box)	Remarks are to detail the specific aspects of performance that resulted in the rating.
INTRODUCTION		
PRELIMINARIES – completes attendance check, positions trainees, and allocates required materials, IA/W extant doctrine.		
Without fault or hesitation.	3	
Without fault and only minor hesitation.	2	
With only minor faults that are effectively corrected and with only minor hesitation.	1	
Conduct of preliminaries is faulty.	0	
SAFETY PRECAUTIONS – performs all safety precautions instruction and performance, IA/W extant doctrine.		
Without fault.		
Performance of safety precautions is faulty.		
LAYOUT/CONDITIONS – effectively uses training space, ensures sufficient and appropriate lighting, ventilation and seating, IA/W extant doctrine.		
Without fault – Best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Performance of layout and conditions is faulty.	0	
REVISION – covers appropriate content, allows adequate time, finishes at start position for the next lesson, IA/W extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Coverage, timing and finish are faulty.	0	
APPROACH – arouses interest, identifies reason for learning by identifying 'What's in it for me?' (the trainee), states learning objectives, IA/W extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Arousal, reason for learning and learning objectives are faulty.	0	

Stage/Performance Criteria – Theory Lesson	Remarks (Tick Box)	Remarks
BODY		Remarks are to detail the specific aspects of performance that resulted in the rating.
OPENING STAGES – orients trainees to the learning content, by identifying the teaching point and contextualising the teaching point in the trainees' workplace, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Opening stages are faulty.	0	
PRESENTATION OF INFORMATION – employs clear meaningful explanations, sequences information logically, emphasises essential elements, engages learner participation through question and discussion, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Presentation of information is faulty.	0	
PRACTICE AND CONFIRMATION – provides adequate opportunities for practice, allows time to process learning, provides meaningful guidance and feedback on trainee performance, clarifies points, confirms learning, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Practice and confirmation is faulty.	0	
CLOSE AND LINK OF STAGES – summarises the teaching points for this stage, and explains relationship to next stage of learning, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Closing and/or linking are/is faulty.	0	

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Stage/Performance Criteria – Theory Lesson	Remarks (Tick Box)	Remarks
QUESTIONING TECHNIQUE – asks questions, pauses, nominates trainee to answer, evaluates answer and responds, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Questioning technique is faulty.	0	
PRACTICE STAGES – provides talk-through, abbreviated talk-through and controlled practice, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Practice stages are faulty.	0	
SUPERVISION – supervision and checking of trainees' and their learning is consistent and effectively managed, IAW extant doctrine, providing clear directions, guidance, self-pacing, continuous feedback, encouragement and assessment of performance.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Supervision is faulty.	0	
TRAINING AIDS – employs suitable training aids correctly, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Selection/use of training aids is/are faulty.		

Stage/Performance Criteria – Theory Lesson	Remarks (Tick Box)		Remarks
CONCLUSION			Remarks are to detail the specific aspects of performance that resulted in the rating.
TEST OF OBJECTIVES – clears up doubtful points, conducts a test to confirm all teaching points have been learned and provides feedback after the test so trainees know what standard they have achieved, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Test of objectives is faulty.	0		
FEEDBACK/SUMMARY – clears up doubtful points and provides concise, relevant, meaningful and understandable feedback on the new learning in a summary of key points, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Feedback/summary is/are faulty.			
STATEMENT OF RELEVANCE – summarises the reason for learning to reinforce for trainees the relevance of the new learning to being able to do their jobs and win.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Statement of relevance is faulty.	0		
CLOSURE – previews the next lesson on the subject, and gives back control of the squad to the senior ranked or duty trainee, IAW extant doctrine.			
Without fault – best practice.	3		
Very effective – minor adjustment will further improve performance.	2		
Effective – some adjustments will improve performance.	1		
Preview of instruction is faulty.	0		

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LWP-G 7-1-2, The Instructor's Handbook, 2008

Stage/Performance Criteria – Theory Lesson	Remarks (Tick Box)	Remarks are to detail the specific aspects of performance that resulted in the rating.
INSTRUCTOR COMPETENCE		
KNOWLEDGE, SKILLS AND ATTITUDES (KSAs) – employs subject matter knowledge, skills and professional attitude to impart information, explain, demonstrate and engage learners, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
KSAs are faulty.	0	
PRESENTATION – effectively uses gestures, provides feedback, encourages learning, and engages learners, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Presentation is faulty.	0	
MOTIVATION – promotes cooperative, constructive, participatory learning environment, IAW extant doctrine.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Motivation is faulty.	0	

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## APPENDIX 6 TO ANNEX A TO CHAPTER 11

### QUALIFIED ASSESSOR APPRAISAL

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Instructor's PMKeyS No, Rank and Name					
Authorised Appraiser's PMKeyS No, Rank and Name					
Subject		Re-appraisal	Yes/No	Date	
RATING EXPLANATIONS		RATING AND PERFORMANCE STANDARD			
Rating of 0 in safety precautions is an immediate 'Not Yet Competent'  0 – Not yet competent (NYC) 1 – Competent (C) 2 – Proficient (P) 3 – Mastery (M)		Rating of 0 for safety precautions		Not yet competent	
		A rating of 0 for any performance criteria		Not yet competent	
		No ratings lower than 1 for all performance criteria		Competent	
		No ratings lower than 2 for all performance criteria		Proficient	
		No ratings lower than 3 for all performance criteria		Mastery	
General Comments					
Appraiser's Signature				Date	
Instructor's Signature				Date	

### APPRAISING PERFORMANCE

- Preparation.** Thoroughly familiarise yourself with *LWP-G 7-1-2, The Instructors Handbook, 2007*, so you have a comprehensive working knowledge of lesson stages and associated performance requirements. Ensure that you have a current working knowledge of the lesson's subject matter and its underpinning doctrine OR ensure that you are accompanied by an SME with current competence in the subject matter.
- Rating performance.** Identify the stage of the lesson and the performance (in bold print) that the instructor must demonstrate. Correlate the rating description to the instructor's performance. Was his/her performance without fault and best practice? Was the performance very effective, but leaving room for minor adjustments that would improve the learner's motivation, learning and equipment operation and so on? Was the performance effective, but with some areas that did not meet all the requirements according to *LWP-G 7-1-2, The Instructors Handbook, 2007*, or doctrine for this subject matter?
- Counselling.** Conduct the critique IAW *LWP-G 7-1-2, The Instructors Handbook, 2007*.

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LWP-G 7-1-2, The Instructor's Handbook, 2008

<i>Performance Criteria – Practice Test</i>	<i>Rating (Tick Box)</i>	<i>Remarks</i>
PREPARATION – confirms current doctrine and instruction on subject matter, with relevant personnel (to ensure assessment conforms to task, conditions and standards of instruction given); confirms legal, OH&S ethical requirements of assessment; confirms own subject-matter/assessment competence; makes adjustments if necessary, with approval authorised personnel.		
Without faulty – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Planning is faulty.	0	
PREPARATION – confirms current doctrine and instruction on subject matter, with relevant personnel (to ensure assessment conforms to task, conditions and standards of instruction given); confirms legal, OH&S ethical requirements of assessment; confirms own subject-matter/assessment competence; makes adjustments if necessary, with approval authorised personnel.		
Without faulty – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Preparation is faulty.	0	
RESOURCE MANAGEMENT – allocates time for assessment, organises instructors/assessors, materials, suitable assessment locality and waiting area (if trainees to be out of sight of testing locality).		
Without faulty – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Resource management is faulty.	0	
CONDUCT		
		Remarks are to detail the specific aspects of performance that resulted in the rating.
PRELIMINARIES – ensures candidate(s) being assessed are advised in advance, ensures candidate attendance, positions candidate(s) allocates materials, IAW assessment requirements.		
Without faulty – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Preliminaries is faulty.	0	

<i>Performance Criteria – Practice Test</i>	<i>Rating (Tick Box)</i>	<i>Remarks</i>
SAFETY PRECAUTIONS – ensures all safety precautions observed, IAW assessment requirement.		
Without fault.		
Safety precautions are not ensured.		
INSTRUCTION – provides clear, simple, adequate, easily understood instructions to the candidate, about the assessment conditions; method of assessment and use of results.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Instructions are faulty.	0	
RATING PERFORMANCE – employs assessment as a method of confirming that the candidate has grasped and can perform skills and employ attitudes IAW instruction/doctrine/OH&S and code of conduct; observes candidate's performance and measures candidate's standard of performance IAW assessment tool rating; notes; best/effective aspects of performance, major faults and areas for improvement; correctly compiles the assessment sheet/rating.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Rating is faulty.	0	
ASSESSMENT FEEDBACK – provides immediate feedback to candidate on performance, in a logical sequence; offers constructive criticism; asks candidate to assess own performance, relevantly comments on candidate assessment; mentions best/effective performance and most major faults; avoids 'nit-picking'; delivers critique confidently; adequately controls assessor/candidate discussion; identifies follow up action; supports the critique with written comments based on evidence of candidate's performance against performance criteria.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Assessment feedback is faulty.	0	

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Performance Criteria – Practice Test	Rating (Tick Box)	Remarks
ASSESSMENT MANAGEMENT		
RECORDING RESULTS – records and processes assessment results, IAW procedural policy/standing instructions.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Recording results is faulty.	0	
REVIEWING ASSESSMENT – reviews assessment tool/rating procedure for validity, reliability, fairness, adequacy of evidence; records findings and processes IAW unit requirement.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Review is faulty.	0	
SELF-ASSESSMENT – identifies best/effective and faults in assessment planning, preparation, instruction and feedback to candidate/s notes practical actions to overcome faults; notes assessment issues to be raised in assessment moderation training and other training contexts for improving assessment practices.		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will improve performance.	1	
Self-assessment is faulty.	0	
ASSESSORS COMPETENCE		
Remarks are to detail the specific aspects of performance that resulted in the rating.		
KNOWLEDGE, SKILLS AND ATTITUDES (KSAs) — Employs subject-matter knowledge, skills and professional attitude to assess candidate and provide positive feedback on performance, IAW extant doctrine		
Without fault – best practice.	3	
Very effective – minor adjustment will further improve performance.	2	
Effective – some adjustments will further improve.	1	
KSAs are faulty.	0	

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## **AMENDMENT LIST NUMBER 1 TO LWP-G 7-1-2, THE INSTRUCTOR'S HANDBOOK, 2008**

1. On completion of this amendment, initial and date the amendment certificate on page v to confirm that the amendment has been made.
2. All superseded Signature and Amendment Certificate pages should be retained at the rear of the publication for audit purposes.
3. Additional copies of the amendment pages are available on the Doctrine Online website located at: [intranet.defence.gov.au/armyweb/sites/Doctrine-Online](https://intranet.defence.gov.au/armyweb/sites/Doctrine-Online).
4. It is advised that a copy of this amendment instruction be retained and units complete a yearly Doctrine audit.
5. Page amendments are to be made as indicated:

## Contents

<i>Existing Pages Remove/Delete</i>	<i>Insert New Pages</i>	<i>Page Amended</i>	<i>Amendment Description</i>
Page iii to vi	Page iii to vi	Page iii and v	New Signature page Amendment Certificate updated
Page xxv to xxx	Page xxv to xxvi	Page xxv and xxix	Table of Contents updated Annex numbering updated List of Tables updated Table numbering updated
Chapter 4	Chapter 4	Page 4-2 and 4-5	Annex numbering updated
Annex C to Chapter 4	Annex C to Chapter 4	–	New Annex inserted
–	Annex D to Chapter 4	–	Annex numbering updated

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