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1st RECRUIT TRAINING BATTALION

STANDING ORDERS

Part 2 – Recruit Training (Conduct, Governance & Management)

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VERSION CONTROL DATA

Document Title	1 RTB SO – Part 2 – Recruit Training
Sponsor	DCOMD 1 RTB
Version number	1.0
Correct As At	10 Jul 26
Drafted by	DCOMD 1 RTB
Next review date	On policy and/or process change

RECORD OF REVIEWS AND RE-ISSUES

Action Taken	New Version	Date Issued
Version created, and signed by A/COMD	1.0	10 Jul 2026

AUTHORISATION

These Standing Orders are issued under my authority as the duly appointed Commander, 1st Recruit Training Battalion.

COMD/CI 1 RTB	SIGNATURE
Signed by A/COMD s47E(d) s47E(d)	s22

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CONDITIONS OF RELEASE

1. The 1st Recruit Training Battalion (1 RTB) Standing Orders (SO) contain information at the **Official** level. The following conditions apply to its release and promulgation:
 - a. The recipient is to ensure that the information contained herein:
 - (1) is safeguarded under rules designed to give it the equivalent standard of security applicable to information that is **Official**
 - (2) is not to be used for anything other than military purposes
 - (3) is not be divulged to a non-defence organisation unless that organisation is sponsored and cleared by an accepted Defence organisation ('sponsoring' means giving an assurance that the organisation has a need to know for Defence purposes; 'clearing' means guaranteeing for security).
 - b. The authority for the release of this document is the Commander (COMD) 1 RTB.

Distribution

2. SO's are electronically accessible through the [1 RTB SharePoint](#). There is to be no physical distribution of these SO's.

Review of Standing Orders

3. 1 RTB SO's are general orders, which are directly linked to current Defence Force and Army policy and procedures relating to the management of personnel and equipment on behalf of the Commonwealth. 1 RTB SO's are also linked to unit Routine Orders (RO), directives and internal documents to support planning, execution and decision making. Due to the enduring nature of 1 RTB's role as a Training Establishment (TE), review and updates will only be conducted when required due to policy/procedures changes and/or handover of command.

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FOREWORD

Definitions

1. Pursuant to DFDA Sect (1) the term 'Standing Orders' (SO) is to include these orders, and any additions and amendments thereto which will be published and distributed as required. Notification of all additions and amendments to SO are to be promulgated in ROs. For the purposes of these SOs and other orders issued by 1 RTB the term 'recruit' or 'trainee' encompasses any member in the 'under training workforce' from commencement of service through to the completion of their IETs, as well as Officer Cadets, Staff Cadets undertaking training at 1 RTB, or NCOs and Officers completing courses or training conducted at or by 1 RTB.

Application

2. The 1 RTB SO are general orders that will remain in force irrespective of the daily changes to unit operations. These SO are applicable to all personnel posted to 1 RTB (inclusive of APS staff who fall under DFDA jurisdiction) and those posted to other force elements placed under command of 1 RTB for administrative or training purposes. These standing orders are to be read in conjunction with the following supporting documents:

- a. 1 RTB ROs
- b. COMD 1 RTB's Directive(s)
- c. 1 RTB Standard Operating Procedures (SOP)

3. All personnel are to read and acknowledge these orders and the documents listed above by the end of February annually.

4. These SO are enduring and do not expire on change of COMD. It is expected that these orders will be reviewed and endorsed by the incoming COMD as required.

Amendment of Standing Orders

5. All amendments to SO are to be staffed through the Adjutant (ADJT) to the Deputy Commander (DCOMD). The Chief Clerk (CCLK) is responsible for the publishing and distribution of all amendments, and is also responsible for the security and version control of the electronic copy of these orders.

Authority

- 6. These Orders are issued by my command.

Introduction to Recruit Training

1. All activities conducted within the recruit training environment must comply with Defence policy, legal obligations, and organisational standards. Effective training governance

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provides clarity of command, control, and responsibility, enabling Commanders and staff to maintain discipline, uphold ethical standards, and safeguard the welfare of recruits.

Recognition of Prior Learning (RPL)

2. A recognition pathway is available to members undertaking either the AFPC or the AIFT. RPL will most commonly be utilised to accelerate recruits to a more advanced phase of the appropriate foundation course.
3. Prior to the recruit arriving at 1 RTB, a Letter of Offer will be sent to 1 RTB Intakes and subsequently forwarded to LCC LF&G Recognition cell where the RPL will be mapped to the current course being delivered at 1 RTB. The RPL will then be returned to 1 RTB where it will be recorded in the Continuous Improvement Register.
4. The RPL process is to be conducted IAW *ATM Part 2 Chapter 6 Recognition* LCC SO Recognition.
5. The Quality Assurance Warrant Officer (QAWO) is to conduct regular review of the RPL process to ensure that all procedures, policy and administrative actions are conversant with the Army Training Manual (ATM).

Recruit Instructor Quality Assurance

6. All members posted to 1 RTB in an instructional role are subject to QA requirements through the conduct of Individual Performance Appraisals (IPA). IPA are managed by the Standards Warrant Officer (STD WO) and QA Cell on behalf of the Chief Instructor (CI).
7. **Level of Proficiency.** To ensure the highest standard of instruction is delivered, the minimum level of proficiency to be achieved is a grading of 75 out of 100. This equates to a satisfactory performance on the 1 RTB IPA checklist.
8. **Frequency.** All instructors posted to a recruit training platoons are to be assessed at least twice annually. Assessments may be conducted by platoon or company staff, and are to be documented on the 1 RTB IPA checklist.
9. **Notice and Record Keeping.** Staff conducting IPA are to provide immediate verbal and written feedback at the conclusion of the IPA, ensuring that the IPA checklist is documented and signed. The formalised IPA is to be provided to the instructor within 24 hours of completion.
10. **Unsatisfactory Performance.** Where an instructor is deemed below standard following the conduct of IPA, the instructor is to be counselled by their CSM. Use of the Recruit Instructor Remediation Continuum is recommended should their performance require formal rectification.

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Instructor Badges

11. The Recruit Instructor Badge (RIB) and Military Instructor Badge (MIB) are awarded to instructors that achieved the eligibility criteria specified in the ATM. Applications are to be submitted to STD Cell via the relevant CSM.

Assessment

12. To ensure all assessment activities are valid, sufficient and current; moderation and validation of all assessments and training materials is to be conducted. Records of moderation and validation activities are to be kept by QA Cell.

13. All assessment tools, assessment material and any other documentation relating to the performance of recruits are to be stored electronically on Objective. CHQ are to conduct regular audits of all course session folders and Member Training Records to ensure that the QA policy is being adhered to.

Learning Review

14. A Learning Review (LR) is used to measure and evaluate the conduct, delivery and overall assessment of the recruits' experience. On behalf of the Evaluate Authority, the Implement Authority (1 RTB) is to apply the LR processes to assess and report on:

- a. Level 1 – Recruit reactions to learning
- b. Level 2 – Recruit achievement of Learning Outcomes (LO)

15. Level 1 and Level 2 learning reviews are to be conducted IAW the *Army Training Manual Part 2 Chapter 10*, and the *SADL User Guide*.

16. All recruits are to receive an initial LR brief at the commencement of their course and participate in a final LR open forum discussion at the conclusion of the course, facilitated by the LR Cell. To enable an effective LR, instructional staff are to be educated on the LR process during the Recruit Instructor Course (RIC) and whenever the LR methodology is updated. PL staff are to ensure LR survey completion periods are adhered to IAW the DTP.

17. Personnel posted to the LR Cell should be within their second or third year of their posting and have completed the following period of Handover Takeover (HOTO) and training courses:

- a. Three months OJT prior to commencing the HOTO
- b. ADFTSS Learning Evaluation Course - 214920
- c. Privacy In Practice LXP Course - 219822
- d. WBS Invigilator Course - Facilitated by DPI&R
- e. Survey Manager Courses – accessible once a login has been granted.

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Quality Assurance

18. QA is to be conducted for all courses and programs implemented at 1 RTB as well as 1 RTB courses conducted by external agencies, to ensure the integrity of the conduct and output of all learning and assessment activities.

19. 1 RTB QA Cell is responsible to COMD 1 RTB for QA within the Develop and Implement phases for all ab-initio soldier and RDC pathway programs. This includes site visits, QA of TEs, and units who conduct 1 RTB exported training IAW ATM Part 2 Chapter 11 Quality Assurance.

Complaint Response Notification Survey (CRNS)

20. The CRNS is available electronically via a Quick Response (QR) code and via paper-based document. This survey is available to all 1 RTB personnel via the 1 RTB QA Cell SharePoint page. Recruits are to be briefed of the CRNS system and processes by both PL and LR staff NLT their initial learning review brief. The responses distribution is to include the Incident Manager.

21. 1 RTB QA cell is to collate responses and distribute to S1 and IM 1 RTB for review and assessment as follows:

- a. **Electronic.** Emailed directly to S1 1 RTB on occurrence.
- b. **Paper Based.** Collect written responses from the secure letterboxes no-less than twice weekly, individually scan, and email to S1 1 RTB.

Sub-Unit Commander's Responsibilities

22. Sub-Unit Commanders are to ensure that all ranks in their sub-unit fully understand the SO contained herein.

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The oath to serve your country did not include a contract for the normal luxuries and comforts enjoyed within our society. On the contrary, it implied hardship, loyalty, and devotion to duty regardless of rank.

- Brigadier George Mansford (Retd)

Approach

23. In 2026, the aspects of war is unique to anything experienced by previous generations. Technology, grey-zone activity and human-machine teaming are but some of the challenges the Australian Army faces as the organisation moves through an environment defined by competition and postured for conflict. The application of martial skills, centric to the profession of arms begins with the basics. How a soldier is formed from inception directly influences how they perform as part of a team in combat. Values, behaviours, ethics, and competence are either enabled or limited by the quality of instruction delivered, first and foremost, at 1 RTB.

24. Mental conditioning must sit at the forefront of every training opportunity. When all else has failed, it will be the fighting spirit of the soldier on the ground to get the job done. Inculcation of the *'Soldier Ethos'* must bleed through everything executed in the Battalion. This ethos can be summarised in three points:

- a. *"What doesn't kill me makes me stronger"* – Stress, delivered through the vehicle of tough training and supported through coping strategy education, will seek to produce soldiers who have the confidence and mental skills to face any challenge. Placing recruits under deliberate and calculated stress, scaffolded throughout their course is how this is will be enabled.
- b. *"It is not the burden we carry that matters, rather how we carry it"* – Framing challenges as opportunities for growth will reinforce to recruits that hardship is not punishment, but preparation. Attitude determines the outcome. The consistent demonstration of professionalism, calmness, and composure under pressure will set the standard for right looks like.
- c. *"Worry about the things you can control, don't worry about the things you can't"* – From night one, recruits will be overwhelmed with uncertainty. Uncertainty is a constant and this idea must be reinforced. A constant reminder that success will only be achieved by focussing on what they control; effort, attitude, teamwork – not external factors like weather or orders. This will be integrated throughout the training with scenario-based learning, reinforced by stress-management exercises. Embedding this as a culture, holding peers and recruits to account, and praising adaptability is imperative.

Instructor Excellence

25. Excellence is not only one of the Defence Values; it is the cornerstone of 1 RTB as a training establishment. Instructors set the standard for discipline, professionalism, and competence. Instructors at 1 RTB are not just responsible for delivering technical skills, they shape character, resilience and the mindset of their recruits. Poor instruction leads to

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knowledge gaps and a loss of confidence; this cannot be tolerated. Excellence affects the effectiveness of the force, making it a critical element to military capability.

26. Ultimately 1 RTB staff, especially Recruit Instructors (RIs), remain Commanders first, and Instructors second. We must seek to lead and inspire our recruits through their training. Behaviour contrary to this will not be tolerated.

27. Codes of conduct. In accordance with the Army Training Manual Part 3, Chapter 1 Training Codes Of Conduct. Both the Trainee and Instructor codes of conduct are to be considered as a lawful order. Failure to comply with these codes of conduct may result in administrative or disciplinary action. The codes of conduct are included in Annex A.

Administration

Execution & Review

28. Administrative processes within 1 RTB are to enable the execution of our mission. Processes are to leverage extant Defence policy. Where a requirement exists to create unit-specific processes, they are to be drafted and submitted through DCOMD for endorsement.

29. Bi-annual review of administrative processes are to occur following user feedback. The commencement of new processes only occurs post review and endorsement. Obsolete processes and documents are to be archived in order to preserve version control and maintain simplicity. Education on new process(es) is to occur to ensure all staff are conversant with their intent and use.

Pre-Raise and Induction

30. Recruits arriving at 1 RTB are to be appropriately accounted for and inducted. Regardless of course being undertake, accuracy in accounting is imperative to ensure duty of care obligations are met and Army continues to be presented as a credible and professional organisation.

31. **Weapon Handling Tests (WHT).** Members posted as Platoon Commanders, Platoon Sergeants or RIs to 1 RTB, including applicable appointments within Training Support Company are to complete WHT within the following timelines:

- a. No more than seven days prior to raising a recruit training platoon.
- b. No more than every 120 days.

32. Members are responsible to maintain records of WHT conducted within the above periods and produce them as evidence when required.

Pre-Raise Administration

33. Prior to the commencement of a session's raise, Platoon (PL) staff have a range of responsibilities to enable a smooth transition into training. These responsibilities will fall to PL Commanders (PLCOMD), PL Sergeants (PLSGT), Quality Assurance (QA) Cell, Operations Cell

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(OPS) and Training (TRG) support. The following is to occur prior to the final raise synch on Monday afternoons:

- a. Generation of all range activities on LRSMT (Responsible: PLCOMD).
- b. PLCOMD is to conduct a Final Planning Conference (FPC) on Monday of raise week. A calendar booking is to be sent NLT one week prior. Meeting is to occur in the BHQ conference room. Representatives from the following Sub-Units are to attend:
 - (1) 1 RTB OPS (Programming & TRG)
 - (2) Recruit Orderly Room
 - (3) Standards PL
 - (4) QA Cell
 - (5) PL staff.
- c. Armoury Access minute completed and submitted to OPS (Responsible: PLCOMD).
- d. Risk management acknowledgment minute signed (Responsible: PLCOMD).
- e. PL staff sign and acknowledge Instructor Code of Conduct (Responsible: PLCOMD).
- f. Pre-Course Alignment Checklist completed (Responsible: PLCOMD).
- g. Completion of all pre-raise bookings; inclusive of ranges, facilities, (such as WTSS and BAC), central armoury issue windows (weapons, SCE, field stores etc.), rationing, and transport (Responsible: PLSGT).
- h. PL staff weapon handling tests (WHT) completed and results filed in session folder (Responsible: PLSGT).
- i. Duplication and correct naming of raising session folder(s) on Objective (Responsible: COY CLK). The session folder template can be found [here](#).
- j. Recruit manifest and Enlistment Day Advice (EDA) updated in session folder (Responsible: Recruit Orderly Room).
- k. Current Daily Training Program (DTP) and Learning Management Package (LMP) and Record of Attainment (ROA) generator placed in session folder (Responsible: 1 RTB OPS).

Arrival/Raise Night

34. Staff are to conduct raise night in a deliberate, calm, and controlled manner. Minimal sense-of-urgency training is to be conducted. Regardless of any additionally introduced friction, the change from a recruit's former way of life to that of recruit training is profound.

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35. During the reception phase of the evening, the dress code is as follows:
 - a. PL staff - 1B, 2C or 2D. The dress code must be the same across both platoons.
 - b. OC and CSM – 1B, 1C, 2C, 2D, 2E or 4A.
 - c. Visitors and observers may wear 4A.
36. Staff may change back into dress code 4A once the reception is complete.
37. On arrival to 1 RTB, the following is to occur:
 - a. Buses are to be met by the raising PL staff IAW the COY parade format. The newly arrived recruits are not to be made to carry bags and cases which are fitted with wheels.
 - b. The raising PL are to conduct their parade under the direction of the Company Sergeant Major (CSM). This is to include at a minimum the PLCOMD's Raise Day Speech, Induction Brief, and a roll call. During the raise speech, it is permissible for the presenter to roam slightly. They are not required to remain at attention in location.
38. Once recruits have been allocated to their Sections, Section Commanders (SECTCOMD) are responsible for movement to the PL lines. Upon arrival, recruits are to immediately change into issued PT attire and receive both inside and outside briefs.
39. PLSGT is to brief recruits on WHS, fire evacuation drill, personal security, and barracks procedures for their first night. The security and use of mobile telephones is also to be covered.
40. Haircuts are to be conducted IAW the program. All males are to have their heads shaven. Female recruits can opt to have their heads shaven or groomed IAW Army Dress Manual.
41. The speed marching (sense of urgency) demonstration is not to be conducted, nor is its application an endorsed practice.
42. Prior to lights-out, recruits are to surrender the following items (contraband) to PL staff:
 - a. pornography and adult products
 - b. weapons of any kind (including sling shots)
 - c. medication and supplements of any kind (to be overseen by Field Nurses in lines)
 - d. Alcohol.

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- e. laptops / smart watches / electronic devices (note. separate arrangements for mobiles to facilitate administrative and welfare requirements).
- f. jewellery
- g. large quantities of cash.
- h. Nicotine and vaping products illegal in NSW.

43. **Tobacco, Nicotine and Vaping Products.** Recruits are able to retain legally available over the counter products, which are only to be used IAW these orders and staff discretion. If recruits have prescriptions for nicotine products they are to be reviewed by the health centre.

44. Staff are to provide a receipt of any surrendered items to the recruit, which are to be returned to the recruit at the end of the course. All attractive items are to be recorded on a valuable items register. All confiscated items are to be secured by the PL staff to ensure that they are not lost or stolen throughout the course.

45. Where a PL has members under the age of 18 (U18), PLCOMDs are to call their Next of Kin (NOK) informing of their dependent's safe arrival.

46. Lights out is to occur NLT 2300h following completion of all required briefs and raise night tasks. Time extensions can be requested by staff to through their OCs.

Recruit Induction & Administration

47. COY CLKs are responsible for the generation of recruit Member Training Records (MTR) aliases and Unit Personal Records (UPR). These folders are to be filed in the respective session folder(s) on Objective.

48. PLCOMDs are responsible for the compilation of a PLCOMD's Notebook for each recruit. A copy of this template can be found [here](#). This document is to be stored in the recruit's UPR along with the following documents:

- a. Trainee Code of Conduct acknowledgment
- b. PLCOMD's Initial Guidance (OC097)
- c. Opt in/Opt out acknowledgment (only required if operating mixed rooms or have members U18).

49. During raise week, recruits will receive induction briefs from the Battalion (BN) Orderly Room and Security Vetting staff (SECVET). PL staff are to ensure all recruits have access to their mobile phones for these sessions and the following documentation:

- a. birth/marriage certificates
- b. passport/Driver's license

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- c. evidence required for recognition of interdependent relationship (as required)
- d. supporting evidence for categorisation applications
- e. NOK contact information

Session Administration

50. The AFPC Course Administration Checklist is to be completed throughout each recruit session. COY 2IC's are responsible for conducting spot checks throughout the session and ensuring PLCOMDs completion of administration occurs in a timely manner.

51. **Session Folder(s).** Session folders are the 'working folder' for all sessions. Respective PLCOMD's are responsible for ensuring all information is appropriately contained is up to date. Supporting stakeholders external to the training PL (such as Orderly Room, PTI Cell, STP, Movements, SECVET etc.) are to generate their administration and work out of each session folder. This ensures version control and enables to prompt access of information at the point of need.

52. Only information and documents relating to the conduct of the session should be placed in the session folder. Folders are not to be used for staff personal administration.

53. **Training Review Boards (TRB).** Throughout the session, recruits may be required to transfer between Platoons. This can be due to administrative (missing or failed training), medical, or disciplinary reasons. All inter-Platoon transfers are initiated through the TRB Bulk Spreadsheet. The data included in the TRB is critical for reporting and trend analysis. Strict adherence to categories provided is necessary. If there are any concerns regarding selections proactively engage the ADJT for guidance. No recruit is to be transferred without COMD or DCOMD approval. Transfers can be defined as either simple or complex, for example:

- a. **Simple Transfer.** Simple transfers are those in which the decision to transfer is necessitated by factors beyond the immediate control of the training COY. The following are two examples of this:
 - (1) Medical – a recruit receives a medical downgrade and is recommended (on their PM101 or PM532) to be transferred to Digger James (DJ) PL for rehabilitation.
 - (2) Administrative (Training) – a recruit fails to achieve the required assessment standard and has exhausted all possible re-training and re-assessment opportunities. There are no opportunities to 'catch up' later in the program. In this instance, re-squadding to the next PL is the only viable option.
- b. **Complex Transfer.** Complex transfers are those in which require COMD's consideration for re-squad or any transfer to Weary Dunlop (WD) PL. Some examples of this include:
 - (1) Voluntary Separation (VS) or SERCAT Transfer Request – any recruit seeking to VS or SERCAT transfer is treated as a resignation from full-time service.

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Their TRB is to include their statement of reasons, PHQ comments on training performance and recommendations from both PHQ and CHQ.

- (2) Administrative (Training) – a recruit fails to meet the required assessment standard. An opportunity to ‘catch up’ later in the program exists however, their overall performance indicates re-squadding and repeating of previous learning is in the recruit’s best interest.
- (3) Disciplinary/Personnel Management – An ongoing issue or incident has occurred in a PL and separation of the involved parties is required in order to maintain good order, discipline, and remove distractions from the delivery of training.

54. All TRBs are to be submitted to BHQ (having been reviewed by CHQs) NLT 0900 Tuesday morning (weekly). Where a situation requires immediate consideration for transfer, CHQ is to liaise with BHQ. Movement in these circumstances can be done on an as-needs-basis.

55. PLCOMD’s are to use novel solutions to ensure recruits can remain with their PL wherever possible. This may include the conduct of ‘day-trips’ to other PL’s to complete missed training or conduct missed or failed assessments. In limited instances missed or retraining can be completed post-graduation.

56. Prior to the physical movement of recruits, PLCOMDs are to ensure the following occurs:

- a. confirm inter-PL transfer has been authorised (TRB spreadsheet signed)
- b. liaise with gaining COY (OC or 2IC at a minimum)
- c. complete any Sentinel WH&S reporting associated with their training in the losing PL.
- d. finalise any outstanding training related administration (signing assessments etc.)
- e. HOTO any ongoing or submitted personal administrations
- f. conduct a complete DP1 check (losing PL) and retrieve civilian belongings
- g. generate and submit lost/damage report for any missing items
- h. collate hard-copy assessments (for safe hand to gaining PL/SECTCOMD)
- i. ensure PCNB is up to date
- j. conduct exit ROC
- k. draft ROA (only required for movement to DJ or WD PLs) conduct physical move of recruit.

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57. COMD 1 RTB (or DCOMD in COMD's absence) retains decision-making authority for all inter-PL transfers.

Voluntary Separation (VS) Requests

58. There are number reasons why a recruit may wish to VS during their training at 1 RTB. The first two weeks of training is the highest risk period for VS. Accordingly appropriate mitigation strategies and engagement are key to increase retention. The most common reasons are:

- a. no longer wishing to serve
- b. homesickness
- c. changes in family situation
- d. withdrawal of parental or guardian consent (U18).

59. With the exception of a withdrawal of consent, all VS are requests only and not a guarantee a recruit will be able to leave the Army. It is vital for all Commanders to reassert the contractual obligation recruits have signed up to fulfil and to coach and mentor recruits who may be struggling through difficult times.

60. VS requests are to be submitted by the recruit in writing and CHQ informed. If no exceptional circumstances exist, PL staff are to conduct goal setting over a two week period. Often, once more of the course is experienced, attitudes towards VS change and recruits are retained. If recruit's VS intentions remain then the request is to be escalated to CHQ for review and engagement, and if required onto BHQ for consideration. Unless significant character shortfalls exist or retention of the recruit is assessed as not being in service interests, every effort ought to be made to retain them.

61. PL staff are encouraged to exercise judgment prior to processing VS to BHQ. Engagement with CHQ, corps representatives, padres or physiologists can assist in ensuring the recruit is making an informed decision, rather than an emotive one. This may also include engagement with the recruit's NOK – regardless of whether they are U18. Ultimately, if a recruit remains resolute on their VS application it must be considered by the appropriate delegate (COMD 1 RTB etc.).

SERCAT 5 Return to Unit (RTU)

62. SERCAT 5 RTU's can occur either voluntarily or involuntarily. This can be due to either medical, compassionate, or training failure reasons; or requested by the recruits themselves. RTU's are to be administered as a Complex TRB, with the Regional Induction Cell (RIC) informed and liaised with.

63. A RTU request submitted by a SERCAT 5 member attending the PTRC is to be treated in the same manner as a SERCAT 7 request.

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64. In the event of a RTU, the losing PLCOMD is to draft a minute to the RIC (on behalf of DCOMD 1 RTB), explaining the circumstances.

Separation Process

65. In the event after the fortnight goal setting period the recruit seeks to continue their VS, the following is to occur:

- a. TRB raised, submitted to BHQ (through CHQ), and approved by COMD 1 RTB.
- b. draft Record of Attainment. To be checked by OPS, signed, and placed in their MTR.
- c. transfer to WD PL IAW aforementioned transfer process.
- d. COY CLK update activity log in PSS to reflect withdrawal from session.
- e. book Transition Health Examination (THE) on confirmation of COMD 1 RTB approving VS.
- f. complete and submit AC853 (WD PL).
- g. VS is to be recorded against DR16 Reg 18- *Voluntary change of a period of service*.

Security Vetting

66. Each course has designated time in the Daily Training Program (DTP) to complete SECVET. There will be times when SECVET require individual RFI's or action items to be completed. Recruits will be emailed by their SECVET representative individually and are to be afforded opportunities throughout the course to complete this administration promptly. Failure to do so can impact the recruit's subsequent training.

Engagement with Families

67. Throughout the course sessions, families will be in constant contact; seeking information regarding March Out. NLT five weeks prior to March Out, an information for families' sheet (IAW Recruit Admin Templates) is to be distributed in order to enable the booking of travel and accommodation. It must emphasise the nature of training and the potential for delays in marching out. Any subsequent transfers of recruits (i.e. re-squadding) are to confirm their NOK or family have been advised. No staff members' contact details are to be provided to families without express permission. Staff are to direct families enquiries to the 1 RTB duty system personnel.

Unit awards

68. Each recruit should not receive more than one award. If a recruit is being awarded the Cameron Baird VC MG award, but would also receive subordinate awards such as for PT, the next highest performing recruit is to receive it.

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69. The following table can be used as guidance to assist in selecting appropriate award winners.

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Award	Allocation / march out	Recipient	Guidance
Best at PT	2	Recruit	Best scores at PT supported by the evidence supplied by the PTI section.
Skill at Arms Trophy for Weapons Proficiency	2	Recruit	A number of facets are available for analysis. The best final score for RP3A, or highest aggregate score across all serials is not necessarily a good determinate of 'Skill At Arms'. The best shot may have had multiple attempts passing the WQT, similarly there maybe soldiers who can handle the weapons more proficiently or took better care of them out field, but are still not the best shot. It's important to remember that the Skill at Arms is not specific to the EF88 and may include F89 and grenades.
Warfighter	1	Recruit	Awarded to one person for each march out, it is not reciprocated across both platoons. Is awarded for the recruit who has displayed the best combative mindset across ACP and bayonet fighting. Ex GABUGA SPRINT may need to be used as a discriminator between nominees.
Corporal Cameron Baird, VC, MG	2	Recruit	This award is as much about qualities as it is raw scores and subjective achievement in other disciplines. Highest aggregate score across all assessments and disciplines (field, radio, navigation, admin, weapons, PT, etc.) and supported by displayed qualities of mateship, loyalty, teamwork, integrity, honour, dedication to duty and Defence values. An important distinction is made between and individual with the highest score who is deficient in good qualities, and one who has a high scores but excellent qualities. In this instance the award should be weighted towards the values. It is possible for someone to be the best across the board without being the highest score at any one discipline.
Wagga Legacy Shield	1	Section commander	Awarded to the section that achieves the highest score, significant apportionment of score derives from the section attack. Where there is a tie, the winner should be the one who has the highest score in the section attack. Presently the winner of the shield is also given a combat knife; however this is not issued on parade.

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March Out Functions

70. PLCOMD DJs PL is the OIC of the March Out functions, and is to utilise their trainees to supplement SEG contracted functions.
71. Recruits are not to take visitors inside the Wally Thompson OAM Lines without prior written approval from COMD 1 RTB.

End of Session Administration

72. Prior to March Out day, the following administration is to occur:
- a. completed and approved field matrix for the final exercise's field pay.
 - b. finalise all assessments (inclusive of assessment checklist and record of training).
 - c. all hardcopy assessments to be scanned and filed in the recruits respective MTR. This is to be done as a single 'bulk-scan' document and named as follows:
 - (1) YYMMDD-Assessments-1 RTB Assessment Evidence-8xxxxxx PTE Name-OFFICIAL
 - d. compilation of recruit ROAs. ROAs are to be submitted to 1 RTB OPS for review prior to signatures.
 - e. compilation of the session Post-Activity Report (PAR). For a two-PL raise, this can be done together.
 - f. complete Initial Employment Training (IET) HOTO minute and associated SOPs, and submit to CHQ for approval NLT COB Tuesday prior to march out.
 - g. compile AE994 for HOTO of recruits with any ongoing injuries or illness in preparation for IET HOTO. This is to be submitted for DCOMD signature through Objective Workflow NLT Thursday prior to march out.
 - h. confirm IET manifest is correct and up to date with BHQ Ord Room.

Post-Session Administration.

73. Following the completion of a session, QA Cell is to be engaged in order to conduct learning review and a post-activity debrief. QA Cell is to be provided a copy of the session AAR (After Action Report) NLT one week prior to March Out.
74. Any remaining Extra Energy Modules are to be taken to the Nurse Co-ordinator at the Kapooka Health Clinic for distribution to the various health wards. Any still remaining after that may be offered to the Everyman.

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Conduct of Recruit Training

Above and Below the Line Behaviors

75. Above and below the line behaviour refers to the invisible line between those of our actions that are acceptable in Defence workplaces, and those that are unacceptable. The line signifies a choice between how we thoughtfully respond to a situation and how we may find ourselves reacting to a situation.

76. While it is often clear when the invisible line has been noticeably crossed, it is sometimes harder to understand when a particular behaviour falls “just under” that invisible line. The examples of above and below the line behaviours included below are intended to guide your understanding of the concept and encourage team and colleague conversations about what is and is not acceptable in your workplace. As a Defence member, recruits are to embody the Defence values. To do this, a recruit must:

- a. act with purpose for Defence and the Nation
- b. be adaptable, innovative and agile
- c. collaborate and be team focused
- d. be accountable and trustworthy
- e. reflect, learn, and improve
- f. be inclusive and value others.

Instructor Ratios

77. In instances where instructor ratios to trainee ratios need to be enlarged to account for any number of contingencies. Local authority may be gained from the COMD for a specified period of time. Consideration is given to the nature duration, and stage of training.

Daily Training Program

78. **Hours of duty.** Recruits are required to be on duty from 0600h to 2200h daily, not inclusive of any piquet requirements. Allowances to extend hours of duty can be made by OC as required to achieve training outcomes.

79. The DTP is a General Order and place of parade issued by COMD 1 RTB. Execution of recruit training is to occur IAW each sessions DTP.

80. Any request to amend the DTP is to be sent to 1 RTB OPS for consideration and/or approval. Approved amendments will be in an updated DTP by 1 RTB Programming Cell.

81. Training activities such as the Bayonet Assault Course (BAC) and EX GABUGA Series of field training are captured in activity-specific OPORD(s). These OPORD(s) are to be executed in conjunction with the DTP.

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82. Recruit must attend retraining periods for subjects/assessments they have failed without exception, regardless of religious requirements.

83. Staff must ensure time is allocated to recruits to perform the in lines PT program IAW the DTP.

Dress and Bearing

84. 1 RTB maintains dress standards IAW the Army Dress Manual (ADM). In order to provide an example to recruits on the wearing and use of military dress and equipment, staff instructing or otherwise involved in recruit activities are to wear the same order of dress and in the same manner as recruits

85. **In lines.** Recruits are permitted relaxed dress while in the lines, (therefore, PT gear and thongs, cams and thongs) as permitted by the DTP. The minimum standard of footwear in the accommodation blocks is thongs. The minimum standard of footwear outside the accommodation blocks is runners.

86. When moving between bedrooms and showers, recruits are to wear a minimum of shorts and t-shirt. Recruits are not to move through corridors in towels.

87. **Training Tabs.** Training tabs are worn on the epaulette when dressed in 4A and 4B with the seam hidden from view. Training tabs are not worn at PT, BAC day or in the field environment.

88. **Cleanliness of Equipment.** Equipment and accoutrements are to be kept clean at all times. The buckle on the Hat KFF Chinstrap is to be clean but not polished.

89. **Seasonal Variation.** The change between summer and winter occurs over the following:

- a. **Change to Summer.** Third Monday of October (Summer Dress codes)
- b. **Change to Winter.** First Monday preceding Anzac Day (Winter Dress codes)
- c. **All Seasons.** Dress Order No 4A 'General Duty Dress (Australian Multi-cam Camouflage Uniform)'.

90. **Shaving.** Male personnel are to be clean shaven daily when on duty. A place of parade includes conducting corrective training and local day leave. Shaving is to occur within 30 minutes of reveille or 30 minutes before the first parade (ROPs), whichever is applicable.

91. **Beards and Moustaches.** Recruits wishing to grow a beard on religious grounds are to apply in writing to COMD 1 RTB through their chain of command. Beards and Moustaches are to be worn IAW Army Dress Manual. Those who have a Beard or Moustaches for religious purposes previously approved by DFR are NOT to be ordered to shave, nor do they require to apply to the COMD.

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92. **Bearing.** Chewing gum, slouching, sauntering, hands in pockets, smoking in the street or in non-designated smoking areas and any similar deportment which detracts from a military appearance, either on Defence establishments or in the eyes of the public, is unacceptable. Recruits are not to eat, drink, smoke or use mobile phones when moving around the KMA. These tasks are to be performed stationary with headdress removed.

93. **Every Day Carriage.** All recruits are expected to carry a physical notebook and writing utensil with them at all times with the exception of during Physical Training and periods of Parade Ground activities. For all periods of instruction, recruits are expected to be in possession of not less than 1lt of water.

94. **Boots.** Recruits are issued with the in-service combat boots at initial issue. Recruits are authorised to wear the issued combat boots or any boot from the CA approved boot list. Non-issued combat boots are purchased at the recruit's own expense. All combat boots are to be maintained in good repair, kept clean and are not to be polished.

95. **Head Dress.** Daily head dress is to comply with the following activities:

Description	Occasion	Comments
KFF Grade 2	Dress of the day AWM Visit	
Field cap	PT Range	The field cap is not permitted in the field environment where the requirement for camouflage is pre-eminent.
Helmet	As required	
Bush hat	Initial drill lessons All field activities Range practices	

96. Hats are not required to be worn to the mess. PL staff are to apply common sense in relation to the DTP when directioning what if any head dress is worn. If worn to the mess, bush hats may be rolled and carried in a pocket.

97. **March Out Rehearsal.** In the interest of breaking them in, recruits may wear the issued RM boots with AMCU, similarly the KFF Grade 1 for the purposes of march out rehearsals.

98. **Privately Purchased Equipment.** Any privately purchased field equipment (face wraps, gloves, buffs, etc...) must comply with the ADF uniform requirement pertaining to 'Anti-drip'. Staff are responsible for ensuring checking compliance and are not to allow any items that fail to meet the requirement. Any field equipment not meeting this specification is not to be worn.

99. **Soldier Combat Ensemble.** Soldier Combat Ensemble (SCE) issued to recruits is to be worn during all field training lessons and activities, unless medical advice prohibits. To better enable the imitation component of a weapons lesson, during instructional periods the instructors webbing is to match that of the trainees.

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100. Post the weapons package, staff and recruits may reconfigure their webbing set-up. PL staff and recruits are to restrict their customisation to issued equipment only. Where staff choose to reconfigure their webbing, they are not to prohibit the recruits from doing likewise.

101. The EX GABUGA Series OPORD sets out the load list and equipment layout for recruits.

102. Only issued field packs and frames are to be used by recruits and staff.

103. **Marking of Clothing and Equipment.** The following procedures apply to the marking of clothes and equipment:

- a. All military clothing is to be marked with the recruit's name and PMKeyS number with a permanent marker. On pants the marking is to be on the inside of the waist band and on long sleeve shirts on the inside of the collar.
- b. SCE is not to be marked
- c. Hats are to be marked only on the inside with the recruit's name. Under no circumstances should markings be made on the outside of the hat.

104. **Local leave dress.** Dress during local leave periods is to comply with Defence travel dress standards, with no military uniform items to be worn.

105. **Australian War Memorial (AWM).** A general duties dress code is to be worn during the visit to the Australian War Memorial. It is acceptable for the KFF to be worn without the corps badge fitted. All other uniform accoutrements are to be worn.

Instructional Periods

106. Staff are to conduct a formal HOTO at the start of each instructional period. The format of this information is as follows:

- a. Room brought to attention (exchange salute for Officers)
- b. XX PL
- c. posted strength X
- d. total on parade X

Retreat

107. At the sounding of 'Retreat', all personnel out of doors and within the KMA are to face in the direction of the ANF and pay the appropriate compliments while it is being lowered. Members in uniform are to salute if in view of the flag station.

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Weapons and Maintenance

108. **Security.** Recruits are responsible for the security of all stores on issue to them. When left unattended in a recruit's room, certain stores are to be locked in their trunk, a suitable container, or cupboard.

109. No member is to leave any weapon (or simulated weapon), insecure and unattended at any time. For the purpose of this order unattended means a distance of two meters, unless otherwise directed by a member of staff; insecure means in an unlocked room or not locked in a secure container or trunk.

110. Whenever possession of controlled stores changes for any reason, recruits are to ensure that the item is signed for by the person who will be taking responsibility for that piece of equipment. As a minimum, the signing over of controlled stores is to include the original recruit's full regimental details, the full regimental details of the person taking over responsibility for the piece of equipment, the serial number of the specific piece of equipment, a description of the serviceability of the item and the date-time-group that the exchange took place.

111. When the loss of controlled stores becomes known or is suspected, the loss is to be reported immediately to the chain of command and ADJT during working hours, the 1 RTB DO after working hours, or to the PL staff when deployed to a field environment. This report is to be made prior to a full scale search being conducted.

112. **Maintenance.** The following procedures apply to the care of weapons, swords and scabbards or part thereof. Issued bayonets and scabbards or part thereof are to be cleaned by 0730h daily whilst in barracks and as part of morning routine (as a minimum) whilst in the field environment. Minimal cleaning standards are detailed as follows:

- a. All metal components are to be kept clean, lubricated and in a corrosion free condition as per current individual weapon publications.
- b. All plastic working parts including magazines are to be kept clean, oil free, and lubricated as per current individual weapon publications.
- c. Steel wool, metal polish or abrasive materials of any kind are not to be used on any weapon.
- d. At the completion activities weapons are to be cleaned and inspected.
- e. Rifle bores, gas cylinders and gas affected parts are to be covered with a light amount of CLP prior to being handed back to civilian contractors.
- f. Any maintenance problems are to be promptly Suspected Fault (S/F) tagged and referred to the activity OIC for repair by the Armourer. Recruits are not to strip weapons beyond that detailed in the relevant weapon pamphlet.

113. Non-Technical Inspections (NTI) are to be completed for weapons at the end of field phases and before weapons are returned to the armoury. These are to be countersigned by

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member of the platoon staff. PL SGTs are to conduct a 10% inspection of weapons and NTIs present to the armoury.

114. **Personal knives.** Recruits are permitted to hold in their accommodation blocks multi-tools and small pocket knives providing that blades are no longer than 10 cm. Adherents of the Sikh religion are also permitted to have a Kirpan with an overall length, including handle and sheath, no longer than 23 cm. Staff may restrict the carriage of the Kirpan in instances where it may interfere with training or poses an unacceptable hazard to the members safety (e.g. PT, HWCC, drill etc.).

115. **Bolt Retaining Pin.** The use and management of the Bolt Retaining Pin (BRP) is covered under its own SOP. When fitted with a BRP, the EF88 may be carried in all building and locations on the KMA; inclusive of messes, hospitals, clinics, and chapels.

Personal Revision/Reflection time

116. There is time allocated throughout the DTP where recruits can use their study booklets to revise the day's lessons and prepare for upcoming lessons. This time also enables them to complete any allocated physio related exercises for injury prevention or rehabilitation. Recruits are to be afforded time to complete directed physio activities. This allocated time can also be for recruits' spiritual, philosophical, and or religious needs. The re-allocation of this time for other training is to be avoided if possible.

Uniform Maintenance

117. There is time allocated for recruits to conduct laundry and ironing their uniforms.

118. The recruits are to be briefed on the correct use of washing machines and dryers. No large items e.g. SCE or boots, are to be placed in the washing machine or dryer.

119. When ironing uniforms, if recruits are required to leave their room or the building, they are to ensure their irons have been turned off and are cooled down prior to placing away in their lockers.

Accommodation & Ablutions

120. **Mixed Gender Rooms.** During the conduct of recruit training, situations may present where mix-gendered rooms are required. In this instance, members of the room are required to complete the Opt-In/Opt-Out Questionnaire. Should a recruit Opt-Out, arrangements are to be made to accommodate them in a same-gender room or individually.

121. **Under 18 (U18) Recruits.** Accommodation arrangements are to be reviewed after an initial period of one week, and remain subject to ongoing routine review.

122. To ensure recruits are all treated alike, recruits U18 are able to Opt-in or Opt-out of being allocated to a mixed gender room. To ensure this is permitted by the recruit's legal guardian/NOK, staff are to contact the recruit's NOK to confirm the decision. Determining a U18 participation in a mixed gender room is at the discretion of their NOK.

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123. Staff have a duty of care to inform the recruit's NOK if the recruit changes room structures throughout their time at 1 RTB. Staff are also required to explain to the NOK the role of mixed gender rooms for recruit progression, the mitigations in place, and explain this opportunity may not always be afforded in future postings.

124. **Dress.** Dress within mixed gender rooms is to retain a high level of respect for all members of the room. When required to change orders of dress, members of mixed gender rooms are required to move to the ablutions. This includes getting dressed in the ablutions after using the toilets/showers prior to returning to the member's room.

125. **Room Doors.** All accommodation room doors regardless if mixed/single gender, are to remain open at all times unless determined unsuitable by staff. Recruits should not enter accommodation rooms that are not their own unless they knock and wait for consent prior to entering.

126. **Ablutions (SALs).** SALs are to remain single gender at all times. Where a recruit does not identify as either male/female, staff are to confirm which ablution the recruit feels most comfortable using and enable them to do so. Where conflict arises, separate timings may need to be considered.

Room Maintenance

127. Recruits are to ensure their lockers are in the correct locker layout (IAW the stipulated layout) at all times. Maintenance of this locker layout is imperative in assuring attention to detail is assimilated. Time must be allocated for recruits to perfect their own lockers. Regular inspections (up to and including by OCs) are to occur and the conduct of re-training if required.

128. Food scraps and associated rubbish is not to be kept in room bins. Consumption of food in the lines is up to PLCOMD discretion.

Access to Mobile Phones

129. The use of phones by recruits is important to maintaining morale. Time is allocated on the DTP to ensure this occurs.

130. When authorised to use phone the following controls apply:

- a. mobile telephones are to be used IAW the Army Dress Manual
- b. recruits must remove head dress and remain stationary whilst using a mobile phone when in all forms of dress
- c. recruits are not to be compelled to stand at attention and may seek cover during periods of rain
- d. recruits are permitted to sit on a chair, and are permitted to use ear phones during the conversation

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- e. must not interfere with another platoon's activity
- f. may use video but must not have any identifiable building, other personnel or training activity in the background
- g. exempt from paying compliments.

131. With the exception of field training, recruits are to have a minimum of two hours per week with their mobile phone. Training PL's maintain the ability to increase this as required. At least one of those hours is to occur on a weekend. Ideally one of these session will occur after an exciting activity.

132. Allocated phone time IAW DTP is not to be taken away as punishment, and all corrective training is not to inhibit phone access.

133. Recruits are to be reminded the personal use of phones (i.e. messaging family) is not to occur in lessons where phones are required (i.e. SECVET periods).

Use of the Bus Stops

134. Recruits are not to be compelled to stand at attention while waiting at the on base bus stops. They may stand comfortably and where seating is provided they are to be allowed to sit. They are to afford appropriate compliments if/when staff walk past. Recruits are permitted to talk while at the bus stops.

AAFCANS

135. When visiting AAFCANS, recruits are to be in AMCU unless they are receiving haircuts. In that instances, PT attire is acceptable.

136. During Blue and Gold Tabs, recruits may march in groups of two or three, to and from AAFCANS at the discretion of the PL staff.

137. Smoking is permissible in the designated smoking area. Recruits must dispose of their cigarette butts in allocated ashtrays.

138. Food and drink are not to be brought back to accommodation building. All items purchased and brought back to the recruit lines are to be inspected for contraband. Items that do not align with the locker layout are to be placed in the box room for storage.

139. Where the AAFCANS truck visits the PL activities, staff are not to use the amenity unless recruits are also authorised to use the truck facilities, with staff being the last customers after recruits. To pay for goods, staff are to ensure that the recruits have access to their phones, or wallets. The inability for a recruit to pay for goods is not sufficient reason to only allow the staff to use the trucks services.

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Vaping / Smoking

140. Vaping attracts the same controls as smoking tobacco in both the barracks and field. Vaping/Smoking must only occur in designated smoking areas in both the barracks and in the field. Vaping/Smoking in or near accommodation, buildings, infrastructure, tents or vehicles of any type is prohibited. Vaping/Smoking in or near crowds of people in both the barracks and field is prohibited.

141. When time permits, recruits may be permitted to smoke. One elected recruit, designated as the OIC will request permission from staff on behalf of the smokers. Staff may refuse smoking if time or situation does not permit. In these instances no staff should smoke at that time.

142. Butts are to be disposed of in designated smoking trays, the maintenance of ash trays is a responsibility of the smokers, and non-smokers are not to empty ash trays.

143. Smokers must be dressed as a minimum in PT attire. Headdress is to be removed.

144. Members U18 are not to ask, be provided, or permitted to smoke.

Mail

145. Staff cannot refuse the delivery of mail to the recruits. As a control measure recruits are to open parcels in front of staff to enable inspection for contraband. Contraband must be logged and returned to the recruit prior to March Out.

Watches

146. Traditional style watches may be retained by recruits and may be permitted to be worn as dress of the day thought out course. Exemptions to this are:

- a. any smart watch (therefore fitted with a receiver or transmitter), these must be secured as an attractive item
- b. during any PT session
- c. during ceremonial parades.

147. Recruits are permitted to purchase watches (other than smart watches) while on local leave or have them received in the mail.

Performance Management and Feedback

148. As recruits move through their respective training continuum, Commanders must ensure recruit performance and training progression is continually monitored, and any deviations in performance or behaviours are corrected and addressed.

149. **Learner Performance Appraisal (LPA).** LPA are periodical reports issued to the recruit that outlines their standard achieved across a specified period of training; and will

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outline strengths, weaknesses, and any areas of concern. LPA are to be debriefed verbally by SECTCOMD's, and acknowledged by the recruit. All LPA are to be stored within the session folder, MTR, and notated on the recruit's PCNB.

150. **Learner Performance Incident (LPI).** LPI are specific reports issued to the recruit identifying either a negative or positive incident witnessed by a member of staff during the conduct of training. Negative LPI are to be issued provided the following criteria are met:

- a. the recruit has read and acknowledged the Trainee Code of Conduct
- b. the recruit has received formal instruction and acknowledged the following:
 - (1) induction and discipline lessons
 - (2) routine and standing orders
 - (3) performance assessment and management
- c. the recruit has been provided relevant training, and has received adequate fault correction prior to the incident.

151. LPI are to be signed and acknowledged by the recruit, SECTCOMD, and PLCOMD prior to the document being retained in the session folder. All LPI are to be recorded on the recruits PCNB. Debriefs with recruits are to be in a constructive and respectful manner.

152. **Counselling.** PLCOMD, OC, and COMD counselling is used where a recruit repeatedly fails to achieve the required standard within a specific aspect of training, and where other methods of performance management have failed or are not appropriate. PHQ are to liaise with CHQ to determine the appropriate level of warning warranted appropriate to the situation. Warnings are to be detailed on an OC097 – Record of Conversation, and contain at a minimum the following:

- a. the conduct or behaviours that has resulted in an observation of poor performance.
- b. how the conduct, performance or behaviour is unsatisfactory.
- c. an outline of the remediation required to improve the standard of performance, conduct or behavior.
- d. any supporting evidence that justifies the recruit being counselled.
- e. the consequences (re-squad, transfer, termination) of failure to meet the required standard.

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Duty Recruit

153. Each PL will use a duty recruits system (Recruit Duty Member (RDM)) as part of being on gold tabs. How each Coy runs the duty system is determined by the OC.

154. They are identified by a distinctive brassard (shown) worn on their left arm sleeve when dressed in AMCU in the garrison area or at the range.

155. The brassard is not worn to PT, during field craft lesson or in the field environment.

156. Likely duties include:

- a. inspection of all or part of morning duties to ensure the correct standard.
- b. receiving HOTO points from the staff driver for afterhours work.
- c. reporting parade states to the Coy DNCO.
- d. maintaining overnight security piquet.
- e. ensuring timings are promulgated and that platoon members are accounted for.
- f. ensuring the platoon is at the standards for dress, bearing, and behaviors.
- g. promote positive culture within the platoon in alignment with the Defence Values.
- h. HOTO the platoon to the Platoon Driver and oncoming RDMs.

157. The duty recruit is an augmentation, not a substitute for the DNCO, nor do they alleviate the duties of the DNCO. The duty recruit has no command delegations or legal authority over their platoon members. RDMs are not permitted to undertake the oversight of any retraining, corrective training, punishments, or sanctions, or issue any of the fore-mentioned.

Tab System

158. Throughout training, recruits will be progressed through the 'Tab System'. This is a progressive system, moving from Red to Blue to Gold. The DTP sets out when this change is to occur. As progression through this system comes with additional recruit responsibility and freedoms, PL staff may liaise with CHQ to discuss reversal of tabs if collective shortfalls in discipline, attitude or performance is observed. Any reversal is at OC's discretion. Details of each tab and their associated conditions is as follows:

- a. **Red Tabs.** The Red Tabs phase of recruit training spans across Day 1 to 31. During this period, recruits are immersed in the foundational transition from civilian life to



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soldiering. Training also introduces recruits to Australia's warfighting culture, reinforcing the ethos, resilience, and mindset required of an Australian soldier.

- b. **Blue Tabs.** Days 32 to 52 is recognised as the Blue Tabs phase of training. During this period, recruits progress from basic soldier skills to applied training. By the end of this phase, recruits are expected to demonstrate effective EF88 proficiency in line with the delivered training, well-rounded drill discipline, and a sound understanding of governance requirements, preparing them for the field-focused training that follows.
- c. **Gold Tabs.** Days 53–80 is the Gold Tabs phase. This phase drives recruits to their highest level of readiness as they transition from recruits to soldiers ready to progress to their IET Schools. Completion of this phase signifies recruits have achieved the skills, knowledge, and attributes required to graduate from 1 RTB as soldiers of the Australian Army.
- d. Once on Gold Tabs, PL staff will implement a RDM system. Following completion of the day's periods of instruction and delivery of clear orders pertaining to expectations for the next morning (i.e. reveille time, dress etc.), HOTO of supervision can be conducted with the Coy DNCO. PL staff may then depart for the night.
- e. **PTE Rank slides.** Day 80 – 87. At the completion of Ex GABUGA SPRINT, Coy staff are to present the PTE ranks slides to the recruit in a respectful manner. It is preferred this takes place on the Coy parade ground, immediately before the range clearance, similar to a promotion in the field. In all cases, the transition from gold tabs to AMCU ranks slides is to occur before dinner. Recruits are then permitted to wear the ranks slide around the garrison area. Recruits cannot be regressed to tabs from this point on (unless formally re-squadded)
- f. **Green Tabs** – Green tabs are utilised for SERCAT 5 recruits attending the PTRC. These recruits are to follow the conditions of a 'Red-Tab recruit' however may be granted additional responsibilities at PL staff discretion based on performance and attitude.
- g. **Orange Tabs** – The orange tab is worn by recruits within the Recruit Development COY (RDC), regardless of which PL or Development Program they may be undertaking. This includes members within DJ PL, Army Indigenous Development Program (AIDP), Indigenous Pre-Recruit Course (IPRP), and Army Pre-Recruit Conditioning Program (ACPC).

Movement of Recruits

159. **Dressing.** Regardless of the dress code or next lesson, once formed on parade the PL is to be numbered and right dressed.

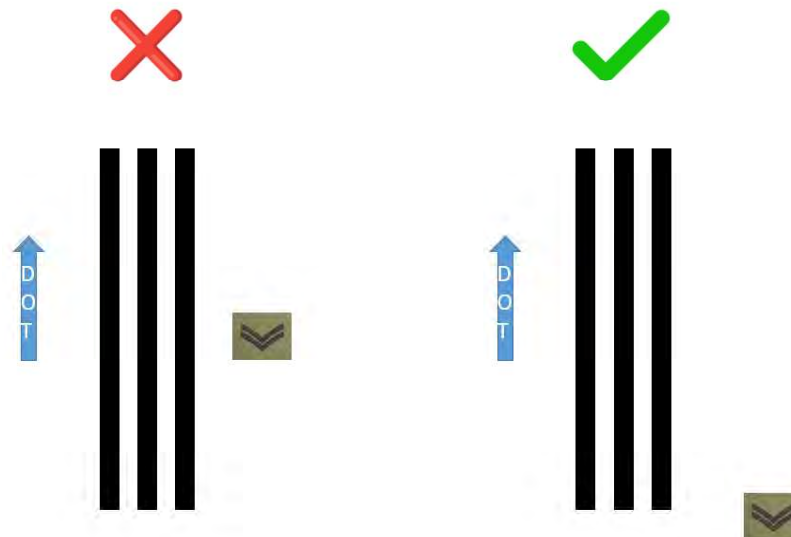
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160. Section commanders are to make the correct use of front and flanks when giving orders to a formed body. It is difficult to expect the recruits to understand the concept when the section commander are causing confusion by not getting it right.

161. When marching formed bodies of recruits, the commander is to be positioned at the rear and to one side of the formation, enabling them to see the whole body. They are not to command from the center, but may swap sides to improve their position.



162. **Marking Time.** Formed bodies are not to be ordered to mark time excessively, or on uncomfortable steep slopes. While on a slope, where there is a requirement for another platoon to pass in front, the formed body is to be ordered to halt.

163. Changing step during mark time is not to be ordered more than two consecutive times. If a fault cannot be rectified in that time, the PL is to halt, the error corrected.

164. **Step out.** The command STEP OUT is not an endorsed practice at 1 RTB. Recruits may be instructed on its use and view a demonstration, but is not authorised for practice.

165. All personnel are to acknowledge the Soldiers memorial. When marching in a formed body, the command 'EYES LEFT / RIGHT' towards the memorial is applicable, for individuals a salute is appropriate. In both cases, a count of six paces is sufficient.



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166. There are two methods to move recruits around the KMA:

- a. **Formed body.** Marching to a common cadence, in a formed body commanded by a single NCO. In all cases, formed bodies are to stay on hard surfaces.
- b. **Section patrol.** No more than a standard section, led by an NCO applying patrol formations and tactical techniques. Communication is by hand signal. Section formations may take advantage of terrain and vegetation to screen movement.

167. Recruits are permitted to move in twos or threes once they have been taught salutes in quick time. Employment of this method of movement is at PL staff discretion. All staff are responsible for ensuring that recruits moving in twos or threes pay correct compliments to Officers, follow the correct procedure when the bugle sounds, and move around the area without speaking. Timely fault correction is required when shortfalls are observed.

168. Movement is to occur on paths and walkways as much as reasonably practicable. Where movement on roads is required (i.e. to and from PT or patrolling in open file), the use of front/rear markers, high visibility vests and lights (if moving during periods of darkness) is to occur. PL staff are responsible for the safety of their recruits when moving around the area.

Conduct of Physical Training

169. The 1 RTB PTI Cell is responsible for the conduct of recruit physical training (PT). Session DTPs stipulate PT sessions, locations and dress states.

170. PL staff are encouraged to attend and participate in all PT sessions with their PL's. This is to reinforce the importance of PT in service life and demonstrate the maintenance of standards. Where preparation for periods of instruction preclude staff participation, the PL Driver is required (as a minimum) to remain for the duration of each PT session.

171. In order to support the timely response to recruit injuries during PT sessions, the PTI Cell is responsible for the treatment and evacuation when required, of any recruit who sustains an injury during PT. This can be supported by training PL staff, however is to be coordinated by the instructing PTI. During the conduct of PT windows (i.e. mornings where multiple PLs are conducting sessions across the KMA), PTIs are to maintain access to a first aid kit, defibrillator and mobile phone.

172. Safety vehicles are not required for the conduct of PT in the KMA. The 1 RTB DO and COY DNCO are to support the evacuation of recruits as required. All PTIs are to have the DO and DNCO's numbers in their phones prior to the commencement of PT.

173. PT is only to be conducted under the control or direction of a PTI. The use of physical retraining is prohibited.

174. Where a recruit requires remedial training (such as push-ups), the PTI Cell is to generate a remedial training program. PTI Cell are to provide upskill training to PL staff in order to enable them to oversee this remedial training outside of core-hours. Upskill and remedial training is to be recorded and not to be exceeded at any time.

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Weapons Training

175. Weapons training is a crucial component of recruit training. Due to the inherent risk associated with employment of live rounds, the inculcation of safe weapon handling drills and culture is imperative.

176. Weapon training is to occur in accordance with the relevant weapon's publication. Employment of weapons systems, inclusive of firing positions, handling drills and training progression is to occur in accordance with the progression stipulated in LP 7-1-8 *Train the Battle Shot* and the 7-3-21 *Small Arms Range Practices*. Deviation from these publications is not to occur.

177. All weapon training is to occur whilst wearing SCE. The use of drill rounds, stripped magazines and issued-targets should be employed to enhance training.

178. When handling weapons or conducting weapon handling drills, PPE such as BLOPS, is not required. When conducting blank or live fire activities, PPE is mandatory (inclusive of BLOPS and hearing protection).

179. A Weapon Qualification Test (WQT) is required to be passed before progressing to the live-fire weapon qualification shoot. Following completion of all lessons, the following assessment policy is to be applied when conducting the WQT:

- a. first assessment, if unsuccessful, retraining is to occur with the assessor
- b. reassessment with new assessor, if unsuccessful again, retaining is to occur with the new assessor
- c. reassessment with PL SGT, if unsuccessful, retraining is to occur with PL SGT
- d. reassessment with a MTS Representative
- e. if still unsuccessful, the recruit is to be debriefed on their shortfalls and provided an opportunity on subsequent training days to pass the assessment.

180. In the event a recruit appears to be rote learning or memorising the assessment, the WQT sequence may be changed in order to confirm assimilation and understanding of the requisite drills. Every effort is to be made to support struggling recruits through however standards are not to be dropped to attain a pass.

181. PTRC recruits that cannot pass a WQT are not to progress to the live-fire qualification shoot and are to be RTU'd.

182. Once qualified, recruits are required to conduct a Weapon Handling Test (WHT) prior to subsequent activities where blank rounds are being utilised such as TCCC or the FTX.

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Recruit Functions

183. Throughout a course session, the DTP allows for the conduct of informal functions. These activities provide staff and recruits the opportunity to engage in a more relaxed manner, build cohesion and introduce recruits to behavioural and conduct expectations of members at functions.

184. **Venue.** The venue is allocated on the DTP. Where functions are held at the Wally Thompson OAM Club, the PMC is to be notified NLT one week prior. A bar member must be allocated to support the night.

185. **Rationing.** The ration allocation is specified on the DTP. This may either be a hot box meal, BBQ pack or pizza delivery at the discretion of PL staff. If a pizza delivery is requested, this is to be submitted through 1 RTB OPS for processing. Receipts are to be provided to the Business Intelligence Officer (BIO) at the completion of the function.

186. **Alcohol.** Consumption of alcohol by recruits is permitted. PL staff are to ensure sufficient measures are taken to minimise excessive consumption of alcohol during the function.

187. **Staff Attendance.** At least one member from PHQ or CHQ is to be allocated as OIC and is responsible for supervising the conduct of the PL function. At the conclusion of the function, recruits are to remain supervised and PL staff must remain vigilant to the safety and behaviour of recruits who may be under the effects of alcohol. Where PL staff have consumed alcohol, they are not to resume or undertake supervisory activities.

Church Parade and Family/Visitor Management

188. Recruits families and guests are permitted to visit KMA in order to attend Church Parade on Sunday mornings. In addition to the chapel precinct, families and guests are permitted to visit the Edmondson VC Club precinct and AAFCANS.

189. All recruits inclusive of all courses are permitted to invite guests to chapel parade.

190. PL staff are to submit recruit guest lists NLT COB Wednesday prior to Church Parade each week.

191. PL staff are also responsible for coordinating their respective DNCO's to enable base access for non-DCAC civilian visitors. Upon receipt of visitor's passes, civilian guests may drive their own vehicles to the Edmonson VC carpark under the escort of the DNCO. DNCO's are to brief visitors before entering base and ensure there is no vehicle movement beyond Kapooka Drive (i.e. to and from the carpark).

192. Upon completion of the visit, DNCO's are responsible for escorting visitors back off base and returning all visitor passes.

193. Timings for Sunday visits are as follows:

a. 0800h – gate is opened by on base security staff. DNCO's confirm arriving guests

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with respective guest lists

- b. DNCO to meet with families, coordinate base access, and brief timings and boundaries
- c. 1045h – DNCO’s begin corralling guests from AAFCANS and chapel to carpark
- d. 1100h – all vehicles clear of carpark
- e. 1115h – all visitors clear of base
- f. On base security staff

Accommodation And Company Lines

194. The procedures for the day to day cleanliness, security and maintenance of the accommodation rooms and Company lines are as follows:

- a. Recruits rooms are to be neat and tidy with beds made from 0700h–2100h daily.
- b. Rooms are to be in inspection order from 0700h–1700h.
- c. Company areas of responsibility are detailed by the CSM and are to be in inspection order at all times.
- d. The layout of a recruits’ rooms are to be uniform within their Company IAW these orders.
- e. Unless otherwise ordered, all room doors are to remain open.
- f. All windows are to open to 300mm.
- g. Ironing boards are to be uniformly stored throughout a block either in the recruit’s room or centrally at the OC’s discretion.
- h. A lockable security drawer is to be used to secure sums of money exceeding \$5.00 and attractive items such as cameras, wallets/purses, jewelry and compasses.
- i. Lights are to be turned off except when the room is occupied or during room inspections.
- j. Drawing pins and sticky tape are only to be used on notice boards. Blue-tac may be used on walls to hold posters; however, walls are to be cleaned of marks once the poster is removed.
- k. The use of telephones during study periods is to be kept to a minimum to avoid disturbance to other recruits.
- l. Recruits are not to force entry into rooms except in emergency circumstances.

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- m. If at any time, a recruit has a visitor (including another recruit) in their room, the door is to remain open.
- n. There is to be no fraternisation or sleeping in another recruit's room or unoccupied room.
- o. Firefighting equipment (including hoses, extinguishes, alarms etc.) is not to be used for any other purpose other than fire fighting without the approval of the KMA Emergency Management and Fire Officer (OPSO).

Inspections

195. Staff will conduct daily lines inspections, ensuring the minimum requirement is maintained:

- a. **Foyer** – Neat and tidy, free from excess equipment and trip hazards. Display pieces are not to be hidden.
- b. **Laundry** – Checking for cleanliness, and equipment serviceability, you are to ensure it is not being used to store additional equipment or a refuge for broken ironing boards and other such broken cleaning equipment. The machines are critical to the health and hygiene of the soldiers and are to be in working order.
- c. **SAL** – SAL are to be clean and free of rubbish on the ground. The standard condition for the toilet seat is the down position, this is to be checked by the duty staff member after morning duties. The practice forms a habit useful in the field ensuring that latrines stay free of vermin and vectors and is to be reinforced throughout the day until the practice is a habit.
- d. **Outdoor areas** – All outdoor areas are to be free from stagnant bodies of water reducing the incident of vectors. 'Tipping time' was a common occurrence for long-term occupation of a camp in tropical areas. Any rubbish is to be placed in the bins. All outdoor areas are to be free from weeds. Paths connecting the PL lines to CHQ are to be free of any tree debris. Coy areas of responsibility are shown in the following image

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- e. **Smoking areas** – Ashtrays are to be emptied at morning duties, by a smoker. Non-smokers are not to be compelled to empty the ashtray. Butts are to be in the ashtray and not on the ground.
- f. **Bucket and mop area** – Are to be free from weeds, buckets and mops are not to form a trip hazard. Buckets are to be arranged in straight lines and upside down.
- g. **Staff areas** – Free from rubbish, personal equipment and leaf matter.
- h. **Stairwells** – Internal stairwells are to be free of all items (lockers, boxes, bins, etc.). Such items not only contribute to providing a hazardous environment, but also congest the emergency exit.

Religious Observances

196. Recruit who would like to conduct daily prayers or fast for Ramadan may do so under the following guidelines:

- a. **Daily Prayers.** KMA staff will excuse recruit during breaks IOT allow daily prayers. Recruit are to manage their time around the daily training program; however, all recruit must understand that the 1 RTB curriculum takes precedence.
- b. **Ramadan.** Recruits are encouraged to delay the practice of fasting for Ramadan during field activities owing to increased physical activity. This may be conducted upon return from barracks.

197. Members of Islamic faith may make application to the COMD 1 RTB, through their respective OCs, to stop shaving IAW the tenets of their faith.

198. Recruits who have been granted permission to stop shaving are to do so IAW the provisions outlined in the Army Dress Manual. When permission to grow a beard is given, the use of the razor is to be discontinued except for the removal of untidy growth at the extremities of the beard, in particular on the neck. Patchy, spotty clumps of facial hair are not considered full beards and as such are not permitted.

Company Duty NCO

199. **Orders.** Orders and tasks for all duty appointments can be found in Duty Orders SOPs.

200. **Sleeping arrangements.** DNCO are to sleep in the allocated location within their CHQ. Duty personnel are forbidden from sleeping in the recruit lines whether in session or not.

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Administration

Management of Incidents Involving Recruits

201. The management of incidents involving recruits is IAW Army Incident Management Playbook. Training PL staff's role in this process involves immediate triage, welfare of involved members, and accurate and timely reporting.

202. **Initial Incident Reporting.** Any incidents are to be reported to CHQ via Signal. The format for the initial reporting of incidents is to be IAW the At / At / What / What / What (AAWW) format and as follows:

- a. At: what time? Date, time, group (DTG).
- b. At: where did it happen? Location.
- c. What: Description of what has occurred.
- d. What: Description of actions been taken.
- e. What: Description of next follow on actions to occur and the considerations being taken to manage the occurrence/incident.

203. **Notifiable Incidents.** The ADJT remains the Incident Manager for 1 RTB. In conjunction with the Incident Manager Sergeant (IM SGT), the ADJT will be the Reporting Officer for notifiable incidents including deaths, serious injuries/illness, sexual misconduct or serious civilian offences.

204. In addition to initial reporting, the following information is to be included in order to support reporting on DECMS:

- a. PMKeyS of involved members
- b. DOB of involved members, while clearly identifying if any members are U18.

205. COMD 1 RTB's Information Request Matrix can be found on the 1 RTB SharePoint page. PLCOMD's are expected to manage incidents appropriately to reduce effects on impacted members and minimise disruption to training. Advice is to be sought from CHQ or ADJT if an incident occurs which is beyond the PLCOMD's remit or experience.

Leave

206. **Trainee Leave.** Trainee leave includes periods of block leave granted by the COMD for study breaks, and at the end of the year. The dates of these leave periods will be promulgated in the training program and the 1 RTB Stand Down Instruction. Recruits on return from stand down and/or leave breaks are to conduct a 2000h roll call within their respective company lines to account for all recruits. This roll call is a place of parade for all recruits, unless recruits have been authorised by their OC not to be in attendance.

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207. **Personal Leave.** Personal leave is available to members who need to attend to personal matters of a compassionate or urgent nature. If no other form of paid leave is appropriate, personal leave may be granted by the chain of command IAW the definitions provided for in PACMAN.

208. **Carer's Leave.** Carer's leave is to provide a member leave to care for and support their close relatives when they are sick or injured, or affected by an unexpected emergency. Carer's Leave is granted where the circumstances require a recruit to provide direct care and support to a close relative is sick or injured or a close relative is affected by an unexpected emergency.

209. **Compassionate Travel.** Compassionate travel may be granted by the COMD to allow a free return travel entitlement for a journey to a compassionate destination in accordance with PACMAN. Compassionate leave not involving Free Leave Travel may be approved by the 1 RTB DCOMD.

210. **Leave Without Pay.** LWOP up to 90 days may be granted by the COMD & DCOMD 1 RTB in exceptional circumstances where the reason for leave cannot be satisfied by the granting of Trainee Leave.

211. **Local Leave.** Local Leave is leave taken outside programmed training activities in accordance with the Local Leave provisions. It may only be taken when recruits are not required for duty. The local leave boundary is defined as one block either side of Baylis St, as far as the Victory Memorial Gardens. If a recruit wishes to travel outside of the defined bounds below, a leave application must be submitted through the recruit's chain of command.

212. Recruits may purchase gas cookers and additional cold weather gear while on local leave, but are not permitted to use them in the field. Similarly the storage of butane gas in the lines or box room is not permitted.

213. The COMD or DCOMD may cancel all leave without notice for training or service requirements.

214. **Company leave registers.** All companies are to establish and maintain a leave register for Trainee Leave and Local Leave. All recruits proceeding on leave are to sign in and out of the register. A separate register for minors is to be maintained.

215. Signing of the company leave register at the end of each leave period is a place of parade. A recruit is not considered 'returned from leave' until they have signed the register. All recruits are to ensure they are present and accounted for by signing the local leave register. Any recruit who without reasonable excuse, fails to sign in as directed will be deemed Absent from Place of Duty or Absent without Leave and subject to disciplinary action.

216. **Application for leave.** Other than local leave articulated within the DTP, recruits are to request leave through PMKeyS Self Service wherever possible. If this is not possible then the AF088. Applications are to reach 1 RTB Company OCs no later than seven days prior to the commencement of leave (other than for exceptional circumstances). Company OC's are to provide comments and are to re-assign the leave to the 2IC for approval. If leave

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applications require the DCOMD's signature they are to be submitted to the DCOMD NLT seven days prior. Leave during course stand-down periods should not be applied for through ESS. Bulk leave applications will be submitted by HQ.

217. The appropriate approving authorities for different types of leave and the documentation required is further detailed in 1 RTB Routine Orders. The COMD is the approving authority for all leave exceeding guidelines listed in 1 RTB Routine Orders and any leave that may require escalation due to significant complexity.

218. **Failure to return from leave.** A recruit who is unable to return from leave at the appointed time is to advise their 1 RTB Chain of Command as soon as possible. CHQ is to inform the ADJT or Duty Officer of this event as early as practicable. The recruit who failed to return from leave is to obtain documentary evidence from an appropriate authority, and present it to their Company OC on their return. Unreported or unaccounted absences will be deemed as AWOL and commence requisite administration processes.

Management of minors

219. ADF members under the age of 18 years (minors – U18s) are a specific class of vulnerable person to which additional legal and moral obligations apply and particular attention is required to their duty of care as per MILPERSMAN, part 7, chap 2—*Management and Administration of Defence Members Under 18 Years of Age* and the YOUTHPOLMAN. 1 RTB staff must be aware of their responsibilities when managing minors and the restrictions imposed on minors.

220. **Parents or Legal Guardians.** Parents and legal guardians are the support mechanism by which 1 RTB can provide best assistance to minors. Through active engagement with parents, 1 RTB staff can identify any issues arising during training. The following paragraphs are applicable for minors:

- a. **Consent.** All minors must have the written and informed parental consent of both their parents to join the Army before their enlistment or appointment. In the case of separated parents, permission must still be obtained from both parents (including the non-custodial parent), unless:
 - (1) the parent waives the requirement in writing.
 - (2) there is an appropriate court direction that the parent is subject to a non-contact order or equivalent. Assertion by one parent or the child to exclude notification to the other parent is not adequate grounds for excluding the parent.
 - (3) if the non-custodial parent cannot be contacted and documented efforts to contact them have failed.
- b. **Withdrawal of Consent.** Parental/Guardian consent may be withdrawn for recruits who are still minors. In cases where the parent/s have requested termination of their child's service discharge processes are to be commenced as soon as practicable.

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221. Minors are expected to meet the same behavioral standards as their adult colleagues within KMA. Minors are subject to the DFDA and administrative sanctions. Minors must comply with relevant Commonwealth and State legislation. On arrival at 1 RTB, minors are to be made aware that they are forbidden to (at all times, inclusive of leave):

- a. purchase, be in possession, or consume alcohol, tobacco or vaping products.
- b. participate in any activities that involve gambling.
- c. obtain a tattoo or body piercing.
- d. purchase or have in their possession adult classified material.

222. The above restrictions includes in the company of their parent/s and/or nominated guardian. No person over the age of 18 years is to purchase alcohol, cigarettes or tobacco products on behalf of a minor at any time.

223. If a minor has consumed alcohol, cigarettes, tobacco, vaping/e-cigarette products, they are to be reported to supervising staff. Supervising staff are to notify their chain of command, which in turn are to notify the ADJT. The minor is to be escorted to the Kapooka Health Centre for a medical check and the outcome also reported to HQ 1 RTB. HQ LCC will be notified of the occurrence, and the minor's parent/s or guardian/s will also be notified.

224. Disciplinary action will be taken against any minor who consumes alcohol, cigarettes, tobacco, vaping/e-cigarette products, or obtain tattoo(s) or body piercing(s) and, if applicable, those individuals who assist the minor(s).

225. **Tattooing and Body Piercing.** Whist under training at (or on leave from) 1 RTB recruits are not permitted to obtain tattoos or body piercings.

226. **Entry to Licensed Premises.** Entry to licensed premises, Clubs or Messes is prohibited unless accompanied by an adult IAW State and Commonwealth legislation. The exception to this applies to the 'Wally T' and 'RTF' or otherwise authorised by the COMD. However, under no circumstances is alcohol to be sold or supplied to the minor. The CSM is responsible for arranging with the Mess to display the photos and names of minors within the club to bar staff to ensure alcohol is not sold or supplied to those minors. Full names and PMKeyS numbers are also to be provided to the RTF and Wally T PMC.

Out of Bounds Areas

227. Staff are prohibited from frequenting the Victoria Hotel on days when a march-out has occurred.

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Recruit Discipline

Command Status of Recruits and Officer Cadets attending 1 RTB Courses

228. All full-time, part-time recruits and officer cadets undertaking ab-initio training must comply with all lawful orders, commands or directions given to them by any Officer, Warrant Officer or NCO posted to, or attached for duty at 1 RTB.

229. **Management Initiated Complaint.** An incident of alleged UB reported by a third party to a commander or manager, is to be managed as a complaint. A commander or manager may determine an incident, or series of incidents, should be addressed as a complaint of UB, even though an affected party has not made a complaint.

230. Whilst the aggrieved party may determine that their preferred outcome is kept to the lowest level, especially heinous instances of UB (e.g. contravening Defence values) may be investigated in accordance with the Defence Force Discipline Act (DFDA) if it is determined a service offence is likely to have occurred.

231. Defence personnel who witness sexual violence (SV) or who have reason to believe that SV has occurred must immediately report that incident to their commander or manager, the Joint Military Police Unit (JMPU) or civilian police. A victim-centric approach is to be maintained for all such cases. This essentially means that the victim can decide whether erstwhile appropriate actions are taken or not. Ongoing risk to others is also to be considered when managing alleged perpetrators.

Social Relationships

232. It is desirable and indeed imperative for strong friendships to develop at 1 RTB. It is usual friendships established at 1 RTB are of a lasting nature and provide the basis for strong esprit-de-corps throughout their service.

233. Relationships must be developed and conducted in a manner that does not prejudice the well-being of any other recruit, interfere with the progress of any recruit on course, cause unrest or disharmony amongst others, or bring discredit to 1 RTB.

234. **Conflict of interest.** At all times, behavioral standards must ensure that staff and trainees can apply themselves to their duties in an environment that is free from any real or perceived conflict of interest.

235. **Inappropriate Workplace Relationships.** Inappropriate Workplace Relationships between recruit and members of staff (including civilian staff and external support staff) is prohibited. Anything other than a professional relationship between a superior and a subordinate has the potential to compromise unit cohesion and undermine the superior's authority. Any instances of inappropriate workplace relationships between recruit and staff, whether permanent or visiting instructors, will be subject to action under the DFDA and/or administrative action.

236. **Pre-existing relationship.** Any existing or pre-existing relationship, involving sexual relations or private intimacy between a staff member and a trainee, is to be declared by

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the staff member to the COMD 1 RTB prior to the commencement of training to ensure appropriate steps are taken to manage the potential conflict, bias, or appearance of partiality.

237. The following restrictions apply to pre-existing relationships between recruits, between recruits and other Defence members (other than KMA/ADFA, civilian staff or external support staff) and between recruit and civilian personnel, while recruits are on duty in any location, or off duty within the bounds of KMA:

- a. There are to be no public displays of affection including, kissing, cuddling or holding hands.
- a. No Defence member is to enter another recruit's room, nor remain in another recruit's room, without the approval from that recruit, except when completing an official duty.
- b. Recruits are not to remain in another recruit's room or vacant room with the door fully closed or locked.
- c. A recruit is not to enter or use an ablution facility assigned to the opposite gender, except when completing an authorised duty such as an inspection. In such instances, appropriate action is to be taken to ensure the facilities are not in use or likely to be used while the duty is being performed.

238. Recruits are prohibited from forming relationships involving sexual relations or private intimacy with any other trainee at 1 RTB. Staff are not to commence any relationship, involving sexual relations or private intimacy with a trainee whilst they are undertaking initial employment training – regardless of training establishment. Any member (staff or trainee) aware of such relationships are to report them immediately to ADJT 1 RTB.

239. **Fraternisation.** Fraternisation and grooming behaviours cause significant long term harm to individuals and to Army as an organisation. Fraternisation and grooming behaviours are a choice to use a position of power, trust and authority to take advantage of vulnerable people. Acts of Fraternisation and grooming have no place within the unit and it is the responsibility of all staff and recruits to be vigilant and act with courage at all times.

240. Members of 1 RTB are not to fraternise with trainees. Fraternisation includes but is not limited to:

- a. conduct of consensual or non-consensual sexual relations between staff and trainees.
- b. conduct which has sexual overtones or suggestions.
- c. displays or expressions of affection including making purchases for trainees
- d. displays or expressions of intimacy between staff and trainees.
- e. solicitation of staff, trainees or subordinates.
- f. interaction via social media inclusive of following or liking pages or profiles.

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- g. interaction via social media or dating applications including but not limited to Facebook, Instagram and Tinder.
- h. inviting trainees to private / commercial residences, regardless of the intent
- i. un-necessary or non-essential interaction, including dancing, consuming drink or meals with trainees
- j. any form of social interaction between staff and trainees unless authorised by the COMD 1 RTB.

241. Fleeting social encounters in a public space during periods of designated rest or leave are generally consider being normal patterns of life, and are unlikely to meet the threshold for fraternisation.

242. If fraternisation occurs, the member involved is to report this to the Chain of Command. If a member becomes aware or suspicious that fraternisation has occurred, they are to report this to their Chain of Command.

Workplace Behavior

243. All Defence personnel have a basic right to work in an environment free from harassment and discrimination. All Defence personnel also have an individual responsibility to treat others fairly. 1 RTB is committed to providing an environment free from discrimination, harassment, sexual offences and other UB.

244. **Workplace Behavior Advisors.** Recruits may also approach a workplace behavior advisor (WBA) of their choice for advice regarding such issues. WBA contact details are displayed on notice boards throughout the unit or via any staff member.

Discrimination

245. **General.** Discrimination is any distinction, exclusion or preference that has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation. Discrimination can be direct or indirect.

246. **Direct Discrimination.** Direct discrimination occurs when there is a specifically directed policy or action, which treats one person less fairly than another person based on some real or perceived attribute or difference. It does not allow people to be judged purely on their individual merit, but judges them on stereotypes or perceptions.

247. **Indirect Discrimination.** Indirect discrimination occurs when a policy of practice, which appears to be neutral or non-discriminatory, has an unfair effect on a person or a particular group of people.

248. **Complaints.** Members have the right to make a complaint regarding discrimination. The preferred method of resolution is informal at the lowest possible level by direct discussion. Where this is not feasible, or the member is not comfortable with this approach,

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then the issue needs to be raised with the Chain of Command. The equity network should only be used in cases where the Chain of Command is perceived as the problem, or the Chain of Command recommends the use of the equity network. If a complaint is not satisfactorily resolved, members can elect to submit a redress of grievance to the COMD 1 RTB. Members should also be aware that they have the right to make complaints to the Human Rights Commission. Victimisation (or discouragement) towards a member who wishes to complain is a criminal offence. Actions and responses are to align with the CARM.

249. Recruit are prohibited from discriminating against other recruits.

Sexual Violence

250. **Defence Force Policy.** In accordance with the CARM sexual violence is unlawful and is not tolerated at 1 RTB. All members and civilians must be allowed to work in an environment free from all forms of sexual violence, including sexual overtures.

251. **General.** As detailed in the CARM, Chap 3, Annex G, sexual violence covers any unwelcome behaviour which constitutes a deliberate verbal or physical affront of a sexual nature against another person, regardless of gender. It extends from unwelcome actions such as leers, gestures or comments of a sexual nature, to physical contact such as patting, pinching and brushing against another person's body, to subtle or explicit demands for sexual activities and actual molestation. Personnel are forbidden to abuse their positions, class, rank or seniority to seek sexual favours or harass another person.

252. **Action.** Members and employees have the right to make a complaint regarding sexual violence and have the matter resolved. All members and employees are strongly encouraged to expeditiously report any instances of sexual violence through the chain of command. Where person feels their reports or complaints cannot be made easily through the chain of command they may bypass the chain of command where necessary.

Support Officers

253. Members of 1 RTB, who are involved in any of the following, will be offered a Support Officer:

- a. an administrative inquiry, fact finding or disciplinary investigation (at the request of member pending severity of incident)
- b. administrative action or disciplinary proceedings
- c. an APS Code of Conduct investigation
- d. serious criminal charges
- e. an investigation by Defence Investigation Authority (DIA) or external agencies.

254. A Support Officer will be allocated to a Defence member or APS employee no later than the point when a person has been formally notified they are the subject to any type of action. They are to act as a liaison and communicate updates to the member, and the chain of

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command as needed. They will also arrange support services on behalf of the affected member as requested and act as an adviser to the member.

Borrowing Money or Property, and Gifts

255. Under no circumstance are staff to borrow or receive money or property from a recruit at 1 RTB, or another training establishment. The act of soliciting money or property from recruits is a violation of the position of power and authority staff at 1 RTB have over recruits. Any knowledge of, allegation or suspicion of this act is to be raised to the chain of command (or alternate where appropriate) immediately.

256. **Acting as agents.** Staff are not to act as agents or representatives for any commercial organisation that involves sales of items/products or dealings with recruits. This includes military style or 'kit' shops within the local leave area. This also includes sales of raffle tickets unless specifically authorised by the COMD/CI 1 RTB. Any knowledge of, allegation or suspicion of this act is to be raised to the chain of command (or alternate where appropriate) immediately.

257. **Gifts.** No staff member is to accept any form of gift or presentation from recruits or their parents/NOK. Recruits are not to present or offer any form of gift or presentation to a staff member. Any staff member receiving any gift or presentation by mail or other means of delivery is to report the incident immediately to their chain of command

Initiation or Hazing Ceremonies

258. Initiation ceremonies or any other activities (such as hazing) involving bullying or physical contact that could constitute assault are forbidden.

Academic Misconduct

259. Recruits must not engage in academic misconduct. Academic misconduct is acting in a way, or attempting to act in a way, or assisting another recruit to act in a way that could reasonably be expected to defeat the purpose of a learning experience or an item of assessment or an examination. Plagiarism, cheating or collusion is evidence of academic misconduct.

260. Unless otherwise directed by staff, all examinations, tests, study guides other activities assigned for recruit completion on an individual basis are to be attempted / completed by recruits without assistance from other recruits.

261. Assessment materials and personal workings related to assessments are not to be shared with or passed to other recruits at any time. Personal or collective study notes for the benefit of learning and sharing knowledge are permitted.

262. **Cheating.** A recruit cheats if they do not abide by the conditions set for a particular learning experience, assessment or examination. Cheating includes, but is not limited to:

- a. falsifying data obtained from experiments, surveys, or similar activities.

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- b. copying the answers of another recruit in an examination or allowing another recruit to copy answers in an examination taking unauthorised materials into an examination.
- c. sitting an examination for another recruit or having another person at an examination on behalf of a recruit.
- d. removing an examination question paper from an examination room where this is contrary to instructions.
- e. being in possession of an examination question paper where this is contrary to instructions.
- f. improperly obtaining and using information about an examination before an examination.
- g. making changes to an assignment that has been marked then returning it for remarking claiming that it was not correctly marked.

263. **Collusion.** A recruit colludes when they work without permission with another person or persons to produce work that is then presented as work completed independently by the recruit. For work handed in for assessment, the work must be the recruit's own work and not work done by others or with assistance from others. Recruits must not seek or accept inappropriate assistance from others and must not offer inappropriate assistance to others. Collusion includes, but is not limited to:

- a. writing the whole or part of an assignment with another person.
- b. using the notes of another person to prepare an assignment.
- c. using for an assignment the resource materials of another person that have been annotated or parts of the text highlighted or underlined by that person.
- d. allowing another recruit, who has to submit an assignment on the same topic, access to one's own assignment under conditions which would give that other recruit an advantage in submitting his or her assignment.

264. A recruit is not permitted to:

- a. borrow or copy another recruit's work from the current session or any previous session.
- b. lend academic material from any session to another recruit.
- c. be in possession of or use any material that is not intended for recruit use, for example, materiel produced only for the use of instructors.

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- d. be in possession of assessment material other than for its intended use, for example, examination material in the possession of a recruit outside the examination period breach copyright regulations applicable to publications.
- e. exchange passwords between recruits for computer based training.

265. **Dishonesty.** Dishonest activities will not be tolerated at 1 RTB and may result in disciplinary action being taken against offending recruits. Recruits are not to lie, cheat, be evasive in their attitude or actions, and or steal. Dishonest conduct may result in a admin or disciplinary action

Discipline and Punishments

266. **Punitive Measures.** The following actions are not to be used as punitive measures or fault correction:

- a. Denial of mobile phones
- b. Withholding of mail
- c. Any in-lines activity which do not have a valid associated training outcome (leaning building, air planes, 'cyclones'/'storms', room swaps, etc.)

267. **Punishment of Medically Restricted Personnel.** Medically restricted personnel are to attend the place designated for performance of their punishment and shall perform duties or drill commensurate with their medically restricted condition. If unable to perform any drill or extra training they shall remain at that place until the allocated time has elapsed.

268. **Duration of Punishments.** The award of a punishment of 'Restriction of Privileges' and 'Stoppage of Leave' is to take effect immediately, unless deferred by the DO or SDO who heard the charge. The punishment is to commence at 0001h on the day of award and terminates at 2359h at the completion of the punishment. For example: A member awarded Two Days 'Restriction of Privileges' at 1000h 15 Jun - completes their punishment at 2359h 16 Jun.

269. **DFDA consequences of punishment.** The DFDA s68 and s169B and Defence Force Discipline (Consequences of Punishment) Rules 1986, Part II provide the specific detail which is to be contained in the orders to be given to a soldier undergoing punishment, as a result of a Discipline Officer or Summary Proceedings. All punishments as a result of DFDA action are to be administered only by those members who are authorised by the COMD 1 RTB in the Form A9 – Authorisation of Member for the Administration of Minor Punishments. The following abbreviations/definitions apply to this Section:

- a. **ROP (Restriction of Privileges).** A punishment awarded that confines a service person to Barracks during that person's recreational time (egg. after hours, weekends etc.) during which, that person takes part in drill, extra regimental training and any extra tasking authorised by the COMD. Uniform to be worn is Army Dress Order 4B or as directed. Drill is not to be conducted in Patrol or Marching Order.

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Marching Order with DP1 is to be inspected prior to any drill. The priority tasks for soldiers undergoing ROPs are:

- i. Priority 1 - maintaining the garden in and around the soldiers' memorial wall, and polishing the brass cross and lettering on the memorial wall.
 - ii. Priority 2 – maintaining the garden around the Boughton center.
 - iii. Priority 3 - maintaining the garden around BHQ.
 - iv. Priority 4 - maintaining the garden around respective CHQ and parade grounds.
- b. **SOL (Stoppage of Leave).** A punishment awarded to a service person that requires them to be confined to Barracks, unless required to leave the Barracks in the course of their duty and report between 0620h and 2230h to a specified military location at regular intervals, but not more frequently than every two hours. The member shall not consume any alcoholic beverages. Outside working hours, the person if required to perform a task is required to be in the appropriate working uniform and in all other cases dress of the day.
- c. **Extra Duties.** A punishment awarded to a service person that requires that person to report to a specified military location, at a time indicated and carry-out tasks set by the Duty staff for a period not exceeding four hours per day. If that person cannot be tasked for the whole of the period indicated, that person is to be given drill for a period not exceeding one hour per day (2 x 30 min sessions) per day. Uniform to be worn is Army Dress Order 4B (*drill – less Patrol or Marching order*) or as directed.
- d. **Extra Drill.** A punishment awarded to a service person that requires that person to report to a specified military location, at a time indicated by the Duty Officer. The member shall not be required to perform drill for a continuous period in excess of 30 min. The member shall not be required to perform periods of drill more frequently than at four hourly intervals and the total period of drill shall not exceed one hour per day (2 x 30 min sessions). Uniform to be worn is Army Dress Order 4A, with weapon. The nature and type of drill to be performed by the member is a combination of static and mobile drill. Words of command used by the Duty staff during mobile are to be given every six to eight paces. Extra drill is to be undertake IAW the WBGT reading at the time.

Consequences of Punishment Parades (DFDA)

270. Consequences of Punishment Parades are to be held daily by the DNCO at times specified in the orders provided to the defaulter.

271. All enforcement of discipline is to be IAW these orders.

272. Recruits on ROPs are to attend the initial parade in Marching Order. Any drill is to be conducted in Dress Order – 4B only. The requirement to wear marching order is

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dependent on the task to be performed, WBGT reading, and the medical restrictions of the defaulter.

273. There is a clear distinction between corrective training issued at 1 RTB and consequences of punishment issued as a result of DFDA. The issuing, recording, and conduct of corrective training is articulated later in these orders and respective SOPs.

Apprehended Violence Orders (AVO) and Protection Order (PO)

274. **Reporting a PO or AVO.** If a Defence member is the respondent to a PO or AVO, they are to report this to the COMD via their Chain of Command no later than 24 h following receipt of the PO or AVO. Where the Defence member is the aggrieved person in the PO or AVO and the circumstances are likely to directly or indirectly influence their performance/duty/daily work routine, they are to notify the COMD via their Chain of Command as soon as possible. For a respondent, this is to be in writing and include the following:

- a. a copy of the order
- b. details of the circumstances surrounding the issue of the order (the complaint, applicable dates, court proceedings etc.)
- c. the duration and condition of the order if not included in the official documentation
- d. the effect the order may have in the capability of the member
- e. carrying out assigned duties (access to weapons, geographic restrictions etc.)
- f. whether the member has any personal firearms and/or ammunition stored in any ADF armoury (include specific description and locations).

275. **Reporting Updates to a PO or AVO.** The Defence member must notify the COMD in writing of any updated circumstances and/or changes to the PO within 24 h of these changes occurring.

276. **PO or AVO's Impact to ADF Values.** Depending on the circumstances and evidence presented, the Defence member may conduct reinforcement training on Defence values or be placed on an action plan by the chain of command to monitor behaviour inclusive of compliance with a PO.

277. To understanding the requirements within NSW, the Commander and Managers Toolkit for [Responding to Family and Domestic Violence](#) is a key document that allows the correct procedure to take place in a considerate and timely manner.

Recruit Absences Without Leave (AWOL) Action

278. Members who are absent without leave from their place of duty are potentially guilty of an offence under Part 3, Division 2, Section 24 of the DFDA. There is a clear distinction in policy regarding the duration of absence as follows:

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- a. **Less than 24 hours.** Absences of a duration less than 24 hours will be managed by the unit, likely through a disciplinary investigation process.
- b. **Greater than 24 hours.** Absences exceeding 24 hours in duration require mandated formal action that is conducted by the unit.

279. **Initial action.** As soon as a Defence member's supervisor becomes aware that a Defence member is absent, the unit is to take all reasonable steps to locate the Defence member. At a minimum, the following steps should be actioned:

- a. contact the member via multiple means
- b. contact the member's NOK and primary emergency contact
- c. check with Kapooka Health Centre (KHC) via the KHC Duty phone (0417 017 586) and local hospitals to ascertain if the member has been hospitalized
- d. check Wagga Wagga Police (non-emergency line is 02 6922 2599) or assigned leave area to ascertain if the member is in custody

280. **Reporting.** Upon identification of an AWOL member, the members CHQ, DO and ADJT are to be informed within the hour.

281. **Actions for Periods Greater Than 24 Hours.** When a member has been absent without leave from 1 RTB for a period of 24 consecutive hours, they will be classified as AWOL. Members are to be aware that AWOL is non-effective service which affects a range of conditions and benefits.

Corrective Training

282. Corrective training is not a punishment and must not be used to punish a member. Corrective training is training a Defence member is directed to undertake in order to rectify unsatisfactory performance encompassing additional training required of a member outside their ordinary duties. Corrective training is separate to action under the DFDA and/or any administrative sanctions such as a formal warning or censure.

283. Corrective training may be used for recruits and staff.

284. All corrective training is to be registered in the corrective training folder under the applicable sub-unit monthly folder. The AF244 is to be administered by the respective COY/WING SM.

285. All corrective training is to be accurately recorded in the Coy corrective training register. Responsibilities for corrective training are as follows:

- a. **Section Commander or Supervisor.** Responsible for updating the members training log, providing the member with the corrective training order, and supervising the training.

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- b. **PL SGT.** Updating the COY AF244 Corrective Training Register. Coy 2IC for officers.
 - c. **CSM.** On the last day of each month, submit the COY AF244 to the DCOMD for signature.
286. **Authorisation of Corrective Training.** Corrective Training sessions may only be directed by posted or attached members of 1 RTB staff. Duty recruits are not authorised to issue or oversee corrective training.
287. For the purpose of this section, corrective training is:
- a. training a Defence member is directed to undertake in order to rectify unsatisfactory performance.
 - b. separate to, and does not replace, the ordinary training of Defence members.
 - c. additional training required of a member outside their ordinary duties.
 - d. not a punishment and must not be used to punish a member.
 - e. correlated or be directly related to the identified fault or deficiency.
 - f. to be clearly understood by the recipient.
 - g. enabling the recipient to meet the required performance standard.
 - h. to occur as soon as practicable for the type of corrective training awarded.
Corrective training can take the form of:
 - (1) Corrective drill
 - (2) Show parade
 - (3) Check parade
 - (4) Brief writing
 - (5) Additional duties
 - (6) Remedial Physical Training (PTIs only).
 - i. separate to:
 - (1) action under the Defence Force Discipline Act 1982, whether through the preferring of a charge against a member, or the issuing of an Form AF155 Infringement Notice by a relevant officer.
 - (2) administrative sanction, including the imposition of a Formal Warning or Censure.

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Accountability. Members issuing corrective training are to ensure that the parameters within which corrective training of members must be conducted are understood by unit personnel. 1 RTB/external staff are accountable for the conduct of corrective training within KMA and are to maintain a record of the corrective training required/conducted by unit members.

288. The principles of corrective training are as follows:

- a. **Proper Purpose.** The purpose of corrective training is to provide the member with the skills or understanding necessary to perform a task, duty or other military requirement to a satisfactory standard.
- b. **Proper Authority.** A Defence member of Corporal (CPL) equivalent or above can direct a member subordinate to their rank and in their Chain of Command, to complete corrective training.
- c. **Reasonableness.** The corrective training must directly and reasonably relate to unsatisfactory performance that has been identified. Corrective training is to be carried out for a period which is reasonable to allow for the unsatisfactory performance to be corrected. Corrective training should cease if the member completing corrective training is able to demonstrate they have attained, and can be relied upon to maintain, satisfactory performance or when it is clear the corrective training will not lead to rectification of the deficiency in performance.
- d. **Accountability.** Commanders are accountable for the conduct of corrective training in accordance with policy and are to ensure the appropriate registers are maintained. RSM 1 RTB holds the responsibility for managing the corrective training registers and can delegate this as required.

289. **DFDA.** The DFDA is available as a means of punishment for those who disobey military orders (oral and written). Most faults and or deficiencies would normally be rectified in the first instance by fault correction or remedial and additional training, however, if the severity or deficiency so warrants, recruits are to be referred for DFDA action without recourse to fault correction procedures. It is noted corrective training is an administrative response appropriate in some cases that fall outside the disciplinary measures established by the DFDA. Corrective training is only to occur IAW these orders.

290. **Fault Correction.** Fault correction is the process used to help educate recruits with regards to basic rules and regulations through constructive advice and immediate re-training in the identified fault or deficiency. It is normally an informal process to correct a fault or deficiency on the spot. However an informal inspection may be conducted at a later time if the deficiency cannot be rectified immediately i.e. an untidy room or a poorly ironed uniform. If not performed on the spot, fault correction is to be performed for a duration of no greater than 30 min unless it is deemed necessary in the circumstances. Beyond this formalised corrective training is to be considered.

291. **Discipline Action.** Recruits who have who escalated through fault correction to corrective training on more than two occasions for similar deficiencies, may be considered for further disciplinary action in the form of a Discipline Officer (DO) or Senior Discipline

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Officer (SDO) procedure and or charged contrary to a section of the DFDA. Commanders are to use discretion if the severity warrants faster escalation.

292. **Learner Performance Indicator.** Learner Performance Indicator (LPI) are to be issued to recruits in a professional and respectful manner, and support their performance improvement. There is little to be gained by yelling at someone who may not understand the reason for being in trouble in the first place. There is no correlation between the number of LPIs and the commencement of disciplinary action (i.e. three LPIs don't equal a DO). Where the member has accumulated an excessive number of LPI, staff should review the applicability of the LPI and the manner in which they are being presented. That method is clearly not working and maybe an alternate solution is required.

293. **Corrective Training Sessions.** The COMD, DCOMD, ADJT, RSM, OC, and CSMs may award up to three, and PL staff two corrective training sessions for any one deficiency, and may award all forms of corrective training.

294. **Timing of Corrective Training.** Recruit's corrective training should not impact the regular curriculum, phone time, or church services.

295. **Delivery of Corrective Training Notices.** Corrective training is to be issued IAW respective SOPs. Recruits receiving the notice must acknowledge the notice prior to the commencement of their corrective training:

- a. **Corrective Drill. The use of corrective drill is to be minimised.** Corrective drill may be awarded where a recruit has demonstrated a fault or deficiency in performing drill movements. The uniform to be worn is Army Dress Order 4A, with weapon (marching or patrol order is not authorised). The inspection is followed by foot and rifle drill. Corrective drill inclusive of the inspection is to be performed for duration of no longer than 30 min. When drill is ordered the nature and type of drill to be conducted is to be IAW LP 7.1.1 Drill. All movements can be performed either at the halt or in quick time with or without arms.
- b. **Show Parades.** Show parades may be directed where a recruit demonstrates a fault or deficiency in the area of dress, cleanliness, maintenance of accommodation, maintenance of personal and issued equipment (this includes field equipment) and weapon husbandry (cleanliness, care, maintenance and serviceability). A recruit directed to Show parade for dress is to be in the same order of dress worn when the show parade was directed. A recruit directed to show parade for equipment maintenance, cleanliness or security is to have the item/s present at the parade. Show parades for deficiencies in a recruit's room are to be conducted by the recruit's chain of command. If a recruit has been awarded show parades that were identified for up to three different occurrences, the show parades are completed concurrently whenever possible. Show parades are to be performed for a duration of no longer than 30 min.
- c. **Check Parades.** May be awarded where a recruit demonstrates a fault or deficiency in punctuality, timings, not completing basic administration, and tardiness. The corrective training in respect to check parades is to have correlation to the fault or deficiency identified for example deficiency in punctuality. A check parade can

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occur over a number of tasks or timing periods, however is not to exceed 30 min for any one check parade awarded.

- d. **Remedial PT.** Remedial PT is awarded only by a PTI where a recruit has demonstrated a deficiency in their level of physical fitness, discipline, and behaviour or attitude during the conduct of a PT lesson. Remedial PT, when awarded as extra training, consists of a structured PT lesson. The recruit is to complete the remedial PT NLT the next scheduled remedial PT period. Dress for remedial PT is as directed by the PTI.

296. **Applicability.** The purpose of the Table below is to provide guidance and direction to those members of 1 RTB authorised to award corrective training. Corrective training awarded must have a direct correlation to the seriousness or importance of the fault or deficiency identified. Personnel who have on more than two occasions been administered corrective training for a similar deficiency may have further discipline action taken against them.

297. A guide to corrective training is provided in the table below. In all cases the context of the infraction must be considered.

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Infraction	Example	1st offence	2nd offence	3rd offence
Breaches of security	room unlocked, controlled stores not in locked trunk	Verbal warning and corrective action from Section Commander	Corrective training to include show parades, reporting to the DNCO outside of core hours	Discipline Officer Scheme
ADM compliance infractions	Dirty uniforms, clothing and equipment, Poorly ironed and presented uniforms. KFF grade2 outside ADM requirements, Incorrect head dress	Verbal warning and corrective action from Section Commander	Corrective training to include show parades, reporting to the DNCO outside of core hours	Discipline Officer Scheme
Neglect discharge of a weapon	Up to the end of the LF practices for that weapon	Retraining in the drill being conducted at the time of the ND	Discipline Officer Scheme	Discipline Officer Scheme
Failure to comply with verbal or written directions	Failing to have all equipment as per BN SOPs or meet directed times	Verbal warning and corrective action from Section Commander	Corrective training to include show parades, reporting to the DNCO outside of core hours	Discipline Officer Scheme
Failure to be in the correct location as directed	Personnel attending for presentation at incorrect locations leading to being late at the intended location	Verbal warning and corrective action from Section Commander	Corrective training to include check parades, reporting to the DNCO outside of core hours	Discipline Officer Scheme
Failure to pay compliments	Failing to salute officers or the ANF at raise or lowering	Verbal warning and corrective training on paying compliments, apology or acknowledgement.	Corrective training to include check parades at the BN CP for flag duties. This is to occur 1700 on the day of infraction and 0700 the following day.	Discipline Officer Scheme
Parking in incorrect location	Parking in locations contrary to BSI or Unit SO	Warning from SNCO	Discipline Officer Scheme.	
Marching around Unit incorrectly	Talking while marching, incorrect formations	On the spot retraining by NCO	Corrective drill	Discipline Officer Scheme
Weapon cleanliness and Non Tech Inspections	Personal weapon evidence of dirt, rust, and lack of care, maintenance. Magazines, BTBFA, Cleaning Kit	Verbal warning and corrective action by Section Commander	Corrective training to include show parades, reporting to the DNCO outside of work hours	Discipline Officer Scheme

	CES evidence of dirt, rust, and lack of care				
Barracks Room cleanliness	Dust, cleanliness of personal accommodation. Dirty laundry and accumulation of rubbish / poor care of accommodation.	Verbal warning and corrective action by Section Commander	Corrective training to include show parades, involving out of hours barracks room inspection	Discipline Officer Scheme	
Improper care of issued equipment leading to a decreased level of combat effectiveness	Poorly maintained ET, Dirty cups canteens	Show parade of items		Discipline Officer Scheme	
Late to a show or check parade	Recruits do not own the timeline for presentation and are not enable with a watch. The context behind them being late is to be duly considered before proceeding	Discipline Officer Scheme			

298. Show parade and check parades are a place of parade and are classified as on duty

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Damage to quarters and/or equipment

299. Disciplinary and/or administrative action may be taken to recover the costs of repairs to any damage of buildings, furniture or fittings that are assessed as not being 'fair wear and tear'. COMD 1 RTB retains the authority to determine whether damages to quarters or equipment do not constitute fair wear and tear.

Riotous conduct/fighting

300. Riotous conduct and fighting involving the infliction of physical injury, markings or indignity on any person is forbidden.

Security

301. **Weapons security.** Recruits are responsible for the safe custody of any weapon or other controlled stores that are issued to them. The weapon is to remain in their custody or in the custody of another member at all times when not secured in an armoury. All weapons and controlled stores are to be returned to the PL armoury or CA when not required for approved activities.

302. **Need-to-Know.** The availability of information is to be limited to those who need to use or access the information to do their work. This principle is commonly referred to as the 'need-to-know'. 1 RTB must ensure that the dissemination of information is no wider than is required for the efficient conduct of the business at hand.

303. **Telephones.** Telephones are not secure means of communication and classified information is not to be conveyed by telephone.

304. **Personal Information.** Members of 1 RTB are not authorised to disclose the private address or telephone number of 1 RTB staff or recruits to either civil inquiries or personnel if they do not know or recognise the individual.

305. **Cameras, Data Processing Equipment or Electronic Recording Equipment.** The Defence Act 1903 Section 82 limits the use of cameras and electronic recording equipment (including mobile telephones) to authorised activities (such as ceremonial parades or sports activities). Recruits must remain vigilant and are to prevent the use of cameras and electronic recording devices from gaining imagery of the inside of recruit accommodation, armouries, the magazine, store and warehouse facilities, transport compounds, HQ buildings and instructional areas. Any concerns regarding the use of cameras or electronic recording devices are to be directed to the USO or an AUSO.

306. **Communication with the Media.** Unless authorisation is provided, recruits are not to make statements, or to provide information concerning Defence matters direct to the media or public. Recruits are to direct media enquiries to the nearest instructors. Any media inquiry that occurs out of hours is to be reported to the 1 RTB Duty Officer as a matter of priority.

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Environmental

307. **Lighting or Maintaining a Fire.** Fires are not to be lit or maintained on the KMA with COMD 1 RTB approval. Where the deployed staff determine the risk of cold related injuries is a risk, they are to comply with the 1 RTB Cold Weather Risk Assessment SOP.

308. **Cancellation of field activities due adverse conditions.** The COMD is the decision authority to cancel a field activity. Where commanders perceive a safety risk with deploying to the field or the continuance of a field activity owing to adverse weather conditions, they are to report through the chain of command.

309. **WBGT readings.** Activity OICs and all supervisors are to ensure they have access to and reliably use WBGT readings to inform the management of their personnel's actions.

310. **Response to Snake Bite.** In the CTA and FTA, all section commanders are to carry an IFAK optimised to treat a snakebite. The equipment is to be checked regularly to ensure serviceability.

Medical Management

311. **Sick parade.** Recruits with new injuries or illnesses are to report to medical sick parade at 0700h or dental sick parade at 0800h during Monday to Friday.

312. **Appointments.** Routine appointments, non-urgent matters, repeat prescriptions and attendances for medical administration should be by appointment only, unless the MO has requested attendance at non-scheduled care. Appointments (medical, dental, physio, and psych) are considered to be a COMD's place of parade, and recruits are to attend these appointments. Failure to attend may incur disciplinary action.

313. **Dress Whilst Medically Restricted.** Medically restricted recruits are to dress in the order of dress and equipment as ordered in the daily training program unless given specific exclusion on their PM 101 Medical Advice Form. Recruits who are unable to wear the specified uniform or order of equipment are to wear tracksuit or a suitable form of dress as authorised by the PL staff.

314. **Medical Attendance and Treatment Reports (PM101 Medical Advice Forms).** When a recruit is issued with a PM101 – Medical Advice Form (to restrict the recruit from a specified duty), the recruit's copy is to be carried by the recruit, for the duration of the restriction, in all forms of dress, at all times (between Reveille and Retreat daily). The recruit is to pass a copy of the PM101 to their section commander at the earliest opportunity.

315. The restrictions detailed on the PM101 are to be fully adhered to. Disciplinary and administrative action may be taken against recruits who choose to disregard their PM101. If verbal medical advice contrary to an issued PM101 is given by any member of the KAPHC a revised PM101 is to be obtained prior to commencing any activity.

316. **Transport and Dress for External Appointments.** Transport to or from external medical or dental appointments is the responsibility of the PL staff. However, whilst recruits are inpatients of KAPHC (or a civilian hospital) they will have their transport to and from

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appointments coordinated by ACTHC. Dress for all appointments is clean uniform or neat casual civilian attire.

317. **Admission to Hospital.** If a recruit is admitted to hospital, then the Coy staff and DO are to advise as soon as possible. If a recruit is admitted to hospital or a health center, then representatives of the PL staff and hierarchy are to visit the member as a minimum. The first visit should occur within 12 hours where practicable. It is the responsibility of the chain of command to ensure that a recruit has the necessary toiletries, study material, and personal effects required for the stay in hospital.

318. Whilst admitted to the wards, and unless medically restricted from doing so, all personnel are to comply with the routine established by the Kapooka Hospital. This includes dress, grooming, and living standards.

319. Personnel admitted to the wards may be expected to conduct area beatification, area maintenance and other such routine tasks as assigned by the hospital manager or their delegate.

320. The staff at the hospital are to be treated with respect and courtesy at all times.

Instructional Considerations

321. **In lines routine.** In the lines calls, which do not have a tangible training outcome are not be employed. Such examples include 'Postman Pat' song or any such demeaning reference for persons completing assigned duties.

322. In all cases there is to be a strict adherence to the door knock procedure, the only exception is in an emergency. The door knock procedure is setting the conditions for following all other written guidance, including adherence to reports and returns by radio.

323. Recruits are only required to excuse themselves where there is a need to move past another in tight confines. In all other cases, a normal salutation consistent with the time of day is sufficient.

324. Do not fault correct recruits who fail to acknowledge staff that are not within the designated Left or Right of Arc. It is unfair to expect them to see anything beyond this.

325. Recruits may eat in their rooms; they are not required to stand on the admin line, face walls or any other abnormal eating position. Uneaten opened foodstuffs are to be disposed of promptly. Such nonsensical requirements will diminish the recruit's desire for correct nutrition, and increase the risk of injury.

326. **Lesson Dress.** For combat focused periods of instruction, instructors may wear disruptive pattern pack covers, yowie head and shoulders, veils, scrim bush hat covers and alike, while instructing on subjects such as weapons, field craft, navigation, pack marches. Recruits should be encouraged to dress likewise.

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327. **Obstacle course.** Staff and recruits are to camouflage their face and hands for the obstacle course lessons.

328. **Bearing.** Staff are not to lean on doors, walls and furniture when debriefing the trainees, nor are they to wear sunglasses when debriefing trainees. Where the glasses are prescription, the staff member is to swap back to clear lenses.

329. **Staff Equipment and Areas.** Staff are not to store personal items in areas accessible by the recruits. Spare field equipment is not to be stored in the laundry. It is permissible for staff to establish a storage area in the CHQ building.

330. If recruits can see into the area, the staff are to maintain it in inspection order. Examples include, the doorway to the Section Commander office and the undercover areas joining the company lines. Recruits are not to be used to clean these areas. All other staff areas are to be neat and tidy.

331. Foyers are not storage areas. Lesson equipment is to be stored out of the foyer in one of the three office spaces, brew room, or CHQ areas.

332. Brew rooms are to be kept neat, tidy and free from clutter at all times. Unless the recruits are using this facility, they are not to be used to clean the room. Any storage cabinets are to be well presented. Excess stationary or filed equipment can be returned to CHQ for holding.

333. **Field Craft.** While it makes everything look neat and tidy, recruits are not to lay their equipment on their hootchie. This risks putting a hole in it before they even step off.

334. In the field environment, the section commander is expected to transition from a formalised instructor role where they stand off and observe, to a more traditional section commander role, where they command, lead and manage from within the section. This include either checking the piquet or conducting a piquet.

335. Trainees and staff are to live in the same environment, staff areas, tents, overt CP, BBQ and 'pizza leave' are not to be undertaken. Any requirement for a staff member to leave their trainees is to be heavily scrutinized by supervisors.

336. **Lesson Conduct.** The central Q store hold a number of items to build ambience during lesson periods (smoke machine, gas cannon, and loud speakers). Staff are to make use of these items to build training realism and complexity. The absence of effects based machines is the exception not the rule.

337. **Weapons Revision.** There a many proven instances where poor practices, instructor shortfalls and lack of confidence can be hidden inside a PL weapons revision periods. To that effect the practice of PL weapons revision is to cease and section revision periods are to be led by a different section commander from within the PL.

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RI badge Qualification Criteria

338. Every lesson is assessable. Standards PL are authorised to observe or assess any lesson without prior notice.

339. The minimum expectation for staff assessment is Platoon SGTs are to assess at least one lesson each week, CSM are to assess not less than three lesson per month.

340. During Oct to Jan annually, the TSC primary task is running the Recruit Induction Course (RIC). Standards Cell are not to be engaged for staff assessment during this time; increased responsibility will fall to the PL SGT and CSM. As a secondary task and as time permit, Standards Cell may conduct targeted assessments.

341. To be awarded the RI Badge proficiency while at 1 RTB, the applicant must meet all the following criteria:

- a be posted or assigned on temporary duty to 1 RTB as Section Commander or Platoon Sergeant.
- b have been deemed competent on the RIC and all of its supplementary courses.
- c have completed all the lessons appropriate to their rank outlined in the table below with an assessment score of greater than 75%.

Lesson format	JNCO	SGT	Comments
Drill – Mobile	1	1	Both lesson must conform to the CDDEP MoI
Drill – Static	1	1	
EF88	1		Both lessons must conform to the EDI MoI.
F89	1		
Combat behaviors	2		Any two from Field craft, Urban ops, ACP, First aid
Combat behaviors		1	Any of one of EF88 or F89, bayonet fighting, Field craft, Urban ops, ACP, NVG, Radio
Theory		1	Any of H&A, Roles and Structure of the Army, Service Discipline, etc
Total assessment	6	4	

- c. for each discipline, one assessment may be assessed by Coy staff, the other must be completed by Standards Cell
- d. all lessons MUST be delivered to a recruit audience and be a requisite size body as outlined in the LMP
- e. have received two endorsements by MTS for their respective roles

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- f. have a written recommendation from the chain of command recommending the applicant for employment as an RI.

342. **Lesson Eligibility.** Informal lessons, lessons that do not use a formal method of instruction and grenade lessons are not considered appropriate for RI badge qualification assessments.

343. **Revocation Criteria.** The RI Badge proficiency may be revoked by the COMD/CI where the member has been found guilty of a DFDA offence or is administratively sanctioned for an infraction where:

- a. a recruit is mistreated or which compromises the welfare or safety of a recruit
- b. for any maliciously offensive conduct towards or about a recruit
- c. for any offence involving sexual violence with respect to a recruit

344. The member may be issued a NTSC where by action or inaction, intentionally compromise the reputation of Defence, Army or 1 RTB.

345. Once a decision to revoke the proficiency has been made, the Chief Clerk is responsible for the removal of the proficiency from the applicable member's PMKeyS Record. Henceforth, the member is no longer entitled to wear the RI Badge.

346. **Waivers.** In exceptional circumstances, the COMD/CI may authorise dispensations and exemptions to the above criteria. Those seeking to apply for a dispensation are to do so in the form of a dot point brief through the RSM to the COMD/CI for approval.

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STANDING ORDERS

ROYAL MILITARY COLLEGE - DUNTROON

CHAPTER 1: SYSTEM OF ORDERS

The issue of these Standing Orders is authorised by the Commanding Officer of the Royal Military College – Duntroon. No departure from or amendment to these orders is to occur without the authority of the Commanding Officer.

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s47E(d)

CO RMC-D

Sep 25

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VERSION CONTROL DATA

Title	Introduction
Author (Owner):	Adjutant
Approver (Sponsor):	CO RMC-D
Version number:	Version 1.3
Date of approval:	Sep 25
Next review due:	Sep 26
Coverage:	RMC-D

SUMMARY OF MAJOR CHANGES

Section	Topic	Changes
Document	All Subjects	New Content

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PREFACE

Aim

1. These Standing Orders (SOs) are promulgated to provide relevant general information and direction to all members posted or attached to the Royal Military College – Duntroon (RMC-D). Where conflict exists between these orders and published Defence Instructions, Directives or Orders, the higher direction remains the authority.

Amendment

2. To remain current and relevant, these SOs must be regularly reviewed and amended as required. Comments and recommendations for changes are to be staffed through the Bn 2IC and the SO Custodian.

Conditions of release

3. All Defence information, whether classified or not, is protected from unauthorised disclosure under the *Crimes Act 1914*. This document is not to be released to a third country without CO RMC-D consent and is not to be used other than for military purposes. In particular, this document is not to be divulged to a non-Defence organisation unless that organisation is sponsored and cleared by Defence and it is not to be communicated, either directly or indirectly, to the news media or to other personnel not authorised to receive it.

Corps of Staff Cadets

4. The Corps of Staff Cadets (CSC) refers specifically to those members undertaking the Australian Regular Army Officer Commissioning Program (OCP) at RMC-D and selected members of staff from RMC-D. Additional distinct SOs are promulgated to support the management and training of the CSC. Whilst duplication of content occurs across the RMC-D and CSC standing orders, this is to enable the SOs for the CSC to be a stand-alone document read independent of the RMC-D SOs.

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CHAPTER 2: ORGANISATION AND FUNCTION	OPSO
CHAPTER 3: STANDARDS OF CONDUCT, UNACCEPTABLE CONDUCT AND DISCIPLINE	RSM
CHAPTER 4: STAFF AND TRAINEE INTERACTIONS	DCI
CHAPTER 5: STAFF INDUCTION, TRAINING AND PROFESSIONAL MILITARY EDUCATION	DCI
CHAPTER 6: UNT ADMINISTRATION	CCLK
CHAPTER 7: FACILITIES	2IC
CHAPTER 8: MANAGEMENT OF APS STAFF	2IC

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CHAPTER 1: SYSTEM OF ORDERS

References:

- A. Public Service Act 1999
- B. Defence Force Discipline Act 1982

INTRODUCTION

1.1 In order to conduct business effectively, RMC-D is to maintain a coherent, current and effectively managed set of documents, collectively known as 'Orders.' This includes the following:

- a. Standing Orders (SOs)
- b. Command Directives
- c. Training Directives
- d. Task Orders (TASKORD)
- e. Standard Operating Procedures (SOPs)
- f. Routine Orders (RO).

1.2 These Orders apply to all RMC-D uniformed personnel and all those Defence and civilian staff employed under Ref A. In particular, RMC-D SOs are general orders for the purpose of Ref B and are reasonable directions for the purpose of Ref A. Failure to comply with a relevant order may result in administrative and / or disciplinary action being taken in accordance with Ref A or B as appropriate.

ORDERS

Standing Orders

1.3 SOs are authorised by CO RMC-D to detail unit specific direction for all staff posted or attached to RMC-D. SOs are enduring documents that are revised on an annual basis and are to provide unambiguous administrative information and direction which allows staff members to fulfil their administrative requirements with minimum distraction from their principal duties.

1.4 Only information which adds value to direction already provided by higher level directives or orders is to be included in SOs. Staff are encouraged to make use of the references provided in each chapter for additional guidance and direction.

1.5 On posting into RMC-D, all staff members are to read SOs and acknowledge such on their march-in form.

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Command Directives

1.6 CO RMC-D may, at their discretion, issue Command Directives. There is no limit to the scope or content of any such command guidance, however, Command Directives are to be integrated into either SOs or SOPs within six months of issue or allowed to expire after a designated period. This is to ensure that enduring guidance is maintained in only two systems of orders that need maintenance.

Training Directives

1.7 The CO RMC-D as the authority for training at RMC-D may, at their discretion, issue Training Directives as required.

Task Orders (TASKORDs)

1.8 The Operations Officer (OPSO) RMC-D issues TASKORDs to execute non-routine unit activity on behalf of the CO. Warning Orders (WNGOs) and Fragmentary Orders (FRAGOs) may also be issued to support the issue of a TASKORD.

Standard Operations Procedures (SOPs)

1.9 SOPs detail the mechanisms by which an action can be correctly undertaken. They should provide functional work areas with the necessary information to execute routine tasks or make appropriate decisions.

1.10 All RMC-D staff at the rank of MAJ (E) or posted into a designated key staff appointment are authorised to develop and promulgate SOPs for their functional work area under approval of the Bn 2IC. It is the responsibility of the Bn 2IC to regulate the production and promulgation of SOPs on the CO's behalf. All SOPs must conform to the following numbering conventions:

- a. S0 – Command Group and Specialist Staff
- b. S1 – Personnel
- c. S2 – Intelligence
- d. S3 – Operations
- e. S4 – Logistics
- f. S5 – Policy, Plans and Civil Affairs
- g. S6 – Communications and Communications Information Systems
- h. S7 – Doctrine and Training
- i. S8 – Force Structure and Development
- j. S9 – Civil Military Cooperation.

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1.11 A full list of RMC-D SOPs are found on RMC-D Objective, *Policy – Orders and Directives*.

Routine Orders (ROs)

1.12 ROs are to detail Unit specific appointments, requirements and notices of short term interest. They are issued by the authority of CO RMC-D. Requirements of an enduring or standing nature are to be in a SO rather than an RO.

1.13 All of the abovementioned orders, directives and procedures are available on Objective.

CONCLUSION

1.14 Effective guidance and direction in the form of written orders will enhance the functionality of RMC-D and improve the quality of training delivered. It is the responsibility of individual members to be aware of and maintain adherence to these orders.



STANDING ORDERS

ROYAL MILITARY COLLEGE - DUNTROON

CHAPTER 2: ORGANISATION AND FUNCTION

The issue of these Standing Orders is authorised by the Commanding Officer of the Royal Military College – Duntroon. No departure from or amendment to these orders is to occur without the authority of the Commanding Officer.

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s47E(d)

CO RMC-D

Sep 25

Title	RMC-D Organisation and Function
Author (Owner):	OPSO
Approver (Sponsor):	CO RMC-D
Version number:	Version 1.1
Date of approval:	Sep 25
Next review due:	Sep 26
Coverage:	RMC-D

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INTRODUCTION

2.1 This chapter details the structure and functions of RMC-D, resulting from the overlay of academic management on a regular Battalion structure. RMC-D has a Command and Control arrangement which is unique across the Army. The battalion structure enables effective administration of the Corps of Staff Cadets while providing invaluable training opportunities for the Staff Cadets. This structure is preserved as an important part of Staff Cadet indoctrination into the Army. However, a detailed understanding of the mechanics of the Command and Control structure is essential to reduce friction and enable the smooth operation of RMC-D.

THE INSTITUTION

Mission

2.2 RMC-D is to prepare commissioned leaders of character in support of Army's contribution to the Joint Force in peace and war.

Charter

2.3 The charter of the Royal Military College is to prepare Cadets and other selected candidates for careers as Officers in the Army by promoting learning, leadership and integrity; by inspiring high ideals and the pursuit of excellence; and by inculcating a sense of duty, loyalty and service to Australia.

STRUCTURE AND FUNCTION

Structure

2.4 To achieve its mission, RMC-D is structured to support the efficient and effective design and delivery of training. In parallel, it also provides command and control of the Corps of Staff Cadets (CSC) as a mechanism to facilitate leadership and management development within the barracks environment. The structure is as follows:

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Roles

2.5 **Commanding Officer (CO).** The CO is responsible for ensuring the consistency of Officer training within Army. To achieve this, they are appointed as the training design lead for RMC-D.

2.6 **HQ RMC-D.** The RMC-D HQ is based on a standard Bn HQ and has similar responsibilities. It is augmented with other elements to support the execution of the academic curriculum and administration of Staff Cadets.

2.7 **Military Art and Training (MAT) Wing.** MAT Wing is a multi-disciplinary team that supports RMC-D through learning support functions. It is responsible to the CO for training development and the standard of delivery. MAT Wing is commanded by the Deputy Chief Instructor (DCI), who supports the CO/CI in their role as the Development and Implementation authority.

2.8 Development and implementation are conducted by Package Masters (PMs), who are responsible to the DCI for their components of the Learning Management Package (LMP). They support training sub-units during implementation. MAT Wing develops future curriculum iterations under the guidance of the COMDT, HQ RMC-A, and CO RMC-D.

2.9 **Protocol Cell.** Responsible for organising major ceremonial activities including Full-Time Officer Commissioning Parades, SSO graduations, Lanyard Parade, the King's Birthday Parade, and high-profile public events. It also assists with routine visits, and public affairs.

2.10 **Trainee Management Cell (TMC).** TMC manages Staff Cadet progression through RMC-D, from intake to departure. It acts as a coordination hub between RMC-D and external administrative organisations.

2.11 **S1 Cell** Includes the orderly room and WHS manager. The cell supports the Bn 2IC in executing duties in support of the CO.

2.12 **Chaplains.** Provide pastoral care and mentorship to RMC-D staff and trainees.

2.13 **Operations.** The Operations Cell manages daily Unit functioning, the College Battle Rhythm, CSC Training Program, and long-term planning for exercises. It also handles financial management, logistics, travel, and security.

2.14 **Psychology Cell.** Also known as the Student Counsellor (STUDC), this cell provides support services, counselling, and instruction primarily to Staff Cadets.

2.15 **CSC.** Comprising five companies of Staff Cadets across three training classes: Alamein, Gallipoli, Kapyong, Kokoda, and Long Tan. Each is staffed by a CAPT (E) and a Drill SGT (DSGT). The CO RMC-D is also the CO of the CSC. Other key members include the Bn 2IC, ADJT, and Drill Wing Sergeant Major (DWSM). Staff posted to RMC-D are expected to affiliate with a CSC Coy and engage in Coy activities. CSC staff conduct barracks administration. Staff Cadets also take on roles within the CSC. See CSC Standing Orders for further detail.

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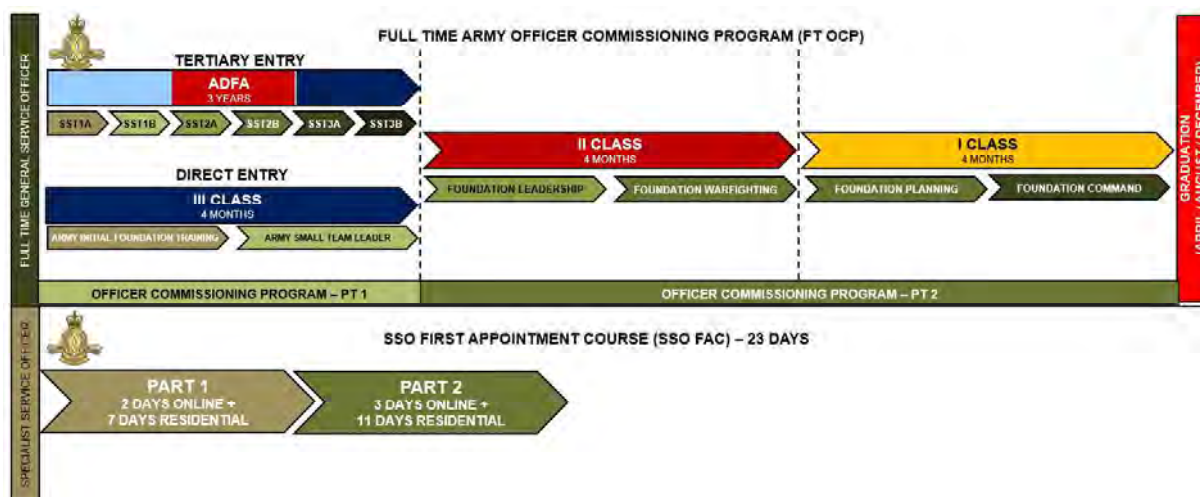
2.16 Operational Support Company. Comprises support staff including PTIs, Medical Technicians, Communication Information Systems, Logistics Cell and the Training Support (OPFOR) Pl.

OFFICER COMMISSIONING PROGRAM

2.17 The Full Time Officer Commissioning Program (OCP) spans 12 months, divided into three four-month classes:

- a. **III Class.** This is the initial four months of Military training. III Class, also referred to as OCP Part 1, consists of the Army Initial Foundation Training and Army Small Team Leader Course. This is the start point for direct entry and selected in-service transfers.
- b. **II Class.** This is the commencement of OCP Part 2. II Class is the second four-month trimester for direct entry cadets, or the entry point for Cadets with ADFA experience or in-service transfers starting at this level. II Class consists of Foundation Leadership Module and Foundation Warfighting Module.
- c. **I Class.** This is the final four months of the OCP Part 2, culminating in commissioning and promotion to LT. II Class consists of the Foundation Planning Module and the Foundation Command Module.

2.18 Romani Coy. Manages and delivers training for all non-Full Time OCP programs, including SSO Courses and Army Single Service Training for ADFA Cadets.



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UNIT ROUTINE

Work timings

2.19 Standard working hours are 0730 h – 1600 h, Monday to Friday. Due to the nature of training, staff may be required to work outside these hours. Variances are at the discretion of sub-unit Commanders, however formalised Flexible Work Plans must be approved by the Commanding Officer.

2.20 Staff in CSC Classes, Romani Coy, or training support roles in Bridges Coy should expect to deploy into the field with trainees regularly. All staff must be available to support training activities as required.

2.21 **Absences.** When staff are absent or unable to access DPE/email for one day or more, they are to activate an out-of-office message including their return date and an alternate contact.

2.22 **Reduced Activity Periods.** Staff will have opportunities to take annual leave throughout the year, typically during mid-trimester breaks, and the end-of-year stand-down. Leave outside these periods is subject to training program requirements.

Battle Rhythm

2.23 The RMC-D Battle Rhythm includes meetings that align command priorities and staff effort. The OPSO maintains and distributes the Battle Rhythm via the OPORD, with adjustments promulgated through a TASKORD.

2.24 **Commands Update Brief (CUB).** Held Wednesdays at 1100 h per OPORD 01/25. The ADJT disseminates invites and agenda items.

Medical

2.25 **Sick Parade.** ACT Health Centre RAP conducts Sick Parade from 0730 h – 1900 h on weekdays. After-hours support is available via ACTHC's 24/7 ward.

2.26 **Emergencies.** Call '000' for ambulance or paramedic support.

2.27 Members with medical restrictions are to provide a copy of their PM 101 to their supervisor.

2.28 **Living-In Members.** Those deemed unfit for duty must not return to barracks for unsupervised recuperation without MO approval. They must report to a supervisor upon hospital admission or before leaving garrison on sick leave. Members must comply with medical restrictions and are not permitted to undertake off-duty employment while restricted.

CONCLUSION

2.29 RMC-D is a complex organisation comprising the Unit and the CSC. A comprehensive understanding of its functions is essential to ensure efficient and effective operation.

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STANDING ORDERS

ROYAL MILITARY COLLEGE - DUNTROON

CHAPTER 3: STANDARDS OF CONDUCT, UNACCEPTABLE CONDUCT AND DISCIPLINE

The issue of these Standing Orders is authorised by the Commanding Officer of the Royal Military College – Duntroon. No departure from or amendment to these orders is to occur without the authority of the Commanding Officer.

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s47E(d)

CO RMC-D

Sep 25

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VERSION CONTROL DATA

Title	Standards of Conduct, Unacceptable Conduct and Discipline
Author (Owner):	RSM
Approver (Sponsor):	CO RMC-D
Version number:	Version 1
Date of approval:	Sep 25
Next review due:	Sep 26
Coverage:	RMC-D

SUMMARY OF MAJOR CHANGES

Section	Topic	Changes
Document	All Subjects	New Content

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CHAPTER 3: STANDARDS OF CONDUCT, UNACCEPTABLE CONDUCT AND DISCIPLINE

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References:

- A. [Defence Force Discipline Act 1982](#)
- B. [Army Dress Manual](#)
- C. [Army Ceremonial and Protocol Manual](#)
- D. [MILPERSMAN](#)
- E. [Discipline System Manuals and Guides](#)
- F. [CARMS](#)
- G. [Unacceptable Behaviour Policy and Guide](#)
- H. [Incident Reporting and Management Manual](#)

Commanding Officers Guidance

- 3.1. This Standing Order addresses matters of discipline specific to the RMC-D environment; however, it is not intended to cover matters that are adequately covered by the general provisions of the Defence Force Discipline Act (DFDA).
- 3.2. Maintenance of discipline is achieved through good and effective leadership. As such, all members of RMC-D are responsible to ensure discipline is administered with consistency, fairness, transparency and IAW the DFDA.
- 3.3. Consistency and accountability without bias is how a strong culture is created and maintained. It is every individual's responsibility to understand the consequences of their actions and every leader's responsibility to maintain oversight of their subordinates.

Discipline

- 3.4. Good discipline reinforces the quality of training at RMC-D and contributes to maintaining the reputation of Army. At all times, personnel are to conduct themselves in a manner that reflects well upon Army and acts as an exemplar for those undertaking training at RMC-D.
- 3.5. Pursuant to the Defence Force regulations, uniformed personnel posted to RMC-D are entitled to exercise powers of command in relation to each other according to their rank. Equally, public servants are subject to direction by superior Service personnel and Service personnel are subject to direction by superior Public Servant officers. Failure to comply with lawful and reasonable direction may be considered prejudicial to discipline.

Proper request by a civilian

- 3.6. A member is to obey a proper request by a civilian of the appropriate rank/status undertaking employment by and/or for the Defence Force. For the purposes of this part, a proper request is a request by a civilian that pertains to his/her employment by, or for, the Defence Force. Examples of proper requests include a request to any member by a Health Care Professional to do something that is relevant to their medical or dental treatment and or rehabilitation.
- 3.7. A request to a member by a civilian to undertake something contrary to military orders is, under all circumstances, an improper request. Where a conflict exists between a lawful command by a superior officer and a proper request by a civilian, a member who fails to obey the lawful command of the superior officer is guilty of an offence.

Defence Force Discipline Act

3.8. **Explanatory.** The Defence Force Discipline Act (DFDA) applies to all members of the Navy, Army and Air Force both in peace and war, while so posted or attached. Being subject to the DFDA does not relieve a member of his/her obligation to obey the ordinary law, but imposes a further obligation to comply with military discipline law.

3.9. A member of the Armed Forces of another country who is temporarily attached to a part of the Defence Force, under which the Defence Act 1903 is, while so affected, regarded as a member of their part of the Defence Force for purposes of command and discipline. (Members of visiting forces at this stage cannot be charged. If disciplinary action is sought after it is to be dealt with by their respective consulates / embassies).

Authorised member for the laying of disciplinary charges

3.10. Pursuant to sub-section 87 (c) of the Defence Force Discipline Act 1982, all officers, warrant officers and non-commissioned officers posted to, or detached for duty at RMC-D are authorised to be members for purposes of section 87 of the Act. Pursuant to section 3 (1) of the Defence Force Discipline Act 1982, all warrant officers and non-commissioned officers posted to, or detached for duty at the RMC-D, who by virtue of their office or appointment as instructors, are deemed to be superior officers and are entitled to exercise command over staff cadets and officer cadets for the purpose of the act.

3.11. All staff cadets and officer cadets are to obey any lawful order given to them by all officers, warrant officers and non-commissioned officers posted to, or detached for duty at RMC-D. Failure to obey such orders shall result in disciplinary action being taken against the offender.

3.12. RMC-D personnel appointed as Summary Authorities, Senior Discipline Officers, Discipline Officers, and those with authority in relation to custodial facilities, will be detailed in the first RO issued annually.

3.13. In all cases of proceedings under the DFDA, other than the Discipline Officer Scheme, the matter is to be reviewed by the LCC Legal Officer.

Civil convictions

3.14. MILPERSMAN, Part 9, Chapter 7 – Reporting, Recording and Managing Civilian and Service Legal and Disciplinary Matters requires any member who is convicted of a civil offence is to report that conviction, together with a statement of the offence and the penalty/order/undertaking, to their CO within 24 hours of return to duty by completing Part A of WebForm PD052 – *Report of Arrest, Charge for Civilian Offence and/or Civil Conviction*.

3.15. When any member of RMC-D is arrested by the civilian police and placed in civil custody, the following procedures are to occur:

a. **Duty Officer (DO).** The DO is to advise the RSM/ADJT and the members SI/OC and CSM of the following immediately:

- (1) Regimental details of the member arrested
- (2) details of the charge

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- (3) time member placed in custody
 - (4) current location of the member
 - (5) other relevant information.
- b. **RSM.** The RSM is to:
- (1) confirm all details received are correct
 - (2) advise the CO of the incident
 - (3) advise the CSM of the member arrested on further action, if required.
- c. **SI/OC/CSM.** The member's SI/OC/CSM is to ensure that:
- (1) the sub-unit chain of command has been informed
 - (2) any member due to appear in court does so
 - (3) the member appears in court in appropriate civilian clothing
 - (4) a representative from the members CoC is present in court
 - (5) the welfare and well-being of the member whilst in custody is regarded.

3.16. **Attendance at civil court by members of the ADF.** Members of the Army are not permitted to wear uniform when attending civil court for the purpose of any civil proceedings, criminal proceedings or traffic cases.

Notification by a member of a Protection Order

3.17. A member of the ADF is to immediately notify their CO within 24 hours in writing if they become subject to a protection order, domestic order, violence order, apprehended violence order, restraining order, prohibition order and firearm order or an application for registration of an interstate Domestic Violence Protection Order which directs IAW the MILPERSMAN Part 9, Chapter 4 – *Protection Orders and Weapon Protection Orders*:

- a. that the member does not possess a firearms licence or a firearm
- b. the confiscation and disposal of any firearm for the duration of the order.

3.18. Notification should provide the following information:

- a. the circumstances surrounding the order
- b. particulars of the duration and conditions of the order.

3.19. If a member is posted or attached to another unit while the Order remains in force, they are to notify the new CO of the existence of the Order.

Theft

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3.20. Offences of theft, fraud, forgery and other related acts by members of the ADF bring into question the integrity and trustworthiness of the member involved. More importantly, it erodes the mutual trust and confidence between members that is essential to the effective operation of a disciplined force. Offences of this nature by members of the ADF will not be tolerated and are to be reported IAW the Incident Reporting and Management Manual.

3.21. Where disciplinary action does not result in the member's dismissal from the ADF, administrative action vide MILPERSMAN Part 9, Chapter 2 – *Formal Warnings and Censures in the Australian Defence Force* in the form of a Notice to Show Cause (NTSC) why discharge should not occur will be initiated against all offenders. Where an Army member is not discharged as a result of a NTSC, a formal warning for conduct will be placed on their personal file for the remainder of their career.

Gambling

3.22. Gambling within RMC-D is forbidden, unless authorised by the CO IAW the MILPERSMAN Part 11, Chapter 4 – *Gambling on Defence Premises and in Navy Ships* which contains the details for Defence Policy on gambling.

3.23. Gambling includes all forms of betting, gaming, wagering, raffles, lotteries, sweepstakes, bookmaking and acting as an agent for a bookmaker.

Firearms, ammunition and offensive weapons

3.24. A member is not to have a non-service firearm or components of a non-service firearm, under their immediate control in any area of the RMC-D, or any other service land, unless authorised by the CO.

3.25. A member is not to have any type of explosive, pyrotechnic or propellant, including fireworks, under his or her immediate control in any area of the RMC-D, or any other service land, unless authorised by the CO.

3.26. The possession or use of offensive weapons is forbidden. Offensive weapons are all those declared to be such by State or Commonwealth Police Forces and are to include items such as:

- a. catapults or slingshots
- b. all types of bows, including composite
- c. replica weapons (including airsoft weapons and gel blasters)
- d. batons
- e. martial arts weapons
- f. knuckle dusters
- g. tasers or any other electrically powered device (e.g. cattle prod or shock collars)
- h. handcuffs or any other restraining devices
- i. double edged knives, daggers, machetes and those knives not specifically designed for normal use in the field

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j. concealable weapons such as zip guns or switchblade knives.

3.27. Service weapons are not to be carried in civilian vehicles.

Power of arrest

3.28. An Officer, Warrant Officer or Non Commissioned Officer has the power of arrest over any member in respect of whom they are a superior. All members empowered to arrest are to be fully conversant with the extent of those powers as laid down within the Summary Discipline Manual.

Action on arrest

3.29. After the arrest of a member the following action is to be taken by the Arresting Officer:

- a. the arrested member is to be cautioned, advised of their rights and then placed in custody
- b. the member is to be informed of the Arresting Officer's name, Unit and the nature of the offence
- c. the Arresting Officer is to prepare a Charge Sheet (AF007) and pass a copy to the member in custody within 24 hours of the arrest being effected
- d. the RSM is to be contacted immediately
- e. the RSM is to ensure that the CO is informed of the arrest. The DO is to inform the members SI/OC and CSM.

Consequences of arrest

3.30. Depriving an individual of their liberty is a serious matter. Full consideration of the circumstances of the offence is to be made prior to affecting an arrest. All members holding the power of arrest are to be fully conversant with their responsibilities.

Hearing of charges

3.31. The Infringement Officer must issue an infringement as soon as reasonably practicable (normally within 48 hours of deciding to infringe a member.). Factors that may affect the timeframe include the deployed status of the unit, leave status of member, time taken to consider alternate disciplinary options, time taken to consult CoC or gaining access to relevant notices and forms.

3.32. Individuals that are issued a charge should be given between 24-48 hours from the date of issue to elect whether they want to be dealt with by a Discipline Officer or Senior Discipline Officer. Once the decision is made, the infringement officer has 48 hours to notify the appropriate authority of the hearing.

3.33. CSMs are to advise the RSM as soon as possible if a charge is likely to go to a Senior Discipline Officer.

Documentation

3.34. All Senior Discipline Officer's punishment decisions are to be reviewed by the CO as per the Disciplinary Infringement Manual, preferably within 48 hours of the decision being made, if not as soon as practicable.

Orders for members undergoing punishment

3.35. Orders for members undergoing punishment are as follows:

- a. Orders for Soldiers Undergoing Restriction of Privileges are at Annex A
- b. Orders for Soldiers Undergoing Stoppage of Leave are at Annex B
- c. Orders for Soldiers Undergoing Extra Duties are at Annex C
- d. Orders for Soldiers Undergoing Extra Drill are at Annex D.

Consequences of punishment

3.36. The DFDA s68 and s169FB and Defence Force Discipline (Consequences of Punishment) Rules 1986, Part II provide the specific detail which is to be contained in the orders to be given to a soldier undergoing punishment, as a result of a Discipline Officer or Summary Proceedings. The following abbreviations/definitions apply to this chapter:

- a. **Restriction of Privileges (ROP).** A punishment awarded that confines a service person to Barracks during that person's recreational time (eg. after hours, weekends etc) during which, that person takes part in drill, extra regimental training and any extra tasking authorised by the CO. Uniform to be worn is Army Dress Order 4B (*drill – less field pack large*) or as directed.
- b. **Stoppage of Leave (SOL).** A punishment awarded to a service person that requires them to be confined to Barracks, unless required to leave the Barracks in the course of their duty and report between 0600 h and 2300 h to a specified military location at regular intervals, but not more frequently than every two hours. The member shall not consume any alcoholic beverages. Outside working hours, the person if required to perform a task is required to be in the appropriate working uniform and in all other cases dress of the day.
- c. **Extra Duties.** A punishment awarded to a service person that requires that person to report to a specified military location, at a time indicated and carry-out tasks set by the Duty Staff for a period not exceeding four hours per day. If that person cannot be tasked for the whole of the period indicated, that person is to be given drill for a period not exceeding one hour per day. Uniform to be worn is Army Dress Order 4B or as directed.
- d. **Extra Drill.** A punishment awarded to a service person that requires that person to report to a specified military location, at a time indicated by the Duty Staff. The member shall not be required to perform drill for a continuous period in excess of 30 minutes. The member shall not be required to perform periods of drill more frequently than at four hourly intervals and the total period of drill shall not exceed one hour per day (2 x 30 min sessions). Uniform to be worn is Army Dress Order 4A.

Dress and equipment

3.37. Members awarded ROP and Extra Duties are to report in Army Dress Order 4B with load carrying equipment as listed in Annex E. (*Patrol Order is to be worn whilst conducting extra tasking outdoors and is not to be worn whilst participating in drill*). All items are to be Australian Service issue and are to be in a clean and serviceable condition.

Nature and type of drill

3.38. When drill is to be performed as a consequence of minor punishments, the nature and type of drill to be conducted is to be IAW LP 7.1.1 Drill. Drill movements can be performed either at the halt or whilst marching, with or without arms or a combination as dictated. Forms of dress for the conduct of drill are not to include Marching or Patrol Order.

Medical restriction

3.39. Members undergoing punishment as a result of Discipline Officer or Summary Proceedings that have medical restriction are to present those restrictions to an authorised person supervising the punishment. The member is to be employed within that restriction. If clarification is required the member's Duty Staff is to clarify prior to commencing punishment and/or is to be referred back to a Medical Officer for assessment for suitability to perform the required punishment.

Corrective Training

3.40. IAW MILPERSMAN Part 9 Chapter 3 – *Corrective Training*, good order and discipline are the foundation of an effective military force. There is a range of instruments in the military justice system that can be employed to formally consider the appropriateness of punitive action on individuals that digress from mandated standards of conduct and breach good order. At times, however, it may be more appropriate to undertake training targeted at correcting performance that ensures individuals have the right skills, knowledge and abilities to achieve what is required of them.

3.41. RMC-D will use Corrective Training, as detailed in MILPERSMAN Part 9 Chapter 3 – *Corrective Training* to address any training shortfalls of its personnel including trainees. The orders for Corrective Training are at annex F.

PROHIBITED SUBSTANCES AND ALCOHOL

Prohibited substances

3.42. IAW MILPERSMAN Part 4, Chapter 3 – *Management of the Use of Prohibited Substances in the Australian Defence Force* and CA Directive 05/23 *The Prohibited Substances Testing Program*, the Army stance on the use of prohibited substances remains one of 'zero tolerance' for the use of prohibited substances including illegal drugs or the illegal use of prescribed or over the counter drugs.

3.43. All ranks are required to maintain a high standard of physical and mental health. Prohibited Substance abuse, apart from being both a military and civil offence, may impair health and safety. Prohibited substance abuse leads to loss of sense of responsibility. Those involved in prohibited substance abuse cannot be relied upon as members of a team and may become a danger or liability in the performance of their military duties. Apart from civil prosecution or military disciplinary proceedings prohibited substance offenders face discharge from the Army and possible loss of benefits.

3.44. RMC-D members involved with prohibited substance abuse are likely to have their service terminated. Unit members are not to use, possess or traffic any illegal prohibited substance. RMC-D members are not to use, have in their possession, access or traffic any prescription drug or prohibited substance unless the use has been authorised by an authorised medical officer.

Smoking /Vaping

3.45. Vaping/Smoking attracts the same controls as smoking tobacco in both the barracks and field. Vaping/Smoking must only occur in designated smoking areas in both the barracks and in the field

3.46. Vaping/Smoking in or near accommodation, buildings, infrastructure, tents or vehicles of any type is prohibited

3.47. Vaping/Smoking in or near crowds of people in both the barracks and field is prohibited.

3.48. Smoking within RMC-D is prohibited in the following areas:

- a. all office and accommodation areas
- b. all messes and clubs, except in designated smoking areas
- c. canteens – wet and dry
- d. military vehicles, service aircraft and all Commonwealth vehicles
- e. any stores area, storeroom, magazine or armoury
- f. any area containing flammable or explosive material
- g. toilets and change rooms
- h. reception areas, lobbies, corridors and counter areas
- i. conference rooms, lecture facilities, theatres and model rooms
- j. within 15 m of POL points or LPG storage tanks
- k. workplaces with recirculating air conditioning systems
- l. within 15 m of any window, entry or exit points to a building.

Alcohol

3.49. IAW MILPERSMAN Part 4, Chap 1 – *Alcohol Management in the Australian Defence Force*, the consumption of alcohol by members in the Army is not an obligatory requirement or an essential social practice in the Army; nor is the consumption of alcohol to be encouraged or promoted in any way.

3.50. It is each member's right and responsibility to exercise private judgement regarding the consumption of alcohol, when this is not restricted by civil or military law

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or by Army instructions or orders. This judgement is to be exercised in the knowledge that misuse of alcohol will not be tolerated.

3.51. Misuse of alcohol is to be regarded as unacceptable behaviour that could result in subsequent administrative and/or disciplinary action affecting a member's career. It constitutes a hazard that could prejudice effectiveness, general safety and security and is not to be ignored.

3.52. IAW COMD FORCOMD Directive 47-17 – *Alcohol Policy on International and Domestic Exercises*, no alcohol is to be consumed from time of departure to the arrival back to RMC-D during training exercises unless approved by the CO NLT seven days prior to the event.

Safety Critical Areas and Alcohol Testing for RMC-D

3.53. IAW MILPERSMAN, Part 4, Chap 2 – *Alcohol Testing in the Australian Defence Force*, the conduct of random and targeted alcohol testing for ADF personnel, in or visiting, a Safety Critical Area (SCA) is permitted.

3.54. The following areas, within Duntroon Garrison, are deemed SCAs in relation to RMC-D staff, trainees and visitors:

- a. any area in which RMC-D unit personnel are involved in the inspection, repair, maintenance or certification of vehicles and equipment
- b. any area in which RMC-D unit personnel are involved in the inspection, repair, maintenance or certification of safety equipment
- c. any area in which RMC-D unit personnel are involved in the conduct of live firing
- d. any area in which ordnance or weapons connected to RMC-D are stored
- e. any area within Duntroon Garrison where personnel are involved in the delivery of health services
- f. any area within Duntroon Garrison where personnel are involved in the loading or unloading of vehicles
- g. any area in which gases, volatile liquids or chemicals are stored
- h. any area defined as an operational area by RMC-D training exercise, or activity or instruction
- i. any kitchen located within Duntroon Garrison
- j. the interior of any Service vehicle connected with RMC-D
- k. any construction site within the bounds of Duntroon Garrison
- l. any area in which watermanship training, swimming or other water related training is conducted
- m. any area in which physical training or sporting activities connected with RMC-D is occurring

- n. any area in which adventure or leadership training connected with RMC-D is occurring
- o. any area in which programmed training or instruction is conducted.

Australian Defence Force Prescribed Blood Alcohol Level

3.55. IAW MILPERSMAN, Part 4, Chap 2 – *Alcohol testing in the Australian Defence Force*, whilst on duty all Defence members are to maintain a zero Blood Alcohol Level (BAL). However, for testing purposes, BAL readings below 0.02 per cent will not be considered as a positive reading. This conforms to the existing Australian Testing Standard (AS) 3547-97 and is a safety measure employed in the breath test only to ensure that registrations legitimately used medications and other licit substances do not give a false positive reading.

3.56. Any member who suspects another member does not have a BAL of zero is to inform a superior. The superior is to exclude the suspected person from all SCAs and report the matter through the chain of command to the RSM. Evidence gathered under this policy is not to be used for DFDA action but non-compliant members may be subject to administrative action.

3.57. Drivers of Defence vehicles and hire vehicles:

- a. must maintain a zero BAL whilst operating a Defence vehicle
- b. must not operate a vehicle if they are under the influence of a prohibited substance.

3.58. No member of RMC-D is to consume alcohol during core working hours, extended periods of work, whilst undergoing punishment as determined by a Summary Authority or in the following circumstances:

- a. when having been warned for duty:
 - (1) within eight hours before assumption of duty
 - (2) during the course of that duty.
- b. while on any field exercise, operation or training activity.

3.59. Defence drivers are not to consume medication and/or substances which may impair their ability to operate machinery. When medication prescribed by a medical, dental, pharmacy or Nursing Officer incurs a restriction in respect to the operation of a motor vehicle, drivers are to present a medical certificate (PM101) to their commander/manager.

3.60. The commander/manager is to exclude the member from driving duties for the duration of the recommended restriction as documented in the PM101. The Defence licence holder has a responsibility to declare if they have had any changes to the conditions by which they hold their civilian driver's licence related to the use of medications or if they have been informed by a health professional that they are temporarily unfit to drive a vehicle as a result of taking medication.

UNACCEPTABLE BEHAVIOUR

Equity and diversity guidelines

3.61. Defence equity and diversity principles are to be rigorously applied by all personnel within RMC-D and it is an inherent responsibility of all leaders to ensure that unacceptable behaviour is not tolerated. Unacceptable behaviour is behaviour that does not accord with the equity and diversity principles. The Defence Values and Instructor and Trainee Code of Conduct are the standards by which the actions of personnel within RMC-D are measured. The Defence unacceptable behaviour policy and its application within Forces Command, is detailed in the following references:

- a. [Complaints And Resolution Manual](#)
- b. [Incident Reporting and Management Manual](#).

Harassment

3.62. It is the responsibility of all RMC-D members to ensure that a harassment and discrimination free workplace exists. Acts of harassment and discrimination are not to be encouraged, condoned or tolerated and are to be reported immediately to the chain of command. Such acts will result in disciplinary, administrative or civil legal action.

3.63. All members posted to, or attached to RMC-D are to be treated fairly. No member is to be harassed, victimised or discriminated against. For the purpose of these orders, harassment is unwanted or unwelcome behaviour that a reasonable person, having regard to all the circumstances, would consider offensive, humiliating, or intimidating. If a member posted to, or attached to RMC-D treats another member that constitutes harassment, victimisation or discrimination, DFDA or Administrative Action may be taken. Harassment may be a result of some real or perceived attribute or difference, such as:

- a. race, colour, ethnicity or nationality
- b. sexual orientation or gender
- c. age
- d. religion
- e. political opinion
- f. socio-economic origin
- g. medical condition
- h. disability or impairment
- i. criminal record
- j. trade union activity
- k. family status or caring responsibilities.

- 3.64. Harassment can also take many other forms, such as:
- a. insulting comments about the physical characteristics, abilities or mannerisms of a person
 - b. disparaging or unnecessary comments about a person's work or capacity for work
 - c. the spreading of malicious rumours or public statements of a derogatory nature about a person
 - d. interference with a person's workplace, work materials, equipment or property
 - e. exclusion of a person from normal conversation, workplace activities or work-related social activities
 - f. teasing
 - g. offensive pictures, screen savers, posters, emails, SMS text messages, graffiti or written electronic material
 - h. making a vexatious or malicious complaint against a person
 - i. causing detriment to a person because they have made a complaint in good faith.

Workplace bullying

3.65. For the purpose of this Standing Order, workplace bullying is the persistent patterns of behaviour by a person in the workplace that is harmful, intimidating, humiliating or embarrassing and which is aimed at making the complainant(s) feel miserable, demoralised and lacking in self-confidence. It is the deliberate desire to hurt, threaten or frighten someone with words or actions by one or more people and can vary in the degree of severity.

3.66. Workplace bullying is an aggressive form of harassment, and men and women at all levels of employment can be affected by it. A bully is a person who uses strength or power to coerce others by fear to do something they want done. A bully can be a manager, a supervisor, a subordinate or a co-worker.

3.67. Bullying can be related to an interpersonal dispute, predatory behaviour or organisational behaviour that subjugates people and rewards predatory behaviour. No member posted to, or attached to RMC-D is to commit any acts of bullying. A breach of this may result in DFDA or Administrative Action.

- 3.68. Workplace bullying takes many forms, some commonly reported examples include:
- a. giving a person a much greater proportion of unpleasant work than that given to others
 - b. humiliating a person through sarcasm, criticism and insults, often in front of other personnel
 - c. sabotaging another person's work by such means as not passing on information, hiding tools and equipment, damaging completed work etc usually with the aim of showing the victim up in front of management

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- d. constant checking of a person's work or whereabouts to a much greater extent than others of the same seniority without good reason
- e. threats of dismissal or disciplinary action for trivial mistakes or shortcomings
- f. coercing people to work unreasonable hours on a regular basis and making life difficult for, or taking disciplinary action against, anyone who objects
- g. overloading a person with work or requiring work to be done without there being sufficient time to do it, and then criticising the person for taking too long or not doing it properly
- h. deeming any people suffering from stress as weak and inadequate, whilst aggressively ignoring and denying the cause of stress.

Sexual harassment

3.69. The *Sex Discrimination Act 1984* provides that a person sexually harasses another person (the person harassed) if:

- a. the person makes an unwelcome sexual advance, or an unwelcome request for sexual favours, to the person harassed
- b. engages in other unwelcome conduct of a sexual nature in relation to the person harassed
- c. circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated, that the person harassed would be offended, humiliated or intimidated.

3.70. The *Sex Discrimination Act 1984* also defines conduct of a sexual nature to include making a statement of a sexual nature to a person, or in the presence of a person, whether the statement is made orally or in writing. No member posted to, or attached to RMC-D is to commit any acts of sexual harassment. A breach of this may result in DFDA or Administrative Action.

3.71. Behaviour that may be acceptable in other contexts, such as between friends in a social setting, can be inappropriate in the workplace. Sexual harassment includes, but is not limited to:

3.72. directly offensive verbal comments or innuendo of a sexual nature

- a. sexually offensive jokes
- b. comments about a person's alleged sexual activities or private life
- c. offensive gestures
- d. comments regarding a person's sexual orientation
- e. comments regarding a person's sexual appeal, an unwelcome sexual advance or a request for sexual favours

- f. the display or electronic transmission of printed material, calendars, posters, email, screen savers or wall papers that are sexually explicit or depict semi-naked bodies, or are displayed for the purpose of evoking sexual arousal or gratification.

Discrimination

3.73. *The Human Rights and Equal Opportunity Commission Act 1986* defines, in part, discrimination as being any distinction, exclusion or preference that has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation. Unlawful discrimination does not include any distinction, exclusion or preference in respect of a particular job based on the inherent requirements of the job.

3.74. Direct discrimination can occur when there is a specifically directed policy or action that treats a person less fairly than another person based on some real or perceived attribute or difference. It does not allow people to be judged purely upon their individual merit, but judges them on stereotypes or perceptions.

3.75. Indirect discrimination can occur when a policy or practice, which appears to be neutral or non-discriminatory, has an unfair impact on a person or a particular group of people.

Fraternisation/Inappropriate relationships

3.76. It is prohibited for any member to engage in fraternisation within RMC-D in or in any other place whilst on duty or in uniform. Any staff member posted to, or attached to RMC-D is prohibited from forming relationships involving sexual relations or private intimacy with any trainee. This prohibition applies at all times, whether on or off duty, and irrespective of the level of direct contact between the staff member and the trainee. A trainee within RMC-D constitutes, but is not limited to, a Staff Cadet, Officer Cadet, a trainee (Officer) undergoing training on an SSO course, a trainee undergoing training on a Training Block through SUR, a trainee undertaking the Army Officer Preparation Program (AOPP) or any minor undertaking work experience at RMC-D.

3.77. For the purpose of this order fraternisation means, conduct which comprises open and excessive public displays of affection, or acts of private intimacy (including sexual activity), between two serving members of the Australian Defence Force. An inappropriate relationship is defined as a non-physical relationship including behaving in an overly familiar manner. An example of this type of relationship is accepting or offering gifts or favours between trainees and Staff.

3.78. If a member becomes involved with another member of RMC-D they are to report the relationship to their CoC within 48 h.

3.79. Sexual activity of any kind is prohibited in work places and common areas within RMC-D.

3.80. For the purpose of this order, the following is prohibited for all staff members:

- a. forming a sexual relationship with a trainee
- b. being over familiar with a trainee

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- c. inviting a trainee to a private residence without permission from the CO RMC-D.
- d. socialising with trainees in any restricted area
- e. socialising with trainees outside of approved RMC-D activities without CO RMC-D permission.

Offensive material

3.81. It is prohibited for any member to display or store publications including badges, in house publications, training materials, posters, drawings, photographs or any other document, containing offensive matter in any place within RMC-D to which any other member has authorised access.

3.82. The expression “offensive matter” includes but is not limited to:

- a. comments or innuendo of a sexual nature
- b. jokes of a sexual nature
- c. comments about a person’s alleged sexual activities
- d. comments about a person’s sexual orientation
- e. comments about a person’s sexual appeal
- f. cartoons and or pictures of a pornographic nature or with a sexual connotation.

Abuse of power

3.83. Abuse of power and authority attributed to rank or position to harass, discriminate a subordinate is inappropriate and unethical, and can constitute criminal behaviour. Commanders and managers must at all times be aware of their actions in relation to their subordinates to ensure that they do not abuse their power and authority. Some actions may inadvertently place a subordinate in a difficult position and the action thereby may be perceived as an abuse of power. Examples of such behaviour are:

- a. using subordinates to conduct personal tasks, such as collecting dry-cleaning
- b. ordering subordinate staff to participate in unacceptable behaviour
- c. encouraging personnel to provide sexual favours in order to gain superior performance reports or desired postings.

3.84. Members of RMC-D are prohibited from abusing their power. Disciplinary action will be initiated against any RMC-D member found to have abused their power and authority.

USE OF VEHICLES

Introduction

3.85. Military transport within RMC-D is a limited resource that must be used sparingly in order to allow the primary function of the Unit to continue. For that reason, military vehicles are to be used for military purposes. For further detail on Use of Vehicles refer to Chapter 6.

3.86. All conditions and regulations for the use of military vehicles are taken from Land Operating Vehicle Manual (LVOM) and are included for reference.

Civilian vehicles/motorcycles and bicycles

3.87. All members of RMC-D driving civilian vehicles or motorcycles are to have in their possession, a current driver's licence applicable to the vehicle being driven.

3.88. All owners of civilian vehicles are to ensure that their vehicle is both registered and roadworthy in accordance with the Australian Capital Territory traffic laws, rules and regulations.

3.89. Unregistered civilian vehicles are not to be driven, ridden or stored on Commonwealth land.

3.90. Members of RMC-D riding a civilian or military motorcycle are to wear an appropriate approved standard motorcycle helmet and suitable protective clothing.

3.91. All private vehicles or motorcycles are to be parked in allocated parking areas on Commonwealth land.

3.92. Bicycle riders are subject to all traffic laws applicable to motor vehicle drivers. Breaches will be treated in the same manner. Users of privately owned or military bicycles are to wear an Australian Standards approved bicycle helmet whenever riding a bicycle within RMC-D. Lights, front and rear, are to be on when riding a bicycle in the dark.

Use of military vehicles

3.93. Vehicle use is to conform to the restrictions set below:

- a. the use of all military vehicles is to be IAW the LVOM
- b. military vehicles are for military purposes only
- c. all members are to be conversant with State Road Laws applicable to their location
- d. all members are to comply with all State, Territory and Commonwealth speed limits applicable to their location. They are also to comply with the LVOM and the Garrison Standing Orders
- e. drivers are to use a guide, when available, when reversing a military vehicle. If a guide is not available, the driver is to dismount and inspect the area around the vehicle prior to reversing
- f. all vehicles, both military and civilian, are to be parked IAW the Garrison Standing Orders

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- g. hire vehicles when hired by Defence are considered as Defence Vehicles. Therefore, members that drive a hire car for the purpose of their duties are to comply with this policy and the DRTM.

Drivers of military vehicles

3.94. Drivers of military vehicles are to conform to the restrictions below:

- a. Military members that hold a current ADF licence that require to drive a CL vehicle will require to be familiarised on the vehicle with a AC 344 – *Record of Attainment* raised and entered onto their AC 795 – *Australian Defence Force Driver Qualification Log*. If the member has not been assessed on the *Drive a military vehicle over Difficult Terrain* competency, then they are not to leave a *formed road*.
- b. Military members that do not hold an ADF licence, are permitted to drive a Defence CL vehicle if they hold the equivalent coded civilian licence. When signing the AD 049 – *Vehicle Authorisation and or Task Form*, the driver is accepting responsibility for the vehicle and that they have been trained in the safe operation of that vehicle (including ancillary equipment). Drivers who do not possess an ADF licence can request to be familiarised on the vehicle by a competent driver. When driving on a civilian licence the member is not to leave a *formed road*.
- c. Any member who drives a military vehicle is to be authorised IAW the DRTM using the AD 049 – *Vehicle Authorisation and Task Form*. As the driver, the member signs the form stating that they have been familiarised on the vehicle. The authorising officer is to site the members licence (if held) and question the driver of his/her task requirements and the route to be taken.

GENERAL CONDUCT

Dress and bearing

3.95. A high standard of dress and bearing is required of all RMC-D personnel IAW the requirements of the *Army Dress Manual*. Daily dress for staff will generally be as per the daily dress for the CSC. For example, for block periods of instruction in garrison, staff will be in Dress Order No 2E. When the CSC commence block periods of field training, staff will transition into Dress Order No 4A/4B. Headdress is hat KFF which may be worn with DOD.

3.96. Headdress is to be worn with uniform at all times except:

- a. when in the office environment
- b. when in a vehicle not on parade
- c. when attending an indoor church service
- d. when within Messes or clubs
- e. when ordered.

3.97. Other items of dress and variations to these provisions will be provided in writing by the ADJT/RSM RMC-D.

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3.98. APS members are expected to dress to an appropriate equivalent standard to that required of uniformed members.

3.99. All members are to shave daily between reveille and the first parade, unless excused in writing by a medical authority.

3.100. Members on rest or leave are to be clean shaven when in barracks and:

- a. visiting any work area
- b. going to the Mess
- c. using any area facility such as the gym.

Civilian dress

3.101. When not on duty, staff members may wear any form of civilian attire they desire, but are reminded of their responsibility to set an appropriate example for the trainees. The high-profile nature of being an instructor at RMC-D ensures that a staff member will be noticed by the Cadets, regardless of whether they are on duty or not. Staff should remain mindful of their position, and endeavour at all times to set an appropriate example.

Protocol

3.102. Staff are to be conversant with and comply with the requirements of the *Army Ceremonial and Protocol Manual*.

3.103. **Mode of address to staff and civilians.** Staff members are to address higher-ranking members of the staff by their rank in full. Civilian personnel are to be addressed as Mr, Mrs or Ms, as appropriate. In all dealings with civilians, staff members are to conduct themselves with dignity and courtesy.

3.104. **Paying of compliments.** Staff members are to pay compliments to higher-ranking officers at all times. As well as executing the correct drill movements, staff members are to give normal greetings in an appropriate volume of voice.

3.105. **Paying of Compliments to Staff Cars.** Vehicles flying distinguishing pennants, personal standards or with star plates uncovered and lights on are to be saluted on all occasions when the vehicle passes or is passed.

3.106. **Memorials.** Compliments are to be paid to any and all Memorials on the RMC garrison area. Memorials are those that are inscribed with the names of the fallen. Compliments are not paid at any time members are running.

3.107. **Use of Social Media.** Refer to RMC-D SOP 115 – Public Relations and Social Media Policy, for the appropriate use of social media and guidance on making official posts on behalf of RMC-D.

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Annexes:

- A. Orders for soldiers for undergoing Restriction of Privileges
- B. Orders for soldiers for undergoing Stoppage of Leave
- C. Orders for soldiers for undergoing Extra Duties
- D. Orders for soldiers for undergoing Extra Drill
- E. Dress and Equipment
- F. Orders for Corrective Training

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**ANNEX A TO
RMC-D SO CHAP 3
JUL 25**

ORDERS FOR SOLDIERS UNDERGOING RESTRICTION OF PRIVILEGES

General

1. Restriction of Privileges (ROP) is a punishment. It is to be supervised by the DO.

Area of confinement

2. Whilst undergoing ROP you are confined to the RMC area bounds and may only leave the area on authorised duty or when leave has been approved by the CO.

Accommodation

3. You are to be accommodated in the RMC transit accommodation for the duration of the awarded ROPs.

Messing

4. Defaulters that live-out or are live-in members who are not paying rations are entitled to meals at commonwealth expense.
5. The DO will organise a hotbox meal for you to consume in the Duty Room.

Dress and equipment

6. A detailed list of dress and equipment required is in Annex E. You are to ensure that you have all listed equipment with you during your period of ROP. You are to report with all equipment to the DO at the Duty Room at 1600 h daily. Any missing and/or damaged equipment is to be accounted for on a SD016 (Loss and Damage Report).
7. Whilst undergoing ROP you are required to wear the following forms of dress, Mon – Fri (Unit stand down, rear details or Public Holidays):
 - a. 0730 – 1600 h: Dress of the day relevant to work area with weapon
 - b. 1600 – 0730 h: Dress Order 4B (with load carrying equipment)
 - c. On Unit stand down, rear details or Public Holidays, Dress Order 4B (with load carrying equipment) is to be worn.

Attendance sheet

8. An attendance sheet is at appendix 1. You are to sign this sheet as an acknowledgment that you have read and understand these orders.
9. You are to ensure that the DO signs the attendance sheet each time you report to him/her. The attendance sheet is to be carried on you at all time and handed in to the DO the day your ROP cease.

Report times

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10. You are to report to the DO between 1600 h and 0730 h work days and 0615 h and 2300 h on weekends and public holidays, but not more often the once every two hours.

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13. Defaulters on ROP are to perform additional duties not exceeding four hours outside normal working hours in a working day and for a period not exceeding eight hours in a non-working day. The dress whilst performing additional duties is Dress Order 4B or as authorised by the DO.

Drill parades

14. Defaulters who do not have a medical restriction are to perform drill for a period not exceeding one hour each day. This is to be completed in two 30 min sessions at 0620 h and 1705 h daily. Patrol or Marching Order is NOT to be worn for periods of drill. Defaulters who cannot perform drill are to conduct weapon handling drills.

Weapon

15. An EF88 Steyr is to be carried at all times whilst undergoing ROP. The defaulter is responsible for the security of the weapon at all times. The weapon is not to be secured in the Duty Room at any time. If the defaulter is required to attend a medical appointment, the weapon is to be signed over to the DO and resigned for by the defaulter on his/her return. During normal working hours the weapon is to be carried by the defaulter.

16. The weapon is to be collected from the armoury on the commencement of ROP and return to the armoury at 1530 h on the last working day prior to the ROP concluding.

17. Defaulter's weapons are to be maintained in a serviceable condition, clean and free of carbon and rust at all times.

Restrictions

18. Whilst undergoing ROP you shall not be present at any recreation or entertainment function, including sports parade and you are not to consume alcohol. The following areas/facilities are out of bounds:

- a. any sporting activity
- b. soldiers club
- c. TV, DVD, Video entertainment (including game consoles and streaming services)
- d. Groll.

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**ANNEX B TO
RMC-D SO CHAP 3
JUL 25**

ORDERS FOR SOLDIERS UNDERGOING STOPPAGE OF LEAVE

Area of confinement

1. Whilst undergoing Stoppage of Leave (SOL) you are confined to the RMC-D area of and may only leave the area on authorised duty or when leave has been approved by the CO. During the course of your SOL you are deemed to be on duty until 2300 h on the last day of punishment.

Accommodation

2. You are to be accommodated in the RMC transit accommodation.

Messing

3. Whilst on SOL whether you are live-out or are live-in members who are not paying rations, you are entitled to meals at commonwealth expense.

4. Hot box meals will be organised by the DO. All meals are to be consumed in the Duty Room.

Dress

5. Whilst undergoing SOL you are required to wear the following forms of dress:

a. Mon – Fri:

- (1) 0600 to 0730 h – Dress Order 4A
- (2) 0730 to 1630 h – Dress of the Day
- (3) 1630 to 0600 h – Dress Order 4A.

b. Sat/Sun/Rear Details/Stand Down/Public Holidays – Dress Order 4A.

Attendance Sheet

6. An attendance sheet is at appendix 1. You are to sign this sheet as an acknowledgment that you have read and understand these orders.

7. You are to ensure that the DO signs the attendance sheet each time you report to him/her. The attendance sheet is to be carried on you at all time and handed in to your CSM the day after your SOL cease.

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**ANNEX C TO
RMC-D SO CHAP 3
JUL 25**

ORDERS FOR SOLDIERS UNDERGOING EXTRA DUTIES

General

1. Whilst undergoing Extra Duties (ED), you are required to work after hours for a period not exceeding four hours in each day.
2. The tasks you will be required to perform will be given to you by the DO. In instances where a CSM wants a soldier to perform a specific task the DO is to be informed. The CSM may be required to provide a supervisor for the duration of the ED.
3. If you cannot be effectively employed on ED the DO will give you drill for a period not exceeding one hour each day in accordance with RMC-D Standing Orders, Chap 3, Annex D.

Attendance Sheet

4. An Attendance Sheet is at appendix 1. You are to sign this sheet as an acknowledgment that you have read and understand these orders.
5. The attendance sheet is to be carried on you at all times. You are to ensure that the DO signs your Attendance Sheet each time you report to him/her. The Attendance Sheet is to be handed in to the DO and your CSM the day your ED cease.

Dress

6. Whilst undergoing ED you are required to wear Dress Order 4A.

Timings

7. You are to conduct the ED as detailed below:
 - a. Mon to Fri:
 - (1) 0600 – 0730 h
 - (2) 1630 – 1900 h.
 - b. Sat, Sun and Public Holidays between 0800 h and 1200 h.

Reporting

8. You are to report to the DO at the Duty Room each day prior to commencing and at the conclusion of your ED.

Appendix:

1. Attendance Sheet

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**ANNEX D TO
RMC-D SO CHAP 3
JUL 25**

ORDERS FOR SOLDIERS UNDERGOING EXTRA DRILL

General

1. Whilst undergoing Extra Drill, you are required to perform drill for a period not exceeding one hour in each day (2 x 30 min sessions).
2. The drill you will be required to perform will be given to you by the DO. Prior to commencing extra drill you are to provide the DO with a copy of your medical restrictions if you are on any. If the restriction is permanent you are to provide the DO with a copy of your PM532.

Attendance Sheet

3. An Attendance Sheet is at appendix 1. You are to sign this sheet as an acknowledgment that you have read and understand these orders. You are to ensure that the DO signs your Attendance Sheet each time you report to him/her. You are to hand the Attendance Sheet to the DO and your CSM the day your Extra Drill ceases.

Dress

4. Whilst undergoing Extra Drill you are required to wear Dress Order 4A, with slouch hat.

Timings

5. You are to conduct Extra Drill as follows:
 - a. 0620 – 0650 h
 - b. 1705 – 1735 h.

Reporting

6. You are to report to the DO at the Duty Room five minutes prior to each drill parade commencing.

Method of conducting Drill

7. The following method is to be used when conducting drill parades:
 - a. The member shall perform drill only IAW an order given by an authorised member. The DO is authorised for the purpose of this order.
 - b. The member shall not be required to perform drill for a continuous period in excess of 30 min and / or as restricted by the climate or WBGT.
 - c. The member shall not be required to perform drill more frequently than four hourly intervals.
 - d. Drill parades are to be conducted on the RMC-D parade ground.

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- e. Drill is to be static and/or in quick time only and conducted IAW LP 7.1.1 Drill.
- f. Drill movements are to be spaced by a minimum of six to eight paces in quick time and seven seconds when static.
- g. The member is to be asked if there are any medical restrictions prior to commencement of every drill parade.

Appendix:

- 1. Attendance Sheet

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**ANNEX F TO
RMC-D SO CHAP 3
JUL 25**

CORRECTIVE TRAINING

Introduction

1. Good order and discipline are the foundation of an effective military force. There is a range of instruments in the military justice system that can be employed to formally consider the appropriateness of punitive action on individuals that digress from mandated standards of conduct and breach good order. At times, however, it may be more appropriate to undertake training targeted at correcting performance that ensures individuals have the right skills, knowledge and abilities to achieve what is required of them. In this way, Corrective Training seeks to enhance the performance of individuals and permit them to achieve required standards.

2. The use of Corrective Training as a formal performance management system applies to all ranks of any ADF organisation. Corrective Training provides a learning opportunity for RMC-D members who are experiencing difficulty achieving or retaining the knowledge and skills necessary to develop and progress in their career. To enhance success of Corrective Training, it is imperative that when weaknesses in performance are observed or identified, action is taken to correct the area in order to prevent the erosion of personal skills, knowledge and attitudes.

3. Corrective Training is a mechanism to enhance the performance of an individual who has demonstrated difficulty in attaining a satisfactory standard in an activity. Corrective Training should not be awarded where an individual commits an act or omission which would constitute an offence under the particular DFDA section.

4. Ultimately, the process used will be up to the supervisor, relying on their knowledge and experience to determine the most appropriate method of dealing with the deficiency, given the circumstances of the matter.

Intent

5. The intent of Corrective Training is to re-educate or inculcate members with the necessary skill, knowledge and attitudes that may be lacking in their current level of performance. Corrective Training strives to reinforce ADF's values of Professionalism, Loyalty, Integrity, Courage, Innovation, and Teamwork in the pursuit of developing service personnel.

Common failures minor deficiencies

6. The following list may include but is not limited to Corrective Training to enhance performance:

- a. personal dress and presentation of military uniforms not to required standard
- b. lack of punctuality in meeting reporting deadlines
- c. lack of application of the ADF values and nine core behaviours
- d. inadequate personal hygiene and grooming.

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APPLICATION

Authorisation - who may award

7. Vide MILPERSMAN Part 9, Chapter 3 – *Corrective Training*, Defence members by virtue of their rank can authorise a subordinate member to complete Corrective Training.
8. The issuing Defence member is responsible to ensure that any corrective training issued is recorded in the Unit Corrective Training Register.

Persons subject to corrective training

9. All ranks can be subject to a direction to undertake Corrective Training. All efforts are to be made to exercise discretion with any member undergoing Corrective Training so that member may retain their personal dignity. Civilians cannot be directed to undertake Corrective Training.
10. Once awarded by a supervisor, Corrective Training becomes the CO's order and hence a place of parade. Failure to attend constitutes an offence under the DFDA.

Type of Corrective Training

11. The intent of corrective training is to offer a remedial response to sub-standard performance; therefore, it is imperative that the training given does not contain any punitive value that may confuse the purpose for the training awarded. In all instances, the Corrective Training should complement the deficiency; e.g. additional duties should not be awarded for poor drill. The following are examples of Corrective Training available to a supervisor but are not limited to:
 - a. show parades
 - b. dress inspections
 - c. additional duties
 - d. additional room inspections
 - e. additional kit inspections.
12. Additional types of Corrective Training may be awarded so long as it complies with the intended use of Corrective Training. Some Corrective Training may prevent people from exercising their normal privileges. The philosophy of seeking to correct or remediate weaknesses in demonstrated performance is to be the key consideration in determining a form of Corrective Training.

Documentation

13. In order to ensure transparency and uniformity, documentation is to be raised and maintained for internal use as a management tool to commanders at all levels. The documentation may highlight trends in training deficiencies and allow training to be developed to target indicated areas. The following documentation is used under the corrective training regime:

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APPENDIX 1 TO
ANNEX D TO
RMC-D SO CHAP 3
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- a. **Unit Corrective Training Register.** A register to record dates of Corrective Training, who awarded and who received corrective training, the purpose of the awarded Corrective Training and any follow up action required. The register is managed by the RSM RMC-D
- b. **Corrective Training Notice.** A single page document issued to the member undergoing Corrective Training advising the purpose of training, report time, location, dress and acknowledgement. The notice is issued by a supervisor of the member after consultation and endorsement of the Corrective Training by an O4 in the CoC of the member. The notice is for retention on the member's Platoon Commander's Notebook. An example of the notice is at appendix 1.

Dress

- 14. The dress for Corrective Training will depend on the nature of the Corrective Training being undertaken. The dress will be specified on the Corrective Training Notice at appendix 1.

Reviews and appeals

- 15. As corrective training does not fall under the jurisdiction of the DFDA there is no automatic review process. The following avenues are open to individuals who wish to address concerns in relation to Corrective Training awarded:
 - a. informal discussion with next higher level in chain of command
 - b. formal submission to the next higher level in the chain of command detailing the Corrective Training awarded, who it was awarded by, the nature of the complaint and the resolution sought by the member
 - c. *Redress of Grievance* submitted through the chain of command
 - d. Inspector General ADF (IGADF).

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COMMAND RESPONSIBILITIES

Scheduling of corrective training

16. Generally, Corrective Training should not interfere with an individual's normal work routine; this may involve the Corrective Training being scheduled outside generic working hours; however, supervisors may exercise some latitude in coordinating the conduct of Corrective Training.

CONCLUSION

17. The intent of Corrective Training is to enhance the individual achievement of RMC-D personnel by providing them the necessary skills, knowledge and attitudes that may be lacking in their current level of performance. Additionally, Corrective Training provides commanders at all levels additional formalised management tools necessary to enhance the development of service personnel while providing a quick, visible, productive and fair outcome.

Appendix:

1. Corrective Training Notice

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STANDING ORDERS

ROYAL MILITARY COLLEGE - DUNTROON

CHAPTER 4: STAFF AND TRAINEE INTERACTION

The issue of these Standing Orders is authorised by the Commanding Officer of the Royal Military College – Duntroon. No departure from or amendment to these orders is to occur without the authority of the Commanding Officer.

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CO RMC-D

Nov 25

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VERSION CONTROL DATA

Title	Staff and Trainee Interaction
Author (Owner):	DCI
Approver (Sponsor):	CO RMC-D
Version number:	Version 1.2
Date of approval:	Nov 25
Next review due:	Sep 26
Coverage:	RMC-D

SUMMARY OF MAJOR CHANGES

Section	Topic	Changes
Document	All Subjects	New Content
4.11	Official Functions	Clearly defined Official Functions

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CHAPTER 4: STAFF AND TRAINEE INTERACTION

References:

- A. [RMC-D Instructor Code of Conduct](#)
- B. [CSC Standing Orders Chapter 1 – Code of behaviour](#)
- C. MILPERSMAN Part 2 Chapter 1 – Inherent Requirements of Service

INTRODUCTION

4.1 The role of RMC-D staff is to prepare trainees to be future leaders within the Australian Army, Air Force and International Forces. The conduct of staff will set the standard and influence the behaviour of trainees at the College. More importantly, it will impact the way they as future junior Officers interact with superiors and subordinates upon graduation.

4.2 Staff are not to take this responsibility lightly. To do so may compromise their standing as an Officer, WO, SNCO, or JNCO, and in extremis, may jeopardise either their career, or the career of a Cadet.

Interaction

4.3 All staff at RMC-D will interact with trainees in both professional and social settings throughout their tenure.

4.4 **Expectation management.** Staff **are not** to express their opinion regarding the potential outcomes of any administrative action, disciplinary action or Boards of Study to a trainee. The processes involved in any administrative or disciplinary action will be explained to a trainee including possible generic outcomes. This explanation will be conducted on a periodic basis by either SO3 Cadets or the ADJT.

4.5 **Familiarity.** At **all times**, Staff are to interact with trainees in a professional manner that would not be construed as ‘overly familiar’.

4.6 Where staff are assessed as being overly familiar with trainees they are to be counselled regarding their actions. It is the responsibility of all members of staff to highlight to peers, subordinates or superiors if they believe another member of staff is being overly familiar with a trainee.

4.7 Where the behaviour of a trainee is overly familiar towards a member of staff, they are to be corrected on their actions immediately.

4.8 **Fraternalisation.** No member of staff is to fraternise with trainees **under any circumstances**. Anything other than a professional relationship between a superior and a subordinate has the potential to compromise Unit cohesion and undermine the superior’s authority. Any relationship between trainees and staff which involves inappropriate physical contact (including sexual relations) or non-physical relations is expressly forbidden and will be subject to DFDA and/or Administrative Action.

4.9 **Compromising situations.** When engaging with trainees in a social environment, staff must remain vigilant with regards to potentially compromising situations. Staff should ensure their interaction is IAW the Instructor Code of Conduct. If staff find themselves in a

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compromising situation, they are to remove themselves from the situation as a matter of priority and, if necessary, report it to their chain of command. A compromising situation includes, but is not limited to:

- a. displays of preferential treatment or bias
- b. expressing opinions and thoughts not aligned to Defence policy or doctrine
- c. behaving in an overly familiar manner or accepting that behaviour of trainees
- d. accepting gifts or favours from trainees
- e. offering gifts or favours to trainees
- f. undermining decisions, instruction or guidance that has been issued by another, and
- g. speculating on administrative decisions or outcomes.

Social

4.10 Staff are encouraged to interact with trainees in social environments, including official functions and informal gatherings. Staff are to act IAW the Instructor Code of Conduct at all times. Guidance on these activities is below.

4.11 **Official functions.** Military or associated functions approved by the chain of command and form part of the training or social calendar. The following functions are considered official functions:

- a. Lanyard presentations
- b. Graduation Ball
- c. Dining-in Nights
- d. Any other function approved in writing by CO RMC-D.

4.12 The following functions are not considered official functions:

- a. Company functions
- b. Sports presentations
- c. Beers and Tears
- d. Informal Corps night
- e. Post-graduation Ball events

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4.13 Unless approved in writing by CO RMC-D, staff are not permitted to consume alcohol on any occasion, or in any location, that is not a designated official function with the following personnel:

- a. SCDTs
- b. Lieutenants posted to RMC-D who have conducted the OCP as a SCDT within the same posting tenure.

CSC Mess

4.14 The CSC Mess is the location trainees can relax, unwind and socialise. Trainees should feel free to utilise the facilities and not be inhibited by constant monitoring by the staff. Staff may utilise the facility for attendance at all official functions and some unofficial functions by exception, including Beers and Tears and Informal Corps night. The CSC Mess **is not** available to staff for general use.

4.15 If wishing to utilise the CSC Mess, staff must initially approach the Supervising Officer of the CSC Mess to ensure appropriate arrangements are in place. The Supervising Officer may deny use of the Mess to any member of staff if it impacts on the running of the Mess or the access trainees have to its facilities. Any rejections of requests to use the CSC Mess are to be advised to ADJT RMC-D.

CSC lines

4.16 CSC lines are the personal space of the SCDTs and should afford a level of relaxation and socialising without undue presence of staff. Staff outside of the CSC HQ are not permitted to enter the CSC lines at any time without permission from the CO, Bn 2IC, RSM, Coy OC, Coy DSGT, DWSM or ADJT. The only exception to this is the Duty Officer.

4.17 Common areas of the trainee lines are the only locations that are to be utilised for functions. Staff are not to attend functions in the Cadet lines unless approval has been given by CO RMC-D.

Public areas

4.18 The map of the Canberra Civic region below highlights the area in which staff are highly recommended not to consume alcohol due to the regular presence of trainees. This region is bound by Northbourne Avenue, Cooyong Street, Akuna Street and London Circuit.

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4.19 Staff are not to attend “Mooseheads” under any circumstances during their tenure as a member of staff at RMC-D.

4.20 Trainees may visit Manuka or Kingston for purposes other than the consumption of alcohol. Their presence in a licensed venue for purposes other than having a meal is prohibited.

Previous history

4.21 Any member of staff that has a previous or current relationship with a trainee is to inform the CO through the chain of command immediately. It is prohibited for staff and trainees to establish or maintain intimate relationships. Other relationships such as a friendship or relation must be declared prior to the conduct of training to ensure no bias exists. All staff must maintain a professional approach to a relationship that exists while in training. Existing relationships do not justify actions outside of these Standing Orders.

NOK contact

4.22 Any contact with a SCDTs family or PEC/NOK is only to be conducted by the following personnel (this excludes functions where family or PEC/NOK is in attendance):

- a. CO
- b. ADJT
- c. Bn 2IC
- d. Duty Officer

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- e. Padre
- f. CSC OC/DSGT
- g. Class SI

CSC rank

4.22 SCDTs may be awarded and wear rank throughout their time at the College. This rank is an internal structure and does not supersede the rank of any staff member at RMC-D under any circumstance. SCDT retain the rank of SCDT for all official purposes. One of the purposes of rank is to reward a SCDT for good performance; however it also supports the development of the skills of a SCDT. Staff are to support the use of the internal rank structure as is appropriate in any Unit. Staff are to address position holders by their title, e.g. BSM, CSM, PMC etc, However, if in doubt they are to address the trainees primarily as 'SCDT'.

International trainees

4.23 International trainees are to be treated in the same manner as Australian trainees; however, staff must make close consideration to any cultural requirements.

Religious or cultural observances

4.24 Staff should support trainees wishing to observe religious or cultural practices, provided the impact on training can be mitigated. Where the religious or cultural observance may impact on progression in training, the Class SI/OC is to bring the conflict of priorities to CO RMC-D for decision.

CODES OF CONDUCT

Overview

4.25 Army (and Defence) have significant extant policy guidance for how members are to conduct themselves within the workplace. Additional requirements are imposed upon those members responsible for the delivery of training / instructors. Likewise additional standards are applied to those members undergoing training. These standards are detailed in Ref A and are known as the Instructors Code of Conduct and Trainees Code of Conduct respectively.

4.26 **Instructor Code of Conduct.** The Instructor Code of Conduct is accessible in Ref A. It aims to ensure an environment in which instructors can function effectively and enable trainees to reach their potential. This code stresses that instructors' values, attitudes and behaviour combine to enhance trainees' learning. The Instructor Code of Conduct is applicable to all instructors delivering training on behalf of Army. The code outlines the values and characteristics Army expects of its instructors.

4.27 **Trainee Code of Conduct.** The Trainee Code of Conduct is accessible in Ref B. It lists the characteristics to which trainees should continually aspire. Instructors are also expected to be familiar with and understand the Trainee Code of Conduct.

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Responsibilities

4.28 **Staff training.** The DCI and ADJT are to ensure all staff are briefed on the Codes of Conduct during annual induction training. A signed copy of the acknowledgment of the Instructor Code of Conduct is to be completed during Induction Training on ADELE(U).

4.29 **Trainee training.** The ADJT and DWSM are to ensure all trainees are briefed on the Trainee Code of Conduct during the initial Learning Review Brief conducted at the beginning of each semester. All trainees are to read and acknowledge the Trainee Code of Conduct on ADELE(U).

4.30 **Promulgation.** All SIs / OCs are responsible for ensuring copies of the Codes of Conduct are promulgated throughout their respective work areas and available for review as required.

MANAGEMENT OF MINORS

Trainees under 18 years old

4.31 There will be some instances of Cadets being under the age of 18 years old when commencing their training at RMC-D. As such, statutory requirements (relating to all training establishments) apply to their management. RMC-D will comply with policy outlined at Ref B, which all staff at RMC-D are to be aware of and compliant with.

4.32 CSC OCs are to ensure that regular reports are provided to the parents of these Cadets with regard to their progress and development. The Bn 2IC and respective CSC OCs are responsible for the continued communication with parents or NOK of all trainees under 18 years of age.

4.33 **Youth Safety Training.** All staff are to complete youth safety training (Level 1 at a minimum) on LXP. Depending on the role, additional training may need to be conducted as required on order from the ADJT.

CONCLUSION

4.32 All RMC-D staff are responsible to ensure they maintain the highest standards of professionalism in their interaction with trainees.

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STANDING ORDERS

ROYAL MILITARY COLLEGE - DUNTROON

CHAPTER 5: STAFF INDUCTION, TRAINING AND PROFESSIONAL MILITARY EDUCATION

The issue of these Standing Orders is authorised by the Commanding Officer of the Royal Military College – Duntroon. No departure from or amendment to these orders is to occur without the authority of the Commanding Officer.

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CO RMC-D

Sep 25

VERSION CONTROL DATA

Title	Staff Induction, Training and Professional Military Education
Author (Owner):	DCI
Approver (Sponsor):	CO RMC-D
Version number:	Version 1.1
Date of approval:	Sep 25
Next review due:	Sep 26
Coverage:	RMC-D

SUMMARY OF MAJOR CHANGES

[illegible]

CHAPTER 5: STAFF INDUCTION, TRAINING AND PROFESSIONAL MILITARY EDUCATION

References:

- A. ATM Part 3 Chap 23 – Development of Learning Systems Practitioners
- B. ATM Part 3 Chap 24 – Instructor Badges (RI & MIB) and Chief of Army's Instructor of the Year Award
- C. CA Directive 11/19 Army Force Preservation Awareness Package of 02 Oct 2019

INTRODUCTION

5.1 As an instructional institution RMC-D is required to comply with both the requirements of annual mandatory training and the FORCOMD requirements for personnel posted to instructional positions.

5.2 Development of staff within RMC-D will be conducted throughout the continuum of a staff member's posting to RMC-D to ensure not only the compliance with mandated requirements as stated above but also that a posting to RMC-D capitalises on the opportunities for development of staff. In so doing RMC-D will maximise both the development potential of a posting to RMC-D for the individual and the ability of staff to produce the best possible officers for Army.

5.3 The aim of this chapter is to direct the training efforts that will be made throughout a staff member's posting at RMC-D. Consequently training will be described sequentially in time from prior to arrival until posting to a subsequent unit.

PRIOR TO MARCH IN

5.4 The ADJT and CCLK are to draft the march-in signal, and the Bn 2IC is to ensure this signal is released NLT end of September, outlining the requirements for staff posting in WEF the following January. The march-in signal will detail the required mandatory 'on-line' delivered training, to prepare all members for duties at RMC-D. These requirements will be outlined in detail in references A-C.

5.5 Individuals posting from RMC-D are to include a set of detailed 'Handover / Takeover' notes outlining activities specific to their role requirements to enable and prepare members marching in for taking up appropriate duties. Extra-regimental appointments are, where possible, to be drawn from the current staff population to minimise the training impost on external units and ensure a robust continuity of operation for RMC-D.

INDUCTION TRAINING

5.6 The focus of induction training will be contextualising the mandatory requirements outlined in refs A-C to ensure that RMC-D staff can implement the teaching points outlined in the training delivered 'on-line' prior to march-in. Induction will also provide additional RMC-D specific training for instructors to best develop as mentors to support the trainees as they progress through training. The following topics will be contextualised and delivered during the induction period, in addition to the mandatory training requirements outlined in references A-C:

- a. Workplace Health and Safety,
- b. Base Emergency Response Plan,

- c. Expected staff behaviour and conduct,
- d. Clear delineation of staff and trainee drinking establishments,
- e. an introduction to coaching and mentoring,
- f. Staff training on the use of 'ADELE',
- g. an Introduction to the IDMP & DMPP,
- h. an outline of the OCP and the training continuum, and
- i. any other elements of the Instructor and Assessor Development Program as deemed appropriate by the CO/CI and DCI.

CAREER AND PROMOTION COURSES

5.7 The ADJT and the RSM are responsible for overseeing the panelling requirements of officers and other ranks respectively on career and promotion courses. Staff members wishing to attend, or withdraw from, a career-course are to make their request via their chain of command.

5.8 As a general rule, staff should not expect to be released for more than one career course annually for the duration of their posting. All supervisors are to ascertain a member's liability for career courses during the calendar year and ensure a release for career courses is planned and co-ordinated to minimise impact to unit operations.

PROFESSIONAL MILITARY EDUCATION

5.9 The idea of a profession is partially defined by the opportunity and recognition of training and education, therefore the provision of Professional Military Education (PME) is central to the very premise of a profession of arms. It is in fact an obligation to our soldiers, peers, and the general public that we excel in our chosen profession and Corps. Our very role as professionals dictates that we must continue to expand our skills and our knowledge, and given that our ability to do so has a direct effect on the lives of those around us, our moral obligation is clear.

5.10 A posting to RMC-D offers a unique opportunity for junior Officers, WOs and SNCOs to be posted close to the strategic centre, and be exposed to the broader mechanics of the Army and ADF's interactions with the government that they would not normally be able to be afforded. The RMC-D PME program is to be designed to ensure that this opportunity is capitalised on, and that Officers, WOs and SNCOs get more from this demanding posting than just being an instructor at RMC-D.

5.11 There are increasing opportunities to engage in professional dialogue and discussion, both online and in the Canberra region, outside of formal PME. Staff are also encouraged to explore these options and contribute where appropriate. All Staff at RMC-D are encouraged to seek out and share new opportunities whenever possible.

5.12 Quarterly professional development seminars will be conducted to address areas of focus set by the CO, while also seeking to leverage the professional resources of local Units and headquarters. Sub-units are encouraged to develop their personnel in addition to these seminars. The use of podcasts and the CA's reading list is to be encouraged to achieve this.

CONCLUSION

5.13 The structure and duration of the Cadet training program at RMC-D mandates that the complexities of march-in and induction are achieved quickly and efficiently. Ongoing training throughout the calendar year, both formal and informal, is necessary to maintain the highest level of skills and knowledge amongst the instructor body. Well planned and executed training for staff ensures that RMC-D is not only meeting its mission statement but meeting the moral obligation to enhance all individuals within the organisation and invest in the human capital of Army.



ROYAL MILITARY COLLEGE-DUNTROON INSTRUCTOR CODE OF CONDUCT

You were selected to prepare Army's next generation of officers. This is a significant responsibility that you should not take lightly. This code of conduct outlines the behaviours we expect of you as an instructor at the Royal Military College - Duntroon.

Service: The **selflessness of character** to place the security and interests of our nation and its people ahead of your own.

Act with purpose for Defence and the nation. You are part of an organisation that is steeped in history, intertwined within Australian identity and culture. Be proud of your service and seek to continue the customs and traditions of the Army. You are a steward of Army and Defence's reputation, and are responsible for defining and creating the future of our organisation. Army and Defence's reputation is hard-earned and can be easily lost. Every day, you must act with purpose and in the best interests of Army and the Australian Defence Force.

Be selfless. During your service, you will be required to put the needs of the nation and our people ahead of your own personal comfort. At this time in your career, service consists of preparing the next generation of commissioned leaders for Army. Demonstrate your dedication to service through commitment to your trainees. When they are struggling, help them to contextualise and understand the curriculum.

Invest in your trainees. A small investment now will have a longstanding return for Army. Sometimes, the role of an instructor is thankless. You must be willing to work hard, for minimal recognition – your reward is the success of your trainees. We should be satisfied when our trainees have become the boss we are proud to have, or the subordinate we would fight to get.

Courage: The **strength of character** to say and always do the right thing, especially in the face of adversity

Build resilience in your trainees. You understand that service within Army is physically and mentally arduous. You must commit to extending and challenging your trainees, so they can overcome difficult circumstances. You need to inculcate the realities of a demanding profession, and balance this with your relationship as their mentor.

Demonstrate moral courage. Stand up for what is right regardless of what others around you are doing. Do not be a bystander, or accept bystander behaviour. Trainees will emulate your behaviour and attitudes. Admitting to, owning and learning from your mistakes demonstrates moral courage, and your character as a leader.

Respect: The **humanity of character** to value others and treat them with dignity.

Be inclusive and value others. It doesn't matter who you are, or where you're from – everybody contributes to the team. Everyone has a story – you don't have to agree with them, but it's worth listening. Treat others the way you would like to be treated. Value difference and diversity of thought

Be approachable, and earn the respect of your trainees. When you are approachable, trainees will share problems, concerns, and ask questions. Although your rank and experience matters, the power differential between you and your trainees can be a barrier to them seeking assistance. You must make every effort to display genuine interest in your trainees. When you have earned the respect of your trainees, they will trust you, and will be comfortable with learning from failure. Be the instructor you wished you had.

Integrity: The **consistency of character** to align your thoughts, words and actions to do what is right.

Be accountable and trustworthy. Things you say and do contribute to how you are viewed by others. Set standards, be fair and consistent. You must take ownership of your decisions and actions. Your reputation is hard-won, and easily lost. Honesty, always.

Always do the right thing, even when no-one is watching.

Excellence: The **willingness of character** to strive each day to be the best I can be, both professionally and personally.

Instruct Effectively. You must be prepared. Take pride in what you do. Rehearse lessons. Do the pre-reading, and attend required activities. Have a plan for any syndicates you facilitate. Before you tell a trainee to do or think something, consider things from their perspective. Make the complex simple, and the simple compelling.

Encourage initiative and critical thinking. It is difficult to develop creative and critical thinking later-on, if it is stifled now. You must encourage initiative and curiosity, and take the time to explore ideas. Question assumptions and challenge responses. Answering obscure questions has value when it provides additional context or meaning for the group.

Give Constructive Feedback. You must provide incremental and meaningful feedback, regularly. Trainees are yet to develop the military-specific language that comes naturally to you. Don't overwhelm trainees with all of their faults at once, consider your feedback as part of their journey. Separate the results of assessments from development plans. Involve trainees in the feedback process to ensure they take ownership of the way forward.

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Land Domain Publication

LP 7.0.2 The Instructor's Handbook

This ADF Land Domain Publication is issued on the authority of the Chief of Army pursuant to [Army Standing Instruction \(Knowledge Management\) Part 2 – Management and Governance of ADF Land Domain Publications](#).

EDITION 1

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LP 7.0.2 *The Instructor's Handbook*

Edition 1, 2017 ISBN: 978-1-922907-63-9

This is an amendment to current legacy publication *LWP-G 7-1-2, The Instructor's Handbook*, 2017

Sponsor: Chief of Army

Release Authority: SO1 Land Domain Publications

Content Adviser: SO2 Wargaming and Simulation

-
1. <https://www.legislation.gov.au/Series/C1968A00063>
 2. <https://www.legislation.gov.au/Series/C2004A04868>
 3. <https://www.legislation.gov.au/Series/C2004A03712>
 4. <http://drnet/AssociateSecretary/security/policy/Pages/dspf.aspx>

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Preface

1. ADF Land Domain Publications (LPubs) describe the fundamental principles that guide land forces actions, and provide the common frame of reference on how the Army achieves its mission. LPubs are the basis of the Army's training system based on time-tested, proven principles of war, combined with the critical analysis of contemporary lessons. LPubs have been shaped since 1901 by Army's proud history and culture, while being constantly adapted as required, thereby representing the sum of the Army's collective historical knowledge, presented into objective guides for action. In essence LPubs explain and guide *'who we are'*, *'what we do'* and *'how we do it'*.
2. ADF doctrine provides the framework that guides thinking but does not dictate what to do. While doctrine publications are written in a non-prescriptive style that allows latitude in interpretation and flexibility in application, they are specific enough to provide informed guidance. Doctrine is about fighting power and the integration of its three components: intellectual, moral and physical, applied through mission command and our manoeuvrist approach to warfighting.
3. Land procedural publications provide the authorised procedural and technical knowledge required for land forces to achieve their mission. Unlike doctrine, procedural publications convey information covering a range of activities based on best possible practice, in clear detailed steps that, depending on the publication, describe and/or prescribe how to perform specific tasks and drills. Whilst the majority of procedural publications are descriptive in nature, the decision not to follow the guidance contained in the publications should be justifiable. Land procedural publications are aligned and subordinate to ADF doctrine.
4. Land procedural publications include a number of publications that prescribe the procedures for the safe conduct of a range of tasks and activities required for delivering a range of lethal warfighting capabilities. Procedural publications which are safety in nature are written with an expectation of compliance, and therefore do not attempt to prescribe every 'do' and 'don't'. A number of land procedural publications are classified as Landworthiness Regulations

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in accordance with [Defence Landworthiness Management System Manual](#). LPubs constitute a lawful general order when written in mandatory terms and apply to all personnel.

Aim

5. The aim of The Instructor's Handbook is to provide guidance for instructors involved in the delivery of training, and the assessment of individual performance in training.

6. This publication contains information on the instructor, preparing for instruction, training methods, instructor techniques and tools and assessment.

Audience

7. This publication is designed to be used by instructors and their supervisors both in units and in training institutions, as the source document for all military instruction in Army. This publication is a key reference for the training of junior leaders.

Associated publications

8. This publication should be read in conjunction with other publications and documents, in particular:

- a. [Army Training Instruction 1-19/2022, Codes of Conduct for Instructors and Trainees](#)
- b. [Defence Learning Manual](#)
- c. [eDEOP 101, Department of Defence Explosives Regulations](#)
- d. [LWD 1, The Fundamentals of Land Power](#)
- e. [LWD 5-1-4, The Military Appreciation Process](#)
- f. [LWD 7-0, Training and Education](#)
- g. [LWP-G 0-5-1, Staff Officers Guide](#)
- h. [LWP-G 7-0-1, The Conduct of Training](#)
- i. [LWP-G 7-7-1, All Corps Individual Soldier Skills](#)
- j. [LWP-G 7-7-5, Drill](#)
- k. *The Army Simulation Guide.*

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Land publication L-Library

9. The ADF Land Power Library (L-Library) is the single access point, and digital catalogue for Army's authorised land power artefacts, supporting resources, including other related publications. In addition to accessing all current and historical publications, the L-Library contains links to ADF doctrine, and other ADF domain publications, as well as approved international partner publications. The L-Library is accessible via [ADF Land Power Library](#) and [Army Knowledge Online](#).

10. Additional printed copies of Land Publications may be ordered using the [Defence Print Ordering Portal](#) which can be accessed via this link: <https://printportal/overview.web>.

Security

11. This publication contains Australian Defence information for the purposes of the [Crimes Act 1914](#) (Commonwealth) (the Act) and carries a protective marking in compliance with the [Defence Security Principles Framework](#) (DSPF). The publication and the information contained therein must be treated and secured in accordance with that protective marking. All Defence information, whether classified or not, is protected from unauthorised disclosure under the Act and may only be released in accordance with the procedures stipulated within the DSPF. Any requests for release of this publication or part thereof must be forwarded to Land Domain Publications. The publication must not be released to non-Defence agencies or persons without written authority from Land Domain Publications.

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Amendment record

1. Amendments to this Land Domain Publication are issued on the authority of the Chief of Army pursuant to [Army Standing Instruction \(Knowledge Management\) Part 2 – Management and Governance of ADF Land Domain Publications](#).

Number	Date of amendment	Authorised by
1.	13 December 2023	SO1 Land Domain Publications
2.		
3.		
4.		
5.		

2. All superseded amendment record pages should be retained at the rear of the publication for audit purposes.

3. Proposals to amend this publication may be emailed to:
s47E(d) [REDACTED]

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Amendment list number 1

1. It is advised that a copy of this amendment instruction be retained and units complete a yearly audit.
2. The format of this publication has been updated as part of this amendment and the entire publication has been reprinted. Changes from the most recent amendment are listed in the following table.

Page amended	Amendment description
Chapter 3	Update to Table 3.3
Annex 3M	Complete rewrite
Appendix 3M1 and 3M2	Moved to become Annex 3P and Annex 3Q

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Chapter 1

The instructor

1.1 The purpose of training is to develop, in individuals and teams, the skills, knowledge and attitudes (SKA) required for successful performance both in barracks and on operations. The development of SKA occurs across Army – in units and training establishments.

1.2 Training in Army is an ongoing requirement as the maintenance of SKA can only be achieved through practice and active engagement in training and professional development.

1.3 Army's instructors are key to the development and maintenance of SKA. The role of the instructor is to impart SKA to trainees. This role applies equally to all instructors regardless of whether they are conducting formal instruction within a training establishment or improving individual performance in unit workplaces.

1.4 Normally, foundation SKA are developed in the individual (individual training) within training establishments. These SKA are developed and refined in units, using a training progression to mould effective and efficient teams (collective training). The move from individual to collective training activities highlights the logical progression of training which should build upon the SKA of trainees.¹

Section 1-1. Instructor roles and responsibilities

1.5 An instructor is any member in the Army who has the task of instructing. Instructing is a task equally applicable to those posted to a designated instructional position in a training establishment, or to those instructing as part of their duties in units. Critically, instructing is a key task of junior leaders across Army.

1. This progression is the Army Training Continuum, which is described in [LWP-G 7-0-1, The Conduct of Training](#). The Army Training Continuum describes the progression of training levels and standards that contribute to the development of capability. Instructors should understand the requirement to achieve Army training level (ATL) 1 – full trade competency and fully effective member of the team.

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1.6 Formal qualification as an instructor is obtained during the Subject 1 for Corporal Course for other ranks and First Appointment Course for officers. Additional specialist training is provided to those posted to instructional positions as these instructors are held to a higher standard.

1.7 Regardless of qualifications or experience, leaders have the responsibility to identify knowledge or performance gaps in their subordinates, and take action to close these gaps. The ability to effectively instruct is fundamental to meeting this responsibility. Effective instruction means that instructors must be able to plan, prepare and deliver instruction, and conduct assessment, either as a single training event or sequence of training events. Instructors are also responsible for confirming that learning has been absorbed during a training event.

1.8 **Being a successful instructor.** Being a successful instructor depends upon a number of factors:

- a. subject matter knowledge
- b. preparation and delivery of lessons and other training events
- c. instructional ability
- d. ability to self-reflect on performance during and after a training event
- e. acceptance of feedback from others and the subsequent improvement of instructional materials and own performance.

1.9 Sound knowledge of subject matter is a prerequisite for good instruction. Instructors must ensure that they comprehend the content they intend to instruct upon. If required, they must take positive steps to acquire the knowledge and skills before developing and delivering instruction.

1.10 The development and delivery of training events should always be done in accordance with the guidance outlined in this handbook. By adhering to these requirements, instruction becomes standardised, which helps to remove the risk of trainees not achieving the intended result. Not applying the guidance can result in less than effective training delivery and thus negatively affects a trainee's performance in the workplace.

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1.11 The delivery of effective lessons is reinforced by practice and rehearsal. Instructors benefit from rehearsal as changes that need to be made to elements of the training event or to the training aids are highlighted. Rehearsals confirm for the instructor their understanding of the content, ensuring a better chance for trainees to absorb the lesson content.

1.12 Poor trainee results can sometimes be due to poor instruction. Instructors should actively welcome appraisal by other instructors and supervisors as a source of feedback on strengths and weakness in their instructional techniques.

Section 1-2. The instructional environment

1.13 It is important that instructors understand the training environment and the types of instruction that can be used to support learning.

1.14 Training in training establishments is highly structured and conforms to the requirements of the Systems Approach to Defence Learning. Instructors share the responsibility for successful training with other key positions, including training developers and course managers.

1.15 For the systems approach to work, it is essential that each appointment fulfils their specific role and responsibilities. Instructors work within the Implement phase of the Systems Approach to Defence Learning, where they derive their lessons from information contained in the learning management packages (LMPs), developed by training developers. These materials are developed based on what is required in the workplace, and there is no opportunity for instructors to deviate from the teaching points and learning outcomes in the LMP.

1.16 In units, training is aimed at integrating individual skills into collective performance. It builds on the foundation SKA developed in training establishments with:

- a. individual qualification training (eg, weapon qualifications, basic driving qualifications, or unit specific specialist skills)
- b. individual skills maintenance training

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- c. small team collective training (eg, section-level patrolling)
- d. large scale collective training.

1.17 Unit training is developed based on the requirements outlined in the Unit Commander's Training Directive, which includes:

- a. the training and the standard required by the commander
- b. the amount of training required
- c. the personnel who require training
- d. the training schedule.

1.18 Instructors working to unit training directives must ensure that their training events are focused on the achievement of specified training objectives. They should also be aware of:

- a. the force generation cycle, which ensures that Army can meet directed capability requirements by allocating tasks and training priorities, along with training levels and standards, to units
- b. the relevant training management framework,² which provides detailed training guidance on the progression from ATL 1 through to higher levels of collective combined arms training.

Section 1-3. Instructor qualities

1.19 Given the important role of instructors, they must not only be competent at their own job, but also prepared to be role models. An instructor's values, attitude and behaviour have a powerful influence on a learner. The behaviours exhibited by an instructor should always positively reflect a learning environment that encourages learners to strive to achieve. Such a learning environment also reinforces the confidence of the instructor.

1.20 If instructors are immature and/or take a superior stance over the learners, their credibility can be compromised, resulting in a loss of respect that can further inhibit the learning process.

2. For example, FORCOMD's foundation warfighting training management framework.

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1.21 Key to creating this positive environment are the following instructor qualities:

- a. *Sense of purpose.* An instructor has a clear view of what has to be achieved, and is able to balance time against the achievement of the learning outcome or training objective. While sometimes it may prove worthwhile dealing with 'side issues', an instructor can work to their lesson plan and required objectives within the allocated time.
- b. *Well-organised and prepared.* Instructors are considered by trainees to be the 'masters' of the content. Thus they are proactive in researching their topic to improve their own knowledge. They are also able to translate this knowledge into practical and relevant examples. These instructors will also prepare training events which match the method to the trainee and the content. They have a variety of different training aids to support learning and have rehearsed prior to delivery.
- c. *Willing to offer encouragement.* Instructors encourage trainees, at all levels of ability, to participate fully by positively reinforcing their efforts. By giving praise when deserved, an instructor can promote self-esteem and motivation in a trainee.
- d. *Enthusiastic.* Instructors are genuinely enthusiastic about the training event they deliver. This enthusiasm for the subject stimulates learning. Instruction that instils a liking for what is being taught fosters self-initiated learning that endures long after training ends.
- e. *Imaginative.* Instructors use their imagination to create variety and interest. Instructors, however, should ensure that in the delivery of an entertaining lesson, the delivery of the content and learning outcomes or training objectives is not sacrificed.
- f. *Honest.* An instructor never 'bluffs'. If a trainee asks a question which cannot be answered, the instructor should reply honestly and, if necessary, respond only when the most appropriate answer can be found.

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- g. *A leader.* An instructor is a leader at all times and adheres to Army's values and behaviours. Instructors exert significant influence not only because of their rank and position, but because of what these represent – role models in military skills, operational experience and training success. These factors contribute to the credibility of the instructor in providing information and feedback to trainees about their own performance.

1.22 Instructors must maintain a superior standard of behaviour, and strive to maintain this standard at all times. The instructor code of conduct is contained in [Army Training Instruction 1-19/2022, Codes of Conduct for Instructors and Trainees](#).

Section 1-4. Instructors and resilience

1.23 Resilience is more than just bouncing back from tough situations; resilience is about learning and adapting so that an individual or a team can tackle even tougher situations. Resilience is a process that is flexible and responsive, and relies on a number of interrelated components.

1.24 Trainees must be fit and well to better cope with adversity and recover faster from illness and injury. Being able to learn, as well as having self-confidence in their ability to succeed, will assist individuals to make better decisions and cope more effectively with ambiguity and adversity.

1.25 Instructors can exert significant influence in training not only because of their rank and position, but because of what their military skills, operational experience and training success represent in terms of resilience.

1.26 When working with trainees, it is important to consider how instructors can, by virtue of their role, improve trainee resilience. The adoption of some of the following behaviours may help to prevent a decrease in the trainees' levels of resilience during training; they may also strengthen instructor resilience:

- a. Be a resilient role model – believe you are capable.

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- b. Cultivate positive emotions and optimism.
- c. Face fears and anxieties.
- d. Solve problems rather than avoid them.
- e. Learn from failure.
- f. Constructively reframe stressful or traumatic events.

1.27 All of these components contribute to the development of character in an individual and this has a positive impact on their own sense of self, their relationships with others and their contributions to their team.

Promoting resilience in trainees

1.28 While instructors should strive to create positive learning environments, this does not always mean that the trainee should always feel 'comfortable'. Instructors must consider the need to create realistic environments. These environments are necessary to ensure that trainees can perform under adverse conditions. Trainees must be able to perform under pressure – when they are fatigued and fearful or when the environment in which they are operating is ambiguous.

1.29 Being able to perform effectively under adverse conditions will require instructors to build upon not only the SKA of the trainees, but also build their resilience levels. Trainees must have sufficient time to learn, but more importantly, to consolidate their newly acquired SKA. This consolidation is essential as it provides the foundation upon which to increase the complexity of tasks.

1.30 Instructors must be able to gauge when new learning can take place and this will require patience and support. There are four key areas to ensure both an improvement in instructor performance and an increase in resilience:

- a. *Assimilation.* Many instructors tend to overestimate the ability for trainees to assimilate new information, particularly if the trainees are novices (eg, ab initio learners). Short-term memory works best with four or fewer items at once; overloading memory obstructs learning. The rule of thumb is that the amount of information in instruction should be limited to what is essential to assist trainees to learn the required SKA.

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- b. *Practice*. Practice is needed to improve skills performance. Guided practice is an extremely effective strategy in the early and intermediate stages of learning. The acquisition of even highly repetitive skills can be facilitated by mixing 'hands on' practice with clear instruction (eg, what to observe in the procedure, how to apply effort and attention most effectively). This approach also improves the trainee's ability to apply what they have learned to other scenarios.
- c. *Worked examples*. Worked examples are a valuable asset to instructors. A fully worked example can clarify a more general principle, assist in the acquisition of new SKA and enhance the ability of the trainee to apply these SKA to new scenarios. The effectiveness of worked examples also extends to collaborative learning in teams. Worked examples are only effective if trainees are encouraged to systematically work through the examples. This can be achieved by instructors setting exercises where trainees themselves organise, compare, and elaborate upon the material.
- d. *Feedback*. Feedback is widely recognised as essential to learning, as it can not only support trainee comprehension of instructional content, but can also develop trainee self-confidence and self-efficacy. Both critical and instructive feedback should be regular and measured:
 - (1) *Critical feedback*. This should be given where it informs a trainee whether their action has succeeded or failed.
 - (2) *Instructive feedback*. This should be given where it provides more detailed guidance about how trainee SKA can be improved.

1.31 Instructors should also be prepared to praise trainee performance as positive feedback can have a multiplying effect on improving performance. Feedback is discussed further in [Chapter 4](#).

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1.32 Reducing stigma. Instructors contribute to organisational culture; therefore, instructors play a significant role in reducing the stigma associated with 'seeking help'. If trainees are experiencing stress-related, adjustment or other health issues (be they physical or mental) that are interfering with their ability to function effectively, instructors need to emphasise that getting timely support is a way to promote resilience, rather than a sign that the trainee is not resilient.

1.33 Instructors need to clearly communicate to trainees that encouraging fellow team members to ask for support promptly when needed will ultimately contribute to the resilience of their team.

1.34 Reinforcing social support networks. Instructors can also increase trainee resilience by:

- a. providing a climate where trainees are comfortable helping each other learn new skills to improve their performance – trainees will be more likely to do everything possible to provide the same amount of support for each other that they would want for themselves
- b. encouraging trainees to develop a social network – the stronger the relationships soldiers have with other unit members, the more likely they are to receive social support
- c. defining goals for trainees that describe the means by which they can achieve these goals, as well as explaining the standards that trainees will be assessed against
- d. promoting a sense of safety, calm, self-efficacy, optimism (good things will happen) and connectedness; note that this does not mean lowering standards, it refers to developing a resilient culture in training:
 - (1) facilitating a sense of personal control and self-efficacy by helping trainees problem-solve, learn from failure, acquire practical resources, and manage their own stress reactions
 - (2) providing opportunities to help trainees redefine their beliefs about themselves, the world, and the future in more adaptive ways.

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Section 1-5. Instructor development

1.35 Instructors should aim at all times to improve their instructor SKA. The development of SKA is a shared responsibility between instructors, their supervisors and unit commanders. This continuous improvement can occur through:

- a. *Self-reflection.* Regular and critical self-reflection and appraisal is important for ongoing improvement. An instructor should be able to identify strengths and weaknesses in their own performance of tasks and take action to improve this performance. Self-reflection allows the instructor to consider how well they have performed during an individual training event to ensure the improvement of identified weaknesses and maintenance of existing strengths. A guide to self-reflection is contained in [Annex 1A](#).
- b. *Instructor appraisal and feedback.* Supervisors can assist with instructor development through regular appraisals of performance. Such appraisals provide specific guidance to address weaknesses and reinforce extant strengths. Further guidance on methods to support instructor appraisals is contained in [Annex 1B](#).
- c. *Professional development activities.* Professional development requires instructors to actively engage in the development of their SKA outside of their 'normal' training activities. Professional development activities can range from participation in moderation and training activities through to engaging in professional reading and discussion.

1.36 Further guidance on development opportunities and mandated requirements should be sought through relevant Army policy.

Annexes:

- 1A [A guide to self-reflection](#)
- 1B [Appraisal of trainee instructors](#)

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Annex 1A

A guide to self-reflection

1. Self-reflection is the careful thought about one's own performance. Performance can be considered in regards to a single specified training event, or a given period of time. All instructors, even those who are experienced, should engage in self-reflection regularly so they can develop their instructor SKA. In contrast to other methods of instructor development, self-reflection allows instructors to take greater responsibility for their own effectiveness.
2. Instructors should think about all aspects of their performance during self-reflection. They should reflect on their performance in relation to key instructor SKA such as planning and preparation, use of instructional techniques, the implementation of training methods, and adherence to the Instructor Code of Conduct.
3. By definition, self-reflection relies on the instructor's opinions, impressions and criticisms of themselves. However, during self-reflection it can also be useful for the instructor to consider and reflect upon other external information such as trainee body language, trainee performance, and feedback from other instructors.
4. Self-reflection results in the instructor identifying their strengths, weaknesses, and skill and knowledge gaps. The instructor should use this information to produce an action plan which outlines how they will develop new skills or knowledge, improve weaknesses, and maintain existing strengths. The action plan should be reviewed and adjusted by the instructor during future self-reflection exercises.
5. A suggested self-reflection worksheet is contained in [Appendix 1A1](#).

Appendix:

[1A1 Self-reflection worksheet](#)

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Annex 1B

Appraisal of trainee instructors

1. Supervisors can assist with trainee instructor development through regular appraisals of their performance. Such appraisals highlight trainee instructors' strengths, which they must strive to maintain. Appraisals also identify weaknesses and provides the trigger to take specific action to address them.
2. The aim of this annex is to aid a supervisor (or peer, if appropriate) in providing feedback to a trainee instructor on their performance in order to allow trainee instructor development.
3. Trainee instructor appraisals can include:
 - a. *Observation reports.* An observation report is an 'on-the-spot' observation regarding a trainee instructor's performance or attitude. It should be discussed with the trainee instructor at the time of the occurrence, or as soon as possible thereafter. Observation reports can be formalised into a short written report, and should always be included in the supervisor's platoon commander's notebook (or equivalent).
 - b. *Critique.* A critique involves appraising the trainee instructor's performance during a training event against a predetermined set of criteria, and discussing the outcomes of this appraisal with the trainee instructor. Critiques can be based on the assessment/appraisal tool. A guide to using the assessment/appraisal tool is contained in [Appendix 1B1](#). The assessment/appraisal tool is contained in [Appendix 1B2](#).
 - c. *Performance interviews.* A performance interview should emphasise strong and weak points and note improvements as required. Criticism is to be constructive, evidence-based and justified with realistic and documented examples. When outlining the requirements for improvement, the trainee instructor's subsequent actions must be within a suitable and achievable timeframe. This interview may also support the compilation of a trainee instructor's annual performance report.

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Trainee instructor assessment/appraisal

4. During the conduct of the assessment or appraisal it is important that the supervisor considers the following:
- a. *Position.* Be in a position to see and hear the trainee instructor and trainees without interfering with the period of instruction. Ideally there is no need for the supervisor to change position during the period of instruction.
 - b. *Interference.* Do not interfere with the period of instruction, unless absolutely necessary.
 - c. *Professionalism.* Supervisors should ensure that their own dress and bearing is of a high standard, and set an appropriate example for both the trainees and the trainee instructor being appraised.
 - d. *Critical areas.* Review and understand the critical areas of the period of instruction prior to commencing the appraisal. Particular consideration should be given to:
 - (1) safety breaches
 - (2) ensuring that all teaching points allocated to the period of instruction are covered
 - (3) time management
 - (4) the lesson plan developed by the trainee instructor.
 - e. *Sequence.* Be aware of the sequence of the training event being appraised.
 - f. *Test of objectives.* Identify the optimal test of objectives.
 - g. *Faults.* Review doctrine to confirm awareness and understanding of common faults both for the training being delivered, and for a trainee instructor.
 - h. *Measuring performance.* Review the trainee instructor assessment/appraisal tool.

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Steps of a critique

5. Once the trainee instructor has delivered their training event, the supervisor can undertake a critique using the following steps:
 - a. *Step 1 – preliminaries.* Confirm that the trainee instructor is aware of the criteria and performance standards used in the appraisal.
 - b. *Step 2 – put the trainee instructor at ease.* A critique can be a confronting experience so it is important that the trainee instructor is relaxed and comfortable enough to participate fully in the process. They should be assured of the confidentiality of the process, and aware that feedback is important to identify opportunities for improvement, and a suitable action plan.
 - c. *Step 3 – present lead-in questions.* Ask the trainee instructor for their view of their performance while delivering the period of instruction. It may be helpful to document these responses.
 - d. *Step 4 – present follow-up questions.* Ask the trainee instructor for suggestions on how they can improve their performance.
 - e. *Step 5 – bring out points not raised.* Review the responses provided by the trainee instructor against the observations recorded on the trainee instructor assessment/appraisal tool. Raise and discuss points that have not yet been addressed.
 - f. *Step 6 – give practical advice.* Where adjustments are needed, the supervisor should provide the trainee instructor with practical and useful advice on how they can fix problems within their delivery of instruction.
 - g. *Step 7 – emphasise the good points.* Provide the trainee instructor with positive aspects of the period of instruction delivered and encourage them to continue to develop those areas.
 - h. *Step 8 – ignore the small incidental points.* Ignoring the small incidental points allows more time to focus on key issues. These points can be reviewed by the trainee instructor when reading and signing their assessment or appraisal tool at the completion of the critique.

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- i. *Step 9 – summary.* Summarise the main points for improvement and sustainment (no more than three each). Notify the trainee instructor of the result of the assessment/appraisal and finish on a positive, encouraging note.
- j. *Step 10 – follow up.* Supervisors should follow up all critiques, in accordance with any agreed action plans. Sometimes the only follow-up required from the supervisor is to remember to acknowledge and encourage the trainee instructor more often.

Appendices:

- 1B1 [Guide to the trainee instructor assessment/appraisal tool](#)
- 1B2 [Trainee instructor assessment/appraisal tool](#)

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Appendix 1B1

Guide to the trainee instructor assessment/appraisal tool

1. The trainee instructor assessment/appraisal tool can be used for initial qualification purposes (Job Ready [At Standard]) and to appraise their level of proficiency (if the instructor is already qualified). The 'Yes' and 'No' boxes on the tool are used to determine initial qualification and the ratings are used to determine the degree of proficiency.
2. When using the trainee instructor assessment/appraisal tool supervisors need to collect evidence of the trainee instructor's performance during both lesson preparation and delivery. In addition to assessing the trainee instructor via direct observations, supervisors may use targeted written or oral questioning to confirm the trainee instructor's underpinning knowledge.
3. Supervisors must provide feedback to the trainee instructor after each lesson that is assessed/appraised, including the decision that has been made by the supervisor regarding the trainee instructor's standard of performance. Trainee instructors are required to acknowledge this feedback by signing the trainee instructor assessment/appraisal tool in the appropriate locations.

Assessment criteria

4. This trainee instructor assessment/appraisal tool confirms that the trainee instructor has demonstrated the SKA to be 'Job Ready (At Standard)'.
5. The judgement about whether a trainee instructor has met the required standard is based on the interaction between the supervisor's comprehensive knowledge of the expected standard of performance and the evidence collected and recorded on the tool.

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6. There may be circumstances where a gap occurs between the trainee instructor's performance and the required standard. The supervisor may gather additional evidence either verbally (via question and answer) or in writing without the need for the trainee instructor to repeat the entire activity.

7. [Table 1B1.1](#) is a guide for the use of the trainee instructor assessment/appraisal tool.

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Table 1B1.1: Trainee instructor assessment/appraisal tool guide

Criteria	Required evidence to be Job Ready	Rating marks are to be removed if:
Preliminaries	Preliminaries for the period of instruction were conducted and were relevant to the period of instruction.	The trainee instructor fails to conduct attendance check. The trainee instructor fails to allocate stores or equipment.
Positioning of trainees	The layout for the period of instruction should be suitable for the comfort of the trainees and give the best possible view for the control and demonstrations for the trainees and instructor.	The trainee instructor fails to position the squad in the correct location. The trainee instructor fails to use best configuration for the period of instruction.

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Criteria	Required evidence to be Job Ready	Rating marks are to be removed if:
Revision	<p>Revision should be relevant to the period of instruction and if required finish in the start position for the period of instruction.</p> <p>If there is no revision for the period of instruction it should be stated at this time.</p> <p>This can be questioned by the assessor for clarification.</p>	<p>Revision was not applicable to the period of instruction.</p> <p>Not enough time was allowed to confirm the revision.</p> <p>The trainee instructor fails to finish the revision in the start position for the period of instruction.</p>
Approach	<p>The approach for the period of instruction was relevant and covered what is being taught, reason for learning and the objective.</p>	<p>The trainee instructor fails to state what is being taught.</p> <p>The trainee instructor fails to state the reason for learning.</p> <p>The trainee instructor fails to state the objectives at the end of the lesson.</p>

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Criteria	Required evidence to be Job Ready	Rating marks are to be removed if:
Explanations	<p>Explanations are to be clear and relevant to the period of instruction.</p> <p>Explanations are easily assimilated by the learners and not confusing.</p> <p>Explanations where used to emphasise essential points.</p>	<p>The explanation was incorrect for the teaching point IAW doctrine.</p> <p>The explanation was confusing or inaudible.</p> <p>Delivery of the explanation was hesitant and did not contribute to learning.</p> <p>The explanation was not in a logical sequence for the teaching point.</p>
Demonstrations	<p>Demonstration was relevant and appropriate to the period of instruction.</p> <p>Demonstrations were consistent throughout the period of instruction.</p> <p>Demonstration was able to be viewed by all trainees.</p>	<p>The demonstration of movements were too complex for the learners to imitate or there were more than five separate actions.</p> <p>The demonstration was not slow, using exaggerated movements to emphasise the fine detail of the action.</p> <p>The trainee instructor demonstrated and explained simultaneously.</p>

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Criteria	Required evidence to be Job Ready	Rating marks are to be removed if:
Teaching stages	Each stage was opened, confirmed and closed and linked to the next stage. Stages were in logical sequence for the period of instruction and allowed the learner to learn in a progressive manner.	<p>The trainee instructor failed to introduce the teaching points of the stage.</p> <p>The trainee instructor failed to present the information by explaining and demonstrating the skills to be learned.</p> <p>The trainee instructor failed to give feedback and encourage the trainee's performance and provide guidance on how to improve.</p> <p>The trainee instructor failed to continue until they were satisfied with the standard.</p> <p>The trainee instructor failed to confirm the stage by either performance or questions.</p> <p>The trainee instructor did not close the stage by summarising the key point of the stage and ask if there are any questions.</p> <p>The trainee instructor did not link to the next stage.</p>

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Criteria	Required evidence to be Job Ready	Rating marks are to be removed if:
Practice stages	This stage was conducted and used to reinforce the learning from the teaching stages through supervised repetition, feedback and encouragement.	<p>The trainee instructor failed to conduct initial practice.</p> <p>The trainee instructor failed to conduct secondary practice.</p> <p>The trainee instructor failed to conduct final practice.</p> <p>The trainee instructor failed to control the practice stage.</p> <p>The trainee instructor failed to allow sufficient time for the practice stage and confirm performance to a standard.</p>

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Criteria	Required evidence to be Job Ready	Rating marks are to be removed if:
Fault correction	<p>Fault correction was consistent throughout the period of instruction using correct techniques.</p> <p>The trainee instructor was able to identify the difference between a common fault and a safety fault.</p>	<p>The trainee instructor failed to identify and correct faults consistently throughout the lesson.</p> <p>The trainee instructor used incorrect fault techniques.</p> <p>The trainee instructor positioned themselves in best position to observe potential faults.</p>
Questioning	Questioning was conducted at the appropriate stages of the period of instruction using the correct technique.	<p>The trainee instructor failed to ask questions of trainees.</p> <p>The trainee instructor used the incorrect questioning technique.</p>
Training aids	Training aids were appropriate and used to enhance the learning during the period of instruction.	<p>The trainee instructor talked to the training aids and not the target audience.</p> <p>The training aids did not enhance the learning.</p>

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Criteria	Required evidence to be Job Ready	Rating marks are to be removed if:
Knowledge and skill	<p>The trainee instructor is appraised against the level of knowledge and skill demonstrated for the subject as assigned by the learning outcome.</p> <p>The trainee instructor demonstrated knowledge of the lesson format.</p> <p>The trainee instructor demonstrates a knowledge of instructional techniques including body gestures, and use of voice/speech.</p> <p>The trainee instructor maintained trainee motivation, interest and enthusiasm.</p>	<p>The trainee instructor lacked knowledge of the subject and the learning outcome from the LMP.</p> <p>The trainee instructor did not follow a format for the period being instructed.</p> <p>The trainee instructor did not use instructor techniques to emphasise points throughout the lesson including gesture or speech (speed and clarity).</p> <p>The trainee instructor is not able to pick-up instruction from the same point after disruption in the period.</p>

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Criteria	Required evidence to be Job Ready	Rating marks are to be removed if:
Words of command	<p>Words of command were appropriate for the period of instruction.</p> <p>Words of command were clear and audible.</p> <p>Voice projection was appropriate (clear, audible and understandable) for the area in which the instruction was given.</p>	<p>Words of command were not delivered with confidence, loud and audible.</p> <p>Words of command were not correct and consistent for the period of instruction.</p> <p>The trainee instructor did not use the words of command to control and regulate the practice stages.</p>
Trainee instructor demeanour	<p>The trainee instructor's dress and bearing was appropriate for the period of instruction.</p> <p>The trainee instructor was punctual.</p> <p>The trainee instructor applied the instructor code of conduct.</p> <p>The trainee instructor demonstrated a high-level of facilitation, observation, communication and interpersonal skills.</p>	

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Criteria	Required evidence to be Job Ready	Rating marks are to be removed if:
Test of objectives	<p>The test of objectives confirmed whether the trainees assimilated the subject material.</p> <p>The test of objectives was conducted IAW extant doctrine.</p>	<p>The trainee instructor failed to clear-up any doubtful points prior to conducting the test of objectives.</p> <p>The test of objectives was not adequate to confirm assimilation of the teaching points.</p>
Feedback summary	<p>The feedback reflected the standard from the test of objectives.</p> <p>The trainee instructor identified any learners that may require additional training.</p> <p>The trainee instructor highlighted the key points of the new learning.</p>	
Statement of relevance	The trainee instructor reinforced what was taught and why.	
Preview of instruction	The trainee instructor previews the next period on the subject and the next period on the training program.	

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8. **Initial qualification.** In order for a trainee instructor to be assessed as Job Ready (At Standard) they must provide sufficient evidence to achieve a 'Yes' in each stage described in the tool. A trainee instructor assessed Not Yet Ready (Not At Standard) is to be provided with detailed feedback and remedial training to correct the errors identified and improve the trainee instructor's performance. Critically, for a trainee instructor to be assessed as Job Ready (At Standard) they must:

- a. Prepare the lesson and develop a lesson plan in accordance with this publication.
- b. Comply with safety or WHS requirements for the lesson. For example, during a firing volleys drill lesson they must clear weapons and ensure that trainees use hearing protection.
- c. Deliver all required teaching points in accordance with the LMP or doctrine.
- d. Ensure that the lesson is completed within the specified timeframe as detailed in the LMP, or that time is managed appropriately. For example if, during the delivery of the lesson, the instructor identifies that trainees are having difficulty, the instructor may make a decision to extend the lesson by 5 minutes into a scheduled break.

9. **Level of proficiency.** The rating system allows a supervisor to make a decision of a trainee instructor's level of proficiency. The following performance grading indicators are to be applied to the trainee instructor's overall performance:

- a. 93 to 100 points – Excellent – highly suitable instructor
- b. 85 to 92 points – Very Good – highly suitable instructor
- c. 75 to 84 points – Good – suitable instructor unsupervised
- d. 60 to 74 points – Satisfactory – suitable instructor supervised
- e. 59 or below – Not Yet Ready.

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Chapter 2

Preparing for instruction

2.1 Training may be needed for a range of reasons. Training requirements may be directed by higher HQ or as a result of specified career progression courses. Importantly, training requirements can arise from observed deficiencies in skills or performance, skills fade, or a need to increase proficiency.

2.2 Instructors are responsible for helping trainees achieve the identified training requirement. High quality training events will maximise the chances for trainees to fulfil the training requirement. Planning and preparation is critical to developing and delivering high quality training events.

2.3 The aim of this chapter is to explain the concepts and processes which will assist instructors in planning and preparing effective, high-quality training events.

Section 2-1. Learning outcomes and training objectives

2.4 Instructors must have a clear understanding of what a trainee should be able to do after successfully completing the lesson, activity or exercise. Learning outcomes and training objectives are written statements which describe this intended result.¹ All individual training events are based on one or more learning outcomes or training objectives.

1. In Army, learning outcomes and training objectives are equivalent. The term learning outcome is used in LMPs, while other training documents, such as Training Directives, usually refer to training objectives.

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2.5 When delivering training from an LMP², instructors must identify, and ensure that they understand, the learning outcome(s) associated with the training event for which they are responsible, and plan and prepare accordingly.

2.6 Where training is not related to an LMP, instructors should refer to the Unit Commander's Training Directive, Unit Training Program, policy and/or doctrine in order to identify the training objective(s) to be achieved. Where an instructor is unsure of the training objective for their allocated training task, clarification should be sought from the chain of command or from an appropriate subject matter expert.

2.7 Learning outcomes and training objectives detail the performance required, the conditions under which the performance is undertaken, and the standards for successful achievement:

- a. *Performance*. The performance statement is a clear, concise and specific statement of observable actions that can be measured. It must begin with an action verb. The following are examples:
 - (1) identify and interpret conventional signs in map reading
 - (2) solder a circuit board.
- b. *Conditions*. Condition statements (see [Table 2.1](#)) specify what aids and materials trainees can or cannot use, and in what settings and conditions trainees will be required to perform.

Table 2.1: Condition statements

Type of condition statement	Examples
Equipment to be used	Given a compass Using a slide rule Given a zeroed weapon

-
2. The LMP provides the complete set of documentation necessary for delivering a course. It contains the curriculum, and has links to the training and assessment materials.

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Type of condition statement	Examples
Assistance through job aids, manuals and supervision	<p>With the aid of a checklist showing the sequence of activities</p> <p>Without access to a reference manual</p> <p>The instructor may prompt the trainee to carry out the next activity in the sequence, but not more than twice</p>
Environmental conditions	<p>In an area where radio reception is likely to be difficult</p> <p>By day and by night</p> <p>On a 100 m range</p> <p>Under simulated battle conditions</p>
Range of methods that the trainees are expected to confirm, or the range of situations with which they will be confronted	<p>The following three pairs of cables to be joined: both pieces of equal thickness, each piece of different thickness, one piece of the pair is a working cable</p> <p>Given a 20-item objective test</p>
Special physical demands	<p>In a kneeling position</p> <p>Immediately after having run 5 km in under 30 minutes</p>

- c. *Standards.* Standard statements specify how the trainee is to perform in terms of accuracy, speed and number of times. The following are examples:
- (1) Trainees are to perform on at least three occasions, without error.

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- (2) Trainees will strip, inspect and assemble the 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.
- (5) Trainees are to manoeuvre as part of a section attack to Training Level 3.

2.8 The performance, conditions and standards specified in the learning outcomes and training objectives must remain at the forefront of the instructors mind when planning and preparing the training event.

Section 2-2. The trainee

2.9 Just as people think differently, so to do they learn in different ways. Sometimes the reason for this difference is evident (cultural); sometimes, the reasons for this difference are less clear (personal). Understanding trainees and their potential differences is key to instructors creating meaningful training events that matter to the trainee well after the training has concluded.

Trainees and learning styles

2.10 There are three styles of learning that instructors should aim to cater for in their training events. These styles involve learning through seeing, listening and doing. As a guide, when preparing training, instructors should consider using the components outlined in [Table 2.2](#), and where possible combine elements to maximise learning opportunities.

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Table 2.2: Learning styles

Visual	Auditory	Kinesthetic
<p><i>Seeing:</i></p> <p>The use of visual aids such as diagrams, maps, charts, graphs or multimedia such as PowerPoint® presentations and videos to support verbal explanations.</p> <p>A written handout/booklet of lesson notes.</p> <p>The use of colour and shapes in training aids to highlight important points.</p>	<p><i>Listening:</i></p> <p>The use of questions, class discussions and debates to maximise auditory involvement.</p> <p>The use of auditory aids such as music and recorded messages or multimedia such as audio files to support written explanations.</p> <p>The use of stories and analogies to support a point.</p> <p>The use of rhymes, jingles and mnemonics to aid memory.</p>	<p><i>Moving, doing and touching:</i></p> <p>Regular changes in activity and levels of physical and mental involvement (consider team activities, role playing and note taking).</p> <p>A 'hands-on' approach (eg, when mentioning an item during a lesson, let the trainee touch and feel the item – this approach is always used when teaching a skill).</p> <p>Being physically involved in the learning process (eg, a lesson on finding a grid reference might include a large grid drawn on the ground that requires the trainee to walk the grids across and down to the correct grid square).</p>

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Other factors impacting learning

2.11 Instructors must consider the level of maturity of trainees and their motivation to learn. Maturity and motivation levels will determine how learning occurs. Some trainees, particularly recruits, officer cadets and Australian Cadet Corps members, will require direction from instructors and may not be internally motivated to learn.

2.12 However, other trainees may be self-motivated and be mature in their approach to learning. These trainees will have a strong desire to:

- a. know why they are being taught
- b. participate in and control their learning
- c. relate new learning to earlier experiences
- d. set their own pace for learning
- e. receive feedback on their progress
- f. experience diverse learning situations
- g. be exposed to a variety of instruction methods, with an emphasis on active participation
- h. determine the place and time of learning.

2.13 It is important to ensure that the role of the instructor and the responsibilities of the trainee complement the training environment. Instructors working with LMPs have little scope to allow trainees to control their learning (especially time and location) so trainees must accept that instructors will set the pace for learning. Instructors working to a unit training directive have more flexibility to encourage trainees to actively control their learning. In both circumstances, to ensure a positive learning experience, instructors must understand what they can and cannot affect.

2.14 Instructors can positively affect learning through careful planning and preparation. They can build upon past learning to help engage a trainee. Understanding and valuing what trainees already know can assist to create a more intense learning experience that 'sticks' with the trainee. Instructors can also vary their instructional methods and aids to ensure that their training events are always different and engaging. This helps trainees to deal with change and be able to adapt as required.

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2.15 Not every individual, at any one time, is at the same stage of understanding or skill. A trainee's degree of understanding will vary significantly, as will the amount of assistance and practise they require. For this reason, where possible, the instructor should provide extra support for those who are having difficulties acquiring the required SKA, while giving extension activities to those who are ready to continue.

2.16 When developing training events, instructors need to be mindful of the trainees' backgrounds, age and experience. Experience is an important factor to consider as it will help to determine the start point for content delivery – if trainees already understand the content, then an instructor may only have to revise and build upon that knowledge rather than introduce the content as something new. Instructors may be challenged by trainees who have difficulty reconciling what they believe or know in relation to new content. Remember that the task of acquiring new learning can be difficult for some trainees and even more so when they are being forced to accept new ideas and concepts without explanation.

2.17 There are additional factors that can inhibit learning. [Table 2.3](#) summarises these factors and provides a number of considerations for instructors.

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Table 2.3: Factors that may affect learning

Factors	Considerations for the instructor
Language, literacy and numeracy	Instructors should anticipate different language, literacy and numeracy levels and employ effective training aids that rely on different ways to engage in the content (eg, pictures, words, symbols etc.). Instructors should avoid using acronyms and jargon. This can be a sensitive issue, so instructors are advised to treat the issue with respect and dignity, and ensure that no one is singled out or made to feel uncomfortable or inadequate.
Cultural and language background	Instructors should ensure that their use of language and their behaviour accommodate cultural and language differences. There may be activities that are inappropriate for people because of their culture or language. If English is a second language, this needs to be accounted for in planning.
Gender	Plans for instruction can be affected by gender if activities are stereotyped. Gender neutrality is considered a good option.
Age	Age can affect an instructor's plan depending on what is being delivered, how and at what pace.

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Factors	Considerations for the instructor
Physical ability	Instructors need to be aware of any trainees who are less able than others to perform physical tasks before delivering instruction.
Experience with Army training methods	Army training can sometimes be seen as a unique way of learning and can be difficult for some trainees at first.
Motivation	Not every individual has the same set of purposes or motivation. Therefore, instructors need to ensure that individuals are motivated according to their own needs and criteria.
Skills and knowledge level	It is helpful if instructors have knowledge of trainees' general SKA levels prior to instruction to ensure that lessons are pitched at the appropriate level.
Self-efficacy	This is a trainee's belief in their ability to succeed in a given situation. More detail is provided in Annex 2A .

Section 2-3. Instructional approach

2.18 The approach to instruction varies in two key ways: the relative input and participation of the instructor and the trainees, and the location of the instructor and trainees. In all cases, the instructor must:

- provide direction to trainees
- facilitate trainee interaction with the learning content
- facilitate trainee interaction with the instructor

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- d. encourage interaction and collaboration between trainees
- e. facilitate trainees taking responsibility for their own learning
- f. provide feedback to trainees.

Participation

2.19 Depending on the trainees and the learning outcomes/training objectives, it may be appropriate for the instructor to provide information and control trainee progress through the subject matter. The use of this approach does not mean that there is no focus on individuals. Instructors must remain aware of individual trainees and be prepared to address any problems as they arise.

2.20 In other situations, the instructor provides the opportunity for trainees to discover information for themselves and to progress through a training event, or series of training events, at their own rate.

2.21 Trainees have varying experiences, and these are valuable tools for learning. The peer-to-peer approach encourages trainees to exchange this experience and information. Instructors need to provide sufficient direction and context to ensure that peer-to-peer learning is maximised, but not at the expense of learning outcomes/training objectives.

Location

2.22 **Face-to-face.** Training can be conducted with instructors and trainees located in the same place at the same time. This is the traditional approach to training, and has significant merit to assist trainees in achieving a wide range of learning outcomes/training objectives. All of the training methods described in [Chapter 3](#) can be used in this environment.

2.23 **Distributed.** This approach allows the instructor, trainees and learning content to be in different locations. Training in this environment can be both synchronised or not. Many of the training methods described in [Chapter 3](#) can be used in this environment. Distributed learning is generally supported by a learning management system (LMS) – a software platform for the creation, administration and delivery of learning material for electronic coursework over web-based interfaces such as desktops, laptops and tablets. LMSs are discussed in [Annex 2B](#).

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2.24 While there are some training efficiencies in the distributed learning environment, the role of the instructor to engage with trainees and their learning is not diminished. Selecting the appropriate training method(s) remains critically important in assisting trainees to achieve the learning outcomes/training objective. Instructors need to provide a framework that allows trainee interaction through dialogue, feedback, social presence with their peers and also a level of learner control over the content. Instructors may need to donate significant time to computer mediated communication and may need strategies and tools in place to make the trainee continuously aware of their progress. Instructors must also have the necessary written communication skills to interact with trainees via email in a succinct and clear manner.

2.25 Preparation and planning for training events in the distributed learning environment is still required. For example, if there is a pre-course component requiring collaborative work to be undertaken online by trainees, the instructor needs to provide clear direction about participation in activities, such as what constitutes productive dialogue, communicating task expectations and providing alternative methods to help students achieve the learning outcome or training objective.

2.26 The key to a successful distributed learning environment is that it requires trainees to take personal responsibility for their learning. To achieve this, the instructor needs to continually challenge trainees in their thinking. This can be done by providing feedback and framing the learning so that trainees can connect it to their personal experiences.

Section 2-4. Digital literacy

2.27 As technology enhanced learning continues to emerge, a critical skill for instructors is digital media literacy. Technology enhanced learning has moved well beyond just using computers with internet access. Instructors now have a number of technological platforms (eg, mobile devices such as tablets) available to them for the successful delivery of instruction. In order to maintain currency with these changes, being literate in the area of digital media is vital.

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2.28 Digital literacy is a multifaceted skill that covers the ability to find, use, interpret, modify and create digital media resources for the purposes of technology supported learning. It challenges the instructor to study their trainee population and the potential for technologies to create effective learning experiences. This must all be achieved without compromise to the learning outcomes/training objectives.

Section 2-5. Selecting a training method

2.29 The selection of the training method is an integral part of preparing to conduct training. Once the learning outcome/training objective has been identified, instructors need to decide how they are going to assist their trainees to attain that outcome/objective. The training method must provide the learning experiences needed by the trainees, so the instructor should not think 'how shall I teach my trainees?' but rather 'how can I assist them in learning?' No single training method is suitable for all situations.

2.30 There are a range of individual training methods described in detail in [Chapter 3](#). Once the instructor understands the training methods available and the characteristics, uses, advantages and disadvantages of each, they can determine which method is the most suitable in providing the learning experiences needed by the trainees to achieve the learning outcome/training objective.

2.31 The learning outcome/training objective is a critical consideration when selecting a training method. In some cases (eg, in an LMP) the training method will be specified. Alternatively, the instructor may have to review the learning outcome/training objective and identify which training method is most suitable.

2.32 The second key consideration in selecting a training method is the trainees. The training method selected must be appropriate to the trainees' current skill and experience, and instructors must remain aware of the factors that can influence learning (as described earlier).

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2.33 Sometimes practicalities will influence the training method selected to support achievement of the learning outcome/training objective. Some of these practicalities are:

- a. the number of trainees
- b. the availability of instructors
- c. the time available
- d. the cost
- e. the availability of training areas and equipment.

Section 2-6. Preparation for individual training

2.34 After reviewing the learning outcome/training objective and selecting the appropriate training method, instructors should follow the steps described in this section to prepare for the training event. Preparation ensures that training is delivered in the most efficient and effective manner to maximise the training benefit.

Step 1 – examine the learning outcome/training objective

2.35 As discussed earlier, the learning outcome/training objective specifies the learning target for the individual training event expressed in terms of performance, conditions and standards. Instructors should ask themselves questions such as:

- a. What is the subject?
- b. What are the conditions?
- c. What equipment do I and the trainees require?
- d. What references are applicable to the subject?
- e. How much time do I have?
- f. What is the assessment criteria, or what must the trainees achieve by the end of the lesson?
- g. What teaching points must I cover?

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Step 2 – study the content

2.36 Instructors must have a thorough and comprehensive knowledge of the subject they will be teaching. This step involves gathering materials and information that will give instructors sufficient expertise to conduct the training. Instructors should refer to the relevant doctrine, policy and/or manual, seek advice from SMEs when required, and conduct thorough personal rehearsals before delivering the training.

Step 3 – design the test of objectives

2.37 Every period of training must confirm that the trainees have achieved the learning outcomes/training objectives. This is achieved using a test of objectives, which is derived from the performance, conditions and standards in the learning outcomes/training objective. It may be oral, written or practical and formal or informal.

2.38 Any instruction, practice or revision materials developed by instructors must align with the test of objectives.

Step 4 – prepare the training event

2.39 Depending on the training method selected, this step may include a range of actions. For basic lessons, teaching points are to be arranged in a learning sequence and practice activities are to be prepared. For a tactical exercise without troops (TEWT), a reconnaissance may be required, and exercise papers will need to be developed. For a syndicate discussion, preparatory reading will need to be sourced and instructor notes developed. [Annex 3A](#) to [Annex O to Chapter 3](#) provides more detail on the preparatory work required for each training method.

Step 5 – prepare the introduction

2.40 Once instructors have planned and prepared the body, they should develop the introduction for the individual training event. The lesson blueprint (see [Annex A to Chapter 3](#)) provides guidance.

Step 6 – prepare the conclusion

2.41 The conclusion incorporates the test of objectives and reinforces the teaching stages of the training event. The lesson blueprint (see [Annex A to Chapter 3](#)) provides guidance.

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Step 7 – prepare the training aids

2.42 Training aids should always enhance learning. They should add interest and appeal to the senses, and must be relevant to the subject being delivered. Condition statements specify items of equipment and materials trainees will need to use during instruction, for practice and ultimately for the assessment. Therefore, these items are the most important training aids. Preparation is required to ensure that training aids are suitable for the training activity, are serviceable and available at the required time. Training aids are discussed in more detail in [Chapter 4](#).

Step 8 – prepare the training event plan

2.43 Having prepared the body, introduction and conclusion, and having also determined what training aids are to be used, instructors can now prepare a training event plan. This plan is a permanent record of the content, sequence and factors affecting the conduct of a particular training event. It also aids instructors by ensuring that all components of the training are delivered in accordance with the standards detailed in the learning outcome/training objective. A template for a training event plan is contained in [Annex 2C](#).

Step 9 – rehearse

2.44 Effective training cannot be delivered by reading off a script or a screen. Rehearsal is required. Thinking or saying something internally is not the same as saying it out aloud. Even a confident instructor benefits from rehearsing explanations and demonstrations, in front of others and in real time.

2.45 Rehearsal allows for confirmation or adjustment of:

- a. timings
- b. location (including technology, lights, microphones, air conditioning, etc.)
- c. layout
- d. the suitability of the test of objectives
- e. equipment and training aids

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- f. contingency plans (for adverse weather, changes to venue/timings/trainee numbers)
 - g. responses to trainee questions.
- 2.46 Rehearsal also ensures that awkward phrases or words can be eliminated and there are no information gaps.
- 2.47 When possible, rehearsal should occur in the same location as the actual training event using the same equipment.

Step 10 – prepare the training location

- 2.48 The setting for the delivery of training is most important. Instructors should select the best site after a reconnaissance of possible locations, and ensure that the relevant room/training site bookings are made with appropriate lead time. Considerations include:
- a. trainee safety during training
 - b. adequate ventilation and lighting
 - c. general layout of the location
 - d. proximity to other activities
 - e. environmental factors such as the position of the sun, direction of wind/rain, availability of shelter.
- 2.49 Wherever possible, instructors should ensure that their training location is prepared in advance. Positioning equipment materials and training aids, checking for the serviceability of the area or room, and being aware of other users ensures that instruction is not hampered by poor planning.

Annexes:

- 2A [Self-efficacy](#)
- 2B [Learning management systems](#)
- 2C [Training event plan template](#)

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Annex 2A

Self-efficacy

1. A trainee's level of self-efficacy influences the COA they choose to take, how much effort they are prepared to put in, and how long they will persevere in the face of obstacles and failures. It also determines their resilience to adversity, and how they cope with challenging environmental demands. The combination of these elements will determine a trainee's performance.
2. Self-efficacy impacts significantly on how trainees respond during stressful situations. To respond effectively to training demands, trainees must realistically believe that they are capable of success. Trainees with high self-efficacy are more likely to view potential threats/adverse events as challenges or opportunities for accomplishment. This mindset enables them to remain task-oriented in the face of training demands, setbacks or failures because they maintain confidence in their ability to succeed.
3. Conversely, trainees who doubt their capabilities in particular areas will find it hard to motivate themselves, put in little effort or give up quickly when obstacles appear. They may dwell on their perceived lack of ability, how daunting the task is, and the negative consequences if they fail. There are three main areas that instructors should consider in order to assist in the development of self-efficacy:
 - a. mastery
 - b. verbal persuasion
 - c. physiological and emotional reactions.
4. High expectations and standards for achievement are a feature of effective training, however high standards alone do not produce good outcomes. Training events need to be structured and conducted in ways that will ensure that they will be mastered and promote a sense of personal capability in all learners. Trainee progress should be closely monitored with the receipt of quick corrective feedback when they encounter difficulties until they achieve mastery.

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5. There are often elements of training that produce significant levels of anxiety in trainees such as skill acquisition, assessment, undertaking activities that hold an inherent degree of perceived or actual risk, and physically challenging tasks. Instructors can promote conditions that enable mastery by utilising a variety of performance mastery aids.

Modelling

6. One of the considerations in selecting members to become instructors is their ability to be a role model. A role model is a person who serves as an example and whose attitude and behaviour is emulated by others. Role modelling is considered a training technique as it affects the cognitive processes of acquiring, developing and modifying internalised rules regarding appropriate behaviours.

7. Role modelling also helps to develop cognitive strategies that enhance coping skills in the face of adverse events. Instructors can provide critical advice to help promote adaptive ways of thinking, feeling and behaving during stressful parts of training. They can also openly discuss their own training experiences including a range of emotional reactions. It is beneficial to trainees to hear/witness others overcoming difficulties by focused effort and positive coping skills. Showing the gains achieved through perseverance can reduce the negative impacts of failure by demonstrating that perseverance eventually brings success. This helps to build the mindset in trainees that setbacks or failures reflect insufficient effort or lack of experience rather than a lack of basic ability. This is the mindset that will help sustain trainees' motivation when they are struggling.

8. Feared activities are modelled to show trainees how to cope effectively with threats and to negate their worst fears. Difficult or intimidating tasks are broken down into sub-tasks of readily achieved steps; subdividing complex skills into sub-skills produces better learning than trying to teach everything at once. It is much easier to focus attention and learn by concentrating on component skills. At any given step, ask learners to do what is within their capabilities with some extra effort and persistence.

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9. Effective modelling teaches general rules and strategies for dealing with different situations rather than specific responses or scripted routines.

Verbal persuasion

10. It is easier for learners to sustain a sense of self-efficacy, particularly when they are struggling, if instructors express faith in their capabilities, rather than doubt them. It is important that instructors frame their feedback to highlight personal capabilities, particularly in the early stages of skill development. Harsh criticism not only creates distance between the learner and instructor but also undermines learner self-belief. To ensure progress in building resilience, learners should be encouraged to measure their successes in terms of self-improvement rather than in terms of triumph over others.

Physiological and emotional reactions

11. It is not the intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted by trainees. People vary in the beliefs they hold about the source of their emotional arousal and how it will affect their performance. Those trainees who view their arousal as stemming from personal inadequacies are more likely to lower their self-efficacy than those who see their arousal as a common reaction that even the most competent soldier experiences from time to time. Instructors can promote the latter view by reinforcing the education on arousal regulation provided during the BattleSMART program³.

12. A trainee's mood can also influence their self-efficacy levels as it can bias their attention and affect how they interpret events (eg, a negative mood can bring up thoughts of past failures, whereas a positive mood can activate thoughts of past achievements). Instructors must be able monitor the mood states of their learners and intervene before motivation and performance is significantly impacted by a negative mood state.

3. Further information regarding this program can be found at <http://drnet.defence.gov.au/vcdf/DSOMH/OperationalMentalHealth/pages/Operational%20Mental%20Health.aspx>

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13. Self-doubt following failure often prompts a trainee to shift to sub-optimal coping strategies. These include poor identification and evaluation of options, poor use of outcome information and faulty recall of the results of previous efforts (ie, the trainee ignores previous success and focuses on the most recent setback). Instructors need to intervene with a trainee post-failure or -setback as soon as possible to prevent these negative thoughts and behaviours from becoming entrenched and further impacting on performance.

14. For trainees who are experiencing significant performance difficulties, instruction in strategies alone does not increase their self-efficacy or cognitive skill. Instructors can produce greater benefits for the trainees if they combine training in strategies with feedback of progress in mastering them.

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Annex 2B

Learning management systems

1. LMSs are software platforms for the creation, administration and delivery of learning materials for electronic coursework over web-based interfaces such as desktops, laptops and tablets. LMSs are currently used within many of Army's training centres and will continue to be integrated more widely across the training and education spectrum.
2. LMSs provide for higher levels of trainee engagement with functionality that allows for instant messaging, email and discussion forums. Ultimately, they allow for remote participation by the instructor and student creating training efficiencies while still affording high levels of interaction, collaboration and feedback in both synchronised or non-synchronised environments.

Using learning management systems

3. LMSs have enormous potential to enhance learning and allow the instructor to facilitate small group instruction, provide one-to-one guidance (for student self-improvement) and also encourage student peer-based learning irrespective of the students' geographical location. With functionality for an integrated virtual classroom, televised interactive discussions can occur between the instructor and students. In some applications, a host/instructor can run a virtual face-to-face session granting access to participants who can upload, view and share documents, contribute to discussions, share individual screens and form breakout working groups as managed by the meeting host.
4. Development of learning content plays a significant role when employing LMSs. Instructors need both training and time to support them to adapt and modify individual training lessons/activities/exercises for delivery in the distributed learning environment.

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5. Producing content that is not engaging to students in a face-to-face learning environment will most certainly fail to engage them if simply loaded onto an LMS. The focus needs to be on student interaction with the content. Learning content in web-based environments in many ways becomes the embodiment of the instructor. Developing and testing material for delivery is an important part of this process in order to achieve authentic learning tasks for students. The instructor needs to be wary that when information is just reorganised, simplified and abstracted for LMSs (to make it more easily and efficiently transmitted), it will prevent meaningful learning for students and impede their ability to apply their course knowledge to perform complex tasks and solve problems.

Learning management systems and flipped classrooms

6. Using LMSs also provides the instructor with opportunities to employ greater levels of collaboration and interaction amongst students. In a traditional face-to-face learning environment, training is delivered with learning tasks generally undertaken after class. When conducting busy courses, there are limited opportunities for students to actively engage in their learning by asking questions. In these circumstances, the instructor may conduct a flipped classroom, where the actual presentation lecture or lesson is provided to students prior to class hours as a preparatory activity for students. This is usually delivered as a recorded lecture that can be loaded onto the LMS for students to access so that class time focuses on collaboration and/or practical activities, where the instructor supports the trainees and answers questions.

7. Class time is then donated to learning activities that involve collaboration and interaction amongst students with greater time for questioning and applying the learning content to different contexts (in order to broaden the students' knowledge). Freeing up valuable class time is a benefit of the flipped classroom; however, its real advantage lies in the requirement for students to take responsibility for their own learning. It challenges them as it draws them into decisions about their learning for example, how well they have prepared for a lesson or what learning experiences they intend to take away from the forthcoming collaborative learning activities.

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Chapter 3

Training methods

3.1 Learning outcomes and training objectives can be achieved in many ways. Careful planning and creative use of available time means that any opportunity during the day can be effectively filled. Junior leaders (ie, instructors) can capitalise on, and make best use of, available training time to provide their soldiers with meaningful and purposeful training.

3.2 A range of training methods are available to the instructor. As discussed in [Chapter 2](#), the learning outcome/training objective and the needs of the trainee are paramount in determining which training method will be used. Learning outcomes/training objectives may be achieved using a single training method, or may require a combination of methods.

3.3 The aim of this chapter is to describe a number of training methods that are available to the instructor.

3.4 **Lessons.** A lesson is used to deliver or impart information and skills. Lessons are most often used in the early stages of the training progression to introduce skills or knowledge. A range of training methods in the 'lesson' category are described in [Table 3.1](#).

3.5 **Activities.** Activities are used to enhance learning or understanding. They are often used to expand on knowledge and skills introduced during lessons. Activities are guided or facilitated by an instructor, but trainees are very active participants. Importantly, activities offer good opportunities for peer-to-peer learning. A range of training methods in the 'activity' category are described in [Table 3.2](#).

3.6 **Exercises.** Exercises provide the opportunity for trainees to practise applying knowledge and skills that they have already learned. They maximise trainee participation and allow learning through experience. Instructors observe, provide feedback and rectify any training shortfalls. A range of training methods in the 'exercise' category are described in [Table 3.3](#).

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Table 3.1: Lesson training methods

Lesson	Description	Good for:
Basic lesson blueprint (see Annex 3A)	The standard framework for delivering lessons in Army	Small-group instruction in basic military skills
Theory lesson (see Annex 3B)	A basic lesson on a theory topic	Small group instruction to teach the ability to recall information and to perform mental skills such as mental calculation, problem-solving and recording information
Drill lesson (see Annex 3C)	A basic lesson on drill	Small group instruction to teach the ability to execute close order drill movements in a precise and co-ordinated manner Specifically includes practice
Weapon/Equipment lesson (see Annex 3D)	A basic lesson on a weapon or piece of equipment	Small group instruction on how to operate, maintain and perform safety precautions on weapons and items of equipment in an instinctive and automatic manner Small group instruction on how to repair and maintain items of equipment Specifically includes practice

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Lesson	Description	Good for:
Revision lesson (see Annex 3E)	A basic lesson on any topic previously taught	Addressing the skill fade that occurs over time
Lecture (see Annex 3F)	Instructor-centred, formal verbal presentations, most often to large groups	Providing information to a large group in a short time Influencing and shaping attitudes (eg, CO's hour, course address) Developing concepts (eg, organisational changes, large group briefings)
Demonstration	A method of presenting capability, concept or procedures in a life-size scale	To show tactical groupings, weapons and equipment, together with their composition, employment and effects Ensuring efficient use of scarce resources (eg, platforms, equipment, weapons or ammunition)

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Table 3.2: Activity training methods

Activity	Description	Good for:
Soldiers' five (see Annex 3G)	Training that can be set up and delivered at a moment's notice and with next to no resources, except for the imagination and motivation of the JNCO	Small group training To reinforce and reconfirm formal training on all-corps soldier skills To maximise use of unanticipated training time
Directed individual study (see Annex 3H)	Instructor-directed trainee interaction with learning materials in their own time	Preparation for face-to-face training activities Developing a common standard among trainees prior to a training event Self-paced learning
Syndicate discussion (see Annex 3I)	An exchange of ideas between trainees, under the guidance of an instructor	Learning procedures, solving problems, making decisions Exploring alternative views on a topic

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Activity	Description	Good for:
Playlet (see Annex 3J)	'Small plays' that depict the real-life situations that may be faced by trainees	Large group training Learning concepts and procedures
Role-play (see Annex 3K)	A role-play requires trainees to respond to real-time simulated situations	Teaching trainees to make decisions and act under simulated pressure Confirming trainee understanding of processes Illustrating the challenges in applying concepts or processes
Debate (see Annex 3L)	A debate requires trainees to study a point of view and argue it verbally in a convincing manner	Practice in public speaking Development of logical and persuasive arguments Development of research skills

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Table 3.3: Exercise training methods

Exercise	Description	Good for:
Practice exercises	An exercise specifically designed to allow trainees to practise a selected skill.	Enhancing proficiency in a existing skill. Examples include range practices or navigation exercises.
War game (see Annex 3M)	War games are a simulation, by whatever means, of a military operation involving two or more forces, opposed or not, using rules, data and procedures designed to depict an actual or assumed real life situation.	To teach and discuss tactical and administrative concepts or considerations. Training in tactical decision-making. It may also be used to examine a series of topics or problems using a model of a particular piece of terrain.
Simulation (see Annex 3N)	Computer-based activities and war games that involve simulated people operating simulated equipment in a simulated (constructive) environment.	When time or resources do not permit the conduct of a TEWT. Exercising and aspect of the military art quickly and simply.

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Exercise	Description	Good for:
TEWT (see Annex 3P)	TEWTs involve participants examining a tactical problem, conducting an appreciation, and producing a solution on the terrain where the problem is set.	A TEWT is generally accepted as the best method of teaching the detailed application of doctrine and the application of tactical principles to the ground. Formative or summative assessment.
QDE (see Annex 3Q)	QDEs require trainees to make a decision in response to a tactical or ethical scenario with competing requirements.	Practicing trainees in the process of assessing available information and making a decision. Confirming or uncovering trainee's understanding of a given operational precept.

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3.7 Many individual training exercises require exercise papers, which are discussed in [Annex 3O](#).

Annexes:

- 3A Basic lesson blueprint
- 3B Theory lesson
- 3C Drill lesson
- 3D Weapon/Equipment lesson
- 3E Revision lesson
- 3F Lectures
- 3G Soldiers' five
- 3H Directed individual study
- 3I Syndicate discussion
- 3J Playlet
- 3K Role-play
- 3L Debate
- 3M Wargames
- 3N Simulation
- 3O Exercise scenarios
- 3P Tactical exercise without troops
- 3Q Quick decision exercises

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Annex 3A

Basic lesson blueprint

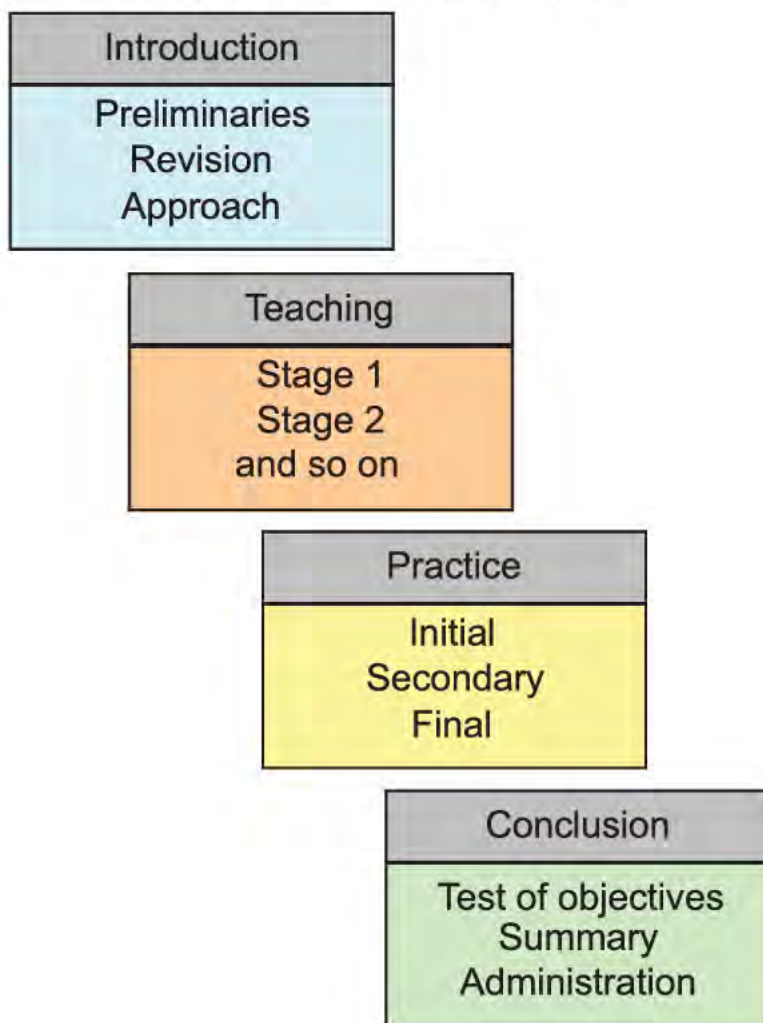
1. The lesson structure described in this annex is the standard framework that is used to prepare for and deliver all basic lessons in Army⁴. Adherence to a common structure enhances trainee learning; as they know what to expect next and makes the instructor's job easier. A sound understanding of this structure is essential for all instructors; however, the guidelines are not intended to confine instructors to a rigid format.
2. The basic lesson structure used by Army contains the following four parts:
 - a. *Introduction*. The introduction prepares trainees mentally and physically for the lesson.
 - b. *Teaching*. Teaching is done in stages and transfers new information and skills to enable trainee learning.
 - c. *Practice*. Practice stages reinforce new learning through repetition, fault checking, feedback and encouragement.
 - d. *Conclusion*. The conclusion provides final confirmation that learning has been absorbed.
3. The basic lesson structure or 'blueprint' is represented in [Figure 3A.1](#), and described in the following paragraphs.

4. Basic lessons include drill lessons, weapon/equipment lessons and theory lessons.

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Figure 3A.1: Basic lesson blueprint



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Introduction

4. The introduction sets the scene for learning, ensuring that trainees are prepared to receive the lesson content. The three parts of an introduction are as follows:

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

5. **Preliminaries.** The preliminaries are administrative actions carried out by the instructor when the trainees arrive at the instructional location. 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. Considerations include the ability of the trainees to see the instructor, the ability of the instructor to see the trainees, and environmental factors (eg, the position of the sun, the direction of the wind).
- 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 or safety orders. Instructors should detail any additional precautions at this time.

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6. **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. In these circumstances, instructors should use icebreakers or a quick quiz to prepare trainees physically and mentally to undertake learning.

7. **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 is 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.

Teaching

8. Teaching stages transfer new learning, and are linked to the task, conditions and standards statements described in the learning outcome. Teaching stages are made up of teaching points which are the SKA required by trainees to achieve the tasks specified in learning outcomes. For example, some of the teaching points applicable to 'interpret the conventional signs used in map reading' are:

- a. identify the legend of a map
- b. identify written descriptions and corresponding symbols used in a legend
- c. identify the colour coding of conventional signs

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- d. identify natural and man-made features on a map using conventional signs.
9. Teaching points, arranged into stages, are sequenced so that trainees can learn in a progressive manner. 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.
10. Guidance and/or direction on teaching points, teaching stages and sequencing will be found in the applicable learning management plan. Some manuals also provide advice on teaching points and sequencing.
11. **Delivering a teaching stage.** The sequence for delivering a teaching stage 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. 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.
 - c. *Perform.* A trainee learns by doing, and during this instructional step trainees repeatedly perform the activity being taught until the instructor is satisfied. Instructors give feedback and encouragement on trainee performance and provide guidance on how the trainee can improve their performance.
 - d. *Confirm the stage.* Instructors now confirm what has been learnt during the teaching stage. For simple subject matter, confirmation can simply be a question from the instructor on whether the trainees have any questions on the content of the stage. For complex subject matter, this confirmation will take the form of questions to and from trainees.

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- e. *Close the stage.* Instructors now summarise key points of the stage.
- f. *Lead to the next stage.* Instructors now explain how the learning of the stage relates to the next stage. Once again, they are organising and directing trainee thinking to promote learning.

Practice

- 12. Practices reinforce new learning through supervised repetition of recently acquired knowledge and skills. Practice is particularly important in drill and weapon/equipment lessons.
- 13. There are three sequential elements to the practice section of a lesson:
 - a. *Initial practice.* This brings together all of the teaching stages under close supervision of the instructor.
 - b. *Secondary practice.* This allows trainees more independence in carrying out the specified task.
 - c. *Final practice.* This allows trainees to reinforce their learning without assistance from the instructor.
- 14. Practice is fully effective only when instructors check for faults and gives 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. Effective practice is also supported when instructors encourage trainees.

Conclusion

- 15. The lesson conclusion provides final confirmation that learning has been absorbed. The three parts of the conclusion are:
 - a. test of objectives
 - b. lesson summary
 - c. administration.

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16. **Test of objectives.** The test of objectives provides an opportunity for the instructor to confirm whether trainees have acquired the skills and/or knowledge required by the specified learning outcomes. The four parts are:
- 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 learnt before they are assessed.
 - b. *Test of objectives.* The test of objectives measures what trainees have learnt during the lesson, and is based on the performance, conditions and standards described in the learning outcome/training objective.
 - c. *Feedback.* After assessment, instructors provide positive and constructive feedback as well as telling trainees the standard they have achieved.
 - d. *Identify training shortfalls/deficiencies.* In some cases instructors will identify training deficiencies or shortfalls. These should be recorded, and the appropriate action (retesting or retraining) taken.
17. **Lesson summary.** The lesson summary is the instructor's opportunity to reinforce to trainees what they have learnt, why they needed to learn it, and the standard that they have achieved. The two parts of the lesson summary are as follows:
- a. *Summary of key points.* The instructor consolidates all the new learning by summarising key teaching points.
 - b. *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.
18. **Administration.** Administration is the actions carried out by the instructor before the trainees are released from the instructional location. These actions include:
- a. *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.

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- b. *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.
- c. *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.

Application of the basic lesson blueprint

19. The basic lesson blueprint can be used as a checklist for all lessons delivered in Army. While the basic lesson blueprint is the agreed Army standard for delivering basic lessons, instructors can and should apply discretion in cases where the blueprint does not fit the learning outcomes or training objectives. Details of how the lesson blueprint is applied to drill lessons, weapon/equipment lessons, theory lessons and revision lessons are provided in [Annex 3B](#) to [Annex 3E](#).

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Annex 3B

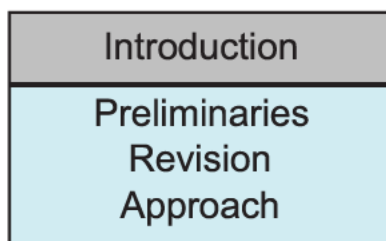
Theory lesson

1. A theory lesson is a verbal presentation, in stages, to small groups of students. Theory lessons are characterised by instruction in limited stages, confirmation following each stage and student participation through planned questions and limited discussion.
2. Theory lessons are useful for learning facts, developing memory recall, developing concepts, learning procedures, making decisions and solving problems.
3. This annex describes the way that the basic lesson blueprint is applied to a theory lesson.

Introduction

4. The three parts of an introduction are as follows (see [Figure 3B.1](#)):
 - a. the preliminaries
 - b. the revision
 - c. the approach.

Figure 3B.1: Theory lesson – introduction



5. [Table 3B.1](#) provides further information on the introduction section of a drill lesson.

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Table 3B.1: Theory lesson – introduction

Blueprint	Theory lesson
<i>Preliminaries</i>	
Attendance check	The instructor will usually call on the senior trainee or a trainee 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.
Positioning of trainees	The instructor should position the trainees to conform to the class layout that is required. Example layouts are described in Appendix 3B1 .
Allocation of materials	Instructors will now indicate materials that the trainees will use during the lesson and state any rules for using items.
Safety precautions	The instructor should provide advice safety and emergency management issues such as exits, evacuation procedures, fire drills, etc.
Revision	Revision is a warm-up for the lesson where previously taught skills and knowledge are confirmed. In a theory lesson, revision is usually completed using a question and answer technique.

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Blueprint	Theory lesson
<i>Approach</i>	
Reason for learning	The instructor motivates the trainees by telling them what they are about to 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.
Statement of objective	The instructor tells trainees what standard of performance will be expected of them at the conclusion of the lesson to achieve competence.

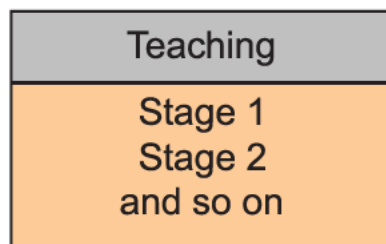
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Teaching

6. [Figure 3B.2](#) shows the teaching section of the lesson blueprint.

Figure 3B.2: Theory lesson – teaching



7. **Teaching stages.** The teaching points for a theory lesson are grouped into teaching stages. The number of teaching points in a teaching stage will vary depending on the subject matter, and the experience and knowledge of the trainees. Teaching stages should not be so long that trainees will be unable to effectively process the information that is being presented. Similarly, teaching stages should not be so short that instructors spend more time introducing and confirming the teaching stage than presenting the new information. Instructors must apply commonsense and achieve an effective balance.

8. Teaching stages should build on each other until all the teaching points have been presented. The number of teaching stages for a particular lesson will depend on the complexity of the knowledge being taught.

9. **Demonstration of performance.** A theory lesson may require the application of a practical activity, or the performance of an observable skill to be conducted (eg, drug calculations in medical training or measuring a bearing in navigation lessons).

10. [Table 3B.2](#) contains further information on the teaching section of a theory lesson.

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Table 3B.2: Theory lesson – teaching

Blueprint	Theory lesson
<i>For each teaching stage</i>	
Open the stage	<p>The instructor introduces the teaching point of the stage. This introduction orients the trainees to the content of the stage.</p> <p>Example: Instructor: 'WHAT WE WILL NOW GO ON WITH IS LOCAL MAGNETIC ATTRACTION.'</p> <p>It is also acceptable for this information to be provided by 'Lead to the Next Stage' of the preceding teaching stage.</p>
Present information	<p>The instructor presents new information in a meaningful way. They should link new learning with their knowledge of the subject in a workplace or operational context. Instructors should never rely on presentation aids (such as slides) as the sole source of context for trainees. Presentation aids should be used only to complement or 'signpost' stages during lessons or presentations.</p> <p>Example: Instructor: 'THERE ARE MANY DIFFERENT KINDS OF MAP; HOWEVER, THE BASIC INFORMATION REMAINS THE SAME ...'</p>

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Blueprint	Theory lesson
Perform	During the instructional step the trainees learn by 'doing'. The instructor gives feedback on the trainees' performance and provides learning guidance on how to improve trainees' performance. Conducting subsequent stages will raise the level of performance and confirm all teaching stages.
Confirm the stage	<p>The instructor confirms that the teaching points have been learnt. This confirmation can take the form of questions from trainees, or questions to and from trainees (for complex subjects requiring greater assimilation).</p> <p>Example:</p> <p>Instructor: 'DOES ANYONE HAVE ANY QUESTIONS?' (pause). If there are no questions the instructor moves to close the stage.</p> <p>or</p> <p>Instructor: 'DOES ANYONE HAVE ANY QUESTIONS?' (pause) 'NO?'</p> <p>'OK, QUESTIONS FOR YOU. THE DIAL ON THE COMPASS HOUSING IS GRADUATED INTO HOW MANY INTERVALS?'</p>

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Blueprint	Theory lesson
Close the stage	<p>The instructor summarises the teaching points of the stage.</p> <p>Example:</p> <p>Instructor: 'THAT NOW COMPLETES THE DESCRIPTION OF THE SILVA COMPASS.'</p>
Lead to the next stage	<p>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.</p> <p>Example:</p> <p>Instructor: 'WHEN NAVIGATING YOU NEED TO BE AWARE OF LOCAL MAGNETIC ATTRACTION; THEREFORE, WHAT WE WILL NOW GO ON WITH IS THE' (eg, next TP)</p> <p>or</p> <p>Instructor: 'YOU HAVE A FIRM UNDERSTANDING SO FAR, LET'S MOVE ON.'</p>

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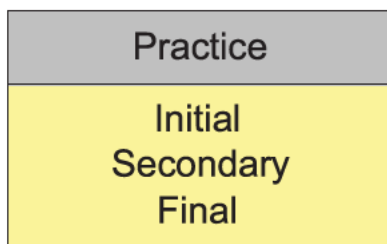
11. The instructor continues to teach in this manner until all the teaching stages have been delivered.

Practice

12. Theory lessons may include a practice stage which brings together the newly acquired knowledge and/or skills from the lesson using a problem or activity. Through practice, trainees are able to reinforce their learning and receive feedback from the instructor. In some cases, trainees may resolve problems, work through examples tests, worksheets, or complete short answer questions, or similar, in order to consolidate their understanding of the topic.

13. [Figure 3B.3](#) shows the practice section of the lesson blueprint.

Figure 3B.3: Theory lesson – practices



14. [Table 3B.3](#) contains further information on the practice section of a theory lesson.

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Table 3B.3: Theory lesson – practice

Blueprint	Drill lesson
Initial practice	Talk-through practice means that the instructor details mental procedures and trainees carry out those mental procedures. A talk-through practice aims to reinforce learning by using a 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.
Secondary practice	For an 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.
Final practice	For controlled practice, the instructor tells the trainees what the practice is to be and the trainee practices 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.

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Lesson conclusion

15. [Figure 3B.4](#) shows the conclusion section of the lesson blueprint.

Figure 3B.4: Theory lesson – conclusion

Conclusion
Test of objectives Summary Administration

16. [Table 3B.4](#) contains further information on the conclusion section of a theory lesson.

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Table 3B.4: Theory lesson – conclusion

Blueprint	Theory lesson
<i>Test of objectives</i>	
Clear up doubtful points	The instructor asks trainees whether there are any final questions about what they have learnt. This ensures that trainees are clear about what they have learnt before instructors test them on their competence with an assessment activity.
Test of objectives	The test of objectives 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.
Feedback	After the test of objectives activity, instructors provide positive and constructive feedback. They must tell trainees the standard that they have achieved and whether they are competent or not.
Identify training shortfalls/deficiencies	Identify and record any training shortfalls or deficiencies for follow-up action.
<i>Lesson summary</i>	
Summary of key points	The instructor briefly summarises all the key teaching points.

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Blueprint	Theory lesson
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.
<i>Administration</i>	
Safety precautions	Not required for theory lessons.
Preview of next 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.
Dismissal	The instructor dismisses the trainees under the direction of the senior ranking or duty student.

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Appendix:

3B1 Positioning trainees – theory lesson

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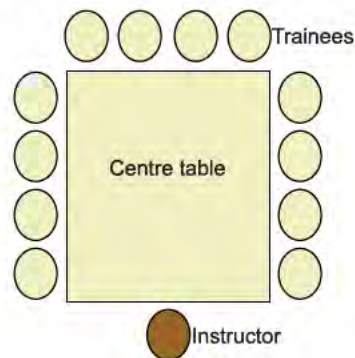
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Appendix 3B1

Positioning trainees – theory lesson

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 3B1.1](#) to [Figure 3B1.9](#).

Figure 3B1.1: Centre table layout – small



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Figure 3B1.2: U-table layout

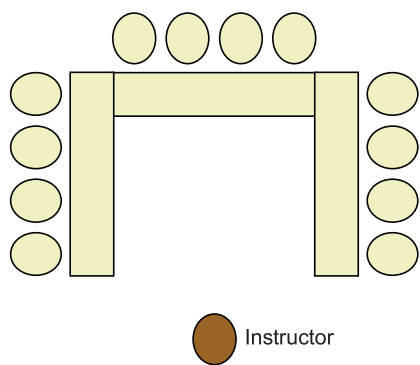
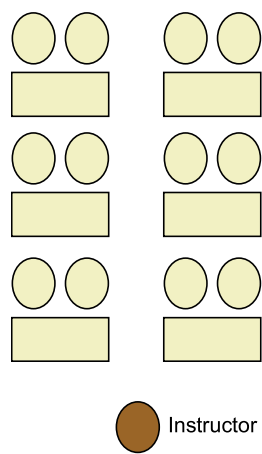


Figure 3B1.3: Work table layout



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Figure 3B1.4: Semicircle layout

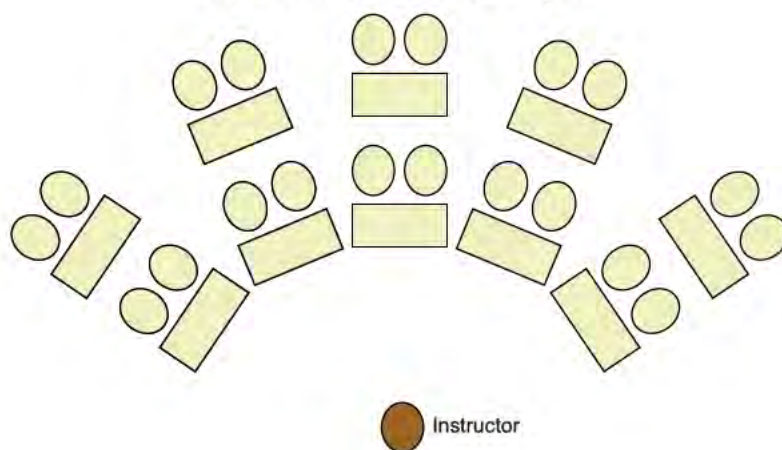
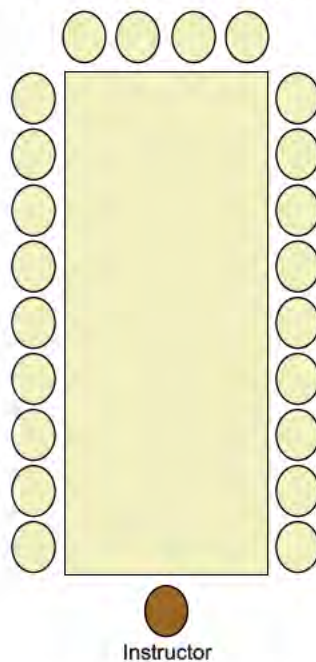


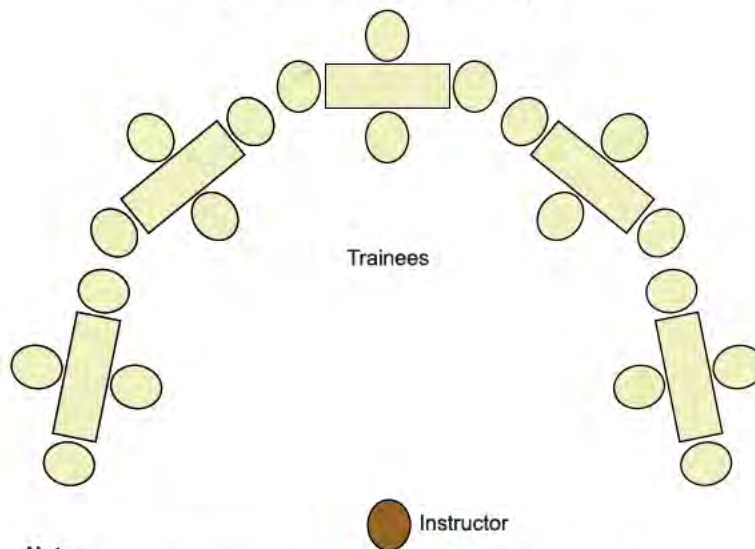
Figure 3B1.5: Centre table layout – large



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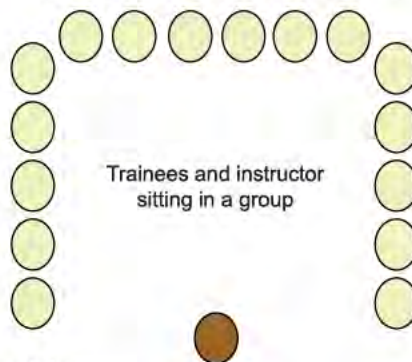
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Figure 3B1.6: Café table layout



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

Figure 3B1.7: U-shape layout

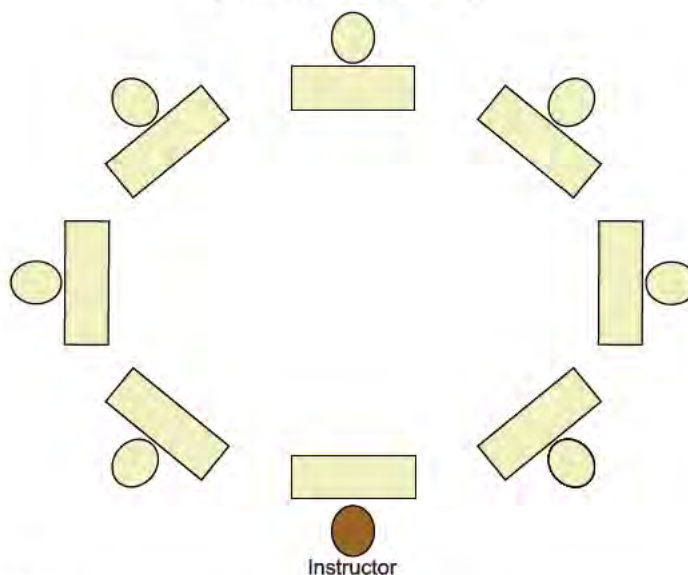


Note:
No tables are used

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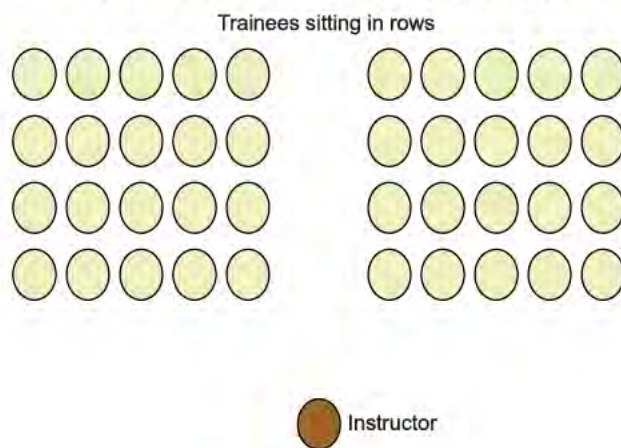
Figure 3B1.8: Circle layout



Note:

Trainees can have separate tables or everyone can sit around one circular table

Figure 3B1.9: Lecture theatre style layout



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Annex 3C

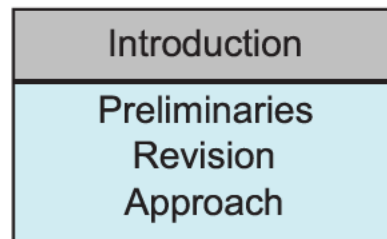
Drill lesson

1. 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* provides details on the conduct, sequence of instruction, procedural lesson blueprint and lesson layouts of a drill lesson.
2. This annex describes the way that the basic lesson blueprint is applied to a drill lesson.

Introduction

3. [Figure 3C.1](#) shows the introduction section of the lesson blueprint.

Figure 3C.1: Drill lesson – introduction



4. [Table 3C.1](#) contains further information on the introduction section of a drill lesson.

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Table 3C.1: Drill lesson – introduction

Blueprint	Drill lesson
<i>Preliminaries</i>	
Attendance check	Squad reports The squad of trainees reports to the instructor. Typically, a duty trainee will march the squad to the instructional location and give the instructor a parade state. Example: Duty trainee: 'TWO SECTION ALL PRESENT, CORPORAL.' Use rank as applicable. Instructor: 'DUTY TRAINEE – FALL IN.'

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Blueprint	Drill lesson
Positioning of trainees	<p>Position squad</p> <p>Different drill lessons require the instructor to vary the instructional layout. The primary consideration is the ability of the squad to see the actions of the instructor and the instructor to see the actions of the squad – a minimum of 15 paces between the instructor and the squad is suggested. LWP-G 7-7-5, Drill [Annex C to Chapter 1] provides some example lesson layouts.</p> <p>The instructor is responsible for positioning the squad for instruction. This is normally achieved by marching the squad to its position.</p>

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Blueprint	Drill lesson
	<p>Example:</p> <p>'SQUAD – QUICK MARCH.' (wheel or turn as required)</p> <p>'HALT TURN.' (as required)</p> <p>'SQUAD – HALT.' (turn as required)</p> <p>Number squad</p> <p>The squad is numbered so the instructor can identify each trainee in the squad throughout the lesson.</p> <p>Example:</p> <p>Instructor: 'SQUAD – NUMBER.'</p> <p>Squad: 'ONE, TWO, THREE.' etc.</p> <p>Dress squad</p> <p>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.</p> <p>Example:</p> <p>Instructor: 'SQUAD – RIGHT DRESS. SQUAD – EYES FRONT.'</p>

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Blueprint	Drill lesson
Allocation of weapons/equipment and material	Where weapons or equipment are required for a drill lesson, they will be issued or allocated prior to the lesson commencing.
Safety precautions	In most cases, safety precautions are not applicable to drill lessons. However, if applicable to the period of instruction (eg, when teaching firing volleys with blank ammunition), instructors should conduct safety precautions prior to the start of the lesson.

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Blueprint	Drill lesson
Revision	
	<p>Revision is the warm up for the lesson. The squad is practised in drill movements related to the lesson to be taught. The instructor should check faults, provide feedback and encourage correct performance. Revision finishes when the instructor is satisfied and brings the squad to the start position for the body of the lesson. The instructor adopts the start position with the squad.</p> <p>Example:</p> <p>Instructor: 'SQUAD – STAND AT EASE.'</p> <p>Squad performs, No. 2 is incorrect.</p> <p>Instructor: 'NUMBER TWO, YOUR FOOT IS TOO LOW. ENSURE THAT YOU RAISE YOUR LEFT FOOT THE FULL 15 CENTIMETRES TO THE KNEE BENT POSITION, BEFORE CARRYING IT OUT AND DOWN.'</p>

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Blueprint	Drill lesson
<i>Approach</i>	
Reason for learning	<p>The instructor tells the squad what they are to be taught, and why the new learning is important.</p> <p>Example:</p> <p>Instructor: 'DURING THIS LESSON YOU WILL BE TAUGHT THE PRESENT ARMS AND THE PORT ARMS POSITIONS. THE REASON THESE ARE TAUGHT IS THAT PRESENT ARMS IS USED TO PAY COMPLIMENTS WHILE CARRYING ARMS ON PARADE. THE PORT ARMS POSITION IS NECESSARY AS A PRELIM TO FIRING VOLLEYS WHICH IS USED AT MILITARY FUNERALS AND ON SOME CEREMONIAL PARADES.'</p>
Statement of objective	<p>The instructor tells the squad what standard of performance will be expected of them at the conclusion of the lesson.</p> <p>Example:</p> <p>'AT THE END OF THE LESSON YOU WILL BE ABLE TO ADOPT THE PRESENT ARMS POSITION FROM THE ATTENTION POSITION, THE ATTENTION POSITION FROM PRESENT ARMS POSITION, THE PORT ARMS POSITION FROM THE ATTENTION POSITION AND THE ATTENTION POSITION FROM THE PORT ARMS POSITION – IN THE CORRECT SEQUENCE, TO THE CORRECT TIMING.'</p>

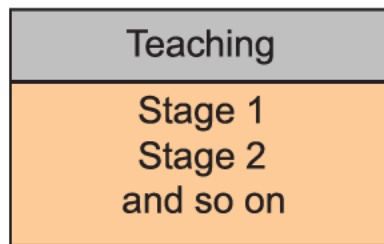
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Teaching

5. Figure 3C.2 shows the teaching section of the lesson blueprint.

Figure 3C.2: Drill lesson – teaching



6. **Teaching stages.** Teaching stages should build on each other until instructors assess that it is time to conduct the practice. The number of teaching stages will depend on the particular drill lesson.

7. **Demonstration performance methods.** During the teaching stage of drill lessons instructors use one of two demonstration performance methods. Demonstration performance methods are sequences of instructor explanations and demonstration, and trainee activities. The methods are as follows:

- a. *Demonstration, explanation and practice.* The three steps of demonstration, explanation and practice are:
- (1) *Demonstration.* The instructor demonstrates the drill movements to be taught.
 - (2) *Explanation.* The instructor follows the demonstration with an explanation of the movements just completed.
 - (3) *Performance.* The trainees performs the movement.

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- b. *Explanation and practice.* Explanation and practice (EP) allows the introduction of additional teaching points without the requirement for a demonstration. It is used when the trainee has been taught similar movements or actions earlier in the lesson. For reasons of efficiency, additional teaching points are taught using the EP method during the secondary practice stage of a lesson. The two steps of EP are:
 - (1) *Explanation.* The instructor explains the movements to be completed.
 - (2) *Performance.* The trainee performs the movement.
- 8. **Instructional words of command.** Instructors use the following words of command during the teaching stage of drill lessons:
 - a. 'REST' is an executive word of command, which means that the trainees can relax in the position they are in while an explanation or demonstration is given by the instructor. Given after a demonstration, it means that the instructor has completed the demonstration and is relaxing in their position while giving an explanation. When given to trainees, it should be prefixed with 'SQUAD'.
 - b. 'POSITION' is an executive word of command used to return soldiers, or the instructor, to the previous position to enable the practical phase of the lesson to continue. On this command, soldiers will adopt the position they were in prior to the command 'REST' being given, or to the last position. When given to trainees, it should be prefixed with 'SQUAD'.
 - c. 'AS YOU WERE' is given to return trainees to the position they were in prior to the last command.
- 9. [Table 3C.2](#) contains further information on the teaching section of a drill lesson.

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Table 3C.2: Drill lesson – teaching

Blueprint	Drill lesson
Demonstration	<p>Complete demonstration</p> <p>In a drill lesson, teaching always opens with a complete demonstration of all movements to be taught, judging the time.</p> <p>Example:</p> <p>Instructor: 'WATCH NOW FOR A DEMONSTRATION OF ALL THE DRILL MOVEMENTS YOU WILL BE TAUGHT IN THIS LESSON.'</p> <p>Instructor: 'POSITION, PRESENT ARMS – ATTENTION, PORT ARMS – ATTENTION, REST.'</p> <p>Note: Ensure that all movements are conducted including movements that will be introduced in the second complete demonstration as an EP (eg, inclines at the halt).</p>

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Blueprint	Drill lesson
<i>For each teaching stage</i>	
Open the stage	<p>Explain the stage to be covered.</p> <p>Example:</p> <p>Instructor: 'THE FIRST THING WE WILL NOW GO ON WITH IS PRESENT ARMS.'</p> <p>It is also acceptable for this information to be provided by 'Lead to the Next Stage' of the preceding teaching stage.</p>

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Blueprint	Drill lesson
<p>Present information</p>	<p>Demonstration</p> <p>The instructor subdivides the complete demonstration into simplified, numbered sequences and demonstrates each numbered sequence.</p> <p>Example:</p> <p>'WATCH NOW WHAT HAPPENS ON THE COMMAND: BY NUMBERS PRESENT ARMS – ONE. POSITION – BY NUMBERS PRESENT ARMS – ONE.'</p> <p>Explanation</p> <p>The instructor follows the demonstration with an explanation of the movements just completed.</p> <p>Example:</p> <p>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?'</p>

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Blueprint	Drill lesson
Perform	<p>The squad is now given direction to perform the movement using a combination of the following options. It is vital that fault correction is used throughout.</p> <p>Collective performance</p> <p>The movement is conducted as a squad until all members of the squad have a basic grasp of the movement.</p> <p>Example:</p> <p>Instructor: 'SQUAD, BY NUMBERS – PRESENT ARMS. SQUAD – ONE.'</p> <p>Individual performance</p> <p>Each member of the squad performs the movement independently. The instructor should provide feedback to each individual from the instructional position or by moving forward if required.</p> <p>Example:</p> <p>Instructor: 'SQUAD, INDIVIDUAL PRACTICE OF THAT MOVEMENT – GO ON.'</p> <p>Confirmatory performance</p> <p>This is used to finalise the individual performance stage, and allows the instructor to regain control of the trainees.</p> <p>Instructor: 'SQUAD, BY NUMBERS PRESENT ARMS – ONE.'</p>

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Blueprint	Drill lesson
Confirm the stage	<p>This allows trainees to ask questions, and the instructor to reinforce the theory element of the drill movement.</p> <p>Example:</p> <p>Instructor: 'SQUAD – REST. ARE THERE ANY QUESTIONS ON THE PRESENT ARMS FROM THE ATTENTION POSITION?'</p> <p>or</p> <p>'GIVE ME AN EXAMPLE OF WHEN NOT TO SALUTE (pause) NUMBER THREE.'</p>
Close the stage	<p>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.</p> <p>Example:</p> <p>Instructor: 'THAT COMPLETES THE MOVEMENTS FOR PRESENT ARMS.'</p>
<p>In some lessons (eg, turns at the halt) it may be beneficial for the initial practice to be conducted immediately after the relevant teaching stage. The initial practice is then omitted from the practice stage of the lesson. If this occurs it is acceptable to lead to the next stage on completion of the initial practice.</p>	

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Blueprint	Drill lesson
Lead to the next stage	<p>The instructor leads to the next stage.</p> <p>Example:</p> <p>Instructor: 'SQUAD – REST. YOU WILL NEED TO BE ABLE TO GO FROM PRESENT ARMS TO THE ATTENTION POSITION; THEREFORE WE WILL GO ON WITH ATTENTION FROM PRESENT ARMS.'</p> <p>or</p> <p>'GOOD MOVEMENT, LET'S GO ON.'</p>

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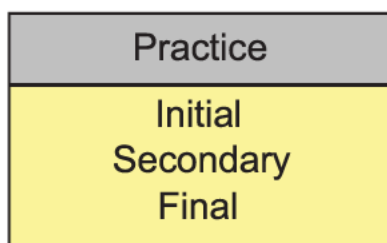
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10. The instructor continues to teach in this manner until all the teaching stages have been delivered, noting that in some cases additional drill movements, which are best taught using EP, will be taught in the secondary practice stage.

Practice

11. [Figure 3C.3](#) shows the practice section of the lesson blueprint.

Figure 3C.3: Drill lesson – practices



12. [Table 3C.3](#) contains further information on the practice section of a drill lesson.

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Table 3C.3: Drill lesson – practice

Blueprint	Drill lesson
Initial practice	<p>By numbers/catchwords</p> <p>After the teaching stages, the squad knows how to perform each numbered sequence of movements. The instructor now practises the squad by numbers. This means that the words of command are given and numbered sequences are carried out in the correct sequence.</p> <p>Example:</p> <p>Instructor: 'SQUAD, WE ARE NOW GOING TO COMBINE THE MOVEMENTS YOU HAVE BEEN TAUGHT.'</p> <p>'SQUAD, BY NUMBERS, PRESENT ARMS SQUAD – ONE, SQUAD – TWO.'</p> <p>This continues until all movements are practised. It is vital the instructor continues to correct faults throughout the initial practice.</p>

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Blueprint	Drill lesson
Secondary practice	<p>Calling the timeFor the secondary practice, the instructor performs a completed demonstration of all movements already taught, as well as those movements which will be taught using the EP method, while calling the time. The instructor now demonstrates the execution of all the movements, calling out the timing in a loud, clear voice. Then the squad members are practised once with the instructor calling the time. The squad is then directed to link all the movements according to this timing and are to call the timing out in a loud, clear voice. This type of practice enables the squad to coordinate all movements as a group.</p> <p>Example:</p> <p>Instructor: 'SQUAD REST, AS WITH MOST DRILL MOVEMENTS THESE MOVEMENTS ARE CARRIED OUT WITH A REGULATION PAUSE.'</p> <p>'WATCH NOW FOR A DEMONSTRATION OF ALL THE DRILL MOVEMENTS YOU HAVE BEEN TAUGHT, CALLING THE TIME.'</p> <p>'POSITION LEFT TURN, RIGHT TURN, ABOUT TURN, DIAGONAL TURN AT THE HALT LEFT INCLINE, DIAGONAL TURN AT THE HALT RIGHT INCLINE.'</p> <p>'REST, AS YOU SAW THERE I ALSO INCLUDED LEFT AND RIGHT INCLINE.'</p> <p>'THESE ARE SIMILAR TO LEFT AND RIGHT TURN EXCEPT YOU ONLY ROTATE THE BODY THROUGH 800 MILS.'</p>

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Blueprint	Drill lesson
	<p>'THE WORDS OF COMMAND FOR THESE MOVEMENTS IS ... I WILL CALL THE TIME FOR THE FIRST PRACTICE YOU WILL CARRY OUT THE MOVEMENTS; SQUAD, POSITION, SQUAD LEFT TURN, SQUAD RIGHT TURN, SQUAD ABOUT TURN, SQUAD DIAGONAL TURN AT THE HALT LEFT INCLINE, DIAGONAL TURN AT THE HALT RIGHT INCLINE.'</p> <p>Instructor calling the time:</p> <p>'SQUAD, YOU WILL NOW CALL THE TIME UNTIL TOLD OTHERWISE. SQUAD LEFT TURN.'</p>
Final practice	<p>Judging the time</p> <p>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.</p> <p>Example:</p> <p>Instructor: 'SQUAD, FOR THE REMAINDER OF THE LESSON, UNLESS TOLD OTHERWISE, YOU WILL JUDGE THE TIME.'</p>

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Lesson conclusion

13. [Figure 3C.4](#) shows the conclusion section of the lesson blueprint.

Figure 3C.4: Drill lesson – conclusion

Conclusion
Test of objectives Summary Administration

14. [Table 3C.4](#) contains further information on the conclusion section of a drill lesson.

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Table 3C.4: Drill lesson – conclusion

Blueprint	Drill lesson
<i>Test of objectives</i>	
Clear up doubtful points	<p>The conclusion begins with the instructor asking if there are any questions. This ensures that the squad is clear about what they have learnt before being assessed on it.</p> <p>Example:</p> <p>Instructor: 'ARE THERE ANY FINAL QUESTIONS OR DOUBTFUL POINTS ON ANY PART OF THIS LESSON?'</p>
Test of objectives	<p>Instructors now confirm the achievement of learning outcomes by conducting a test of objectives. Normally the squad is given the appropriate words of command and carries out all the actions that have been taught.</p> <p>Example:</p> <p>Instructor: 'RIGHT, LET'S SEE HOW YOU GO. SQUAD – PRESENT ARMS, SQUAD – ATTENTION, SQUAD – PORT ARMS, SQUAD – ATTENTION, SQUAD – REST.'</p>

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Blueprint	Drill lesson
Feedback	<p>Instructors do not correct faults during this assessment but must provide feedback after the assessment to ensure that the trainees know what standard they have achieved.</p> <p>Example: Instructor: 'IN THIS LESSON YOU HAVE WORKED WELL AND ACHIEVED THE STANDARD REQUIRED, WELL DONE.'</p>
Identify training shortfalls/deficiencies	Identify and record any training shortfalls or deficiencies for follow-up action.
<i>Lesson summary</i>	
Summary of key points	<p>The instructor consolidates all the new learning by summarising key teaching points.</p> <p>Example: Instructor: 'REMEMBER THE KEY POINTS DURING THE PRESENT ARMS – THE RIFLE MUST BE HELD VERTICAL (etc.).'</p>

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Blueprint	Drill lesson
Statement of relevance	<p>The instructor summarises the reasons for learning.</p> <p>Example:</p> <p>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.'</p>
<i>Administration</i>	
Safety precautions	<p>If applicable to the period of instruction, instructors should conduct final safety precautions once off the parade ground.</p>
Preview of next instruction	<p>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.</p> <p>Example:</p> <p>Instructor: 'RIGHT, THE NEXT PERIOD OF INSTRUCTION ON DRILL WILL BE TURNS AND INCLINES ON THE MARCH IN QUICK TIME, TOMORROW MORNING AT 0900 HOURS. THE NEXT PERIOD ON THE PROGRAM IS PHYSICAL TRAINING AT 1500 HOURS, AT THE GYM IN PHYSICAL TRAINING DRESS, WITH CORPORAL BLOGGS.'</p>

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Blueprint	Drill lesson
Dismissal	<p>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.</p> <p>Example:</p> <p>Instructor: 'DUTY TRAINEE.'</p> <p>Duty trainee: 'CORPORAL.'</p> <p>Instructor: 'FALL OUT, TAKE CHARGE AND MARCH OFF.'</p>

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Annex 3D

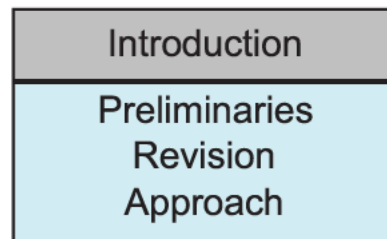
Weapon/Equipment lesson

1. Weapons lessons are designed to teach trainees how to operate, maintain, and perform safety precautions on weapons systems in a safe instinctive, automatic and efficient manner. Equipment lessons train trainees to operate, examine, investigate, diagnose and follow carefully considered procedures for repair and maintenance.
2. This annex describes the way that the basic lesson blueprint is applied to a weapon/equipment lesson.

Introduction

3. [Figure 3D.1](#) shows the introduction section of the lesson blueprint.

Figure 3D.1: Weapon/Equipment lesson – introduction



4. [Table 3D.1](#) contains further information on the introduction section of a weapon/equipment lesson.

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Table 3D.1: Weapon/Equipment lesson – introduction

Blueprint	Weapon/Equipment lesson
<i>Preliminaries</i>	
Attendance check	<p>Squad reports</p> <p>The squad of trainees reports to the instructor. Typically, a duty trainee will march the squad to the instructional location and give the instructor a parade state.</p> <p>Example:</p> <p>Instructor: 'DUTY TRAINEE REPORT.'</p> <p>Duty trainee: 'SQUAD ALL PRESENT – CORPORAL.'</p> <p>Use rank as applicable.</p> <p>Instructor: 'DUTY TRAINEE FALL IN.'</p>

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Blueprint	Weapon/Equipment lesson
Positioning of trainees	<p>Position squad</p> <p>Different weapons or equipment 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. Example layouts are described in Appendix 3D1.</p>
	<p>Identify trainees</p> <p>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. Alternatively, the trainees can be numbered as for a drill lesson.</p>
Allocation of weapons/equipment and materials	<p>The instructor nominates weapons/equipment and other 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.</p> <p>Example:</p> <p>Instructor: 'CHECK THAT BESIDE EACH MACHINE THERE ARE THE FOLLOWING ITEMS: AN OPERATIONS MANUAL, A BATTERY ... DOES ANYONE NOT HAVE ALL OF THOSE ITEMS?'</p>

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Blueprint	Weapon/Equipment lesson
Safety precautions	<p>The instructor now ensures that all weapons and items of equipment are safe for instruction, and that trainees are aware of any relevant safety precautions.</p> <p>For a weapons lesson, the instructor inspects and clears squad weapons, webbing and equipment. Following the same sequence, a squad member clears the instructor's weapon, webbing and equipment. Safety precautions finish when the instructor brings the squad to the start position for revision.</p> <p>Example:</p> <p>Instructor: 'SQUAD – INSPECT WEAPONS.'</p> <p>Once weapons are cleared the instructor states: 'ON THE COMMAND EASE SPRINGS – EASE SPRINGS, PLACE YOUR WEAPON DOWN, TURN AROUND AND PRODUCE THE CONTENTS OF YOUR WEBBING FOR INSPECTION.'</p> <p>'NUMBER ONE WILL INSPECT MY WEAPON AND DECLARE IT CLEAR OR OTHERWISE.'</p> <p>No. 1: 'INSTRUCTOR'S WEAPON AND WEBBING CLEAR.'</p>
	<p>The instructor completes the safety precautions and brings the squad to the start position for revision.</p> <p>Instructor: 'KNEEL DOWN AND PLACE YOUR RIFLE AND MAGAZINE ON THE GROUND SHEET.'</p>

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Blueprint	Weapon/Equipment lesson
Revision	
	<p>Revision is the warm-up for the lesson. The instructor exercises 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.</p> <p>Example:</p> <p>Instructor: 'WHAT IS THE CAPACITY OF THE F88 STEYR MAGAZINE?' (pause) 'NUMBER FOUR.'</p> <p>or</p> <p>Instructor: 'PREVIOUSLY YOU WERE TAUGHT HOW TO ASSEMBLE THE RADIO. LET'S NOW GO THROUGH THE FAULT FINDING PROCESS FOR THE RADIO.'</p>

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Blueprint	Weapon/Equipment lesson
<i>Approach</i>	
Reason for learning	<p>The instructor tells the squad what they are to be taught, and why the new learning is important.</p> <p>Example:</p> <p>Instructor: 'IN THIS LESSON YOU ARE GOING TO LEARN ABOUT THE COMMON FAULTS OF THE SERVICE RADIO.'</p> <p>'THE REASON YOU ARE TAUGHT THIS IS BECAUSE IT IS IMPORTANT THAT YOU ARE ABLE TO PERFORM MINOR MAINTENANCE OF THE RADIO IN A FIELD ENVIRONMENT.'</p>
Statement of objective	<p>The instructor tells the squad what standard of performance will be expected of them at the conclusion of the lesson.</p> <p>Example:</p> <p>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" IN THE CORRECT SEQUENCE, WITHOUT DAMAGE TO EQUIPMENT OR ANY BREACH OF SAFETY.'</p>

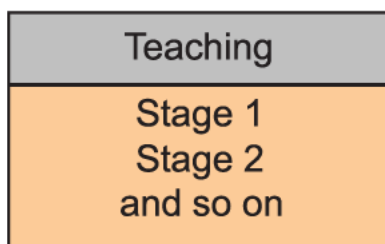
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Teaching

5. Figure 3D.2 shows the teaching section of the lesson blueprint.

Figure 3D.2: Weapon/Equipment lesson – teaching



6. **Teaching stages.** Teaching stages should build on each other until instructors assess that it is time to conduct the practice. 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.

7. 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, instructors group actions, demonstrate them and then have trainees imitate that group of actions. Instructors should not group and demonstrate more than five separate actions at a time.

8. **Demonstration performance methods.** During the teaching stage of weapon/equipment lessons instructors use one of three 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.* Explanation, demonstration and imitation (EDI) is used when each trainee has been allocated their own weapon or piece of equipment. The three steps in EDI are:
- (1) *Explanation.* The instructor uses short, simple sentences to describe actions trainees will perform.

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- (2) *Demonstration.* The instructor now performs the explained actions. They use slow, exaggerated movements to emphasise finer details of actions.
 - (3) *Imitation.* Each member of the squad imitates the recently demonstrated actions on their weapon/equipment.
 - b. *Explanation, demonstration and practice.* Explanation, demonstration and practice is used when more than one trainee is allocated to a weapon or piece of equipment. A good example is when training on crew-served weapons. The explanation and demonstration steps of this method are the same as for EDI, but instructors must rotate trainees to enable practice of the demonstrated actions.
 - c. *Explanation and practice.* EP allows the introduction of new teaching without the requirement for a demonstration. It is used when the trainee has been taught similar movements or actions earlier in the lesson. Additional teaching points are taught using the EP method during the secondary practice stage of a lesson. The two steps of EP are:
 - (1) *Explanation.* The instructor explains the movements to be completed.
 - (2) *Practice.* The trainees practice the new movement.
9. **Words of command.** Instructors use the following words of command during the teaching stage of weapon/equipment lessons:
- 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 just carried out actions changes places with a waiting trainee.

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- 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. [Table 3D.2](#) contains further information on the teaching section of a weapon/equipment lesson.

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Table 3D.2: Weapon/Equipment lesson – teaching

Blueprint	Weapon/Equipment lesson
<i>For each teaching stage</i>	
Open the stage	<p>Explain the stage to be covered. Often instructors discuss and emphasise information that they have covered in the revision stage.</p> <p>Example:</p> <p>Instructor: 'THE FIRST OF THE FOUR DEGREES OF WEAPON READINESS IS THE LOAD.'</p> <p>or</p> <p>Instructor: 'YOU WILL RECALL THAT THE RADIO OPERATES IN THE FOLLOWING CONDITIONS ... '</p> <p>Either ask trainees or go through the condition written on the whiteboard while pointing at them.</p> <p>It is also acceptable for this information to be provided by 'Lead to the Next Stage' of the preceding teaching stage.</p>

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Blueprint	Weapon/Equipment lesson
Present information	<p>Explanation</p> <p>Example:</p> <p>Instructor: 'ON THE COMMAND LOAD THE OPERATOR ADOPTS THE HIGH READY POSITION.'</p> <p>'PHYSICALLY CHECK THAT THE SAFETY CATCH IS SET AT SAFE, USING THE THUMB OF THE MASTER-HAND IF RIGHT-HANDED, OR THE FOREFINGER IF LEFT-HANDED, AND ENSURING THAT THE SAFETY CATCH IS PUSHED FULLY ACROSS FROM LEFT TO RIGHT.'</p> <p>'THE WHITE DOT IS TO BE VISIBLE. IF A MAGAZINE IS FITTED, UNFASTEN THE AMMUNITION POUCH (IF APPLICABLE) WITH THE NON-MASTER HAND WHILE KEEPING THE HEAD AND EYES UP.'</p> <p>Demonstration</p> <p>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.</p>

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Blueprint	Weapon/Equipment lesson
Perform	<p>Trainees complete the actions that have just been demonstrated. They may imitate the actions individually at their own pace, or take turns using a crew-served weapon, simulator or item of equipment in order to practise under the instructor's supervision. Instructors will observe each trainee and provide feedback. This is 'imitate' or 'practice' step from the relevant demonstration performance method (either EDI, EDP or EP).</p>
Confirm the stage	<p>Instructors confirm each stage by reviewing what the trainees have covered during the stage. They emphasise the theory of the operation of the weapon/equipment with new skills. Confirmation can be achieved using the following methods:</p> <ol style="list-style-type: none"> Have a trainee or trainees summarise the theory and practical teaching points of the stage verbally. Conduct a question and answer session to prompt trainees to remember and discuss key teaching points. <p>Instructor: 'LET'S REVIEW WHAT WE HAVE JUST DONE. REMEMBER THE DIAGNOSTIC TESTS ARE ONLY SIMPLE TESTS.'</p> <p>or</p> <p>Instructor: 'EXPLAIN TO ME IN YOUR OWN WORDS THE ACTION CONDITION.' (pause) 'NUMBER THREE.'</p>

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Blueprint	Weapon/Equipment lesson
Close the stage	<p>The instructor closes the stage by telling the trainees they have a basic grasp of the necessary actions and a new teaching stage is about to begin.</p> <p>Example:</p> <p>Instructor: 'THAT NOW COMPLETES COLLECTIVE SAFETY PRECAUTIONS.'</p> <p>In some lessons it may be beneficial to undertake the practice stages immediately after certain teaching stages in order to reinforce actions or allow the lesson to progress. An example is an IA drill and stoppages; where being able to conduct the IA independently allows the trainee to be in the correct start position for the stoppages to be taught.</p>

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Blueprint	Weapon/Equipment lesson
Lead to the next stage	<p>The instructor leads to the next stage.</p> <p>Example:</p> <p>Instructor: 'WHAT WE WILL NOW GO ON WITH, IS THE ...'</p> <p>or</p> <p>Instructor: 'ON OPERATIONS THERE MAY BE AN IMMINENT THREAT FROM THE ENEMY AND YOU MAY BE REQUIRED ADOPT INSTANT; THEREFORE, ...'</p> <p>or</p> <p>Instructor: 'LET'S MOVE ON. NOW WE ARE GOING TO TEST THE KEYPAD AND SELECTOR SWITCHES.'</p>

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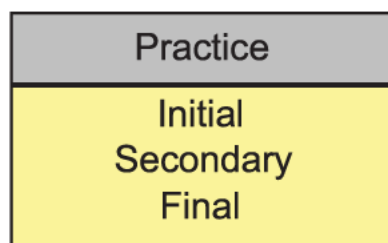
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11. The instructor continues to teach in this manner until all the teaching stages have been delivered.
12. **Fault correction.** Trainee faults, and particularly safety faults, must be corrected by the instructor during the teaching stages. Fault correction is discussed in [Chapter 4](#).

Practice

13. [Figure 3D.3](#) shows the practice section of the lesson blueprint.

Figure 3D.3: Weapon/Equipment lesson – practice



14. In weapon/equipment lessons, practice progresses from talk-through practice to abbreviated talk-through practice and, finally, to controlled practice. The practice stages of a weapon lesson are never conducted in isolation (unlike a drill lesson where the initial practice may be conducted in isolation), so once the initial practice has commenced instructors must continue to the secondary and final practices.
15. Throughout all 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. Normally, instructors correct faults by asking trainees questions that prompt trainees to discover how they have been incorrect and how to be correct. In 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.
16. [Table 3D.3](#) contains further information on the practice section of a weapon/equipment lesson.

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Table 3D.3: Weapon/Equipment lesson – practice

Blueprint	Weapon/Equipment lesson
Initial practice	<p>Talk-through practice</p> <p>For talk-through practice, instructors detail required actions and the trainees perform 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. Instructors should question trainees during practice to confirm their understanding of the theory applicable to the actions they are performing. Trainees begin to gain confidence in performing actions correctly and instinctively at the same pace as the other members of the squad.</p>

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Blueprint	Weapon/Equipment lesson
Secondary practice	<p>Abbreviated talk-through practice</p> <p>On completion of the talk-through practice the abbreviated talk-through practice is conducted. 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 practise 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.</p> <p>Instructor: 'WE WILL NOW GO THROUGH AN ABBREVIATED PRACTICE, I WILL GIVE YOU THE CATCHWORDS AND YOU WILL CARRY OUT THE ACTIONS. AT NO STAGE ARE YOU TO GET AHEAD OF ME.'</p> <p>Instructor: 'SQUAD – LOAD – LOAD POSITION – CHECK SAFE – POUCH ...'</p> <p>The catchwords should move the trainees through each action so as to ensure that it is step-by-step with no actions missed.</p>

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Blueprint	Weapon/Equipment lesson
Final practice	<p>Controlled practice</p> <p>On completion of the abbreviated talk-through practice the controlled practice is conducted. Unlike the other practice stages, which are only conducted once, the controlled practice can be completed as many times as required during the lesson. 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. Instructors will then move among the trainees to prompt them, as required, by asking questions and providing feedback.</p> <p>Instructor: 'GOOD – YOU ARE GETTING A GOOD GRASP OF THE ACTIONS. FROM NOW ON WE WILL DO CONTROLLED PRACTICES. I WILL GIVE THE COMMAND FOR EACH DEGREE AND YOU WILL CARRY OUT THE ACTIONS.'</p> <p>Instructor: 'SQUAD – LOAD ... '</p>

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Considerations for equipment lesson practice

17. After delivering a weapons/equipment lesson instructors may also supervise practice periods. Army weapons/equipment manuals also contain guidance on the conduct of practice periods.

18. **Prolonged practice.** Prolonged practice (hours or days) may be required on some items of equipment. 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. Prolonged practice is usually undertaken as individual, self-paced practice.
- c. Trainees progress through periods of self-paced practice at different rates. Instructors should monitor the progress of each trainee and provide levels of assistance tailored to the learning progress of each trainee.
- d. Short periods of revision should be used to reinforce relevant theory applicable to the new skills.

19. 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

20. [Figure 3D.4](#) shows the conclusion section of the lesson blueprint.

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Figure 3D.4: Weapon/Equipment lesson – conclusion

Conclusion
Test of objectives Summary Administration

21. [Table 3D.4](#) contains further information on the conclusion section of a weapon/equipment lesson.

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Table 3D.4: Weapon/Equipment lesson – conclusion

Blueprint	Weapon/Equipment lesson
<i>Test of objectives</i>	
Clear up doubtful points	<p>The conclusion begins with the instructor asking if there are any questions. This ensures that the squad is clear about what they have learnt before being assessed on it.</p> <p>Example: Instructor: 'SQUAD REST – ARE THERE ANY FINAL QUESTIONS OR DOUBTFUL POINTS?'</p>

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Blueprint	Weapon/Equipment lesson
Test of objectives	<p>Instructors now confirm the achievement of learning outcomes or training objectives by conducting a test of objectives. Normally, they give words of command and the squad will perform recently taught and practised actions.</p> <p>Example:</p> <p>Instructor: 'NOW LET'S SEE HOW MUCH YOU HAVE UNDERSTOOD DURING THIS LESSON. SQUAD – LOAD – ACTION'</p> <p>or</p> <p>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.'</p>
Feedback	<p>Instructors must provide feedback after the test of objectives 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.</p> <p>Instructor: 'DURING THIS LESSON, YOU HAVE WORKED WELL AND HAVE ACHIEVED THE REQUIRED STANDARD.'</p>
Identify training shortfalls	Identify and record any training shortfalls or deficiencies for follow-up action.

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Blueprint	Weapon/Equipment lesson
<i>Lesson summary</i>	
Summary of key points	<p>The instructor consolidates trainee understanding of all the new learning in a summary of key teaching points.</p> <p>Example:</p> <p>Instructor: 'IN SUMMARY, THE DEGREES OF WEAPON READINESS INVOLVE A SEQUENCE OF SMOOTH ACTIONS.'</p> <p>'THE MAIN POINT TO REMEMBER IS: KEEP YOUR FINGER OUTSIDE THE TRIGGER GUARD.'</p> <p>or</p> <p>Instructor: 'REMEMBER THE MAIN POINTS WHEN ASSEMBLING THE RADIO.'</p> <p>'ENSURE THAT THE BATTERY IS NOT SWOLLEN OR SWEATING IN ITS PROTECTIVE PACKAGING, THAT IT IS NOT SHOWING SIGNS OF DAMAGE.'</p>

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Blueprint	Weapon/Equipment lesson
Statement of relevance	<p>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.</p> <p>Example:</p> <p>Instructor: 'DURING THIS LESSON YOU HAVE BEEN TAUGHT DEGREES OF WEAPON READINESS ON THE F88. THE REASON YOU HAVE BEEN TAUGHT THIS IS SO THAT ...'</p> <p>or</p> <p>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.'</p>

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Blueprint	Weapon/Equipment lesson
<i>Administration</i>	
Safety precautions	<p>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.</p> <p>Example:</p> <p>Instructor: 'SQUAD – INSPECT WEAPONS – EASE SPRINGS – NUMBER ONE WILL INSPECT MY WEAPON AND DECLARE IT CLEAR OR OTHERWISE.'</p> <p>No. 1: 'INSTRUCTOR'S WEAPON CLEAR.'</p>
Preview of next instruction	<p>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.</p> <p>Instructor: 'YOUR NEXT LESSON ON THIS SUBJECT IS IMMEDIATE ACTION AND STOPPAGES ON F88 STEYR.'</p> <p>or</p> <p>Instructor: 'YOUR NEXT PERIOD OF INSTRUCTION IS PATROLLING AND TRACKING WITH CORPORAL HARRIS IN THIS LOCATION, IN PATROL ORDER AT 1400 HOURS.'</p>

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Blueprint	Weapon/Equipment lesson
Dismissal	<p>The lesson is complete when the instructor gives back control of the squad to the senior ranked or nominated duty trainee. The duty trainee marches the squad off to its next activity.</p> <p>Example: Instructor: 'DUTY TRAINEE TAKE CHARGE.' Duty trainee: 'YES CORPORAL.'</p>

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Appendix:

3D1 Positioning trainees – weapon/equipment lesson

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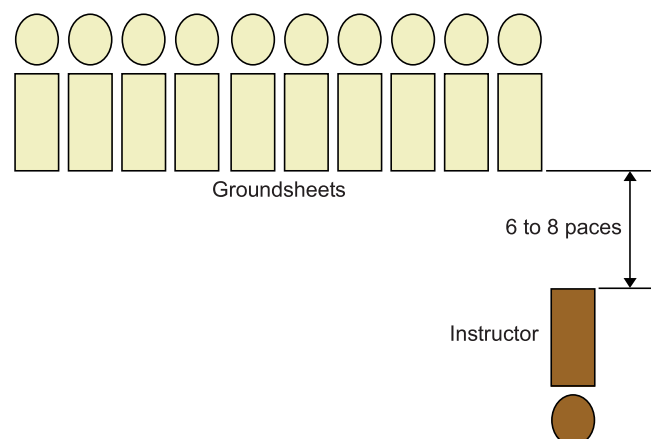
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Appendix 3D1

Positioning trainees – weapon/equipment lesson

1. There are a number of different ways to position trainees for the weapon equipment lessons. This appendix provides an overview of these layouts, as shown in [Figure 3D1.1](#) to [Figure 3D1.6](#).

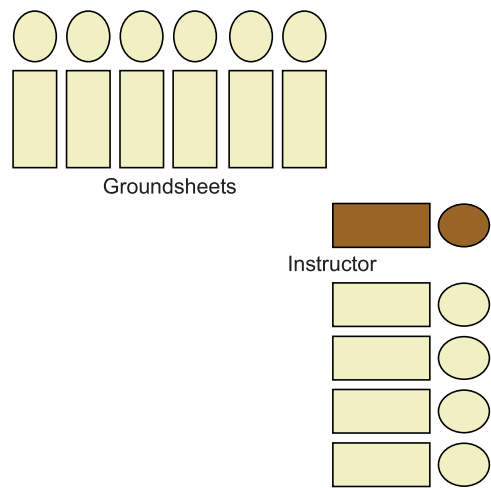
Figure 3D1.1: Weapon lesson layout – Type 1



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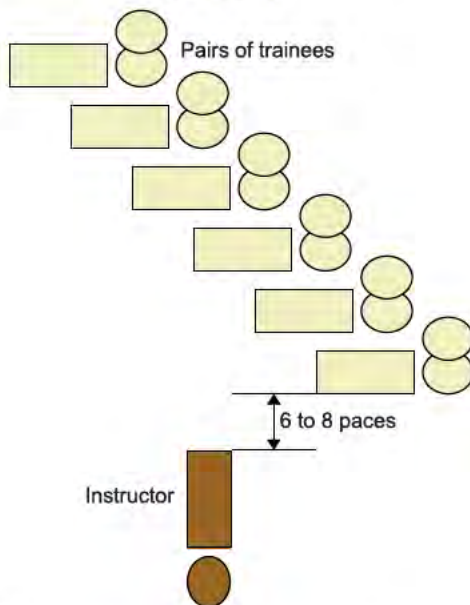
Figure 3D1.2: Weapon lesson layout – Type 2 (for stripping and assembly lessons)



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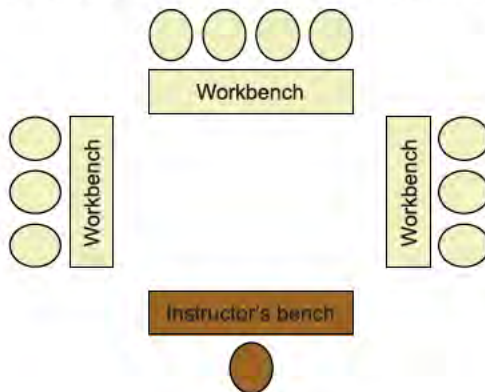
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Figure 3D1.3: Weapon lesson layout – Type 3 (for crew-served weapons)



Note:
Trainees watch instructor demonstrate on the flanking weapon

Figure 3D1.4: Equipment lesson layout – Type 1



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Figure 3D1.5: Equipment lesson layout – Type 2

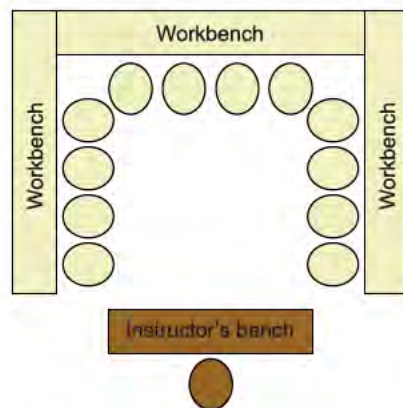
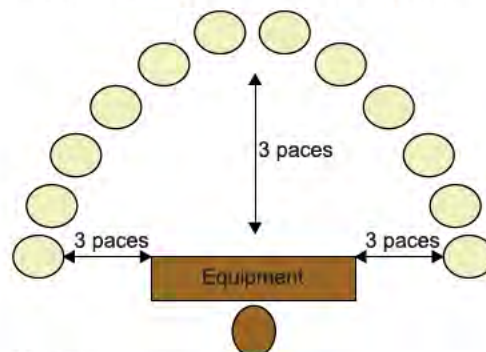


Figure 3D1.6: Equipment lesson layout – Type 3



Note:
Trainees may move closer if required

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Annex 3E

Revision lesson

1. Revision training is used to address the problem of skill-fade that occurs naturally over time, especially if the specified knowledge, skill or activity has not been used or practised for some time. Individual skills maintenance is a unit responsibility, and revision training is a useful tool for meeting these responsibilities.
2. When preparing to deliver a revision lesson, the instructor should consider the standard required, the degree of skill-fade, and the resources available (including time, equipment, venue and training aids).
3. The basic lesson blueprint can be applied to a revision lesson, in a flexible manner, as described in [Table 3E.1](#) to [Table 3E.4](#).

Introduction

4. [Table 3E.1](#) contains further information on the introduction section of a revision lesson.

Table 3E.1: Revision lesson – introduction

Blueprint	Revision lesson
<i>Preliminaries</i>	
Attendance check	
Position trainees	As appropriate to the type of revision being conducted.
Allocation of weapons/equipment	As appropriate to the type of revision being conducted.
Safety precautions	As required.

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Blueprint	Revision lesson
<i>Revision (if required)</i>	
	<p>In cases where the instructor is not aware of the current skill level of the trainees, the instructor conducts a test of objectives to ascertain the level of skill/knowledge of the trainees. This is known as 'gauging the standard'.</p> <p>From this appraisal of the group the instructor selects those areas that are not at the required standard, which then determines the conduct of the remainder of the revision period. The instructor will reteach relevant teaching points and work through initial, secondary and final practice, or proceed directly to the appropriate practice stage.</p>
<i>Approach</i>	
Reason for learning	The instructor tells the trainees what will be revised during the lesson, and reinforces the importance of that skill or knowledge.
Statement of objective	The instructor tells the trainees what standard of performance will be expected of them at the conclusion of the lesson.

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Teaching

5. [Table 3E.2](#) contains further information on the teaching section of a revision lesson.

Table 3E.2: Revision lesson – teaching

Blueprint	Revision lesson
<i>For each teaching stage</i>	
Open the stage	Where skills or knowledge need to be retaught.
Present information	
Performance	
Confirm the stage	
Close the stage	
Lead to the next stage	

Practice

6. [Table 3E.3](#) contains further information on the practice section of a revision lesson.

Table 3E.3: Revision lesson – practice

Blueprint	Revision lesson
Initial practice	Practise may focus specifically on the aspect of the performance that was identified as requiring revision, or be expanded to include other aspects of the performance if this better situates the practice and enhances the learning.
Secondary practice	
Final practice	

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Conclusion

7. Table 3E.4 contains further information on the conclusion section of a revision lesson.

Table 3E.4: Revision lesson – conclusion

Blueprint	Revision lesson
<i>Test of objectives</i>	
Clear up doubtful points	
Test of objectives	The instructor conducts a test of objectives for the skills/knowledge that was covered during the revision lesson.
Feedback	
Identify training shortfalls	Identify and record any training shortfalls or deficiencies for follow-up action.
<i>Lesson summary</i>	
Summary of key points	
Statement of relevance	
<i>Administration</i>	
Safety precautions	If applicable to the revision lesson.
Preview of next instruction	The instructor previews the next instruction related to the subject that has just been revised. 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.

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Blueprint	Revision lesson
Dismissal	The revision lesson is complete when the instructor gives back control of the trainee group to the senior ranked or nominated duty trainee.

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Annex 3F

Lectures

1. A lecture is a prepared oral presentation of facts and/or principles. Lectures are instructor-centred training events and are characterised by one-way communication, passive student participation and no immediate feedback or confirmation.
2. **Advantages.** Lectures are an economical method of delivering information. One instructor can present information to a virtually unlimited number of trainees (particularly when the lecture is made available for distributed learning). The instructor also has complete control over the content and sequencing.
3. **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.
4. Lectures are useful in the following circumstances:
 - a. as an introduction, to arouse the interest of an audience in a subject
 - b. as a summary, to clarify issues or problems before proceeding with further training
 - c. to explain or give directions
 - d. to teach facts when time is short and large numbers of trainees require instruction.
5. Lectures are not useful for most other learning outcomes/training objectives. If circumstances force the selection of a lecture as the individual training method, instructors should keep the lecture short and consider following it up with an exercise or discussion.

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6. Lectures should be supported by training aids that support the information delivered during the lecture. Handouts and visual aids such as Microsoft PowerPoint slides, models and video programs can be helpful.

7. **Copyright/Intellectual property.** Intellectual property or pictures within presentation slides are not to be sourced through Google Images™ unless the author's acknowledgement or permission has been provided. Images may be sourced through Defence Imagery Services and other Defence resources.

Preparing a lecture

8. 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 to preparing a lecture 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.

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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 vivid and interesting examples to illustrate 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.
 - 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 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.
9. **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 PowerPoint' syndrome – avoid reading what is on the 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.

10. **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
- e. that they thoroughly prepare for the lecture by gaining a full understanding of the content and the format of the lecture.

11. **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 confirms pronunciation and rhythm, including pauses and variations in volume and emphasis.

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- b. *Step 2 – record and playback.* 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 playback 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 playback 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 3G

Soldiers' five

1. A 'soldiers' five' is a short lesson or training event that can be set up and delivered at a moment's notice and with next to no resources. It is an individual training method that is used to reinforce and reconfirm individual soldier skills, although it can also be used to promote professional development.
2. The soldiers' five is most often conducted when unexpected or unscheduled training time becomes available. Opportunities for a soldiers' five occur when soldiers are waiting (at the range, for transport, in line at the Q Store, or prior to dismissal), when scheduled training is postponed or completed early, or when there is a break in action during a field training exercise.
3. The soldiers' five is most commonly used in the unit training environment, and the instructional role is filled by the section or crew commanders. The critical factor in successful use of the soldiers' five is an imaginative, motivated and well-prepared JNCO.

Preparation

4. Due to the unscheduled nature of the soldiers' five, planning and preparation is important. Firstly, instructors should review training schedules, training directives, and on-the-job performance to identify learning outcomes/training objectives that can be met using a soldiers' five. The following considerations may be useful in this process:
 - a. topics that are prerequisites for other upcoming training
 - b. topics that revise previously learned skills or knowledge
 - c. reinforcement of recently learned skills or knowledge
 - d. topics that engage the imagination of trainees
 - e. topics that need minimal resources and equipment to train and that can be trained almost anywhere.

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5. Once the soldiers' five subject matter has been identified, a lesson plan or training outline should be prepared. These lessons plans can be produced as vui tui cards, which can be easily referred to when training time becomes available.

Soldiers' five topics

6. Topics for a soldiers' five are limited only by the imagination of the instructor, and a JNCO's vui tui compendium should grow across their career as they identify and prepare more scenarios for relevant and realistic training. Some suggestions include:

- a. first aid
- b. range estimation
- c. call for fire procedures
- d. camouflage techniques
- e. observation lanes
- f. map reading
- g. information collecting and reporting
- h. aircraft identification
- i. reviewing recovery techniques for different vehicles
- j. ranges and characteristics of weapon systems
- k. regimental history, customs and traditions
- l. the stages of the attack
- m. the principles of ambushing.

7. Further suggestions for vui tui lessons may be obtained from regular Combat Training Centre Trends Reports, Smart Soldier publications, various corps publications, and from colleagues or other unit personnel.

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Conduct

8. A soldiers' five can be simply an instructor passing on information to trainees, but other techniques can be more effective. For example, a question and answer session, a 'pop quiz', or a simple competition. Another option is the 'pick a card routine', where the instructor prepares a set of cards with questions on the front and answers on the back. A nominated soldier selects a card and asks the question of their section mates, and so the ball keeps rolling until the 'waiting' ends.

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Annex 3H

Directed individual study

1. Unsupervised study occurs when instructors identify learning content to be addressed by trainees in their own time. In unsupervised study trainees learn by interacting with the materials, and each other, rather than relying on the instructor to provide specific information.
2. Unsupervised 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.
3. Unsupervised study does not have a standard structure but, like all training activities, must be developed to meet a learning outcome or training objective.
4. The instructor must prepare and provide materials to support unsupervised study. These materials may include study guides (readings, précis, reports, case studies, question guides), technology-enhanced learning products (TELPs), CDs/DVDs, video and audio files. Unsupervised study may be facilitated through an LMS.
5. **Advantages.** Unsupervised study allows trainees to work at their own pace and use their own learning approach. This method also allows the instructor more time to prepare and rehearse other instructional sessions.
6. The key considerations for the instructor are allocating sufficient time to prepare appropriate materials to support unsupervised study, making these materials available for trainees, and ensuring that the training is being conducted.

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Annex 3I

Syndicate discussion

1. A syndicate discussion is an exchange of ideas on a given topic between a small group of trainees facilitated by an instructor. Trainees are often required to complete some preparatory work (reviewing doctrine, completing readings, etc.) to ensure that they have the necessary background knowledge to discuss the subject. The instructor guides the course of the discussion, confirms or discards opinions expressed, draws conclusions and summarises points made.

2. **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, acknowledge different points of view, and constantly reassess their thoughts as a result of the exchange of ideas and information. Syndicate discussions also allow trainees to learn through collaboration and by drawing on previous experiences.

3. **Considerations.** Discussions can require careful 'stage management' from the instructor to ensure that all trainees are provided with the opportunity to participate, all opinions are acknowledged, and personality conflicts are avoided. Control is also needed to ensure that the syndicate discussion remains focused on achieving the learning outcome/training objective. The effectiveness of a syndicate discussion will depend on instructor preparation (including reading and research).

Tips for managing a syndicate discussion

4. Instructors must take into account trainee diversity including background and experiences. The syndicate discussion magnifies the breadth of these differences, but also provides the opportunity for collaboration. Peers will learn from peers, and the instructor needs to facilitate this. A syndicate discussion where the instructor is the only one with an opinion is not a discussion. The instructor skills required to facilitate syndicate discussions include listening skills, awareness of trainee mindsets as well as awareness of personal bias on the topic.

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5. Syndicate discussions may take a variety of different paths to achieve the learning outcome/training objective. Instructors must appreciate when the trainees are influencing the discussion in a fashion that will achieve the purpose – even when their opinion might differ from that of the instructor.
6. 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. Instructors can use questions to stimulate and control a syndicate discussion, as follows:
 - a. *Lead-in questions.* Instructors can 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.
7. Instructors must 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 can facilitate this participation by adopting one of the following roles as needed:
 - a. *Leader.* The leader makes statements of fact, corrects errors and asserts as to how information relates to the outcome. Instructors should take care as too much 'leadership' will stop a discussion as it encourages trainees to conclude that only the leader has a valid perspective.

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- b. *Opposer.* When discussing complex matters, if the group agrees on a perspective, opposition can be used to explore a number of alternate perspectives. Again care is required as too much opposition may threaten the confidence of individuals and limit their contribution.
 - c. *Observer.* Discussions may get blocked by rigid positions of one or more parties (instructors included). An observation may help in recognising that an impasse exists and navigating a way around it (eg, 'I can see that we cannot agree on the best option here. It would be of greater benefit to explain the importance of your position').
 - d. *Supporter.* To support is to reinforce trainee statements or positions. This has value when the trainee requires validation or lacks confidence. It may also take the form of clarifying the context of a statement.
8. 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 facilitating a syndicate discussion:
- a. Trainees 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.
 - b. Opinions are to be expressed as briefly and concisely as possible without prejudice.
 - c. Only one member is to talk at a time.

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Annex 3J

Playlet

1. Playlets are 'small plays', observed by trainees, that depict the real-life situations that may be faced by trainees. They may be a 2-minute illustration of a simple teaching point, or they form a longer period of instruction.
2. Playlets are useful for learning concepts and procedures. For example, a short playlet can show the correct methods for coaching a firer during a range practice. Note that the playlet is an excellent method for the preliminary instruction of techniques and procedures. However, it must be followed by some sort of practice, explanation and confirmation.
3. **Advantages.** Playlets can stimulate interest by providing realism to teaching points. This realism can enhance trainee recall ability.
4. **Disadvantages.** Playlets can be very complex to prepare, and rehearse and require a higher number of instructors. Instructors are required 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 value can sometimes distract from teaching points. Trainee participation in a playlet is limited.

Preparation

5. Additional considerations for instructors when preparing a playlet are as follows:
 - a. *Design.* The playlet must be designed to highlight the teaching points necessary for trainees to achieve the learning outcome/training objective. Playlets should be clear and concise, and only include humour where relevant and necessary.

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- b. *Script.* The script is the foundation of a playlet. An instructor should not prepare and conduct a playlet without a script – trying to ‘ad lib’ is not appropriate. The script must include the words and actions of the various players, as well as appropriate cues.
- c. *Rate of delivery.* The teaching points on a playlet should be disseminated at a rate slower than the class learning rate. There should not be too much going on, too quickly, for too long. A useful technique is the use of ‘acts’ (teaching stages) that a compere/instructor summarises progressively. The compere/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/instructor should also clear up doubtful points and deliver a final summary.
- d. *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/training objectives, and remind players of their responsibilities to emphasise teaching points.
- e. *Rehearsals.* A playlet requires a minimum of two rehearsals; one dry run and one full dress rehearsal. Dry run rehearsals are used to confirm the content, relevance and rate of delivery. Full dress rehearsals are used to confirm timings, visibility/audibility and so on.

Conduct

6. During the introduction to the lesson, in addition to preliminaries, revision and approach, 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. the features of the playlet location
 - c. a description of the sequence of events to follow
 - d. the identification of key personnel performing in the playlet.

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Annex 3K

Role-play

1. Role-plays require trainees to adopt a role and respond to simulated workplace or operational situations. Depending on the learning outcome/training objective all the roles may be played by trainees, or some of the roles may be played by instructors or support staff. At the conclusion of the role-play, instructors facilitate trainee discussion during debrief and conclude by highlighting appropriate teaching points.
2. Role-plays can be used to teach a range of skills or processes from responding to dangerous or emergency situations through to a situation involving interpersonal communication. They may be based on actual case studies or worst case scenarios depending on the learning outcome/training objective to be achieved.
3. **Advantages.** 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. Successful role-plays depend heavily on the trainees' imaginations and willingness to participate.
4. Instructors must remain cognisant that, depending on past experiences, some role-play situations may put trainees under pressure or create embarrassment. To avoid this problem it is prudent to provide early warning of the intent to conduct a role-play.

Preparation

5. Thorough preparation is critical. Unless they are well planned, role-plays can lack focus and relevance, or reinforce ineffective behaviours and/or strategies. Instructors should consider the following features when designing and developing role-play scenarios:
 - a. Confirm the learning outcome/training objective that the role-play is required to achieve.

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- b. 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.
 - c. 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.
 - d. Identify the roles that will be acted out during the role-play.
 - e. Identify the location that will be used. Some scenarios are easily conducted in a classroom environment, while others may require a more realistic location and training aids.
 - f. Decide whether trainees will conduct the role-play privately, or be observed by other trainees.
6. Once the role-play scenario is identified, instructors prepare the role-play instructions, which outline the scope, sequence, context and tasks for the role-play. Depending on the scenario these instructions can include:
- a. an explanation of the situation the scenario will create
 - b. teaching points to be covered by the scenario
 - c. the roles of players
 - d. the initial positioning, words and actions of players
 - e. subsequent options for the positioning, words and actions of players.
7. 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 will be given time to prepare for the role to be played.

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8. If the role-play will be using other instructors or support staff there may be a requirement to rehearse those individuals to ensure a thorough understanding of initial positioning/words/actions, and each of the options for movements/words/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 to remember that players must be able to respond realistically to fast-moving and unscripted events.

9. It may also be necessary to undertake a reconnaissance of the role-play location. 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.

10. Preparation for a role-play may also require a coordination of resources including forecasting for personnel, transport arrangements, and weapons, equipment and stores.

Conduct

11. 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. The learning outcome/training objective is an important part of this context.

12. Instructors will set the scene for trainees by issuing the role-play instructions either verbally or in writing. It is common to allow time for the trainees to review this information before commencing the role-play.

13. When cued by the instructor the role-play commences. The simulated situation is encountered, and the trainee responds. Instructors should closely observe role-plays, and be prepared to intervene to reinforce a teaching point or redirect the actions or responses of trainees.

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14. It is essential that instructors constantly monitor trainees in a role-play scenario, as they may place undue pressure on trainees, create embarrassment or resistance, or engender strong emotions related to beliefs or past experiences.

15. At the conclusion of the role-play, the instructor should 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 3L

Debate

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.
3. **Advantages.** Debates enable trainees to participate actively in their own learning. They engage trainees through the creation of an interest in, and an understanding of, contemporary or historical issues affecting military personnel.
4. **Disadvantages.** Debates take significant time for trainees to prepare and rehearse, and their success depends on the trainees' communications skills.

Conducting a debate

5. **Opening remarks.** The chairperson of the debate (the instructor) 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
 - c. an introduction of the adjudicator or the adjudication panel.
6. **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.

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- b. The rebuttal period when the chairperson allows team members to only introduce extensions of previously introduced lines of argument.
7. 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.
8. 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
 - i. second affirmative rebuttal – 4 minutes.
9. **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.

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10. **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.

11. **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

12. 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 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.

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- 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

- 13. 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

- 14. **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.
- 15. '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 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.
- 16. 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

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- b. that the affirmative team has a sound plan for change that will implement the proposition
- c. that there are additional advantages in adopting the affirmative team's plan for implementing the proposition.

17. **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.

18. 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

19. 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.

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Annex 3M

Wargames

1. Wargaming has a long history as an important tool for military training, education, and research. Training and education wargames focus on training personnel, using safe-to-fail environments to allow participants to practise, experiment and innovate. Wargames are well suited to this because they create experiential learning opportunities, helping to develop a shared narrative about situations and tasks that personnel might face in the real world. While lectures and reference materials propagate information and ideas, wargames allow active learning in which not only the players but also educators and game designers are confronted with continuous and often unexpected questions and challenges as they explore, experiment and compete within the model that the game provides.

2. **Definition.** There is no commonly accepted definition of wargaming within the international wargaming community of practice, however *The Army Wargaming Handbook (2022)* provided the following description to guide the Australian Army's understanding of wargaming:

'Adversarial by nature, wargaming is a decision-making technique that provides structured but intellectually liberating safe-to-fail environments allowing a representation of military activities involving multiple actors governed by rules, data and procedures, which shapes and is shaped by the participants. While the scenarios are repeatable, the outcomes are nuanced by decisions made by participants.'

3. The key points to note are that wargames:
- are adversarial
 - should provide a safe-to-fail environment
 - are a representation of conflict/military activity
 - are governed by rules, data and procedures

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- e. shape, and are shaped by, decisions made by the participants.

Purpose

4. Wargames can have varying purposes, depending on whether the wargame has an analytic, educational, or experiential focus. A wargame may provide input into the analysis of complex problems, be used as a tool for learning, or as a tool to provide experience performing an activity. The principle outcomes of wargaming for the participants are discovery and learning.

Types of wargames

5. *The Army Wargaming Handbook (2022)* describes six types of wargames, including the four below that may be used for training and education:

6. **Kriegsspiel (or war game).** The German translation of Kriegsspiel is 'war play' or 'war game', so the terms Wargame and Kriegsspiel are often used interchangeably. Kriegsspiel also refers to the wargames developed by the Prussian army in the 19th Century. This type of wargame normally involves at least two opposing players (or two opposing teams of players) and an experienced umpire, using a map and tokens to represent the battlespace and forces involved. The umpire controls the game and adjudicates the interactions of the forces. The players may have complete access to information concerning their own and opposing forces, or the game controller/umpire controls the amount of information available to them based on the situational awareness of their respective forces in the game.

7. **Seminar game.** A seminar game is an open-ended argument-based discussion between a small group of experts, to elicit opinions and judgements. They are a form of debate or discussion aimed at producing reasonable, well informed opinions that the participants are willing to amend in light of further discussion, provision of new information and claims made by other participants in the game.

8. **Matrix game.** A matrix game is a free form, umpired alternative to more rigid, rules-based games. A matrix game is extremely useful educationally, and can be used as an adjunct to many other more traditional wargames.

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9. **Recreational wargame.** A recreational wargame is one that is played for enjoyment rather than for a vocation, often in a competitive context. Recreational wargames, when chosen carefully, can be used to support military training and education. Examples exist of such games being incorporated into the curriculum at command and staff colleges and war colleges around the world, including at the Australian Defence College and the Royal Military College – Duntroon.

Conducting wargames for educational purposes

10. While there are various types of wargames and many reasons to conduct them, the crucial component of a successful wargame for training and education is learning. Learning occurs within the execution of the game and is reinforced through reflection during and after the wargame. It is particularly enlightening to contrast the perspectives of the various participants all of whom may have had a different view of the problem or scenario as it unfolded. The players, the decisions they make, the narrative they create, their shared experiences and the understanding they take away are central to educational wargaming.

11. The focus of an educational wargame is to learn, not necessarily to win. Using a wargame for learning allows participants to gain insights or an understanding of a particular problem or issue. Understanding informs decision-making. The better our understanding, the better informed our decisions will be. Wargames can exploit the learner's imagination resulting in original thought. A well conducted wargame allows its participants to practice decision making, appreciate risk, and understand competition and adversarial thinking. Wargames can also help us to understand those we work with (when wargaming within a headquarter staff for example). Wargames also offer a cheaply resourced opportunity to conduct multiple sets and repetitions to develop deeper insight and creativity. And finally wargames can help players to learn from defeat.

12. Benefits of wargaming include:

- a. an opportunity to explore options and take risks without risking lives or disrupting business continuity

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- b. a cost-effective way to practise command, and exercise staff procedures and management skills
 - c. exposure to friction and uncertainty, including adaptive, thinking adversaries, competitors, allies and stakeholders
 - d. a mechanism for exploring innovation in the art of war and business
 - e. a method for discovering new factors and questions not previously identified
 - f. allow maximum trainee participation, and can support peer-to-peer learning
 - g. a high degree of realism is possible with computer-based simulation support (over-reliance on high-technology solutions is risky however).
13. Limitations of wargaming include:
- a. they are only as good as the participants
 - b. they may have a high administrative burden – depending on the training aids used
 - c. are not reproducible as they are driven by player decisions; no game will be alike
 - d. are not predictive; they only illustrate possible outcomes, or things that are plausible
 - e. the product of a successful wargame will be of benefit only if it is accepted

Choosing the right wargame

14. **Wargames are tools.** Like any tool, it is important to select the right one for the job. The first question a practitioner should always ask is 'What am I trying to achieve?' Determine the purpose of the game. This relates to how the game will be used and what training and education objectives you are trying to achieve. The next question should be 'Does the selected game do what is necessary to address these objectives?' Any game design is about compromise. Some aspects will be abstracted, such as supply distribution or combat

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outcomes, in order to focus on some other aspect of the problem. Is the game relevant to the training activity? Does the game do what you are interested in? Factors to consider are:

- a. *The players.* Who are the players? Most potential players are not recreational wargamers. They are participating in the game because they have to, not because they chose to. Many will be unfamiliar with wargame terminology, so concepts such as 'hexes', use of dice, turn sequences, and the like will need to be carefully explained.
- b. *Complexity.* What is the game's level of complexity? Is the game so complicated that it will be difficult to learn, overloads the players and slows down play? The game will need to be easy to assimilate. A game that requires considerable time to learn before it can be played is not accessible. Consider an iterative approach to teaching the rules by introducing increasing complexity once the players are familiar with the basic game.
- c. *Theme.* Do existing scenarios meet the learning objectives? How difficult is it to customize scenarios for the needs of the training audience?
- d. *Time.* How long does it take to play? Training time is precious and limited. The wargame needs to fit within the time available. If it takes too long to resolve, it is unlikely to be used again. As a rough guide, a game should be resolvable in a few hours.
- e. *Planning.* What is the planning effort required? Do not expect to jump straight into playing a game. Like any other training activity, a wargame must be appropriately planned if it is to achieve the desired outcomes.
- f. *Resources.* What resources are required? Consider the required support personnel, logistics and venue. Any wargame that requires extensive or expensive resources will be a burden to implement. The ability to conduct a game using readily available local resources adds to accessibility.

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How to master wargaming

15. Often, wargames are rejected for suitability because they are not pitched at the 'correct' level of authority or responsibility for the training audience (eg: the game places a Corporal in the role of a Napoleonic era Brigade Commander); but relevant learning will occur no matter what the rank level of the players. Fixating on games only from the current epoch or those about current affairs risks dispensing with other games that offer excellent learning opportunities. Historical games can provide relevant experience, placing the participants in the role of leaders or commanders who had to deal with complex, ambiguous problems, which provide a fantastic learning experience. Furthermore, decision making with imperfect information under pressure does not fundamentally change era to era. Keep in mind that many commercial games that are not military in nature can be surprisingly useful for team building, IPB, critical thinking, analysis, and decision-making. Commercial gaming sites often provide in-depth reviews, tutorials, forums, and other resources to help make the best choices and assist with planning and execution.

Wargame means

16. The following means can be used to deliver a suitable wargame for educational purposes – computer games, board games and miniature games. Their respective advantages and disadvantages are outlined below.

- a. Computer games:
 - (1) Advantages:
 - (a) May come with off-the-shelf, pre-loaded scenarios, requiring little setup time.
 - (b) Automated bookkeeping, combat outcomes, etc.
 - (c) May facilitate fog of war.
 - (d) Can be familiar to the players.

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(2) Disadvantages:

- (a) CIOG generally does not allow commercial gaming software to be installed on service computers without approval. Privately owned computers often must be used. There might also be issues with networking on DOD systems.
- (b) Multi-player participation may require multiple licenced copies of the same game.
- (c) May have limited scenarios or ability to customize.
- (d) Adjudication is often in a black box, and thus participants may not understand why outcomes occurred.
- (e) Limited ability to change or adjudicate outcomes or environments during execution to facilitate training objectives or explore branches and sequels.
- (f) Limited ability to remove or mitigate onerous, unwanted, or distracting aspects of the game.
- (g) May not allow multi-player teams or competitive head-to-head interactions; OPFOR may be controlled via artificial intelligence.
- (h) Learning menus and interfaces may not be intuitive or easy.
- (i) Fixation on computer terminals may inhibit learning discussions between players. However, the use of a proxy projector can allow for the image to be projected so a larger training audience can see it.

b. Board games:

(1) Advantages:

- (a) Encourage socialization, discussion, teamwork, and competition.

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- (b) Scenarios and rules can be truncated or adjusted to meet training objectives before or during execution. Branches, sequels, and “what if” events can be explored.
 - (c) A single simulation expert/facilitator with mastery of the rules is often enough to run the game; all others need only be familiar with some key concepts.
 - (d) Can include fog of war with additional resourcing.
 - (e) Game system is open and participants understand why outcomes occurred.
- (2) Disadvantages:
- (a) Setup can be tedious if there are many parts and pieces.
 - (b) Requires an experienced practitioner to facilitate.
 - (c) Manual bookkeeping, combat outcomes, etc.
 - (d) Some boards and game pieces are not aesthetically pleasing and may seem unanimated.
 - (e) Fog of war may be resource intensive to incorporate.
 - (f) May be difficult to store if played over multiple days.
- c. Miniature games (Scaled three-dimensional terrain models using miniature representations of troops and equipment):
- (1) Advantages:
- (a) Visually engaging and immersive. Games with realistic units and terrain generate almost irresistible interest.
 - (b) Allows better visualization of the terrain.
 - (c) Rules and scenarios can be adjusted to meet training objectives before or during execution.

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- (d) Encourages contemplatively standing around the map board, even during pauses.
 - (e) In most cases, a single facilitator is adequate to have mastery of the rules; all others need only some key information.
- (2) Disadvantages:
- (a) Terrain and model pieces may be quite expensive and time consuming to assemble.
 - (b) Replicated area may be limited.
 - (c) Rules can be complex.
 - (d) Requires a large area to set up.
 - (e) May be difficult to secure/store if played over multiple days.
 - (f) Fog of war requires some creativity.

Potential wargame faults

17. When conducting a wargame be aware of the following:
- a. *Failure to differentiate wargames from reality.* Wargames are not completely realistic simulations. They model specific aspects of reality, but in doing so invariably relinquish other aspects of realism. The precise technical replication of real-world outcomes may or may not be accurate. For example, artillery fire may or may not be as effective as the game projects.
 - b. *Failure to prepare for the wargame as a formal training opportunity.* Do not simply jump into a wargame for the sake of playing a wargame, use it to achieve desired learning outcomes.
 - c. *Failure to understand the rules and conduct of the game.* Spend time on conducting a rehearsal, so the rules and mechanics do not become a distraction during execution.

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- d. *Making unrealistic decisions ('gaming the game').* Players should avoid doing things in the wargame that would not happen in reality, or that real troops would not do.
- e. *Player bias.* The facilitator has to account for rank and relative skillsets in the player group, as players may expect to be assigned to roles or teams based on seniority and may use that seniority to push a particular agenda over lower-ranking peers.
- f. *Obsessing over game mechanics and rules.* Players should be encouraged to make a plausible decision or outcome and to get on with playing the game rather than being overly focussed on the rules and mechanics of game play.
- g. *Failure to dedicate enough time for the event.* While it is not always necessarily to complete a wargame, sufficient time needs to be allocated to ensure the players can complete at a number of 'game-turns' or rounds of play sufficient to achieve the learning outcomes.
- h. *Failure to shield the event from distractions.*
- i. *Neglecting to provide a 'safe-to-fail' environment.* The focus of an educational wargame is not to win but to learn. We can always learn from our mistakes. Formal assessment of player performance during a wargame can also create perverse incentives for competition and may magnify any existing personality issues that can have a negative impact on performance.
- j. *Failure to conduct an introspective analysis and AAR after the game.* This requirement is a key outcome of the wargame; it enables learning and helps to improve future training delivery. Players are able to consider what went well and what went wrong, and how to improve their future performance. It also provides participants an opportunity to offer feedback to the facilitator/instructor, allowing their concerns and input to be heard and to be potentially acted upon in the future.

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Wargame training aids

18. A range of training aids may be used to support wargames from high-technology solutions such as computer-based simulations through to maps, models, sand tables, rules and procedures. These are discussed in *The Army Wargaming Handbook (2022)*, the various *Army Wargaming Guides* and in this handbook.

19. Note: For a list of recommended commercial wargames, see DGTRAODOC's Professional Gaming List.

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Annex 3N

Simulation

1. Where appropriate to the learning outcome/training objective training can take the form of a simulation. Simulation is not simply a piece of technology or a gaming platform. It is a powerful learning tool that allows trainees to develop their knowledge and practise specific skills. Simulation uses structure scenarios to achieve predetermined learning outcomes/training objectives in a controlled and safe environment.
2. Simulation is divided into the following three categories:
 - a. *Live simulation*. People and platforms actually performing an exercise mission. Live simulation is simulation involving real people operating real systems (eg, field exercises and the individual WTSS). 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.
 - b. *Virtual simulation*. Personnel participate in exercises by using simulators such as the Hornet Aircrew Training System or unmanned aerial vehicle simulators. Virtual simulation involves real people operating simulation systems within a virtual environment and in real time. In training, most simulations can be categorised as virtual simulation.
 - c. *Constructive simulation*. Computer-aided simulations that can simulate a wider span of forces. Constructive simulation is simulation involving simulated and/or real people operating simulated and/or real systems in a non-virtual environment.
3. The three categories of simulation can be combined, with the aim of making the most effective use of resources.
4. Virtual simulation training in a dynamic, interactive desktop environment enables trainees to build decision-making skills over time, from basic to more complex adaptive proficiencies. They provide invaluable practice for individuals, command teams and staff to develop and maintain proficiency in various tasks including exercising C2, and tactics, techniques and procedures.

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5. Importantly, this virtual simulation training does not replace other training methods, particularly those in the live environment which allow consideration of terrain, climate, weather and human interaction. Virtual and constructive training activities focus on the procedural aspects of planning, decision-making, techniques, procedures and drills, utilising the simulation after action review tool for instructors to assess and impart the relevant lessons.

6. A key supporting element for simulations is the Land Simulation Centre which provides units and training institutions with a simulation environment to facilitate training. This support is primarily delivered through battle simulation sites located across the country.

7. *The Army Simulation Guide* provides an overview of how simulation can be employed and what activity model should be considered. It also provides detailed guidance on the planning process, and planning considerations.

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Exercise scenarios

1. A key element of developing individual training exercises is to establish an exercise scenario. Depending on the learning outcome/training objective there is no requirement for an exercise scenario to be complicated. Complexity can be built into the design by varying the components of stakeholders, enablers, environment, time and end states. Regardless of the complexity, the exercise scenario must allow trainees to develop a plan or response that demonstrates practical application of theoretical principles.
2. Realistic and vivid scenarios are necessary to set the scene accurately and maintain interest. Problems and ground must be selected to encourage discussion and highlight the aim and objectives.
3. The exercise scenario is documented and disseminated using exercise papers, which are issued to trainees at various stages throughout the conduct of an individual training exercise. Exercise papers should be kept as simple as possible, while still providing the information needed by trainees. Exercise papers can include:
 - a. general idea
 - b. special idea
 - c. problem
 - d. instructor notes.

General idea

4. The general idea presents the general background against which problems are to be considered. The general idea should create a realistic scenario which conforms to the general conditions and standards of the learning outcome/training objective of the exercise. It contains a brief background to the conflict (or situation) and outlines the forces involved on both sides.
5. The opening narrative establishes the situation for the exercise problem. Narratives must be realistic, compatible with the experience of students and include only relevant information.

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6. Standing friendly orbat are available in some training institution provided handbooks which included this data (eg, CCW COAC, Blue book. Decisive Action Training Environment (DATE) provides information on the standardised adversary framework. Determining the orbat of each stake holders will be key to supporting the scenario problem.

Special idea

7. The special idea expands on the general idea with more detailed information. It may include an extract from the commander's orders or a statement of their concept of operations. It also provides 'start point' details such as:

- a. an own troops orbat and location
- b. staff tables
- c. enemy orbat and location
- d. latest intelligence detail on the enemy
- e. any other information necessary to alert trainees to the detail required to start the exercise.

8. The special idea can include information on how the various elements of the orbat operate – rates of movement, platform volumes, deployment and response times and the like. Formation and unit SOPs will contain procedural information and form part of the constraints of developing a solution.

9. Definitions of how adjudication is to occur can also be provided in the special idea. For example, in a TEWT, this relates to the force ratio comparison tables that are applied during COA analysis. This detail may be explained in the special idea, or a reference provided.

Problem

10. The problem states a current time and date and describes events leading up to the present. It gives the trainee an appointment within a unit which:

- a. is the subject of the exercise

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- b. states what the trainee is required to do and/or which problem they are to solve
- c. details the deliverables necessary for the successful conduct of the exercise.

Instructor notes

11. Instructor notes give instructors and evaluating staff specific information which they need to complete their tasks. While the content of instructor notes will largely be a matter of choice, they should include:

- a. learning outcomes/training objectives
- b. appreciation notes
- c. any necessary technical data to answer questions of fact
- d. key discussion points
- e. example solutions to the problem
- f. assessment tools as applicable.

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Annex 3P

Tactical exercise without troops

1. TEWTs involve trainees examining a tactical problem, conducting an appreciation, and producing a solution on a given piece of terrain. TEWTs are generally accepted as the best method of teaching the detailed application of doctrine and the application of tactical principles to the ground. They are an appropriate individual training method for teaching and practising trainees in skills such as analysis, reconnaissance, military appreciation and the application of operations principles.
2. TEWTs can be used in training institutions, and in formations and units for exercising commanders or personnel down to sub-unit level. TEWTs are also suitable for enabling and administrative problems. While the main use of the TEWT is to exercise judgement, it has the utility of teasing out the underlying analytical thought that leads to decisions being made. TEWTs are useful to provide trainees with an understanding of the use of terrain, but may be conducted from a map if that meets the aims and objectives of the training event. A TEWT can also be used as either a formative or summative assessment.
3. While TEWTs are a very effective training method they do have some limitations:
 - a. They do not teach the time considerations of tactics or manoeuvre.
 - b. They do not take into account unforeseen practical difficulties.
 - c. They have little teaching value in bad weather.
 - d. Objectives are taken and battles won more quickly without troops than with them. It is impossible to portray, in a TEWT, the kind of confused and uncertain situation that generally prevails in a battle.

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Preparation

4. The suggested sequence of planning and preparation, which can also be applied to other war games, is described in the following paragraphs.

5. **Determine the objectives and outcomes of the tactical exercise without troops.** The exercise should seek to confirm the application of the MAP to a problem. It may be testing the application of critical thinking to a problem or demonstrating the orchestration of tactical effects in achieving a specific task or a combination of outcomes. The TEWT can be conducted individually or collectively. A TEWT may be a formative or summative assessment for an individual. They may also form the basis of follow-on QDEs and TDEs. Determining the training objective/learning outcome is necessary for the development of the scenario.

6. **Develop the scenario.** The scenario will usually include a number of dilemmas, the solution to which will meet the objectives of the exercise. Scenarios are discussed in more detail in [Annex O](#).

7. **Ground.** Careful selection of ground is vital to the success of a TEWT. A suitable area should first be selected from the map, bearing in mind the training objective/learning outcome. Ground chosen should allow the lessons to be brought out and result in more than one COA to be determined. In case of inclement weather, an alternative program should be pre-determined to meet the training objective/learning outcome.

8. **Preliminary reconnaissance.** During the instructor's preliminary reconnaissance of the ground it is necessary to:

- a. take notes on the problems and possible solutions
- b. select the initial rendezvous
- c. select locations
- d. determine vehicle parks
- e. determine routes and timings between stands
- f. select meal locations
- g. visit landowners

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h. identify hazards.

9. **Timetable.** After the initial reconnaissance, the outline timetable is decided including the time for trainee preparation, travelling, meals, reconnaissance and movement between discussion locations. The remaining time is devoted to consideration and discussion. Time for discussion is dependent upon the nature of the problem posed. As trainee interest will wane, consideration should be made to the sequencing of the activity in relation to other actions and the exercise outcome.

10. **Produce trainee and instructor materials.** The material for the TEWT is now prepared. In addition to the exercise scenario, instructor notes should be prepared, and administrative issues must be addressed.

11. **Instructor briefings.** Instructors for a TEWT are senior to those under instruction, with additional specialist advice being provided as required. All instructors are to complete a preliminary reconnaissance and are to take part in a pre-TEWT coordinating conference to discuss the problems and suggest how specific principles could be applied on the terrain and the implications of those actions. The exercise senior instructor should ensure that all other instructors understand the framework of what constitutes a workable solution, as such:

- a. Are they familiar with the aim and objectives of the problem?
- b. Do they understand the essential elements of a feasible solution?
- c. Do they understand the restrictions imposed by the technical aspects of the problem (for instance, this bridge will support M1A1 but the creek beds will require preparation prior to traversing in tracked vehicles)?

Conduct

12. **Trainee preparation.** In most cases, trainees will be provided with TEWT papers in a time frame that allows them to commence their appreciation and consideration before seeing the ground – normally the night before.

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13. **Orientation.** On arrival at the TEWT site, students should orient their maps to the ground so that the influence of ground on all problems is stressed from the outset and theoretical discussion avoided. Preferably, a trainee should be tasked to provide a ground brief, relating given information to it. Another student might also be tasked to provide the situation brief. Formats for the ground brief and situation brief are provided in [LWP-G 0-5-1, Staff Officers Guide](#)

14. **Trainee reconnaissance.** The conduct of trainee reconnaissance must support the aims and objectives of the activity. Instructors may also add realism to the TEWT by indicating which areas of ground are under observation and/or fire from the enemy. Limits to reconnaissance may be imposed to reduce exposure to hazards. Geospatial material may be used to assist in reconnaissance and inform analysis. The use of material enhances realism by replicating strengths and weaknesses of current capability and highlighting the problems of limited reconnaissance, which is often the case on operations.

15. **Solutions.** Instructors should have their trainees present their solutions to the TEWT problem, often as a concept of operations brief (see [LWP-G 0-5-1, Staff Officers Guide](#) for formats). Trainees should relate their solutions to the ground and not talk in general terms or principles. Reasons governing conclusions may be examined through direct questions or discussions. This enables staff to test the feasibility of responses based on real terrain. Where time permits and the problem is suitable, every effort should be made to walk through solutions on the ground, with immediate problems being discussed on the way. This causes trainees to reflect on the application of their analysis to the ground and potentially identify other considerations. This approach consolidates theoretical knowledge while developing agility in thought.

16. **Feedback.** Instructors must provide feedback to their trainees, bearing in mind the training objectives/learning outcome of the TEWT. The professional investment of the individual in solving the problem will necessitate feedback to be relevant and well considered. Instructors should summarise lessons learned and emphasise key points. Errors should be corrected and sound techniques and tactics highlighted. The pros and cons of employing tactics without analysis

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should be examined. Visiting the enemy position may assist. However, care must be taken to ensure that what can be seen from the objective, but could not be seen during reconnaissance, does not overly sway discussion. Trainees should finish the TEWT with a clear understanding of the value of their own solution and information on any remedial study or work required.

17. A range of instructor skills will enable trainee learning from TEWTs. Instructors need to:

- a. understand that the attention span will wane after presentation of the first two solutions; it may be sensible to ensure that the first two solutions are discussed comprehensively, and reference them for subsequent debriefs
- b. identify debrief points and group them accordingly in order to draw a conclusion
- c. ask open questions to clarify understanding of concepts (eg, 'Tell me about the role of the CSS team in the plan?')
- d. remember that each instructor will have a bias for the TEWT outcome; the skill is learning to put the bias to one side and see the solution from the trainees' logic
- e. monitor those trainees that have influence over the group; the skill is in maintaining the focus on the principles above the personality.

18. There are a number of techniques that can be employed to ensure that all trainees are engaged in the TEWT being delivered and not their own work. These techniques are as follows:

- a. Appoint trainees to be the commanders that the TEWT relates to.
- b. Task the trainee commanders to determine a question of fact relating to their part of the plan.
- c. Task trainees to identify a weakness and a strength of a specified topic for the TEWT response (eg, 'You are to provide feedback on the briefers' style and tone.' or 'Find strengths and weaknesses on flank security.').

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- d. Task a trainee to provide a response from the perspective of the enemy commander at the conclusion of the TEWT delivery. Ask the trainee to point to where each decisive event is occurring on the overlay and to identify the forces assigned to complete the task. The purpose of the question is to determine if the plan represents the narrative.
- e. Ask the trainee where they believe the greatest risk to the plan occurs and how will that be mitigated. The purpose is to test the feasibility of the plan at the macro level, ignoring the need for minor enhancements.
- f. Ask the trainee to state the composition and tasks of the reserve and where it is anticipated this will occur. The purpose is to determine if the reserve tasking is sufficiently developed to mitigate weaknesses in the plan.
- g. Quiz the trainee on what their three main 'take away points' for the activity are and use that information to reinforce the main points of the debrief.

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Annex 3Q

Quick decision exercises

1. A QDE requires trainees to apply skills and knowledge to a problem in a restricted time frame. The task is to determine a decision in response to a tactical or ethical scenario with competing requirements or other tactical dilemma.
2. QDEs are a useful training method for application of skills and knowledge, but not suitable for introducing new skills or knowledge. QDEs are an effective training method because they require maximum trainee participation. The potential also exists for collaboration, if instructors choose to debrief in groups rather than one-on-one.

Design

3. The QDE must aim to exercise an aspect of military art. The quantity of detail that is provided will be determined by those considerations that form the basis of the QDE. Decisions generally arrive from competing demands and the tension between priorities or principles. As such, they can be an effective vehicle for uncovering the understanding of a given operational precept.
4. QDEs may require a scenario (see [Annex O](#)) which will be either tactical or workplace-based. The outcome required of trainees must be consistent with the time allocated to develop the answer.

Instructor facilitation

5. The QDE is the vehicle for discussion that assists in learning, and the instructor is responsible for facilitating this discussion. While this facilitation requires a thorough knowledge of the scenario by the instructor, that should not limit options to the instructor's preference.
6. Thoughtful questions that seek to uncover the trainee's reasoning methodology encourage the individual to become aware of their own thought process. Some questions may include:
 - a. How did you determine the priority in this instance?

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- b. What are the possible consequences of changing the priorities or COAs?
- c. Replicate the most important aspect of the problem on a white board. Is it terrain, time or the task?
- d. Where do you understand the greatest risk to your plan to be?
- e. How can you mitigate that risk?
- f. What changes would you make to the plan, now that you have had a chance to reflect upon your decisions?

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Chapter 4

Instructor techniques and tools

4.1 In order to be effective, instructors need to develop a range of techniques, and be aware of a number of tools which can enhance learning. The aim of this chapter is to describe these techniques and tools. In using these techniques, instructors must remain aware of cultural diversity and language barriers, and modify the techniques accordingly. This chapter also describes a range of training aids that may enhance learning.

Section 4-1. Instructor communication techniques

4.2 Effective communication is critical to a training event, and in ensuring that trainees achieve the training objectives and learning outcomes.

Verbal communication

4.3 Verbal communication has a major impact on trainee motivation and determines to a great degree how well trainees listen. A number of factors are important to consider when instructing.

4.4 **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. *Articulation.* This means speaking clearly in understandable terms. Instructors should pronounce words correctly, avoid unfamiliar slang or jargon and ensure that words are not mumbled.
- b. *Short sentences and simple words.* Instructors should vary the lengths of sentences, but ensure that none are too long. Simple words are better than complex words; for example, 'use' rather than 'utilisation'; or 'rules' rather than 'regulatory guidelines'.

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- c. *Grammar.* Grammar concerns the correct usage of the spoken or written word. Grammar is a code; when this code is used correctly the message is expressed clearly. When the code is used in an incorrect manner, or with errors, trainees who are receiving the message have to extract the meaning, or sometimes the message is never received correctly. An example of the poor use of grammar may be using the expression 'him and me is going' or 'I seen'.

4.5 **Rate of speech.** Rate of speech 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. Speech should be fast enough to be interesting yet slow enough to be understood. Vocal changes of pace help to hold the interest of the audience and add emphasis. Pauses separate thoughts and ideas, add emphasis, and can be more effective than words. The three speeds used when delivering individual training are:

- 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 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 involve instructors using words of command and specific phrases. Words of command, catchwords and instructional phrases add emphasis.
- 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.

4.6 **Inflection.** Inflection is the principal difference between just saying words and presenting ideas with meaning. Inflection is the change in the normal pitch and tone of an instructor's voice. Inflection is the key to expression of mood. It can be emotional, persuasive or convincing. In a similar manner to pauses, inflection is also a way of

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punctuating speech; it can act as a question mark at the end of a sentence, make a statement of fact more positive, or put an exclamation mark at the end of a strong statement.

4.7 Force. Forceful speech combines the volume or carrying power of the voice with the strength and conviction of the speaker. It includes the correct placement of stress or emphasis on key words and phrases. Like rate, pauses and inflection, force is a way of giving meaning and adding emphasis. Through gestures, voice, movement, eye contact and choice of words, instructors can convey force to trainees. Force is not overloudness, shouting or wild gesturing, but is knowing what to say and then saying it with implicit firmness and confidence.

4.8 Timely repetition. Instructors can reinforce 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 judgement. 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.

Non-verbal communication

4.9 A powerful element of non-verbal communication is direct eye contact. Scanning the room and making direct eye contact with the audience displays self-confidence and a thorough understanding of the subject matter. Eye contact also allows the instructor to monitor trainee non-verbal reactions to the presentation and make adjustments to the lesson sequence or engage the audience in questioning in order to maintain lesson focus. Advice on how to ensure that appropriate eye contact is provided is contained in [Annex 4A](#).

4.10 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.

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4.11 Body movement is an important part of successful communication. It reinforces, emphasises and clarifies verbally expressed ideas. Instructors should avoid remaining in one position (eg, behind a lectern) during an entire period of instruction, and move in a natural and relaxed manner. When delivering 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 to correct faults and give feedback and encouragement.

4.12 Hand movement is a natural action that conveys a thought or reinforces a verbal expression. A range of hand movements can be used by instructors to add meaning or emphasis. These are described in [Annex 4B](#).

Section 4-2. Monitoring learning

4.13 Monitoring learning involves the instructor carefully monitoring trainee progress by regularly checking for understanding. It is a technique used during instruction to ensure that learning outcomes and training objectives are being met. Instructors should reflect on how the lesson is progressing so that they are constantly aware of the effects of their instruction. Monitoring enables the instructor to make appropriate instructional decisions, and provide relevant feedback to the trainees.

4.14 Instructors monitor learning in order to evaluate the effectiveness of their instructor techniques, instructional methods and training aids. Instructors should be prepared to adapt their instruction to enhance learning and to meet the specific learning needs of trainees. For example, instructors may need to provide an alternate explanation or demonstration where trainees are having difficulties understanding a concept or performing an action.

4.15 Instructors can also assist trainees in monitoring their own learning. They can do this by helping trainees to:

- a. understand what they need to know – why am I doing this and what will I learn from it?

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- b. set goals for themselves, and make plans to achieve the goals:
 - (1) What do I need to learn?
 - (2) What can I do to help myself learn?
- c. self-monitor their success in achieving goals, and make adjustments when goals are not achieved:
 - (1) Do I understand the way information is presented?
 - (2) Can I connect it to anything I already know?
 - (3) Do I need to ask for help?

4.16 Trainees will receive the following benefits from effectively monitored learning:

- a. confirmation that they are ready to move on to the next teaching or practice stage
- b. confirmation of their ability to demonstrate new SKA learned during a training event.

How to monitor learning

4.17 Instructors can employ a number of techniques during instruction to monitor trainee progress. These techniques indicate to both the trainee and instructor that learning has been achieved. Techniques include:

- a. questioning
- b. observation
- c. feedback
- d. fault correction
- e. encouragement.

Section 4-3. Questioning

4.18 Asking questions of trainees can provide information on their understanding of the learning content and identify gaps in their SKA. For example, asking fact-finding or clarifying questions in order to get

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trainees to demonstrate their understanding can help the instructor determine if their instruction is effective or if adjustments need to be made. Instructors should also:

- a. Ask questions that are targeted to the level trainees are working at.
- b. Pay attention to which trainees are answering questions so that no one trainee dominates. To effectively monitor learning all trainees need to be provided with the opportunity to respond. Instructors may need to call on trainees who do not volunteer to answer questions.
- c. Ask trainees to elaborate on another trainee's answer.
- d. Use information from trainees' responses to adapt the lesson, which could include reteaching or increasing or decreasing the pace of instruction where appropriate.

4.19 Instructors should pay close attention to questions asked by trainees. Trainee questions can provide information to the instructor on material and concepts that have not been understood or can indicate where further clarification or re-teaching may be required.

Questioning technique

4.20 Questioning forces trainees to think and decide on a response, thereby increasing their participation in a lesson. Asking the 'right' questions at the 'right' time is a vital skill for instructors and allows them to:

- a. *Motivate*. Questions motivate trainees to learn, for example, 'Who can tell me why we need to know conventional signs for map reading?'
- b. *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.'
- c. *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 ...?'

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- d. **Assess.** Questions confirm that trainees can recall or apply new learning, for example, 'What circuit board should be inserted now?'
- 4.21 The steps in the questioning technique are as follows:
- a. **Step 1 – ask.** Instructors pose the question to the entire group 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 involvement.
 - b. **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 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 their 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

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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.
- (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, Private Guess. What do you think the answer is,' (pause) 'Private Wright?'

Types of questions

4.22 Questions can be grouped into the following types:

- a. *Fact-finding.* 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 ...'

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- (4) 'where is ...'
- (5) 'who went ...?'
- b. *Provocative*. A provocative question stimulates the trainees into offering their opinions and interpretations. Normally, a provocative question 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*. 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*. 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*. 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*. 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?'

Situations and responses to avoid

4.23 **Situations.** There are a number of situations in which asking 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.

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- 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 incorrect 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?'
- 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.

4.24 **Reponses.** Instructors should avoid the following type of responses to trainee questions:

- a. *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.
- b. *Repetition.* Instructors should not repeat a trainee's answer if they or the group has not heard it. If members of the group have not heard a trainee's answer, the instructor should have the trainee repeat it in a louder, clearer voice.

4.25 **Responding to red herrings.** A 'red herring' is a question completely off the subject of instruction. Instructors should not waste time by answering this type of question. However, if a trainee asks a good question that is not immediately relevant, the instructor can acknowledge the question and 'park it' to be answered at a later stage.

Section 4-4. Observation

4.26 An effective method of monitoring learning is by observing trainees and their performance during learning events. This can be as simple as taking the time to look at trainees. Body language, facial expressions and the level of confidence displayed when engaging in activities or performing skills can provide information on trainees'

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knowledge and understanding. A confused look on a trainee's face or hesitancy/uncertainty when performing a task or skill are indications that learning may not have been effective.

4.27 Moving among trainees and checking their work or performance provides the instructor with information on a trainee's level of knowledge and understanding. It provides opportunities for the instructor to identify errors and acknowledge achievement.

4.28 **Skill-based lessons.** The six steps in monitoring 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, in the form of a full talk-through of each step. Instructors will then provide less information in an abbreviated talk-through until trainees are ready to undertake independent practice.
- 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. Instructors should always be attentive to the whole group, even while assisting one trainee.
- d. *Step 4 – provide continuous feedback.* Instructors should tell trainees where they have performed well and where improvement is required. They should show them how to improve their performance.
- 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 the practice, instructors should assess trainee performance. 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.

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Section 4-5. Feedback

4.29 Feedback requires instructors to clearly communicate to trainees what is expected in terms of performance and behaviour, and is used to regularly inform trainees of the extent to which they are meeting those expectations. The aim is to close any gaps in trainee learning. Feedback is critical to the trainee's learning experience.

4.30 Where feedback is balanced and constructive, trainees are more likely to respond to concerns about their performance with an effort to improve. Immediate feedback reinforces learning and should include information on exactly what was done well and what still needs improvement. To be fully effective, feedback must be:

- a. timely and regular
- b. relevant, factual and specific
- c. clear
- d. honest
- e. constructive
- f. delivered in a professional manner
- g. able to be applied by the trainee.

4.31 Effective feedback is most successful when the trainee understands that it is acceptable to make mistakes during the learning process, and how they can use mistakes to improve their knowledge and performance.

4.32 The way in which feedback is provided depends upon the experience of the trainee.

4.33 **Novice.** The 'novice' is a trainee for whom the training is new. When providing feedback to the novice, instructors should:

- a. indicate whether the trainee's response was correct or incorrect
- b. provide training that extends on the SKA that the trainee has demonstrated
- c. reteach SKA where applicable.

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4.34 **Developer.** The 'developer' is a trainee for whom the training is building on previously taught skills and knowledge. They need feedback on the application of existing knowledge, as well as new skills and knowledge. When providing feedback to the developer, instructors should:

- a. clarify the application of SKA that were required to perform the task
- b. seek to enhance those SKA and identify SKA gaps.

Section 4-6. Fault correction

4.35 One of the ways that trainees learn is through practice or repetition. Practising a skill incorrectly, particularly in the early stages of learning, means that the trainees will learn the skill incorrectly. Active and accurate fault correction helps to ensure the appropriate learning experience for the trainee.

4.36 Faults occur when trainees perform an action which is contrary to what they have been taught. They can occur during the teaching or practice stage and, depending on the fault, can be corrected on the spot or later in the lesson. Faults include actions such as:

- a. an incorrect heel turn in a drill lesson
- b. attempting to assemble a weapon in the incorrect sequence
- c. putting hands over the muzzles of weapons, or
- d. not applying the handbrake and placing a vehicle in gear prior to leaving it unattended.

4.37 Safety faults are 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. Safety faults must be corrected immediately. If the fault is a safety fault the fault correction sequence commences with the instructor giving the command 'STOP!'.

4.38 The sequence for correcting a fault is as follows:

- a. nominate the fault

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- b. nominate the trainee or trainees at fault
- c. correct the fault
- d. continue the practice.

4.39 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.

4.40 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.

Section 4-7. Encouragement

4.41 Instructors use encouragement to stimulate a trainee's desire to continue learning. It is achieved through the use of positive statements or personal actions. Instructors use encouragement to recognise and reward trainees' efforts and correct responses. Encouragement occurs soon after trainees have answered a question or have performed a skill successfully, or are showing that they are doing their best. The following are five types of encouragement:

- a. *Verbal.* Verbal encouragement is all comments of praise used to recognise and affirm trainee effort.
- b. *Gestures.* Smiles, nods and other physical actions are gestures that can be used to recognise trainee efforts. Gestures and verbal encouragement may be linked.
- c. *Display.* Good examples of trainee work can be displayed to others to improve a trainee's confidence.

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- d. *Proximity.* Moving closer to and among trainees encourages their participation. Close proximity to trainees (without undue physical contact) assists in the delivery of other types of encouragement.
- e. *Activity.* Instructors should reward trainees by involving them in activities they enjoy.

Section 4-8. Counselling

4.42 The counselling of trainees is important, as it provides an opportunity for trainees and instructors to discuss issues or difficulties that trainees may have in achieving the learning outcomes/training objectives. Counselling can be initiated by trainees or instructors. Trainees may realise they have a problem and wish to consult an instructor to access additional personalised feedback. Alternatively, instructors may identify a need to provide additional feedback to trainees, perhaps due to poor assessment performance or attitudinal issues. In some cases, particularly on long courses, instructors may initiate weekly counselling session with each trainee.

4.43 Regardless of who initiated the counselling session, instructors must plan for the session and conduct it in a professional manner. A suggested format for a counselling session is as follows:

- a. *Step 1 – put the trainee at ease.* On arrival, the instructor should put the trainee at ease. The trainee should be assured of their confidentiality, and be clear that feedback is designed to assist the trainee.
- b. *Step 2 – present lead-in questions.* If the trainee initiated the counselling session, the instructor 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.
- c. *Step 3 – present follow-up questions.* An instructor uses 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.

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- d. *Step 4 – summarise.* The instructor should summarise the main points of the entire session. Instructors should always finish on a positive, encouraging note.
- e. *Step 5 – follow up.* Instructors should follow up on all counselling sessions. Sometimes an instructor may only need to remember to acknowledge and encourage the trainee more often.

Section 4-9. Coaching

4.44 Coaching is one-to-one interaction between an instructor and a trainee which aims to develop a specific skill. In many cases the requirement for a trainee to receive coaching is a result of training shortfalls or deficiencies. The objective of coaching is to improve the trainee's technique or knowledge to such a degree that the trainee has the confidence and ability to effectively perform that skill independently in the workplace.

4.45 When coaching, instructors should:

- a. inspire confidence and determination in the trainee by providing intelligent guidance or advice, and prompts where necessary
- b. be patient, and work with the trainee to make improvements at the pace that suits the trainee
- c. avoid placing unnecessary pressure on the trainee
- d. give encouragement or praise when and where due
- e. adapt their instructional style to suit the trainee.

4.46 Instructors must avoid over-coaching, or providing too much assistance to the trainee. It must be remembered that the objective is for trainees to perform the skill independently. When coaching, instructors must allow 'space' for the trainee to process guidance or advice, and develop their own solutions and strategies for success.

4.47 When coaching, instructors should use all the training aids available. Technology can be particularly useful in coaching, allowing trainee actions to be recorded and analysed for the purpose of future

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improvement. Good examples include Coach's Eye, downloads from live instrumentation systems, WTSS data, and video recordings of the trainee performing the skill being developed.

How to get the best from a trainee

4.48 To maximise the benefit a trainee gains from coaching, an instructor must demonstrate the following qualities:

- a. genuine interest in the trainee's development and success
- b. good interpersonal skills, including knowing when to coax and when to push the trainee
- c. thorough knowledge relating to the skill being developed
- d. a sound understanding of how to teach the skill being developed.

The coaching process

4.49 **Establish trust.** Trust can be established by creating a safe environment for the trainee. Instructors must approach coaching from an objective standpoint with a genuine desire to facilitate the trainee's development and improvement. They must avoid critical or judgemental statements so that the trainee feels at ease sharing feedback on their performance. Instructors must strive to build rapport with the trainee to make them feel at ease.

4.50 **Be present.** When coaching, instructors must be focused on the trainee. Instructors should:

- a. prepare for the coaching session
- b. focus on the trainee and send cues to show that they are paying attention (eg, making eye contact, engaging in active listening, and asking questions that build on what the trainee is saying)
- c. remain engaged in the conversation and allow the trainee to own the process, while providing direction, recommendations, and advice as needed.

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4.51 Identify the performance problem. It is crucial to the coaching process that both the instructor and the trainee are aware of what the performance problem or shortfall is.

4.52 Ask powerful questions. When coaching a trainee, an instructor should ask probing questions based on what the trainee is saying. The use of probing questions should stimulate the trainee to think in new and different ways.

4.53 Create awareness. Instructors should create awareness in trainees by integrating and accurately evaluating multiple sources of information on trainee performance, and reframing that information in a way that helps the trainees to become more self-aware.

4.54 Design action. Once trainee needs are identified, the instructor helps the trainee to develop a list of activities which will answer the question: How are you going to achieve the outcome? The instructor helps trainees to organise actions into a plan which identifies goals, clarifies outcomes, and identify indicators and measures of success. Ownership of the plan must remain with the trainee.

Section 4-10. Training aids

4.55 A training aid is any item developed or procured with the primary intent that it will assist the learning process. Training aids appeal to the senses, add interest, help trainees develop a better understanding, and may save time and costs.

Selection of training aids

4.56 Training aids simplify the instruction, add interest and help avoid time-consuming explanations. They add to the overall effectiveness of the individual training activity, provide a quality learning experience for trainees and support the achievement of the learning outcome/training objective. Again, the needs of the trainee and the requirements of the learning outcome/training objectives are paramount.

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4.57 When selecting training aids, answers to the following questions may provide guidance on whether using a training aid will support and enhance learning:

- 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 under which the task or procedure will be performed?
- d. Will the aids assist in evaluating trainee performance?

4.58 Training aids should not be used just because they are available, nor should an instructor change training to accommodate the training aid.

4.59 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, 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 TELP 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 can assist ab initio trainees to learn the use and maintenance of personal weapons, whereas trained soldiers may only need the actual weapon for continuation training and practice periods.

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- 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.

Technology-enabled learning products

4.60 TELPs provide access to learning content that is rich in:

- a. multimedia
- b. integrating text
- c. graphics
- d. drawings
- e. still and moving video images
- f. animation
- g. audio.

4.61 TELPs provide flexibility of learning and opportunities for trainees to confirm their learning. Trainees can participate in their own learning at their own pace with the instructor acting as a facilitator and supervisor. These products have the ability to reduce complex technical training in a step-by-step manner by using a combination of the previously mentioned media-rich sources. When combined with instructor supervision, these products can significantly enhance a trainee's understanding of technical content. For example, the trainees can stop, speed up or slow a demonstration.

4.62 Instructors need to consider the shelf life of the content prior to using a TELP. This is particularly relevant if the product refers to operational information or contains visual representations of practical skills such as weapon stripping and handling.

Types of training aids

4.63 There are a wide range of training aids from simple handouts to sophisticated simulators. [Table 4.1](#) describes some of the training aids that can be used to assist in training.

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Table 4.1: Training aids

Type/Description	Advantages	Disadvantages
Boards (see Annex 4C) Instructors use boards (chalk, white, electronic, magnetic and blanket boards) to write or draw information by hand during the course of a lesson.	Visual cues are very easy to interpret. Easy to use and prepare.	Not good for showing mechanical movement.
Charts and posters (see Annex 4D) 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.	Relatively portable. Visual cues are very easy to interpret. Easy to use.	Can be time-consuming to develop. May be difficult to update or amend.

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Type/Description	Advantages	Disadvantages
<p>Audiovisual aids (see Annex 4E)</p> <p>Audiovisual aids can include sound and vision in the form of CDs, DVDs or audiovisual computer files.</p>	<p>Can make delivery of information simpler for the instructor.</p> <p>Visual and auditory cues are easy to interpret.</p>	<p>Requires 'players' and therefore reliant on sound technology support.</p> <p>Limited trainee participation.</p>
<p>Presentation slides (see Annex 4F)</p> <p>Presentation 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 normally prepared using a software program (such as Microsoft PowerPoint), and displayed using an overhead projector or computer screen.</p>	<p>Presentation slides are easy to display, and are easily converted to handout format should this be of benefit to trainees. They are also relatively easy to develop/prepare. When used properly, presentation slides can help trainees understand 'where they are' in the presentation.</p>	<p>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. It is 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. There is also a tendency to use presentation slides 'because they are there' rather than because they add value to the period of instruction.</p>

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Type/Description	Advantages	Disadvantages
Printed material (see Annex 4G) Printed material can include handouts, manuals, directed readings and similar items.	Easy to prepare and update. Can be retained by trainees as a reference. Can be widely distributed.	Can become dated. Poorly prepared materials can significantly detract from the usefulness.
Simulators (see Annex 4H) A device which duplicates the essential features of the task situation and provides for direct human operation.	Can provide near-real time responses. Replicates actual equipment/conditions. Low operating costs. Supports instructor feedback.	High development and equipment costs. Many require bookings/early preparation. Some require instructor training prior to use with trainees.

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Type/Description	Advantages	Disadvantages
Models (see Annex 4I) A model is a representation of an object or a piece of ground. The three common types are: object cloth sand/mud models.	Models enhance tactical and administrative instruction. They can be used to support exercises, as well as lessons or lectures.	Models are time consuming to construct and may require space to adequately represent the lesson being presented.
Actual equipment	Optimal training medium. Facilitates hands on instruction.	Potential equipment costs. Availability concerns. Safety constraints.
Computer technology (see Annex 4J)	Enables a higher degree of trainee control over learning.	Can be a high cost. Dependent on connectivity.

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Type/Description	Advantages	Disadvantages
Job aids A job aid is an item that has been designed to assist the performance of physical and mental procedures (eg, plastic-coated checklists and circuit diagrams may assist fault-finding procedures for repairing equipment).	The provision of a suitable job aid can assist practical learning. Job aids can be used during lessons to simplify both learning and practice on complex procedures.	

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Annexes:

- 4A Eye contact
- 4B Hand movement
- 4C Boards
- 4D Charts and posters
- 4E Audiovisual aids
- 4F Presentation slides
- 4G Printed material
- 4H Simulators
- 4I Models
- 4J Computer technology

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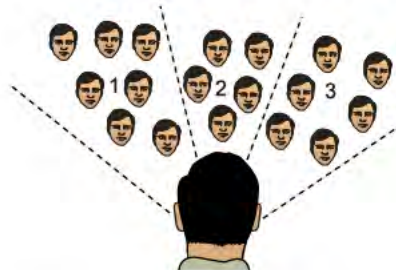
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Annex 4A

Eye contact

1. Eye contact is closely related to head movements. 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.
2. The following three techniques ensure that instructors will make eye contact with the whole class during instruction:
 - a. Imagine that the class is broken into thirds. Instructors should imagine that the class is divided into three sectors, left to right. They should then randomly look into each of those sectors during instruction (see [Figure 4A.1](#)).

Figure 4A.1: Class sectors – thirds

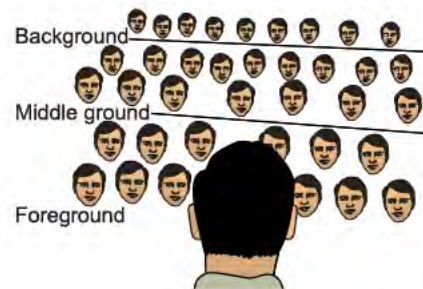


- b. Imagine that the class is broken into the foreground, middle ground and background. Using the fieldcraft skill of searching ground, instructors should imagine the class divided into thirds, from front to back, and then look randomly into each of these sectors during instruction (see [Figure 4A.2](#)).

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Figure 4A.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 contact with them.

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Annex 4B

Hand movement

1. Instructors can use a number of hand movements or gestures to add meaning and emphasis to instruction.
2. **Pointing.** Pointing adds emphasis and focuses attention on specific issues or items of equipment (see [Figure 4B.1](#)). Instructors should avoid pointing at individuals, as trainees may interpret this gesture as aggressive and demeaning.

Figure 4B.1: Point gesture



3. **Hand chopping.** Hand chopping is when instructors use one of their hands in a chopping motion (see [Figure 4B.2](#)). It is a most effective way for the instructor to put a point of view across in a definite manner.

Figure 4B.2: Hand chopping



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4. **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 4B.3](#)).

Figure 4B.3: Palm gestures



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

Figure 4B.4: Fist clenching



6. **Extended hands.** Instructors can extend their hands towards trainees to give the impression of sincerity (see [Figure 4B.5](#)). 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.

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Figure 4B.5: Extended hands



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Annex 4C

Boards

1. Instructors can use a variety of different visual display methods to support the delivery of instruction. Boards are useful aids for illustrating an aspect of a teaching point or showing an example that comes up spontaneously during instruction. Boards include chalkboards, whiteboards, electronic smartboards, magnetic boards and blanket boards which can be fixed to a wall or supported by an easel.
2. Sometimes instructors will prepare boards by writing teaching points and drawing diagrams, which can then be progressively displayed during a lesson. In other situations, instructors will add information to boards during the course of the lesson or activity.
3. 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 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.

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- 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 can 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 trainees to see the board.
- k. Concise information using dot-points is more effective than full sentences.
- l. Underline headings and important or unfamiliar words to give visual emphasis, or capitalise.
- m. Use colours appropriately. Yellow and white are suitable colours for most blackboard work. Dark blue and black are most suitable on whiteboards.
- n. Use an erasable whiteboard marker on whiteboards.

Positioning

- 4. 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.

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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; 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.

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Annex 4D

Charts and posters

1. Charts, flip charts and posters are best used to illustrate key information and ideas. 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.
2. When using charts and posters during instruction instructors should:
 - a. Extract the most relevant information they need to teach. Information in dot-point form is more appropriate than full sentences.
 - b. Ensure that text and diagrams on charts, flip charts or posters are large and simple enough to be seen and understood easily. They should also be laid out neatly and symmetrically over the entire chart page, noting that it is important not to crowd too much information onto one page.
 - c. Use lettering that can be seen easily.
 - d. Underline key words for emphasis. The use of coloured marking pens is an effective way to emphasise key points.
 - e. Confirm the order of display during rehearsal.
 - f. Use a pointer to draw attention to text, parts of a diagram and illustrations.

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Annex 4E

Audiovisual aids

Preparation

1. **Selection.** Audiovisual aids are available from Defence media libraries and the Defence Library Service. Instructors may arrange to have audiovisual aids developed by Defence or external agencies, or instructors may develop their own audiovisual aids. In all cases, instructors must be satisfied that audiovisual aids are relevant to achieving the learning outcome/training objective.
2. **Preview.** Instructors should preview audiovisual aids so that they can confirm their relevance and suitability. Instructors should look for teaching stages, points they will need to bring to the notice of trainees, and areas where additional instructor input is required. This allows the instructor to pause the audiovisual aid at the appropriate time for elaboration, confirmation, trainee questions or facilitating a discussion.
3. **Rehearsal.** Rehearsal enables instructors to deliver their instruction more effectively, and also enables them to coordinate their delivery with audiovisual aids. This is important when an assistant is operating supporting equipment. Rehearsal in the instructional location also confirms that the equipment is operating correctly and is focused. Rehearsal also enables instructors to confirm their positioning and that of trainees, projection equipment and screens.

Teaching with film or video

4. 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, ensure that trainees can see the audiovisual aid.

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- d. Prepare the trainees by telling them why they are viewing a given piece of film or video, and advise whether or not they should take notes. Highlight what they should look for.
- e. Help the trainees to think critically about the presentation.
- f. In order to reinforce the learning outcome/training objective, 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.
- g. 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.

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Annex 4F

Presentation slides

1. Slides are generated using software such as Microsoft PowerPoint. They can be useful for displaying the main points of a lecture or theory lesson, for showing diagrams and for illustrations or simple tables. Slides are also easy to display, but there is a danger of showing too much 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.
2. 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.
3. When preparing slides, it is important to note the following:
 - a. Instructors must synthesise the material and present only key information on a slide. Dot points are more appropriate than full sentences. Remember that slides are a training aid, not a lesson plan.
 - b. Do not try to fit too much on the slide, keep it simple and uncluttered. Four or five points or one diagram or table is appropriate.
 - c. Fonts should be no smaller than 18-point for small rooms, and no smaller than 24-point for lecture theatres.
 - d. Always use a heading or title.
 - e. Use only six to eight words per line.
 - f. Use a maximum of two font faces.
 - g. Use normal rules for capitalisation.
 - h. Avoid vertical lettering.

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- i. 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.
- 4. When using slides as a training aid, it is critical that the instructor avoids 'speaking to the slide'. Concentrate on the training audience.

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Annex 4G

Printed material

1. Printed material can include handouts, manuals, workbooks, directed readings and similar items. It can be useful to help trainees prepare for instruction, assimilate information provided during instruction, and to extend learning following instruction.
2. Printed material is either sourced from existing resources, or developed.

Handouts

3. Handouts should be brief, simple, logical and useful. Typically, the content of printed material 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
 - f. a summary.
4. 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.
5. 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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6. 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.
7. Some distraction can occur if the instructor does not allow time for note-taking and reference to handouts.
8. 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
 - c. it is a good way to provide a permanent summary after a verbal summary has been given by the instructor.

Other printed material

9. Instructors can use the following steps to select and prepare printed material:
 - 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.

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- 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 samples to individuals who have the same background and ability as the trainees to be taught. For instance, if trainees are corporals, then an instructor can distribute samples to several corporals for quick commenting 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. 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.⁵ Directions may be required for note-taking. As a minimum, instructors should provide the following learning guidance:
 - (1) an index of materials and websites
 - (2) learning outcome(s) and instructional objective(s)
 - (3) the reason for learning.

5. 'Scan' means 'to be acquainted with', 'read' means 'to be familiar with' and 'study' means 'to understand and be able to recall in detail'.

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Annex 4H

Simulators

1. Platform-based simulators and crew procedural trainers are designed to imitate or replicate real-world conditions using a replica of the vehicle, airframe or specific piece of equipment. They allow skills to be taught through repetition to a level that is instinctive and which maximises skill retention. Platform-based simulators use realistic scenarios in a controlled and safe environment, so mistakes can be made, reflected upon and learned from.
2. A range of factors should be considered when selecting a simulator to support the achievement of a learning outcome/training objective. These factors include:
 - a. *Awareness*. Instructors must make themselves aware of what simulation tools exist to support the training they are undertaking.
 - b. *Suitability*. Some simulators can provide support to a range of training objectives at a variety of ATLs. Consultation with SMEs to confirm the utility of various simulation tools in meeting specified training objectives is encouraged.
 - c. *Availability*. Instructors must ensure that the selected simulation tool is available when the lesson/training activity is scheduled. It may be necessary to book some time in advance, or deconflict the use of the simulation tool with other users.
3. The range of simulators and simulation tools available for use in training are significant. Commonly understood examples applicable to ATL 1 include:
 - a. WTSS
 - b. ASLAV crew procedural trainer
 - c. tank driver trainer
 - d. aircraft simulators.
4. Further information on the range of simulation tools available can be found on the Army Land Simulation SharePoint page⁶.

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6. <http://drnet.defence.gov.au/Army/LSC/Pages/Welcome.aspx>

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Annex 4I

Models

1. A model is a representation of an object or a piece of ground. There are three common types: object models, cloth models and mud/sand models.

Object models

2. Object models represent a particular object complete or in parts. Objects, sometimes scaled up; scaled down or sectionalised, include:

- a. weapons
- b. vehicles
- c. equipment
- d. watercraft
- e. aircraft
- f. ammunition.

3. A sectionalised model is one that has outer surfaces or components cut away to expose inner components.

4. 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 being used.

5. 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.

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Cloth models

6. Cloth models are two- or three-dimensional representations of pieces of ground made up of cloth materials, and 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. Illustrated cards, coloured tape and scaled down object models may represent man-made and natural features, objects and other items.

7. Instructors 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 the 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 (eg, 1:500)
 - (2) lengths of timber on a plastic border painted in black and white graduations representing the selected scale
 - (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 4I.1](#) gives examples of cloth model aids and materials.

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Table 41.1: Examples of cloth model aids and materials

Category	Sub-category	Aids and materials
Natural features	Rivers/Dams/Lakes Vegetation	Blue-coloured tape, ribbon or card 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 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 Cards or areas of coloured cloth with military symbols

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Category	Sub-category	Aids and materials
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

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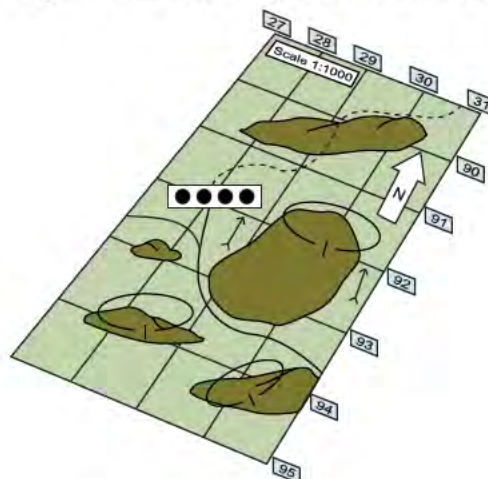
- c. *Step 3 – lay down the grid.* The grid represents the scale and area of the model. Instructors should lay it out on the floor in the instructional location and then sketch major features onto the floor with chalk, with the grid acting as a guide for where they should draw.
- d. *Step 4 – lay down the padding.* Instructors should lay down padding material in conformity with areas already marked out. They can use different amounts of padding to represent features with the desired heights and gradients.
- e. *Step 5 – lay down the cover.* Instructors should ensure that the cover of a cloth model is one-third larger than the model area. 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.
- f. *Step 6 – confirm the 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. 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.
- g. *Step 7 – lay down the surface.* Instructors can enhance the appearance of a cloth model by sprinkling on materials such as sawdust, grass clippings and sand. 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.
- h. *Step 8 – place down 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

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aids at the beginning and then position others separately for progressive display during instruction. Aids, as shown in Figure 4I.1, 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)
- (7) other items (eg, obstacles and boundaries).

Figure 4I.1: Step 8 – place model aids



Mud/Sand models

8. Mud/Sand models are three-dimensional representations of pieces of ground, made up of earth and natural materials, scaled and bordered for instructional purposes. 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.

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9. Mud/Sand models are prepared in a similar manner to cloth models. It is still useful for instructors to have standard model aids to enhance the appearance and effectiveness of a sand model.

Using cloth and mud/sand models

10. Instructors use cloth and mud/sand models for enhancing tactical and administrative instruction. They can be used to support exercises, as well as lessons or lectures.

11. Instructors should give a clear and concise description when using a cloth or mud/sand model. This orients trainees and enables them to visualise the ground being represented. Often instructors will issue map enlargements of the model in order to further assist in orientation. Sometimes they can use other visual aids to show terrain and vegetation.

12. Instructors should use a pointer to assist in their description of a model. It is preferable not to walk on the model if possible. The sequence to describe a cloth or sand model is as follows:

- a. *Size.* For example, the instructor may say: 'THE MODEL COVERS AN AREA OF 10 BY 20 KILOMETRES.'
- b. *Area.* For example, the instructor may say:
 - (1) 'THE AREA CORRESPONDS TO THE AREA OF THE MAP ENLARGEMENTS YOU HAVE BEEN ISSUED', or
 - (2) '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.'
- 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.

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- 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 accessibility.
 - 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:
 - (1) unit boundaries
 - (2) a direction of enemy approach arrow
 - (3) artillery registered targets
 - (4) junction points.
13. 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 4J

Computer technology

1. The use of tablet computers, commonly known as tablets, for data capture such as voice, photo and video of trainee performances affords greater opportunities for learning. The use of specific coaching applications (such as Coach's Eye) with diagnostic functionality allows the instructor to record and review a trainee's technique on the spot or access the video playback at a later stage to assist trainees in their skill development.
2. Tablets provide options for mobile instruction and assessment with ready access to doctrine publications and course documentation. Using tablets to reduce training and assessment administration offers significant time savings for the instructor. For example, replacing paper-based with electronic assessment practices that are intuitive and easy to use provides flexibility. With the addition of electronic signing and validation functionality, the instructor can undertake assessment procedures with greater efficiency while still adhering to all compliance and governance requirements.
3. As with all mobile devices, training efficiencies brought about by the use of tablets will be influenced by their operating environment. The instructor needs to give consideration to a number of factors before deploying mobile learning technologies. These may include:
 - a. device robustness to withstand the rigours of operating in the field
 - b. connectivity of the device
 - c. battery life and the practicalities of using mobile battery packs to sustain longevity
 - d. interoperability with various trainee networks so that training and assessment documentation and personal trainee information is not compromised

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- e. sustainability of the device to be used across a number of different courses and whether the interface will support various training material to result in an authentic learning experience for the student
- f. the currency of the learning material loaded onto the mobile device.

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Chapter 5

Assessment

5.1 Assessment is the process of gathering evidence, making judgements and providing a debrief about a trainee's performance against the learning outcome, training objective or standard. Assessment is an evidence-based process where trainees are assessed against specified criteria.

5.2 The aim of this chapter is to provide guidance to instructors on the conduct of assessment.

Section 5-1. Types of assessment

5.3 The types of assessment applicable to instructors are:

- 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. *Diagnostic assessment.* Diagnostic assessment is used to determine trainee capabilities prior to the commencement of learning activities, in order to confirm readiness to proceed, and/or tailor learning to suit the learner's needs.
- c. *Formative assessment.* Formative assessment assists and supports training by monitoring progress towards the outcomes or objectives. It assesses portions of a learning outcome or training objective, and is used to gauge progress. Formative assessment provides feedback to trainees on their progress and ensures that trainees are ready to proceed to future learning events (eg, pass a formative assessment in the WTSS before proceeding to live fire activities).

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- d. *Summative assessment.* Summative assessment confirms the achievement of all aspects of the learning outcome or training objective. Summative assessments normally occur at the conclusion of periods/modules of instruction. Summative assessments are also used to assess currency or proficiency against known standards, for example a weapons training test or basic fitness assessment.

Section 5-2. Assessment moderation

5.4 Assessment moderation is the process of bringing assessment judgements and standards into alignment to ensure that the same standards are applied to all assessment results. It includes sampling, recording, interpreting performance standards, benchmarking and revising assessments to ensure that instructors reliably apply the same standards in their assessment.

5.5 Assessment moderation should occur prior to assessments being conducted. However, it may also occur before the final assessment decision is made so instructors can make any necessary adjustments.

Section 5-3. Evidence

5.6 The first step in assessment involves gathering the evidence on which a judgement will be made. Instructors must identify the standard that trainees are required to meet. Often this standard is described in an assessment tool, which is sourced from doctrine, policy or the LMP. For example, weapons training tests are described in the doctrine publication for the weapon. Assessment tools can be amplified or explained with additional information such as instructions to assessors (including marking guide, optimal solutions and references as applicable), and instructions to trainees.

5.7 An instructor may gather evidence for assessment through:

- a. observing a trainee and recording what they see

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- b. trainees completing written tasks (on paper or electronically) such as a question and answer test, examples of a minute/brief, or similar
- c. oral question and answer activities.

5.8 However the evidence is gathered, it must be valid, sufficient, authentic and current as follows:

- a. *Valid*. The evidence being used to make an assessment must directly relate to the task being assessed. Further, there must be a direct relationship between the assessment tasks or activities trainees undertake, the evidence presented and the assessment requirements. Defined assessment criteria help to ensure that evidence is valid.
- b. *Sufficient*. There must be enough evidence to make a valid judgement of competence or otherwise. The quantity of evidence may vary between trainees. Some may take longer or need to complete a greater number of tasks to demonstrate competence. Others may, despite repeated opportunities, not be able to achieve competence.
- c. *Authentic*. The evidence gathered must 'belong' to the trainee being assessed and provide evidence of that person's skills and knowledge.
- d. *Current*. The evidence must support the trainee's competence at the time the assessment decision is made. Consideration should be given to the validity of the evidence given the time that has passed since the evidence was generated.

5.9 When gathering evidence to support a decision made about trainee achievement it is critical that each trainee is treated equitably. Assessment criteria and evidence gathering processes should be standardised, and advised to trainees with sufficient advance notice.

Gathering evidence

5.10 Evidence is gathered in a number of ways:

- a. *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

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possible to the standards statement of the learning outcome or training objective. [Annex 5A](#) contains information on how to prepare practical tests.

- b. *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 5B](#) contains information on how to prepare oral tests.
- c. *Quiz.* 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.
- d. *Written test.* Written tests are used to assess factual knowledge and mental skills. These tests can 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 5C](#) contains information on how to prepare written tests.

5.11 Evidence can also be gathered by reviewing the quality of a final product or work undertaken.

Section 5-4. Judgement

5.12 Once evidence is gathered, instructors must make a judgement or decision on trainee performance against the standard. In some assessment situations, instructors will need to decide whether or not a trainee has met the required standard. In other assessment situations, instructors may need to allocate trainees a grade along a scale of performance. All of these requirements will be detailed in the assessment tool.

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Common pitfalls

5.13 Judgement is not an exact science. Even so-called objective tests still depend on human judgement for their development and scoring. Given that all assessment relies heavily on the decisions and judgements of instructors, it is helpful to be aware of some of the more common pitfalls.

5.14 **The halo effect.** This is a common type of error in which the instructor makes the assumption that if one piece of evidence is good or bad, all the evidence for that person will be good or bad.

5.15 **Primacy effect (first impression).** When evaluating someone, we tend to remember the first and last things we see and forget something that happened in the middle. In this situation, the instructor uses the assessment process to confirm that their first impressions were correct. This is the error of 'snap judgements'.

5.16 **Contrast effect.** This arises when the outcomes of an assessment are determined by comparing a particular person being assessed with a preceding one, whether good or bad.

5.17 **Stereotyping.** This refers to judgements made about a person based on presupposed characteristics of the individual and/or evidence presented.

5.18 **The mirror effect.** This occurs when the evidence is judged favourably because the instructor perceives a strong similarity between the person being assessed and themselves.

5.19 **Giving more weight to positives than to negatives.** This may occur when a person's evidence or performance is contrary to what the instructor expects. This sometimes results in the instructor imposing unrealistic expectations on the person being assessed for the remainder of the assessment.

5.20 **Assessing progress rather than achievement.** This occurs when the instructor pays too much attention to the effort or progress of a particular trainee being assessed, rather than to their attainment against the standards. To the best of the instructor's ability, the person being assessed and their evidence should always be judged against the standards.

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5.21 **Lack of direction.** In this instance, instructors are not clear on what it is they are assessing. It is important for instructors to be familiar with the assessment requirements and know in advance the nature of the evidence or performance they are seeking.

5.22 **Illusion of validity.** This occurs when the instructor feels good about their decision and therefore assumes it must be correct. However, this may mean that the instructor has found the trainee particularly likeable rather than capable.

5.23 **Discriminatory practices.** In assessment, as in other situations, this occurs when the instructor makes undue or unfair allowances or judgements because of race, gender, creed, sexual preference or special needs. Care must be taken by instructors to make sure all people being assessed receive fair and equal opportunities during their assessment.

Section 5-5. Assessment debrief

5.24 Debriefing a trainee after an assessment is a key instructor responsibility. Instructors must be prepared to discuss all aspects of the trainee's performance and have the ability to answer questions in relation to the conduct of the assessment and the result.

5.25 As well as providing information on whether the trainee has met the standard, an assessment debrief should help the trainee to understand their strengths and/or weaknesses. Assessment debriefs may also provide the trainee with an overview on their leadership (attitudinal) performance, as applicable.

5.26 Assessment debriefs are to be conducted as soon as possible after the assessment event and must address the specifics of the assessment checklist. Trainees must come away from a debrief knowing exactly where they went well, what areas require improvement and what the corrective actions are, if any. For formal assessments, feedback during the assessment debrief must be supported by written documentation that is signed by both the trainee and the instructor.

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5.27 Practical assessment debriefs can be conducted as a small group debrief, if this will add value to the learning experience. In doing so, instructors are not to place a trainee in an embarrassing situation, where they may feel ridiculed in front of their peers.

5.28 Many of the instructor techniques discussed in [Chapter 4](#) can assist instructors to provide an effective assessment debrief.

Section 5-6. Record assessment results

5.29 The results of all training and assessment, any training shortfalls, and the requirement for follow-up training and assessment must be recorded and actioned in a timely manner. This information may be recorded on a form (such as a Record of Attainment) or on an information system (such as PMKeyS). Defence, Army, unit or training institution policy provides detailed guidance on recording assessment results.

Annexes:

5A [Practical tests](#)

5B [Oral tests](#)

5C [Written tests](#)

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Annex 5A

Practical tests

1. The aim of a practical test is to confirm that trainees can execute physical skills and/or demonstrate mental skills taught in the teaching stages of instruction. Practical tests involve the execution of physical actions which demonstrate both physical and mental skills.
2. Practical tests should be designed to meet the conditions and standards described in the learning outcome/training objective. 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.
3. Practical tests generally involve instructors taking each trainee through a performance test. They should position other trainees out of sight of the testing location.
4. 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 observation and under the conditions detailed in learning outcome/training objective. 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.
5. 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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Annex 5B

Oral tests

1. **Introduction.** Normally, oral tests take 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.
2. **Preparation.** Like written tests, oral assessment must be based on the learning outcomes or training objectives of the training event. 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.
4. Instructors planning to use oral assessment should:
 - a. Inform trainees of the intent to assess their presentations or lesson contributions and the reason for doing so.
 - b. Publish clear assessment criteria and grading so that trainees are fully aware of how their performance will be judged.
 - 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. Provide guidance information for trainees on oral communication skills. This is important for every trainee but particularly for trainees from non-traditional entry routes, where English is their second language, and international trainees.

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Annex 5C

Written tests

1. The aim is to ensure that trainees acquire the underpinning knowledge required for application in a real-life situation.
2. Written tests can be 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. They can also allow trainees to apply knowledge to scenarios which they are likely to experience in their military career, but which cannot necessarily be covered in training due to time or resource constraints.
3. Written test can include essays, short answer questions, multiple choice and true/false questions. Written tests can also take the form of trainees completing an example document.
4. The following is guidance for the development of knowledge assessments and associated activities:
 - a. The instructor must identify the knowledge that a trainee must acquire in order to satisfy the underpinning knowledge components within a learning outcome/training objective.
 - b. Using these knowledge requirements the instructor develop a 'question bank' (list of questions) to assess the underpinning knowledge, or a scenario to support trainee development of an example document.
 - c. A supporting assessment tool is prepared to record assessment results.

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Glossary

The source for approved Defence terms, definitions and abbreviations is the Australian Defence Glossary (ADG), s22

attitudes

The opinions that influence action.

individual training

The combined training, education and development of an individual to achieve the required knowledge, skills and attitudes to perform a job role.

skill

The ability to carry out a function.

training event

An activity intended to generate a learning or training outcome, for example, a course, collective training exercise, lecture.

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Abbreviations

The source for approved Defence terms, definitions and abbreviations is the Australian Defence Glossary (ADG), s22

ATL	Army training level
EDI	explanation, demonstration and imitation
EDP	explanation, demonstration and practice
EP	explanation and practice
LMP	learning management package
LMS	learning management system
QDE	quick decision exercise
SKA	skills, knowledge and attitudes
TELP	technology-enhanced learning product
TEWT	tactical exercise without troops

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