



NATO MILITARY POLICE CENTRE OF EXCELLENCE
ul. Szubińska 105,
85-915 Bydgoszcz,
Poland
www.mpcoe.org



NATO
MILITARY POLICE
CENTRE OF EXCELLENCE

QUALITY ASSURANCE POLICY

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Table of Contents:	Page:
1. Quality Assurance Policy	5
1.1 Policy Statement	5
1.2 NATO MP COE Mission and Vision	5
1.3 Quality Strategy	6
1.4 Quality Management Responsibilities and Monitoring	9
1.5 Measurement and Assessment	13
1.6 NATO MP COE role as Department Head – Aim, Responsibilities and Execution	15
1.7 Collective Training and exercises.	15
1.8 Personal Data Protection	16
2. NATO MP COE products and services	17
2.1 Contribution to NATO	17
2.2 NATO MP COE Educational products and services	18
2.3 Other NATO MP COE Functional Areas contribution to E&T	31
3. Assessment of students	33
3.1 Student Self-Evaluation	33
3.2 The training staff evaluation of the single student’s performance	34
3.3 Formative evaluation	34
3.4 Summative evaluation	34
3.5 Course certification	34
4. Quality Assurance of Faculty and Staff	35
4.1 Preparation and Assessment of the Course Instructors and Support Staff	35
4.2 Preparation and assessment of the Event / Course Support Staff	36
5. Learning Resources and Students Support	36
5.1 Material Resource management	37
5.2 Event Admission and Course seat allocation	37
6. Communication and Information Strategy	39
6.1 Information Management	39
6.2 Public Affairs Strategy and Communication Plan	39
6.3 Information Systems	41
7. Public Information	42

Annexes:

- A** Annual Quality Assurance Plan
- B** Quality Management Team Terms of Reference
- C** Education and Training Branch “Functional Strategy and Roadmap 2016-2017”
- D** Lessons Learned Branch “Functional Strategy and Roadmap 2016-2017”
- E** Security Support and Administration Branch “Functional Strategy and Roadmap 2016-2017”
- F** Doctrine and Standardization Branch “Functional Strategy and Roadmap 2016-2017”
- G** NATO Military Policing Department Head Strategy
- H** NATO MP COE Exercise Support Strategy
- I** NATO MP COE Personal Data Protection
- J** NATO MP COE SOP overview
- K** Key Performance Indicators
- L** Public Affairs Strategy and Communication Plan
- M** Student Info Guide

List of Tables and Figures**Page:**

Table 1	Example of the NATO MP COE educational added value and modularity assessment	19
Figure 1	QMT-organigram	10
Figure 2	Global Programming Framework & Development Methodology	18
Figure 3	NATO MP COE E&T Quality Assurance Cycle	29
Figure 4	Instructors’ and support staff preparation, development and assessment	35
Figure 5	IKM functional hierarchy	39
Figure 6	Important communication differences	40

1. Quality Assurance Policy

1.1. Policy Statement

The NATO Military Police Centre of Excellence (NATO MP COE) strives to provide the best quality knowledge experience for Military Police Authorities by continuously improving the quality of NATO MP COE's provision of resources, and to put in place processes and procedures in order to ensure the highest possible degree of quality for its products and services to Sponsoring Nations, NATO as well to NATO partners, the NATO Military Police Community Of Interest (MP COI).

In accordance with the NATO MP COE Functional Memorandum of Understanding, dated 11 December 2013, the NATO MP COE provides opportunities to enhance education and training, to improve interoperability and capabilities, to assist in doctrine development and to test and validate concepts through the experimentation in the field of Military Police.

The NATO MP COE commits itself explicitly to the development of a culture, which recognizes the importance of quality, and Quality Assurance (QA), in its work. To achieve this, the NATO MP COE developed this Quality Assurance Policy, publicly available, to implement a strategy for the continuous enhancement of quality.

The NATO MP COE QA is the employment of a supportive set of principles, standards and criteria, with the aim of the development, implementation, maintenance and management of all NATO MP COE activities (in-) directly related to the provision of required MP Education and Individual Training (E&IT) solutions which are consistent with NATO Education, Training, Exercise and Evaluation Policy (ETEE). It provides direction on the NATO MP COE E&T. External QA support, guidance and auditing are provided by the Headquarters Supreme Allied Command Transformation (HQ SACT).

1.2. NATO MP COE Mission and Vision

1.2.1 Mission

The given NATO MP COE Mission statement determines the role of NATO MP COE in the evolution of NATO MP developments:

"The NATO MP COE will enhance the capabilities of NATO MP, foster interoperability, and provide subject matter expertise on MP activities, in accordance with the Alliance's strategic concept."¹

The NATO MP COE will provide tangible improvement to NATO and its Member States by developing new capabilities. The NATO MP COE will not duplicate any existing NATO core functionality and capability, but may improve and expand the capabilities that already exist within the NATO Command Arrangements (NCA).

The NATO MP COE will harmonize its activities within NATO, specifically in support of the NATO MP Panel, NATO MP Chiefs Conference as well as other national and multinational entities in enhancing MP capabilities. As such NATO MP COE will:

- a. Provide innovative and timely advice, subject matter expertise and support;
- b. Support the development of existing and new concepts, Policy and doctrine;
- c. Provide specialized education and training, and

¹ Concept of the NATO Military Police Centre of Excellence, version 9 as of 5th February 2016

- d. Contribute to the overall NATO Lessons Learned process and develop and maintain an independent and separate Lesson Learned process for the MP COI.

1.2.2 Vision:

The way NATO MP COE influences, interacts, develops and promotes identified evolution requirements of Military Police functionalities is scoped in the NATO MP COE Vision:

“The NATO MP COE is a learning organization which develops and provides enhanced subject matter expertise by support of or in cooperation with other military and civil actors for the further evolution of MP standards and capabilities in order to support cooperation and interoperability of NATO Nations and Partners’ Military Police and Gendarmeries in their role as a future capability for the NATO New Strategic Concept, Smart Defence Initiative and Framework Nations Concept across the full spectrum of operations.”²

The NATO MP COE is the Alliance’s catalyst for the improvement on the multinational level of NATO MP functions, in accordance with Allied Joint Publication (AJP) 3.2.3.3.³, by delivering effective solutions through independent thoughts and analyses in specific areas of Doctrine, Concept Development and Experimentation; Education and Training; Analysis and Lessons Learned.

As such:

- a. The NATO MP COE is the guardian of multinational MP concepts and education & training in the context of current and future complex challenges;
- b. The NATO MP COE is a recognized Military Police expert and knowledge implementation hub as well as the major catalyst for Military Police interaction and interoperability within a comprehensive approach;
- c. The NATO MP COE’s overall level of ambition provides the direction for its positioning and effectiveness in the entire engagement spectrum.

1.3. Quality Strategy

1.3.1. Aim

The aim of this Policy is to provide orientation, define procedures and the methods for the NATO MP COE’s efforts to follow up, support and develop the QA Policy in its three (3) main NATO functional roles as:

- a. Centre Of Excellence (NATO MP COE);
- b. Education and Training Facility (ETF);
- c. Department Head (DH).

Although the main scope of NATO Quality Assurance is aimed at the products and services of a NATO entity as ETF, the NATO MP COE emphasis the evident importance to implement the Quality Assurance principles for all her developed and delivered products and services.

² NATO Military Police Centre of Excellence Strategic Perspective and Development 2014 - 2017

³ To be superseded by AJP 3.21

This Quality Strategy describes how the Quality Policy is implemented, monitored, revised and reviewed for all functional roles, defined Functional Area Strategies and Road Maps (see 1.5.1). The Policy is intended to contribute to a continuous guarantee for high level of quality of all offered and delivered products and services.

The NATO MP COE Functional Area Strategies and Road Maps stipulate comprehensive assistance to the NATO MP COE Education and Training (E&T) by offering adequate expertise. Functional core-processes, guidelines and tools for effective work as well as specifically defined responsibilities and Key Performance Indicators (KPIs) will support and enhance the quality of all products and services the NATO MP COE offers to the MP COI and others. The overall target for development is the enhanced quality of the knowledge and skills acquired by the MP COI.

1.3.2. Applicability

This Policy is applicable to all NATO MP COE functional areas' activities, services and products. The broad range of tasks within the area MP brings that all functional, professional and technical areas are undeniably linked, which requires a qualitative well constructive structural mutual support. All functional areas activities are cross-functional for being internal and external expertise-providers. The QA Policy applies to all permanent and temporary staff at the NATO MP COE.

All defined Functional Areas contribute to the NATO MP COE functionality as an ETF in response to NATO E&ITD, in support to the identification of educational gaps; the analysis, design, development, implementation and evaluation delivery of E&T solutions.

1.3.3 Quality Process

The Quality process as used by this institution pertains to two different concepts: Quality Control (QC) and QA:

- a. QC goal is to identify deficiencies with a focus on the process output. Quality control is, therefore, a reactive process identifying shortcomings of the final product or service before it is released.
- b. QA aims at preventing deficiencies with a focus on the process when developing a product or service. It is a proactive process. The goal of QA is to improve development and test processes so that the product or service should be suitable for intended purpose and deficiencies (mistakes) are avoided or at least minimalized.

Principles in Quality Management reflect the NATO MP COE processes, manning and available resources, reinforcing the continuous improvement within the entire staff of the NATO MP COE. Core processes are identified and supported by related Standard Operational Procedures (SOPs). They are updated annually in internal process and submitted to the NATO MP COE Deputy Director / Chief of Staff (DDIR/COS).

The NATO MP COE's level of excellence derive from its personnel and their individual and collective competences. The NATO MP COE consists of a multinational team of Subject Matter Experts (SMEs) from Military Police / Gendarmerie type of forces as well as other armed services. The NATO MP COE staff, both military and civilian employees, are selected in accordance with job descriptions. Additionally they are evaluated annually by their direct superiors in accordance with national and NATO standards.

Although, the NATO MP COE places high demands upon its personnel, it also provides professional development opportunities to ensure staff maintains an optimum level of knowledge and expertise.

Constant professional development is the key. The NATO MP COE ensures favourable possibilities for all staff to preserve and enrich their skills in their functional areas by granting access to SME courses, exercises and other forms of training (both national and NATO). If required the personnel may be sent periodically to the Area of Operations to gain the most recent knowledge.

The NATO MP COE's staff will attend multinational and national SME conferences, seminars, workshops, etc. Furthermore internal training and courses are organized as well, in order to increase their level of awareness in specific areas of MP and Gendarmerie activities.

Whilst tracking the Quality Assurance and Quality Control processes, the NATO MP COE identified and underwent dedicated stakeholders and processes, which are depicted in the NATO MP COE Stakeholders matrix (Annex L).

1.3.3 Implementation and review of the QA Policy

In response to the NATO requirements towards the NATO MP COE products and services, which are transferred and estimated by the NATO assigned Requirements Authority (RA), any improvement of the NATO MP COE in its functional areas will be annually assessed, amended and implemented via the Annual Quality Assurance Plan (AQAP).

The review of the QA Policy and its implemented continuous improvement process have to reflect periodically (every 3 year) the NATO MP COE's Concept and Strategy revisions, identified shortfalls within the NATO MP COE QA Policy as well as changes in the NATO MP COE structure, manning, and other internal documents (e.g. SOP). This process of the QA Policy improvement will be conducted constantly by the Quality Management Team (QMT), monitored by the Director and will be promulgated during the upcoming Steering Committee Meeting.

1.3.4 Quality Assurance Management Review

The QA Management Review (QAMR), as a part of NATO MP COE Continuous Improvement Process (CIP) and Quality Control, is the annual self-assessment process to update this QA Policy, identify new and ongoing shortfalls and to identify best practices. The QAMR involves a formal review of the (quality) management system with the aim of identifying the need for changes and improvements. The result of the QAMR shall include decisions on measures concerning improvements and to define milestones for products and services as well as the need for resources.

QAMR examines the NATO MP COE relying on qualitative and quantitative data as well as, when applicable, financial performance. In general, the intent of the QAMR is to ensure processes and procedures are aligned and determine the following:

- a. Results from audits and inspections and previous management reviews;
- b. Results of previous corrective or preventive measures;
- c. Results of events review and series of events review;
- d. Results of the Key Performance Indicators progress measurement mechanism;
- e. Influences and changes of circumstances that may affect the QA management system (e.g. human resources, hand over – take over (HOTO) of QA responsibilities, personnel rotation program based on national regulations, etc.)
- f. Resource requirements.

The QAMR will be carried out annually during the third quarter of the year. The Deputy Director, as Quality Manager (QM) — with the support of the QMT — is responsible for the planning, execution and evaluation of the review.

QAMR outcomes will be reflected in the Annual Quality Assurance Report (AQAR), endorsed by the Director and submitted to NATO/ACT/Quality Assurance Team of Experts.

1.4. Quality Management Responsibilities and Monitoring

Quality Assurance is recognized as being the responsibility of all staff members. All staff, conducting the assigned daily tasks or participating in / contributing to an event or course, share the responsibility for identifying and reporting any observed quality issues and for recommending corrective actions.

Responsibilities within the NATO MP COE are as follows:

1.4.1. Director

The Director NATO MP COE is ultimately responsible for the application of the Quality Assurance Policy and procedures.

The NATO MP COE is appointed as Department Head for the NATO Military Policing Discipline⁴. The NATO MP COE Director approves the annual Quality Assurance Plan and forwards the Discipline Alignment Plan to Joint Force Trainer/ACT in the framework of NATO MP COE's Program of Work.

1.4.2. Deputy Director / Chief of Staff - Quality Manager

The Deputy Director / Chief of Staff is the dedicated QM, responsible for the QA and Quality Management System (QMS) processes, chairing the QMT meetings, monitoring and signing-off the completion of defined and planned QA milestones.

The QM is responsible for verifying completion of the graded review process. He/she is also responsible for all steps specified in the QA Milestone Chart and the Quality Assurance Policy is authorized, before releasing information products and services. The QM oversees and co-ordinates the preparation of QA Milestone Chart, managing the monitoring, updating and improving of the operational procedures as required.

1.4.3. Quality Management Assistant

The Quality Management Assistant (QMA) conducts his/her QA related tasks under the supervision of the QM. He/she is responsible for ensuring consistency of QA related documentation and periodic QA reports. The QMA is the co-chairman of the QMT and responsible for QMT-meeting planning, organizing and agenda.

1.4.4. Quality Management Team

The Quality Management Team (QMT) oversees the implementation of this Policy. QMT will create, maintain and update numerous written documents outlining and detailing all planned goals, protocols, procedures, processes, solutions and accurate reports related to implementation and monitoring of quality assurance measures. The QMT will supervise all implementations and assess effectiveness at intervals consistent with the review of the Annual Quality Assurance Plan (Annex A) to Program of Work) and approve amendments if required. The role, tasks and responsibilities of the QMT are defined in the NATO MP COE Quality Management Team Terms of Reference (Annex B).

⁴ TT-151468 Appointment as Department Head for Military Policing, HQ SACT JFT, 1st December 2015

The QMT consists of:

- a. Chairman: Quality Manager / Deputy Director of the NATO MP COE.
- b. Co-chairman: Quality Management Assistant.
- c. Permanent Members:
 - i. Chief of Education & Training Branch;
 - ii. Chief of Doctrine & Standardization Branch;
 - iii. Chief of Lessons Learned Branch;
 - iv. Chief of Security Support & Administration Branch;
 - v. Secretary;
- d. Ad Hoc Members.

The scope of QMT responsibilities is:

- a. The QMT is a decision-making body for all QA related topics;
- b. The QMT can additionally serve as a supportive and advisory platform for the Director of the NATO MP COE for non-QA related topics;
- c. The QMT will achieve its objectives by:
 - i. Developing, planning, implementing, directing, coordinating and evaluating Quality Assurance programs, processes and products, resulting in a solid QMS;
 - ii. Formulating quality control policies and tools;
 - iii. Ensuring the cross-functionality of relevant Functional Area Strategies and Road Maps, and working processes;
 - iv. Improving the efficiency, effectiveness and profitability of all activities.

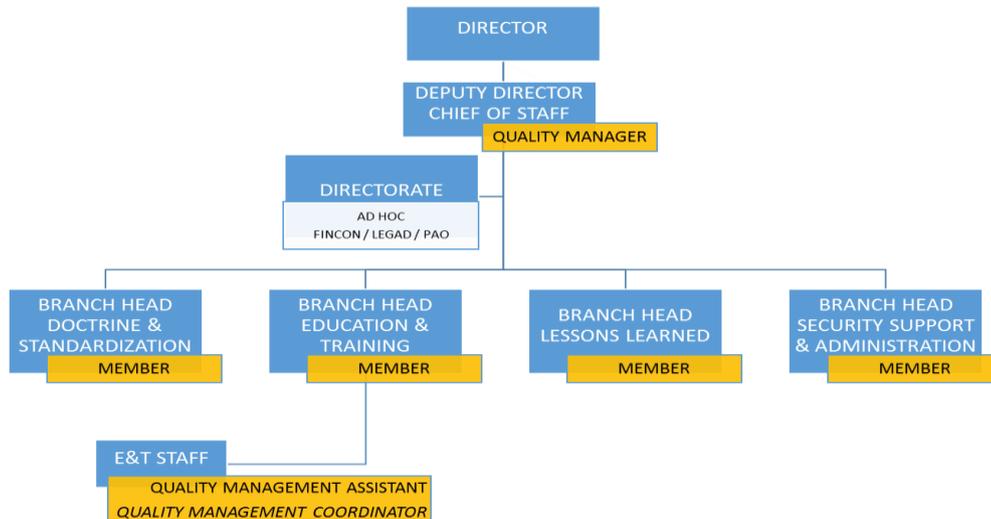


Figure 1: QMT-organigram

1.4.5. Department Head Officer

The Department Head Officer (DHO) is responsible for the coordination of the NATO MP COE Department Head Strategy to ensure the SACT expectation for a Military Policing Discipline DH in the sphere of translating NATO E&T requirements into training solutions is met.

In close cooperation with the MP Requirement Authority (RA) - who is responsible, based on existing MC and NAC guidance, for identifying and managing the specific NATO ETEE Requirements associated with the Military Policing Discipline – he/she verifies the needs and provides input concerning changes to NATO concepts, doctrine, policies and procedures. He/she will coordinate the Annual Discipline Conference (ADC) in support to the RA’s annually review of the requirements, consider lessons learned and experience from operations, and analyse emerging threats, and therefore cooperate closely with other entities in order to translate the Military Policing Discipline requirements into solutions. He/she reports the outcome of the ADC annually, via the Discipline Alignment Plan (DAP), to SACT in the first week of January.

1.4.6. Chief of Education & Training Branch

The Chief of Education & Training (BH E&T) is responsible for the overall preparation and conduct of the Quality Assurance Process (QAP) within the E&T Branch. He / she will continuously monitor, analyse and improve the E&T QAP in cooperation the E&T Branch Section Chiefs, where necessary supported by the QM, QMA. He/she is responsible to provide the support to the Centre’s endeavour for efficiently and effectively fulfilling the role of the Department Head for the NATO Military Policing Discipline.

1.4.7. Section Chief Education & Training

The Section Chief Education & Training (SC E&T) is responsible for the educational individual-/collective training programmes. He/she is responsible for monitoring Course QA Battle Rhythm for each course, and for ensuring that all quality assurance steps specified in event plans are observed and accomplished. He/she is responsible for the overall maintenance and updating required E&T SME support, as agreed and planned during the yearly NATO Military Policing ADC and Annual Program of Work (POW).

1.4.8. Section Chief Cooperation and Internal Evaluation

The Section Chief Cooperation and Internal Evaluation (SC C&IE) performs his responsibilities in support to the QMT in regard to the quality management monitoring, measurement and assessment processes by conducting surveys focused on event criteria and course curricula effectiveness and applicability. He/she is responsible for the evaluation of delivered events and educational individual-/collective training programmes. He/she is responsible, in close cooperation with the E&T Course OPR, for defining the evaluation frequency and criteria of the single Course type per – internal and external – participant category (student, lecturer, facilitator, OPR etc.). He/she is responsible to conduct end course evaluations and post course evaluations. He/she ensures the evaluation outcomes are made available for the QMS and assessment of the KPI performance indicators.

1.4.9. E&T Course Officer of Primary Responsibility

The E&T Course Officer of Primary Responsibility (OPR) is responsible for the content development, the conduct of the single Course type and the QA Battle Rhythm within the course and arrangements of the required SME support (small group facilitators, lectures, interpreters etc.). He/she will be supported by Event Team Members (ETM) (assigned by event plan). OPR is responsible for:

- a. executing Course QA Battle Rhythm for each course, and for ensuring that all quality assurance steps specified in those plans are observed and applied;

- b. Ensuring the collection, in an organized way, of student performance assessment, instructors critique forms, student critique forms and his Lessons Identified (LI) during the course. These sources of information support the C&IE section after the completion of the course.
- c. Prepare the final reports which will include the, Lessons Learned (LL) implemented before, LIs and best practices observed during course implementation, as well recommend steps for the next course continuous quality improvement.

1.4.10. E&T Course Administrator

The E&T Course Administrator (ADMIN) supports the E&T Course OPR as single Course Point of Contact (POC). He/she is responsible monitoring the single Course participants' registration, provision of participants' administrative guidelines.

1.4.11. Event OPR

The assigned OPR for other NATO MP COE events, in close coordination with by event plan assigned ETM, is responsible for the development (planning, coordination), implementation (preparing, execution) of single event type, and also arrangement of required SME support (facilitators, lectures, interpreters etc.). He/she is responsible for executing Event QA Battle Rhythm, and for ensuring that all quality assurance steps specified in those plans are observed and accomplished.

1.4.12. Chief of Lessons Learned Branch

The Chief of Lessons Learned Branch is responsible for the analysis of observations collected by an OPR or IE&CS during a course or event and transferring them into lessons identified. He/she is responsible for sharing lessons identified, contributing to the improvement of NATO MP COE functional areas' quality standards providing E&T Branch with recommendations aimed to correct diagnosed problems or to promote identified Best Practice. He/she is responsible for providing support to the evaluation processes on request of the SC C&IE. He/she is responsible for ensuring LL subject matter expert support to the NATO MP COE E&T activities and deliverables. He/she is responsible to provide the support to the centre's endeavour for efficiently and effectively fulfilling the role of the Department Head for the NATO Military Policing Discipline.

1.4.13. Chief of Doctrine and Standardization Branch

The Chief of Doctrine and Standardization Branch is responsible for contributing to the Allied publication development in accordance with the Allied Joint Doctrine Campaign Plan (AJDCP) with the aim to provide guidance on how to best employ NATO MP. This approach assumes the requirement to "train as we plan to operate". It inevitably provides the foundation for the E&T solution by describing common procedures and establishing uniform operational methods, including NATO terminology. He/she is responsible for providing subject matter expertise in support to the NATO MP COE E&T activities and deliverables. He/she is responsible to provide the support to the centre's endeavour for efficiently and effectively fulfilling the role of the Department Head for the NATO Military Policing Discipline.

1.4.14. Chief of Security Support and Administration Branch

The Chief of Security Support and Administration Branch is responsible for the, by OPRs defined and required single Course or Event infrastructural-, logistic-, security- and administrative support. He/she ensures the maintenance of appropriate training facilities environment for effective use of assigned course delivery of the chosen teaching method (classroom led lectures, practice, demonstration, etc.).

As Head of Computer and Information Systems (CIS) he/she is responsible for the required IT infrastructure and service provision and hence for ensuring the security and integrity of data held in files and databases. He/she is responsible to provide the support to the centre's endeavour for efficiently and effectively fulfilling the role of the Department Head for the NATO Military Policing Discipline.

1.5. Measurement and Assessment

The NATO MP COE's commitment to an augmented quality of all offered and provided products and services aims to ensure a match between its decision making body, the Steering Committee, the NATO Requirement Authority for Military Policing Discipline (ACO SHAPE Provost Marshal) and the NATO MP COE Concept and Strategy.

Related to the functional roles and tasks as the NATO Military Policing Discipline Department Head and as an ETF, the NATO MP COE's commitment to an enhanced quality of educational solutions aims to ensure a match between the NATO required MP training and MP training needs for learner's skills and knowledge acquisition with the appropriate course, through interview, appropriate guidance and diagnostic assessment.

1.5.1. Functional Strategies and Road Maps

In support of the NATO MP COE's vision, mission and objectives, 6 Functional Areas were identified, by which products and services are developed and delivered to its main stakeholders and MP COI:

- a. NATO Military Policing Discipline Department Head;
- b. Doctrine and Standardization
- c. Education & Training
- d. Lessons Learned
- e. Security Support and Administration
- f. Quality Assurance

Except Quality Assurance, for each identified Functional Area, specific Functional Strategies and Road Maps are in place, supporting the NATO MP COE Concept and Strategy capstone documents, the NATO MP COE Quality Assurance Policy and subsequently the role/tasks as ETF. Forth-mentioned documents are supported by NATO MP COE Standard Operational Procedures. The live-cycle of the Functional Strategies and Road Maps are in line with the live-cycle of the NATO MP COE Concept and Strategy.

A Functional Strategy and Road Map specifically describes following components:

- a. Mission and aim;
- b. Objectives;
- c. Responsibilities;
- d. Strategies;
- e. Key Performance Indicators (KPIs) - *desired outcomes of specific actions*
- f. Performance Indicators - *measurement indicators of KPI's achievement*
- g. Management Plan
- h. Review Program.

1.5.2. Key Performance Indicators

In order to achieve the NATO MP COE and Functional Areas mission, aims, objectives and strategies for the development and delivery of high-quality products and services, specific Key Performance Indicators and achievement measurement indicators are defined (Annex K).

KPIs show the progress – or lack of it – towards realizing the defined objectives and/or strategic plans by monitoring activities. To monitor the achievement-levels of the KPIs, a measurement tool is developed, maintained and will be updated in accordance with identified needs. The measurement tool provides a dashboard overview of all KPIs existing of related core business statistics, measuring a performance in critical areas, regarding their levels of achievement and progress. Per KPI detailed historical data will support proper analysis. The KPIs dash board overviews and outcomes of KPI-analyses provide management information - per Functional Area and NATO MP COE as a whole – for defining appropriated counter measures, quality level-maintenance assurance and decision-making.

All KPIs and measurement indicators support the NATO MP COE Concept and Strategy, the NATO MP COE's Functional Area Strategies and Road Maps, in addition contributing to its role and tasks as an ETF, therewith meeting the defined quality standards. It is vital to regularly evaluate all aspects of provision of all products and services as elementary elements for its ETF developments by systematically:

- a. Analysing NATO MP COE's translation of identified operational requirements into education and training objectives within a subject, programme, module and/or course;
- b. Assessing the established standards to which the courses adhere;
- c. Collaborating with Allied Command Transformation (ACT) and the Requirement Authority (RA) to ensure courses and curricula are conform to NATO requirements;
- d. Collecting and sharing best practice;
- e. Participating in staff development;
- f. Monitoring and reviewing as part of self-assessment and development planning;
- g. Participating in NATO's Lessons Identified and Lessons Learned Process.

1.5.3. Quality Assurance Guiding Principles

The NATO MP COE's standards and guidelines for Quality Assurance include:

- a. Compliance with the NATO MP COE QMS standards provides confidence in definition and in delivery of high-quality E&T solutions;
- b. A publicly available Quality Assurance (QA) Policy for the continuous enhancement of quality, including the NATO MP COE organization, and the description of the stakeholders', COI, student's and any contributor to an event or course involvement;
- c. Formal mechanisms for the approval, periodic review and monitoring of NATO MP COE's overall provision of products and services, consequently supporting the E&T;
- d. Event QA Battle Rhythm (SOP 301) to collect, analyse and use relevant information for the effective management and KPI measurement of NATO MP COE's activities, including e.g. courses by student satisfaction criteria, instructor satisfaction criteria, etc.;
- e. Use of the NATO MP COE website to provide public information on QA Policy and detailed information on event content, course plans, job descriptions, and facilities in order to ensure full transparency;

- f. Protection and secure handling of all personal data (provided by any participant or contributor to any by NATO MP COE organized event and the personal data of NATO MP COE staff members (see 1.8)).

1.6. NATO MP COE's role as Department Head – Aim, Responsibilities and Execution

Appointed by HQ SACT as the Department Head (DH) of Military Policing Discipline for E&T⁵, the NATO MP COE helps to address the NATO unique E&T requirements for staff serving in the NCS and NFS HQ which have to command and control police and police-like activities.

The appointment as the DH of Military Policing Discipline enables the NATO MP COE to deliver the right E&T solution to the right personnel at the right time and in the most efficient way.

Accredited by the JFC as the NATO Department Head of Military Policing Discipline, the NATO MP COE:

- a. Supports the Joint Force Trainer (JFT) and the Requirement Authority (RA) in developing an adaptive and flexible Strategic Training Plan (STP) to unite and synchronise training efforts;
- b. Supports the JFT in conducting the Training Requirements Analysis (TRA) – Operationalization – which includes recommended solutions for identified MP educational and/or training gaps and redundancies;
- c. Approves/leads the Training Needs Analysis (TNA) in order to define learning and enabling objectives which are required to eliminate MP performance gaps;
- d. Translates the operational requirements into E&T within the MP subject, programme, module or course;
- e. Coordinates with the RA to ensure education and training meet NATO requirements;
- f. Recommends changes within NATO MP E&T to the RA (and if necessary to JFT);
- g. Leads the NATO MP E&T development process and submits developed curriculum to JFT for certification and incorporation in ETOC/e-ITEP/e-PRIME (Education and Training Opportunities Catalogue / electronically-Individual Training and Education Program) / electronically Partnership Real-Time Information, Management and Exchange System);
- h. On behalf of JFT, ensures that all NATO MP programmes, modules and courses are designed, developed and conducted in accordance with the established NATO E&IT educational standards, to include course core elements: Instructional guides, course description;
- i. Applies and sets educational standards to which the MP programme, modules and courses will adhere;
- j. Establishes and offer support to the NATO MP COE Sponsoring Nations (SN), NATO entities and beyond to ensure high level of quality of MP training;
- k. On behalf of JFT, conducts the ADC, called NATO Military Policing Annual Discipline Conference (NATO MP ADC) with participation from the MP COI (RA, SMEs, national MP E&T institutions, NATO MP COEs, Partnership Training and Education Centres (PTECs) and civil organizations), to ensure that all NATO MP E&IT is aligned and manifested in the annual Discipline Alignment Plan (DAP).

1.7. Collective Training and Exercises

The NATO MP COE, due to its limited capacities, facilitation infrastructure and budget, does not develop specific MP-related collective training or exercises.

⁵ MCM-0097-2015, 2015 Bi-SC Comprehensive List of Disciplines, 02 Jun 2015.

The RA in close coordination with DH will constantly analyse the topic, including involved roles/responsibilities in order to identify needs and opportunities to be afterwards approved by the NATO MP COE Steering Committee. By NATO MP COE Steering Committee approved and funded proposals will be included if applicable for NATO MP COE's POW as collective training institute.

Although the NATO MP COE does not develop collective MP training and MP exercises, it offers its SMEs-support to NATO exercises based on the Request for Support (RFS) procedure. Therefore, a specific NATO MP COE Exercise-Support Strategy is in place (Annex H), providing transparent conditions and functional SME-provision standards for any exercise support requesting NATO authority. SME support is limited to the following functionalities:

- a. Advisor for Provost Marshal (PM);
- b. As part of Exercise Control (EXCON)
 - i. Mentor/Advisor/SME;
 - ii. Observer/Observer Trainer;
 - iii. Evaluator;
 - iv. NATO Senior/ Junior Monitor.

1.8 Personal Data Protection

The NATO MP COE gathers personal data in the course of its operation, both in electronic and paper form. Personal data is gathered whenever users register on NATO MP COE websites or use the Smart Event Application (SEA) to register for events. Additionally, personal data is gathered from national and international NATO MP COE staff e.g. during in-processing or tax reimbursement process. This data must be safeguarded and used for official purposes (see Annex I).

1.8.1 Basic principles

All personal data, both in hardcopy and electronic form, must be handled securely and on a need-to-know basis. Therefore:

- a. The NATO MP COE will only collect, store and utilise such information as necessary for the fulfilment of its functions.
- b. The data will be gathered, processed and accessible only on a need-to-know basis by relevant NATO MP COE personnel.
- c. The gathered personal data will not be shared with any third parties, unless required to fulfil official NATO MP COE functions or when required by law;
- d. A Personal Data Protection Excerpt is provided on the SEA and on NATO MP COE website applications.

2. NATO MP COE products and services

Since its establishment, the NATO MP COE has increased its output exponentially both in quantity and quality of products and services, and it is expected this will continue to increase. Quality standards are defined, implemented and monitored for all products and services of NATO MP COE.

2.1 Contribution to NATO

The NATO MP COE is a unique NATO Military Body, which provides sustainable work on all MP aspects across the full spectrum of NATO operations. It will develop a wide range of products and services for NATO, Nations and other customers, based on the annual Programme of Work (POW) coordinated with HQ SACT and approved by the NATO MP COE Steering Committee (SC). The NATO MP COE will be distinctive in that, and will also provide NATO training specifically for joint and combined multinational MP, including mission readiness training⁶. As the DH of Military Policing Discipline, the NATO MP COE addresses the NATO unique E&T requirements for staff serving in the NCS and NFS HQ which have to command and control police and police-like activities.

2.1.1 NATO MP COE Branches in support of NATO

The Chiefs of Branches, in close coordination with the DDIR / COS, are responsible for provision of the appropriate NATO MP COE SME support (observers, advisors, lecturers) to external stakeholders, as laid in the annual NATO MP COE Programme of Work and/or agreed upon and planned during the Annual Discipline Conference.

Although the NATO MP COE finds it of evident importance to implement the Quality Assurance principles for all developed and delivered products and services, the main scope of NATO Quality Assurance aims at the products and services of a NATO entity as ETF. Therefore, hereafter the subparagraphs of § 2 will specifically concentrate on the NATO MP COE as an ETF, its courses and the Educational Endorsement, Monitoring and Review Processes. However, at all times the internal cross-functional quality guaranteed support is required.

2.1.2 Doctrine and Standardization Branch

The Doctrine and Standardization Branch (D&SB) supports to the NATO MP COE education and training (E&T) activities and to the centre's role of the Department Head for the Military Policing discipline, by contributing to the Allied publication development in accordance with the Allied Joint Doctrine Campaign Plan (AJDCP) and providing guidance on how best to employ NATO Military Police (MP), thus creating the foundation for the E&IT solution by describing common procedures and establishing uniform operational methods, including NATO terminology.

2.1.3 Lessons Learned Branch

The NATO MP COE LL Branch is committed to provide wide-ranging services, products and expertise of high standards for MP COI, to offer professional contribution on the full spectrum of LL aspects across the NATO, Partners and national MP-related operations, exercises, etc.

The LL Branch mission is to ensure subject matter expertise and services, of utmost importance in building reliable involvement and participation.

The aim is to:

⁶ NATO MP COE, Strategic Perspective and Development of the NATO MP COE 2014-2017, 05 Feb 2014.

- 1) Establish and maintain an effective MP LL capability,
- 2) Enable improvements in NATO to adapt and transform in a timely manner,
- 3) Ensure MP LL contributes to the successful transformation of the MP within the Alliance,
- 4) Satisfy stakeholders and end-users sustaining the renewal of applications for support,
- 5) Improve the MP components within LL matters,
- 6) Increase their willingness to contribute to the Centre’s extension of expertise and MP-specific offered forums.

2.2. NATO MP COE educational products and services

2.2.1 Educational Quality Standards

2.2.1.1 Common Understanding with the NATO Strategic Guidance

To promote education and training, which reflects NATO operational requirements in line with political and military guidance, the NATO MP COE applies the NATO global programming framework referred in the Bi-SC 75-2 Education and Training Directive.



Figure 2: Global Programming Framework & Development Methodology

The NATO MP COE in a scope of global programming ensures that the operational requirements are developed into E&T products based on identified requirements of the Requesting Authority, Department Head for Military Policing related matters and identified Operational Commanders’ performance gaps.

The NATO MP COE’s commitment to enhanced quality of MP E&T aims to ensure a match between each learner’s skills and the knowledge acquisition from the appropriate course through interview, appropriate guidance and diagnostic assessment.

The NATO MP COE follows the principles of NATO Bi-SC Directives 75-002 and 75-007 (updated versions) for course development and course documentation. The process typically starts with the corresponding TNA to address a training deficiency identified in the TRA of the MP specific discipline or by Joint Force Trainer.

The NATO MP COE adopts the System Approach to Training (SAT) model to analyse, design, develop,

implement and evaluate existing (including course out of NATO source) or new courses. (SOP 301).

A teaching staff quality assurance program ensure that the staff is qualified and competent including procedures identifying the current level of expertise of SMEs, facilitators and guest speakers/contract lecturers.

Learning resources, by means of support and instruments, ensure that the resources available for the learning process are adequate and appropriate for each offered course.

2.2.1.2 Educational principles

The emerging MP course landscape is designed as a modular system. This allows the NATO MP COE to meet the customer requirements in a most flexible and efficient way:

- Ensuring qualitatively added educational value, arising the existing national MP education;
- Tailored residential and/or electronic learning / Advanced Distributed Learning (e-Learning / ADL) courses can be generated for individual demands;
- The modules are supportive and interchangeable, e.g., course participants from course X meet the pre-requisites levels to attend course Y.

Guiding principles:

- As it is preserved that it is almost impossible to assess the full scope of national education and training requirements versus the equivalents for similar levels of another nation, NATO MP COE E&T has to assume – for the development of its educational solutions – that national MP authorities will ensure the appropriate functional level of educational requirements, provisions and background of a student to fulfil any position at international level.
- Based on this assumption, NATO MP COE E&T - in accordance with defined NATO MP educational requirements - is able to identify its required level of supplementary educational value for knowledge development of all NATO MP personnel in categorized functional areas.
- E-Learning / ADL course is in principle supporting a residential course. It might be a student’s pre-requisite for applying a residential course seat.

DEVELOPMENT "LEVEL OF KNOWLEDGE"				
NATIONAL ENVIRONMENT				
		STRATEGIC	OPERATIONAL	TACTICAL
SENIOR OFFICER	OF 3 >	100%	100%	30%
JUNIOR OFFICER	OF 1-2	50%	60%	80%
SENIOR NCO	OR 8-9	40%	50%	100%
NCO / PRIVATE	OR 1-7	10%	10-15%	100%
INTERNATIONAL ENVIRONMENT				
		STRATEGIC	OPERATIONAL	TACTICAL
SENIOR OFFICER	OF 3 >	100%	100%	30%
JUNIOR OFFICER	OF 1-2	60%	70%	80%
SENIOR NCO	OR 8-9	60%	70%	100%
NCO / PRIVATE	OR 1-7	30%	30%	100%

COURSE LEVEL	COURSE TOPIC		
	TACTICAL	OPERATIONAL	STRATEGIC
MPSrOC			
E-module			
National-level			
MPJOC			
E-module			
National-level			
MPSrNCOC			
E-module			
National-level			

	NATO MP COE residential educational provision
	NATO MP COE ADL educational provision
	National educational provision

Table 1 "Example of the NATO MP COE educational added value and modularity assessment"

2.2.1.3 Residential and e-Learning/ADL courses

Residential courses are conducted at the NATO MP COE premises. As the NATO MP E&IT Landscape has been analysed and designed as a modular system it allows the NATO MP COE to adapt specific customer requirements in a most flexible and efficient way. All products are based on the requirements and contributions of the NATO Command Structure and the Community of Interest, which includes the Sponsoring Nations, participating in the regular organised series of Education &

Individual Training Analysis-, Design- or Review Workshops led and facilitated by the NATO MP COE. This “code of conduct” ensures that all products reflect the demands of the MP COI and other customers. Information on NATO certified courses at NATO MP COE can be obtained via the NATO MP COE Webpage or uploaded Course Control Documentation (CCD) within the NATO Education and Training Opportunity Catalogue (ETOC)-application.

NATO MP COE residential courses are:

- a. NATO Military Police Senior Non Commissioned Officer Course (NATO MP SrNCOC);
- b. NATO Military Police Junior Officer Course (NATO MP JOC);
- c. NATO Military Police Senior Officer Course (NATO MP SrOC);
- d. NATO Military Police Lessons Learned Staff Officer Course (NATO MP LL SOC);

All residential courses are supported by NATO certified e-Learning / ADL modules and adhere to the most recent, by NATO JADL approved, learning methodologies:

- a. ADL 186 - Introduction to the NATO MP Doctrine;
- b. ADL 187 – Introduction to the NATO Lessons Learned Process for MP Staff.

New ADL courses, supporting the current and future residential courses, will be developed.

Annually the NATO MP COE Course Catalogue is published on the NATO MP COE website and spread in hardcopy among the NATO MP COI representatives and other (non-)NATO entity representatives during any given opportunity.

2.2.1.4 NATO MP COE Mobile Education Training Team (METT)

The NATO MP COE, due to its limitative capacities, has not developed specific MP-related Mobile Education Training Teams.

The RA, in close cooperation with DH, will constantly analyse the relevant topic, including roles/responsibilities for the requesting authority and the NATO MP COE. In case MP COI will express the need for METT, e.g. via a RFS, and the hereafter conducted pre-analysis indicates a positive feasibility and realizable opportunities, defined development and implementation proposals for approval and additional budgeting by the NATO MP COE Steering Committee will be required. By the NATO MP COE Steering Committee approved and funded proposals will be included in NATO MP COE’s POW as an METT providing institution.

Although the NATO MP COE has not developed a NATO MP METT, it offers its SMEs’-support to NATO MP (inter)national courses and training or by NCS/NFS organized Mobile Training Teams (MTT) regarding MP related topics.

2.2.2 Educational Analysis, Design and Development Criteria

2.2.2.1 Educational awareness

Daily international developments show an increasing complexity in the operational MP environment. Simultaneously, mainly economically driven, changes to MP capacities and capabilities can be observed. Resulting in reduced MP personnel being available for the same workload level of complex tasks. This requires an efficient approach towards education and training, judiciously using the time available for personnel development. Effectiveness and efficiency are elementary for delivering high-level education and training. All relevant aspects to capture all possible external influences are lead down in a specific E&T SOP.

2.2.2.2 Course intake

The international developments and the CREVAL outcomes of MP-components within NATO exercises provides the NATO Military Policing RA guidance for identified educational MP gaps and requirements. These requirements are primarily leading for RA/DH prioritizing of necessary educational solutions during the ADC, resulting the intake for educational solution offers by the NATO MP ETFs or NATO MP COE E&T.

In addition, the NATO MP COE E&T can advise the intake of a proposed educational solution to the RA/DH based on a received RFS or collected observation and Lessons Identified from the NATO MP COE LL database. Education related RFSs are pre-analysed on supporting MP COI need-indicators, LL database information and feasibility, provided with recommendations for decision-making, before advising the RA/DH. Once the requirement has been assessed and validated in close cooperation with customer, the NATO MP COE E&T will move on with the requested product development, in accordance with the Global Programming Framework.

Being a NATO Centre of Excellence the NATO MP COE intend to create and maintain curricula that provides modern, high quality Education and Training (E&T), in line with military and civilian educational methods. In order to establish this high quality E&T, appropriate learning methodologies applicable to the entire curriculum are required which fits the course content parts and the Training Audience (TA).

2.2.3 Curriculum Analysis, Design and Development

2.2.3.1 Awareness:

Curriculum development parameters are to adapt the rapidly changing operational and tactical environment, to reflect the emerging role of MP as a key facilitator for military contributions to comprehensive Military Policing Interaction requirements and to anticipate the implementation requirements of the evolving new NATO Command Structure in this context. NATO missions require Military Police (MP) and Gendarmerie staff who possess knowledge and skills necessary to perform, as an individual or a member of a team, the tasks expected related to the MP functionalities in a multinational environment. Main E&T efforts are related to the provision of adequate trained MP staff for interoperable MP task conduction within an international setting in a multinational environment, and reflected in the specific Course Control Documents (CCD).

Education and Training are key elements for NATO effort in transformation. They are complementary activities, which reinforce each other. Education focuses on the function of explaining concepts, doctrines and practices and teaching procedures, for instance with the complexity of lessons learned and best practices. Training focuses on practicing and applying that knowledge, which helps to assimilate the subject matter completely and provides a functional foundation for well-trained soldier and successful operation in multinational environment.

Multi-Nationality in education and training brings an efficient approach towards education and training, in balance with the available experienced teaching staff, resources and time allocated. Effectiveness, efficiency and affordability are fundamentals for delivering education and training at the highest quality.

The NATO MP COE is tracking the NATO principles in analysis, design, developing, implementation and evaluation of delivered courses and training in purpose to finally provide the high quality E&T product to dedicated customer. For this approach it is more significant to choose within the known learning methodology applicable, best practices to the entire course curriculum.

A learning methodology is the system of methods that are used during the process of teaching and learning (with the focus on learning). Prior to the determination of a learning methodology it is essential to look into the characteristics of MP NATO MP COE's E&T.

2.2.3.2 Teaching, Training and Educational principles

NATO MP COE E&T can be described by a number of features or characteristics. To determine a learning methodology a review of these features and characteristics is required.

NATO MP COE 's E&T requirements are based on the following features/leading characters:

- **Flexibility:**
As a result of asymmetric warfare in various environments, the needs of the target audience/ MP and Gendarmerie skilled personnel differ constantly and lead to find tailor-made flexible E&T solutions. On the other hand, there is a question of cost effectiveness, which has become an emerging importance year by year. A system of flexible E&T combines these main attributes of modern learning and delivers Right Training, by and for Right People, in Right Time, at the Right Place.
- **Demand Driven:**
Effective E&T depends on occurring changes in the operational environment and operational needs across the whole MP capabilities spectra. NATO MP COE strives to deliver demand driven E&T where the customer determines and validates the occupational profiles. Also during the development of the course content the customer is involved.
- **Active involvement:**
In modern and adult learning, student's active involvement plays a key role in the framework of learning. Learning is most likely to occur if instruction meets the learner experience and interests. Meaningful motivated learners' participation is essential to effective instruction. Wherever applicable the student is asked to perform individually and or in a group of learners (Small Groups). Results/Products are to be presented individually or as a group. Throughout the duration of a course the role of the facilitators (coaches) changes stepwise but continuously from task-provider to advising and guiding the students by performing as a tutor. The NATO MP COE strongly recommends and applies to this approach towards modern E&T as interactive learners are one of the important characteristics in which the NATO MP COE invests.
- **Comprehensive Approach (CA) and Interoperability:**
The NATO MP COE reflects to the challenges coming alongside with NATO's view to the Comprehensive Approach and Interoperability. Across the MP/Gendarmerie landscape and all Depth of Knowledge (DoK) levels of NATO MP COE courses the CA is applied. From performing MP/Gendarmerie activities at tactical level up to the Comprehensive Operational Planning Directive (COPD), and the products MP/Gendarmerie have to deliver in the framework of this process at operational and strategic level, the mind-set of CA and Interoperability are driving the products to be produced by the students.

- **Applied modern civilian education:**

The NATO MP COE aligned its E&T with modern learning approaches used in the civilian world of modern and adult education. Civilian E&T has been developing over the years, introducing new ways of learning, with a renewed setting for the teaching staff, the students and the learning environment. Employed with the development of new courses' content simultaneously the NATO MP COE monitors the civilian education developments for introducing the most modern learning methods. To keep high technologies and knowledge together, the NATO MP COE intensively invites selected guest speakers from academic soil and cooperates with many contributors from military and non-governmental institutions whose expertise is implemented into courses curricula. NATO MP COE aligned its E&T with modern learning approaches used in the civilian world of modern and adult education.

2.2.4 Curriculum Analysis and Design Process

Special attention is given to the Analysis and Design processes of NATO MP E&T products, addressing the special needs of the respective command levels at strategic and operational level as well as at tactical level. To reflect the identified training needs, the overall course landscape is customer oriented, demand driven and provides a maximum of flexibility by exploiting the MP Functional Competence Based Education and Training Approach (CBET), in line with the Strategic Training Plan (STP) for the NATO Military Policing Discipline.

Subsequently, the NATO MP COE designed a NATO MP/Gendarmerie Landscape, by using the NATO System Approach to Training (SAT), the defined Analysis, Design, Development, Implementation and Evaluation (ADDIE) processes and Course Control Documentation – in accordance with NATO BiSC 75-007 Directive – therewith holistically focussing on operational and tactical challenges as demanded by the customer. The forth-mentioned SAT-processes are tailor-made described in the supporting SOP (SOP 301).

The E&T Analysis- and Design processes will ensure that the development of a course:

- a. Addresses the requirements identified by RA;
- b. Addresses operational requirements across all levels, in accordance with the defined NATO Military Policing STP;
- c. Is developed in close cooperation with MP Community of Interest SMEs;
- d. Is in line with the emerging MP doctrines, concepts and procedures;
- e. Open for NATO Partners and civilian actors;
- f. Is consistent with NATO PE/CE Job Descriptions and the minimum proficiency for MP/Gendarmerie trained staff;
- g. Involves most recent didactical scope and learning methodologies;
- h. Consist of full integration of e-Learning / Advanced Distributed Learning (ADL);
- i. Can be divided in a modular composition of courses.

2.2.4.1 Analysis development

To achieve a comprehensive consensus regarding the course content, Analysis Board/workshop are conducted.

Analysis intends to capture and define the NATO-wide MP Commanders task requirement perspectives, defined in Performance/Learning Objectives (PO/LO), Enabling Learning Objectives (ELO) and Standards (S).

Main questions to be answered: “What has the student be able to do the first day in the job after having attended the course?” and “How and how well is the student to perform this job?”

The POs/LOs/Ss are the backbone of the analysis processes as input for the course instructional design as it is referred in Bi-SCD 75-007 and CCD-II (Course Proposal) -annex. This annex also provide templates for supporting documentation that covers training audience description, the learning sequence and activities, the student assessment strategy and pre-requisites for the course.

PO/LO/S development consists of the following essential parts:

- a. *Performance/Learning Objective*, defining the main tasks that has to be performed, main knowledge that has to be known;
- b. *Enabling Learning Objective*, defining how well the main tasks needs to be performed;
- c. *Standard*, defining the minimum acceptable level of performing the main task.

2.2.4.2 Design development

To achieve a comprehensive consensus regarding the course content, Design Board/workshops are conducted. Applying the recent information from the theatre, concept development and suitable education methodologies, the course content is reviewed and validated during a pilot course.

Even if the ultimate goal is the NATO certified course, the NATO “approval”-level might neither nor awarded to every of them. This enables more freedom of action in tailoring the course content to better reflect changing environment or customers’ needs.

Design intends to capture SME’s input for required educational criteria for Teaching Points (TP) – per PO/LO, ELO and S – in combination with relevant references, instructional method and instruction time advise. Main question to be answered: “What is the need-to-know information for student’s knowledge-development?” and “What is the best method to ensure the student can gain this knowledge?”

The TPs are the backbone of the design process as input for defining the final the course instructional design as it is referred in BISC 75-007 and CCD-III (Program of Classes) -annex. This annex also provide templates for supporting documentation that covers training audience description, the depth of knowledge, the learning methodologies, the SME’s / facilitator’s / guest speaker’s and lecturer’s requirements and characteristics, as well as a generic timetable and resource requirements.

Writing TPs is developed with five essential parts:

- a. *Condition*, defining the environment, tools and processes that are used to achieve the minimum acceptable performance;
- b. *Criteria*, defining how the minimum acceptable performance will be measured;
- c. *Instructional method*, defining how the knowledge can be best delivered;
- d. *Instruction/Lecturing time assessment*, defining time limitations for the program;
- e. *Reference documentation*, defining crucial background information materials to be used and referred to.

During the design phase of the curriculum the combination of strategies and learning methods, human and material resources, assessment procedures and work schedule are employed in an attempt to fulfil the particular course objectives. A curriculum is concerned both with intentions and what actually transpires in consequence, in fact with every aspect of the life and work of the institution or unit concerned.

Curriculum developers during curriculum design ensure that the material follows sound instructional principles and that the methods and activities are well defined and appropriate to the content for the specified target audience. These instructional principles are followed by Depth of Knowledge (DoK) which is stated in Bi-SC Directive 75-7.

When analysing the POs/LO and Ss, instructional designers are advised to use Bloom's taxonomy, to match the required tasks with the appropriate level of the course. Use of Bloom's Taxonomy to establish objectives and the use of objectives during course design will help promote a coherent and measurable course.

For any given category there are key words that help the instructional designers to develop, define and write the Teaching Point which stipulate the core teaching elements of the during the analysis phase defined performance and learning objectives.

2.2.4.3 Determination Learning Methodology

With the five - as stated under § 2.2.3.2 - requirements for NATO MP COE E&T, a scan of available learning methodologies have been made. Four learning methodologies have been selected as suitable for the NATO MP COE E&T. The four learning methodologies have been selected based on one or more reasons. The four learning methodologies, which can be used for a current or future course, are:

1. **Competence Based Learning (CBL):** focuses on outcomes of learning. CBL addresses what the learners are expected to do rather than on what they are expected to learn about (know). CBL advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills and behaviours a student should demonstrate at the end of a course. CBL is adaptive to the changing needs of students and the customers' needs.

Motivation

- a. The E&T of NATO MP COE is focused on outcomes (demand driven education and training), rather than inputs;
 - b. The NATO MP COE E&T emphasizes on skills and delivering products (written and/or oral), rather than focusing on knowledge for a course or part(s) of a course for which student's specific operational needs are required;
 - c. A learning methodology is needed that is flexible due to the national and international changes in the operational environment. CBL is flexible since its fundament lies in the determination of a competence / occupational profile. NATO MP COE develops occupational profiles as a base for every course. The occupational profiles can be adjusted quite easily;
 - d. There is an increasing variety of NATO MP COE-students, with their specific needs. Using CBL individual learning wishes/needs can be addressed. This resulted in tailor-made (specialism) courses;
 - e. CBL approaches education as a whole. Instead of mainly focusing on the transfer of knowledge/topics, CBL concentrates on the learning of competences (a combination of knowledge, skills and attitude).
2. **Blended learning (hybrid learning):** a combination of different learning environments. It is a set of learning – and/or education activities, where e-Learning / ADL is combined with face-to-face education.

Motivation

- a. Also in real life there is the possibility of working in different environments. MP/Gendarmerie personnel often work in a combination of face-to-face contact and long distance contact (via telephone, email, internet, VTC, etc.). Therefore, NATO MP COE has adopted blended learning as one of its learning methodologies, combining ADL (pre-course-packages and/or e-learning / ADL standalone course) and face-to-face learning;
 - b. Using the methodology of blended learning NATO MP COE E&T can reduce the time that needs to be spent at NATO MP COE. Therefore pre-course-packages have been developed and distributed to all students. Prior to attending the face-to-face part of the E&T the students will obtain international MP/Gendarmerie awareness + other lower cognitive skills needed by following the pre-course-packages.
3. **Scenario based learning:** puts the student in a real context. The use of scenarios helps the student better understand the decisions he/she has to take. Scenario based training provides an active learning experience with proven effectiveness.

Motivation

- a. Scenario based learning is in line with the concept of 'train as you interacts (fight)';
 - b. Scenario based learning has been proven a successful and effective training method over the last years. Scenario based learning includes an (inter) active role for the student;
 - c. This learning methodology is familiar to most military personnel. It is easier to use a commonly understood methodology, so not a huge amount of time needs to be spent explaining and introducing the learning methodology. Part of the scenario can be put in the pre-course-packages. Since NATO MP COE underlines an (inter) active role of students this methodology is suitable for NATO MP COE E&T.
4. **Project Education:** methodology where students are working in a group (project setting), analysing a complex problem of the actual working field/context. Based on an assignment the problem will be resolved in the form of a realistic occupational product. The focus is not only on the product, but also on the process.

Motivation

- a. Military Personnel working in staffs are generally working in project groups. Therefore it is useful to use a learning methodology that refers to a proper way of working in a project (team).
- b. In projects the focus is not only on delivering a product, but also on the process. During the courses emphasis will be put as well on (improving of) the process.
- c. In project education the student groups are working on a problem (via an assignment) that is related to the actual working field/context, while stimulating the use of diverse skills and competences. This encounters the self-motivation and the active engagement of students.

2.2.4.4 Training Development Officer

To ensure the quality of the Analysis and Design processes, the NATO MP COE E&T has a dedicated Training Development Officer (TDO) to act as an honest broker for constructive managing, steering the collection and supporting the mind-sharing of process-participants' to gain ultimate desired course content requirements.

The TDO stimulates the SME-discussions on the "Why" and "So what" of identified tasks and relevant topics, therewith having the SME answering the questions "What is really elementary for the student". The outcomes are categorized in 3 levels:

- 1- *Need to know* = new information and knowledge the student needs to learn;
- 2- *Have to know* = by students already gain knowledge during other (inter-) national courses and or gained experiences, which should be the basic starting level for developing teaching criteria;
- 3- *Nice to know* = (in) directly related information/knowledge of interest but not necessary as teaching criteria

The level-indicators will be used during the final formulation of the course-content for the CCD-III, and helps to identify the prioritizing of elementary TPs in relation to possible identified time-constraints, instructional method constraints or a combination of constraints.

The TDO ensures all defined PO/LO, ELO and TPs, including the supporting instructional methods and specific references are described in the CCD-II (Course Proposal) and CCD-III (Program of classes).

2.2.5 Curriculum Development Process

The assigned course OPR will use the developed CCDs II and III as source document for the development of a single-course.

Based on the source documents, the required standards for instructors, facilitators in general and for lecturers and guest speakers specifically as topic SME's, are defined to ensure the appropriate level and quality of knowledge providers and –supporters. In accordance to these standards the ideal starting position for the single-course development is set for addressing and requesting the support and availability among the wide market of SME within or outside the MP COI.

To establish a quality guaranteed arrangement with any SME/guest speaker/lecturer, the OPR has to define clear expectation on their expected deliverable. Here for an extract of the CCD-III will be provided, to ensure the right course topic, PO/LO, ELOs and TPs are lectured within the defined boundaries.

2.2.5.1 Course staff requirements

To ensure the delivery of qualitatively high-level support and contributions to NATO MP COE events and courses, basic skills and knowledge preferences are defined. Depending on the event-/course type, these are as follows:

A. Instructors

- a. Qualifications:
 - i. Language proficiency: English 3-3-3-3 (in accordance with STANAG 6001) or equivalent is preferred;
 - ii. Competences: Collaborate, communication, creativity, flexibility, initiative, integrity, persuasiveness and situational awareness;
 - iii. Completed the NATO senior NCO Course, NATO MP Junior Officer Course and or NATO MP Senior officer Course;
 - iv. Instructional skills and techniques.
- b. Experience:
 - i. Preferably an educational background and experience;
 - ii. Preferably having past tutor experience.
 - iii. Operational experience within MP/Gendarmerie-type forces;
 - iv. Preferably an operational MP experience in NATO-led missions or working experience in a multinational environment;
 - v. Preferably a commanding and/or staff officer position experience;

B. Facilitators

- a. Qualifications:
 - i. Language proficiency: English in between 2-2-2-2 and 3-3-3-3 (in accordance with STANAG 6001) or equivalent is preferred;
 - ii. Competences: Collaborate, communication, creativity, flexibility, initiative, integrity, interpersonal sensitivity, persuasiveness and situational awareness
 - iii. Instructional skills and techniques;
 - iv. Preferably completed NATO MP (Junior) Officer Course.
- b. Experience:
 - i. Operational experience within MP/Gendarmerie-type forces;
 - ii. Preferably an operational MP experience in NATO-led missions or working experience in a multinational environment;
 - iii. Preferably an educational background and instructional experience;
 - iv. Preferably having past tutor skills and experience in combination with management skills to supervise small group activities.
- c. Additional Training:
 - i. NATO MP COE Small Group Facilitator Training (SGFT), internal course prior to NATO MP JOC implementation.

C. Guest Speakers

- a. Qualifications:
 - i. Subject Matter Expert (SME) on specific topic;
 - ii. Language proficiency: English 3-3-3-3 (in accordance with STANAG 6001) or equivalent is preferred;
 - iii. Competences: Collaborate, creativity, flexibility, integrity, persuasiveness and situational awareness
 - iv. Communication and presentation skills.
- b. Experience:
 - i. Study and/or working experience supporting the requested subject matter expertise is required;
 - ii. Preferably educational experience;
 - iii. Preferably tutor experience/skills and managing skills to conduct big group lectures and discussions;

2.2.5.2 Facilitator training

Course facilitators conduct their task as advisor and guide, mainly during the scenario-based learning method in small group works, within a course. To ensure all facilitators are in-line with the defined POs/LOs/ELOs, Ss and TPs for a course, pre-training will be offered, so-called Small Group Facilitator Training (SGFT), preferably but no later than one week before the implementation date of the course. The duration of the SGFT depends on course type; therefore the training length can differ.

During the SGFT, the following key elements are instructed and practised:

- a. Course introduction, background and aim to achieve;
- b. Instructional development;
- c. Adult Learning Principles;
- d. The art of Facilitation;
- e. Small group work standards
- f. War gaming course-scenarios.

2.2.6. Curriculum Implementation Process

The purpose of the Curriculum Implementation is to put into operation the management, support and administrative functions necessary to successfully conduct E&IT solutions. Conducting E&T addresses the planning, preparation, execution as well as close out of the activities for a specific course. The planning, preparation, execution and course close out supports functions of NATO MP COE QMS.

The curriculum implementation at the Centre results with the delivery of qualified graduates. The curricula implementation identifies three (3) main processes, all in depth described in the supporting E&T SOP:

- a. Planning and Preparation phase;
- b. Administration and Communication phase;
- c. Implementation, evaluation and reporting phase.

2.2.7. Instructional Process and Curriculum Evaluation

2.2.7.1 Quality Assurance Processes

The defined NATO MP COE E&T Quality Assurance processes and procedures for all phases of the SAT-ADDIE have specific required (digital) review processes, procedures, operational standards and guidelines. They are fully integrated in the annual NATO MP COE Program of Work, implementation and reporting cycles and will be reviewed annually and recommended changes or amendments put forward for approval with the Program of Work.

Three (3) distinct review processes support the Evaluation Phase:

- a. Pre course reviews: Focuses on judgments pertaining to the required SAT Analysis, Design, Development and Implementation phases determined to an educational solution;
- b. Post course reviews: Focused on judgments pertaining to a specific E&IT solution. It is the process of gathering and analysing data from inside and outside the E&IT environment in order to determine how well E&IT was conducted and how well graduates are prepared for their job;
- c. Institutional reviews: Focused on the institution and provide overall review for a periodic reviews of quality management.

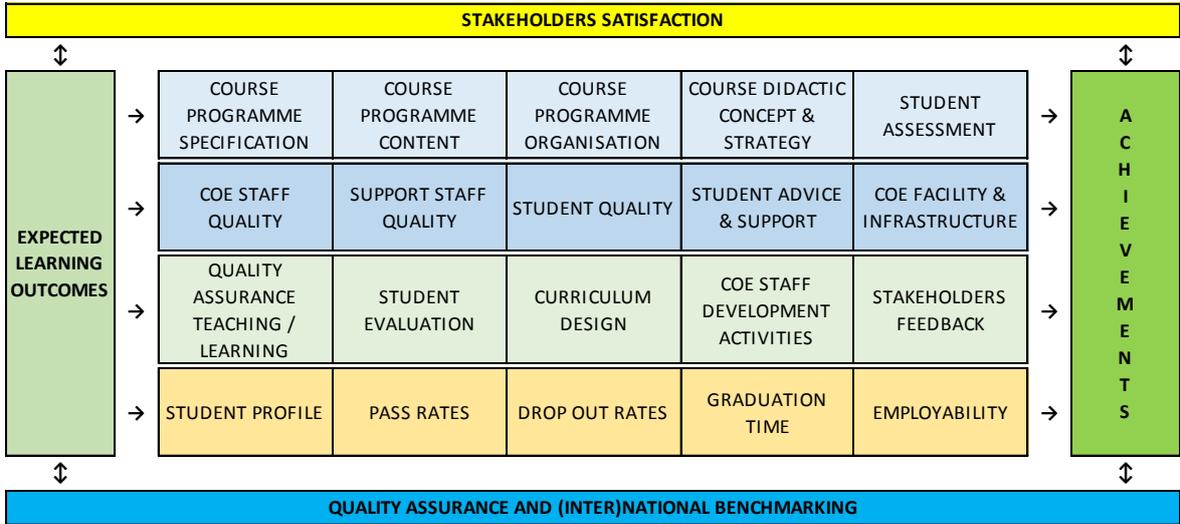


Figure 3: "NATO MP COE E&T Quality Assurance Cycle"

The overall NATO MP COE E&T Quality Assurance Cycle depicts how the Evaluation Process (Curriculum and Learner Evaluation Process) functions. The conduct of a single course Curriculum and Learner Evaluation is described in detailed procedures. After several iterations of one specific course, the E&T C&IE SC branch will initiate and conduct a Series of Courses Evaluation Cycle (SOP 301).

2.2.7.1.1 Course Review/Evaluation (CRE)

The CRE will be conducted by the course OPR in close cooperation with E&T C&IE SC, led by E&T SC, after implementation / conduct of the each course. Based on the received evaluation outcomes (from students, lecturers, guest speakers, facilitators, internal and external SMEs, support officers and event team members) the curriculum content and course development and –implementation phase will be reviewed.

2.2.7.1.2 Series of Courses Evaluation (SCE)

After several iterations of one specific course the E&T BH will initiate and coordinate the conduct a “Series of Curriculum and Learner Evaluation” as described in SOP 301.

The Review/Evaluation process will be conducted on the outcome of the “Series of Course Evaluation” and / or on the external inputs/demands of the Community of Interest (RA, SN and NATO nations and beyond). This Review/Evaluation Process will be supported and supervised by external educational SMEs on case by case and consultancy basis.

The SCE will be conducted by E&T SC supported by E&T C&IE SC, led by the E&T BH, based on the outcomes from the particular course evaluations and/or on the external inputs/demands of the Community of Interest (Requirement Authority, JFT and NATO nations).

2.2.7.1.3 Program Evaluation Cycle (PEC)

The NATO MP COE E&T does not have an Educational Program. Therefore, no PEC for E&IT will be conducted.

2.2.7.2 Annual Quality Assurance Plan

The Annual Quality Assurance Plan (Annex A) summarizes in one table all planned courses and the anticipated schedule for Quality Assurance and evaluation reviews and approvals. It also highlights for review and approval any planned improvements and additions to the Policy. This plan is also used as a summary feedback mechanism to improve strengths and weaknesses, enhance opportunities and eliminate threats. The Annual Quality Assurance Plan is provided in Annex 1 and is also a part of the Discipline Alignment Plan (DAP) for the MP Discipline.

2.2.7.3 Course Control Management Process

The process aims to manage all involved (key) actors contributions and activities, focused on the different stages of executing the single course. All listed forms, formats and reports are digitally operated and available. The main events processes and actors’ roles and tasks are described in SOP 508 and SOP 301.

2.2.7.4 Evaluation Scheme per single course

The purpose of the single course evaluation is to assess the efficiency, effectiveness and overall quality of an E&IT solution and determine how it can be conducted better within the NATO MP COE for continuously improvement.

The course specific daily questionnaire and the final digital survey is applied in all iterations of a specific course type also outside NATO MP COE (SOP 301) to allow the E&T SC C&IE a direct outcome comparison of course series to identify trends to be addressed.

The DHO, supported by the E&T C&IE and the QMA also conduct visits to all courses, developed and conducted in accordance with agreed intake by other NATO MP ETFs outside the NATO MP COE in order to assess the execution quality of the external MP ETF (Annex G and M).

2.2.8 Review of educational solutions

The education staff within the NATO MP COE E&T Branch, in cooperation with the E&T SC C&IE and QMA, additional supported with - from NATO MP collected - observations/lessons identified by NATO MP COE LL Branch, will carry out primarily internal reviews of the single courses, sequel of courses or course content parts.

The internal reviews may identify the need for minor amendments or updates for a course, and will be executed by the E&T staff.

Identified major or complete revision of a course or course content part(s) will be subject to a second review – external review through respectively analysis- and/or design workshops – supported by SMEs from the MP Community of Interest (MP COI) and/or representatives of the RA (Stakeholder review), and/or if appropriate by civil organizations (CIV), to ensure that the operational requirements are continuously updated, covered, transparent and aligned with NATO's Strategic Guidance and NATO MP operational requirements.

In its role as Department Head, forth-mentioned reviewing processes for NATO Military Policing Discipline courses conducted by other MP educational solution providers will be – if necessary initiated - monitored and supported accordingly by NATO MP COE.

Stakeholders (RA, MP COI, CIV) and the NATO MP COE Steering Committee will be routinely informed of all course enhancement and adjustments. This will be accomplished firstly during the Annual Discipline Conference and secondly through the discussion and approval of the annual Program of Work, specific QA review efforts based on new operational requirements, regularly reports, as well as the ongoing work relations and dialogue among the Directorate and the stakeholders. The stakeholders will be notified in advance of Stakeholder Reviews so that they may inform key actors in their respective countries about opportunities to be involved in the process.

2.3 Other NATO MP COE Functional Areas Contribution to E&T

The NATO MP COE establishes, maintains and reviews its internal process and procedures to ensure that all relevant stakeholders fully contribute to the most effective and state of art E&IT solutions.

2.3.1 Doctrine and Standardization Branch (D&SB)

Depending on the D&SB subject matter expert advice/support to E&T activities requirement, the Branch can contribute to the phases of System Approach to Training (SAT), as follows:

- a. **Analysis Phase:** SME advices on Training Needs Analysis (TNA) by:
 - i. identifying the target audience,
 - ii. providing task analysis – identification and selection of tasks that require E&IT effort.
- b. **Design Phase:** SME supports to Design Board/workshop by:
 - i. defining enabling/learning objectives and teaching points,

- ii. providing a specification of the content - including time allocation and references,
- iii. providing a revision of the target audience,
- iv. identifying and selecting methods of instruction.
- c. **Development Phase:** SME contributes to instructional materials development (documentation inputs) by:
 - i. providing student hand-outs,
 - ii. providing support materials,
 - iii. providing references,
 - iv. providing assessment instruments/tests,
 - v. providing schedule/timetable design.
- d. **Implementation Phase:** SME engages the E&IT activities by:
 - i. facilitating,
 - ii. instructing,
 - iii. planning and preparing when it is applicable.
- e. **Evaluation Phase:** SME engages the E&IT activities by:
 - i. Collecting relevant feedback from internal evaluation of particular E&T solution, related to the area of NATO standardization, specifically to doctrine development.

2.3.2 Lessons Learned Branch (LLB)

Depending on the LLB subject matter expert advice/support to E&T activities requirement, the Branch can contribute to the phases of System Approach to Training (SAT), as follows:

- a. **Analysis Phase:** SME advises on Training Needs Analysis (TNA) by:
 - i. Provide essential Observations/Lessons Identified from the NATO MP CO Lessons Learned Databases / Portals;
 - ii. identifying target audience,
 - iii. providing task analysis – identification and selection of tasks that require E&IT effort.
- b. **Design Phase:** SME supports to Design Board/workshop by:
 - i. defining enabling/learning objectives and teaching points,
 - ii. providing a specification of the content - including time allocation and references,
 - iii. providing a revision of the target audience,
 - iv. identifying and selecting methods of instruction.
- c. **Development Phase:** SME contributes to instructional materials development (documentation inputs) by:
 - i. providing student handouts,
 - ii. providing support materials,
 - iii. providing references,
 - iv. providing assessment instruments/tests,
 - v. providing schedule/timetable design.
- d. **Implementation Phase:** SME engages the E&IT activities by:
 - i. facilitating,
 - ii. instructing,
 - iii. planning and preparing when it is applicable.
- e. **Evaluation Phase:** SME engages the E&IT activities by:
 - i. Collecting relevant feedback from internal evaluation of particular E&T solution, related to the area of NATO Lessons Learned, specifically to NATO MP LL.

2.3.2 Security Support and Administration Branch (SS&AB)

The SS&AB SME advice and support regarding infrastructure, logistic and security requirements to any (E&T) event and/or related activities is mandatory. Therefore the Branch shall contribute to the phases of System Approach to Training (SAT), as follows:

- a. **Analysis Phase:** Branch SME support by:
 - i. Provide logistic and infrastructural resources
 - ii. Providing security resources
 - iii. Providing IT resources
 - iv. Providing administrative support related to registration participants
- b. **Design Phase:** Branch SME support by:
 - i. Provide logistic and infrastructural resources
 - ii. Providing security resources
 - iii. Providing IT resources
 - iv. Providing administrative support related to registration participants
- c. **Development Phase:** Branch SME advise and support by:
 - i. Pre-arrangements, planning and preparation of logistic and infrastructural resources
 - ii. Pre-arrangements, planning and preparation of security resources
 - iii. Provide administrative support related to registration participants
- d. **Implementation Phase:** Branch SME advise and support by:
 - i. Facilitating resources,
 - ii. real-life support and resources
 - iii. IT support and resources
- e. **Evaluation Phase:** SME engages the (E&IT) event and activities by:
 - i. Collecting relevant feedback from internal evaluation of particular (E&T) event, specifically related to logistics, security, infrastructural and administrative support.

3. Assessment of Students

The main focus is “to assess”, whether the students have achieved the required skills (is able to “translate” the achieved knowledge into products and procedures) at the end of the residential course rather than testing gained knowledge through controlled test-questionnaires by instructors, facilitators and/or lecturers. The assessment of the learning outcome in the single course is based upon two main efforts: Student Self-Evaluation and Training Staff Evaluation.

3.1 Student Self-Evaluation

3.1.1 Before the course

The student will conduct the mandatory ADL pre-course(s). In addition non-mandatory ADL course(s), related to the residential course, are advised to conduct. Passing or failing these, gives the student the first feedback on own understanding of the topics and knowledge-level. The outcome allows the student to identify own knowledge levels and/or gaps, level of understanding and possible weaknesses. The student has also access to the course programme including course documents allowing the student to have an overview of all learning objectives and the way to achieve those before starting (and during) the residential course. In this respect, pre-study/self-study advice is provided.

3.1.2 During the course

All lectures and small group works etc. will start with listing to the learning objectives for the following learning process. The instructor/facilitator/lecturer will end the session by listing the most important take a ways. The student evaluates at the end of the day the outcome through filling in the daily questionnaire (electronically or paper form) again addressing the learning objectives. This allows the single students to identify own understanding of the topics and enables the students to do self-study and/or to ask for assistance from the instructor/coaches in the following days.

3.2 The training staff evaluation of the single student's performance

Building upon the learning objectives but also personal experiences (mission – etc), the facilitators are closely monitoring the single student's efforts, involvement and outcome. The assigned facilitator is following the same student through the entire course and is present during all lectures and practical assignments, small group works, etc. It allows the facilitator to provide immediate feedback to the single students through dialogue and side talks. At the end of each day, the training staff evaluates the learning outcome and identifies high and low achievers among the students. This approach enables the training staff to adjust the upcoming day's assignments, methodical approaches and to put more focus on the low achievers assisting them in increasing their outcome/learning process.

3.3 Formative evaluation:

Initial Qualification Training (IQT) for all residential courses: In-service training comprised of lecture presentations complemented with Small Group Training Activities (i.e. small group work, case studies, etc.) culminating in practical Task Assessments (small group formal presentations) to formally assess students' performance.

3.4 Summative evaluation:

Except the ADL-courses, the residential courses are not to be determined with a summative evaluation of the students as the course is not a "pass-fail"-course. The course is designed and developed to provide basic understanding at tactical + level of NATO MP functionalities, enabling students to collaborate in a controlled multinational environment.

3.5 Course certification:

Depending on the student-assessment form, the assessed level of involvement and contribution during the course, a student will be awarded with a:

- a. Certificate of completion = revealed full involvement, constructive participation and support to co-students, expressing the ability to transfer gained knowledge into practice;
- b. Certificate of participation = projected full involvement, willingness to constructive participation but hampered so due to excusable reasons, proven ability to transfer gained knowledge into practice;
- c. Certificate of attendance = having attended all/majority of the course program without presenting the willingness to provide any constructive contributions.

4. Quality Assurance of Faculty and Staff

In purpose to guarantee the quality of faculty and staff involved directly into E&IT deliverables as well as guest speakers or contracted lecturers, the NATO MP COE practices assessment and development procedures.

To ensure the NATO MP COE staff continuously meets the specific functional required knowledge and skills, the NATO MP COE Branch Heads will develop the Personnel Development and Sustainment Programme (PDP). The PDP is part of the annual NATO MP COE POW approved by the Centre Steering Committee. This PDP can include specific (inter) national courses, seminars, symposia and selected/identified train the trainer's courses.

4.1 Preparation and Assessment of the Course Instructors and Support Staff

To ensure adequate education and training for internal instructors/SMEs, the NATO MP COE designed the Personnel Development Programme (PDP) which extents personnel's skills for international and/or national assignments and their own advancement – before a course. The PDP includes orientation briefings to familiarise newcomers with processes used by the NATO MP COE.

Supporting (educational) staff will be educated and trained for the intended course purpose (e.g. internal/external facilitators by the Small Group Facilitators Training - see 2.2.5.1).

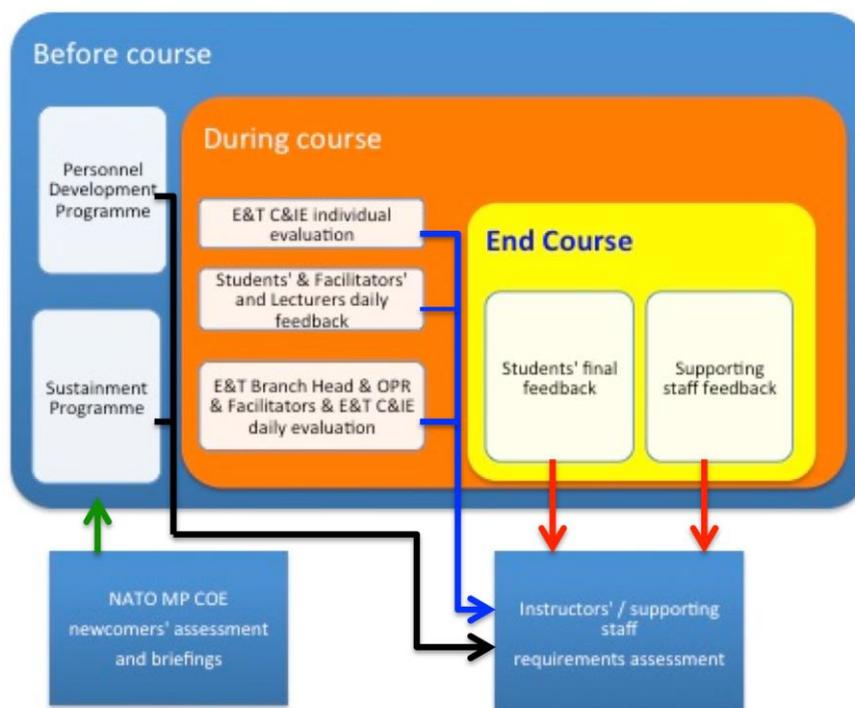


Figure 4: Instructors' and support staff preparation, development and assessment

Instructors and Facilitators will be assessed on their ability to:

- convey the intended learning objectives,
- structure and effectively schedule the program/lecture/practice
- address student's questions and clarify difficult points
- comply with safety regulations (practice and field exercises)
- guide the students towards a successful learning experience
- wisely use resources, material and teaching aids (smart boards, projectors, etc.)

- g. exert group control
- h. guide and mentor the students during practices and syndicates so they can reach the intended objectives on their own.
- i. proper technical and NATO MP used terminology
- j. language proficiency

The instructors' teaching skills, the facilitator's skills, the lecturers and contracted speakers performances are monitored by the course OPR, in cooperation with E&T C&IE, using e.g. Instructors Performance Evaluation Form, students' feedback. These are input for the Course Evaluation Review.

4.2 Preparation and Assessment of the Event / Course Support Staff

Inseparable role in quality of courses is played not only by high educated and experienced instructors but also by well-prepared support staff, which contributes to the overall course quality.

The support staff supports delivery of courses and other events in:

- a. Administrative issues of the course, e.g. booking training facilities of the Host Nation, recording of documentation, communication with applicants;
- b. Legal issues, e.g. preparation and signing of contracts with guest speakers/lecturers;
- c. Financial issues, e.g. reimbursement of the event expenses/ guest speakers/lecturers performance;
- d. Logistic support, e.g. procurement and supply with material necessary for events execution; provision of transportation, accommodation and catering;
- e. Preparation of rooms for meetings, classes, IT;
- f. Safety and security issues management.
- g. Medical or firefighters support, etc.

Preparation of support staff conducting, servicing of the above mentioned support to events and courses execution is based on the national military education and training, which is stated in the NATO MP COE job descriptions. To continuously meet NATO standards the support staff will additionally be educated and trained by external agencies and SMEs working in accordance with NATO objectives and requirements (i.e. NATO School, JFTC Support Unit), ensuring these identified trainings/courses contribute to their support improvement.

These courses, e.g. courses dedicated to Sustainment Programme of instructors, will be part of the yearly NATO MP COE POW.

Assessment of the support staff will be carried out by the Course Director reinforced by instructors' and students' feedbacks and become part of the CRE and the course documentation.

5. Learning Resources and Student Support

The main effort of the learning resources management and student support is to fulfil student's needs before and during the course execution. The management of the learning resources and student support provided by the NATO MP COE consists of facilities, teaching aids, learning resources (student study materials), etc. Means of support and instruments, which ensure that the resources are available to support the student's learning process, are adequate and appropriate for each course offered.

The learning resources and support mechanisms should be:

- readily accessible to students;
- designed according to student's needs;

- responsive to feedback from those who use them; and
- routinely monitored and improved.

5.1 Material Resource management

The learning resources and student support within the NATO MP COE is requested by the Event- / Course OPR, managed and provided by supporting staff in accordance with valid NATO MP COE SOPs. For courses, material resources are provided by the SS&A Branch in line with the minimum requirements and capabilities defined in the in the Course Control Documentation.

For booking or requesting of Framework Nation or NATO Joint Force Training Centre (JFTC) resources, the OPR submit the requirements (coordinated with ETM) via chain of command to the SS&A BH. SS&A BH manages, coordinates, and incorporates these requirements into the Polish Armed Forces and/or JFTC planning process and/or (i.e. planning of availability of training facilities).

5.1.1 Resources

Resources support required for successfully conducting an event / course are specifically defined in e.g. CCDs. In general the basic resource needs for an event exist of the following – but not limitative – components:

- a. Infrastructure: Registration system, electronic payment device, ADL online, IT-room, auditorium/class room/lecture room, small group class rooms, facilitators/guest speaker preparation room, all equipped with sufficient PCs/laptops (standard applications) and internet access, beamer, audio sets, printer, printer paper, printer toner, whiteboards, flipcharts, office material box, any ad hoc required materials, etc.;
- b. Logistics: Transportation, coffee corner, hotel reservations, security badges, electronic device storage boxes, name tags, parking cards, emergency/POC cards (credit card size);
- c. Human: Officer Primarily Responsible (OPR), administrator (registration system, real life support, point of contact), financial officer, IT-staff on call, internal/external SMEs / facilitators / guest speakers, Public Affair Officer, observers/evaluators, maintenance staff (class rooms, coffee corner etc.);
- d. Documentation: Event plan and financial commitment, course-staff program, student program, agenda, student pre-course package, facilitator pre-course package, PO/ELO/TP-checklist, facilitator scenario-plans (description, guidelines), facilitator/student scenario “mission background information” package, scenario support documents, small group activity templates, references.

To improve learning resources management and students’ support for a particular event, the NATO MP COE is gathering observations, recommendations and monitoring students’ / facilitators’ / lecturers’ satisfaction, which is finally analysed and summarized in the ‘After Action Report’, supported with recommendations for improvement.

5.2 Event Admission and Course Seat Allocation

5.2.1 Event Admission procedure

The NATO MP COE event admission procedure is annually agreed (a year ahead) during the second NATO MP COE Steering Committee’ meeting.

For event participants / representatives, assigned by the MP/Gendarmerie authorities of the NATO MP COE Sponsoring Nations, the event admission is free of charge.

For event participants / representatives, assigned by a non-MP/Gendarmerie authorities of the NATO MP COE Sponsoring Nations, the event admission procedure for non-Sponsoring Nations is followed.

For non- Sponsoring Nations participants / representatives the event admission is, based on a proposal by the NATO MP COE Financial Controller, determined by the Steering Committee.

All details about E&T deliverables including course admission are incorporated in the annual course catalogue, which is publicly available on the NATO MP COE Web page, as well as with the student information guide (Annex M).

5.2.2 Seat Allocation

During the analysis- and design development, based on the intended course-characteristics, the maximum seats for delivery of the course is defined. In conjunction, also the minimum seats are defined related to running cost effectiveness. Overall, the maximum number of course-seats cannot exceed the maximum capacity of 30 seats in the main classroom.

The operational needs of NATO and NATO partners (further “customer” or “costumers”) are monitored by NATO MP COE E&T BH and NATO MP COE E&T SC. It is the Centre’s highest priority to inform customers about iterations of courses by sending them a Calling Letter notifying customers about the particular course from course catalogue with attached registration form (nevertheless the registration should be done directly through the NATO MP COE website by Smart Event Application (SEA)).

Applications for courses are collected by the course Admin (prior to the registration deadline) and listed in a course students’ roster. In accordance with the prioritizing of course participants defined in the CCD-II, seats will be assigned in order of received application and registration. If the by CCD-II define priorities are not met, the following general criteria apply:

- a. To satisfy SN’s needs in E&IT: The NATO MP COE SNs are honoured to have two seats allocated per course iteration.
- b. To support NATO needs and effort in transformation: NATO HQs can send their NATO nominees to attend NATO MP COE courses. If the nomination is the NATO’s request, then NATO HQ covers or reimburses the course expenses (i.e. course fee, transport, accommodation and catering) to the NATO MP COE in line with NATO’s reimbursement Policy (via hand of Military Partnership Directorate, or Emerging Security Bureau, or other certified agencies).
- c. When aforementioned two requirements are covered then free seats of the particular course are offered to other customers (e.g. Partners via e-PRIME).

The course students’ roster is summarized and submitted by the Course OPR to the NATO MP COE E&T BH’s for information. Each selected student is notified about his/her seat allocation/confirmation to the particular course by sending him/her the course ‘Confirmation E-mail’, including a pre-course package.

In case of the limited capacity of seats/ per course, customer which demands could not have been satisfied will be informed and upon customer agreement will be recorded by the Course OPR on a specific ‘Course Waiting List’.

6. Communication and Information Strategy

6.1. Information Management

Information, as it is known includes both electronic and physical information. The organizational structure within the NATO MP COE has procedures, which guarantee capability to be able to manage information – in an internal electronic/ digital environment – throughout the Information and Knowledge Management (IKM). Main activities within the IKM at the NATO MP COE are considered: gathering, managing, preserving, storing and delivering the right information to the right people at the right time.

Information and knowledge management processes are incorporated into the NATO MP COE Standing Operating Procedures (SOPs). Particular contents of SOPs describe the requirements and procedures for the management of information.

The following chart depicts the NATO MP COE IKM functional hierarchy:

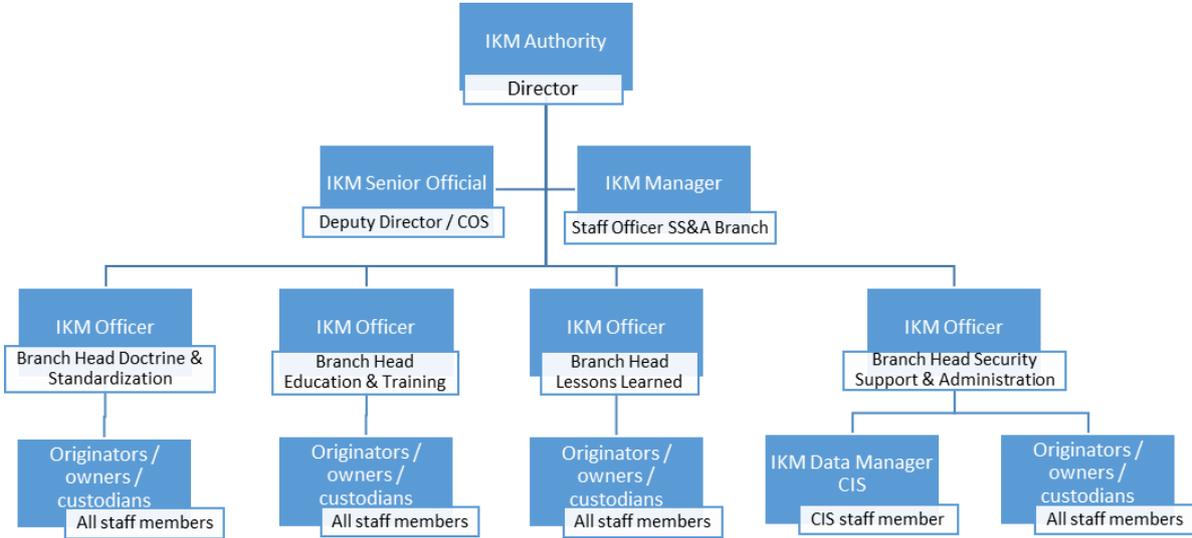


Figure 5: "IKM functional Hierarchy"

As depicted in Figure xx, NATO MP COE DDIR/COS is the Senior Official for the IKM process. The Information Management Senior Official monitors the functional aspects and the use of the information including the alignment with the CIS function and the overseeing of the dissemination of information through the (Web) portals on behalf of the NATO MP COE Director and the QMT. Functional IKM roles and responsibilities of all staff members are conducted in accordance with the defined NATO MP COE SOP.

6.2. Public Affairs Strategy and Communication Plan

Corporate communication is a set of activities involved in managing and orchestrating all internal and external communications aimed at creating favourable point of view among stakeholders on which NATO MP COE depends. It is the messages issued by NATO MP COE, a Branch, Public Affair Officer or a staff member to its audiences. NATO MP COE’s aim is to communicate the same message to all its stakeholders, to transmit coherence, credibility and ethic.

Corporate communications helps NATO MP COE to explain its mission, combine its many visions and values into a cohesive message to stakeholders. The concept of corporate communication is an integrative communication structure linking stakeholders to NATO MP COE (Annex L).

6.2.1 Information flows

The purpose of the communication plan is to ensure timely and efficient internal- / external communication and its further improvement.

	Basis	Internal	External
1	Purpose	Mainly to exchange information of various actors, branches within the NATO MP COE.	Mainly for maintaining relationship with stakeholders, Community of Interest and public.
2	Types	Horizontal, Vertical and Across.	Horizontal
3	Frequency	It occurs frequently in performing NATO MP COE’s activities.	Less frequent than internal communication.
4	Distance	No significant distance between sender and receiver.	Significant distance exists between sender and receiver.
5	Coverage	Limited within the NATO MP COE.	Broad with external audience.

Figure 6: “Important communication differences”

Information flows have the role in facilitating (in) formal conversations "upwards", "downwards" and "across" within the NATO MP COE, and “horizontal” outside the NATO MP COE, through different channels, such as:

- a. Official meetings;
- b. Computing system (e.g. email);
- c. Base/mobile telephone system;
- d. Postal communication (e.g. newsletter);
- e. Informal verbal communication.

The Public Affairs Strategy and Communication Plan provides a framework to managing and coordinating wide variety of communications that take place before, during and after an event / course. The Public Affairs Strategy and Communication Plan cover main functions, PAO and staff responsibilities, define audiences and communication tools, as well as allocated time for planned actions. (Annex L).

Based on these principles, the NATO MP COE’s communication plan is designed to allow the gathering and the distribution of relevant information, such as:

- a. Information about the Centre updates on recent events;
- b. Training opportunities offers;
- c. Course catalogue;
- d. Instructional matrix;
- e. Learning resources and costs.

6.2.2 Event / Course communication

NATO MP COE communication effectiveness is the single most important driver of employee commitment. When information flows freely employees are more engaged and aware of organizational activities and management decisions that affect their jobs.

Effective and open communications is critical to the success.

Sufficient funding and staff must be provided to ensure coordination and monitoring its smooth and efficient running process (from initial planning to successful evaluation). Assigned Event Team Members must understand the work they are supposed to do in the process. This information helps them take the best decisions in their line of work. During the process, Event Team Members need to know the detailed status of their completed work and the work that's scheduled for them in the near future.

The Event / Course OPR provides relevant, accurate and consistent information to stakeholders and other appropriate audiences. By effectively communicating the Event / Course OPR can accomplish his work with the support and cooperation of each stakeholder group.

Important information to share between the Event / Course OPR and the Event Team Members:

- a. *Assignments*: Initial plan for team members to establish the work they are supposed to do and when;
- b. *Status*: Status of team members' work and related tasks. With status updates, team members can collaborate with their colleagues and help find solutions to challenges;
- c. *Issues*: Team members need to know about issues that might affect their work, proposed solutions, and how effective issues were resolved;
- d. *Lessons learned*: Team members can work more effectively if they can take advantage of tips, shortcuts, or practices to avoid;
- e. *Decisions*: Team members must know about any decisions that are affecting the direction or objectives of the event, so they can adapt to the new guidelines.

6.3. Information Systems

The NATO MP COE information system is built to allow internal share of information for the NATO MP COE staff through document management system (DMS) or by e-mails, using specific assigned system drives. DMS provides a central storage and collaboration space for documents, information and ideas. It helps groups of people to share information and work together. DMS with collaborative working respects intellectual property and security principles. This system is not suitable for dealing with classified information.

Each NATO MP COE staff member has assigned his/her own user profile. It provides private working place for each NATO MP COE staff members (X-drive).

Each section has a functional workspace divided into 2 areas:

- a. Folder with free access to other NATO MP COE staff members (Y-drive);
- b. Folder with limited access only to the members of the relevant section (Z-drive).

Change of architecture or functioning is submitted to IKM SOP (standards) and to the final approval of DDIR/COS (security, opportunity). The IKM SOP supports the DMS by established collective rules in order to avoid duplications and misfits. The aim is to facilitate any information storage and search activities and to prevent duplications of stored data by different NATO MP COE members. This will ensure that the capabilities of the servers can be used to their best extent.

Internet connection is provided to all NATO MP COE staff members through internal information system connection at the NATO MP COE location.

Learning resources for students during the course are available on a specific separated local network, established during the course duration. Tutorials are available through secured internet links, sent by e-mail to course participant or can be found on the restricted areas of the NATO MP COE web site.

Voice communication inside the NATO MP COE building is provided by the internal base telephone system and mobile service telephones.

Through the NATO MP COE website www.MPNATO.org are provided all information regarding:

- a. Event and course dates;
- b. Course plans;
- c. POCs;
- d. Guest / Student Information Guide;
- e. Location;
- f. Accommodation, fees, and other preliminary information.

7. Public Information

In accordance with the general NATO MP COE's public information Strategy, all information is available on the NATO MP COE's Webpage. (Annex L)

Separate dedicated webpages for all event and the specific E&IT-events provide the opportunity to find related information to the annual course catalogue, courses content, other events, workshops and activities.

In addition, secured webpages for sole MP COI related information sharing are available, such as the NATO MP Lessons Learned Portal and the download area for released documentation. For these secured webpage areas, registration is mandatory, to gain the offered specific information or releasable documentation. The mandatory registration is supported by a privacy declaration in accordance with the NATO MP COE personal data protection.

In line with the NATO ACT directives information about offered E&T deliverables, the NATO MP COE is using the NATO ETOC and e-PRIME, where participants or customers can find all the training and courses details. In the NATO ETOC and e-PRIME, all of the relevant information is updated based on the approved NATO MP COE POW.

Approved and endorsed by:

Colonel G. WASIELEWSKI (OF5, POL A)

DIRECTOR NATO MP COE

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signature, date