



Óglaigh
na hÉireann
IRISH DEFENCE FORCES

DEFENCE FORCES PROFESSIONAL MILITARY EDUCATION (PME) STRATEGY

2021-2024

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FOREWORD BY MINISTER FOR DEFENCE

I am very pleased to welcome the publication of the first Defence Forces Professional Military Education (PME) Strategy.

Professional development is an ongoing journey across a career. The important role played by training and education in allowing individuals and organisations to achieve their objectives must never be underestimated. The Defence Forces have a long and admirable track record of developing personnel in this regard, enabling their professional development, and ensuring that they possess the requisite individual, specialist and crew skills to provide the organisation with the necessary pool of leaders at all levels.

While this is the first formal PME strategy of its kind published by the Defence Forces, it builds on the PME framework previously developed for Officer Ranks, as well as the annual Training and Education Directive. The strategy will enhance the delivery of professional development into the future and ensure that training resources continue to be utilised to the fullest extent possible. In the process, it will assist the Defence Forces in retaining currency with regards to best international practice.

I look forward to seeing the results of this strategy over the coming years and I am confident that it will assist in ensuring that the Defence Forces attract, develop and retain high quality personnel. This in turn underpins the capacity of the Defence Forces to fulfil the roles assigned by Government.

I wish to extend my thanks to the civil and military personnel on the project team involved in formulating this strategy and to all those across the organisation, both civil and military whose contributions and assistance made it possible.



Simon Coveney, TD
MINISTER FOR DEFENCE

FOREWORD BY CHIEF OF STAFF

Domestic Framework and Overseas Operations increasingly challenge leadership competencies at all levels of the Defence Forces and for our personnel of all ranks. We need soldiers, sailors and airmen/women who are both competent and qualified in the profession-of-arms and proficient within their chosen or tasked field of expertise. We achieve this goal through the implementation of our Professional Military Education (PME) Strategy with the ambition of:

- Delivering a high quality and effective learning environment where the student is challenged and taught to think critically, to solve problems and to make decisions within means and capabilities;
- Developing leaders of all ranks and within all Services; and
- Acquiring and improving military capability.

As a military organisation, we understand that there are balances to be struck between the demand for education and training; between career development and personal continuous professional education; between the demands of organisational capability and the entry criteria for promotion competition; and ultimately, between the equally competing demands and challenges of being a warrior, a scholar and a diplomat in all that we do.

This Strategy is iterative and will continue to develop in response to the training and education demand. It will also be further informed by the work of the implementation process, which is planned over a three-year period. It will require resources, personnel and time to achieve the milestones laid down and will also be guided and linked to existing national training and education strategies and policies.

I welcome the publication of this Professional Military Education and Training Strategy 2021 -2024 and look forward to witnessing the positive effects of its implementation on the maintenance and development of military capability.



Mark Mellett
Vice Admiral DSM
CHIEF OF STAFF

EXECUTIVE SUMMARY

The Irish Defence Forces (DF) has its own unique military culture based on our history, traditions and operational experiences domestically and overseas. This strategy will build on these pillars while continuing to support and value the concept of ‘life-long learning’, the maintenance of military capability and the development of leadership ranks across all Services. If Officer and Enlisted Ranks are to arrive in the senior positions of their respective career pathways, they must be prepared and be able to critically think, decide, adapt and thrive under conditions of change and uncertainty. Professional Military Education (PME) and Training enables this level of career development.

The aim of this PME strategy is to develop and maintain military capability by building on existing PME concepts, incorporating ‘best practice’ approaches as utilised by other international military academies, Partner Nations, and national Higher Level Institutes in order to develop a future framework that clearly defines DF educational and career pathways but also enables an effective and progressive approach to the delivery of DF Education and Training needs.

This Strategy development identifies the Central Spine proposal for both Enlisted and Officer Ranks. The largest part of the career development courses that are outlined are already in place or are undergoing current or proposed reviews. Some career course training gaps are recognised at the strategic level for both Enlisted and Officer Ranks and these are addressed for implementation.

Increased capacity to enable enhanced oversight and quality assurance of NCO career courses would improve the delivery of PME for Enlisted Ranks.

Technology and blended learning platforms will also inform and shape future training and education methodologies.

Four Strategic Priorities (SP) are identified as essential ‘ways’ to achieve the principle aim and are categorised as: Personnel; Environment; Engagement; and Quality Assurance. Each SP has a number of associated Goals that define the implementation process, approach and timeline. Resourcing the implementation process and requirements identified will be the key consideration for the successful achievement of the Strategy’s Aim.

INTRODUCTION

The Irish Defence Forces has its own unique military culture based on history, traditions and experiences. This strategy will build on these pillars and strengths. The existing colleges and schools of excellence include:

- **The Military College**, which comprises: The Command & Staff School; The Infantry School; The Cadet School; The UN Training School (Ireland); The Cavalry School; The Artillery School; The Military Administration School; and the DF Physical Education School. The Army Corps Technical Training Schools are also located in the Defence Forces Training Centre (DFTC) and include: The Communications & Information Services (CIS) School; The Ordnance School; The School of Military Engineering; The Military Police School; and the Transport and Vehicle Maintenance School.
- **The Air Corps (AC) College**, which comprises: The Flight (Pilot) Training School; The Technical (Apprentice) Training School; and The AC Military Training School; and
- **The Naval College**, which comprises: The NS Officer Training School; the NS Technical Training School and the NS Line Training School. All three NS Schools also have facilities located with the National Maritime College of Ireland as part of a unique Military/Civilian academic partnership.



The Defence Forces values and promotes education opportunities and supports the concept of “life-long learning” whereby personnel are encouraged to up-skill and re-skill continuously so that they can adapt to the complex and changing demands of military deployments and to deliver effective military capability.

On average, the Defence Forces conducts between 1,200 to 1,400 courses of training and education each year.

DF PME REQUIREMENT

In order to operate effectively, military decision-makers need abilities that are related to the category of productive cognitive and interactive skills, i.e. those which are more closely associated with critical thinking, creativity, problem-solving and interpersonal communications. This means that leaders at all levels of the organisation must be taught not what to think, but how to think. The White Paper endorses this approach where it states: “*Education is required to adapt to unpredictability*”.¹

If Officer and Enlisted Ranks are to arrive in the senior positions of their respective career pathways, all must be prepared and be able to adapt and to thrive under conditions of change and uncertainty. Military Training and Education enables this level of career development.

The challenge is to define the specific skills necessary to enable leadership, command and staff appointments, and technical expertise within specialist Corps. The Defence Forces Training and Education policy prioritises the core business of the profession-of-arms and prepares personnel of all ranks to assume the roles and responsibilities of their current and future potential appointments within the organisation. Transferable skills on discharge are a positive bi-product of the process, which further empowers continuous professional development and enables retention of personnel.

It is this requirement and balance between military training and accredited education that underpins the vision of the Defence Forces PME model.

PME STRATEGY OBJECTIVES

The DF PME programme has advanced significantly in recent years thereby necessitating the development of a comprehensive and coherent strategy for all ranks. Educating and training leaders to enable the conduct of operations across the full spectrum of conflict, from tactical to combined joint operations domestically and overseas, and from low to high intensity operations, is now of paramount importance. Building on a clear understanding that the education opportunities offered at the Military College, the Air Corps College, the Naval College and other Corps and Service’s Schools must conform to international

¹ White Paper 2015:76

best practice in terms of course content, professional delivery, and educational environment (facilities, staffs and infrastructure). This dynamic will ensure and maximise opportunities for inter-service integration and will enable joint operational deployments into the future.

The key objective of this PME strategy is to develop and maintain military capability by:

- Consolidating the current strengths of the current PME model.
- Enhancing the Joint effect through the utilisation of a holistic approach that acknowledges the specific training requirements of each Service and Corps in order to achieve the common 'vision'.
- Providing opportunities for personnel to refine existing knowledge and skills and fostering wider intellectual development in the Profession-of-Arms.
- Developing a framework to ensure that the identified educational pathways are progressive, accessible and linked to career and continuous development goals.
- Refining and delivering the structures and resources necessary to deliver a PME strategy that reflects the values and leadership doctrine of the Defence Forces, best practices, national and international standards, and the most effective and progressive approaches to training and education.

This strategy development envisages that the period of implementation could take over 3 years to conclude. That reality will be reflected in design and content of the three (3) year Training and Education Directive (TED). The role of the DF Academic Council, whose members include representatives from all of the principal DF training institutes across Brigades and Formations, will be central to enabling the implementation of the Strategy and is therefore fundamental to its ultimate success.

The characteristics that will underpin the DF approach to PME include:

- **Leadership Doctrine:** The requirement to develop exceptionally competent, capable and decisive leaders who can adapt and excel in the ever changing and complex challenges they face is fundamental to

achieving the objective. The development and maintenance of the DF capability is reliant on leaders who are highly motivated and expert in the Profession-of-Arms.

- DF Values:** The Training and Education Policy articulates the ‘Soldier as a Scholar’ vision with integrated DF values of: Respect; Loyalty; Selflessness; Physical Courage; Moral Courage; and Integrity. This encapsulates the qualities and principles that all member of the DF are committed to in pursuit of the highest standards. The PME strategy endeavours to reinforce these values and qualities² across all training and education activities.
- Pathways (educational and career):** The PME strategy outlines the frameworks needed to facilitate and define a phased and progressive educational and career Pathways/Continuum.
- Evolving organisational culture/Life-long Learning principles:** There is a need to enhance the evolving organisational culture with regard to PME. This encompasses the progression of a Life-long learning approach where personnel are informed, encouraged and motivated through mentoring and informed advice. It is also supported through collaborative partnerships and recognition of both formal and informal learning opportunities.
- Standardisation and Quality Assurance of delivery:** The strategy will provide added emphasise on current structures to enhance Standardisation and to streamline the approach for the delivery of PME consistent with current doctrine. This avoids a ‘stove pipe approach’ and lend to greater responsibility, coordination, delivery and Quality Assurance.



²Ongoing Evaluation as prescribed in the Training Instruction ‘Conduct and Administration of DF Authorised Courses in the Defence Forces’ offers the potential for the DF to develop a unique and innovative system to evaluate such values and qualities. Collaborative partners have indicated their willingness to participate in this development.

OFFICER RANKS PME

The Joint Working Group (JWG), established by D COS (Op) in January 2017, to examine Professional Military Education (PME) for Officer Ranks in the Defence Forces (DF) reported in January 2018. The Board’s analysis confirmed that at each stage of an officer’s development, Commissioned Officer Ranks are required to gain new skill-sets that are intended to prepare them for the future appointments and leadership challenges that they will need to be able to address on domestic operations and on overseas service.

The proposed PME for Officer Ranks is illustrated hereunder.

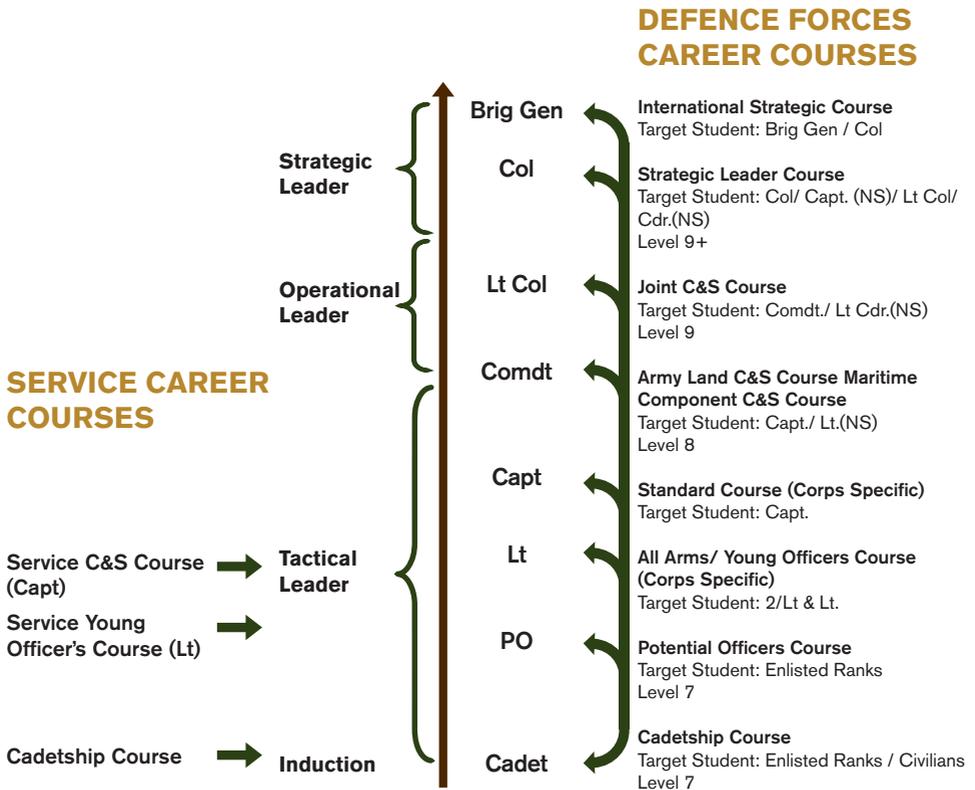


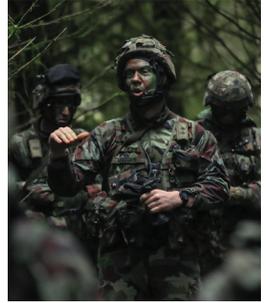
Table 1 hereunder outlines the proposed development of Officer Rank career courses, across all three services, from Cadet Induction to Formation/Brigade Commander.

Rank	Career Course	Duration	Outputs	Remarks
Cadet	Cadet Course	15 - 17 Months	Platoon to Company	Army / AC / NS versions
Lt	Corps Specific Young Officers	Corps Specific	Platoon Comd / Coy 2.ic	Corps Specific
Capt.	Standard Officers Course	Varies by Corps.	Battalion to Brigade	Corps Specific
Capt.	Land Command & Staff Course (LCSC)	5/6 Months	Brigade to Divisional	Army & AC.
Lt (NS)	Maritime Component Command and Staff Course	6 Months	Lt Cdr / Ship Command.	Replaces NS Sen Comd Ops Cse.
Comdt	Joint Command & Staff Course (Joint C&S)	9 Months	Operational Level – Introduction to Strategic	
Lt Col/ Col	Strategic Leadership Course (SLC)	3 Weeks	Strategic Level (Military & Political) Joint Command	Proposed

Table 1 – Current Professional Military Education for Officers in the Defence Forces.

ENLISTED RANKS PME

The capacity to conduct key Enlisted Rank career courses (i.e. All Arms Standard Course; Senior NCO Course etc.) is linked to the availability of accommodation, instructional facilities, and the staff resources of the Infantry NCO Training Wing (NCOTW).



Increased capacity to enable enhanced oversight and quality assurance of NCO career courses would improve the delivery of PME for Enlisted Ranks. During the implementation phase, options to improve and increase the capability to deliver PME for enlisted ranks will be scoped and developed for consideration.

ENLISTED PERSONNEL PATHWAYS

The proposed PME for Enlisted Ranks is illustrated hereunder. It reflects current practice and recommended career development pathways. The course syllabus content/duration should be subject to further review, analysis and amendment pending findings and issues arising during the implementation phase.

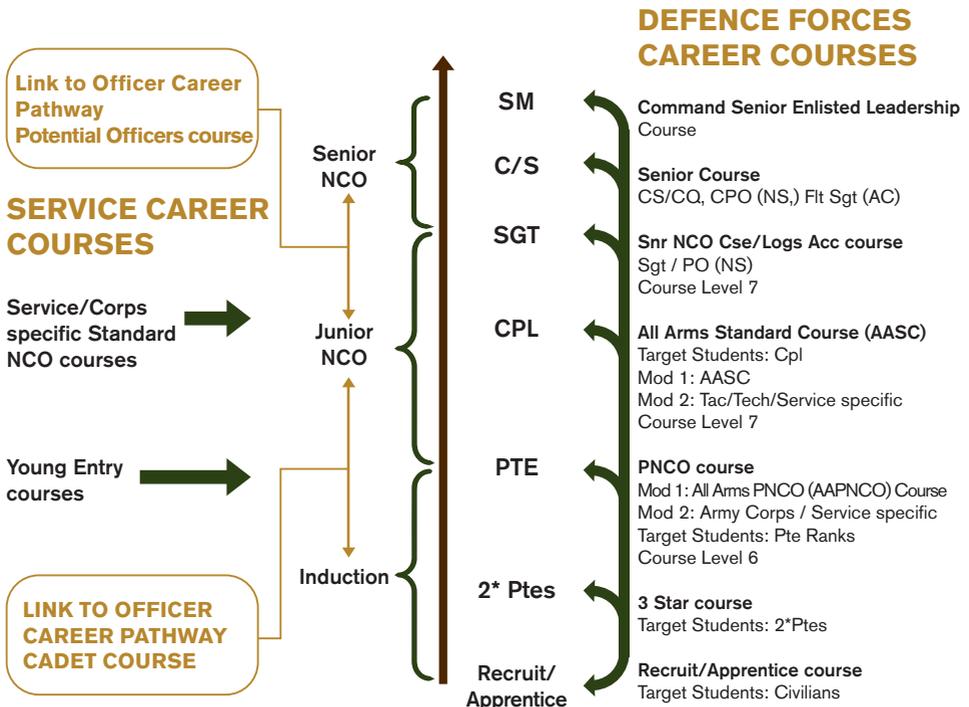


Table 2 hereunder outlines the development of Enlisted Rank career courses, across all three services, from Recruit Induction to Senior Enlisted Non Commissioned Officers.

Rank	Career Course	Duration		
		Army	AC	NS
Recruit	Recruit Induction Course (Line)	21	21	14
Able Rating	Naval Skills and OAR Course			8
Pte	2-3* Course	13	13	
Able Seaman	Naval Service Branch Training			6
Pte	PNCOs Modules 1 & 2A*	24	24	21
Cpl	All Arms Standard Course Modules 1 & 2A*	8	8	8
Cpl	Corps Std Cse	Corps specific: 8 -14		
L/Hand	Naval Service Branch Specific Training			4 - 12
	Technical Stream			
Recruit	Recruit Induction Course (Tech)*	12		13
Pte/Airman/ Able Rating	Trainee Technician Stream	208		208
Pte/Airman/ Able Rating	AC Apprentice Training		208	
Pte/Airman/ Able Rating	All Arms PNCO Course Modules 1 & 2B*	24	24	21
Cpl	All Arms Standard Course Modules 1 & 2B *	8	8	8
Cpl	Corps Std Cse	Corps specific: 8 -14		
L/Hand	Naval Service Branch Training	Branch specific: 24 -72		
	Line and Technical Streams			
Sgt	Senior NCO Course	11	11	8
Sgt	Logistics Accountancy Course	10	10	10
Coy Sgt / CQMS	Command Senior Enlisted Leadership Course	Proposed		

Table 2 – Current Professional Military Education and Training for Enlisted Personnel in the Defence Forces.

* Modularisation of career courses and conduct of technician induction training to be defined for approval during the implementation period.

STRATEGIC PRIORITIES

Strategic priority 1: Personnel (instructors and educators):

Goal A: To refine the PME continuum detailing the PDF educational and career pathways.

Action:

- Confirm the pathways for Enlisted Ranks.
- Implement the Joint Working Group PME (Officers) recommendations.

Goal B: To maintain and develop formal education competencies for the educators

Action:

- Review PDF educators (instructors/trainers) education and training needs and adapt best practices through internal and external engagement.

Goal C: To ensure informal education is supported through the provision of a mentoring and advisory capability, accessible to all personnel.

Action:

- Design and introduce education and training modules for mentors and advisers to support personnel during informal education, PME courses and CPD courses.

Strategic priority 2: Learning environment

Goal A: To evaluate if the current resources including infrastructure, organisation, staffing and funding are sufficient to meet the demands of the evolving organisational cultural demands in the short, medium and long term.

Action:

- Estimate the expected resources required to deliver the PME strategy over its lifetime and identify the Courses of Action necessary to address gaps identified including the resources, structures and responsibilities for both Officer and Enlisted Personnel PME. HR policies and workforce planning will shape identified expectations and access to career courses and will also contribute to shaping the learning environment's capacity requirements.

- This will also include an assessment of the options to increase the training capacity of NCO training and education.

Goal B: to provide the guidance, resources and infrastructure to facilitate lifelong learning, including blended/e-learning and online access for learners.

Action:

- With a view to upgrading the current Training Management System (TMS) database, develop a policy document and roadmap to facilitate greater opportunities and access for personnel to education. The requirement requires the review of a pilot project in advance of a PDF wide implementation.
- The Roadmap should consider the infrastructure and resources necessary to implement a blended learning approach and teaching environment

Goal C: Establish a system through which all learning achievements may be measured including a standardised approach to ensure that quantifying educational achievements are satisfied.

Action:

- Implement the review of current syllabi/skill codes and assign DF 'credits' consistent with the approach outlined in the National Framework of Qualifications. The recognition of life-long learning throughout the continuum of formal learning (career to unit courses) and informal learning requires development to capture all learning.

Goal D: To integrate DF supporting strategies into the PME.

Action:

- Examine current programmes and identify opportunities to facilitate policies that are family friendly with a specific emphasis on enabling and utilising a blended learning approach to some aspects of the delivery of military career courses, semesterisation/modularisation or other policies that develop the capability through external education (PDF Educational Requirements, Refund of Fees etc.). How are these recognised/recorded and what form of Undertaking³ is applicable?

Strategic priority 3: Engagement (External and Internal):

Goal A: To maintain and enhance external Strategic Collaborative Partnerships.

Action:

- The DF will maintain strategic collaborative partnerships to ensure the development of education within the organisation is consistent with best practices, both national and international, to maximise the efficiency and effectiveness of the delivery of PDF PME. Engagement with other military academic institutions through attendance on courses and vice versa, provides a platform for sharing knowledge and experience, which enhances PME.
- Partnerships with Higher Education Institutes have positively contributed to the delivery of PME in the PDF. The DF should continue to identify areas where specialised and niche knowledge will contribute to the development of capability through education.

Goal B: To enhance the internal PME processes, structures and engagement

Action:

- Continue to implement the forums for internal engagement through a structured process that is identified in the Training and Education Directive. Subject Matter Experts for PDF PME (Officers and Enlisted personnel) should be identified to provide continuity, coordination and expertise for the Director of Training and Education.

Strategic priority 4: Quality Assurance policy and procedures

Goal: To ensure that the PDF quality assurance policy and procedures reflect best practices and national standards where applicable.

Action:

- Review current QA policy and procedures and enhance the current structures to reinforce support through evaluations.

³The current undertaking policy was due for review in 2019. It is important that when the review is conducted, the sole basis for assessment is not whether personnel receive an external award as externally accredited education

IMPLEMENTATION

The implementation of this PME Strategy will be executed in phases that are defined and incorporated into the annual DF Training and Education Directive. Periodic reviews will be conducted in order to monitor progress and to adjust implementation means and resources to meet identified timelines and/or desired outcomes. The implementation plan is as outlined in Annex A and is dependent on the means identified to achieve the Strategic objectives, which include, inter alia, the followings:

Implementation team and PME Subject Matter Expert (SME):

The establishment of a PME Implementation Working Group reporting to the DF Academic Council led by DJ7 under the Authority of D COS Ops in order to 'operationalise' the strategy and establish the timelines and sequencing of measures in coordination with development of the J7 Training and Education Directive (TED).

The establishment and appointment under CS4 of a PME Subject Matter Expert (SME) whose function is to direct, enable and advise on the execution of the PME Strategy.

Timelines and Sequencing:

The implementation of the Strategy should be planned over a 3-year period. The Implementation team will focus on establishing whether the means (Resources, structures etc.) are in place and/or identifying the capability gaps that need to be established in order to implement the PME Strategy. This will shape the priorities, timelines and sequencing of actions required to achieve the goals identified under the strategic priorities. Pilot projects should be identified to shape PME and the refinement of PME concept should be adapted where appropriate. The sequencing of the implementation on some Strategic Priority lines may be influenced by the progress of others. Early identification of these connections will mitigate against unnecessary delays.

Failure to resource the identified PME requirement will affect the proposed delivery timeline.

Standards and Pathway Framework:

The PME strategy identifies the need to adjust the current structures and responsibilities across all DF Service Training and Education lines in order to

develop a coherent framework that enables the achievement of standards and pathways progressively throughout the DF. Linking existing career pathway with standards and educational outcomes will provide all personnel with the necessary tools and motivation to achieve the desired end standards. It also allows the individual to develop competencies over his/her entire period of service. This intent must be supported through the provision of counsellors, mentors and an advisor structure at all levels of career development. The role of collaborative partnerships will enhance the DF approach and is closely associated with its implementation.

Key Strategic Collaborative Partnerships with, inter alia, Maynooth University, the Carlow Institute of Technology, the Cork Institute of Technology, National Maritime College Ireland (NMCI), SOLAS and the Technical University Dublin (TUD) are critical to implementation and must be enabled to continue to develop.



Improved Capacity and Access:

The training and education benefit of career courses is fundamental to the maintenance and development of military capability. This benefit is enhanced by a DF environment and culture where knowledge and education is shared and absorbed into the fabric of the organisation. Improved capacity is facilitated through learning means outside of formal structures, while also capturing learning opportunities through reflective learning portfolio's (RPL's). This can be further enhanced through modularisation/semesterisation of career courses and developing a blended learning approach to the delivery means.

The concept of blended learning has been successfully introduced by a number of 3rd level institutions and comparable military training schools. Quality and Qualifications Ireland (QQI) define Blended Learning as the integration of classroom face-to-face learning experiences with online learning experiences. It is proposed that PME should not be viewed or conducted via stand-alone isolated modules, but instead could be incorporated within an overall national (and international) best-practice framework, which can provide for a more conducive work/life balance, an increasingly flexible learning environment, and ensuring organisational resilience and business continuity during periods of crises.

To enable a formal adoption of Blended Learning within the DF would require an extensive financial commitment (IT software & hardware) and a detailed review and amendment of a wide body of regulatory material including administrative instructions, policies and training instructions. Compliance with Data Protection provisions must also be underpinned by the introduction of a DF Blended Learning Policy

ANNEXES

Annex A: IMPLEMENTATION GUIDANCE AND EVALUATION FRAMEWORK.

ANNEX 'A': IMPLEMENTATION GUIDANCE AND PHASES

		PHASE I	PHASE II
		PLANNING	DEVELOPMENT & RESOURCING
STRAT PRIORITY 1: PERSONNEL			
GOAL A	Pathways: Education & Career	DFAC WG/Collaborative Partners. J7 lead, J1 primary support. All services/directorates support. External experts. Maintenance of document staff. Budget. DFPP	Develop current framework education/ career development. Link with other WG Strategic Priorities, goals and actions are coordinated to SP2 (B&D), SP3:A, SP4:A. Map pathways
GOAL B	Instructors	DFAC/SME Instructors (SO J7?) Current approach and review. Establish scope and outcomes.	Engage with Collaborative partners. Examine PBs and framework for enlisted personnel PME prioritising career courses. Link to SP1:C, SP2, SP3 & SP4.
GOAL C	Support structures: Mentoring, advising and Guidance Counselling	DFAC Reps, Mentoring WG, Guidance Counselling and J1 / PSS. Lead to existing counselling WG.	Develop education and training support framework with responsibilities and qualification requirements. DFR CS4 & Admin Instr CS4 amended to reflect recommendations.
STRAT PRIORITY 2: LEARNING ENVIRONMENT			
GOAL A	Resources (Infrastructure, staffing, organisation)	DFAC WG with coordination with all WGs and SMEs incl J1 SPB, Engr, and Mil Finance	Required statement of resources identified and Phased resource development linked with other Strategic Priority requirements. Analysis of all schools / colleges. New NCO school vision defined.
GOAL B	Life-Long Learning	DFAC WG (blended learning) with J6 support- scope of work. SME identified (Capt). Collaborative partners participate. External SME appointed.	Review requirements and outline Roadmap. External requirements assessed (tech required for blended learning / e-learning platforms etc.) Additional funding requirement under A.16
GOAL C	Measure & Record LO's for all learning	DFAC Programme Review board & SME's incl external SME.	Establish policy and credit scale. Engage collaborative partners and expertise. Review process and issue guidance.
GOAL D	Integrate Supporting Strategies	DFAC WG with J1 main sp and other relevant SME's	Examine DF supporting policies
STRAT PRIORITY 3: ENGAGEMENT			
GOAL A	External Collaborative Partnerships	DFAC WG with DF Registrar lead.	Examine current partnerships and potential new partnerships (SP 1: B&C. SP2: B&C. SP4: A)
GOAL B	Internal PME process, structures & engagement	DFAC and WGs with J7 lead. Review pathways and assess against planned changes to establishments (NCO school etc.)	Forum and ToR for Coordination of SME for PME
STRAT PRIORITY 4: QUALITY ASSURANCE			
GOAL A	Best Practices & National Standard	Coordination lead by DF Registrar with national agencies	National bodies engagement. Reflect in T&E QA policy.

PHASE III	PHASE IV	PHASE V	
REFINE	ROLL OUT	EVALUATE & REVIEW	
Draft Prospectus educational pathways. Review by Service/SMEs. Adjust to available resources.	Initial Prospectus published. Career course approval. Pilot circulation.	Final Prospectus published. Mechanism to review and update established. Circulation.	Have the goal and outcomes been achieved? Quantitative and qualitative evaluation and feedback.
Catalogue of instructor training and standards relating to the level and role in education defined.	Instructor pathway and level of competency defined and approved.	Participation in skills development for Instructors. TED reflects requirements.	Have the goal and outcomes been achieved? Are resources allocated under A.16? Quantitative and qualitative evaluation and feedback.
Clear agreement on levels of support and roles and responsibilities of SMEs – Policy approved document.	Establish framework DF wide and implement approved policy.	Engagement with PME courses.	Have the goal and outcomes been achieved? Survey of students – support mechanisms in place? Feedback.
Map changes. Feedback from Corps directorates. GS decision and guidance. Proposals to be agreed between GS and Management Board.	Delivery of Resources/structures/ staffing	Pilot courses and feedback. Review CS4 developments.	Have the goal and outcomes been achieved? 3 year budget allocation? Infrastructure Development Plan updated? CS4 amended?
Development of material and pilot scheme (COE for Blended / E-learning)	Implement DF wide. Launch platform for e-learning. Infrastructure developments in schools/ colleges/BTCs etc.	Review accessibility and modify as necessary.	Have the goal and outcomes been achieved? DF survey – Bdes & Fmns. Feedback. Budget resources under A.16?
Services/Corps review and propose. Transferability and test of relevance.	Assess with external expert	Apply DF wide	Have the goal and outcomes been achieved?
Integrate strategies in Training & Education institutions curriculum	Assess model with external expertise. Implement	Apply DF wide.	Have the goal and outcomes been achieved?
Potential roadmap for enhanced engagement e.g. SOLAS & ETB provision of TTS courses in DF institutions	Establish agreements and implement plan	Assess best practice against exiting collaborative partner arrangements.	Have the goal and outcomes been achieved? Increased access and flexibility?
Recommend structures/ staffing for all training colleges & new NCO School. Assess responsibilities for PME development	Integrate approved structures. Appointed SME's provide continuity		Have the goal and outcomes been achieved? DFAC developments. PME effective? Feedback.
Submit draft requirements. Support from Collaborative partners.	Validation Process. QVI Validation, Engr IRL etc.	Adjust following recommendations.	Have the goal and outcomes been achieved? Validation awarded

