Dir 75-01 Revision 1

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IAMD COE DIRECTIVE 75-01 Revision 1

EDUCATION AND TRAINING

REFERENCES: A.   MC 0458/3 (Final), NATO Education, Training, Exercise and Evaluation (ETEE) Policy, dated 03 September 2014.
B.   Bi-SC Directive 75-7 Education and Individual Training Directive, dated 10 September 2015.
C.   IAMD COE DIR 75-01 Education and Training, 11 Aug 20.

1.   **Status.**

This is Directive's Revision 1 and supersedes ref.C.

2.   **Purpose.**

The purpose of this Directive is to set the Quality Policy, System, Objectives, Organizational Structure, Responsibilities, Functions and Procedures which support the implementation and review of the Centre's Quality Management System (QMS).

Furthermore, the aim of this document is to affirm IAMD CoE commitment to maintain a High standard of Quality and to ensure continuous improvement in the procedures applied, in the services and products delivered and in relations with external partners and stakeholders.

3.   **Applicability.**

This Directive applies to the IAMD CoE Staff. It applies to all of its Directorates and independent offices including permanent and temporary staff at IAMD, who are involved in the design, delivery and support of education and training. The online version published on the IAMD official web site is the only approved version. This Directive Policy is applicable to all IAMD resident courses, including the modules of each of them, Mobile Education and Training Teams (METTs) and Advanced Distributed Learning (ADL) activities.

4.   **Publication Updates.**

Updates are authorized when approved by the Chief of Staff (CoS).

5.   **Proponent.**

The proponent for this directive is the Chief of Staff (CoS).

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FOR THE IAMD COE:

Col Evaggelos Tzikas GRC (AF)
Director

DISTRIBUTION:
Internal:
IKM
IAMD COE Staff via NU Intranet e-Library («Pittacus LAN»)

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1. General Statement – Responsibilities

1.1 General Statement

The establishment of the IAMD CoE was granted in April 2016, when Greece took the initiative to establish a Ballistic Missile Defence (BMD) COE which was finally renamed to IAMD COE as suggested and supported by the ACT/TNB (Transformation Network Branch). This initiative was approved by the Hellenic Political and Military Leadership in November 2016. Two establishment conferences took place on Jan and Jun 2019 and The Memorandum of Understanding (MOU) regarding the relationship between NATO (the Strategic Commanders) and the IAMD was signed by the Greek Chief of General Staff (CHGS), SACT and SACEUR April 2020.

The IAMD CoE Accreditation Criteria Package was approved from SACT on Sep 2020 and was accredited on Oct 2020 by a team of HQ SACT CPD Branch. Finally, the IAMD CoE was accredited approved by NAC as a NATO CoE and activated as a NATO Military body on 25 Jan 2021.

IAMD CoE coordinates closely with HQ SACT and supports ACO with "*Just-In-Time*" Operational Training and ACT in its Transformational Goals. Although it is outside the NATO Command Structure (NCS), IAMD is associated with ACT in similar way as the other NATO Education and Training Facilities (NETFs), such as NSO, NMIOTC. The Centre, as part of the Alliance's transformational network, not only trains personnel belonging to Air units of Armed Forces, involved in Air Power and Policy, but also provides SACT with proposals for new doctrines, tactics, methods and equipment in the field of Integrated Air and Missile Defence.

1.2 Responsibilities

1.2.1 Director.

The Director's responsibility is to supervise the activity and make sure the IAMD goals values are reflected in the training.

1.2.2 Chief of Staff (CoS)

CoS has the Overall responsibility for the development, implementation and periodic review of the Education and Training. The CoS has the overall responsibility and will direct updates to this Directive when required to ensure all documentation relevant to the Education and Training is regularly updated. CoS provides appropriate oversight of the initial and on-going Education and Training (E&T) required by members of the IAMD CoE throughout their assignment.

1.2.3 Branch Heads (BHs)

BHs must direct newcomers to the IAMD CoE and ensure they are able to participate in centers activities. BHs will introduce the newcomer to their position and will cover the Job Description, identifying possible shortfalls. If necessary, they will develop a Personal Development Plan (PDP) covering the required education and training to address the identified shortfalls. Additionally, the BHs must identify any additional skills and experiences the newcomer possesses, and add these to the SME's Experience Matrix. BHs also retain responsibility for

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encouraging and supporting the ongoing development of their Branch members ~~and for nominating a Branch pac~~. Finally, it is encouraged that BHs engage personally in the E & T with relevant topics related to their Branch's responsibilities.

1.2.4 **Administration section**.

Although falling outside the scope of the Directive, the administrative in-processing of newcomers represents a complementary requirement for newcomers and should be completed as soon as possible after arrival. A designated sponsor, responsible for the execution of this in-processing, must be from a different country than the newcomer. The sponsor should assist him/her in all efforts to ensure a smooth introduction to the IAMD CoE.

1.2.4 **Information Knowledge Management (IKM) / Communucation Information System (CIS).**

Content Management System (CMS) training is based on unclassified and classified IT Systems. The IKM and CIS, under the direction of the CoS, respond to emerging requirements in the configuration and delivery of training as necessary, with locally-produced teaching materials contributing to the process. The key strategy for CMS training is 'learning IAMD CoE by "doing", with all such training being linked to actual tasks. Every newcomer will get a generic introduction about Information Communication Technology (ICT), NS and Unclassified system as soon as possible after arrival.

2. **Policy.**

The mission of IAMD CoE is to "Conduct the combined training necessary for NATO forces to better execute Integrated Air and Missile Defence, in order to promote innovation and excellence contributing to transformational efforts, while building an agile Network of Air Defence understanding and cooperation". To this end the CoE is undertaking a series of Mid and Long term initiatives, that meet the emerging challenges in a proactive manner.

2.1 To fulfil the mission, IAMD CoE embraces the following principles:

2.1.1 **Education and Training of IAMD CoE personnel.**

2.1.1.1 The main purpose is to provide IAMD personnel with the specific skills, known as "Higher Level Learning Outcomes", necessary for Subject Matter Experts (SME's) to operate as effective staff members of the CoE.

2.1.1.2 Expanding the education and Training of all IAMD CoE personnel will improve the quality of CoE products and advise. The aim is to provide CoE personnel with the required education and training to ensure that the CoE is able to fulfil its Mission, with team of multinational experts, providing key decision makers effective solutions on Integrated Air and Missile Defence (IAMD) challenges, in order to safeguard NATO and Nations interest.

2.1.1.3 NATO School Oberammergau (NSO), NATO Communications and Information Academy (Oeiras – PRT), NATO e-Learning (JADL), Joint Analysis and Lessons Learned Centre (JALLC), are NATO entities that

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provide an opportunity to improve the SME's required skills and to familiarize them with related NATO procedures. It is recommended that personnel (especially newcomers) to attend courses as stated in their specific job description and courses deemed necessary by their Branch Head. The latter courses should have a link to the SME's job or to a specific project. As general rule, attendance at NSO courses will not be permitted in the last year of assignment to the IAMD CoE.

2.2.1 **Education and Training of NATO stakeholders personnel.**

2.2.1.1 The main purpose is to provide education and Training via developing diverse and talented IAMD operations, mentoring and opportunities for stakeholders to gain experience and explore their full potential into the IAMD operations. The CoE embraces NATO standards, undertakes and introduces initiatives, and develops concepts. Experimentation, as well as simulation and modelling, are also carried out. IAMD thereby contributes actively to the improvement of integration and interoperability between Allies and Partners.

2.2.1.2. To this end, the CoE undertaking a series of mid and long-term initiatives, such as establishing new individual and collective training products that meet the emerging challenges in a proactive manner, promote innovation and excellence contributing to transformational efforts, while building an agile network of Integrated Air and Missile defence understanding and cooperation.

2.3 **Goals**

IAMD CoE main goals are:

- Improve NATO stakeholders Expertise. Nations are providing fully operational units to NATO. IAMD CoE is dedicated to promote skills, interoperability and co-operation among IAMD experts through, education, training and simulation.

- Support ACO in the comprehensive effort to prepare the Allied Air Forces and HQs.

- Support ACT in IAMD related ~~tactical~~ doctrines, training directives, experimentation, research, modeling and simulation in support of IAMD for the Alliance.

- Assist the military cooperation policy through Military Partnership Directorate (MPD) outreach programs.

- Promote cooperation and mutual support with Academia.

- Contribute to the ACT Lessons Learned process in cooperation with JALLC.

3. **Procedures**.

To conduct the proper and necessary Education and Training of personnel (IAMD and stakeholders), which will promote innovation and excellence contributing to transformational efforts on IAMD, the following procedures has to be met.

3.1 **Quality Assurance Policy**

An established Quality Assurance (QA) and Quality Management System (QMS) within an Education and Training Facility (ETF) provides confidence in the definition and delivery of quality E&T solutions. A QMS, has four dimensions. The two innermost ones, Inspection and Quality Control, have a reactive nature and are present and past oriented, according to the principle of ''*We act on the scene*''. The two outer dimensions, Quality Assurance and Quality Management, have a proactive nature and are future oriented, according to the principle of "*We act preventively*". (Annex "A")

3.2 Approval and Development of new courses

Once the training requirement has been identified and in order to facilitate a cohesive approach for the systematic delivery of new E&T solution, the four-phase process is being followed. Presentation of new requirements, Internal Capacity Review, Resource allocation and Course development timetable and Results of Internal Assessment. (Annex "B")

3.3 Post Course Review (PCR)

The PCR is a two-phase process carried out by the Course Director (CD) according to the "Course Evaluation" responsibility described in Annex "D" (CD Responsibilities). The first phase consists of collecting information available right after the conclusion of the course and the second phase is completed with the drafting and issuing of the PCR report. (Annex "C")

3.4 Course Director Responsibilities

Course Directors (CDs) are appointed by the CoS to coordinate the proper conduct and evaluation of IAMD CoE courses in line with NATO Quality Standards for Training. (Annex "D")

3.5 Student Conduct and Assessment

This aims to serve as a general guideline for Course Directors (CDs) and instructors involved in the conduct of training, supplementing and not limiting the existing authority and flexibility of the CDs and instructors in undertaking all necessary assessment steps to achieve the best E&T outcomes. (Annex "E")

3.6 Transformation Functions

This aims to provide information guidelines and procedures to the Transformation's Section Staff Officers in order to coordinate transformation effort in areas of Doctrine and Experimentation (D&E), Simulation, Analysis and Lessons Learned and to enhance cooperation with relevant to the Air environment NATO entities. (Annex "F")

3.7 Tailroad Training of Officers of Primary Responsibility (OPR) Duties

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This aims to outline the procedures and responsibilities for the planning and execution of a Tailored Training. Ultimately, it should guide ~~Officers of Primary Responsibility (~~OPR~~)~~ on how to conduct training that will maximize learner achievement. (Annex "G")

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Director

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ANNEX A TO DIR 75-01
IAMD COE
June 2021

QUALITY ASSURANCE POLICY

     1.   The purpose of this Annex is to set the Quality Assurance Policy, System, Objectives, Organizational Structure, Responsibilities, Functions and Procedures which support the implementation and review of the Centre's Quality Management System (QMS).

     Furthermore, the aim of this document is to affirm IAMD CoE commitment to maintain a high standard of Quality and to ensure continuous improvement in the procedures applied, in the services and products delivered and in relations with external partners and stakeholders.

     2.   This Quality Assurance Policy is applicable to all IAMD CoE resident courses, including the modules of each of them, Mobile Education and Training Teams (METTs) and Advanced Distributed Learning (ADL) activities.

     3.   **QUALITY MANAGEMENT SYSTEM (QMS)**

     As per the reference document, an established QMS within an Education and Training Facility (ETF) provides confidence in the definition and delivery of quality E&T solutions. A QMS, as shown in Figure 1, has four dimensions. The two innermost ones, Inspection and Quality Control, have a reactive nature and are present and past oriented, according to the principle of ''We act on the scene''. The two outer dimensions, Quality Assurance and Quality Management, have a proactive nature and are future oriented, according to the principle of "*We act preventively*''. Each of the above dimensions has its own purpose, depth and scope derived from quality related practice.

Figure 1. Quality Management System (QMS)

3.1 **Inspection**

Inspection is implemented before and during the execution of a course in order to identify and correct errors before they become deficiencies. **The Course Director (CD) is responsible** for performing the inspection which starts during the preparation for the course (making sure the logistical aspects are addressed) and during the course (monitoring the effectiveness of the instructors and the behavior of students). The decision to correct the deficiencies is made with the approval of ~~Director~~ of Education & Training Branch Head (E&T BH).

3.2 **Quality Control (QC)**

QC is implemented after the iteration of a course with the purpose of rectifying the deficiencies or amending the course based on the feedback received (trainees, instructors, monitoring reports, etc.). **Branch Head of E&T is accountable** for QC, however the **CD is responsible** for gathering and analyzing the pertinent information. QC is part of the **Post Course Review** (PCR) process.

3.3 **Quality Assurance (QA)**

A cross-directorate **QA Team is accountable** for QA within IAMD CoE. The QA Team oversees aspects of the QMS that affect the overall performance for all courses by using the internal evaluation process. This includes the quality of personnel, procedures and the communication system. The QA Team proposes changes through the revision of the standard operating procedures which are part of the QMS.

3.4 **Quality Management (QM)**

QM is supervised by the QA Board. The QA Board is accountable for matching the overall performance of IAMD COE to current NATO standards regarding E&T. During its annual meetings, the QA Board makes changes to the QA policy and the QMS in general to take into account the review of Key Performance Indicators (KPI), involvement of internal and external stakeholders, staff development and satisfaction, public information, internal and external communication.

The QMS regulates the organizational structure, responsibilities, processes, procedures and resources, by establishing a complete set of quality standards.

The IAMD CoE QMS is implemented by the policy set herein as well as by the supporting annexes of this directive, which specify procedures in detail.

4. CONTINUOUS IMPROVEMENT PROCESS (CIP)

A Continuous Improvement Process (CIP) is an essential element of QM and is embedded within the QMS. It consists of internal and external loops, as illustrated in the Figure 2.

The internal loop refers to the QMS review and is performed annually by the QA Board. The implementation of the Program of Work (PoW) is a QMS performance indicator and may require more frequent implementation of the QA
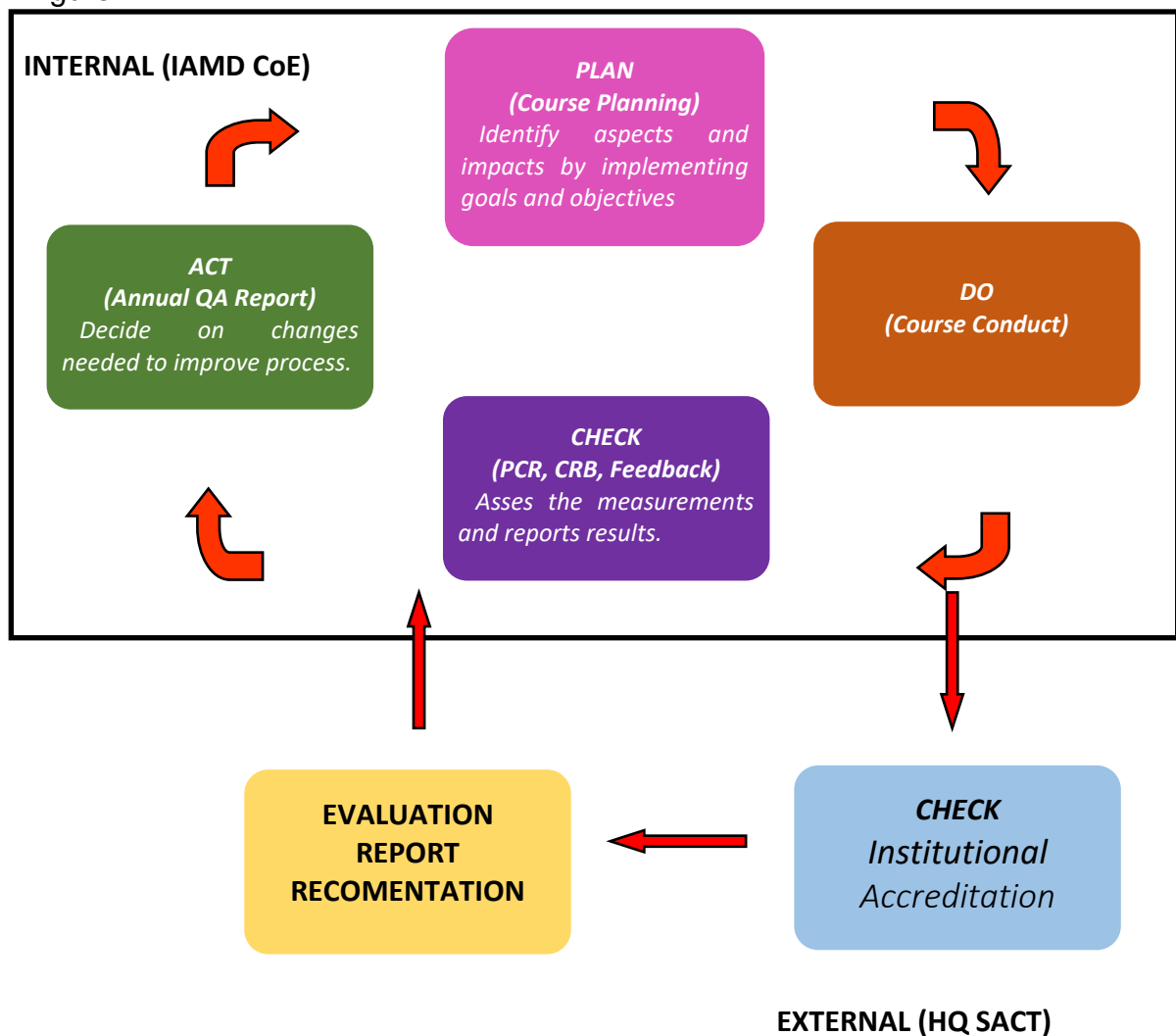
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internal review process. IAMD CoE will gather relevant information, analyze it, consider and evaluate the results and, in the final step, implement changes to improve processes and procedures as deemed necessary.

The external Continuous Improvement (CI) loop includes both IAMD CoE institutional accreditation by ACT and annual QA reports. The institutional accreditation is a process which ensures that IAMD COE delivers training products which are aligned with the NATO Quality Standards for training. Furthermore, to support this process, IAMD CoE will issue annual QA reports, by the end of January of each year, so as to demonstrate the adherence to those standards.

The IAMD CoE QMS verifies that academic processes contribute to its primary mission. Internal system checks take place repeatedly, providing opportunities for intervention in order to address and cope with short term and long term challenges.

The CIP is enabled via a set of annexes of this directive for ongoing monitoring, reviews, and revisions of policy and procedures (if required), and will be achieved through the use of the cyclic model shown in Figure 2. More details on the supporting processes within the phases of the internal loop are provided in the following IAMD CoE QMS section.

Figure 2.

Focusing on continuous improvement, scheduled meetings are held to ensure proper internal communication flow and to address short and long term challenges as described in Annex B.

Furthermore, the QA policy and associated core processes are reviewed annually by the IAMD CoE QA Board as described in Annex D. The QM of the IAMD CoE, with the support of the QA Team, will perform qualitative assessment and performance measurement by collecting, analysing and submitting information through the academic year to monitor the alignment of the results with the objectives set out in Annex E.

5.   QUALITY ASSURANCE MANAGEMENT REVIEW (QAMR)

The Centre has established a QAMR, as a part of IAMD CoE CIP and Quality Control, which is an annual Self-Assessment process to update the CoE QA Policy and to identify new/ongoing shortfalls and best practices. The QAMR involves a formal review of the QMS with the aim of identifying the need for changes and improvements. The result of the QAMR includes decisions on measures concerning improvements and to define milestones for products and services as well as the need for resources.

QAMR examines the IAMD 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:

- Results from audits and inspections and previous management reviews;
- Results of previous corrective or preventive measures;
- Results of events review and series of events review;
- Results of the KPIs progress measurement mechanism;
- 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.);
- Resource requirements.

6.   The QAMR is carried out annually during the period between November and January. The QM, with the support of the QA Team (QAT), is responsible for the planning, execution and evaluation of the review. These are the three phases of the overall process:

6.1   **First step.**
The QAT audit, in November, that accomplish a Self-Assessment process that is an evidence-based (including evidence from stakeholders' feedback) assessment of the QMS as well as the contribution to NATO by covering all the required standards. The QAT audit report will be finalized during a dedicated meeting of the QAT, using a table based on the evaluation report format (Annex F).

6.2 Second step.

The Centre Coordination Board (CCB) meeting, in December, that produces a detailed assessment of the courses provided by the Centre;

6.3 Third step.

The QAB meeting, in January, that will gather both the previous assessment outcomes and proposals for the final evaluation and identify decisions and measures for needed changes and improvements.

IAMD CoE Self Assesment outcomes will be reflected in the **Self Assessment Report** (SAR), endorsed by the Director of the CoE and submitted to annually to the HQ SACT Quality Assurance Team of Experts (QA TOE) on end of January every Year.

7. IAMD CoE QA POLICY

The IAMD CoE Policy is to maintain an effective and efficient quality assurance process, planned and developed in conjunction with all management and staff functions, along with the relevant stakeholders. This is described in the Policy and Procedures, which are designed to eliminate deficiencies, inaccuracies and to ensure high quality standards.

IAMD CoE has established a process of monitoring its performance by setting specific Key Performance Indicators (KPI) and measurable targets on an annual basis to improve the outsourced services of the Centre. For better control the performance of CoE, the Centre tries to exercise its command through a precise goal. Following the Centre's dynamics and continuous recognition for High Quality and Target Training, CoE short and long-term objectives are defined and specified. A performance monitoring system is set up to ensure coordination of the actions required to maximize the operating result.

The assurance of quality is fundamental for all work undertaken by CoE and should be implemented by all staff. To that effect, IAMD CoE shall:

- Implement working methods in accordance with current policy, procedures and regulations.
- Ensure that all policy, procedures and relevant regulations are systematically reviewed to reflect NATO quality standards.
- Regularly monitor and measure the quality of its work methods, outputs and outcomes in accordance with the IAMD CoE QMS and NATO quality standards as they are described in Bi-SC Dir 75-7 Annexes D and E.

8. PRINCIPLES

The following principles underpin the IAMD CoE QA Program:

8.1 Systems Approach.

The policy, core processes and resources are interconnected components leveraging feedback from ongoing activities to ensure that education

and training solutions are aligned with the requirements and are delivered with optimal efficiency.

8.2 **Compliance**.

Curriculum development will be based on current NATO doctrine, policies and directives as applicable. Course content that fall outside of NATO requirements or NATO doctrinal training levels (operational and above), will satisfy similar quality and professional standards as well.

8.3 **Accountability**.

All stakeholders responsible for the implementation of the IAMD CoE QA Policy are clearly identified and are responsible to report, explain and are accountable for programs and course delivery.

8.4 **Transparency**.

QA procedures and processes are developed using a collaborative open approach. QA policy and annual reports will be readily accessible on the IAMD CoE Shared File Server and made available to external stakeholders, when requested, and as appropriate. Best practices and Lessons Learned will also be shared with external stakeholders and communities of interest.

9. **IAMD CoE QMS**

9.1 **Responsibilities.**

The Center has an organic quality unit that deals with the operation of the Quality System. The IAMD CoE Director (DIR) holds overall responsibility for the Centre's QMS. He is supported by the IAMD CoE Command Group (CCG), the IAMD CoE Advisory Board (CAB), and the IAMD CoE Coordination Board (CCB).

IAMD CoE DIR officially appoints the Centre's QA Manager (QAM) who is responsible to the DIR, for the implementation of the QA Policy. Each IAMD Branch Head appoints a member of the QA Team (QAT), who is responsible to support the QA Manager in his tasks. The IAMD CoE Lessons Learned Staff Officer (LLSO) is also a member of the QAT. The IAMD CoE QMS organization is depicted in Figure 3.

Further information regarding QA responsibilities as well as the RACI (Responsible, Accountable, Consulted, Informed) Matrix may be found in Annex A.

9.2 **Core processes**

9.2.1 **Communication Plan**

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The Center's Communication Plan (CP) is divided into two parts: The Internal Communication Plan (ICP) and the External Communication Plan (ECP). The first describes the activities in which the Center participates, the frequency of these activities and important remarks that concern them. The second includes media, such as the ~~ter's~~ website and publications, and describes the external activities in which its staff is involved. IAMD CoE CP act as the pathway by which communication is conducted, utilizing the most optimal and efficient channel and with the means that maximizes the flow of information within IAMD CoE. Appendix "B" details the IAMD CoE CP.

Figure 3.
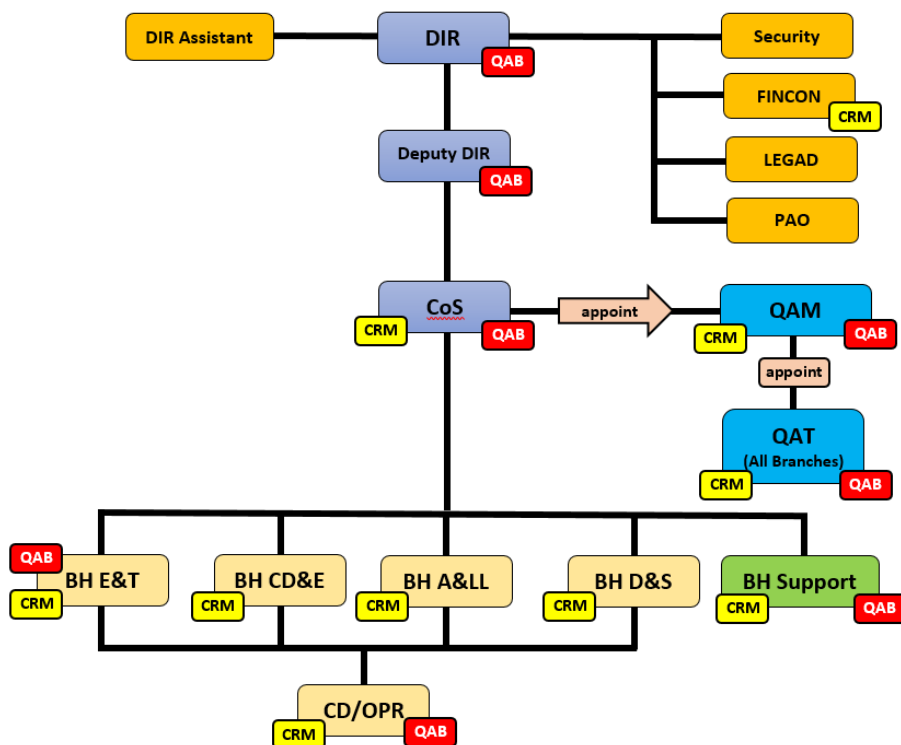
The public communication is accomplished mainly through the IAMD CoE website in English. The content is selected by the Center's staff in collaboration with the Public Affairs Office (PAO), approved by the DIR and then published. General information includes the history of the Center and its mission, its vision, collaborators, active link, Center news, courses catalogue, advertising flyer and journals issued by the Center. It also includes the application form and the invitation/calling letters for IAMD CoE courses/conferences/events to the Community of Interest (CoI).

Other tools of communicating with the target audience are newsletters, the brochure, the printed course catalogue, the LinkedIn website, the social media and the official correspondence. In addition, IAMD CoE has the ability to conduct video teleconferences (VTCs) with its partners.

9.2.2 Staff Selection Criteria

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The IAMD CoE organizational structure describes specifically each staff position, rank, nationality etc. For each position there is a specific Job Description (JD) in which duties, as well as qualifications, both essential and desirable, are thoroughly described. The personnel resource is adequate to the structure, although, as a military entity, CoE relies on periodical recruitment managed by SNs ~~and CNs~~ for the multinational personnel and from the HNDGS for the Greek personnel as FN.

The JDs are reviewed regularly and updated if necessary by ~~the Manpower Office~~ CoS and BHs in order to align with CoE main objectives/core tasks. They provide clear and realistic selection criteria and individual training requirements. ~~CCB~~ IAMD CoE Steering Committee (SC) is the body responsible for approving potential updates and changes of the JDs.

A percentage of staff is renewed annually and the selection of new personnel is made on the basis of requirements in the Job Descriptions (JD). This results in frequent personnel flow and the need to train new personnel to meet the specific requirements of their posts.

9.2.3 Academic Staff Development

IAMD CoE Academic staff requires specific orientation and training in order to be prepared to perform their assigned duties, in accordance with IAMD CoE policy, directives and SOPs. Continuous monitoring of staff effectiveness, efficiency and development is essential.

For this purpose, the Centre has therefore established an Academic Staff Development Program (SDP). It consists of an orientation course and an academic short/mid-term training program, with preliminary training requirements and objectives during the first year of the assignment and follow-on training for the following years.

In addition to formal staff orientation and training, the E&T Branch must ensure that the progress of the staff development is reinforced through adequate coaching, mentoring and professional development opportunities. All Academic staff should be provided with opportunities to maintain and enhance their Subject Matter Expertise by attending, whenever is possible, related courses, conferences, symposiums and meetings, Training Requirements Analysis (TRA) workshops, IAMD Annual Discipline Conference (ADC), organizing conferences with NATO objects and participating in NATO projects (experimentation, doctrine development). They are all listed in the QA Policy. The existing financing of the Centre gives the opportunity for the realization of SDP.

The Centre uses or may use external trainers which are selected with appropriate criteria and invited to support specific courses. The instructors/lecturers come from the partner universities and other institutions or entities and are selected on the basis of criteria arising from the Course Control Documents (CCDs), with knowledge and experience in their subject.

9.2.4 Personnel Satisfaction

The level of staff satisfaction is monitored by the DIR, through open communication with all staff. Furthermore, in order to have a quantitative feedback on personnel satisfaction, IAMD CoE has established a specific

procedure (described in Directive 75-03 "IAMD CoE Staff Orientation & Development Programme") which includes an anonymous Staff Questionnaire and motivating tools that can be implemented as corrective measures.

The working environment of the Center itself is an incentive for the staff, as it gives to everyone the opportunity to work in a multinational environment, contact with other trainers and lecturers, various academic institutions and to improve their personal education and professional progress.

In order to enhance the Center´s educational/transformational efforts, the Staff Officers actively participate in activities related to its subject, namely training in ~~naval~~ IAMD-BMD deterrence, as well as in others. They regularly attend the following conferences/workshops (WSs) or at least have access to the related Food for Thought Papers and Final Reports: of ~~Training Synchronization~~ Annual Discipline Conference, NATO Individual Training and Education Conference, eLectronic Individual Training and Education Programming (e-ITEP) Planning Board (IPB), ~~ADC~~, TRA WS, Training Need Analysis (TNA) WS, etc.

IAMD CoE staff job descriptions are both updated and approved. They reflect the Institution's objectives and core tasks, providing clear selection criteria and training requirements. Directive 75-03 outlines the procedures and responsibilities for the development of IAMD CoE Academic Staff, comprising of Academic Staff Training and Continuation Training. The selection criteria for External Instructors, Augmenters and Guest speakers are detailed in Annex D and Annex F.

9.2.5 QA Information Management System

IAMD CoE uses two venues for managing the information required for analysis and assessment:

9.2.5.1 IAMD CoE Activities & Participants Database. This database contains quantitative information regarding CoE's courses and attendees/participants over the years.

9.2.5.2 File Server. A QA folder on a shared File Server contains qualitative information required for QMS in general. The QAM is accountable for the maintenance of the relevant information on the QA folder in the File Server.

9.2.5.3 IAMD CoE uses an appropriate Information System (IS). CoE personnel collaborates via automated capabilities (eg. Collaboration software tools, e-mail. For student's use a regulated Internet access is provided. There is access to NATO education information through the NATO web Platform-Transnet, the e-ITEP/ETOC Portal and the online trainings via JADL. An e-mail account can be provided, to the IAMD CoE Personnel, for the communication with external entities.

9.2.5.4 There is a computer-based Data Management System in both networks in use (NS-LAN, NU-LAN) in order to allow CoE's personnel to create, share, organize and store documents efficiently and appropriately. File Servers contain all the data archived in folders/files where all the CoE's personnel

depending on their credentials, have access. For this purpose there are common folders and Directorate reserved ones.

9.2.5.5 IAMD CoE branch's collect and utilize information for planning and reporting purposes to measure the performance of the Center in meeting service delivery challenges. The Information Management System (IMS) is used to monitor results, control activities and plan new services. The IMS provided the capabilities so that CoE personnel can collaborate and collect, create, store and process internal and external information. The capabilities that contribute in gathering and handling of the internal and external information are:

- IAMD CoE Database (DB)
- IAMD CoE Website

9.2.6 Definition and Delivery of Instruction

IAMD CoE intents to provide resident (approved, selected and listed) courses, which ~~are~~ will be included in NATO Education and Training Opportunities Catalogue (ETOC). IAMD CoE Courses will provide theoretical training to military personnel of NATO partners and may provide training to from other agencies and organizations (EU, UN, AU, etc) tasked to participate in support of Integrated Air and Missile Defence Operations.

Participants coming from Partner Nations belonging to PfP/MD/ICI/~~PatG~~ frameworks are eligible to receive training considering the security/classification restrictions.

IAMD CoE through this directive develop instructions and controls for the analysis, design, development, implementation and evaluation of its Education and Training (E&T) products. This includes details on how the institution plans and schedules courses, monitors course quality and conducts periodic reviews ensuring the continued relevance of the E&T deliverables. The evaluation of all the Directive and/or SOPs in force is accomplished by the QAB that confirms the list and decides if there is need for new Directive/SOP development.

Furthermore, the modular structure of CoE's courses, which has been identified as "best practice", ensures the delivery of tailored training products that are up to the NATO Quality Standards. These trainings are often tailored to specific mission requirements or operational constraints for each naval unit or group of trainees. Therefore, a tailored training package, which consists of modules from accredited resident courses, is accredited as well.

In order to provide IAMD training to nations/organizations/units unable to bring their personnel to CoE, Mobile Education Training Teams (METTs) also be deployed to any "customer's" facilities. These teams consist of IAMD CoE's SMEs (upon certain module request) and they are deployable worldwide. Their mission is to provide on the spot training, addressing the specific host-country training requirements. The full spectrum of the theoretical training modules can be delivered; while modules related to practical training will be modified, taking into consideration host nation capabilities.

IAMD CoE fully supports Alliance's capability is experiencing an increased demand for online "Anywhere, Anytime" training and will continue to strive to provide the best quality products delivered to our widely dispersed audience. IAMD CoE will

also offer Advanced Distributed Learning (ADL) courses/modules based on a two level approach:

- To support the delivery of IAMD CoE resident courses. The core aim is to bring participants to a common knowledge level before starting the residential part of the training (blended course).
- To enhance "learners" knowledge relevant to broader NATO topics of interest as well as professional development subjects.

The resident courses that are posted in ETOC follow NATO requirements, in accordance with the Global Programming principles and the NATO System Approach to Training (SAT), i.e. Course Control Documents (CCDs) I, II and III are in accordance with Bi-SC 075-007. NATO Approved courses follow the TRA results while assessing that the training is tested to meet the most recent requirements as recorded in the annual Discipline Alignment Plans (DAPs).

In Annex "B" the internal process for the approval and development of new courses is analyzed in order to be aligned with the NATO System Approach to Training (SAT) model (MC 458/3). Step by step directions are given from the Approval and Course Development process to the conduct of the Pilot Course.

In Annex "C", the Post Course Review (PCR) process is described and analyzed as well as the course monitoring and evaluation procedures as elements of the IAMD CoE's CIP.

In Annex "D" the Course Director's (CD) responsibilities are described so that appropriate planning and coordination instructions exist to support the preparation, execution and conclusion of a course serial/iteration.

In Appendix "C", Curriculum Review Board (CRB) procedures are analyzed. The CRB seeks to optimize the integrated use of academic resources based on demand, as well as to ensure that emerging concepts and doctrines are incorporated into CoE curriculum when desirable and feasible. The CRB is a periodic review tool for ensuring the continued relevance of the IAMD CoE E&T delivered.

Additionally, CoE's Program of Work POW and Course Catalogue, which are both accessible through the Centre's official web page, provide information regarding timetables and course content.

9.2.7 Student Conduct, Assessment and Support

9.2.7.1   The satisfactions of students are taken into account for improving education. On the completion of each training, CDs gather the students' feedback, via online application or hard copy questionnaire, and report the findings in the PCR, which is taken into account at the CRB. This qualitative review of each resident course, including its modules, is based on:

- Achievement of learning objectives.
- Difficulty level of the material.
- Value of course in the trainee's current or future job.
- Appropriateness of time allocated to the course.
- Whether or not trainee would recommend this course to others.

Student assessment is an essential component of the QA as it provides vital information on both the achievement of learning objectives by students and critical feedback on the course design and conduct. Student assessment can be executed in a variety of forms, both formal and informal. The CDs, in close cooperation with the Course Instructors, have a relative degree of freedom in the decision on how the student academic assessment is carried out; however, this freedom must be within the limitations imposed by the existing framework documentation of the course itself (CCDs, iaw Bi-Sc 75-007, Ref.c).

9.2.7.2 This section of the QA Policy is intended to institutionalize and reinforce existing practices by:

- On-going observation of student progress shall be included in all IAMD COE training products, through formative evaluation activities such as "end of lesson Q & A" or syndicate work.

- Providing students, based on observations collected during formative evaluation events, with group or individual feedback. Exceptionally, students experiencing greater difficulties will be provided with dedicated feedback and remedial assistance.

- Utilizing collective summative assessments in the form of written and practical tests will be performed in applicable courses. Details on the tests will be provided to the students during the applicable courses, and standards will be outlined in the supporting Course Control Document.

- Awarding students with a certificate of completion, proving successful fulfillment of all course objectives. Under exceptional circumstances, when it has been observed and documented that a student has failed to achieve all learning objectives, he will receive a certificate of attendance.

9.2.8 Contribution to NATO

In the field of Integrated Air and Missile Defence Operations (IAMD Operations), IAMD CoE responds to the requirements of doctrine development and leads the effort throughout the Alliance and beyond, aiming to improve the capabilities of allied and partner air units in conducting Air operations to enable them to cope with a wide range of Air Operations challenges at ''further out'' distances.

The IAMD CoE, as part of the Alliance's transformational network, provides Supreme Allied Command Transformation (HQ SACT) with proposals for new doctrine, tactics, methods, experiments and equipment. IAMD CoE aims at developing a diverse highly effective IAMD workforce via education and training, mentoring and providing opportunities to operational teams and individuals to gain experience and increase their capacity to full potential in IAMD Operations.

IAMD CoE will provide approved and selected courses which are included in the ETOC. The approved courses fulfil specific NATO training requirements on the IAMD Operations.

Furthermore, the Centre participates actively in various activities aimed at supporting with listed and under development courses for Education, Training, Exercises and Evaluation (ETEE).

IAMD CoE participates regularly to the ADCs and to the discipline related events (TRA, TNA, etc) of the trainings provided. By embracing NATO standards and promoting innovation and experimentation as well as simulation and modeling, CoE contributes directly to force integration and standardization and the improvement of interoperability across the Alliance. Inclusion of partner nations at every opportunity enables them as security contributors. A law enforcement culture is forged through pertinent training in Air Policy law. Opportunities for cooperation with the Academic Community have been examined aiming at providing mutual benefits.

In addition to the ACT accredited courses, IAMD runs a variety of activities to contribute to ACT Transformation process in the area of IAMD:

- Conferences, Workshops and Seminars
- Experimentation programs, offering infrastructure, assets and expertise as Subject Matter Expert in IAMD.

- The exchange of information, in particular lessons learned and best practices. This is a highly important element that enables the Centre to fine tune its training programs and better assist the ACT in its transformational objectives.

In order to enhance the transformational effort of the Centre, Staff Officers regularly attend the following conferences/Workshop/Boards or at least have access to the food for thought papers and final reports of:

- NATO Individual Training and Education Conference (NITEC);
- ITEP Planning Board (IPB);
- Transformation Net (TRANSNET)
- NATO Standardization Organization (NSO)
- NATO Air Command control (NACC)
- Science and Technology Organization (STO)
- Joint Advance Distance Learning (JADL)
- Annual Discipline Conferences (ADC)
- Joint Analysis and Lessons Learned Centre (JALLC)

The contribution to the NATO-EU cooperation and exchange of expertise, IAMD CoE is part of the related Joint Warfare Centre (JWC) and Joint Air Power Competence Centre (JAPCC).

9.2.10 Budget Resources Management

IAMD CoE has established a Special Financial Administration (SFA) to administer revenues coming from Centre's activities. Currently, the SFA funds more than 80% of Centres operational expenses.

IAMD CoE Budget & Finance Department ensures that the financial operations comply with the Host Nation Financial Regulations, Rules and Procedures and the ~~HAFGS/~~HNDFGS Financial Manual and public law with respect to budgeting,

purchasing and contracting, accounting, treasury and auditing. The Department supervises the preparation of the CoE Annual Financial Plan (AFP).

IAMD CoE has a sustainable budget. The Budget & Finance Department prepares the CoE impact statement and forwards the budgets to HNDGS for endorsement. It is responsible for the maintenance of the accounting information system.

10.   IAMD CoE is committed to upholding the highest NATO Quality Standards for its training products. For this purpose, the Quality Assurance Policy is the governing document that guarantees, through the employment of the processes and mechanisms described within it, a systematic approach to creating, maintaining and refining CoE's training products in line with the NATO Quality Standards.

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Appendixes

1.   QA Stakeholders Responsibilities & RACI Matrix
2.   Communication Plan
3.   Curriculum Review Board
4.   Quality Assurance Board
5.   Target - Objectives & Key Performance Indicators (KPI)
6.   QA Self-Assessment Report

JOB DESCRIPTIONS / RESPONSIBILITIES

Director (D)	
Responsibilities	• Represents IAMD COE in NATO IAMD transformation and improvement issues at the strategic/operational level; • Supervises the Chief of Staff on the workflow, tasking, project management, reporting and delivery of outputs.
	• Directs and prioritizes the provision of IAMD COE Subject Matter Expertise (SME).
	• Authorizes the delivery of outputs.
	• Conducts regular engagement activities with relevant staff in the NATO Headquarters, Allied Command Transformation, Allied Command Operations, NATO Entities, Sponsoring Nations, European Entities and with other Centres of Excellence as well as defence industry and peer academia.
	• Represents IAMD COE at the appropriate level at NATO committees, working groups and meetings.
	• Chairs Project Working Groups as appropriate.
	• Formulates and announces policies for the general operations of the IAMD COE; provides priorities and guidance.
	• Provides functional direction and guidance to the Deputy Director.
	• Supervises the Chief of Staff on the workflow, tasking, project management, reporting and delivery of outputs.
	• Supervises the execution of the Programme of Work.
	• Oversees the IAMD COE Budget Planning and Control Process.
	• Guides and directs the IAMD COE Planning Process.
Deputy Director (DD)	
Responsibilities	• Principal staff officer in the IAMD COE who acts as focal point for the operations and administrative direction, guidance and coordination within the IAMD COE and between IAMD COE Staff and NATO HQs, agencies and National staffs.
	• Responsible for implementing the decisions of the Director
	• Directs, coordinates, prioritizes and supervises all activities of the IAMD COE to ensure that the best and

	most timely staff work is produced.
	• Formulates and announces policies for the general operations of the IAMD COE; provides priorities, guidance and advice to subordinates.
	• Ensures that all published policy, guidance and instructions are in accordance with in-place policies.
	• Guides and directs the IAMD COE Program of Work.
	• Guides and directs the IAMD COE Planning Process.
	• Oversees function of the Sections of Security, Financial Control, Public Affairs and Legal, following Director's guidance.
	• Legal authority held to sign on behalf of the Director.
	• Substitutes the Director at meetings, conferences and at other events, which the Director is unable to attend, and assists him in the international promotion of the Centre.
Chief of Staff (COS)	
Responsibilities	• Principal staff officer in the IAMD COE who acts as focal point for the operations and administrative direction, guidance and co-ordination within the IAMD COE and between IAMD COE Staff and NATO HQs, agencies and National staffs.
	• Responsible for implementing the decisions of the Director.
	• Directs, coordinates, prioritizes and supervises all activities of the IAMD COE to ensure that the best and most timely staff work is produced.
	• Formulates and announces policies for the general operations of the IAMD COE; provides priorities, guidance and advice to subordinates.
	• Ensures that all published policy, guidance and instructions are in accordance with in-place policies.
	• Guides and directs the IAMD COE Program of Work.
	• Guides and directs the IAMD COE Planning Process.
	• Oversees function of the Sections of Security, Financial Control, Public Affairs and Legal, following Director's guidance.
	• Legal authority held to sign on behalf of the Director.
	• Substitutes the Director at meetings, conferences and at other events, which the Director is unable to attend, and assists him in the international promotion of the Centre.
Education & Training Branch Head (BH E&T)	
Responsibilities	• Leads the IAMD COE activities in the E&T domain and determines support to external agencies;
	• Advises the Directorate on issues related to the long-term and mid-term visioning and planning process and provides inputs to the IAMD COE Programme of Work and future focus areas
	• Provides strategic and operational level education and

	training to individuals from NATO military staff level up to the leadership.
	• Provides and supports collective training to NATO, NATO Nations and Partner Nations in close cooperation with relevant stakeholders (e.g. NATO Command Structure (NCS), NATO Force Structure (NFS), NATO Education and Training Facilities (NETFs), National Commands).
	• Provides IAMD expertise with consultants, instructors, and Mobile Education and Training Teams (METT) to NATO, NATO Nations and Partner Nations on request.
	• Delivers courses, workshops and seminars in support of training and exercises of NATO, NATO Nations and Partner Nations and seek NATO accreditation for courses developed by the IAMD COE.
	• Leads the establishment of functional and working relationships with external entities in the area of E&T, civilian and military academia, senior Air Advisors, individual air power experts and publishers of military and commercial information and knowledge.
	• Ensures a regular information exchange is maintained with NATO and National agencies and educational establishments for the identification of future capabilities and technologies.
Concept Development and Experimentation Branch Head (BH CD & E)	
Responsibilities	• Leads the IAMD COE activities in the Concept Development & Experimentation domain and determines support to external agencies;
	• Advises the Directorate on issues related to the long-term and mid-term visioning and planning process and provides inputs to the IAMD COE Programme of Work and future focus areas;
	• Leads the research and analysis of doctrine, concepts and future trends/environments and the assessment of their contribution to emerging and future IAMD capabilities;
	• Contributes to the development, testing and validation of concepts in the IAMD spectrum for NATO, NATO Nations and Partner Nations;
	• Provides SME support to the planning and execution of the Alliance's, NATO Nations' and Partner Nations' IAMD exercises, trials, projects and experiments;
	• Delivers experimentation workshops developed by the IAMD COE in collaboration with military and civilian entities
	• Ensures a regular information exchange is maintained with NATO and National agencies for the identification of future capabilities and technologies

	• Eads the establishment of functional and working relationships with external entities in the area of Concept Development & Experimentation, the defence industry, civilian and military academia, individual air operations experts and publishers of military and commercial information and knowledge.
Analysis and Lessons Learned Branch Head (BH A & LL)	
Responsibilities	• Leads the research and analysis of doctrine, concepts, action reports and practices and the assessment of their contribution to IAMD capabilities.
	• Contributes to NATO IAMD gap analysis and lessons identified/lessons learned process through SMEs during operations, exercises or trials
	• Works in close cooperation with NATO Joint Analysis and Lessons Learned Centre (JALLC) in order to provide support through SMEs in the LL process and best practices in the IAMD spectrum.
	• Advises the Directorate on issues related to the long-term and mid-term visioning and planning process and provides inputs to the IAMD COE Programme of Work.
	• Provides SME support to the planning and execution of the Alliance's, NATO Nations' and Partner Nations' IAMD exercises, trials, projects and experiments.
	• Contributes to experimentation workshops developed by the IAMD COE in collaboration with military and civilian entities.
	• Leads the establishment of functional and working relationships with external entities in the area of analysis and lessons learned, the defence industry, civilian and military academia, individual air operations experts and publishers of military and commercial information and knowledge.
	• Ensures a regular information exchange is maintained with NATO and National agencies for the identification of future capabilities and technologies.
Doctrine and Standardization Branch Head (BH D & S)	
Responsibilities	• Contributes to the development, testing and validation of doctrine in the IAMD spectrum when requested by the Alliance and NATO Nations in close coordination with other IAMD-related entities.
	• Serves NATO, NATO Nations and Partner Nations' long-term interests by enhancing interoperability and increasing standardization efforts in support of potential future capability development in the IAMD spectrum.
	• Leads the research and analysis of doctrine and the assessment of its contribution to emerging and future air operations capabilities.
	• Advises the Directorate on issues related to the long-

	term and mid-term visioning and planning process and provides inputs to the IAMD COE Programme of Work.
Framework Nation (FN) Support Branch Head (BH S)	
Responsibilities	• Supports IAMD COE's experimentation, training activities and conferences.
	• Takes all appropriate actions to achieve the required functional condition of IAMD COE's software and hardware.
	• Ensures vehicle and driver availability for the IAMD COE's activities.
	• Coordinates and supervises the maintenance and upkeep of IAMD COE facilities.
	• Coordinates and supervises welfare issues for all IAMD COE personnel and trainees.
	• Ensures adherence to protocol, correspondence and registry procedures.
	• Liaises with the Financial Controller (IAMD-DIR05) in order to carry out logistic procedures.
	• Contributes to the annual financial planning and review.
	• Interacts with economic entities for the support of IAMD COE's functions and activities.
	• Ensures personnel rotation program is being monitored.
	• Ensures personnel issues are being handled timely and properly.
	• Safeguards safety and security procedures.
Quality Assurance Manager	
Responsibilities	• Reports to the DIR, on the implementation of the QA Policy.
	• Implements changes to the QA Policy and Program, in accordance with the direction of the DIR.
	• Monitors the execution of and compliance with QA processes.
	• Coordinates of the QA team.
	• Issues the Annual QA report.
	• Holds accountability, with the support of the IAMD LLSO (Lessons Learned Staff Officer) for the LL process.
	• Holds accountability for management of the QA shared folder.
CDs/OPRs	
Responsibilities	• Holds responsibility for developing documentation for new courses.
	• Holds responsibility for maintaining documentation for existing courses.
	• Holds responsibility for monitoring courses and lectures.
	• Holds responsibility for monitoring instructors.
	• Holds responsibility for the collection of lessons identified.

	• Holds accountability under SOP 303 "CD responsibilities".
Quality Assurance Team	
Responsibilities	• Supports the QA manager with relevant information pertaining to each Directorate.
	• Monitors the implementation of QA policy and procedures within each Directorate.
	• Holds accountability for the distribution and application of lessons learned in each Directorate.
	• Audits and assesses the overall QA management process.
	• Selects and forwards to the QA Board proposals for the improvement of QA policy and associated processes

RACI Matrix

Responsible : Who is responsible for the execution of the task?

Accountable : Who is accountable for the tasks and signs off the work?

Consulted : Who are the subject matter experts to be consulted?

Informed : Who are the people who need to be updated of the progress?

	D	DD	Cos	E&T	CD&E	A&LL	D&S	S	QA Man	CD/OPR	QA team
Quality Policy And Procedures											
Policy	A	C	C	R	R	R	R	R	R	C	R
Management Monitoring	I	I	A	R	R	R	R	I	R	C	R
Measurement and assessment	I	I	I	A	A	A	A	I	R	R	C

	D	DD	Cos	E&T	CD&E	A&LL	D&S	S	QA Man	CD/OPR	QA team
Process of Programmes											
Analysis	I	I	C	A	C	C	C	C	I	R	C
Curriculum Design	I	I	C	A	C	C	C	I	C	R	C
Curriculum Development	I	I	C	A	C	C	C	I	C	R	C
Curriculum Implementation	I	I	C	A	C	C	C	I	C	R	C
Instructional Processes	I	I	C	A	C	C	C	I	C	R	C
Certification and Curriculum Evaluation	I	I	A	R	C	C	C	C	R	R	C
Assessment of Students											
Learner Evaluation Process	I	I	C	A	I	I	I	I	I	R	I

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QA of Instructors											
Orientation Training	I	I	A	R	C	C	C	R	C	C	C
Continuous Development	I	I	A	R	C	C	C	C	C	C	C
Learning Resources and Students											
E&T Procedures	I	I	A	R	C	C	C	C	C	C	I
E&T Support Elements	I	I	A	R	C	C	C	R	C	C	I
Communication and Information											
Communication Plan	I	I	A	R	C	C	C	C	I	I	I
Research	C	I	A	C	C	C	C	C	C	I	I
Public information											
Communication and Information Procedures	I	I	A	R	C	C	C	C	C	C	I
Description E&T Capability & Capacity	I	I	A	R	C	C	C	C	C	C	I

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Appendix 2
ANNEX A TO DIR 75-01
IAMD COE
JUNE 2021

COMMUNICATION PLAN

1.   **Purpose.**

        This Appendix details the IAMD CoE Communication Plan, internal and external, outlining responsibilities in all functional areas so as to enable the Staff to fulfill their required obligations. It focuses on daily, weekly, monthly, and annually communication outputs defining the required activity, the medium of delivery, and whether the action is internal or external to IAMD CoE.

2.   **Overview.**

        IAMD CoE Communication Plan will act as the pathway in which communication is conducted, utilizing the most optimal and efficient channel and with the means that maximizes the flow of information.

3.   **Internal Communication Plan.**

        The following table defines the internal Communication Plan.

Communication means	Frequency	Lead	Participants	Remarks
IAMD CoE Command Group Meeting	Monthly	DIR	DDir, CoS BH E&T, CD&E BH A&LL, D&S BH S, LEGAD	The meeting is a two way communication: It is designed to advise Command Group (CG) and to provide DIR guidance on future events.
DIR Weekly meeting	Weekly	DIR	DDir, CoS BH E&T, CD&E BH A&LL, D&S BH S, LEGAD, PR, FINCON, SEC	This is a two way communication meeting. DIR gives guidelines, informs and advises the participating staff officers on past and future activity, achievements, goals, customers' feedback, strategy and policy
Information Meeting	Twice a month	DIR	All Personnel	DIR updates, informs and advises all personnel on IAMD CoE past and future activity, achievements, goals, customer

Communication means	Frequency	Lead	Participants	Remarks
				feedbacks strategy and policy.
Event coordination Meeting	Before Events	PR	All involved personnel	Coordination / deconfliction for events
E&T event meeting	Daily	BH E&T	CoS, E&T BH CD&E, A&LL BH D&S, S, OPRs	Every day meeting where day's training activities are outlined by BH E&T and DIR's special instructions are given.
E&T after event quick debriefing	Daily at the end of the event	BH E&T	E&T, OPRs, Instructors	Analysis of oral comments and written feedbacks forms from trainers and students. Report on performance and success rate of the trainees. During the meeting the CD/OPR collects most of the elements for drafting the Post Course Review/After Action Report.
Semi annual roll up	Last ten days of June/December	CoS	All Personel	Each Branch presents all the pertinent period activities.
QA self Assessment meeting	Annually during November	QAM	QA Team	The QA Team meets at least once per year to assess the Quality Assurance overall process through an audit procedure. The QAT will produce a report of this assessment to presented for

Communication means	Frequency	Lead	Participants	Remarks
				considerations and decisions to the following QA Board. (first step of QAMR).
Curriculum Review Board (CRB)	Semi annual on June/December (Or when necessary)	CoS	BH E&T BH CD&E, A&LL BH D&S, S QA Team FINCON	The CRB seeks to monitor the performance of IAMD CoE training products, to optimize the integrated use of academic resources and to ensure that emerging concepts and doctrines are incorporated into the CoE curriculum (second step of QAMR).
QA Board (QAB)	Annually during January	DIR	DDIR, CoS BH E&T,CD&E, BH A&LL, D&S, QA Team	The QA Board meets once per year to evaluate the Quality Assurance Policy, and associated core processes. Additionally, the Board will approve the Annual QA Report (third step of QAMR).
IAMD CoE Coordination Board (ICB)	Annually at least seven months before the beginning of the next POW cycle (May).	Hellenic Forces General Staff	HQ SACT ACO ACT DIR, CoS	The ICB is the Board advising the HFNGS on the coordination of the activities as well as on the long-term matters regarding its mission.
IAMD CoE Advisory Board (IAB)	Annually (February)	DIR	The SNs nominated OF-3 and above level	The IAB is a body responsible for providing advice on all IAMD CoE

			representatives. DDIR, COS, LEGAD	activities. The IAB will provide advice to the DIR for the effective execution of his mission.

4.   **External Communication Plan:**

This describes all the actions which need to be taken which contribute towards the maintenance of a professional image to external organizations. It ensures that those actions are clearly and effectively shared within the community of interest and the training audiences.

This Plan is an essential function in achieving IAMD CoE objectives. It increases the understanding of course offerings at CoE and assists nations to enhance their capability through prompt selection the training solutions linked to operational requirements.

4.1   Education & Training Opportunities Catalogue (ETOC) and Courseware Management.

A major element of this Plan which includes the input and maintenance of all CCD's into ETOC and ensures that the most recent version of courseware is reflected in ETOC, ADL, e-ITEP and the Website. It ensures that courseware remains relevant and updated as changes/modifications are implemented. All courseware is comprised of all three parts of the CCD.

4.2   Publications.

Publications relating to IAMD CoE training, scientific articles and other activities consist of brochures, flyers, Course Catalogue (published every October if needed) and IAMD CoE Journal (published biannually). All publications are issued by the Training Support Directorate which manages the design, development and dissemination with the support of BH S for Brochures and flyers and E&T for the Course Catalogue.

4.3   Website.

IAMD CoE's website presents information concerning CoE history, mission, organizational structure, course catalogue / offerings, scheduling, requesting, contact information etc. The goal of the website is to provide a platform for public information access and to provide potential customers and students with information as described above.

4.4   Finally IAMD CoE External Communication includes, on one hand, coordination with other relevant NATO entities, such as ACT (as the lead and overall coordinator of NATO E&T through ETOC and e-ITEP), JAPCC and other COE's. On the other hand, cooperation with Academic Institutions through existing bilateral MOUs and potentially new ones.

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4.5 Indicative External Communication Plan.

No	Communication Means	Remarks
1	Annual IAMD CoE Conference	IAMD CoE
2	Annual CoE Directors Committee	
3	Annual Meeting of IAMD CoE, JAPCC, AO CoE	
4	IAMD Ops Working Group Meeting	
5	Training Synchronization Conference (TSC) / NATO Individual Training & Education Conference (ITEC)	
6	ITEP Planning Board (IPB) Meetings	

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CURRICULUM REVIEW BOARD (CRB)

1.   **Purpose**

        Appendix 3 details procedures for the preparation and conduct of Curriculum Review Boards (CRB).

2.   **Overview**

        The CRB seeks to monitor the performance of IAMD CoE training products, to optimize the integrated use of academic resources based on demand, and to ensure that emerging concepts and doctrines are incorporated into the COE curriculum when relevant and applicable.

3.   **Participants:**

        3.1   CoS: Chairman
        3.2   BH E&T: Coordinates the Meeting
        3.3   BH CD&E, A&LL, D&S
        3.4   Head of Finance & Budget Department (FINCONN)
        3.5   QA Manager
        3.6   QA Team

4.   **Review of the courses.**

        The review of the courses will contain, at a minimum, the following information:

        4.1   **Qualitative review:** The aim of qualitative review is to demonstrate course relevance based on:
- Course Aim.
- Date and currency of the Course Control Documents.
- Target population.
- Adherence to SAGE. (SACEUR's Annual Guidance on Education, Training, Exercises and Evaluations).
- Relationship to NATO Policy, Doctrine, or Directive.
- Student satisfaction based on:
  - Achievement of learning objectives.
  - Difficulty level of the material.
  - Value of course in their current or future job.
  - Appropriateness of time allocated to the course.
  - Whether or not they would recommend this course to others.

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- Customer satisfaction based on job performance (where available).

- Alignment of lectures with respective learning objectives.

- Adequacy of instructors delivering the lectures.

4.2   **Quantitative review:** The aim of the quantitative review is to demonstrate course relevance based on:
- Number of iterations per year.
- Maximum number of students per iteration.
- Number of iterations planned, executed, and cancelled.
- Average student bids per iteration.
- Average student attendance compared to maximum capacity and to historical attendance.
- Adequacy of resource allocation.

4.3   **Financial review**: The aim of the financial review is to demonstrate course revenues based on:
- Average income from student tuition per iteration.
- Average course expenses per iteration.
- Average revenues per iteration.

5.   **Course categorization**.

At the end of the review, based on its viability, each Course will be categorized in one of the following three categories:
5.1   Green:
- The requirement is documented and available.
- Adequate demand for the course remains.
- Lectures are in line with learning objectives.
- Instructors are adequate.
- Resource allocation is sufficient.
- No financial concerns exist.

5.2   Yellow:
- Problems have been identified in either the qualitative, quantitative, or financial reviews.
- Minor or moderate modification to the course must be considered.

5.3   Red:
- Lectures are not in line with learning objectives.
- Problems have been identified in two or more of qualitative, quantitative, or financial reviews.
- Major modifications to current approach must be considered.

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6.   **Conduct**

6.1   The Curriculum Review Board will be convened twice per year or when it is necessary. CRBs will convene in July and in December, following the closure of the academic calendar year. The COS will chair the boards and the E&T Director will be responsible for coordinating the meetings.

6.2   In the first part of the CRB, the Course Directors (CDs) will be responsible for preparing and presenting the review of their courses to the Board, considering qualitative, quantitative, and financial aspects of each course. The presentations should be brief and comprehensive.

6.3   The second part of the CRB should contain a discussion of emerging needs, new courses under consideration and other initiatives.

6.4   At the conclusion of the CRB, the COS, based on the course categorization and pending the approval of the DIR, through Chain of Command, may direct the Staff to:

- Maintain the status quo for the course/s.
- Request additional information prior to a decision.
- Initiate actions for the creation of a new course.
- Recommend quantitative changes to the number of students per iteration, iterations per year, or both.
- Recommend qualitative changes to course content, methodology, instructional composition, etc.
- Suspend a course.
- Cancel a course.

6.5   After each CRB, a report containing the main decisions and conclusions of the Board will be drafted by the E&T Branch Head and will be circulated in the Chain of Command. The report of the end of the year meeting (December) will be presented for review at the QA Board meeting.

7.   **Annual QA Report**: Following the last CRB meeting of the year, the QA Manager gathers all the relevant data in order to produce the Annual QA Report according to the template suggested by ACT. This annual QA report encompasses progress made towards improving IAMD CoE institutional business model, as well as key issues outlined in the NATO QA program contained in Bi-SC Directive 75-7. The draft of the Annual QA report will be approved by the Quality Assurance Board (QAB) prior to be issued.

8.   **Other meetings.** If necessary, the CRB may be convened throughout the year in order to make an impending decision for a new or existing training product.

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Appendix 4
ANNEX A TO DIR 75-01
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QUALITY ASSURANCE BOARD (QAB)

1. **Purpose.**

   Appendix 4 details the purpose, structure and responsibilities for the Quality Assurance Board.

2. **Overview.**

   The QA Board meets once per year to evaluate the Quality Assurance Policy and associated core processes. Additionally, the Board will approve the draft of the Annual QA Report and monitor the implementation plan from the previous year to ensure the culture of continuous improvement permeates throughout the IAMD CoE.

3. **Participants:**
   - Director is the Chairman
   - Deputy Director
   - CoS
   - Branch Head E&T, ~~Dir TS~~ and Dir S
   - QA Manager: Coordinates the Meeting
   - QA Team

4. **Responsibilities.**

   QA Manager, with the support of the QA Team, conducts performance measurement based upon Key Performance Indicators (KPIs), presents the outcomes and comes up with proposals. QA Board will:
   - Evaluate the Quality Assurance Policy for relevance and effectiveness.
   - Evaluate SOPs for alignment to QA Policy.
   - Review the CRB reports.
   - Analyze the importance and urgency of proposed new training solutions.
   - Review the relevance of the Centre's public information.
   - Review engagement with external stakeholders/contributors.
   - Review the lessons learned proposed to become "best practices".
   - Approve the Annual Report synthesizing institutional effectiveness and the contribution of Quality Assurance activities.

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5.   **Accountability.**

The QA Board is responsible for supporting and advising the Director in his responsibilities in the QA.

6.   **Performance measurement.**

Performance measurement will be based on specific KPIs and measurable targets on an annual basis as described in Appendix 5. The performance measurement will conclude with a discussion containing an analysis of the following aspects:

- Trends derived from the quantitative indicators.
- Measures proposed for the courses categorized as "yellow" and "red" by the CRBs.
- Adequacy of IAMD CoE resource allocation.

7.   **IAMD CoE Annual QA Report.**

At the end of the meeting, the Board will approve the Annual QA Report and will authorize the QA Manager to finalize it and distribute it as appropriate.

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Appendix 5
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IAMD COE
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IAMD CoE Target - Objectives & Key Performance Indicators (KPI)

1.   **Purpose.**

        This appendix describes the process of monitoring the performance of IAMD CoE by setting specific KPIs and measurable targets on an annual basis to improve the outsourced services of the Centre.

2.   **Overview.**

        For better control the performance of the center, IAMD CoE try to exercise its command through a precise goal. Following the Center's Dynamics and Continuous Recognition for High Quality and Target Training, CoE short and long-term objectives are defined and specified. A performance monitoring system is set up to ensure coordination of the actions required to maximize the operating result.

3.   **Goal setting**.

        The short-term objective of the IAMD CoE includes measurable objectives and indicators of activities and actions with a specific timetable for implementation.

4.   The COS, with the support of Branch Heads and Quality Assurance Team, is responsible for developing and presenting a target table for the new year and an evaluation of target setting for the previous year every January in QAB. The current target setting is assessed in July to ensure optimal monitoring and control of its implementation.

5.   Basic axe of developing Centre's objectives is including the whole range of actions and activities undertaken so far, while there is simultaneously the capability to achieve and implement transformative actions in order to create the necessary conditions for the overtime support the work of the Alliance.

6.   IAMD CoE objectives are set out based on particular educational requirements concerning the IAMD Operations. The overtime development, progress and the extension of Center's tasks concern, not only the support of experimentation and transformation for the benefit of HQ SACT relative action/ initiatives but also the opportunities arising in terms of dealing with Integrated Air and Missile challenges in the IAMD environment in support of ~~AIRCOM~~ ACO actions. As far as it concerns CoE infrastructure, the objectives set out will ensure the maximum support to the Training and its upgrading over time so that it is maintained in good and efficient working order.

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7.	In case of significant divergences between pursued/desirable and real results, redefining the objectives, alternations, amendments and changes overall are allowed in order to fill the gap.

8.	Part of the present document is to be in constant update in order to provide to the Director the required flexibility to redefine internal priorities and to satisfy the claims arising from the international developments and the current affairs to the wider environment.

9.	In that regard, IAMD CoE objectives and KPIs for each year are specified as follows in Enclosure 1 and 2.

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ENCLOSURES:
1. IAD COE Goal Setting
2. IAMD CoE KPIs

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IAMD CoE Goal Setting

Objective 1:   **Leadership and Management** (Support / Upgrading Means and capabilities – Infrastructure)
Objective 2:   **Education and Training** (Providing of /high level quality training on IAMD Operations).
Objective 3:   **Contribution to NATO**

- Evolution - Development - Transformation - Innovation (Support / Participation in the development of ~~tactic maritime~~ IAMD related doctrines, educational directives and training manuals – Participation in research, experimentation, modeling and simulation).

- Outreaching – Visibility.

- Strategic Concept – Defense Diplomacy.

Leadership and Management									
No	Actions	Actions Implementation	Indicator	Desired Level	Stakeholders	Project Responsible	Implementation Time	Percent Complete	Comments

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Education and Training

No	Actions	Actions Implementation	Indicator	Desired Level	Stakeholders	Project Responsible	Implementation Time	Percent Complete	Comments

Contribution to NATO

No	Actions	Actions Implementation	Indicator	Desired Level	Stakeholders	Project Responsible	Implementation Time	Percent Complete	Comments

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IAMD CoE KPIs

Key Performance Indicators (KPI): The performance measurement should be based on the following KPIs:

Quantitative indicators:
1. Number of students and countries that participated in resident courses (including Blended).
2. Number of resident courses / iterations.
3. Number of ADL Courses
   - In support of resident courses,
   - Stand alone.
4. Number of students and countries trained with ADL Courses.
5. Number of METTs.
6. Number of students and organizations / countries trained by METTs.
7. Number of tailored trainings (e.g Support Exercises).
8. Number of students and countries that received tailored trainings.
9. % of courses with up to date CCDs.
10. % of instructors evaluated for the year.
11. Number of courses/iterations suspended/cancelled for the year.
12. Budget (sustainability and growth).
13. Staff – instructional movement throughout the year.
14. Number of participants and countries in conferences and hosted events.
15. Number of NATO or Partner Nations, Entities, Externals in conferences and hosted events.

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Qualitative indicators:
1.   Overall customer satisfaction based on:
- Relevant student feedback.
- Job performance after attending the course (where available).
2.   Staff development based on:
- % of instructors that attended relevant training courses.
- Overall instructor evaluation results.
- Qualifications of new instructors.
3.   Staff satisfaction based on the results of "Staff Satisfaction Questionnaire".
4.   Course relevance based on the review of the CRB reports.

No	Standard	Indicator No	Indicator	Stakeholders	Desired Level	Percent Complete	Emergency Actions	Comments

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QA SELF-ASSESSMENT REPORT (QA SAR)
(of Audit on _____)

REFERENCE: QA Evaluation-Report Template

Purpose – The purpose of this report is to record the results of the Center's internal Quality Assurance System evaluation in the context of the annual audit/assessment as part of the **QA ~~Management Review (QAMR)~~ SAR.** This is the first phase of the three of the overall QA SAR process. The audit/assessment is carried out by the QAT, in November. The QAT accomplish a Self-Assessment process that is an evidence-based (including evidence from stakeholders' feedback) assessment of the QMS as well as the contribution to NATO by covering all the required standards. The report will be finalized during a dedicated meeting of the QAT, using the following table based on the evaluation report format. The table should be filled in incremental way – meaning that there is the need to fill only the rows related to specific standards/indicators for which the QAT assesses the needs for changes or improvements. The detail explanation will be reported by the correspondent QAT member responsible. The Report will be presented to the QAB meeting in January for the final evaluation and decision.

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Standard	Indicator	Relevant Document	Remarks	Action Plan	Responsibility
1. LEADERSHIP AND MANAGEMENT					
1.1 General Management					
1.1.1. The Institution has a long term plan based on its mission and vision, which considers NATO priorities and the expectations of major stakeholders	a. The Institution's long term plan is based on its mission and long term objectives, addressing future challenges and is supported by adequate resources.				QM
	b. The Institution's role/status in relationship with NATO is defined in the QA Policy				QM
	c. The Institution's major stakeholders are identified in the QA Policy.				QM
1.1.2. The Institution has implemented a Quality Management System (QMS) that is supported by relevant documents that are regularly reviewed and remain up to date.	a. The QA policy describes the Institution's QMS and how it is implemented				QM
	b. The rate of accomplished tasks vs. planned/appointed tasks				QM
	c. Results of employee's satisfaction survey: satisfaction with leadership, management and information flow				QM
1.1.3. Internal and external communication of the institution is purposeful and managed.	a. The Institution has a meaningful communication plan for gathering and sharing information with both internal and external stakeholders b.				QM
1.1.4. The institution uses information systems that support its management and the coherent performance of its core functions.	a. The Institution has an information and knowledge management system that supports all its functions				E & T
	b. The Institution's website provides updated and relevant information				E & T

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Standard	Indicator	Relevant Document	Remarks	Action Plan	Responsibility
1.2. Personnel management					
1.2.1. The Institution has principles and procedures for personnel recruitment and development. They arise from the Institutions objectives and ensure training quality and sustainability	a. Updated and approved job descriptions are in line with Institution's main objectives/core tasks				Personnel Manager (MP)
	b. JDs provide clear and realistic selection criteria and individual training requirements				MP
	c. The CoE has an effective induction/orientation training for new personnel				MP
	d. The Institution has an effective individual training plan to support staff development				MP/E&T
	e. The Institution has selection criteria for external instructors / guest speakers				E&T Speaker
	f. The number and profile of the staff (academic and administrative/ support staff, qualifications etc.)				MP
	g. The rate of internal and external teaching staff / instructor				E&T
	h. Overall manning level (rate or percentage) and manning level of academic/training component				MP/E&T
1.2.2. Personnel satisfaction (including working conditions, flow of information) is monitored and practices to support staff motivation are implemented.	a. The Institution has adequate principles and motivating tools for own personnel				COS/MP
1.2.3. Personnel participate in other NATO activities (working groups, projects)	a. Number of staff involved in other NATO activities (workshops, conferences, projects, etc.)				E&T
1.2.4. The faculty and staff have the Education and Training (E&T) qualifications as per the job descriptions and CCDs					MP/E&T

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Standard	Indicator	Relevant Document	Remarks	Action Plan	Responsibility
1.3 Management of resources					
1.3.1. The Institution has a sustainable budget	a. The budget input sources and their partition.				FINCON
	b. Allocation of resources supports education and training				CoS/FINCON
1.3.2. The Institution has defined the principles for budgetary decision making	a. The Institution has principles and procedures for allocating resources in accordance with priorities and objectives				FINCON
	b. The Institution has clear criteria for tuition and procedure to determine the tuition fee amount				FINCON
1.3.3. The allocation of financial resources of an institution is based on the Institution's actual needs and priorities in accordance with its mission and objectives	a. The distribution of the revenue and expenditure				FINCON
1.3.4. The working conditions of the staff and the learning conditions of students (e.g., library, classrooms, and laboratories) meet the needs arising from the learning objectives, specifics of the institution and the expectations of major stakeholders	a. Results of staff satisfaction survey: satisfaction with working/teaching conditions				E & T

Standard	Indicator	Relevant Document	Remarks	Action Plan	Responsibility
2. EDUCATION AND TRAINING					
2.1. Define and deliver instruction					
2.1.1. Each NATO course is defined and delivered in accordance with principles of Global Programming and the NATO Systems Approach to Training	a. NATO SAT model is implemented in the definition and delivery of instraction.				E & T
	b. The Institution has an analysis capability to conduct TNAs				E & T
	c. The CCDs contain all the elements described relevant part of Bi SC Dir 75-7				E & T
	d. For NATO courses the RA and DH are involved in definition and delivery of instruction (where applicable)				E & T
	e. Participation on relevant annual discipline conferences				E & T
2.1.2. Student satisfaction with the quality of instruction and graduate feedback is considered in the development of instruction	a. Overall graduation rate and breakdown by courses/modules				E & T
	b. Students / instructors ratio				E & T
	c. Student's satisfaction with the quality of training on the completion of training				E & T
	d. Graduates satisfaction with the on-the-job application of the training received (delayed feedback is effectively collected and analysed)				E & T
2.1.3. Supervisor's/commander's satisfaction with the performance of graduates is considered in the development of instruction	a. Operational commander's/supervisor's satisfaction with performance of graduates				E & T
2.1.4. Instructor feedback concerning course delivery and quality is considered in the development of instruction	a. Instructor's feedback is effectively collected and used in the course review				E & T

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Standard	Indicator	Relevant Document	Remarks	Action Plan	Responsibility
2.2. Student assessment					
2.2.1. Student progress is monitored and supported throughout the course	a. Methods and tools used for assessment and monitoring				E & T
2.2.2. Student assessment supports learning and is in line with learning objectives	a. Assessment criteria and tools are aligned with the learning objective				E & T
2.2.3. Assessment and graduation criteria are predefined and acknowledged before teaching	a. Assessment criteria are described in the CCDs and students are aware of them at the commencement of instruction				E & T
	b. Overall graduation rate and breakdown by courses/modules				E & T
2.2.4. The institution has procedures in place for student appeals	a. Student's satisfaction regarding the assessment and feedback				E & T
	b. The Institution has a procedure for students to appeal the assessment results				E & T
2.3. Support for training and learning					
2.3.1. The resource allocation for courses meets the student needs and fits with the learning objectives	a. Results of student satisfaction survey: satisfaction with learning support				E & T
	b. Adequacy of tools used for training				E & T
	c. Availability of additional support for students (accommodation/reservation, transportation, access etc.)				E & T
2.3.2. The institution provides students with guidance in support of their studies (as required)					E & T
2.3.3. Up to date resources are used to support training					E & T

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Standard	Indicator	Relevant Document	Remarks	Action Plan	Responsibility
2.3.4. Student feedback concerning support is taken into account as part of improvement activities	a. Availability of morale and welfare activities for students				E & T
3. CONTRIBUTION TO NATO					
3.1. Support to NATO requirements					
3.1.1. The institution has identified its role in support of NATO	a. Number of NATO requirements satisfied				E & T
3.1.2. The institution offers NATO selected/approved courses	a. Number of NATO courses in ETOC (Approved/Selected/Listed)				E & T
	b. Number of NATO courses vs total number of courses taught				E & T
3.1.3. The Institution exploits operational lessons learned to improve training	a. NATO Lessons learned are considered in the course review				E & T
3.1.4. The institution's core activities are coherent in support to NATO	a. Usage of NATO doctrines and reference documents				E & T
	b. NATO commander's satisfaction survey				E & T
	c. Relationship to SAGE priorities				E & T
	d. TNAs conducted in support of NATO requirements				E & T
3.2. Support to discipline management					
3.2.1. The institution contributes to discipline(s) development	a. Number of disciplines supported				E & T
	b. Number of courses taught per discipline				E & T
3.2.2. The institution contributes to maintaining NATOs discipline framew	a. Number of discipline related events supported/attended annually (working groups, conferences etc)				
	b. Participation in relevant annual discipline conferences				

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Standard	Indicator	Relevant Document	Remarks	Action Plan	Responsibility
	c. Participation in relevant TRAs, Requirements WS				
	d. Specific role in the governing structure of a discipline (DH, RA, where applicable)				
3.3. Contribution to other NATO associated activities					
3.3.1. The institution contributes to the evolvement of NATO in different ways (e.g. doctrine development, R&D, lessons learned, operations and defence planning)	a. Involvement in defence planning				
	b. Involvement in capability development				
	c. Involvement in doctrine development and NATO standardisation process (STANAGs/APs, contributed to / custodian of)				
	d. Support to operations planning				
	e. Support to NATO Lessons Learned process				
	f. Support to NATO exercises				
	g. Involvement in R&D projects				
	h. Involvement in Smart Defence projects				
	i. Support to force evaluation (TACEVAL, CAPEVAL, HQEVAL)				

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IAMD Approval and Development of New Courses

This Annex describes the internal process for the Approval and Development of a new course in IAMD. NATO has adopted the System Approach to Training (SAT) model (MC 458/3) as a proven and highly successful tool when training is identified as the solution to personnel performance gaps. It provides direction and guidance to ensure that the focus on actual requirements is maintained throughout the cycle of analysis, design, development, implementation and evaluation of training at all levels. This approach is utilized as a guide to facilitate the creation of all new courses and modifications to existing courses.

Within IAMD, E&T Branch, with the support of the SMEs of the other Branch's, is responsible to identify the new training requirements and provide training solutions. The training requirements can be identified either formally, at the Annual Discipline Conference (ADC) and captured in the Training Requirement Analysis (TRA) report, or by the IAMD staff officers and external stakeholders (Requirement Authority, Department Head, operational commanders, staffs and organizations).

1. **APPROVAL PROCESS.**

Once the training requirement has been identified and in order to facilitate a cohesive approach for the systematic delivery of new E&IT solution, the following four-phase process has been established:

1.1 **Phase 1**: Presentation of the new requirements.

When the training requirement is listed in a TRA report or in the Discipline Alignment Plan, then phase 2 of the approval process will be initiated.
When the training requirement has been otherwise identified, there is a requirement to coordinate with the ACT in order to determine if this aligned with a training gap within NATO and to investigate if another/partial training solution already exists. In this regard it will be determined that a training solution is necessary and how it will be best certified.

1.2 **Phase 2**: Internal Capacity Review.

Once a validated requirement is received, the CoS in conjunction with the BH E&T will identify what resources are currently available (both internally and externally) to design and deliver a new training solution. This initial internal capacity review will serve as a feasibility assessment and will set the initial prioritization of this very requirement against other ongoing activities and commitments.

1.3   **Phase 3**: Resource allocation and Course development timetable.

Once available resources have been identified and the respective priority has been established, the BH E&T will appoint the Course Officer of Primary Responsibility [OPR, also Course Director(CD)]. The course OPR will develop a Resource allocation and Course Development Timetable, with a detailed analysis of the time and effort required before a pilot course can be conducted. This will allow for consideration of matching resources to the tasks outlined in the development process below.

1.4   **Phase 4**: Results of Internal Assessment.

The Resource allocation and the Course development timetable will be presented by the BH E&T Director to the DIR via the CoS. Upon the approval of the Commandant, the determination of the way forward will be finalized and the required resources will be tentatively allocated. IAMD CoE will inform the ACT about the timeline for the design and delivery of a pilot course. This will formally initiate the course development process.

2.   **COURSE DEVELOPMENT PROCESS.**

To facilitate a cohesive approach for developing new courses at IAMD the following five-phase process has been established, following the steps outlined in Bi-SC Directive 075-007:

2.1   **Phase 1:** Course analysis

The first step is to participate in the TNA working group (run by the Department Head-DH) or at least have direct access to the derivable and results of it. If there is no NATO requirement for the course the TNA, as a process, will be conducted internally.
The TNA working group should deliver an overall plan for conducting the course and a refined list of performance objectives for it. The results of the TNA are documented in the Course Control Documents (CCD) I&II. The stakeholders become accountable for the new training solution once they sign CCD I. CCD II has the role to provide general guidance for the design of the course. At this point in time the new course can be uploaded into the Education and Training On-line Catalogue (ETOC).

2.2   **Phase 2:** Course Design

During the course design phase the IAMD staff and the course related SMEs, should work together through all the steps, in order to develop a comprehensive solution. IAMD course OPR/CD is responsible for the overall development of CCD III – programme of classes, which represents a detailed instructional plan of guidance. The three CCDs will be sent to HQ SACT/JFT for course approval and classification keeping other stakeholders informed.

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2.3 **Phase 3:** Course Development

Building on the structure of the CCD III the E&T Branch and CD will work closely with SMEs to produce the instructional materials, courseware and an efficient timetable for running the pilot course. The CD will also ensure that the designated instructional staff is appropriately trained and confident to deliver the training.

2.4 **Phase 4:** Conduct of the Pilot Course

During this phase, the dates for the Pilot Course will be included into the IAMD Academic Calendar. Selection of students for the initial Pilot Course and the associated tuition costs will be specified.

Delivery of the first Pilot Course will closely follow the procedures described to Bi SC Directive 075-007 Chapter 7 (CONDUCT TRIALS) and IAMD QA process outlined in Annex D (Course Director Responsibilities).

In addition, the E&T BH will designate a staff member to observe the conduct of the initial pilot course to ensure alignment between the lectures delivered and the Enabling/Learning Objectives (ELOs) approved in the CCD III document. The assigned observer will provide a list of all observations to the CD for inclusion in the Post Course Review (PCR).

2.5 **Phase 5:** Post Pilot Course Review

The review of the initial pilot course will include the procedures outlined in ANNEX C (POST COURSE REVIEW). In addition, a follow up meeting with the IAMD instructors, Course Director, E&T BH and the CoS will be scheduled within one week upon completion of the pilot course. During this meeting, each individual period of instruction will be reviewed to determine if any adjustments are required. In addition, all student comments will be reviewed to ensure that all perceptions are considered. The results of this meeting will be captured in a Record of Decisions (ROD) document which will be forwarded to the Commandant outlining as a minimum:

- The date(s) and timings of the meeting.
- The attendees.
- The disposition of each period of instruction.
- Summary of student critiques.
- Timeline for completion of course adjustments.
- Recommendation on the way ahead.

Upon receipt of the ROD from the post course review, CoS will recommend to the ~~Commandant~~ Director whether a second iteration of the pilot is required before the course is declared operational.

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ANNEX C TO
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POST COURSE REVIEW

Post Course Review (PCR) is the main internal course-checking mechanism, part of the Continuous Improvement Process (CIP), supporting the Quality Management System (QMS) of IAMD CoE. The PCR is a two-phase process carried out by the Course Director (CD) according to the "Course Evaluation" responsibility described in Annex D (CD Responsibilities). The first phase consists of collecting information available right after the conclusion of the course iteration and issuing a **Full After Action Report** (**FAAR**). The second phase is completed with the drafting and issuing of the PCR report, after collecting additional information and analysing the significant data.

PHASE I

1.   **Full After Action Report (FAAR)**. The FAAR is the final part of the course conduct (closeout phase) and it is basically an account of how a course iteration was conducted. It contains information regarding the participants, the financial aspects, the achievement of objectives, the conduct of students, the lessons identified, and any "hot wash-up" recommendations for improvement. This information is derived from the following sources: "Student Comment Form", "Instructor Comment Form", "Lesson observation checklist", CD/IAMD staff observations, student evaluation/examination results and course debrief/feedback at graduation. The FAAR should be drafted within five working days of the completion of a course iteration. The approved FAAR will be distributed externally to all concerned stakeholders, in particular to the students' chain of command so that they can make use of their newly developed skills or acquired knowledge. A template for the FAAR can be found in Appendix 5 of Annex D.

2.   **Job Performance Feedback.** This is a necessary tool used to measure the relevance of course performance objectives. The main sources of information are the former students and their chain of command. Because this type of feedback is collected after a period of time has passed (1-3 months) from the conclusion of the course, in order to allow the former students to apply new skills/knowledge while performing their jobs, it is usually more difficult to obtain. Therefore, it is suggested that the CDs do their best to create a positive, open learning environment and, if possible, cultivate good relations with the students during the execution phase of the course, so as to smooth the subsequent communication and feedback collection. The feedback should be given, if possible, based on the information required in the "Job Performance Feedback Form" (Appendix 2 to this Annex) and it could be gathered also through emails, telephone calls, etc.

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PHASE II

3.   **Reduction of PCR Report.** This report represents the final output of the PCR process. The PCR report is a synthesized summary of an iteration of a course, containing the significant quantitative and qualitative information, job performance feedback, problems identified, evaluation results and recommendations. Therefore, in addition to a summary of the information contained in the FAAR, the PCR report will also include the following:

3.1   Job performance feedback (from students or their chain of command, if available).

3.2   Short analysis of lectures' adequacy (from student and evaluator feedback).

3.3   Short analysis of instructor's performance (from student and evaluator feedback).

3.4   Short analysis of participants (from evaluator feedback, evaluations/examinations)

3.5   Overall structure and flow of the course (from student, instructor and evaluator feedback).

3.6   Administrative/logistic problems identified.

3.7   Recommendations for change/improvement, including the opportunity and timeline of implementing them.

4.   The PCR report is a IAMD CoE internal document to be used as the main source of information for the review and categorization of a course during the Curriculum Review Board (CRB) meetings. For the purpose of compressing the timeframe of the CRB meeting, the CDs should summarize the PCR report in a power point presentation, in accordance with the format decided by the Branch Head of E&T. Although the PCR report is an internal document, any decision made by the CRB will be distributed to the concerned external stakeholders (ACT/JFT, RA or DH), if applicable. The PCR report should be issued by the CD within three months of the completion of the course iteration but, if possible, before the subsequent CRB meeting. A template for the PCR report can be found in Appendix 1 of this Annex.

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APPENDIXES:
1. Post Course Review Report
2. Job Performance Feedback Form

APPENDIX 1
ANNEX C
TO IAMD COE DIR 75-01
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1. **Full After Action Report (FAAR) Summary**

   1.1 Quantitative information

   - Student information

     (number of students, countries –NATO/non-NATO)

   - Instructor information

     (Number of internal/external instructors)

   - Financial indicators

     (profitability indicators)

   1.2 Qualitative information

   - Student satisfaction

     (objectives, difficulty, value, time, recommendations, instructors)

   - Lessons identified

   1.3 Initial recommendations

   (recommendations from the FAAR)

2. **Job Performance Feedback**

   2.1 Student feedback

   2.2 Students' chain of command feedback

3. **Supporting Documentation**

   3.1 Status CCDs

   (date completed, revision, etc.)

   3.2 Status of lesson materials and presentations.

4. **Brief analysis**

   4.1 Lectures' adequacy

   (alignment with objectives, difficulty, materials, time, adjustments)

   4.2 Instructors' performance

(lesson plan, clarity, engagement with students, presentation, proportion of internal/external, adjustments)

        4.3   Participants

(target audience vs. performance objectives, student behavior, examination results, historical numerical trend, adjustments)

        4.4   Overall structure and flow of the course

        (timeframe, order of lectures, adjustments)

5.   Administrative/Logistic Issues (if applicable)

- Transportation
- Lodging
- Meals
- Medical
- Training facilities
- Other

6.   Recommendations

Recommendations for CRB with arguments, based on all of the above; opportunity and timeline for implementation.

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APPENDIX 2
TO ANNEX C
TO IAMD COE DIR 75-01
JUNE 2021

IAMD CoE Course_____

JOB PERFORMANCE FEEDBACK FORM

INTRODUCTION

The aim of this comment form is to seek your view or comments about the relevance of the content of the training you received and if it helped improve job performance.

Part 1 - STUDENT DETAILS (Not required but highly desirable in case IAMD CoE needs more information)

Name	
Military Rank/Civilian	
Nation	
Service	
E-mail address	
Course/Activity	
Date (from/ to)	

Please answer to the following questions by placing (X) in the appropriate box:

- 1. What is your job assignment? NATO appointment

- National position working closely with NATO

- Other National position

- Other (_____)

2. How well did the course objectives match your job description objectives?

Don't Know	Not At All	Somewhat	Well Enough	Completely

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Comments_____
_____
_____
_____
_____

3.   How valuable was the course you attended for your current job?

Don't Know	No Value	Little Value	Some Value	Great Value

Comments_____
_____
_____
_____
_____

4.   How would you rate the depth of knowledge for the course you attended in relation with your job?

Don't Know	Too little information	Adequate	Too much information

Comments_____
_____
_____
_____
_____

5.   Would you recommend this course to others?

Don't Know	No	Yes

6. What are the changes/additions you would recommend?

1._____

——

2._____

——

3._____

——

7. To what extent did you utilize/implement the acquired knowledge/skills from this course within your current job/operational/position context?

Don't Know	Not At All	Somewhat	Well Enough	Completely

8. To what degree did this course develop/improve your performance/effectiveness within your current job/operational/position context?

Don't Know	Not At All	Somewhat	Well Enough	Completely

9. Did you experience any difference to the range and complexity of the tasks/activities assigned to you, after completing this course, from your superior? If yes, to what degree?

Don't Know	Not At All	Somewhat	Well Enough	Completely

10. Did you notice any change to the attitude, confidence/trust attributed to you by your colleagues (in comparison with theirs before the course) as a result of the skills/knowledge transferred to you during the course?

No	Somewhat	Yes

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Final comments

_____
_____
_____
_____
_____
_____
_____
_____
_____

                                            Evaggelos Tzikas
                                            Colonel GRC Air Force
                                            Director IAMD-CoE

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COURSE DIRECTOR RESPONSIBILITIES

These instructions guide IAMD CoE Course Director (CD) on how to conduct a course that will maximize learner achievement. CD are appointed by the CoS to coordinate the proper conduct and evaluation of IAMD courses in line with NATO Quality Standards for Training. They are responsible not only for the execution of every course iteration but also for the proper evaluation and improvement of the existing courses, through the appropriate implementation of external and internal feedback, and according to the decisions of the Curriculum Review Board (CRB).

Responsibilities

1. **Course Conduct.**

The conduct of a course includes four phases: Planning, Preparation, Execution, and Closeout. Because the IAMD CoE Program of Work (POW) is based on a twelve-month cycle, the planning phase will be conducted only once a year (regardless of the number of iterations during a calendar year), while the other three phases will be conducted for every iteration of the course. A detailed, step-by-step course conduct checklist can be found in Appendix 1 to this Annex.

1.1   **Planning**. The course planning phase starts with the scheduling of the course iteration(s) within the POW and ends once the iteration is confirmed. Usually, the course iterations should be confirmed by September of the previous year. At the same time, tentative dates should be established for the year after next. This scheduling deadline should not be imposed on new courses, for those courses are designed, developed and planned in accordance with Annex B.

1.2   **Preparation.** The preparation phase will begin as soon as the iteration dates for the course are set and it concludes on the last week prior to the course start. During this phase, the CDs shall achieve two main goals, which are essential for the proper execution of any course iteration. The first goal represents the appropriate resource planning and management (in accordance with Appendix 1). The second goal is the implementation of necessary changes to the course (as decided by the CRB), so that the course is updated and satisfies current training requirements.

1.3   **Execution.** The execution phase begins in the week prior to the course iteration start and continues to the last scheduled day of that iteration. The CD will establish final details for carrying out of the course iteration, then follow the accurate execution of the course schedule and make minor adjustments so as to ensure everything runs smoothly. If major issues occur during this phase, the CD will try to fix them with the support of Branch Head of E&T and refer to them in the close out phase.

1.4   **Closeout.** The course closeout starts with the end of the course iteration and finishes with the issuing of the Full After Action Report (FAAR), which includes feedback from students, instructors, observers and the CD. This phase leads into the Post Course Review (PCR) process, which is an important part of a course evaluation

2.   **Course Evaluation.**

The course evaluation is the second responsibility of the CD. It insures that the implementation of appropriate internal and external feedback will result in an improved and current training solution. The evaluation of a course is an ongoing process, which basically consists of drawing information from various sources for the purpose of making decisions regarding the changing of the course. The main sources of information for the evaluation of a course should be the following:

2.1   The Discipline Alignment Plan (DAP) that results from every Annual Discipline Conference (ADC) which is relevant to their course. This is a way of keeping the Department Head (DH) for the course discipline in the loop. Any recommendations from the DAP pertaining to a course will only be implemented by the CDs after a thorough analysis and ensuing decision made by the CRB.

2.2   The PCR report, which contains synthesized information from the FAAR and a brief analysis of any deficiencies observed and the recommendations received, which together lead to proposals for the improvement of the course.

2.3   Any other information or operational developments that have the ability to change the way that NATO and Partners carry out a task related to the course performance objective(s).

2.4   **Criminal Offences.** Any act consisting a criminal offense under the Hellenic legislation, either that has taken place within or outside the IAMD CoE facilities, may result in the immediate expulsion of the trainee, regardless of the stage or the final outcome of the respective juridical procedure.
     The CD is responsible for the course evaluation as a whole but only the CRB, based on the available information and analysis, will propose recommendation(s) for any adjustments of the course to be forwarded to IAMD CoE DIR, who will take the final decision, in accordance with Appendix 3 of Annex A. Proposals for changes (if there are any) will be made for the review of the course during each CRB meeting that follows any course iteration.

Evaggelos Tzikas
Colonel GRC Air Force
Director IAMD-CoE

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APPENDIXES:
1. Course Director Checklist
2. Student Comment Form
3. Instructor Comment Form
4. Lesson Observation Checklist
5. Full After Action Report (template)
6. Selection of External Instructors, Augmenters and Guest Speakers
7. Joining Instructions (template)

Course Director Checklist

1. **COURSE CONDUCT**

   1.1. **Planning**

   Month of September (every year)

   - Establish proposed dates for course execution for the following year.
   - Establish tentative dates for course execution for the year after the following year.
   - Ensure internal resources are available for course execution during the proposed dates.
   - Find external augmenters for the course (if necessary and feasible).
   - Coordinate availability and participation requirements for external augmenters.
   - Confirm final dates for the course execution in the POW.
   - Create iterations for the year after the following year into the e-Prime database (only for Approved courses).
   - Update the course information in the ETOC (if necessary) and insert the iterations for the following year.

   1.2. **Preparation**

   1.2.1 **General**

   1.2.1.1 Throughout this phase, a CRB meeting will be convened (outside the normal schedule) to make an impending decision about a course iteration if any of the following occurs:

   - Minimum number of eligible participants has not been met by registration deadline.

   - External/internal instructors are not available for at least 25% of the lessons.

   - Any other issue that prevents the proper conduct of the course.

   - CD will implement changes to the course, as decided at the most recent CRB meeting.

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1.2.1.2 CD will use the template for the Invitation Letter and Joining Instructions Which Student Admin Affairs Officer (SAA) will maintain up-to-date on the IAMD shared folder. SAA Officer will be appointed by CoS for each course iteration.

1.2.1.3 Indicative CD File:

- Course description, ETOC e-Prime number

- Course accreditation (relevant documentation of the accreditation – CCD I,II,III)

- Current course instructor's info – history of instructors

- Current list of trainees
- Feedback of the course
- After action reports
- Support documentation of the course
- Training material – presentations

1.2.2 Four months prior
- Draft and issue the Invitation Letter for the course.
- Upload Invitation Letter in the E-Prime database (only for NATO approved courses).

1.2.3 Eight weeks prior (registration deadline for non-NATO (NNEs) or partners frameworks).
Start MC and/or NAC endorsement/approval procedure for participants (if required).

1.2.4 Five weeks prior (registration deadline)
- Compile final list of eligible participants (minimum requirement).
- Start Military Partnership Directorate (MPD) approval procedure for eligible participants in coordination with SAA.
- Begin travel/accommodation arrangements for external augmenters in coordination with SAA.
- Plan social event in coordination with SAA and PAO.
- Prepare the Joining Instructions with a first draft of the course schedule and transportation plan

1.2.5 Four weeks prior
- Begin travel/accommodation arrangements for MPD funded participants in coordination with SAA.
- Begin travel/accommodation arrangements for external contributors in coordination with SAA.

- Assign instructors to lessons, based on E&T Personnel Duty Allocation.
- Assign evaluators to lessons, based on E&T Personnel Duty Allocation.

1.2.6 Two weeks prior

- Draft and issue the Joining Instructions.
- Upload Joining Instructions in the e-Prime database (only for NATO Approved courses)
- Plan the Course Coordination Meeting for final week.

1.3 Execution

1.3.1 General

- Ensure the course is being conducted according to the schedule.
- Ensure that the appropriate number of the course lessons are being observed by evaluators appointed by Branch Head E&T.
- Collect Instructor Comment Form after each lesson/group of lessons delivered by an individual instructor.
- Collect Lesson Observation Checklist after each evaluated lesson
- Assess students according to the assessment plan described in the Course Control Document CCD-III.
- Take part, together with the instructors and students, in the scheduled social event.
- Correct any errors and manage any problems as soon as possible (on the spot, if feasible), keeping the Branch Head E&T informed
- Compile a list of unresolved issues to insert into the FAAR and PCR.
- Remind the participants about filling in the Student Comment Forms.

1.3.2 One week prior

- Under the supervision of Branch Head E&T, carry out the Course Coordination Meeting to set course execution details:
  - Set final transportation plan.
  - Confirm instructors' assignment to lessons.
  - Check availability of required resources.
  - Ensure SAA is ready to prepare welcome and graduation materials.
  - Discuss other requirements with Training Support and Support Directorates.
  - Run de-confliction with the schedules of other simultaneous training events.
- Finalize course Schedule of Events (SoE) and insert into the welcome package.

- Draft the detailed internal execution plan
- Prepare course resources (classroom(s), course materials, course schedule and list of participants for classroom, training platforms, etc.).
- Establish final details for the planned social event in coordination with SAA.

1.3.3 **Last working day prior**
Conduct final review of required resources and an inspection of the training premises.

1.3.4 **First day of course**
- Welcome students and external augmenters (deliver welcome packages).
- In coordination with FINCONN, ensure the course fee is paid by the students.
- Deliver admin/welcome brief.
- Conduct staff/students introductions.
- Conduct short introduction of the course to contain the following:

  - Brief description of the course (course curriculum)

  - Performance objective(s).

  - Importance of participants feedback.

- Collect corrected Student Data Form (prepared by SAA).

1.3.5 **Last Scheduled Day**
- Collect Student Comment Forms.
- Conduct course debrief and graduation.
- Provide Point of Contact (PoC) information to the participants (share the institutional e-mail address, instead of personal ones).
- Hand out course CDs and student gifts (if applicable).
- Hand out external augmenter gifts (if applicable).
- Ensure the course premises have been cleared and put in order.
- Fill in the Remarks Form, describing any comments and malfunctions that occurred during the training at the facilities used, and hand it over to the Head Officer of Engineering-Supply & Transportation Section.

1.4 **Closeout**

1.4.1 Draft and issue FAAR within five working days of the end of the course iteration

1.4.2 Upload FAAR into the e-Prime database within ten working days of the end of the course iteration (only for approved courses)

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          1.4.3 Resolve any outstanding administrative issues remaining

          1.4.4 Update the course completion and demand data in the ETOC (seats used).

2.   **COURSE EVALUATION.**

After Iteration closeout (NLT CRB meeting date)

2.1   Conduct PCR (in accordance with Annex B)

2.2   Analyse recommendations from DAP (if applicable)

2.3   Research and analyse information (from available sources) pertaining to course objectives.

2.4   Draft the brief for the CRB meeting.

2.5   Provide the Lessons Learned Staff Officers with any identified Observations from the conducted training activities.

2.6   Study external sources within own related expertise area in order to identify MIO Observations, Lessons Identified, Lessons Learned and Best Practices.

Evaggelos Tzikas
Colonel GRC Air Force
Director IAMD-CoE

APPENDIX 2
ANNEX D
IAMD COE DIR 75-01
JUNE 2021

STUDENT COMMENT FORM

INTRODUCTION

The aim of this comment form is to seek your view or comments about the content of the training you received, the way it was delivered and admin issues you encountered during the course. Your comments will to help IAMD improve its material and organization.

PART 1 – STUDENT DETAILS (Not required but highly desirable in case IAMD needs more information)

Name	
Military Rank/Civilian	
Nation	
Service	
E-mail address	
Course/Activity	
Date (from/ to)	

Please place (X) in the relevant box.

1. Have you attended any other NATO Education and Training Facility (NETF and/or CoE) Course?

☐ Yes

☐ No

2. What is your job assignment?

☐ NATO appointment
☐ National position working closely with NATO
☐ Other National position
☐ Other
(……………………………………………)

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Part 2 – GENERAL EVALUATION

1. Please answer to the following questions by placing (X) in the appropriate box to evaluate from worse (left) to better (right):

      a. How well were the course objectives met by the lessons, seminars and discussions?

              Not at all ☐☐☐☐ Completely

      b. How difficult or challenging was the material in this course?

              Easy ☐☐☐☐ Very difficult

      c. How valuable is this course in your current job?

              No Value ☐☐☐☐ Great Value

      d. How would you rate the amount of time allocated to this course?

              Too Long ☐ Too Sort ☐ Just Right ☐

      e. Would you recommend this course to others?

              Yes ☐ No ☐

      If you answered 'No' please provide explanations:

      _____

_____

_____

_____

_____

_____

_____

_____

2. Make your comments in the space provided below:

      a. What are the three best points about the course?

      (1)_____

_____

      (2)_____

_____

      (3)_____

_____

      b. What are the three worst points about the course?

      (1)_____

_____

      (2)_____

_____

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(3)_____

_____

c. What are the three changes / additions you would recommend?

(1)_____

_____

(2)_____

_____

(3)_____

_____

3. Any Others Issues:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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Part 3 – DETAILED EVALUATION

Modules' Evaluation (Do not mark briefings not attended):

Module	Information Bad← →Good					Presentation Bad← →Good					Understanding Bad← →Good					Time Bad← →Good				
(title)																				
Additional Comment:																				
(title)																				
Additional Comment:																				
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Instructors' Evaluation:

Module	Information Bad← →Good					Presentation Bad← →Good					Understanding Bad← →Good					Time Bad← →Good				
(title)																				
Additional Comment:																				
(title)																				
Additional Comment:																				
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Part 4 – ADMINISTRATIVE ISSUES

1. Please answer the following questions by placing (X) in the appropriate box:

    a. Did the Invitation Letter / Joining Instructions for the course provide all the necessary admin details?

           Not at all   ☐☐☐☐ Completely

    b. Was the Welcome / Safety & Admin brief for the course (provided after the in-processing phase) informative and helpful?

           Not at all   ☐☐☐☐ Completely

    c. How would you rate the cleanliness of ?

        (1)   Classrooms
               Bad   ☐☐☐☐ Excellent

        (2)   Overall (all training facilities including training platforms
               Bad   ☐☐☐☐ Excellent

    d. Did you experience any problems with the transportation schedule during course ?

_____
_____
_____

    e. How did you find the Catering Service, the "Officers Club" and "Ice Brake" experience?

_____
_____
_____

    f. Did you experience any problems with meals or accommodation during course ? (only subsidized / bi-lateral agreement students)

_____
_____
_____

    g. Did you experience any other admin issues?

_____
_____
_____

Part 5 – ADDITIONAL COMMENTS/OVERALL COURSE ORGANIZATION

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Evaggelos Tzikas
Colonel GRC Air Force
Director IAMD-CoE

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INSTRUCTOR COMMENT FORM

INTRODUCTION

The aim of this comment form is to seek your view or comments about the lesson you provided, students behavior, the support provided and admin issues you encountered.

Part 1 - INSTRUCTOR DETAILS

Name	
Military Rank/Civilian	
Nation	
Service	
E-mail address	
Course/Activity	
Lesson	
Date/Time	
Instructional experience	

Part 2 – LESSON EVALUATION

1. Please answer the following questions :

a. Did the teaching points for the lesson align with the learning objective?
Comments:
_____
_____
_____
b. What was the level of difficulty in making the lesson plan based on the teaching points?
Comments:_
_____
_____
_____
c. Is there any change you would bring to the teaching points?
Comments:
_____
_____
_____
d. Is there any change you would bring to the duration of the lesson?
Comments:
_____
_____

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e. Is the Depth of Knowledge (DoK) adequate for this lesson?
Comments:

_____
_____
_____

f. Is the assessment method adequate for the learning objective of your lesson?
Comments:

_____
_____
_____

Part 3 – STUDENT EVALUATION

a. Was the target audience appropriate for this lesson?
Comments:

_____
_____
_____

b. Were the students receptive to the information presented in the lesson?
Comments:

_____
_____
_____

c. Were the students actively participating (comments, questions)?
Comments:

_____
_____
_____

d. What was the students' level of understanding based on their comments and questions?
Please place (X) in the appropriate box:

Long ☐ Medium ☐ High ☐

Comments:

_____
_____
_____

e. Did the students request a greater DoK for the subject discussed?
Comments:

_____
_____
_____

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Part 4 – ADMINISTRATIVE ISSUES

Please answer the following questions, if they apply to you:

a. Did you experience any problems with transportation, lodging or meals (only if arranged through IAMD)?
_____
_____
_____

b. Did you experience any problems with support materials or resources needed for your lesson? What were those?
_____
_____
_____

c. How did you find the Catering Service, the "Officers Club" and "Ice Brake" experience?
_____
_____
_____

d. Was the support provided by the Course Director/IAMD staff adequate?
_____
_____
_____

e. Did you experience any other admin issues?
_____
_____
_____

Part 5 – ADDITIONAL COMMENTS/OVERALL COURSE ORGANIZATION
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Evaggelos Tzikas
Colonel GRC Air Force
Director IAMD-CoE

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Lesson Observation Checklist

Monitor Name:		Start Time:	
Instructor		End Time	
Course Name		Date of Audit:	
Lesson Title			

Supporting Documentation	Yes	Some	No	N/A
Lesson Plan for the period of instruction was available.				
Written guidance to students for syndicate work was provided.				
The lesson title is clearly identified in Student Comment Form.				
The Lesson is clearly identified in the Course Schedule.				

Lesson Alignment	Yes	Some	No	N/A
The aim of the Lesson is clearly stated.				
The teaching points presented align with the Learning Objectives (LO) stated in the CCD III.				
The references for the lesson are stated and are consistent with the CCD III.				
The timing for the lesson is consistent with the CCD III and the Course Schedule.				
The syndicate work was aligned with the objectives outlined in the CCD III.				
The instructional strategy used was aligned with the instructional strategy listed in the CCD III.				
The Depth of Knowledge (DoK) was consistent with the level identified in the CCD III.				
The assessment strategy is consistent with the CCD III.				

Instructional Effectiveness	Yes	Some	No	N/A
The training facility was adequately prepared to deliver instruction.				
Supporting materials were readily available.				
The facilitator gained and maintained the attention of the class.				
The facilitator established the relevance of what was being presented to the students.				
The teaching points were presented in a logical sequence.				
The facilitator provided relative verbal support (examples / explanations / statistics).				
The visual aids used were clear and supported the teaching points.				
Media used during the lesson were of appropriate number, duration and quality.				
The facilitator engaged the students during the lesson using effective questioning techniques.				
The facilitator emphasized important points / issues.				
The facilitator periodically checked for student understanding.				
The facilitator provided a summary of the main teaching points at the end of the lesson.				

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Student Assessment	Yes	Some	No	N/A
Assessment details / test Instructions provided to the student.				
The assessment is at the proper DoK for the course.				
An answer key or assessment checklist for syndicate presentations is available.				
The assessment is aligned with the course lesson objectives and CCD III.				
The DoK being assessed is consistent with the LO(s) in the CCD III.				
The content assessed aligns with the content presented during the course.				
Students are provided with the results of the assessment as well as facilitator feedback.				

Evaggelos Tzikas
Colonel GRC Air Force
Director IAMD-CoE

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1.EVENT IDENTIFICATION.	
Identification Code:	ACT ………
Event Name	Course XXXX00000
Start/End Date:	From …. To ……
Location:	IAMD CoE Premises (Conference Room, Classroom)

2. PREPERATIONS

3. EXECUTION STATISTICS

Attendance from NATO Countries

	Country	NATO Rank	Name	Department
1				
2				
3				
4				
5				

Attendance from Non-NATO Countries

	Country	Rank	Name	Department
1				
2				
3				
4				
5				

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Financial information for NATO Countries					
	Country	Participants Number	Accommodation-Meals (only subsidized)	Tuition Fees	Remarks
1					
2					
3					
4					
5					
Total (A):					

Financial information for Non-NATO Countries					
	Country	Participants Number	Accommodation-Meals (only subsidized)	Tuition Fees	Remarks
1					
2					
3					
4					
5					
Total (B):					
Total (A)+(B):					

Total Costs Incurred (inEUR)			
Subsidization		€	Tuition-Accommodation-Meals
No Subsidization		€	Tuition Fees
Hospitalization			
Social events			
Other Expenses	Subsidization		
	No Subsidization		
Gross Total		€	

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Course Augmenter Information					
	Country	Rank	Name	Department	Modules
1					
2					

4. OUTCOME OF THE TRAINNING
Achievement of Objectives:
Adequacy of Participants:
Identified Shortcomings:

5. LESSONS IDENTIFIED

6. RECOMMENDATIONS

7. ADDITIONAL INFORMATION

8. POINT(S) OF CONTACT	
Branch of Education and Training	Telephone: +30 2821440742 (NCN:615-4042)
	E-mail. IAMD-CoE.E&T.Branch@iand-coe.org
Course Director	Telephone: +30 28214xxxxx (NCN:615-xxxx)
	E-mail. _____@iand-coe.org

9. RELEASING AUTHORITY			
(date)	(rank, name)	(appointment)	(signature)

Evaggelos Tzikas
Colonel GRC Air Force
Director IAMD-CoE

<u>**Selection of External Instructors, Augmenters and Guest Speakers**</u>

Selection criteria process is an essential component of the QA. It provides a toolset for the CDs and the conference Lead Branch Planners to select the proper external instructors, augmenters and guest speakers respectively. These are guidelines and procedures for the identification and selection of external instructors, augmenters and guest speakers for IAMD courses, Conferences, Workshops, Symposiums and similar speaking engagements.

1.   **Selection Criteria for external instructors.**

1.1   **Qualifications:** All external instructors and augmenters shall be Subject Matter Experts (SMEs) in their respective fields. Instructors shall possess the relevant qualifications, real-world experience, and / or education level to instruct the course material in strict accordance with the Course Control Documents (CCDs). External Instructors shall demonstrate proficiency in the English language.

1.2   **Evaluation:** External instructors shall be evaluated based on instructor and trainee feedback in accordance with this Annex "Course Director Responsibilities."

2.   **Selection Criteria for speakers attending conferences.**

2.1   **Target group:** Military Organizations, Academia and Industrial Armed Forces, ~~Law enforcement experts~~, representatives from Ministries of Defence, Interior and Foreign Affairs, specialized magistrates and officials from other relevant organizations within NATO Nations and/or Partners Nations.

2.2   **Content:** The content should be clearly related to the theme and the general idea of the conference. An abstract of the paper or a short presentation should be submitted by the date that is stated at the initial calling notice. Abstracts should be no longer than 250 words and clearly indicate the provisional title, the authors and a synthesis of the content of the paper.

2.3   **Evaluation:** All submitted papers and presentations will be evaluated and selected by the Conference Board Committee (CBC) comprised of the OPR, the Lead Branch Planner, BH E&T, CoS, DDIR and DIR. Provisional acceptance of papers will be made on the basis of the abstract and final acceptance will be given after consideration of the draft paper. All the accepted papers/abstracts will be eligible to be presented at the conference and they should register on or before the final registration deadline. This evaluation should respect the following:
2.3.1 It is the policy of IAMD CoE to select speakers and lecturers who are recognized leaders in their field(s), who possess the education,

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experience and visibility necessary to capably and effectively communicate their message to an audience.

2.3.2 IAMD speakers and lecturers shall be selected from government, academia, industry and the community within NATO Nations and/or Partners Nations. The prime criteria for selection shall he based strictly on the persons qualifications and ability to communicate.

2.3.3 Every effort shall he made to ensure that speaker selection adequately reflects the expertise of presenters available and that, where possible, agendas should show a variety of presenters. CBC shall strive to ensure that redundancy is minimized and that speakers are not asked to give the same presentation in one or more of the conference components. Speakers on general subjects should not continue to cover the same data year after year.

2.3.4 Conference OPR and Lead Branch Planner shall be responsible for obtaining biographical data and abstracts from speakers and lecturers before the event. Conference OPR shall also be responsible for obtaining copies of the presenters' paper and presentations and provide them to student admin for the creation of electronic Data (e.t CDs or Memory Sticks) with the related material, if the conference includes the development and dissemination of conference proceedings.

2.4   **Publication:** Subsequent to the conference, selected papers may be considered for publication in the IAMD CoE Journal, an official publication of IAMD CoE.

Evaggelos Tzikas
Colonel GRC Air Force
Director IAMD-CoE

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"JOINING INSTRUCTIONS" TEMPLATE

NATO I {PfP/MD/ICI as appropriate} UNCLASSIFIED
Releasable to Internet

(the following data have to be inserted in the proper fields within the HQ letter layout)	
TO:	See Distribution
SUBJECT:	JOINING INSTRUCTIONS TO {event designation, in full}
DATE:	{date}
REFERENCES:	A. {ACO/ACT event reference number}
	B. {if needed, insert the appropriate military partnerships program, using one reference per each}
	C. PoW-(year**)**

   1. The IAMD CoE as action authority for {name – in full - of the event}, is pleased to invite {PfP, MD, ICI, as appropriate} to participate in this event, which will take place in {event's location - City, Country} from {date, in full- e.g.: 20 April 2020} to {date, in full- e.g.: 20 April 2020}.

   2. Agenda. The Final Agenda for the event is at Enclosure 1.

   3. Participants and Subsidization. A complete list of all accepted participants with approved levels of subsidization is at Enclosure 2.

   4. Arrival and Departure. {detail transportation arrangements for arrival and departure; if these arrangements are not provided, outline recommended routes to reach the event venue - include event check-in (check-out) procedures, if any}

   Example:

   Arrival and Departure. Transportation for arrival and departure to/from Chania International Airport will be provided according to the flight details submitted by participants. A Host Nation representative will meet participants upon arrival at Chania Airport. The point of contact for transportation is: IAMD CoE Support Officer, which can be reached at the following Greek mobile phone number: +30 28214-xxxxx.

   Participants are requested to carry their national passports valid from the arrival date in Greece.

   5. Accommodation, Meals, and Transportation. {detail accommodation, check-in/out) procedures, meals, and local transportation arrangements, as required}

   Example:

   Accommodation, Meals, and Transportation. Hotel reservations have been made at Hotel XXXX Address XXXX, tel +30 12345678. More info can be obtained at www.chaniahotels.com. Major credit cards are accepted.

   Lunch will be provided at the hotel's messing facility. Host Nation will provide transportation from accommodation to the seminar location and return. A detailed bus schedule will be available in the welcome package at the hotel upon arrival.

   6. Dress Code(s). {detail attire / dress to be worn during the event phases}

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7.   Visa Requirements. {detail entry permit requirements for participation to the event if any}

8.   Security Instructions. {detail security constraints, if any - e.g.: a requirement to bear a security clearance to attend the event}

9.   {Insert HQ/Command/Agency designation} POC(s) are as follows:
Administrative issues
{Rank, Surname, Name}
Commercial Phone Number:
IVSN Phone Number:
Unclassified e-mail address:

Subject Matter Expert
{Rank, Surname, Name}
Commercial Phone Number:
IVSN Phone Number:
Unclassified e-mail address:

(Signature Block)
{Name of the Releasing Authority}
Rank, Country, Service Job Title

10.   The enclosures to the invitations are two:
10.1   1. {name of the event} Agenda (or Information I Programme)
10.2   2. List of Participants

Evaggelos Tzikas
Colonel GRC Air Force
Director IAMD-CoE

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IAMD STUDENT CONDUCT AND ASSEMENT

This Annex aim to serve as general guidelines for Course Directors (CDs) and instructors involved in the conduct of training, supplementing and not limiting the existing authority and flexibility of the CDs and instructors in undertaking all necessary assessment steps to achieve the best E&T outcomes.

1. **Training and Education Assessment means**.

The CDs, in close cooperation with the course instructors, bear the prime responsibility of determining the best assessment practices in a case by case basis, taking into account the existing framework documentation of the Course itself (Course Control Documents, IAW Bi-Sc 75-7), in which the assessment is described in general terms. The CDs must also take into account the transparent and fair treatment of the students and, as such, they should ensure that the students will be informed in advance of the frequency, scope and type of assessments they will undergo throughout the course. In general terms, IAMD CoE uses the following types of assessments for its courses:

1.1 **Prerequisite Assessment.** In certain designated Courses, IAMD CoE requests that the participants access and attend the respective Advanced Distributed Learning (ADL) Course in advance, before arriving at the Centre. Furthermore, certain training events require specific designated level of knowledge or expertise (e.g. C2, SBAMD, Air Ops). Not meeting with such prerequisite criteria consists of valid reason for IAMD not to accept the respective participation requests.

1.2 **Formative Assessment.** Formal and informal assessment procedures are employed by instructors during the learning process so as to modify teaching and learning activities in order to improve the achievement of learning objectives. This process typically involves qualitative feedback as both the trainees and the instructor are primarily focused on the details of content and immediate student progress. This on-going observation of student progress through purposeful formative assessment activities such as end of lesson Q & A, table top exercises or syndicate work is included in most of IAMD CoE Courses. Thus, trainees experiencing difficulties will be provided with dedicated feedback and remedial assistance.

1.3 **Summative Assessment.** Summative assessment is used to evaluate trainee's learning by comparing it to more rigorously defined standards or benchmarks. The supporting information for these assessments (usually tests or quizzes) will be described in the Course documents and disseminated to the students prior to the start of the Course. Summative evaluation is used by instructors as a

mechanism to certify that Course graduates have successfully achieved all Course Learning Objectives.

1.4 **Participation and Attendance.** Unless otherwise stated in the associated Course Control Documents (CCDs), all students are expected to attend and participate in all scheduled training activities associated with the course. In the event that a student cannot attend a period of instruction or associated activity, they are to seek written confirmation from the CD who will determine if the content can be completed through alternative arrangements. Failure to attend and participate in at least 85% of the scheduled E&T activities may result in a student not receiving a Course completion certificate at the end of the Course.

1.5 **Language Skills.** The required language skills for all IAMD courses are outlined in the respective CCDs. All required language skills standard are in accordance with the STANAG 6001 for listening, speaking, reading and writing respectively. In case designated students are not able to meet the respective required level, there is a possibility of using an interpreter. Such a decision if needed will be held by the CD after consultation with the BH E&T. This solution may only be used for homogenous groups (e.g. same nation/unit) and shall be agreed in advance based on bilateral consultations and agreement. Individual students who fail to meet the required language skills in order to achieve the learning objectives of the Course, may not be presented with a course certificate at the end of the course.

2. **Assessment Results and Misconduct Cases.**

IAMD CoE is committed to assessing and establishing the overall performance and conduct of trainees and taking all reasonable steps to ensure that all trainees have the opportunity to successfully complete their designated E&T Course. Trainees, who after all fail to meet the training and education standards under the above mentioned assessment processes, may not be presented with a Certificate of Completion. Furthermore IAMD also reserves the right of expelling a trainee from a training course, in cases of serious misconduct or misbehaviour incidents during the training period. Such cases include but are not limited to incidents of:

2.1 **Misuse of IAMD Property**. IAMD CoE property is for the provision of IAMD CoE training. Trainees who damage, misuse, steal or otherwise use the property in a way that is prohibited, may be expelled and required to make restitution.

2.2 **Endangerment of Staff or Trainees**. IAMD CoE is committed to the right of all staff, trainees, and visitors to be safe, allowing no discount in safety issues. Trainees who by action or neglect in any way endanger the safety of themselves or others may be expelled. Additionally, trainees who are found under the influence of drugs and/or alcohol or during training will be subject to immediate expulsion.

2.3 **Security Violations.** Any action or misconduct violating IAMD CoE and the Hellenic Armed Forces security regulations, may result in the expulsion

of the trainee. Such actions may include, but are not limited to, entering any IAMD CoE building, facility, office, range, or accessing any computer file or other IAMD CoE record or storage being restricted for trainees, or possessing, copying, distributing, or other transfer of classified material. Also any attempt to enter prohibited or "not allowed to be" areas within Souda Air Base (AB).

2.4 **Criminal Offences.** Any act consisting a criminal offense under the Hellenic legislation, either that has taken place within or outside the IAMD CoE facilities, may result in the immediate expulsion of the trainee, regardless of the stage or the final outcome of the respective juridical procedure.

2.5 **Harassment or Discrimination**. IAMD CoE does not condone harassment or discrimination of any trainee, staff, or visitor. Trainees participating in harassing or discriminatory activities that are racial or sexual may be subject to immediate suspension depending on the severity of the activity and pending investigation. Racial harassment means bothering, threatening, or treating someone unfairly because of their race, color, ancestry, birthplace, religious belief, ethnic background, citizenship, or language.

3. **Expulsion Process**.

In any reported incident of misconduct, misbehaviour or harmful action like the abovementioned, a referral procedure will be provided to a Committee with the question of potential expulsion of the trainee from the Course. The CD is the prime responsible for reporting the incident to the BH E&T, who will assess the seriousness of the incident and will request the establishment of the Committee to examine the expulsion of the trainee. The Committee shall be composed of the IAMD CoE DIR, DDIR, CoS, BH E&T, CD and LEGAD. Trainees who are subject to potential expulsion for any reason will be notified verbally or in writing by the BH E&T. The trainee's unit or HQ will be directly notified, as well as the General Staff or the Defense Attaché of the Trainee's respective Embassy in Athens. The trainee facing expulsion may request for a hearing by the Committee to address the matter providing explanations if be. The final decision on the issue rests on the IAMD Director upon the Committee.

Evaggelos Tzikas
Colonel GRC Air Force
Director IAMD-CoE

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ANNEX F TO
IAMD COE DIR 75-01
JUNE 2021

TRANSFORMATION FUNCTIONS

PURPOSE

Annex F details to provide information guidelines and procedures in order to coordinate transformation effort in areas of Doctrine & Standards (D&S), Concept Development and Experimentation (CD&E), Analysis and Lessons Learned (A&LL) and to enhance cooperation with relevant to the AIR and MISIILE DEFENCE environment at NATO entities or Community of Interest (COI) in general, ~~mainly the AIRCOM as~~ Requirement Authority (RA), and Department Head (DH)as well as other NATO Education & Training Facilities and accredited CoEs.

APPLICABILITY

It applies to Staff Officers of D&S, CD&E and A&LL Branch's and all IAMD CoE staff that is in cooperation with it.

OVERVIEW

In addition to Allied Command Transformation (ACT) accredited courses, IAMD CoE runs a variety of activities through Transformation Section to contribute to ACT processes in support of the Global Programming focused in the area of Integrated Air Missile Defence such as:

- Doctrine Development.
- Conferences, Workshops and Seminars (IAMD CoE Annual Conference, JALLC FALL & SPRING meetings and Annual Conference) and the participation to ACT E&T (including Quality Assurance) related Conferences and Board Meetings.
- Experimentation programs, offering infrastructure, assets and expertise as Subject Matter Experts in IAMD (In cooperation with ACT, Academia, Research Institutes and Air Industry).
- Exchange of information, particularly Lessons Learned and Best Practices, with Component Directors/Commanders, which is a highly important element that helps the Centre to fine tune the training program and assists ACT in Transformational efforts.
- Cooperation with Academia.

PROCESSES

1.   Experimentation

1.1   Description

IAMD CoE provides Subject Matter Expertise (SME) in experimentation related to IAMD. It maintains a regular information exchange with NATO and national agencies for the identification of future experimentation opportunities, while being a central reference library of experimentation documentation. CoE is also responsible for supporting exercises and experimentation trials through direct planning and execution functions, with emphasis on experimentation.

1.2   Actions

In terms of experimentations OPRs should clearly define their demands to the CoS in order to conduct at the related NUxxxx. Experimentation conducted by IAMD should follow instructions of the following Appendixes.

2.   Doctrine Development

2.1   Description

IAMD CoE intention is to achieve the following objectives:

- Investigate possible effects of evolving concepts and doctrines to future tactics, techniques and procedures related to IAMD.
- Discuss new proposed chapters / annexes of relevant publications in order to be evaluated during Specific Working Groups that IAMD CoE is participating (e.g JCGSBAMD).
- Support the efforts of the Alliance to produce a publication covering IAMD tasks and their aspects at the operational and tactical level.

2.2   Actions

- Transformation Staff Officers involved in doctrine development should attend related WS internal or external of IAMD.
- Two Staff Officers, usually the head of CD&E and D&S attend equivalent to IAMD WG each year.

3.   Lessons Learned and Best Practices

Transformation Section gathers data, feedback and comments from all CoE directorates Branches concerning their activities and tasks, analyses them in order to improve the IAMD CoE training activities and to support ACT in the development and improvement of IAMD doctrines, Individual and Collective Training training manuals as well as ACT research and experimentation. Directive 75-03 establishes the Lessons Learned (LL) process within the IAMD CoE, to describe the

organization and functioning of the LL process and the responsibilities of the involved personnel.

5. Conferences

5.1 Description

IAMD CoE organizes and participates at Conferences and Workshops relevant to IAMD and AIR Operations and participates to Conferences and Board Meetings organized by ACT or ACO in support of the related E&T Global Programming. The participation to the aforementioned transformational initiatives, aim at providing opportunities to deepen and discuss issues pertinent to the development of maritime security operations and advancing proposals and solutions on the complexity of the current challenges and the evolving threats at Air.

The main conferences of the center are the Annual IAMD CoE Conference, held usually during the first week of November.

5.2 Actions

In order to be enhanced the transformational effort of the center, Staff Officers of A&LL and CD&E Branch's, should attend the following conferences / workshops or at least have access to the food for thought papers and final reports:

- Training Synchronization Conference,

- NATO Individual Training and Education Conference,

- ITEP Planning Board,

- Annual Discipline Conference (ADC),

- Training Requirements Analysis (TRA) Workshop,

- Training Need Analysis (TNA) WS, etc.

Staff Officers of A&LL and CD&E Branch's should be aware of the following indicative documents:

- SACEUR Annual Guidance on Education Training Exercises and Evaluation (SAGE),

- Discipline Alignment Plan (DAP),

OPRs. Staff Officers of A&LL and CD&E Branch's as an OPR should clearly define their demands for the conferences held by IAMD CoE should follow instructions regarding the speakers selection criteria iaw Annex D (Appendix 6) & Annex F.

6. Cooperation with Academia

The Centre, in its resilient effort to provide enhanced and qualitative education, will expand its academic cooperation by signing Memorandum of Understanding (MOU) with distinguished Institutions. Intention of the IAMDCoE is to

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organize framework, regulations and subject to the availability of resources following programs and activities on:

- Carrying out analysis on specific relevant issues.
- Exchange of publication, teaching materials and non-classified information.
- Exchange of experts for participation in lectures, conferences, workshops and panel discussions.
- Participation in research projects.
- Exchange of the results, outcomes, lessons identified/learned.

Evaggelos Tzikas
Colonel GRC Air Force
Director IAMD-CoE

Appendixes
1. Conference / WS / Officer of Primary Responsibility Checklist.
2. Attendee Application Form (AAF).
3. Conference / WS Comment Form.
4. Conference Food for Thought Paper.
5. WS Minutes of Meeting.
6. Speakers Selection Criteria

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APPENDIX 1
ANNEX F
IAMD COE DIR 75-01
JUNE 2021

Conference / Workshop Officer of Primary Responsibility Checklist

1.   Planning Process

CoS assigns a Branch Head as OPR for the conference / workshop. The appointed OPR will also be Conference leader / Chairman of workshop. 9-10 months prior to the conference/workshop OPR initiates the process for a meeting with other Branch's SME's and Branch Heads, CoS, in order to present to DDIR and DIR potential topics and select the proper ones.

2.   Preparation Phase

OPR preparation checklist includes the following:

- OPR drafts and after been signed, circulates the initial calling notice and call for papers regarding the conference **8 months** prior to conference or **4 months** for workshops.
- OPR prepares list for keynote speakers and after been granted by DIR drafts and sends invitation letters to them.
- OPR drafts and after been signed circulates the calling letter for the conference **3-4 months** prior to conference.
- OPR drafts and after been signed circulates the coordination letter for the conference **1 month** prior to conference ~~or **1 month** before~~.
- OPR prepares a meeting with conference lead planner ~~(BH E&T)~~, BH Support, CoS, DDIR and DIR in order to arrange all administrative issues (lunch, dinner, ice breaker, transportation, etc)
- **3 weeks** before the conference:

   ❖   OPR drafts and after been signed circulates the joining instructions for the conference **1 -2 weeks** prior to conference or **1 week** before.
   ❖   OPR drafts, circulates and is responsible for the NU XXXX for the coordination of all the related with the event staff of the center.
   ❖   OPR with adequate SMEs and Support personnel ensures that welcome packages, ~~auditorium /~~ conference room, projectors, transportations means are settled IAW NU XXXX **2 days** prior to event (conference or workshops).

3.   Execution Phase

- Conference lead planner with OPR and Support personnel welcomes attendees during the registration for the conference.

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- OPR distributes conference / workshops Comment Form (Appendix 3 of Annex F). Comment form must be collected by OPR at the end of the conference.
- Conference lead planner or OPR for the Workshop ~~and Head SAA~~ delivers Directors and Admin welcome brief.

4.   Last Scheduled Day

OPR is responsible to:
- Collect attendees Comment Form.
- Hand out attendees Certificates of Attendance for those interested in.
- Provide the presentations of the conference in any mean of electronic form (email, CD, DVD etc).
- Resolve any outstanding administrative issues.

5.   Closeout

OPR is responsible to:
- Draft and issue Food for Thought Paper within **1-2 month** after the conference.
- Draft and issue Minutes of Meeting within **1week** after the workshops.
- Provide the Lessons Learned Staff Officers with any identified Observations from the conducted conferences / workshops.

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Director IAMD-CoE

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ATTENDEE APPLICATION FORM
xxxx IAMD CoE Annual Conference Joining Request Form
(please read carefully the instructions below, prior to filling out the form)
RERIOD: dd-dd/mo/year

SPEAKER / ATTENDEE'S INFORMATION	
Last Name (*)	
First Name (*)	
Middle Initials	
Sex (*)	
Nationality (*)	
Military Rank/Title for Civilians (*)	
Organization/Branch/Servise (*)	
Title of Duty Position (*)	
Date of birth	
ID No/Passport No (*)	
Tel (*)	
Email (*)	
Accompanied by spouse/family	
TRAVELLING INFORMATION	
Arrival Date (*)	
Departure Date (*)	
Accommodation (*)	
Rental Car	
COMMENTS/REMARKS	
INSTRUCTIONS	
1. Information marked as (*) is mandatory	

2. This Form must be completed in capital letters, saved as IAMD CoE Annual Conference_Surname_Rank.Doc. and be submitted to:
    a. studentadmin@iamd-coe.org into NU-WAN and FAX to +30 28214 XXXXX to IAMD CoE Admin Officer, (name xxxxxxx)
    b. OPR xxxxxxxx@iamd-coe.org	

3. If information on the field is not applicable or not yet determined can be filled with N/A or TBD respectively.	

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Colonel GRC Air Force
Director IAMD-CoE

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Conference / Workshops (WS) Comment Form

IAMD CoE_____

Conference / WS Evaluation Questionnaire (Name of the conference)

The aim of this questionnaire is to seek your view or comments about the content of the conference to help improve its material.

ATTENDEE DETAILS (Not required but highly desirable in case IAMD COE needs more information)

Last Name:		First Name:	
Military Rank/Civilian:		E-mail address:	
Job Title:		Telephone:	
Organization:		Nation:	

Content of the conference

How did you rate the Conference / workshops overall?
(On a scale rate of 1-5 please rate your opinion on the conference overall)

☹				☺
1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent
☐	☐	☐	☐	☐

Which speakers would you say contributed the most to your overall experience?
(for conferences only)
a.
b.
c.
Which moderators would you say contributed the most to your overall experience?
(for conferences only)
a.
b.
c.

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Which organizations would you say were missing from this year's conference?
(for conferences only)
a.
b.
c.

Administrative Issues

IAMD CoE Service to you:

Pre-event communication were appropriate fast and sufficient

☹				☺
1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent
☐	☐	☐	☐	☐

Registration on the day was efficient

☹				☺
1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent
☐	☐	☐	☐	☐

IAMD CoE Staff was courteous and helpful

☹				☺
1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent
☐	☐	☐	☐	☐

Overall how did we do?

☹				☺
1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent
☐	☐	☐	☐	☐

Venue:

The conference room was appropriate

☹				☺
1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent
☐	☐	☐	☐	☐

The food and drink was appropriate

☹ 1 Poor	2 Fair	3 Good	4 Very Good	☺ 5 Excellent
☐	☐	☐	☐	☐

The icebreaker event was appropriate

☹ 1 Poor	2 Fair	3 Good	4 Very Good	☺ 5 Excellent
☐	☐	☐	☐	☐

The dinner was appropriate

☹ 1 Poor	2 Fair	3 Good	4 Very Good	☺ 5 Excellent
☐	☐	☐	☐	☐

Looking to the Future

What do you think are the 3 hottest topics we should consider for the next conference?
a.
b.
c.

Would you recommend others to attend the Conference? Why?
a.
b.
c.

Any other Comments Feedback

Thank you for taking the time to complete this form and I hope you enjoyed the conference

Evaggelos Tzikas
Colonel GRC Air Force
Director IAMD-CoE

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APPENDIX 4
ANNEX F
IAMD COE DIR 75-01
JUNE 2021

Conference Food for Thought Paper

3000 NSC-xx/NU:xxx
TO: See distribution
SUBJECT: **xxth IAMD CoE Annual Conference Food for Thought Paper**
DATE: dd mo year
REFERENCE**:** 3000 NSC-71/ser: NUxx, dated dd mo year (Calling Letter)

     1.   The xxxth IAMD CoE Annual Conference took place at IAMD CoE's premises in Souda AB, Crete Greece from the dd to dd month year, with the theme:

     "*xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx*"

     2.   The conference focused on providing opportunities to deepen and discuss issues related to the development of INTEGRATED AIR and MISSILE DEFENCE operations and to present proposals and solutions for the complicated challenges and the evolving threats at the domain of LAND-AIR –SEA and SPACE.

     3.   xxxx participants had the opportunity to share perceptions and listen to provocative ideas and innovative thinking regarding IAMD operational engagement; xxxx from NATO and non-NATO organizations, including military, academia and maritime industry analyzed the issues and come to substantial considerations.

     4.   In general, the speeches and presentations demonstrated how the development of Air and Missile Defence Operations could be used as an instrument to confront emerging threats in the Air environment and challenged the audience with fruitful and productive discussions. Given their growing importance to the Alliance, these subjects form the basis of the attached Food for Thought Paper (FFT) (Enclosure 1).

     5.   Important key messages reflected in this FFT paper were triggered by the dialogue and comments of the distinguished participants, taking into account the latest developments in the technological field as well as political evolutions around the globe, pertinent to the subject. IAMD CoE considers that this paper may contribute to the development of operational and tactical products and tools as well as to introduce innovation in training as a key stone of the Alliance INTEGRATED AIR and MISSILE DEFENCE Operations Strategy reflecting POL-MIL guidance.

     6.   The structure of the conference was designed to encourage presentations and follow-up discussions on the speakers' theses, in which they conveyed their ideas, concepts, proposals and issues that formed the basis of this Food for Thought Paper. The thematic areas focused on, but not limited to, the xxxx perspectives, covered the subject and intrigued the audience with fruitful and

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challenging discussions. The strong interest, active participation and discussions during the conference indicated that the conference was well received and gave the participants the opportunity to network, exchange views and share perceptions. IAMD CoE commits to expanding this engagement at the next years conference.

7.   Regarding social events, IAMD CoE organized and hosted an icebreaker and a dinner. Both events proved to be exceptional opportunities for further professional engagement, personal interaction and networking and provided the participants a taste of the Mediterranean cuisine and the culture of Crete.

8.   The FFT paper, all conference presentations, as well as supplementary material, have been posted to the IAMD CoE website (https://iamd-coe.org) for further reference.

9.   Next year's conference will be held from dd to dd month year. The IAMD CoE ~~Education & Training and Concept~~Development & Experimentation Branch's have already initiated communications with a broad audience of potential participants in order to elevate the IAMD CoE xxxxth Annual Conference to an even higher level of performance.

10. For further information or clarifications please contact IAMD CoE POCs:

Lead Conference Planner: xxxxxxxx
IAMD CoE Branch Head of xxxxxxx
Tel +30 28214 XXXXX
Email NATO Unclass: xxxx@iamd-coe.org
OPR: xxxxxxxxxxxx
IAMD CoE Branch Head of xxxxxxxx
Tel +30 28210 XXXXX
Email NATO Unclass: xxxx@iamd-coe.org

Evaggelos Tzikas
Colonel GRC Air Force
Director IAMD-CoE

ENCLOSURES:
1. xxth IAMD CoE Annual Conference Food for Thought Paper.
2. Annual Conference Agenda.

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                                                    Enclosure 1
                                                    APPENDIX 4
                                                    ANNEX F
                                                    IAMD COE DIR 75-01
                                                    JUNE 2021

xx IAMD CoE Conference

FOOD FOR THOUGHT PAPER

"*Theme of the Conference*"

1.   **GENERAL**

        a.xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxx

2.   **CONFERENCE TOPICS**

        The Conference focused on the following main topics:

        a.
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
        b.
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

3.   **OUTCOMES**

        a.
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
        b.
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

                                        Evaggelos Tzikas
                                        Colonel GRC Air Force
                                        Director IAMD-CoE

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Workshops Minutes of Meeting

3000 NSC-74/ ser: NU XX
TO: See distribution
SUBJECT: **MINUTES OF xxxxxxxxxx Workshop**
(dd – dd mo year)
DATE: dd mo year
REFERENCE: 5000 NSC-71/Ser.: NU xx, dated dd month year (Invitation Letter)

      1.   According to the ref., IAMD CoE organized the xxxxxx Workshop xx at its premises in Souda AB, Crete, from dd to dd of month year.

      2.   Work conditions were very good and contributed significantly to build a positive ground for fruitful discussion for all participants. I appreciate the effort made by each member of the workshop to achieve the goal of building a solid and generally agreed document with the common objective of improving the xxxxxx (Workshop Agenda), and I would like to thank all of them for their commitment and for contributing in a very collaborative and productive manner.

      3.   The Minutes of the meeting, which were reviewed by all participants, are reported in enclosure 2. The workshop participants agreed on the general concept of each agenda items as presented in the minutes, which will be posted on NATO Standardization Office (NSO) XXXXXXX Forum webpage for the nations to review and provide official national comments.

      4.   We remain available for any further information or clarification you might require

IAMD CoE
Director signature

ENCLOSURES:
1. XXXXXXX Workshop Participants
2. XXXXXXX Workshop Minutes

DISTRIBUTION:
External:
Action:
MAJ XXXXXXXX, GRC (AF)
IAMD CoE, Chairman of WG xxxxxxx@iamd-coe.org
XXXXXXXXx WG Forum
XXXX Workshop XXX Participants
NATO HQ GREEK MILREP (Pass To MILREPS)

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Internal:
Action:
BH E&T, CD&E, A&LL, D&S
OPR
Information:
DIR
DDIR
C0S

Evaggelos Tzikas
Colonel GRC Air Force
Director IAMD-CoE

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Guidelines and Procedures for the Identification and Selection of Guest Speakers

1.   **Purpose:**

This Appendix details to provide guidelines and procedures for the identification and selection of guest speakers for IAMD CoE conferences, workshops, symposiums and similar speaking engagements.

2.   **Overview**

Selection criteria process is an essential component of the QA as it provides a toolset for the OPRs and the conference Lead Planners to select the proper guest speakers respectively.

3.   **Selection Criteria**

Selection Criteria for speakers attending conferences:

3.1   Target group: Military organizations, academia and industrial armed forces, ~~law enforcement experts,~~ representatives from ministries of defense, interior and foreign affairs, specialized magistrates and officials from other relevant organizations within NATO Nations and/or Partners Nations.

3.2   Content: The content should be clearly related with the theme and the general idea of the conference. An abstract of the paper or a short presentation should be submitted by the date that is stated at the initial calling notice. Abstracts should be no longer than 250 words and clearly indicate the provisional title, the authors and a synthesis of the content of the paper.

3.3   Evaluation: All submitted papers and presentations will be evaluated and selected by the Conference Board Committee (CBC) comprised of the OPR, the Lead Planner, respective BH, CoS, DDIR and DIR. Provisional acceptance of papers will be made on the basis of the abstract and final acceptance will be given after consideration of the draft paper. All the accepted papers/abstracts will be eligible to be presented at the conference and they should register on or before the final registration deadline.

- It is the policy of IAMD CoE to select speakers who are recognized leaders in their field(s), who possess the education, experience and visibility necessary to capably and effectively communicate their message to an audience.

- IAMD CoE speakers and lecturers shall be selected from government, academia, industry and the community within NATO Nations and/or

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Partners Nations. The prime criteria for selection shall he based strictly on the persons qualifications and ability to communicate.

- Every effort shall he made to ensure that speaker selection adequately reflects the expertise of presenters available and that, where possible, agendas should show a variety of presenters. CBC shall strive to ensure that redundancy is minimized and that speakers are not asked to give the same presentation in one or more of the conference components. Speakers on general subjects should not continue to cover the same data year after year.

- Conference OPR and Lead Planner shall be responsible for obtaining biographical data and abstracts from speakers Before the event. Conference OPR shall also be responsible for obtaining copies of the presenters' paper and presentations and provide them to student admin for the creation of electronic Data (CDs or Memory Sticks) with the related material, if the conference includes the development and dissemination of conference proceedings.

4. Publication

Subsequent to the conference, selected papers may be considered for publication in the IAMD CoE Journal, an official publication of IAMD CoE.

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Colonel GRC Air Force
Director IAMD-CoE

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ANNEX G
IAMD COE DIR 75-01
JUNE 2021

TAILORED TRAINING OPR RESPONSIBILITIES

IAMD CoE OPRs are appointed by the Branch Head of Education and Training (BH E&T) to coordinate and execute IAMD Tailored Training for the teams. OPRs are an essential part of the Quality Management System (QMS) because they represent, through their responsibilities, the crucial cogs which keep the IAMD CoE Quality Assurance, as a whole, running smoothly. As such, the OPRs are responsible not only for the execution of each Tailored Training but also for the proper training improvement through the appropriate implementation of external and internal feedback. This ANNEX outlines the procedures and responsibilities for the planning and execution of a Tailored Training, which are:

1.   **Tailored Training (TT) Conduct.**

The conduct of a TT includes four phases: **Planning, Preparation, Execution,** and **Closeout**. The planning phase begins when a team leader or other national representative contacts IAMD training in order to schedule a tailored training, and the other three phases will follow. A detailed, step-by-step TT OPR checklist can be found in Appendix 1 to this Annex

1.1   **Planning**. The planning phase will begin when a team leader or other national representative contacts IAMD CoE to schedule a tailored training. At this point, CoS and the BH E&T shall designate an ~~E&T staff officer~~ SME as OPR. During this phase, the OPR shall coordinate with the team's representative to determine the dates and the content of training, taking into consideration both previously scheduled Resident Courses/Tailored Trainings and the availability of resources, training spaces, and instructors at IAMD. In this phase, the dates, modules, and cost estimate of the training should be determined, presented in the IAMD Command Group (ICG) meeting and agreed upon by both parties. The BH E&T shall approve the dates and scope of all TT.

1.2   **Preparation.** The preparation phase will begin as soon as the training dates are set and it concludes during the last week prior to the TT. During this phase, the OPR shall coordinate all IAMD resources, training spaces, and instructors, while advising the team leader in all aspects of the team's training and stay in Chania (in accordance with Appendix 1).

1.3   **Execution.** The execution phase begins in the week prior to the TT and continues to the last scheduled day of the training. The OPR will establish final details for carrying out the training, then follow the accurate execution of the training schedule and make minor adjustments so as to ensure everything runs smoothly. If major issues occur during this phase, the OPR shall solve them with the support of BH E&T. The BH E&T shall be informed of any change to the approved TT schedule.

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1.4 **Closeout.** The TT closeout starts with the end of the training iteration and finishes with the issuing of the After Action Report, which includes feedback from trainees, instructors, augmenters and the OPR.

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Director IAMD-CoE

Appendixes:
1. Officer of Primary Responsibility (OPR) Checklist
2. Tailored Training Comment Form
3. After Action Report

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Officer of Primary Responsibility (OPR) Checklist in Tailored Training Conduct

1.   **Planning Phase**

- Team leader / representative contacts IAMD requesting training.
- ~~Dir~~ Branch Head of E&T assigns OPR for Tailored Training
- Coordinate with team leader / representative in order to:
  - Establish dates for Tailored Training execution.
  - Ensure internal resources are available for Tailored Training execution during the proposed dates.
  - Find external augmenters for the Tailored Training (if necessary and feasible).
  - Coordinate availability and participation requirements for external augmenters.
  - Finalize schedule of events.
  - Present in the IAMD Command Group (ICG) meeting.
  - Send team leader a cost estimate (prepared by FINCONN and approved by CoS) and the IAMD FINANCIAL AGREEMENT FORM/ CANCELLATION POLICY (IAMD DIR XX-X) for signature.
  - Update with coordination CoS the annual POW.

2.   **Preparation Phase**

2.1   **As early as possible.** Begin travel/accommodation arrangements for external augmenters in coordination with Course Director (CD), PAO and FINCONN.

2.2   **Four weeks prior.** Assign IAMD CoE SME's as instructors to lectures / training modules, based on ~~E&T Personnel Duty Allocation~~ area of expertise.

2.3   **One week prior**

2.3.1   Under the supervision of BH E&T, carry out the Tailored Training Coordination Meeting to set training execution details:

- Set final transportation plan.
- Confirm instructors' assignment to lectures / training modules.
- Check availability of required resources.
- Ensure PAO is ready to prepare welcome and graduation materials.

- Discuss other requirements with Training Support and Support Directorates.
- Run final de-confliction with the schedules of other simultaneous training events

      2.3.2 Finalize Tailored Training schedule and insert into the Team Leader's welcome package.

      2.3.3 Draft the detailed internal execution plan.

      2.3.4 Inform respective Course Director of modules used for tailored training.

      2.3.5 Prepare training resources (classroom(s), materials, schedule and list of participants for classroom, auditorium etc.).

      2.4 **Last working day prior.** Conduct final review of required resources and an inspection of the training premises.

3. **Execution Phase**

      3.1 **First day of training**

- Welcome trainees and external augmenters (deliver welcome package for Team Leader).
- Distribute Tailored Training Comment Form (APPENDIX 1). Comment form must be completed by team leader by the end of the training.
- Deliver admin / welcome brief.
- Conduct short introduction of the Tailored Training, to include discussion of schedule.
- Collect corrected Trainees Data Form (prepared by CD or PAO).

      3.2 **Last Scheduled Day**

- Prepare a final cost for the Tailored Training, which shall be approved by CoS and signed by the OPR, BH E&T, and FINCONN. This will also be used by the FINCONN Officer for the Invoice.
- Upon completion of the training, team leader shall sign Invoice with FINCONN and make final arrangements for payment.
- Collect Trainee Comment Form.
- Conduct Tailored Training debrief and graduation.
- Provide Point of Contact (PoC) information to the participants (share the institutional e-mail address, instead of personal ones).
- Hand out trainees Certificates of Attendance and Tailored Training electronic form Data (CD-DVD's or Memory Stick if applicable).
- Hand out framed Certificate of Attendance for the team (if applicable).
- Ensure the training premises have been cleared and put in order.

4. **General**

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- Ensure the Tailored Training is being conducted according to the schedule.
- Correct any errors and manage any problems as soon as possible (on the spot, if feasible), keeping the BH E&T informed of any changes.
- Compile a list of unresolved issues to insert into the AAR.
- Remind the Team Leader about filling in the Trainee Comment Form.

5   Closeout

- Draft and issue AAR within five working days of the end of the Tailored Training iteration.
- Resolve any outstanding administrative issues.

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Director IAMD-CoE

TAILORED TRAINING COMMENT FORM

INTRODUCTION

The aim of this comment form is to seek your view or comments about the content of the training you received, the way it was delivered and admin issues you encountered during the Tailored Training. Your comments will help IAMD CoE improve its materials and organization.

Part 1 - TRAINEE DETAILS (Not required but highly desirable in case IAMD needs more information)

Name	
Military Rank/Civilian	
Nation	
Service	
E-mail address	
Team	
Date (from/ to)	

Please answer to the following questions by placing (X) in the appropriate box:
1. Have you attended any other NATO Education and Training Facility (NETF) Course?

No   Yes

2. What is your job assignment?

☐ NATO appointment
☐ National position working closely with NATO
☐ Other National position
☐ Other
(……………………………………………………………)

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Part 2 – GENERAL EVALUATION

1. Please answer to the following questions by placing (X) in the appropriate box to evaluate from worse (left) to better (right):

    a. How well were the training objectives met by the lectures, seminars and discussions ?

        Not at all ☐☐☐☐☐ Completely

    b. How difficult or challenging was the material in this Tailored Training?

        Easy ☐☐☐☐☐ Very difficult

    c. How valuable is this Tailored Training in your current job?

        No Value ☐☐☐☐☐ Great Value

    d. How would you rate the amount of time allocated to this Tailored Training?

        Too Long ☐ Too Sort ☐ Just Right ☐

    e. Would you recommend this type of Tailored Training to others?

        Yes ☐ No ☐

If you answered 'No' please provide explanations:

_____
_____
_____
_____
_____
_____
_____
_____
_____

2. Make your comments in the space provided below:
    a. What are the three best points about the Tailored Training?

    (1)_____
_____
    (2)_____
_____
    (3)_____
_____

    b. What are the three worst points about the Tailored Training?

    (1)_____
_____
    (2)_____
_____
    (3)_____
_____

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c. What are the three changes / additions you would recommend?

(1)_____

_____

(2)_____

_____

(3)_____

_____

3. Any Others Comments:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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Part 3 – DETAILED EVALUATION

Modules' Evaluation (Do not mark briefings not attended):

Module	Information Bad← →Good					Presentation Bad← →Good					Understanding Bad← →Good					Time Bad← →Good				
(title)																				
Additional Comment:																				
(title)																				
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Instructors' Evaluation:

Module	Preperation Bad← →Good					Instruction Bad← →Good					Clarity Bad← →Good					Pacing Bad← →Good				
(title)																				
Additional Comment:																				
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Part 4 – ADMINISTRATIVE ISSUES

1. Please answer the following questions by placing (X) in the appropriate box:

a. Did the OPR for the Tailored Training provide all the necessary admin details?

Not at all ⬜⬜⬜⬜ Completely

b. Was the Welcome / Safety & Admin brief for the Tailored Training (provided after the in-processing phase) informative and helpful?

Not at all ⬜⬜⬜⬜ Completely

c. How would you rate the cleanliness of?

    (1)   Classrooms

           Bad ⬜⬜⬜⬜ Excellent

    (2)   Overall (all training facilities including training platforms)

           Bad ⬜⬜⬜⬜ Excellent

d. Did you experience any problems with the transportation schedule during Tailored Training?

_____
_____
_____

e. How did you find the "Mess Club" experience?

_____
_____
_____

f. Did you experience any other admin issues?

_____
_____
_____

Part 5 – ADDITIONAL COMMENTS / OVERALL TAILORED TRAINING ORGANIZATION

_____
_____
_____
_____

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Colonel GRC Air Force
Director IAMD-CoE

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After Action Report NORTH ATLANTIC TREATY ORGANISATION

INTEGRATED AIR MISSILE DEFENCE CENTRE OF EXCELLENCE
IAMD CoE
SOUDA AB
73100 CHANIA
GREECE
3000 NSC-/ser.:

TO: See Distribution
SUBJECT: AFTER ACTION REPORT - TAILORED TRAINING OF _____(date)
DATE:
REFERENCES: IAMD CoE NOTE: NU 5050/NSC-__/___ ____ 20__

1.   IAMD provided a __-day tailored training package to _____ of _____from_____to_____. The aim of the training was _____.

2.   **Event Identification:**
     a. Event Name: _____
     b. Start / end date: _____
     c. Location: _____
     d. Participants   _____
3.   **Preparation:**
     IAMD CoE instructors, in close cooperation with the Boarding Officer, developed a Tailored Training in order to improve teams' capability, skills, and compliance with NATO TTPs.
4.   **Execution:**
     a.   Trainees received Tailored Training aimed at learning and practicing Tactics, Techniques and Procedures (TTPs) in relation with IAMD Operations. ~~Trainees also utilized NAMFI and 115CW facilities to conduct training.~~
     b.   Number of participants from Non-NATO countries: ____.
     c.   Unit Participating:____(__) trainees.
5.   **Outcome of the training:**
     a.   Achievement of objectives:
     b.   Adequacy of participants:
     c.   Shortcomings identified:
6.   **Main Remarks:**

7   **Recommendation:**

8.   **Other Information:**

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9.   **Points of Contact:**
        Education and Training _____
        Telephone: _____
        E-mail: _____

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                                Evaggelos Tzikas
                                Colonel GRC Air Force
                                Director IAMD-CoE