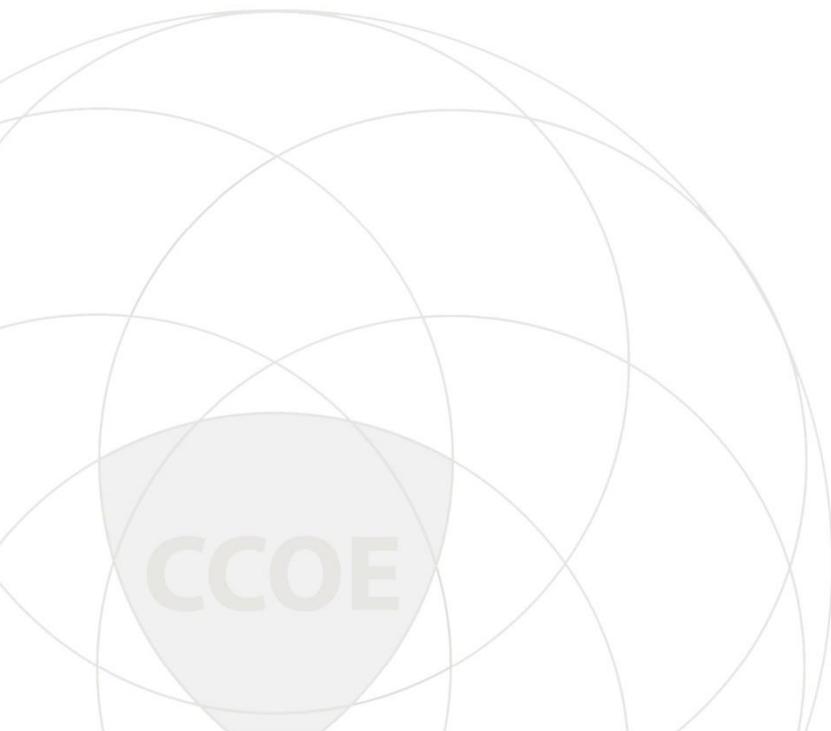


Civil-Military Cooperation
Centre of Excellence
The Hague



Quality Assurance Policy

2020



... uniting overlaps.

Table of Content

Table of Content	II
List of Tables	IV
List of Figures	IV
1. Civil-Military Cooperation Centre of Excellence	1
1.1. Introduction	1
1.2. CCOE Contribution to NATO E&IT	1
1.3. CCOE Mission and Vision	3
1.4. CCOE Structure and Responsibilities	4
1.4.1. Lessons Learned and Analysis Branch	4
1.4.2. Concepts, Interoperability and Capabilities Branch	4
1.4.3. Training & Education Branch	5
1.4.4. Support Branch	5
1.4.5. Communications & Public Affairs Office	5
1.5. Public Information and Communication	6
2. CCOE Quality Assurance	7
2.1. CCOE Quality Assurance Responsibilities	7
2.2. CCOE Quality Assurance Processes and Mechanisms	11
2.2.1. Staff	12
2.2.2. Course Battle Rhythm	14
2.2.3. Formal Mechanisms	14
2.2.4. Quality Assurance Cycle	15
2.2.5. CCOE Quality Assurance Management Review	19
2.3. CCOE Key Performance Indicators	20
2.4. Information System and Knowledge Management	20
2.5. Personal Data Protection	21



Table of Content

3.	CCOE Quality Control.....	22
3.1.	CCOE Course Development.....	22
3.1.1.	CCOE Specific Educational Requirements.....	22
3.1.2.	CCOE Specific Learning Methodology.....	23
3.1.3.	Student Selection Process.....	23
3.2.	CCOE Course Execution and Monitoring.....	24
3.3.	CCOE Student Evaluation.....	24
3.3.1.	Student Self-Evaluation.....	24
3.3.2.	Formative Evaluation of Students' Performance.....	24
3.3.3.	Summative Evaluation.....	25
3.3.4.	Course Certification.....	25
3.3.5.	Student Appeal.....	25
3.4.	Feedback from Stakeholders.....	25
4.	CCOE Inspection and Resources.....	26
	List of Abbreviations.....	27
	Glossary.....	30
	Annexe A: CCOE Marketing Strategy.....	37
	Annexe B: CCOE QMS Processes and Planning.....	42
	Annexe C: RACI-Matrix.....	44
	Annexe D: Annual Quality Assurance Plan (AQAP).....	46
	Annexe E: CCOE Course Battle Rhythm.....	50
	Annexe F: In-course student's feedback.....	51
	Annexe G: Delayed Feedback.....	56
	Annexe H: CCOE KPIs & Branches PIs.....	60



List of Tables

Table 1: Single Course Evaluation	17
Table 2: RACI-Matrix - Quality Management System	44
Table 3: RACI-Matrix - System Approach to Training	45
Table 4: Annual Quality Assurance Plan	47
Table 5: CCOE Key Performance Indicators	60
Table 6: Branches Performance Indicators	61

List of Figures

Figure 1: CCOE QMS Organigram	8
Figure 2: Quality Assurance Cycle	15
Figure 3: Series of Course Evaluation	18
Figure 4: Series of Course Evaluation Cycle	18
Figure 5: CCOE PAO tools and tasks at a glance	37
Figure 6: CCOE QMS Processes	42
Figure 7: CCOE QMS Yearly Planning	43
Figure 8: CCOE Course Battle Rhythm	50

1. Civil-Military Cooperation Centre of Excellence

This document aims at defining the Quality Assurance Policy of the Civil-Military Cooperation Centre of Excellence. It applies within the scope of the CCOE's function as an Education and Training Facility to all CCOE Staff. Therefore, the CCOE's Quality Management System, its procedures, roles, and responsibilities are outlined in the following.

To ensure transparency of the CCOE's activities, this document is published at the CCOE's website.

1.1. Introduction

The Civil-Military Cooperation Centre of Excellence (CCOE), in its role as an Education & Individual Training Facility (ETF), strives to provide high-quality and up-to-date learning experiences within NATO's Civil-Military Cooperation (CIMIC) & Civil-Military Interaction (CMI) Education & Individual Training (E&IT) landscape. In compliance with the CCOE Memoranda of Understanding, dated 16 August 2006, the CCOE provides CIMIC & CMI E&IT as well as CIMIC expertise to support the development of CIMIC doctrine, interoperability, and standardisation. The CCOE provides basic understanding as well as high level training for CIMIC & CMI personnel and stakeholders, its target audience ranging from tactical to operational level. It further conducts specialised training for CIMIC liaison officers, and functional specialists or other CIMIC & CMI tailored courses upon request and demand.

In all its work, the CCOE commits itself to and recognises the importance of high-quality training and quality assurance. To achieve this commitment, the CCOE implemented a strategy for the continuous enhancement of quality. The strategy is outlined in this policy and will be explained in detail in the following chapters, starting with a brief introduction of the CCOE, its roles and responsibilities, mission and vision as well as its main products and services as an ETF. Subsequently, the CCOE's quality management will be described, including all processes, mechanisms and responsible bodies. Several Annexes will provide further information and examples to complement the policy.

Besides operating as an ETF, the CCOE has several functional roles such as NATO Centre of Excellence and Department Head for CIMIC & CMI, including Civil Preparedness as well as EU Discipline Leader since 2017. The overall aim of this policy is to provide transparency about the CCOE's E&IT quality management. The policy, thus, solely focuses on the ETF.

1.2. CCOE Contribution to NATO E&IT

As a knowledge hub and training centre for CIMIC & CMI, the CCOE has been appointed by HQ SACT as CIMIC & CMI Department Head. Since 2014, the CCOE helps to address and



develop NATO E&IT requirements for staff serving in the NCS and NFS HQ, commanding and controlling CIMIC & CMI activities. The appointment as CIMIC & CMI Department Head and its function as ETF enable the CCOE to efficiently identify and deliver adequate and timely E&IT solutions to its target audience. Therefore, the CCOE:

- supports the Joint Force Developer (JFD) and the Requirement Authority (RA) in developing an adaptive and flexible Strategic Training Plan to unite and synchronise training efforts;
- supports the JFD in conducting the Training Requirements Analysis (Operationalisation) which includes recommended solutions for identified gaps and redundancies;
- leads/approves the Training Needs Analysis (TNA) in order to define learning and enabling objectives which are required to eliminate performance gaps,
- translates the operational requirements into E&IT within the CIMIC & CMI subject, programme, module or course;
- coordinates with the RA to ensure E&IT solutions meet NATO requirements;
- will recommend changes within NATO CIMIC & CMI E&IT to the RA (and if necessary to JFD);
- leads in its function Department Head the NATO CIMIC & CMI E&IT development process (where the Community of Interest (COI) contributes to) and submits developed curricula to JFD for accreditation and incorporation in ETOC/e-ITEP (E&IT Opportunities Catalogue / electronic Individual E&IT Program);
- on behalf of JFD ensures that all NATO CIMIC & CMI programmes, modules and courses are designed, developed and conducted in accordance with the established E&IT educational standards, to include course core elements (Instructional guides, course description);
- applies and sets educational standards to which the programme, modules and courses will adhere;
- will establish and offer support to the CCOE Sponsoring Nations (SN), NATO entities and beyond to ensure high level of quality of CIMIC & CMI training (e.g. providing MTETs and the revision of publications);
- on behalf of JFD conducts the Annual Discipline Conference (ADC), called NATO CIMIC E&IT Conference (NCETC) with participation from the Community of Interest (RA, Subject Matter Experts (SMEs), E&IT Institutions, COEs, PTECs (Partnership E&IT Centres) and civil organisations), to ensure that all CIMIC & CMI E&IT is aligned and manifested in the Discipline Alignment Plan;



- executes residential and satellite CIMIC & CMI E&IT for NATO nations and partners, based on demand and in alignment with NATO requirements and standards;
- provides information about courses, events, and publications in the field of CIMIC & CMI to its customers via the CCOE webpage and the CIMIC Messenger;
- transforms lessons identified and best practice into the CIMIC training landscape;
- monitors the CIMIC & CMI relevant exercise landscape and supports, depending on means and capabilities, CIMIC efforts within major exercises. The main focus is directed towards supporting Joint Force Headquarter Exercises (JFCB/JFCNP) and CCOE Sponsoring Nation exercises;
- provides operational support to SHAPE by augmentation with individual CIMIC experts to operational staff and the NATO Response Force;
- provides subject matter expertise support and assistance to exercise design, planning, execution, and evaluation.

1.3. CCOE Mission and Vision

The CCOE's mission is to provide Subject Matter Expertise (SME) in the field of Civil-Military Cooperation (CIMIC) and Civil-Military Interaction (CMI) in order to support the transformation and operational requests of the Strategic Commands, the Sponsoring Nations, NATO Customers, and other customers.

The CCOE is the recognized centre for CIMIC & CMI, including Civil Preparedness, subject matter expertise, capability enhancement, and is valued for promoting effective interaction between military and non-military partners.

Therefore, the CCOE is the preferred network campus

- to connect people,
- to share collective knowledge, and
- to gain unity of purpose

in the field of Civil-Military Cooperation and Interaction.

In line with our mission, the vision of the CCOE is to act as a catalyst for NATO transformation on all aspects of CIMIC and CMI on multinational level.

This vision provides the CCOE's direction for its positioning and effectiveness in the entire engagement spectrum.



1.4. CCOE Structure and Responsibilities

The CCOE is structured into three CIMIC & CMI content-generating branches (CIC, LL&A and T&E), the Directorate (DIR, DDIR, DOM), the Command Group (B&F, LEGAD, P&O, Registry and the Communications & Public Affairs Office), a Support Branch. In scope of this structure, the CCOE has continuously increased its output regarding quantity, quality and context, providing products and services across the full spectrum of NATO operations. The wide range of products and services for NATO, Sponsoring Nations and other customers is always based on the CCOE's annual Programme of Work. The CCOE's Programme of Work is coordinated with HQ SACT and annually approved by the CCOE Coordinating Committee (CC). In the following subchapters, the key branches to the CCOE's function as an ETF are outlined and explained in more detail.

1.4.1. Lessons Learned and Analysis Branch

The CCOE's Lessons Learned and Analysis (LL&A) branch is responsible for the capture of best practices and observations from missions and exercises, the processing and dissemination of those as lessons learned. The branch is responsible for planning, organisation and coordination of events, visits, activities and courses regarding lessons learned; thereby, enhancing NATO's Lessons Learned process within the field of CIMIC & CMI.

Regarding E&IT, LL&A's particular aim is to incorporate new conceptual developments, best practices, lessons learned and new operational requirements or insights into the CCOE E&IT landscape. The branch is further involved in the evaluation and improvement of courses, described in more detail in Chapter 2.2.4.

1.4.2. Concepts, Interoperability and Capabilities Branch

The CCOE's Concepts, Interoperability and Capabilities (CIC) branch is the custodian of NATO doctrine *AJP-3.19 Civil-military Cooperation* and ensures the appropriate reflection of CIMIC & CMI perspectives in related NATO policies, doctrines and concepts.

CIC is a catalyst of transformation and forward-thinking in NATO CIMIC. In this function, it monitors developments, identifies and assesses requirements and develops concepts as well as customer-related products.

As part of this process, the CIC branch conducts conferences seminars and workshops to engage appropriate actors and facilitate information exchange.

CIC concepts and products contribute to ensuring the content quality of CCOE T&E activities.



1.4.3. Training & Education Branch

The CCOE's Training & Education Branch (T&E) is the executing body of the ETF. It provides effective and high-quality CIMIC & CMI E&IT solutions for all CIMIC personnel, working on all levels, positions, and operations. All training solutions can be executed by CCOE Staff on the CCOE premises as well as at other locations through Mobile Education and Training Teams (METTs), primarily in the form of Satellite Courses.

Over the years, the CCOE has established a comprehensive catalogue of training solutions, recently expanding its content to new topics such as Civil Preparedness, Cross Cutting Topics, and Civil Affairs. Furthermore, T&E continues to improve the quality of courses. It has developed modern training techniques, such as Modelling & Simulation (M&S), to ensure positive and active learning experiences, and has supported the revision and development of new and existing training solutions.

T&E further supports the coordination and alignment of CIMIC & CMI training requirements and training solutions, facilitated by the CCOE's unique combination of being NATO Department Head and ETF within the CIMIC & CMI discipline.

1.4.4. Support Branch

The CCOE's Support Branch is responsible for the planning, provision, support, and maintenance of resources and services to ensure smooth conduct of T&E courses. To achieve a high level of interaction during T&E activities, sophisticated IT equipment like Mondopads, high-performance laptops, wireless network connections and e-learning capacity is provided. Furthermore, the Support Branch is in charge of computer and information systems. As such, it ensures the confidentiality, integrity, and availability of the CCOE's data and information systems for an appropriate level of IT security.

1.4.5. Communications & Public Affairs Office

The CCOE's Communications & Public Affairs Office (PAO) is responsible for all aspects of internal and external communication to military and civilian stakeholders and influencers. The work of PAO is guided by a Marketing Strategy that covers all communication activities of the CCOE. Therefore, PAO regulates the marketing of products, courses, and events on different channels and administrates the available budget. An annual plan enables PAO to react to projects and events, i.e. to the fast pace of the media. PAO analyses current trends and determines marketing strategy for the preparation, implementation, and follow-up of an event such as courses.



As responsible entity for internal and external communication, PAO supports the CCOE's function as an ETF by providing communication and registration tools as well as up to date information about T&E Branch's annual course landscape as well as about other events, workshops, and activities.

The main responsibilities of the PAO to support E&IT at the CCOE are:

- the administration of the Course registration tool;
- the course promotion;
- the publication of, e.g. course documentations, flyers, factsheets, and the CIMIC Handbook;
- the communication strategy concerning main events and stakeholders such as the ADC, the CIMIC & CMI COI Workshop, and CIMIC & CMI Exercises.

1.5. Public Information and Communication

The communication and information transfer is covered by a Marketing Strategy, determined and updated weekly. The Marketing Strategy is composed of event-specific Marketing Plans. During the Strategic Communications Meeting between Director and Public Affairs Officer, information about processes, projects, and plans is shared. Decisions are made with regards to optimising the provision of information to the CCOE's Staff to be able to react appropriately to current situations. Therefore, direction and guidance is given by the Director of the CCOE, based on the Public Affairs Handbook of NATO as well as by the principles of EU GDPR. An example of a Marketing Plan is given in Annexe A: CCOE Marketing Strategy.

As its main communication tool, the CCOE runs its website <https://www.cimic-coe.org/>. PAO and an externally commissioned company update the website regularly, thereby checking for functionality and security aspects. As online marketing is the main advertising medium today, the CCOE also uses certain social media channels in addition to its website. Information is specifically distributed via Facebook, Instagram, LinkedIn, and a messenger. A detailed list of employed tools and fulfilled functions within PAO can be found in Annexe A: CCOE Marketing Strategy. The use of these tools allows PAO to track valuable data in conformity with EU GDPR (see chapter 2.5). By using an analysis and statistics tool, PAO further measures, for example, the success of PAO's Marketing Strategy.

2. CCOE Quality Assurance

It is important to ensure that the CCOE's development, execution and improvement of CIMIC & CMI E&IT as well as related CIMIC & CMI products are aligned with NATO requirements and meet respective quality standards. Consequently, the CCOE implemented a thorough and transparent quality management system, requiring both quality assurance (QA)¹ and quality control (QC)² at all levels and throughout all branches. The former being explained in detail in this chapter and applying to the ETF's entire spectrum of work, including all functional areas, activities, and processes as well as to all permanent and temporary Staff. A visualisation of the CCOE's QA processes as well as its seasonal embedding can be found in Annexe B: CCOE QMS Processes and Planning. The latter one, i.e. Quality Control is explained in chapter 3 and refers to all services and products of the ETF.

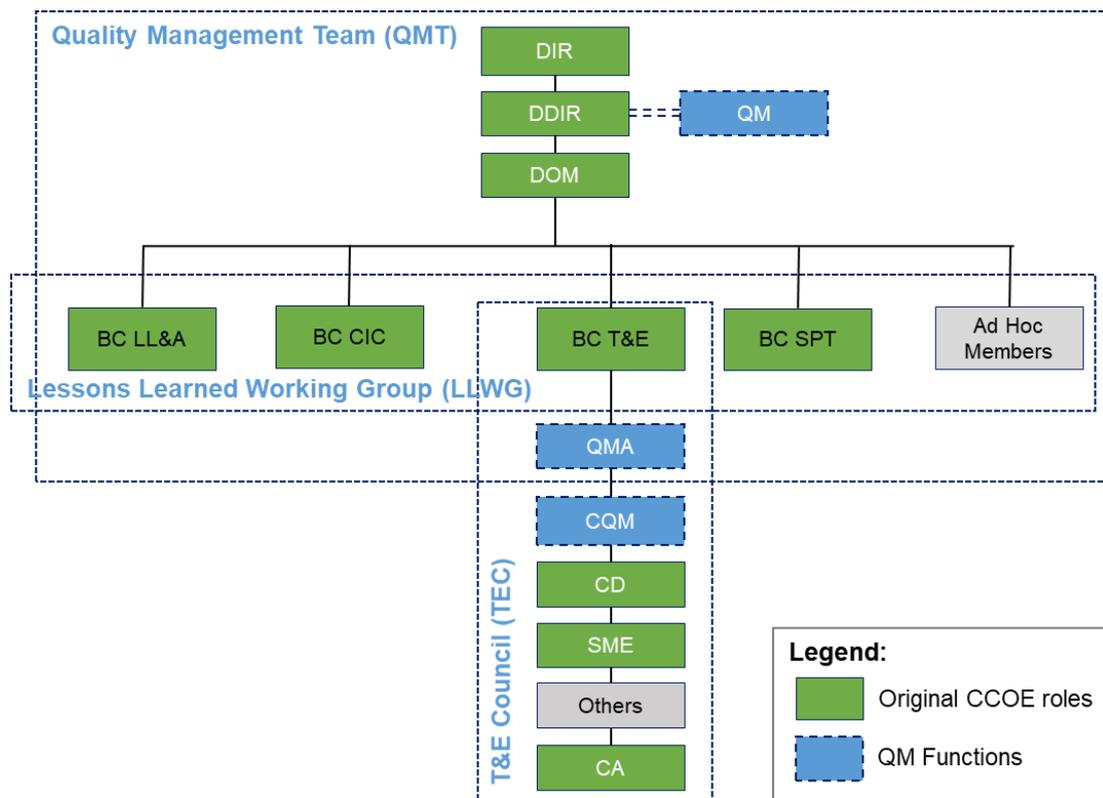
2.1. CCOE Quality Assurance Responsibilities

Quality Assurance within the CCOE is recognised as a responsibility of all Staff members with specific tasks for different positions as described below. Figure 1 below illustrates main roles and responsibilities within the CCOE structure. The following text, as well as the RACI-Matrix in Annexe C: RACI-Matrix, provide further details on specific tasks assigned to the respective roles and expected products as an outcome of those.

¹ QA is the application of checks and audits to ensure quality procedures are being carried out. QA focuses on preventing faults, ensuring processes are performed correctly in the first instance (Bi-SC 075-007).

² Quality Control (QC) is a systematic approach to identifying and rectifying problems at each step of the process (Bi-SC 075-007).

Figure 1: CCOE QMS Organigram



Source: Own figure, CCOE 2020

The Director of the CCOE is ultimately responsible for the application of the Quality Assurance Policy and respective procedures. The CCOE Director approves the Annual Quality Assurance Plan (AQAP) and forwards the Discipline Alignment Plan to Joint Force Developer / ACT in the framework of the CCOE's Program of Work. The Director also chairs the Management Team (MT) Meeting, where the annual Quality Assurance Management Review (QAMR) is delivered.

Quality Manager (Deputy Director / Chief of Staff): The Deputy Director / Chief of Staff is the dedicated Quality Manager (QM), responsible for QA and Quality Management, chairing Quality Management Team (QMT) meetings within the Staff Meetings, monitoring and signing-off the completion of defined and planned QA steps. The QM is responsible for verifying the completion of the QAMR process. He/she is further responsible for the authorisation of the Quality Assurance Policy before releasing information products and services. The QM oversees and coordinates the preparation of the AQAP, managing the monitoring, updating, and improving the operational procedures as required. The AQAP is provided in Annexe D: Annual Quality Assurance Plan (AQAP).

The Quality Management Assistant (QMA) conducts QA related tasks under the supervision of the QM. The QMA is responsible for ensuring consistency of QA related documentation and periodic QA reports.

The Quality Management Team (QMT) oversees the implementation of this Policy. The QMT is a decision-making body for all QA related topics. It is responsible for formulating the quality assurance policy and related tools, ensuring the cross-functionality of relevant Functional Area Strategies and road maps as well as working processes. It aims to improve the efficiency, effectiveness, and profitability of all activities. The QMT will thus, create, maintain, and update numerous written documents outlining and detailing all planned goals, protocols, procedures, processes, solutions, and accurate reports related to implementation and monitoring of quality assurance measures. Thus, the QMT assists the QM within the annual QAMR process. The QMT will supervise all implementations, assess effectiveness at intervals consistent with the review of the (AQAP), and approve amendments if required. It can additionally serve as a supportive and advisory platform for the Director of the CCOE for non-QA related topics. Staff wise, the QMT consists of:

- the Chairman: Quality Manager / Deputy Director of the CCOE;
- the Quality Management Assistant;
- the (Deputy) Branch Chief of T&E Branch;
- the (Deputy) Branch Chief of CIC Branch;
- the (Deputy) Branch Chief of Lessons Learned & Analysis Branch;
- the (Deputy) Branch Chief of Support;
- the (Deputy) Office Chief PAO;
- Ad Hoc Members.

The QMT meets monthly during the Staff Meeting. Results are documented in the minutes of the meeting.

The Branch Chief LL&A is the chair of the CCOE Lessons Learned Working Group (LLWG). LL&A further supports content development of courses by providing Observations and Lessons Identified from NATO Lessons Learned Portal as well as from the monitoring of Lessons Learned and identified from different exercises, thereby supporting the definition of appropriate learning objectives. This direct support facilitates high-quality courses, reflecting the latest lessons learned in the field of CIMIC & CMI.

The CCOE Lessons Learned Working Group (LLWG) is formed by representatives of all branches and involving further CCOE key personnel, e.g. DOM and LEGAD. It is chaired by the Branch Chief LL&A. The main purpose of LLWG is to propose new observation projects to review the submitted observation/lessons Identified and recommend further action. These recommendations are approved by the QMT within the Staff Meeting and transformed into an implementation plan with appointed action bodies. Subsequently, the LLWG is responsible for the validation process and proposes lessons learned to the Staff Meeting for approval.

The Branch Chief CIC is responsible for providing conceptual support to T&E as well as Subject Matter Experts (SMEs) on CIMIC & CMI developments. Thereby CIC contributes to accurate and timely CIMIC & CMI training and education. CIC ensures reflection of expert knowledge on the CIMIC & CMI doctrinal framework and concepts in T&E. CIC's participation in course development and execution, thus, provides continuous content-related feedback for course revision and improvement. A CIC perspective is particularly essential to ensure alignment of CIMIC & CMI education and individual training and its guiding doctrines and documents. The branch's close link to the CIMIC & CMI Community of Interest (COI) further helps to review and identify the proper target audience of CCOE courses while the branch's conceptual focus supports the definition of training requirements and respective training objectives.

The Branch Chief Support ensures the maintenance of an appropriate training environment and the effective use of training equipment and methods. As head of the Computer and Information Systems (CIS), the Branch Chief Support is responsible for required IT infrastructure and service provision and, thus, for ensuring the security and integrity of data held in files and databases.

The Branch Chief T&E is responsible for planning, coordinating, executing and evaluating courses and mobile training events by the ETF. Consequently, he/she coordinates course support, not only from T&E but all CCOE branches and other Nations, leads the CIMIC & CMI ADC, and is involved in the alignment of the CIMIC & CMI course landscape with NATO training requirements and standards. He/she supports the development of courses and ensures effective execution of all courses. Due to the combination of CIMIC & CMI Department Head and ETF, the former roles are more encompassing. Moreover, due to the double-headed position, the T&E Branch Chief is responsible for the development of courses in accordance with NATO Global Programming standards.

T&E Council (TEC) is the forum for evaluation and assessment of the results and relevance of delivered courses and other E&IT activities. It focuses on all events that occurred the previous year as well as on future E&IT opportunities. The TEC is conducted twice a year and is chaired by the Branch Chief T&E. Members of the TEC include the Quality Manager Assistant (QMA), Course Quality Managers (CQM), Course Directors, Subject Matter Experts (SMEs) and other relevant actors. The main input to the TEC is End of Course Reports, Series of Course Evaluation Reports, statistics/data from relevant KPIs, stakeholders' feedback (KLC and COI Workshop), and evaluation reports from E&IT activities performed during the year.

The Course Quality Manager (CQM), often referred to as the Officer Primarily Responsible (OPR), is appointed by the Branch Chief (BC) T&E and is, content-wise, responsible for one

specific course. He/she will be involved during the whole Systems Approach to Training process from Analysis to Implementation. In close cooperation with the respective Course Directors, the CQM is responsible for ensuring high-quality training in accordance with NATO standards and requirements. The CQM is responsible for the production and provision of the Series of Course Evaluation Report to the LLWG. If recommendations/decisions are made, the CQM is further responsible for implementing these decisions into his/her course. In its functions, the roles of the CQM and the Course Director can overlap.

The Course Director (CD) is managing a course from preparation to evaluation. With support from the Course Assistant, the CD is chairing all planning conferences and ensures all resources are in place. The CD is responsible for all course Staff and, thus, for an appropriate set of competences and quality among trainers. The CD is leading the familiarisation phase, making sure all course Staff, including coaches, are prepared and aware of their responsibilities. Additionally, the CD is responsible for selecting students, based on the course specific requirements, and balanced syndicates during the course.

During the course, the CD creates a safe and secure learning environment and ensures all content is delivered in accordance with the Training Needs Analysis and correspondent Course Control Documents (CCDs). The CD further conducts daily evaluations and chairs daily wrap up with course Staff, taking corrective actions if needed. After the course, the CD leads the overall evaluation, writes an End of Course Report, and takes actions preventing reoccurring issues. If necessary, the CD makes proposals to change course content and forwards these to the respective CQM. Sometimes, the CD and CQM is the same person.

The Course Assistant (CA) is responsible for the overall support of the course. The CA is attending the IPC, MPC and FPC, makes an inventory, and requests necessary resources, dining arrangements, and accommodation facilities for the course. The CA checks and prepares all class- and syndicate rooms as well as all course material. The CA ensures students have completed the necessary Advanced Distributed Learning (ADL) module before the course and is a contact person for the CD and students. During the course, the CA briefs admin issues, prepares daily evaluation, and shares results with the CD. After the course, the CA ensures the availability of course lectures for students and keeps the information up to date. All of which enables high-quality lectures and learning environments.

2.2. CCOE Quality Assurance Processes and Mechanisms

The CCOE's quality assurance focuses on working processes, manning and available resources for delivery quality E&IT as well as products. Standard Operational Procedures and other guiding documents identify and determine these processes and ensure their adequate and coherent execution. For this purpose, the CCOE has developed a Staff Handbook,

determining internal procedures, and supporting the QMS. These guiding documents are updated annually in an internal process and submitted to the CCOE Deputy Director. Besides the Staff Handbook and Standard Operating Procedures, the CCOE has implemented several mechanisms to facilitate quality assurance, as outlined in the following sub-chapters.

2.2.1. Staff

The CCOE's Staff plays a vital role in ensuring qualitative courses and products. The CCOE consists of a multinational team of Subject Matters Experts (SMEs) from CIMIC units as well as other armed services. The CCOE personnel, lecturers, Staff, admin, military, and civilian employees are selected in accordance with job descriptions. They are evaluated in accordance with ACO Directive 045-001. This facilitates the development of high-quality CIMIC & CMI products, provided by all branches and ranging from publications to workshops and courses.

Additionally, the Staff's engagement and hence its job satisfaction is crucial for the CCOE. The combination of a satisfactory working environment and rewarding tasks leads the Staff to put the best effort for a constantly improving performance, i.e. high-quality products and services. Therefore, the Directorate closely monitors the morale of the Staff through Town Hall meetings, convenes, an open-door policy, etc.; further monitoring is ensured by the execution of a job satisfaction enquiry (survey) collecting the Staff's opinion and views on the state of affairs at work in a more structured way. This helps to get a better insight into the perceived working conditions and, if required, address matters that may need improvement.

To ensure that its Staff maintains an optimum and updated level of knowledge and expertise, the CCOE provides various professional development opportunities. It grants access to SME courses, exercises, and other forms of training. Furthermore, internal training and courses are organised to increase the Centre's level of awareness in specific areas of CIMIC activities. If required, personnel may also be sent to an Area of Operations to gain most recent knowledge. Additionally, the CCOE Staff frequently attends multinational and national SME conferences, seminars and workshops to keep updated on recent CIMIC & CMI relevant developments. All of which ensures high-quality products and services, reflecting recent developments and standard in the field of CIMIC & CMI. The CCOE further implemented a Personnel Development Plan, a process for enhancing a member's task-related skills and qualifications as well as further competencies to ensure the personnel's quality, capability, and motivation. The Personnel Development Plan tailors the member's individual training requirements and interests (mandatory, desirable and further skills-enhancing courses). To keep track of the personnel development, regular evaluations, both formal and informal, take place.



Besides the overall training for the CCOE's Staff, all Staff involved in delivering education and individual training, have to attend a three days familiarisation phase, tailored to the specific course. This ensures an appropriate quality for the course and alignment of all lectures and syndicate work. The familiarisation phase includes both internal and external Staff. Furthermore, to ensure quality training, all Staff has to attend daily and weekly evaluation sessions with the respective CD and fellow course Staff during a course. In every course, Staff is assessed based on students' comments and feedback as well as their ability to:

- convey the intended learning objectives;
- structure and timing of the lecture;
- response to student's questions;
- clarification of difficult points;
- guidance of students towards a successful learning experience;
- use resources, material and teaching aids;
- ability to control and engage the group of students;
- guidance and mentoring of students during syndicate work and practical application;
- convey their lecture in an appropriate language proficiency.

Besides instructional course Staff, high-quality courses also depend on its course supporting Staff, responsible for:

- administrative issues, e.g. booking training facilities of the Host Nation, recording of course documentation, communication with courses applicants;
- legal issues, e.g. preparation and signing of contracts with guest speakers/lecturers, if it's applicable;
- financial issues, e.g. reimbursement of the course expenses/guest speakers/lecturers performance;
- logistic support, e.g. procurement and supply with the material necessary for courses execution; provision of transportation, lodging and catering;
- preparation of classrooms, scenarios.

Respective knowledge and abilities are a prerequisite for the CCOE course supporting Staff and defined in the CCOE's job descriptions. All course supporting Staff is assessed by the Course Director during every course iteration, reinforced by instructors' and students' feedback. Observations and recommendations are documented in the End of Course Reports.

2.2.2. Course Battle Rhythm

The Course Planning of a year is mostly initiated at the CCOE in December/January one year ahead with the release of a first Course Planning draft. The draft is handed out to the SNs and Seniors to get relevant feedback on the planning. A final draft is then created by the TEC and forwarded to the ACT in March. During and after the ADC the planning is finalised with details on course content, instructors, and its placement for the upcoming year.

Within the CCOE's E&IT scope, a fixed course Battle Rhythm ensures standardised planning, execution and evaluation of all CCOE courses (see Annexe E: CCOE Course Battle Rhythm). The Battle Rhythm is strictly followed by all course Staff for every course iteration, both at the CCOE and Satellite courses. In brief, the Battle Rhythm looks as follows.

Six weeks before the course, the involved CCOE Staff follows a checklist to ensure all course prerequisites and preparation requirements are fulfilled and addressed. A CCOE Staff order is issued, signed by the Deputy Director, listing tasks and responsibilities as well as external support, such as Syndicate Coaches, Instructors and SMEs. Four weeks before the course, students receive a "Student Info Guide", also available on the CCOE website, and all necessary information for starting the mandatory pre-course ADL course. Three days before the course, the teaching Staff (CD and Syndicate Coaches) meet for the "familiarisation programme" to run through the entire program and align all presentations.

During the course, every session is run in accordance with its CCDs and must follow its pre-defined course schedule. Furthermore, daily and final evaluations must be conducted.

After every iteration, the course will be evaluated based on Staff observations, students' and instructors' feedback, all documented in the End of Course Report. The evaluation approach will be elaborated in more detail below.

These fixed time frames and procedures enhance a coherent and standardised execution of courses as well as the collection, analysis, and use of evaluation data for revision and improvement of courses. The Battle Rhythm, thus, facilitates the quality assurance cycle, further explained in the following sub-chapter.

2.2.3. Formal Mechanisms

Besides the CCOE Staff and the Battle Rhythm, several formal mechanisms complement the periodical review and monitoring of the CCOE's quality of E&IT and its alignment with NATO requirements and standards. These include:

- the analysis of the CCOE's translation of operational requirements into E&IT objectives within a subject, programme, module, and/or course;

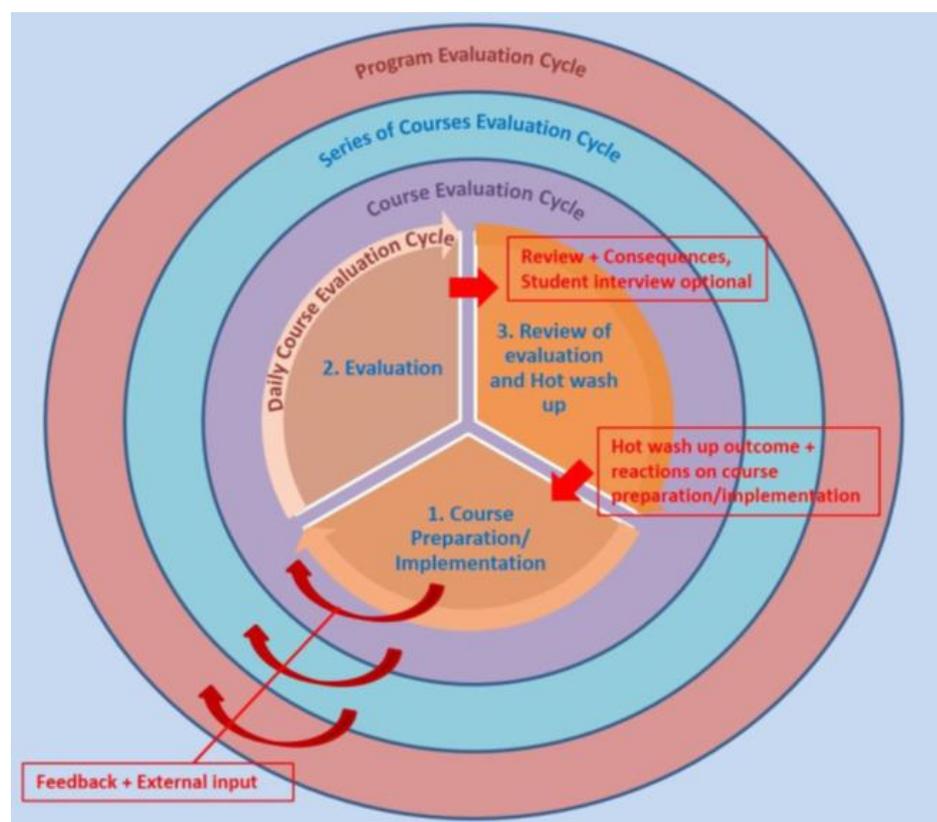


- the assessment of established standards to which courses adhere;
- the collaboration with Allied Command Transformation and RA to ensure courses and curricula are conform to NATO requirements;
- the participation in Staff development;
- the monitoring and reviewing as part of self-assessment and development planning;
- the participation in NATO's Lessons Identified and Lessons Learned Process as well as the sharing of best practices.

2.2.4. Quality Assurance Cycle

The CCOE Quality Assurance Cycle includes the Single Course Evaluation, the Series of Course Evaluation, all contributing to the Program Evaluation Cycle. All steps of evaluation are fully integrated into the annual Program of Work, will be reviewed annually and are determined by the AQAP. This plan summarises in one table all planned courses and the anticipated schedule for Quality Assurance, evaluation reviews and approvals. *Figure 2* below depicts the relationship between the different step of the Quality Assurance Cycle.

Figure 2: Quality Assurance Cycle



Source: CCOE 2014

The Single Course Evaluation, shown in the inner circle of the graph, applies to every course iteration. It is carried out throughout the course as well as at the end of and after the course. The Table 1 below illustrates all details.



Table 1: Single Course Evaluation

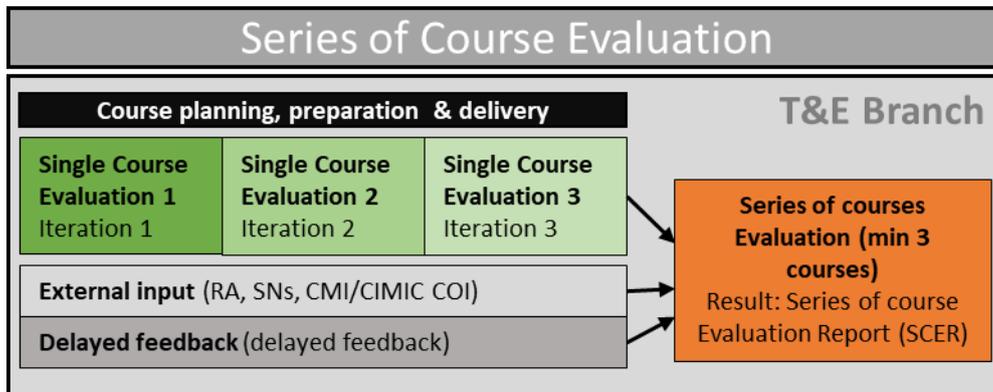
SINGLE COURSE EVALUATION					
FREQUENCY	Who	How	What	When	Lead
DAILY	Students (see Annexe F: In-course student's feedback)	digital	learning objectives & course execution	end of day	Course Assistant
DAILY	Course Director, Training Staff & SMEs	meeting	students' learning progress & course execution	end of day	Course Director
DAILY	Course Director	feedback to students	comments & results from evaluations	start of day	Course Director
END OF COURSE	Students, SMEs & Syndicate Coaches (see Annexe F: In-course student's feedback)	digital	overall course	course end -1	Course Assistant
END OF COURSE	Course Director	feedback to students	comments & results from evaluations	last day of course	Course Director
AFTER THE COURSE	Course Director	meeting, report	overall course evaluation	2 weeks after course	Course Director
AFTER THE COURSE	Students & Superiors (see Annexe G: Delayed Feedback)	digital	overall course evaluation	6 months after course	QMA

Source: Own table, CCOE 2020

The results of the Single Course Evaluations form the basis for the Series of Course Evaluation (SCER), indicating trends and needs for improvement. The Series of Course Evaluation is conducted and analysed by the CQM, taking into consideration all End of Course Reports, results from the 6-month delayed feedback surveys, reoccurring issues and instructor and SME performance of a minimum of three courses. It also looks at adequacy and relevance of pre-defined learning objectives, new operational requirements given by the RA, current course landscape to detect any duplication, instructors' selection process, and the internal conduct of the course. The outcome will be a Series of Course Evaluation Report, gathering all lessons identified from previous iterations of the course and containing a list of conclusions

and recommendations. *Figure 3* represents the above described process of the Series of Course Evaluation.

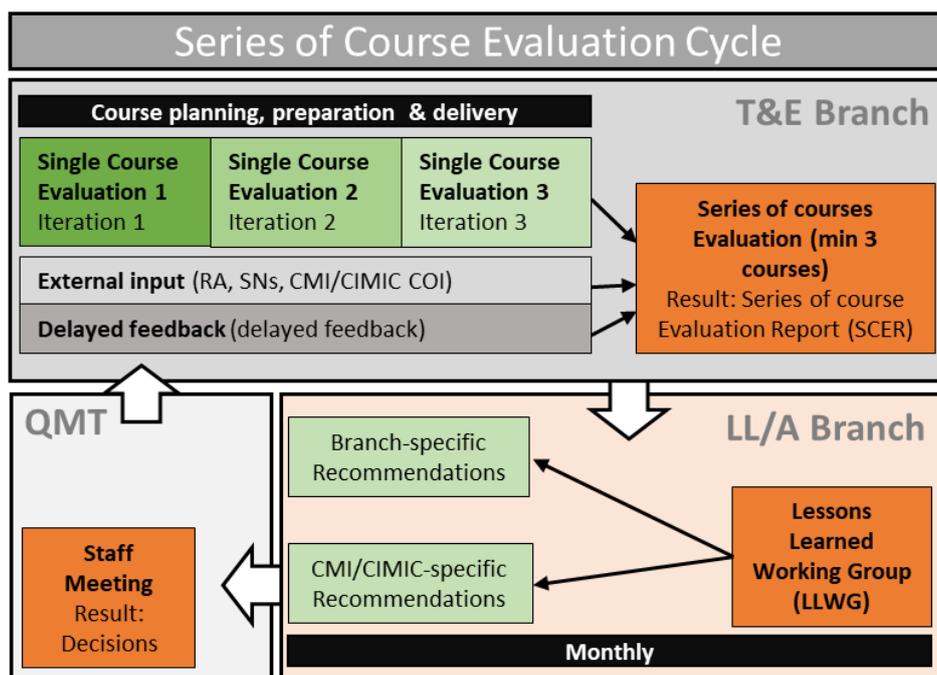
Figure 3: Series of Course Evaluation



Source: Own figure, CCOE 2020

The Series of Course Evaluation is the first step of the Series of Course Evaluation Cycle. Therefore, the SCER is transferred to the monthly Lessons Learned Working Group meeting, which analyses the report and develops recommendations on CIMIC & CMI-level or for branch-specific purposes. Branch-specific recommendations and CIMIC & CMI relevant recommendations will be forwarded to the Staff Meeting and discussed there by the QMT. There, final decisions on course changes are taken and forwarded to the T&E branch, which implements these during the course planning, preparation, and delivery. The Series of Course Evaluation Cycle is shown in the following *Figure 4*.

Figure 4: Series of Course Evaluation Cycle



Source: Own figure, CCOE 2020

Based on the outcome of the SCER and external feedback of the COI, a Program Evaluation is conducted by the TEC, supported by two distinct processes. The End of Course Report, which focuses on judgments pertaining to a specific E&IT solution, is a document gathering and analysing data from inside and outside the E&IT environment. It aims to determine how well E&IT is conducted. Institutional reviews, provide an overall review for single periodic reviews of quality management. The Program Evaluation defines needs for adjustments in the CCOE's T&E course landscape, both content- and structure-wise, and offers recommendation for improvement. It ensures that all courses meet operational requirements, are continuously updated and aligned with NATO's Strategic Guidance and NATO CIMIC & CMI operational requirements.

Main Stakeholders and the CCOE CC will be routinely informed of all course adjustments. This will be accomplished during the ADC, the respective Discipline Alignment Plan and through discussions and approval in the scope of the annual Program of Work (POW).

2.2.5. CCOE Quality Assurance Management Review

The QA Management Review (QAMR), as part of the CCOE continuous improvement process, is the annual self-assessment process managed during the MT Meeting to review and update the CCOE's QA policy and management system. It is another mechanism to identify shortfalls as well as best practices. The result of the QAMR influences decisions on improvement measures, the definition of milestones for products and services as well as the need for resources. In more detail, QAMR examines the CCOE's performance, relying on qualitative and quantitative data as well as, if applicable, financial performance. The QAMR intends to ensure that processes and procedures are aligned and determines in 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 Key Performance Indicators 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.

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



2.3. CCOE Key Performance Indicators

In order to practically assess the CCOE's quality assurance, a set of CCOE specific Key Performance Indicators (KPIs) is defined. KPIs are measurable values that indicate the efficiency and success of an organisation's performance or of a particular activity (such as projects, programs, products and other initiatives) to achieve the organisation's goals. KPIs can have quantitative (e.g. number of students trained, course iterations, % of instructors monitored per year) or qualitative (e.g. student satisfaction) values in order to be understandable, significant and measurable. A KPI should meet the "SMART" criteria: it is specific (clear and unequivocal), measurable, achievable, relevant and timed (attainable in a realistic timeframe).

The CCOE works with two different levels of Indicators: the KPIs and the Performance Indicators (PIs). The KPIs derive from the organisation's formal goals (e.g. "Qualified Staff"). They describe the ultimate state to which the organisation aspires. The value of a KPI is composed by the average value of the relevant PIs. PIs derive from the content goals and are used to attain the formal goals by relating to the organisation's actual action, its processes, products and services ("% of personnel fulfilling requirements IAW JDs").

Branch-specific KPIs ensure the evaluation of every branch's success. The CCOE's function as an ETF and its success towards the goals is measured then by the combination of the relevant branch-specific KPIs. A complete list of the branch-specific KPIs and PIs can be found in Annexe H: CCOE KPIs & Branches PIs.

2.4. Information System and Knowledge Management

The CCOE's Information System and Knowledge Management ensures a secured collection, exchange, storing, and delivery of information and documents to the CCOE's Staff. It is administered by the CIS office of the Support Branch. Different software solutions are implemented to manage internal information and communication exchange. The network drives, as well as the cloud infrastructure, are the main storage platforms for documents.

The Document Management System (DMS), Exact Synergy helps to steer, manage and store documents in an effective way of avoiding redundancy. The process technology platform connects multiple Staff processes, such as:

- business process management and automation;
- document storage;
- project support and administration;
- tasking.



The CIS office is responsible for the security and maintenance of the information systems. In order to ensure an appropriate level of IT security, multiple back-ups and security systems have been installed. Additionally, the system has high-level firewalls to ensure that no external parties can access without authorisation. Next to the protection from external factors, permission and access rights management ensures that data is only used by those who are authorised to. This enables an appropriate level of data protection.

2.5. Personal Data Protection

As an International Military Organisation, the CCOE is designated under the Paris Protocol established by the MOU. Through the Paris Protocol, NATO Status of Forces Agreement (SOFA) applies. Article 2 of NATO SOFA states that it is the duty of a force (including an international military organisation) to respect the law of the host nation. As such, the CCOE is obliged to follow the Dutch legislation. With the EU General Data Protection Regulation (EU GDPR) and its implementation into Dutch legislation, the CCOE is subject to the provisions of the EU GDPR. This influences the CCOE's handling with personal data such as the collection, storing, and processing.

Additional (non-binding) guidance with regards to the personal data protection at the CCOE is provided by ACO Directive 015-026 on the Data Protection Policy and is taken into consideration.

To verify the CCOE's compliance with data protection provisions, as part of the compliance of the protection of NATO related Networks, Host Nation has to audit the compliance of personal data protection annually.



3. CCOE Quality Control

As mentioned in chapter 2, the CCOE's quality management includes quality control. The CCOE applies different quality control mechanisms to ensure adequate and sustainable training solutions, CIMIC & CMI services and products. These mechanisms include fixed training methodologies and ways of delivery as well as customer and stakeholder feedback. The latter one is ensuring training alignment with current NATO requirements and standards. These mechanisms will be explained in detail in the following sub-chapters, starting with the CCOE's strategy to develop and execute training.

3.1. CCOE Course Development

In the scope of NATO's Global Programming, the CCOE develops and executes E&IT solutions based on official NATO training requirements, identified in the NATO CIMIC & CMI Training Requirement Analysis (2019). To do so, the CCOE has adopted the System Approach to Training (SAT), specified in the Bi-SC 075-007 chapters 5 to 9, to analyse, design, develop, implement, and evaluate CIMIC & CMI courses. The SAT process enables the CCOE to cost-effectively and efficiently design and deliver E&IT solutions, thereby filling prior identified NATO performance gaps. All results of the SAT process are documented in Course Control Documents I, II and III, one set of documents per CCOE course. All educational requirements for CCOE courses, not part of the Bi-SC but essential for the CCOE course quality, are outlined in the following sub-chapters.

3.1.1. CCOE Specific Educational Requirements

In order to provide adequate and expedient training solutions, the CCOE follows several educational requirements: the most important ones are outlined in the following.

Flexibility: Due to a continuously changing operational environment, all training requirements must be frequently reviewed and adjusted. Furthermore, training highly depends on budgets and practical possibilities. Flexible training solutions are, thus, key to respond to both. Flexibility facilitates tailor-made and demand-driven E&IT.

Demand-Driven: To properly address NATO training requirements across the whole spectrum of CIMIC & CMI, a demand-driven system of E&IT is needed. The CCOE strives to deliver training solutions which meet and reflects its customers' occupational profiles. Consequently, the CCOE involves its customers in the development of course content.

Train as you interact (fight): CCOE training aims to reflect occupational reality to ensure successful job performance and to increase students' motivation. The latter aspect requires



transparency on how NATO's occupational reality is reflected in a course's training objectives. For this purpose, all CDDs are available for students upon request.

Active involvement: Student's active involvement plays a key role in modern and adult training solutions. All students are asked to actively engage and perform individually as well as within a group. If appropriate, students are asked to provide their own briefings based on personal experience and to engage in discussions.

Applied modern education: The CCOE aligns its training solutions with modern learning approaches appropriate for adult training. All courses include various training methodologies, ranging from lectures, discussions, and syndicate work to Modelling and Simulation as well as other blended learning methods.

3.1.2. CCOE Specific Learning Methodology

To fulfil the above mentioned educational requirements for the CCOE E&IT, different training methodologies have been selected as suitable for the CCOE training. The most important ones being:

- Competence-Based Learning;
- Blended Learning;
- Scenario-Based Learning;
- Project Education.

These methods contribute to the quality of courses in regard to learning success.

3.1.3. Student Selection Process

To ensure a positive learning curve, students must fulfil certain requirements before attending a course to ensure a baseline at the entry point. The CCOE, thus, has a fixed student selection process based on pre-defined criteria:

- fulfilment of course prerequisites (see website);
- personal (professional) motivation;
- an adequate balance of nationalities as well as civilian and military students;
- an adequate balance of students from sponsoring nations and non-sponsoring nations;
- English language skills in reference to STANAG 6001 (preferable 3332 (LSRW) or higher) or in reference to a civilian equivalence.

The final composition of the course is decided by the respective CD. It is essential for ensuring a course environment that facilitates a positive and successful learning experience.



3.2. CCOE Course Execution and Monitoring

Content-wise, the execution of courses is fixed by respective CCDs, with prior specified course objectives and schedules. Delivery-wise, the CCOE offers different options for E&IT. These options include residential courses at the CCOE, Satellite course at training facilities of its Sponsoring Nations or, upon request, in other nations as well as ADL courses.

In accordance with the CCOE's Memorandum of Understanding, all CCOE Sponsoring Nations are entitled to one course of choice per year executed in their country, fully or partially executed by personnel of the CCOE. These are referred to as Satellite courses conducted by a CCOE Mobile Education Training Team (METT).

All courses, regardless of its way of delivery, are being monitored by the CCOE. All dates and locations are determined a year in advance and published on the CCOE website.

3.3. CCOE Student Evaluation

Quality control of courses requires an assessment of the students' comprehension and ability to transfer a course's training objectives into the job performance. Consequently, the CCOE conducts a set of different assessments to test a student's achievement of trained skills, all of which are based upon a student self-evaluation and training Staff evaluation of the student's performance. Students will be informed on all assessment criteria, appeal options, regulations and procedures before the course (published on the CCOE web site) and, again, at the beginning of the course.

3.3.1. Student Self-Evaluation

Through passing the mandatory ADL course prior the residential course, including a final multiple-choice test, students receive first feedback on their individual understanding of topics and knowledge, allowing them to identify their own status of knowledge. During the course, detailed lists of learning objectives for each lecture and syndicate work reveals the aim of the respective session. This enables students to self-assess their understanding and achievement of learning objectives.

3.3.2. Formative Evaluation of Students' Performance

All Course Instructors, in particular, Syndicate Coaches, are closely monitoring a single student's efforts, involvement, and performance. The assigned coach is following the same student through the entire course and is present during all lectures and practical assignments, such as syndicate work and role-plays, in which they must demonstrate their understanding of and ability to transfer theory into practice. Coaches provide immediate feedback to ensure



a positive learning curve. At the end of each day, all course Staff evaluates the students' learning outcome and identifies high and low achievers among the student body. This approach enables the Staff to adjust the upcoming day's assignments, methodical approaches, and to put more focus on the low achievers assisting them in increasing their outcome/learning process.

3.3.3. Summative Evaluation

The CCOE conducts a summative assessment in the form of a final briefing or product at the end of every course. This must reflect applicable theories learned throughout the courses and relevant information provided in the course scenario documents. The quality of this final briefing or product, as well as the students' performance throughout the course, is the instructor's base to assess the overall student performance.

3.3.4. Course Certification

Based on the formative and summative assessments as well as instructor feedback, every student will receive a certificate, depending on their performance, attitude and attendance:

- A. Certificate of Completion: full involvement, constructive participation and support to co-students, demonstration of the ability to transfer gained knowledge into practice, absence less than 20%.
- B. Certificate of Participation: full involvement, willingness to constructive participation but hampered due to excusable reasons, proven attempt to transfer gained knowledge into practice, absence less than 20%.
- C. No Certificate: misconduct of student.

3.3.5. Student Appeal

In case a student does not agree with the awarded course certification, he/she has the right to appeal. The students can do so by informing the responsible CD (orally and on paper). Furthermore, they have the option to consult the Branch Chief Education & Training or the CCOE Director.

3.4. Feedback from Stakeholders

Besides student and instructor feedback, the CCOE further collects feedback regarding its course content from its main stakeholders, such as the CIMIC & CMI COI. This ensures that all course content is aligned with current CIMIC & CMI developments and perspectives. The feedback is gathered through survey-based research at the Annual Discipline Alignment Plan,



or through direct contact with the CCOE stakeholders, particularly organisations not significantly represented in E&ITs, its courses and conferences. The latter one depending on the CCOE's network to humanitarian and development organisations as well as related educational institutions.

4. CCOE Inspection and Resources

In order to provide high-quality training, a large arrange of resources is necessary. These resources range from course material to training facilities and must be regularly inspected, adjusted and improved. This inspection is done both prior and during a course and based on a pre-defined minimum standard of resources, identified in CCD III. Resources are requested and inspected by CDs and CAs and provided by supporting Staff. They must be readily accessible to students, designed according to student's needs and responsive to feedback from those who use them. All resources are provided by the CCOE in line with the Centre's operational and functional Memorandum of Understanding, using the CCOE or Host Nation capabilities. They include:

- classrooms with a modular design that can be configured differently according to the intended seating capacity;
- classroom equipment and furniture;
- visual aids: monitor and Mondopads, smart boards, whiteboards, projectors, loudspeakers;
- printers, fax machine, photocopy and binding machines;
- handouts and other practical equipment;
- office/stationary material for instructors and students;
- course-specific resources;
- lodging, dining and sports facilities;
- WLAN.

To assure its provision and to improve resource management, the CCOE further evaluates the students' satisfaction with course materials, equipment and training facilities. Evaluation results are documented in an End of Course Report. Repetitive recommendations are analysed and considered for improvement.

List of Abbreviations

ACO	Allied Command Operations
ACT	Allied Command Transformation
ADC	Annual Discipline Conference
ADL	Advanced Distributed Learning
AQAP	Annual Quality Assurance Plan
B&F	Budget and Finance Branch
BC	Branch Chief
CA	Course Assistant
CC	Coordinating Committee
CCOE	Civil-Military Cooperation Centre of Excellence
CCTs	Cross-Cutting Topics
CD	Course Director
CCDs	Course Control Documents
CIC	Concepts, Interoperability and Capabilities Branch
CIMIC	Civil-Military Cooperation
CIS	Computer and Information Systems
CMI	Civil Military Interaction
COE	Centre of Excellence
COI	Community of Interest
CQM	Course Quality Manager
DAP	Discipline Alignment Plan
DDIR	Deputy Director
DH	Department Head
DIR	Director
DMS	Document Management System
DOM	Director of Management
E&IT	Education and Individual Training
ECR	End of Course Report
e-ITEP	electronic Individual E&IT Program
ETF	Education and Training Facility
ETOC	E&IT Opportunities Catalogue
EU DL	European Union Discipline Leader
EU GDPR	European Union General Data Protection Regulation
FPC	Final Planning Conference
HOTO	Hand over take over



List of Abbreviations

HQ SACT	Headquarter Supreme Allied Commander Transformation
IPC	Initial Planning Conference
JD	Job Description
JFCB	Joint Force Command Brunssum
JFD	Joint Force Developer
JFCNP	Joint Force Command Naples
KPI	Key Performance Indicator
LEGAD	Legal Advisor
LL&A	Lessons Learned and Analysis Branch
LLWG	Lessons Learned Working Group
LSRW	Listening, Speaking, Reading and Writing
M&S	Modelling and Simulation
METT	Mobile Education and Training Team
MOU	Memorandum of Understanding
MPC	Main Planning Conference
NATO	North Atlantic Treaty Organization
NATO SOFA	NATO Status of Forces Agreement
NCETC	NATO CIMIC E&IT Conference
NCS	NATO Command Structure
NFS HQ	NATO Force Structure Headquarter
OPR	Officer Primarily Responsible
P&O	Personnel and Organization
PAO	Public Affairs Officer
PAO	Communications and Public Affairs Office
PDP	Personnel Development Plan
PEC	Program Evaluation Cycle
PI	Performance Indicator
POW	Program of Work
PTEC	Partnership Training and Education Centre
QA	Quality Assurance
QAC	Quality Assurance Cycle
QAMR	Quality Assurance Management Review
QC	Quality Control
QM	Quality Management
QMA	Quality Management Assistant
QMS	Quality Management System



List of Abbreviations

QMT	Quality Management Team
RA	Requirement Authority
SAT	System Approach to Training
SCER	Series of Course Evaluation Report
SMART	Specific, Measurable, Achievable, Realistic/Reasonable, Timely
SME	Subject Matter Expert
SN	Sponsoring Nation
SOC	Series of Course
SPT	Support Branch
STANAG	Standardization Agreement
T&E	Training and Education Branch
TEC	T&E Council
TNA	Training Needs Analysis
WLAN	Wireless Local Area Network



Glossary

Annual Discipline Conference	A yearly conference organised in May/June to review E&IT activities associated with the CIMIC & CMI discipline to ensure E&IT solutions remain aligned with E&IT requirements. The review is led by the DH and involves the relevant ETFs, the RA as well as HQ SACT/JFT representation. Afterwards, the Discipline Alignment Plan (DAP) is written, including all the results of the ADC.
Annual Quality Assurance Plan	A document written in September each year by the TEC that includes all dates, activities, products, and the involved entities of a QA/QMS process.
Assessment	The process of estimating the capabilities and performance of organisations, individuals, materiel or systems. Within E&IT, it is the process of measuring and documenting knowledge, skills, attitudes, and beliefs (Bi-SC 075-007).
Centre of Excellence	NATO Centres of Excellence are nationally or multi-nationally funded institutions accredited by NATO. They train and educate leaders and specialists from NATO member and partner countries, assist in doctrine development, identify lessons learned, improve interoperability and capabilities, and test and validate concepts through experimentation (ACT, 2019).
Coordinating Committee	A board with representatives of the Sponsoring Nations, the CCOE's Directorate, Command Group, Branch Chiefs, and invited guests that takes place once a year. The outcome of the CC meeting is the approval of the POW for the upcoming year. The CC will be renamed into Steering Committee.
Course Battle Rhythm	A standardised plan for the planning, execution and evaluation of all the CCOE courses applicable to all the CCOE courses.
Course Control Documents	A set of documents used to define a NATO E&IT solution based on an E&IT requirement. Alternative formats include: Programme of Instruction, Qualification Standard, Training Plan, Curriculum and Syllabus (Bi-SC 075-007).



Course Quality Manager	The Officer Primarily Responsible (OPR) for a certain course. The CQM is responsible for an existing or proposed E&IT solution within the ETF. The role as CQM can overlap with the role of the CD (Bi-SC 075-007).
Cross Cutting Topics	Cross Cutting Topics (CCTs) within NATO are subjects that are not considered as autonomous disciplines. The current CCTs are Building Integrity, Cultural Property Protection, Protection of Civilians, Children in Armed Conflicts and Women, Peace and Security. The CCTs mostly overlap with the different disciplines and are therefore considered from the discipline's perspective.
Delayed Feedback	A survey provided to (a) the student and (b) his/her superior 6 months after the completion of a course with the aim of determining if and how the course contributed to the graduate's job preparation.
Department Head	An appointment within NATO's Global Programming Governance Structure that reflects responsibility for identifying, collecting and managing the E&IT requirements associated with a discipline (Bi-SC 075-007).
Discipline Alignment Plan	A document summarizing the results of the ADC. In the document, proposed E&IT solutions are assessed towards their alignment with the discipline TRA report and are acknowledged.
Document Management System	A document management system (DMS) is a system used to track, manage and store documents effectively. Therefore, a Software called Exact Synergy is used at the CCOE.
Education and Individual Training	Comprises the structured activities that develop the skills, knowledge and attributes required in the performance of assigned duties and upon which information can be correctly interpreted and sound judgement applied (and exercised). The relevant NATO document for E&IT is the Bi-SC 075-007 (Bi-SC 075-007).
E&IT Facility	The physical location that offers or hosts individual training, such as courses, workshops and seminars.

E&IT Opportunities Catalogue	Is NATO's E&IT solution management system. It is a repository of course information, including the essential documents that support NATO certified courses. The ETOC is an open system which permits ETFs to offer their courses to ETOC users (Bi-SC 075-007).
Job satisfaction survey	A survey to evaluate the Staff's satisfaction, determine (de)motivating factors and draw conclusions for the CCOE's working environment/conditions. It was developed by an external company and will be carried out annually.
End of Course Report	A written document by the CD after the completion of a course. A course report is a structured and systematic program evaluation process within NATO SAT designed to collect data in order to assess (make judgements concerning) the quality of an E&IT solution and improve results in the future (Bi-SC 075-007).
EU Discipline Leadership	EU recognised expert body in a specific military training area, being nominated by the EUMC, champion of best practices within its area of competence, providing expert training advice to the EUMTG, ensuring complementarity with NATO's existing work (EEAS(2015) 922 REV3).
Evaluation	The process of making judgements. A structured process of examining activities, capabilities and/or performances (potentially including related structures and processes) against defined standards or criteria (Bi-SC 075-007).
Individual Training	The development of skills and knowledge necessary to perform specific duties and tasks. Individual training is learned response to predictable situations (skills) (Bi-SC 075-007).
Job Description	A delineation of the specific duties, responsibilities and qualification pertaining to a specific post. A JD generally includes tasks, responsibilities and qualifications required for the job as well as how it fits within the organisation (Bi-SC 075-007).

Key Performance Indicator	Measurable value consisting of several factors (PIs) that indicates the efficiency and success of an organisation's performance or of a particular activity (such as projects, programs, products and other initiatives) to achieve the organisation's goals. At the CCOE, the T&E, CIC and LL/A Branches work with KPIs.
Lessons Learned Working Group	A board chaired by the (D) BC LL&A monthly that discusses with a representative or the BCs of CIC, T&E and SPT Branches about the Series of Course Evaluation Reports in order to come up with conclusions and recommendations for the Branches / the QMT meeting.
Management Team meeting	A monthly meeting format that is chaired by the DIR, including the Branch Chiefs as well as LEGAD, PAO, P&O and the Command Group.
Marketing Strategy	A generic document that covers all communication activities of the CCOE containing 7 steps of how to publish information on a certain event. It was created by the Communication & Public Affairs Office and is used as a guiding document.
Misconduct	As misconduct will be considered any inappropriate behaviour that is not in line with societal standards and expectations. This behaviour can range from minor incidents to serious offences and can include (but is not limited to) rudeness, discrimination, assault and sexual harassment.
Mobile Education and Training Team	Mobile Education Training Teams (METTs) are designed to provide customers with an established CCOE course at a location outside of the CCOE.
Officer Primarily Responsible	A person having the overall responsibility of a project, course or specific task. At the CCOE, the OPR of a course is mainly called the Course Quality Assistant.



Performance Indicator	Measurable value that indicates the success of one KPI factor to achieve the organisation's goals. PIs derive from the content goals and are used to attain the formal goals by relating to the organisation's actual action, its processes, products and services.
Personnel Development Plan	A document attached to the JDs listing all completed courses as well as further planned courses (mandatory, desirable and skills-enhancing courses). The PDP is revised yearly by the supervisor.
Program Evaluation Cycle	A process that enables an assessment of the CCOE's course landscape with regards to the courses' content and their actuality.
Program of Work	An overall document describing the CCOE's goals, workload and tasks for the upcoming year. The POW is drafted by the directorate and the DOM in September of each year and approved by the CC during its meeting in November.
Quality Assurance	The application of checks and audits to ensure quality procedures are being carried out. QA focuses on preventing faults, ensuring processes are performed correctly in the first instance (Bi-SC 075-007).
Quality Assurance Cycle	An evaluation process of offered courses and training solutions starting by the Daily Course Evaluation and getting over the Single Course Evaluation, the Series of Course Evaluation to the Program Evaluation.
Quality Assurance Management Review	The QA Management Review (QAMR) is the annual self-assessment process to review and update the CCOE's QA policy and management system. It is done by the QM with support of the QMT within the MT Meeting.
Quality Assurance Policy	Is an official document defining the CCOE's quality management processes, roles and responsibilities.
Quality Control	A systematic approach to identifying and rectifying problems at each step of the process(Bi-SC 075-007).
Quality Management Assistant	Conducts QA related tasks under the supervision of the QM and is responsible for the consistency of all reports and documents relating to QA.

Quality Management System	A complete set of quality standards, procedures and responsibilities (Bi-SC 075-007).
Quality Management Team	A board including the Members of the weekly Staff Meeting, namely the DDIR in its role as the QM, the (Deputy) Branch Chiefs T&E, LL/A, CIC, and SPT as well as the PAO and other Ad Hoc Members. The QMT takes decisions on all QA related topics, develops the QAP and related tools.
Quality Manager	The leading function within the QMS covered by the DDIR of the CCOE. The tasks include: authorising this QAP and related information products and services, chairing the QMT meetings, monitoring and signing-off the planning and completion of QA steps, verifying the completion of the QA review processes.
Requirement Authority	An appointment within NATO's Global Programming Governance Structure that reflects responsibility for identifying, collecting and managing the E&IT requirements associated with a discipline (Bi-SC 075-007).
Satellite Courses	Courses developed content-wise by the CCOE but given at other locations (e.g. at premises of the Sponsoring Nation's military) with or without the direct support of the CCOE Staff.
Series of Course Evaluation Cycle	A three steps process to improve a specific course's quality. The first step is a Series of Course Evaluation within T&E which results in the Series of Course Evaluation Report (SCER). The second step is the discussion of the SCER within the Lessons Learned Working Group to develop recommendations for the branches and on a CIMIC & CMI level. As a third step, the recommendations are handled within the QMT in a Staff Meeting to take decisions on the further development of the specific course.
Series of Course Evaluation Report	A written document of T&E collecting the results of a minimum of three single course evaluations to identify issues that require revision and improvement. The SCER is the first step within the Series of Course Evaluation Cycle.

Single Course Evaluation	The combination of Daily Course Evaluations, the course evaluation and the delayed feedback concerning the Learning objectives and the Overall Course performance.
Staff Handbook	A document created and updated regularly by the DOM determining the CCOE's internal procedures, roles and responsibilities. The Staff Handbook unites the Standard Operating Procedures in one single document.
Staff Meeting	A weekly meeting format chaired by the DDIR, including the four Branch Chiefs, LEGAD, PAO, P&O, and the Command Group.
Standard Operating Procedures	A set of instructions covering those features of operations which lend themselves to a definite or standardised procedure without loss of effectiveness. The procedure is applicable unless ordered otherwise (AAP-06, 2018).
T&E Council	The forum for evaluation and assessment of the relevant results of delivered courses. The TEC is chaired 2x per year, its members include the BC T&E, QMA, CQM, CDs, SMEs, and other relevant actors.
Training Needs Analysis	A series of activities within the Global Programming Development Methodology which results with a set of E&T solutions that satisfy a Requirements Package. This defines the objectives required to eliminate gaps and the necessary plans which result in the delivery of E&T solutions. For E&IT solutions, this requires the application of the NATO SAT (Bi-SC 075-007).
Training Requirements Analysis	A process supporting the Global Programming Development methodology used to capture NATO E&IT requirements. The TRA attempts to match NATO E&IT requirements with the available solutions (Bi-SC 075-007).

Annexe A: CCOE Marketing Strategy

The CCOE's Communications & Public Affairs Office (PAO) is responsible for all aspects of internal and external communication to military and civilian stakeholders and influencers. Therefore, the illustrated tools and tasks in the figure below apply to PAO.

Figure 5: CCOE PAO tools and tasks at a glance



Source: Own figure, CCOE 2020

The work of PAO is guided by a marketing strategy that covers all communication activities of the CCOE. This strategy is applied to share information about and promote the CCOE's activities, tailored to the event. In the following, an exemplary "Proposal Marketing Strategy" is outlined.

Proposal **Marketing Strategy** for: EXAMPLE

➤ **Name of Conference**



Provided by Public Affairs Office CCOE

By: PAO

Online Marketing & E-Commerce Advisor

Person of Responsibility (OPR): Major Katharina Zollondz, Public Affairs Officer CCOE

Event date:

Time (period):

Venue:

General:

WWW.CIMIC-COE.ORG



*When you don't talk about it,
it didn't happen.
And if it didn't happen,
there will be no recognition.*

STEP 1: Advance Promotion!



The kick-off article.

The kick-off for reporting/ promotion should be a detailed article on the CCOE's website. The article will be visually supported by pictures and videos from PAO's archive. (This increases readability and gives the article more appeal, at the same time we wake up memories for those participants who also participated other conferences or workshops.)

Side effect for the CCOE: more traffic on our website.

The 5 W's:

- Who?
- What?
- Where?
- When?
- Why?
- How?

STEP 2: Inform CCOE Staff

We have to inform the CCOE Staff about the event!

The CCOE Staff members have to be informed before/ at the same time, the external communication starts. The Staff members act also as an "informal marketing channel", and they will spread the information to their contacts within military- and civilian organisations.

*The more you know,
the more you can tell.*

CCOE



STEP 3: Social Media!

The prelude for the social media marketing campaign is the kick-off article on the CCOE's website.



There were plenty of videos and photos produced during other events. As long as we do not have material from the upcoming event we will use the existing material.

Our Plan is to have several posts on Facebook, LinkedIn and Instagram before the conference starts, the article on the CCOE's website will serve as a basis.

BUT, Keep in mind: the organic reach will not be very high due to a small target audience and limited interested persons

STEP 4: Communication during the conference!

The communication during the conference will focus on social media!

The *CCOE Public Affairs Team* will be preoccupied with taping sequences and make photos. The follow-up on the sequences and the image editing will keep us fully occupied.

That's why we focus during the conference on social media, short post with photos, videos and short text blocks.

STEP 5: Interview situation

The *CCOE Public Affairs Team* will conduct an interview with ...

The video will be recorded and afterwards optimized for the CCOE's website, and the CCOE's social media presence.

For website: Full length, embedded via CCOE's YouTube channel

For social media: divided in several parts with text layers

CCOE



THE VALUE OF A
1-MINUTE VIDEO
IS WORTH
1.8 MILLION WORDS





STEP 5: Subsequent reporting!

One article will be published on the CCOE's website.

Simultaneously there will be an online photo album on the CCOE's Flickr account, and the photo album will be embedded on the CCOE's website.

- Homepage / Photo album slider
- Homepage / Media /

The photo album will be shared on social media.
(Participants can download photos of the conference easily.)

Social Media DIRECTLY: Important: We say **Thank You!** to all participants and wish a good trip home.

STEP 6: Findings of the Conference!

As soon as the *CCOE Public Affairs Team* has the "Findings" of the conference, we will publish it on the CCOE's website.

The findings can also be published with the CCOE's newsletter tool.

Advantage: we reach 1.539 people with the CIMIC newsletter, we can define people who have not opened the CIMIC newsletter and send it again to this group of people.

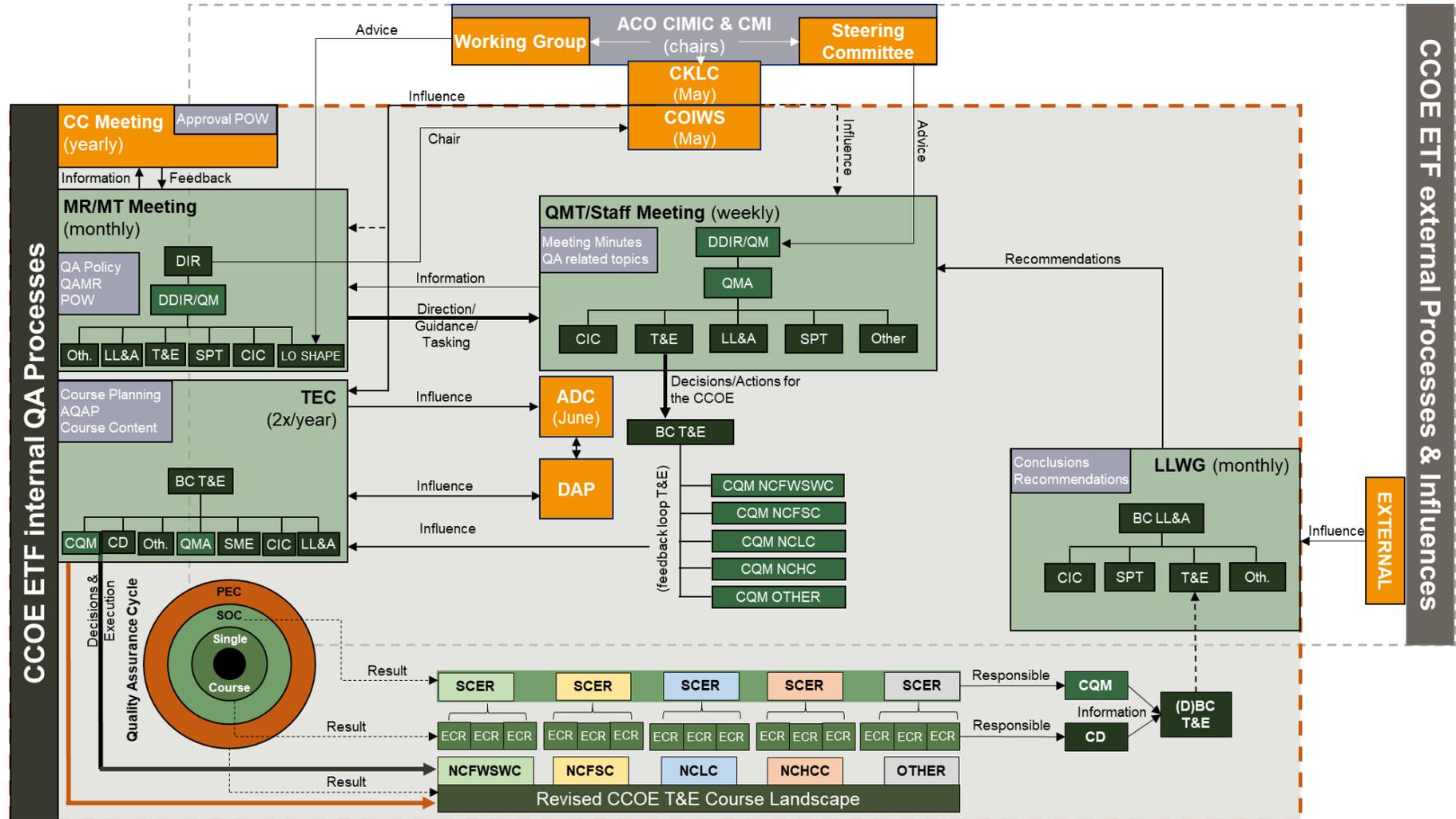
STEP 7: Your Remarks!

There will be room for ideas on short notice during the conference.



Annexe B: CCOE QMS Processes and Planning

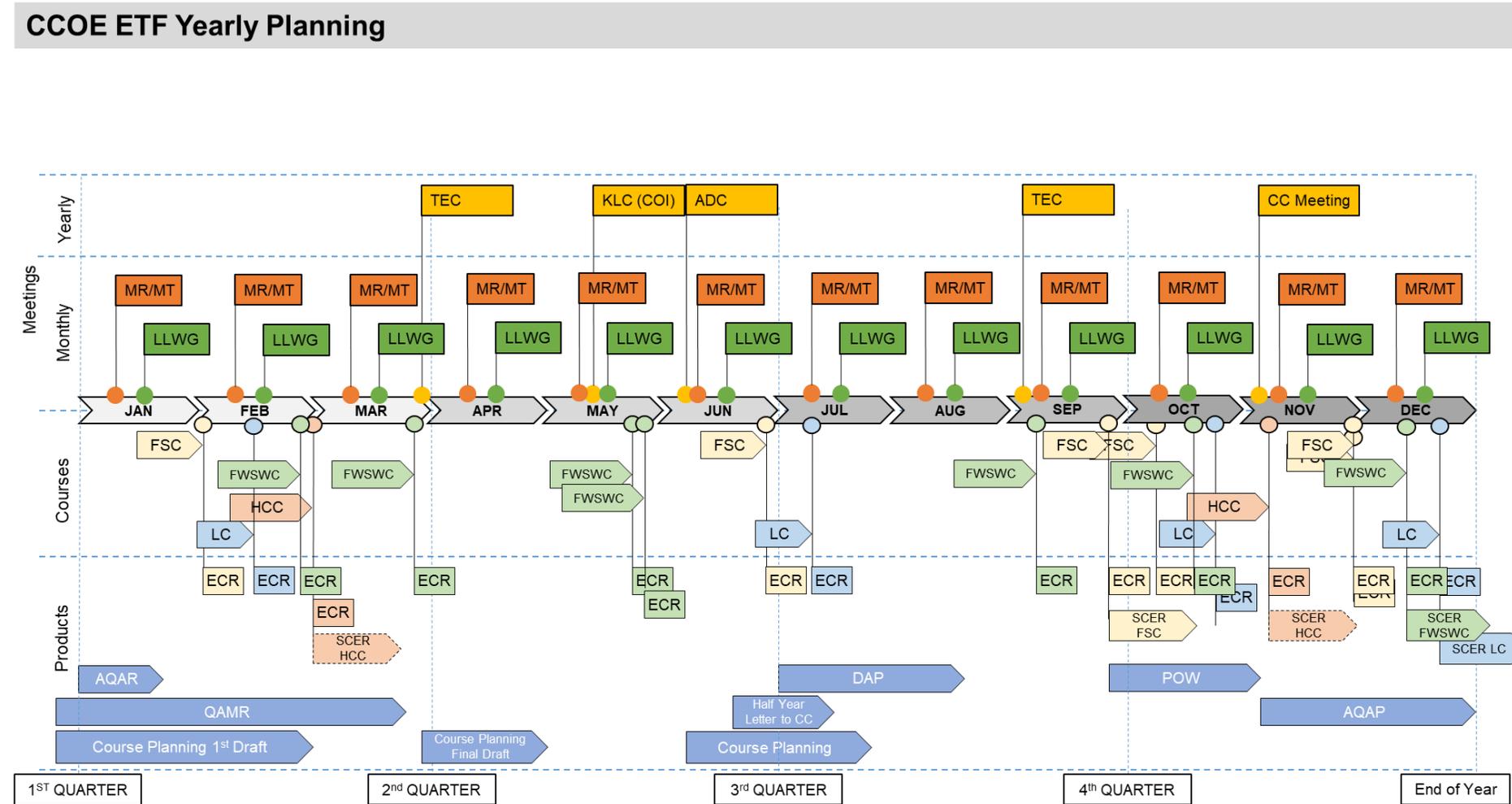
Figure 6: CCOE QMS Processes



Source: Own figure, CCOE 2020



Figure 7: CCOE QMS Yearly Planning



Annexe C: RACI-Matrix

Table 2: RACI-Matrix - Quality Management System

Process/Task/Event	Stakeholders Internal															External					Deliverable	
	DIR	DDIR/QM	QMA	DOM	T&E BC / DH	CQM/OPR	CD	CA	SMEs / Course Instructors	LL/A BC	B&F BC	PAO	CIC BC	LEGAD	SPT BC	NATO ACT	NATO ACO	NCS	NFS	Other ETFs		SN
Quality Management System																						
Issuing Annual QA Plan	C	A	R	C	C	C	C	I	I	C	C	I	C	I	C	I	I	I	I	I	I	AQAP
issuing Annual QA Report	C	A	R	R	R	C	C	I	I	C	C	I	C	C	C	C	I	I	I	I	I	AQAR
Review of QA Policy	C	A	R	C	C	C	C	I	I	C	C	I	C	C	C	I	I	I	I	I	I	Policy
Establishing & Improving Quality Management System	C	A	R	C	C	C	C	I	I	C	C	C	C	I	C	I	X	X	X	X	X	QM Documents
Monitoring QA Measures and Procedures	C	A	R	R	R	C	C	I	I	C	C	C	C	I	C	I	X	X	X	X	X	QAMR & AQAR
Scheduling Annual Training Plan (for CCOE Instructors)	I	I	I	C	A	C	R	I	C	C	C	I	C	C	C	X	X	C	C	C	X	Training Plan
Evaluation of Courses	I	C	C	I	A	R	R	C	C	R	I	I	C	I	C	I	C	C	C	C	I	ECRs, SCERs, Program Evaluation Report/Minutes
Evaluation of Students and Training Quality	X	I	I	I	A	R	R	R	C	I	I	I	I	X	I	X	X	X	X	X	X	Course certificate, ECRs, SCERs
Conduct of the ADC	A	C	C	C	R	C	C	I	C	I	C	C	I	I	C	C	C	C	C	C	C	DAP
CIMIC DH Planning	A	C	I	I	R	C	C	C	X	C	C	I	C	C	C	I	I	X	X	X	C	TRA & TNA, DAP
Development of POW	A	R	I	R	C	C	C	C	C	C	C	C	C	C	C	I	X	X	X	X	X	Defined POW

Source: Own table, CCOE 2020



Table 3: RACI-Matrix - System Approach to Training

Process/Task/Event	Stakeholders Internal															External					Deliverable	
	DIR	DDIR/QM	QMA	DOM	T&E BC / DH	CQM/OPR	CD	CA	SMEs / Course Instructors	LL/ABC	B&F BC	PAO	CIC BC	LEGAD	SPT BC	NATO ACT	NATO ACO	NCS	NFS	Other ETFs		SN
Systems Approach to Training																						
Analysis	I	I	I	I	A	R	C	C	C	C	I	I	C	I	C	X	C	X	X	X	X	CCD I & II
Design	I	I	I	I	A	R	C	C	C	C	I	I	C	I	C	X	C	X	X	X	X	CCD III
Development	I	I	I	I	A	R	R	R	R	C	I	I	C	I	C	X	I	X	X	X	X	Instructional Materials, Schedule / Timetable, Staff Plan, Assessment Tools
Implementation	I	I	I	I	A	R	R	R	C	I	C	I	C	I	C	X	I	X	X	X	X	Courses & Trainings
Evaluation	I	C	C	I	R	A	R	R	C	C	C	I	C	I	C	X	X	C	C	C	I	ECR & SCER
Provide Courses & Activity Information to Target Audience	C	C	I	I	A	C	C	C	C	I	C	R	C	C	C	X	C	X	X	X	X	CIMIC Courses/Activities promoted via ETOC, Homepage or Social Media

Source: Own table, CCOE 2020



Annexe D: Annual Quality Assurance Plan (AQAP)

Purpose

The AQAP details the overall approach for quality assurance activities of the CCOE. It defines the quality policies, procedures, criteria for and areas of application and roles, responsibilities and authorities. Quality Assurance will further provide executive management, senior management, project-level management and appropriate staff/line elements with the results of these reviews and audits.

The QM is overall responsible for the AQAP. The AQAP is monitored by the QMT during the weekly Staff meetings. The QMA is responsible for the control and execution of the AQAP.

Scope

The AQAP is an integral part of the CCOE's QA policy, as it required by the quality objectives. It contains the quality improvements that could include appropriate revisions to the AQAP, alteration of quality assurance and control procedures, and adjustments to resource allocations.

References

- Bi-SC 75-2: Education and Training (E&TD)
- Bi-SC 75-3: Collective Training and Exercise Directive (CT&ED)
- Bi-SC 75-7: Education and Individual Training Directive (E&ITD)
- CCOE Quality Assurance Policy 2020

Overview

The AQAP contains the CCOE's course schedule and landscape for 2020. It describes the type of course, the interaction dates and the respective level of review and series of courses evaluation cycle of the courses, alongside with the CQM.

The review schedule will be aligned with the course-specific quality control and assessment plans.



Table 4: Annual Quality Assurance Plan

QA Process	Time	Responsibility	Subject	Product(s)
Single Course Evaluation NCHCC	17 – 28 Feb (01-20)	CQM internal	Evaluate the NCHCC course iteration	End of Course Report (ECR)
	26 Oct – 6 Nov (02-20)	CQM internal	Evaluate the NCHCC course iteration	ECR
Single Course Evaluation NCSWC	17 – 28 Feb (DEU)	External	Evaluate the NCSWC course iteration	ECR
	16 – 27 Mar (01-20)	CQM internal	Evaluate the NCSWC course iteration	ECR
	4 – 14 May (HUN)	External	Evaluate the NCSWC course iteration	ECR
	11– 22 May (ITA)	External	Evaluate the NCSWC course iteration	ECR
	24 Aug – 4 Sep (02-20)	CQM internal	Evaluate the NCSWC course iteration	ECR
	28 Sep – 09 Oct (SVN)	External	Evaluate the NCSWC course iteration	ECR
	12 – 23 Oct (POL)	External	Evaluate the NCSWC course iteration	ECR
	30 Nov – 11 Dec (03-20)	CQM internal	Evaluate the NCSWC course iteration	ECR
Single Course Evaluation NCFWC	17 – 28 Feb (DEU)	External	Evaluate the NCFWC course iteration	ECR
	16 – 27 Mar (01-20)	CQM internal	Evaluate the NCFWC course iteration	ECR
	4 – 14 May (HUN)	External	Evaluate the NCFWC course iteration	ECR
	11 – 22 May (ITA)	External	Evaluate the NCFWC course iteration	ECR
	24 Aug – 4 Sep (02-20)	CQM internal	Evaluate the NCFWC course iteration	ECR
	28 Sep – 09 Oct (SVN)	External	Evaluate the NCFWC course iteration	ECR
	12 – 23 Oct (POL)	External	Evaluate the NCFWC course iteration	ECR
	30 Nov – 11 Dec (03-20)	CQM Internal	Evaluate the NCFWC course iteration	ECR
Single Course Evaluation NCFSC	07 – 18 Dec (LVA)	CQM Internal	Evaluate the NCFWC course iteration	ECR
	27 – 31 Jan (01-20)	CQM internal	Evaluate the NCFSC course iteration	ECR
	22 - 26 Jun (02-20)	CQM internal	Evaluate the NCFSC course iteration	ECR
	14 – 18 Sep (03-20)	CQM internal	Evaluate the NCFSC course iteration	ECR
	28 Sep – 09 Oct (SVN)	External	Evaluate the NCFSC course iteration	ECR

Annexe D: Annual Quality Assurance Plan (AQAP)

	23 – 27 Nov (DNK)	External	Evaluate the NCFSC course iteration	ECR
Single Course Evaluation NCSWFW/FSC	28 Sep – 9 Oct (SVN)	External	Evaluate the NCSWFW/FSC course iteration	ECR
Single Course Evaluation NCLC	10 – 14 Feb (01-20)	CANCELLED	-	-
	29 Jun – 3 Jul (02-20)	CQM internal	Evaluate the NCLC course iteration	ECR
	19 – 23 Oct (03-20)	CQM internal	Evaluate the NCLC course iteration	ECR
	07 – 11 Dec (LVA)	REPLACED BY NCFWC	-	-
Evaluation NCAC (ADL)	Permanently available	CQM internal / ADL Admin	Evaluate the NCAC course iterations	Assessment
Single Course Evaluation RTCPC	02 – 06 Mar	CQM internal	Evaluate the RTCPC course	ECR
Single Course Evaluation NCCOC	23 – 27 Mar (Oberammergau)	CQM internal	Evaluate the NCCOC course iteration	ECR
	31 Aug – 04 Sep (Oberammergau)	CQM internal	Evaluate the NCCOC course iteration	ECR
Single Course Evaluation M&S	TBD	CQM internal (MTT)	Evaluate the M&S course iteration	ECR
Series of Course Evaluation NCHCC	Feb 2021	CQM	Evaluation of min. 3 NCHCC iterations	NCHCC Series of Course Report
Series of Course Evaluation NCSWC	Dec 2020	CQM	Evaluation of 3-8 NCSWC iterations	NCSWC Series of Course Report
Series of Course Evaluation NCFWC	Dec 2020	CQM	Evaluation of 4-9 NCFWC iterations	NCFWC Series of Course Report
Series of Course Evaluation NCFSC	Nov/Dec 2020	CQM	Evaluation of 3-5 NCFSC iterations	NCFSC Series of Course Report



Annexe D: Annual Quality Assurance Plan (AQAP)

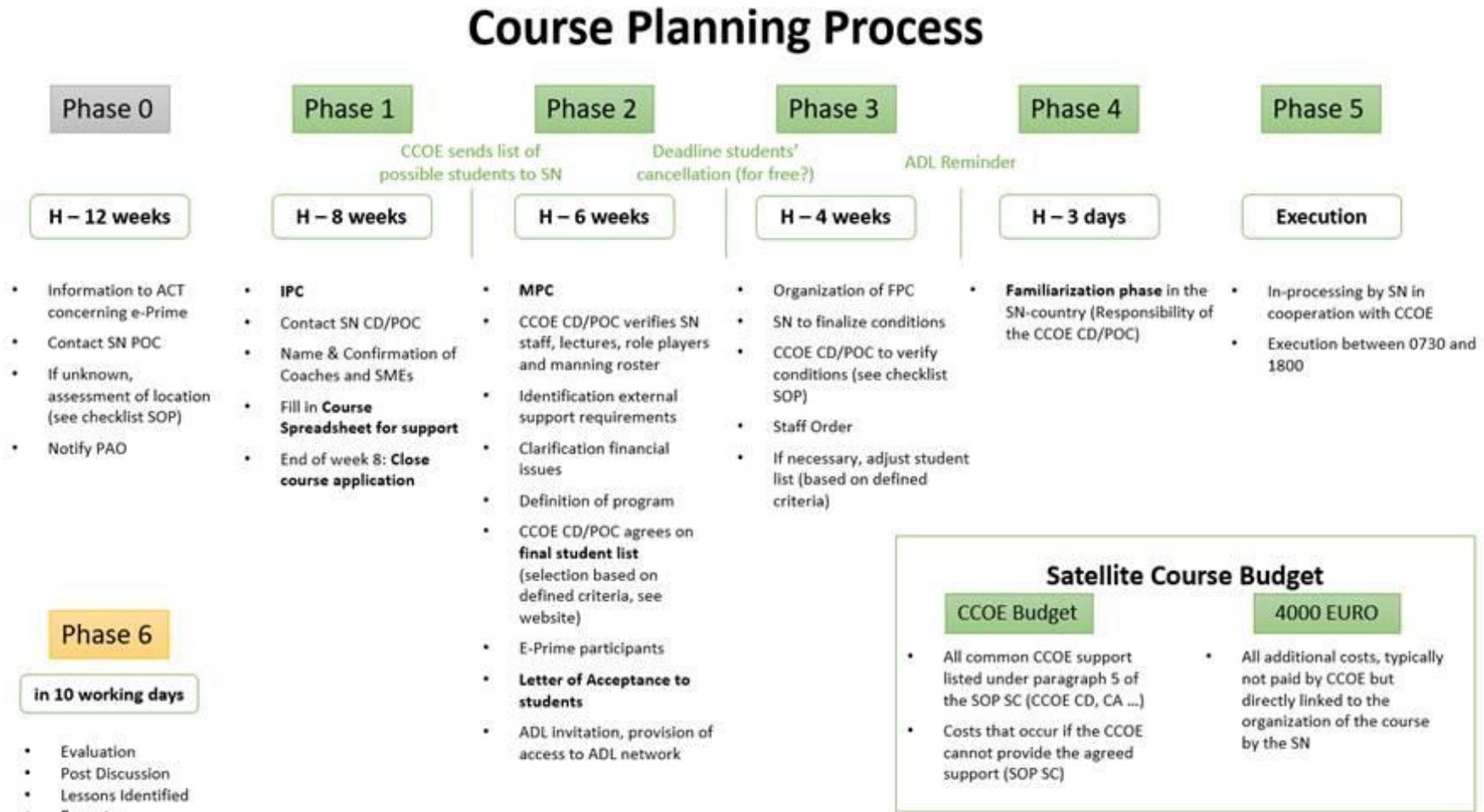
Series of Course Evaluation NCLC	Approx. Feb 2021	CQM	Evaluation of min. 3 NCLC iterations	NCLC Series of Course Report
Series of Course Evaluation RTCP	2021 or 2022	CQM	Evaluation of min. 3 RTCP iterations	RTCP Series of Course Report
Program Evaluation	3 rd Quarter / Sep 2021	TEC	Evaluation of the course landscape through SCERs and input from ADC, KLC & COI	T&E recommendations
Annual QA Planning	4 th Quarter / Nov 2020	TEC	Scheduling of QA processes for the upcoming year 2021	AQAP
ACT Annual Quality Assurance Report request	Jan 2021	BC T&E	Numbers, facts, and figures about courses, requested by ACT	AQAR
Quality Assurance Management Review	1 st Quarter / Feb 2021	QM/DDIR	Evaluation of the functioning of QA processes within the organisation managed during an MT Meeting	QA Management decisions/guidance, updated QA Policy

Source: Own table, CCOE 2020



Annexe E: CCOE Course Battle Rhythm

Figure 8: CCOE Course Battle Rhythm



Source: Own figure, CCOE 2020



Annexe F: In-course student's feedback

F1: NCHCC 02/2019 DAY 01

Please give us your opinion about the lectures by choosing one of the five given ratings.

1. In-processing/Admin

Not satisfying Could be better Satisfying Good Excellent

2. Clarify your choice

3. Escape Room

Not satisfying Could be better Satisfying Good Excellent

4. Clarify your choice

5. Comprehensive Approach and Civil Military Interaction

Not satisfying Could be better Satisfying Good Excellent

6. Clarify your choice

7. Strategic Context and Introduction to Operations Planning Process

Not satisfying Could be better Satisfying Good Excellent

8. Clarify your choice

9. CIMIC in Joint Operations

Not satisfying Could be better Satisfying Good Excellent

10. Clarify your choice

11. CFPG – CIMIC Estimate Process

Not satisfying Could be better Satisfying Good Excellent



12. Clarify your choice

13. Additional remarks about the day



F2: NCHCC 02/2019 End of Course (Overall) Survey

ADL

1. It was easy to access the ADL-package.

- Not satisfying Could be better Satisfying Good Excellent

2. The ADL package raised my level of CIMIC related knowledge

- Not satisfying Could be better Satisfying Good Excellent

3. Do you have any comment improving the ADL-package?

Residential part at the CCOE

4. Which 3 aspects of the course did you like best? Please explain.

5. Which 3 aspects of the course could be improved? Please explain.

6. How would you rate the course in general?

- Not satisfying Could be better Satisfying Good Excellent

7. Additional comments that are not covered above

Course design

8. The balance between lectures and syndicate work was:

- Not satisfying Could be better Satisfying Good Excellent

9. The training staff linked the content of the lectures to the syndicate work and vice versa:

- Not satisfying Could be better Satisfying Good Excellent

10. Do you have any comments, ideas, recommendations how we might improve the course design?



Learning Objectives for this course

11. The learning objectives were clear to me:

Not satisfying Could be better Satisfying Good Excellent

12. The learning objectives cover my needs for conducting my CIMIC work in the future:

Not satisfying Could be better Satisfying Good Excellent

13. Additional comments

Training Staff

14. The instructor was motivating/activating me to contribute to the lectures.

Not satisfying Could be better Satisfying Good Excellent

15. During the syndicate work, the coach gave the right support in order to fulfil the tasks.

Not satisfying Could be better Satisfying Good Excellent

16. During the syndicate work, the coach motivated me to take an active role (during discussions, etc.)

Not satisfying Could be better Satisfying Good Excellent

17. The coach clarified any problems when they occurred during syndicate work.

Not satisfying Could be better Satisfying Good Excellent

18. The interventions of the coach lead to a higher quality of the products that needed to be developed.

Not satisfying Could be better Satisfying Good Excellent

19. After the syndicate work, the training staff explained how to improve the products.

Not satisfying Could be better Satisfying Good Excellent

20. The senior instructors took a clear, leading role during the course.

Not satisfying Could be better Satisfying Good Excellent

21. I could always go to the instructors, coaches, course director or course assistant whenever I had a question or problem.

Not satisfying Could be better Satisfying Good Excellent



22. Do you have any comments for the training staff (course director, instructors, coaches)? If yes, please explain.

Information Knowledge Management

23. If you are going to be deployed as a CIMIC (related) officer, could you tell us where, when, and for how long you are going to be deployed?

24. Have you ever followed CIMIC/CMI related courses?

No

Yes, namely:

25. Are you willing to give us your private email-address for survey reasons, so we could get in contact with you as well after you changed your post.

26. What is the reason that you are taking the course?

27. Do you have any additional comments?

28. Do you have more suggestions for us which you were not able to note yet?

29. How would you assess the course evaluation (daily evaluation sheets and this Survey Monkey)?

Long

Comprehensive

Short

Useless

Other:



Annexe G: Delayed Feedback

G1: Delayed Student Feedback NCFSC

1. What is your current job position?

2. What are the main tasks in scope of your current job position?

3. Was the course relevant for your current job position?

- Yes
- No

4. Please check the content of the course that has been beneficial for your job performance:

- Comprehensive Approach, Civil Military Interaction and Civil-Military Cooperation
- Role of CIMIC Functional Specialists at a military campaign in all types of operations
- Cross cultural competencies
- Negotiation and mediation techniques
- Working with interpreters
- CIMIC assessments, reporting and briefings
- Resilience through Civil Preparedness
- Non-military actors

5. Please check the content of the course that has been irrelevant for your job performance:

- Comprehensive Approach, Civil Military Interaction and Civil-Military Cooperation
- Role of CIMIC Functional Specialists at a military campaign in all types of operations
- Cross cultural competencies
- Negotiation and mediation techniques
- Working with interpreters
- CIMIC assessments, reporting and briefings
- Resilience through Civil Preparedness
- Non-military actors

6. Which of the course objectives have not been sufficiently trained during the course?

- Comprehensive Approach, Civil Military Interaction and Civil-Military Cooperation
- NATO CIMIC Liaison
- Cross cultural competencies within a liaison environment
- Negotiation and mediation
- Cultural awareness during meetings
- Working with interpreters
- Writing a meeting- and liaison report
- Situational awareness
- Capability briefing



7. What content did you miss during the course but consider essential for your job performance?

8. Are you confident to put the knowledge and skills, gained during the course, into practice?

- Yes
- No

9. To whom would you recommend the course?

10. How would you improve the course?



G2: Delayed Superior Feedback NCFSC

1. What is your subordinate's current job position?

2. Was the course relevant for your subordinate's current job position?

- Yes
- No

3. Has the course improved your subordinate's job performance?

- Yes
- No
- Don't know

4. Has your subordinate been able to put his/her knowledge and skills, gained during the course, into practice?

- Yes
- No
- Don't know

5. Which of the course objectives are important for your subordinate's job performance?

- Comprehensive Approach, Civil Military Interaction and Civil-Military Cooperation
- Role of CIMIC Functional Specialists at a military campaign in all types of operations
- Cross cultural competencies
- Negotiation and mediation techniques
- Working with interpreters
- CIMIC assessments, reporting and briefings
- Resilience through Civil Preparedness
- Non-military actors

6. Which of the course objectives are irrelevant for your subordinate's job performance?

- Comprehensive Approach, Civil Military Interaction and Civil-Military Cooperation
- Role of CIMIC Functional Specialists at a military campaign in all types of operations
- Cross cultural competencies
- Negotiation and mediation techniques
- Working with interpreters
- CIMIC assessments, reporting and briefings
- Resilience through Civil Preparedness
- Non-military actors

7. What objectives are missing that you consider essential for your subordinate's job performance?

8. Based on your subordinate's job requirements, how would you change the objectives of the course?



Annexe H: CCOE KPIs & Branches PIs

Table 5: CCOE Key Performance Indicators

KPI	Title	Measure	Denominator	Type	Frequency	Addressee
1	# of ETF related tasks executed vs # of tasks programmed in the POW	%	All tasks programmed in POW	Quantitative	End of the year	(D)DIR
2	# of PE slots filled vs # of PE slots	%	All PE slots	Quantitative	Twice a year	(D)DIR
3	% of personnel fulfilling requirements IAW JDs	%	Fulfilling all requirements	Quantitative	Twice a year	(D)DIR
4	Personnel motivation according to the annual job satisfaction survey	-	Based on assessment	Qualitative	Yearly	(D)DIR
5	# of courses executed vs # of courses programmed	%	All courses programmed	Quantitative	End of the year	(D)DIR, T&E
6	# of Students educated vs # of seats available	%	All available seats	Quantitative	End of the year	(D)DIR, T&E
7	# of students are from NATO countries vs # of students	%	All students	Quantitative	End of the year	(D)DIR, T&E
8	# of students are from NATO partner countries vs # of students	%	All students	Quantitative	End of the year	(D)DIR, T&E
9	# of students are from CCOE Sponsoring Nations vs # of students	%	All students	Quantitative	End of the year	(D)DIR, T&E
10	# of course feedback with a "good" or "excellent" rating vs # of course feedback	%	All course feedback	Quantitative	End of the year	(D)DIR, T&E
11	# of course feedback regarding the achievement of the learning objectives with a "good" or "excellent" rating vs # of course feedback	%	All course feedback	Quantitative	End of the year	(D)DIR, T&E
12	# of lectures given by internal staff vs # of all lectures	%	All lectures	Quantitative	End of the year	(D)DIR, T&E
13	# of shortfalls from external SMEs/Syndicate leaders vs # of external SMEs/Syndicate Leaders	%	All external SMEs/Syndicate leaders	Quantitative	End of the year	(D)DIR, T&E
14	# of students failing the examination vs # of students	%	All students	Quantitative	End of the year	(D)DIR, T&E
15	# of students working in CIMIC positions vs # of students	%	All students	Quantitative	Yearly	(D)DIR, T&E
16	# of students giving feedback on the course content vs # of students	%	All course feedback	Quantitative	End of the year	(D)DIR, T&E

Annexe H: CCOE KPIs & Branches PIs

KPI	Title	Measure	Denominator	Type	Frequency	Addressee
17	# of limitations for the courses because of a limited budget	#	-	Quantitative	End of the year	(D)DIR, T&E, B&F

Source: Own table, CCOE 2020

Table 6: Branches Performance Indicators

PI	Title	Measure	Denominator	Type	Frequency	Addressee
T1	% of T&E personnel fulfilling requirements IAW JDs	%	All requirements	Quantitative	End of the year	T&E
T2	% of courses executed vs courses programmed (in house)	%	All in house courses	Quantitative	Yearly	T&E
T3	% of courses executed vs courses programmed (exported)	%	All exported courses	Quantitative	Yearly	T&E
T4	# of courses carried out in house	#	-	Qualitative	Yearly	T&E
T5	# of students registered through e-prime	%	All students	Quantitative	End of the year	T&E
T6	% of METTs executed vs programmed	%	METTS programmed	Quantitative	End of the year	T&E
T7	Result of the delayed feedback evaluation according to students		Based on assessment	Qualitative	Yearly	T&E
T8	% of evaluations executed vs actual amount of students	%	All students	Quantitative	Yearly	T&E
T9	Results of the delayed feedback according to student's supervisor		Based on assessment	Qualitative	Yearly	T&E
T10	% of evaluations executed vs actual amount of students	%	All students	Quantitative	Yearly	T&E
T11	% of POW programmed support to exercise activities vs conducted	%	Ex. programmed	Quantitative	Yearly	T&E
T12	% of CCOE providing support for courses/events of IOs/NGOs vs requested support	%	All requested courses/events	Quantitative	Yearly	T&E
Lessons Learned support to CIMIC COE development, activities and products						
L1	% of LL&A personnel fulfilling requirements IAW JDs	%	All requirements	Quantitative	End of the year	LL&A
L2	% of CCOE publications that LL&A contributed to	%	All publications	Quantitative	Yearly	LL&A



Annexe H: CCOE KPIs & Branches PIs

PI	Title	Measure	Denominator	Type	Frequency	Addressee
L3	% of exercises LL&A participated in for the purpose of observation collection (vs programmed?)	%	All exercises programmed	Quantitative	Yearly	LL&A
L4	% of CCOE yearly events (CoIC, ADC) LL&A contributed to	%	all yearly events	Quantitative	Yearly	LL&A
L5	% of Observations developed to a Lessons Identified	%	all observations	Quantitative	Yearly (or shorter)	LL&A
L6	% of Lessons Identified concluded in a Lessons Learned/Best Practice	%	all Lessons identified	Quantitative	Yearly (or shorter)	LL&A
L7	% of LL Working Group meetings that were performed in accordance with the CCOE Lessons Learned System	%	all LLWG meetings / 12	Quantitative	Yearly	LL&A
L8	% of Management Team Meetings LL contributed to	%	all MT meetings / 12	Quantitative	Yearly	LL&A
L9	% of LL events and activities that involved the CCOE directorate	%	all LL events and activities	Quantitative	Yearly	LL&A
L10	% of events LL&A participated in were published by PAO	%	events LL&A participated	Quantitative	Yearly	LL&A
L11	% of CCOE courses (NCHCC, NCSWC) that were supported by LL content	%	all courses CCOE	Quantitative	Yearly	LL&A
L12	% of positive feedback to LL Branch contribution as SMEs/guest speakers from the audience of CCOE Courses	YES/NO	1-3 negative / 3-5 positive	Quantitative	Every course	LL&A
L13	% of LL Branch POW-commitments related to trainings and exercises	%	Programmed exercises	Quantitative	Yearly	LL&A
L14	% of LL contributions to Training Needs Analysis (TNA) solutions	%	all TNA solutions	Quantitative	Yearly	LL&A
L15	% of RFS/RFI for LL participation in educational and training activities	%	All E&T activities	Quantitative	Yearly	LL&A
L16	% of Series of courses evaluation report LL contributed to	%	All SCERs	Quantitative	Yearly	LL&A
Lessons Learned support to the development of the NATO CIMIC discipline						
L17	% of ACO CIMIC/CMI WG Meetings LL&A contributed to	%	all ACO CIMIC/CMI WG Meetings	Quantitative	Yearly	LL&A



Annexe H: CCOE KPIs & Branches PIs

PI	Title	Measure	Denominator	Type	Frequency	Addressee
L18	% of positive feedback to CIMIC LL events (workshops, meetings, conferences, syndicates) that was supported/ led by LL&A	%	all feedback of all events	Quantitative	Yearly	LL&A
CCOE support to NATO Lessons Learned capability						
L19	% of ACT led LL related events (conferences, workshops etc.) that the CCOE participated in (proportional to invitations)	%	all ACT led LL related events	Quantitative	Yearly	LL&A
L20	% of fulfilled JALLC/ACT/ JWC requests to LL support	%	all requests	Quantitative	Yearly	LL&A
C1	% of CIC personnel fulfilling requirements IAW JDs	%	All requirements	Quantitative	End of the year	CIC
C2	Achievements/Progress towards Program of work (%)	%	All Tasks programmed	Quantitative	Yearly	CIC
C3	Achievements/Progress towards direct tasks from CC-meeting (%)	%	All tasks programmed	Quantitative	Yearly	CIC
C4	CIC publications up to date vs programmed (% ; 2 years factsheets; 5 years “make sense” and AJP; quarterly CIMIC Handbook)	%	All publications programmed	Quantitative	Yearly	CIC
C5	In-House-Requests supported vs requests received (%)	%	all requests in-house	Quantitative	Yearly	CIC
C6	% of Promotion/Information-Activities for (sponsoring-) Nations on latest CIMIC developments (3-5 per year; every sponsoring nations within 2 years) realised activities vs planned activities	%	all activities programmed	Quantitative	Yearly	CIC
C7	% of Attendance of external key-events (2x AJOD WGs; 3-4x ACO CIMIC&CMI WG; 2x Resilience WG; 4x CIMIC related doctrine writing events; 4x relevant NCS&NFS CIMIC related events; 4x other COEs’ & partner institution events) vs planned attendance	%	Programmed attendance (15-16?)	Quantitative	Yearly	CIC
S1	% of SPT personnel fulfilling requirements IAW JDs	%	All requirements	Quantitative	End of the year	SPT
S2	CIS is sufficient to support T&E activities	-	Based on assessment	Qualitative	Yearly	SPT
S3	# of CIS issues	#	-	Quantitative	Yearly	SPT
S4	% solved issues	%	All issues	Quantitative	Yearly	SPT
S5	(Average) Duration from detection to solving issue	h/d/w	-	Process	End of the year	SPT



Annexe H: CCOE KPIs & Branches PIs

PI	Title	Measure	Denominator	Type	Frequency	Addressee
S6	% of CCOE events supported by CIS personnel	%	All events	Quantitative	Yearly	SPT
S7	% of events supported vs executed CCOE events	%	All CCOE events	Quantitative	Monthly	SPT
S8	# of complaints	#	-	Quantitative	Monthly	SPT
S9	% Of CCOE accommodation used	%	All rooms	Quantitative	Monthly	SPT
S10	% Car usage vs car capacity	%	Car capacity	Quantitative	Monthly	SPT
S11	% Kilometres used of rental car contract limits	%	Available km	Quantitative	Monthly	SPT
S12	% Accuracy of budget spending	%	Available budget	Quantitative	Yearly	SPT
S13	# of purchases	#	-	Quantitative	Yearly	SPT
S14	% of successful purchases	%	All purchases	Quantitative	Yearly	SPT
S15	# of complaints	#	-	Quantitative	Yearly	SPT
S16	% of contract according to procedure	%	All contracts	Quantitative	Yearly	SPT
S17	% of Security Checklist followed	%	All items listed	Quantitative	Yearly	SPT
S18	% of personnel having completed Safety awareness training	%	All Staff	Quantitative	Yearly	SPT
S19	# of security issues	#	-	Quantitative	Monthly	SPT

Source: Own table, CCOE 2020

