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CCOE QUALITY ASSURANCE POLICY & APPROACH

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1. Quality Policy

Policy Statement

The Civil-Military Co-operation Centre of Excellence (CCOE) strives to provide the best quality learning experience for every student by continuously improving the quality of CCOE's provision of resources, and to put in place processes and procedures in order to ensure the highest possible degree of quality for NATO Civil Military Interaction / Civil Military Cooperation Education & Training (CMI / CIMIC E&T). CCOE commits itself explicitly to the development of a culture which recognizes the importance of quality, and quality assurance, in its work. To achieve this, CCOE developed this Quality Assurance Policy, publicly available, to implement a strategy for the continuous enhancement of quality.

1.1. CCOE Mission and Vision

The role of the CCOE in the evolution of CMI and CIMIC directions is determined by the given **CCOE Mission** statement:

The CCOE is to assist NATO, Sponsoring Nations and other military and civil institutions/organizations in their operational and transformational efforts in the field of Civil-Military Interaction (CMI)

- *Providing innovative and timely advice and subject matter expertise,*
- *Supporting the development of existing and new concepts, policy and doctrine,*
- *Providing specialized education and training, and*
- *Contributing to the lessons learned process.*

The way CCOE influences, interacts, develops and promotes identified evolution requirements of CMI / CIMIC is scoped in the **CCOE Vision**:

CCOE acts as catalyst for NATO transformation on all aspects of CMI and CIMIC on the multinational level. As such:

- *CCOE is the champion for multinational CIMIC concepts and training & education in the context of current and future complex challenges.*
- *CCOE is an acknowledged CIMIC expert and knowledge implementation house as well as a major catalyst for Civil-Military Interaction within a comprehensive approach.*

As the overall level of ambition the CCOE vision provides the direction for its positioning and effectiveness in the entire engagement spectrum.

1.2. Quality Strategy

The aim of this policy is to provide orientation, define procedures and the methods (e.g. tools), for CCOE's efforts to follow up, support and develop the education provided and supported by the CCOE. This policy strategy describes how the Quality Policy is implemented, monitored, revised and reviewed. The policy is intended to contribute to a high level of quality of E&T by offering course directors, instructors, guest instructors and speakers and student's guidelines and tools for effective work on quality. The target for development is the enhanced quality of the knowledge and skills acquired by the CMI / CIMIC Community of Interest.

1.3. Quality Management Monitoring

Quality assurance (QA) is recognized as being the responsibility of all staffs. Responsibilities within the CCOE are as follows:

- The Coordinating Committee (CC) oversees the implementation of this policy. The CC will supervise its implementation and effectiveness at intervals consistent with the review of the Annual Quality Assurance Plan (Annex to Program of Work) and approve amendments if required.
- The Director CCOE is ultimately responsible for the application of the Quality Assurance Policy and procedures.
- The Deputy Director/Chief of Staff is Department Head for the NATO CMI/CIMIC Discipline. He approves the annual Quality Assurance Plan and forwards the Discipline Alignment Plan to Joint Force Trainer/ACT in the framework of CCOE's Program of Work, monitors and signs-off the completion of planned QA steps.
- The Branch Chief Planning & Coordination Branch (BC P&C) as the dedicated Quality Manager (QM) is responsible for verifying completion of the graded review process. He is also responsible for all steps specified in the relevant Course QA Battle Rhythm and the Quality Assurance Policy are authorized, before releasing information products and services. The QM oversees and co-ordinates the preparation of Course QA Battle Rhythm, and monitors and updates and improves the operational procedures as required.
- The Branch Chief Training & Education (BC T&E) is responsible for the overall preparation and conduct of the Quality Assurance Process within the T&E Branch in cooperation with the QM and the Officers Project Responsible (OPR(s)). BC T&E appoints from the T&E Branch one overall OPR for the individual training programme and one for the collective training programme and also the single Course Quality Managers (CQM).
- The overall OPRs for the individual-/collective training programmes are responsible for the coherence including the Quality Assurance Process within the programmes.
- The Course Quality Manager (CQM) (= Course OPR) and his/her back up is responsible for the content development and the conduct of the single Course type and the QA Battle Rhythm within the course,

- Course Directors are responsible for executing Course QA Battle Rhythm for each course, and for ensuring that all quality assurance steps specified in those plans are observed and accomplished. All staff participating in / contributing to a course share the responsibility for identifying and reporting any observed quality issues and for recommending corrective actions.
- The Section Head Computer and Information Systems (CIS) is responsible for IT infrastructure and service provision and hence for ensuring the security and integrity of data held in files and databases.
- The P&C Coordination Section in close coordination with the course director is responsible for provision of the CIMIC SME support (syndicate coaches, lectures, role players, interpreters etc) as laid in CCOE CIMIC SME overlay and planned during the yearly NATO CIMIC Training & Education Conference.

1.4. Measurement and Assessment

CCOE's commitment to an enhanced quality of CMI / CIMIC E&T aims to ensure a match between each learner's skills and knowledge acquisition with the appropriate course, through interview, appropriate guidance and diagnostic assessment.

In order to achieve CCOE's aims it is vital to regularly evaluate all aspects of provision of E&T by systematically:

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

Guiding Principles

CCOE's standards and guidelines for quality assurance include:

- A publicly available Quality Assurance (QA) policy for the continuous enhancement of quality, including the CCOE Organization, and the description of the student's and other stakeholders' involvement,
- Formal mechanisms for the approval, periodic review and monitoring of CCOE's provision of E&T,
- Course QA Battle Rhythm (see Annex 2) to collect, analyse and use relevant information for the effective management of CCOE's courses, e.g. student satisfaction criteria, instructor satisfaction criteria.

- Use of the CCOE website to provide public information on QA policy and detailed information on content, courses plan, job descriptions, and facilities to ensure full transparency.

1.5. CCOEs role as Department Head – Aim, Responsibilities and Execution

- CCOE supports the Joint Force Trainer (JFT) and the Requirement Authority (RA) in developing an adaptive and flexible Strategic Training Plan to unite and synchronise training efforts,
- CCOE supports the JFT in conducting the Training Requirements Analysis (Operationalization) which includes recommended solutions for identified gaps and redundancies,
- CCOE leads/approves the Training Needs Analysis (TNA) in order to define learning and enabling objectives which are required to eliminate performance gaps,
- CCOE will translate the operational requirements into E&T within the CMI / CIMIC subject, programme, module or course,
- CCOE coordinates with the RA to ensure education and training meet NATO requirements,
- CCOE will recommend changes within NATO CMI / CIMIC E&T to the RA (and if necessary to JFT),
- CCOE as the Department Head leads the NATO CMI / CIMIC E&T development process (Community of Interest contributes) and submits developed curriculum to JFT for accreditation and incorporation in ETOC/e-ITEP (Education and Training Opportunities Catalogue/electronic-Individual Training and Education Program),
- Once accredited, CCOE on behalf of JFT ensures that all NATO CMI / CIMIC programmes, modules and courses are designed, developed and conducted in accordance with the established E&T educational standards, to include course core elements: Instructional guides, course description.
- CCOE applies and sets educational standards to which the programme, modules and courses will adhere,
- CCOE will establish and offer support to the CCOE Sponsoring Nations (SN), NATO entities and beyond to ensure high level of quality of CMI / CIMIC training (see Annex 5: CCOE support to E&T).
- CCOE on behalf of JFT conduct the annual Discipline Conference, called NATO CIMIC Education and Training Conference (NCETC) with participation from the Community of Interest (RA, Subject Matter Experts (SME), E&T Institutions, COEs, PTECs (Partnership Training and Education Centres), CC and civil organizations), to ensure that all CMI / CIMIC E&T is aligned and manifested in the Discipline Alignment Plan.

1.6. General Remarks

Primarily internal reviews of the courses or course content parts will be carried out by the teaching staff within the T&E Branch, supported by the QM. Revised topics should

be subject to a second review (external review) by SMEs out of the CIMIC Community of Interest (CCOI) and/or representatives of the RA (Stakeholder review), and/or if appropriate by civil organizations (CIV), to ensure that the operational requirements are continuously covered, transparent and aligned with NATO's Strategic Guidance.

The Parties (RA, CCOI, CIV) and the CCOE CC will be routinely informed of all course enhancement and adjustments. This will be accomplished firstly during the annual NCETC (Annual Discipline Conference) and secondly through the discussion and approval of the annual Program of Work, specific QA review efforts based on new operational requirements, regularly reports, as well as the ongoing work relations and dialogue among the Directorate and the parties. The Parties will be notified in advance of stakeholder reviews so that they may inform stakeholders in their respective countries about opportunities to be involved in the process.

1.7. Collective Training and Exercises

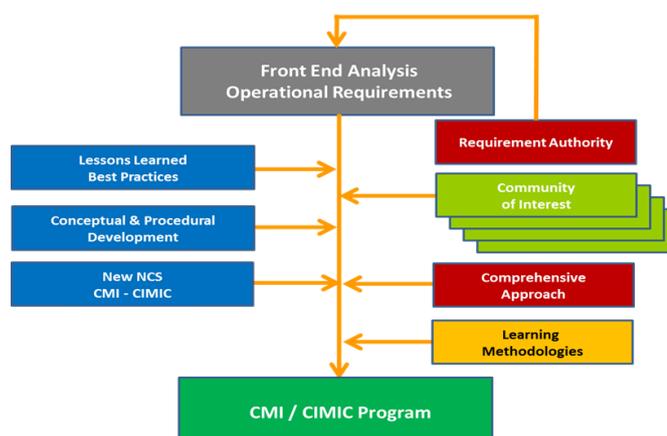
To be added if applicable = if anything for CCOE as training institute. RA/DH is currently analysing the topic including roles/responsibility.

2. Approval, Monitoring and Review Process of Programmes and Awards

2.1. Analysis and Development Criteria

- Addresses the requirements identified by RA.
- Developed in close cooperation with CMI / CIMIC Community of Interest.
- In line with the emerging CMI / CIMIC concepts and procedures.
- Open for civilian actors.
- Addressing operational requirements across all levels.
- Consistent with NATO PE/CE Job Descriptions.
- Most recent didactical scope and learning methodologies.
- Full integration of e-Learning / Advanced Distributed Learning (ADL).
- Modular composition of courses.

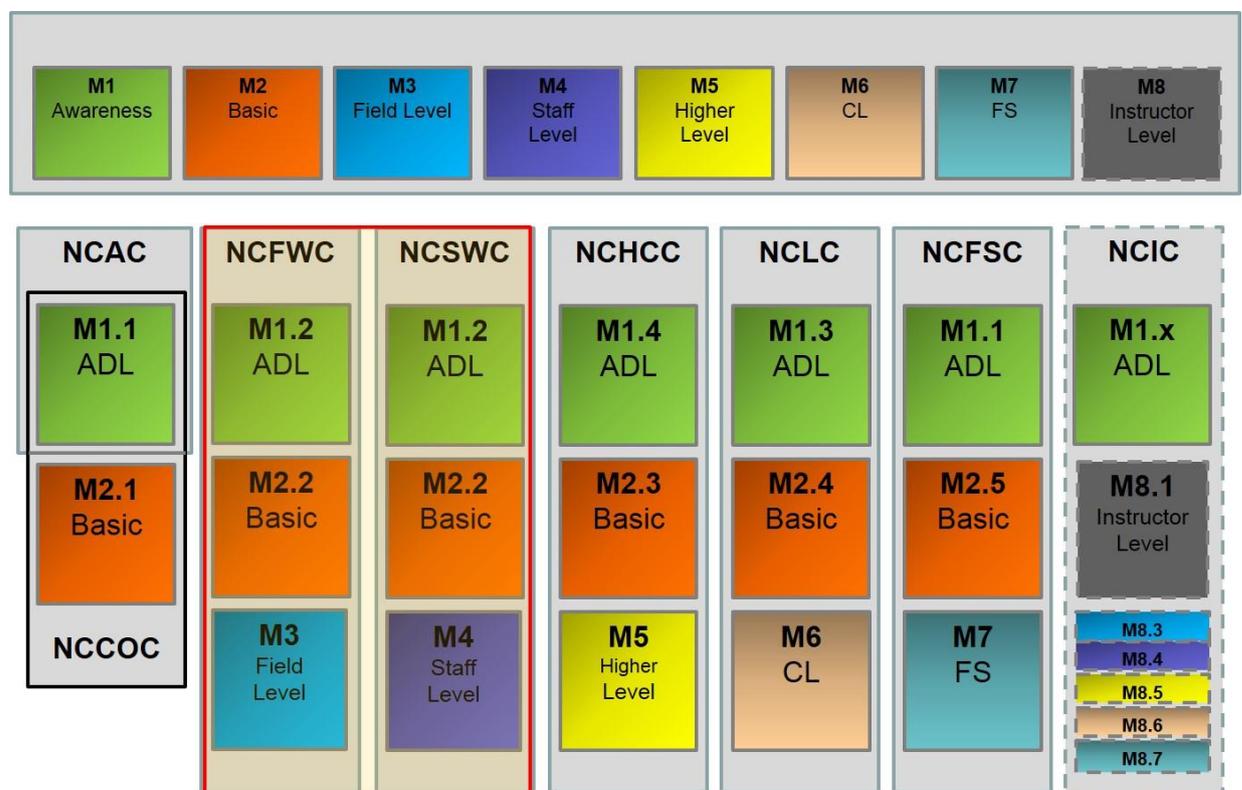
2.2. Curriculum Design and Development



The given development parameters were to adapt to the rapidly changing operational and tactical environment, to reflect the emerging role of CIMIC as a key facilitator for military contributions to comprehensive Civil Military Interaction requirements and to anticipate the implementation requirements of the evolving new NATO Command Structure in this context. Special attention was to be given to design NATO CIMIC E&T products addressing the special needs of the respective command levels at strategic and operational level as well as at tactical level. To reflect the identified training needs the overall course landscape is customer oriented and demand driven and provides a maximum of flexibility by using the Competence Based Education and Training Approach (CBET). Subsequently, the CCOE designed a NATO CMI / CIMIC Landscape holistically addressing operational and tactical challenges as demanded by the customer.

The new course landscape has been designed as a modular system. This allows the CCOE to meet the customer requirements in a most flexible and efficient way:

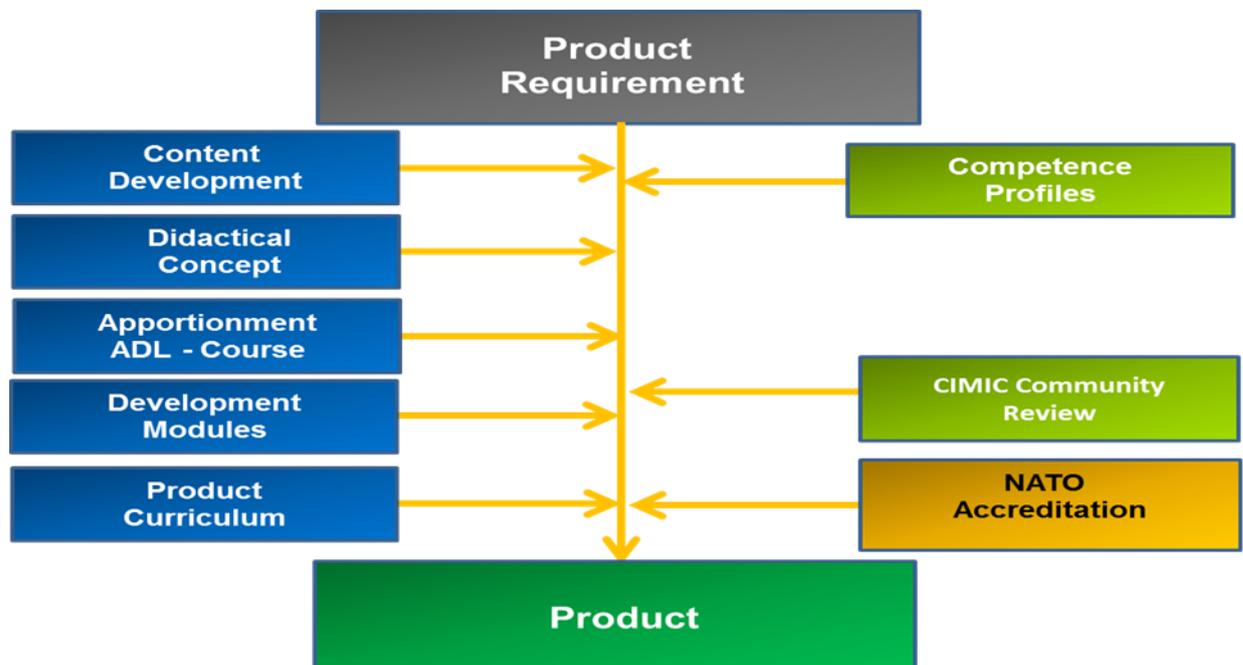
- Tailor made courses can be generated for individual demands on short notice and little effort. No matter whether they may be residential, exported or e-Learning / ADL courses.
- Some of the modules are interchangeable, e.g, course participants from the NCFWC (or former NCBC) meet the pre-requisites to attend the NCFWC entering the second week.



The courses are:

- NATO CMI/CIMIC HIGHER COMMAND COURSE (NCHCC),
- NATO CIMIC STAFF WORKER COURSE (NCSWC),
- NATO CIMIC FIELD WORKER COURSE (NCFWC),
- NATO CIMIC FUNCTIONAL SPECIALIST COURSE (NCFSC),
- NATO CIMIC FUNCTIONAL LIAISON COURSE (NCLC) and the
- NATO CIMIC ADVANCED DISTRIBUTED LEARNING AWARENES COURSE (NCAC),
- NATO CMI/CIMIC ORIENTATION COURSE (NCCOC)
- NATO CIMIC/CMI INSTRUCTOR COURSE (NCIC). (under consideration)
- CMI / CIMIC COMPASS Course (CCC).

All courses are supported by e-Learning / ADL Modules and adhere to the most recent learning methodologies. The residential part of the courses are conducted at the CCOE location or in a regional training assemblage following the Smart Defence approach by supporting the developing of national capacities (see Annex 5). As the NATO CMI / CIMIC E&T Landscape has been designed as a modular system it allows the CCOE to adapt specific customer requirements in a most flexible and efficient way. As all products are based on the requirements and contributions of the NATO Command Structure and the Community of Interest, that includes the Sponsoring Nations, participating in the regular organised series of Education & Individual Training Review Workshops led and facilitated by the CCOE. This “code of conduct” ensures that all products do reflect the demands of CCOE’s customers. All NATO accredited courses at CCOE can be requested via the CCOE Webpage.



2.3. Curriculum Implementation and Educational Standards

Background

The recent years have proven an increasing complexity to be in the operational environment. Simultaneously changes to the war fighting doctrines were observed. In addition fewer personnel are available for more and more complex tasks. This leads to a more efficient approach towards education and training, wisely using the time available for personnel development. Effectiveness and efficiency are key to deliver high level education and training.

Being a NATO Center of Excellence the CCOE creates and maintains a curriculum that provides modern, high quality Education and Training (E&T), in line with military and civilian educational developments. In order to establish this high quality E&T a learning methodology applicable to the entire curriculum is required.

Definition

To establish a learning methodology a comprehensive understanding of learning methods is key. A definition of the term is:

A learning methodology is the system of methods that are used during the process of teaching and learning (with the focus on learning).

Prior to the determination of a learning methodology it is essential to look into the characteristics of CCOE 's E&T.

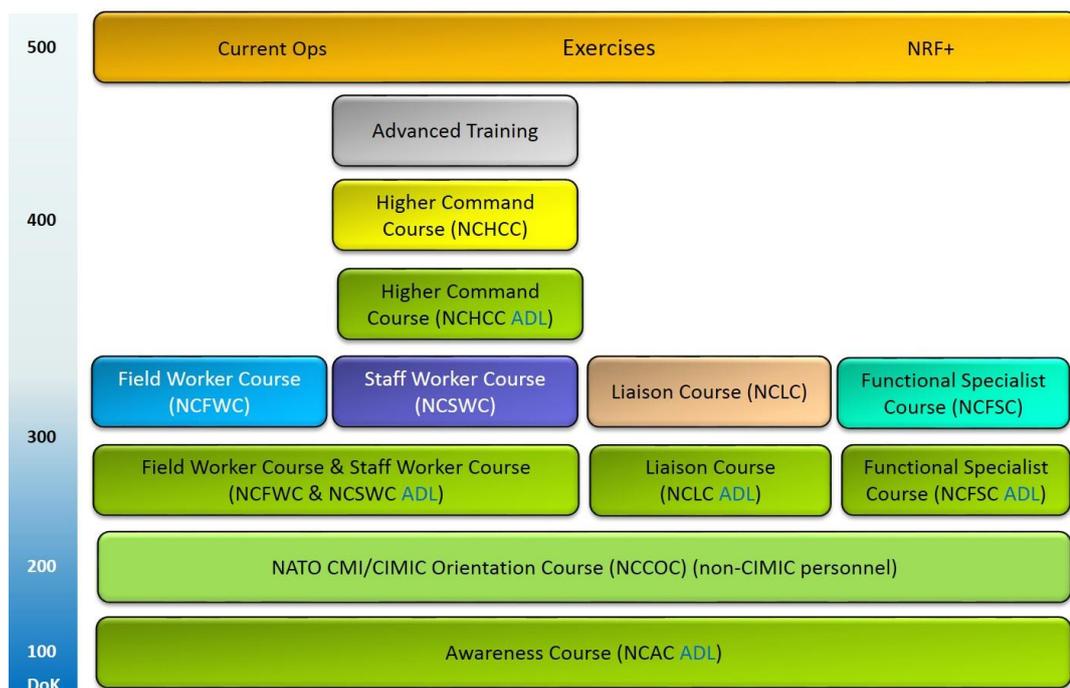
Requirements of features or characteristics.

The CCOE E&T can be described by a number of features or characteristics. To determine a learning methodology a review of these features and characteristics is required. CCOE 's E&T is based on the following features/leading characters:

1. **Flexibility.** Due to tremendous changes of the operational environment, the needs of the target audience are changing constantly. On the other hand E&T is driven by fiscal aspects demanding efficiency and effectiveness more than ever since. A system of flexible E&T is key to respond to both. Occupational profiles need to be revalidated on a regular basis to ensure topicality. Flexibility results not only in updated E&T, it also has to facilitate tailor made E&T, where the customer (group or individual) define specific E&T requirements.
2. **Demand Driven.** To properly address the E&T requirements driven by the evolving operational environment and across the whole spectrum of CMI / CIMIC activities, a demand driven system of education and training is needed. CCOE strives to deliver demand driven E&T where the customer determines and validates the occupational profiles. Also during the development of the course content the customer is involved (customer control group).

3. 'Train as you interact (fight)'. The E&T of CCOE is to reflect the occupational reality as much as possible. A learner's motivation does experience a higher level, if E&T is able to provide transparency on how the occupational reality is reflected by the learning objectives to be achieved in the framework of a course.
4. Active involvement. Student's active involvement plays a key role in the framework of modern and adult E&T. Wherever applicable the student is asked perform individually and or in a group of learners (Syndicate). Results/Products are to be presented individually or as a group. Throughout the duration of a course the role of the coaches changes stepwise but continuously from teaching to guiding the students by performing as a tutor. The CCOE strongly recommends and applies to this approach towards modern E&T.
5. Comprehensive Approach (CA). CMI / CIMIC E&T provided by the CCOE E&T has to reflect the challenges coming alongside with NATO's view to the Comprehensive Approach. Across the CMI / CIMIC landscape and all Depth of Knowledge (DoK) levels of CCOE Courses the CA is applied. From performing CMI / CIMIC activities at tactical level up to the Comprehensive Operational Planning Directive (COPD) and the products CIMIC has to deliver in the framework of this process at operational and strategic level the mindset of CA is driving the products to be produced by the students.
6. Applied modern civilian education. CCOE aligned its E&T with modern learning approaches used in the civilian world of modern and adult education. Civilian E&T has been developing over the years, introducing new ways of learning, with a renewed setting for the teaching staff, the students and the learning environment. Employed with the development of new courses' content simultaneously the CCOE assisted by civilian education experts took the opportunity to introduce the most modern learning methods.

The picture below depicts the CMI / CIMIC Program with the Depth of Knowledge levels.



Determination Learning Methodology

With the six requirements for CCOE E&T as stated above, a scan of available learning methodologies has been made. Four learning methodologies have been selected as suitable for CCOE E&T. The four learning methodologies are:

1. *Competence Based Learning (CBL)*: focuses on outcomes of learning. CBL addresses what the learners are expected to do rather than on what they are expected to learn about (know). CBL advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills and behaviors a student should demonstrate at the end of a course. CBL is adaptive to the changing needs of students and the customers' needs.
2. *Blended learning (hybrid learning)*: a combination of different learning environments. It is a set of learning – and/or education activities, where e-Learning / ADL is combined with face-to-face education.
3. *Scenario based learning*: puts the student in a real context. The use of scenarios helps the student better understand the decisions he/she has to take. Scenario based training provides an active learning experience with proven effectiveness.
4. *Project Education*: methodology where students are working in a group (project setting), analyzing a complex problem of the actual working field/context. Based on an assignment the problem will be resolved in the form of a realistic occupational product. The focus is not only on the product, but also on the process.

Motivation

The four learning methodologies have been selected based on one or more reasons. Below the motivation of every learning methodology is stated.

1. *Competence Based Learning because*:
 - a. The E&T of CCOE is focused on outcomes (demand driven education and training), rather than inputs.
 - b. CCOE E&T emphasizes on skills and delivering products (written and/or oral), rather than focusing on knowledge.
 - c. A learning methodology is needed that is flexible due to the national and international changes in the operational environment of the 'CIMIC-er'. CBL is flexible since its fundament lies in the determination of a competence / occupational profile. CCOE has developed occupational profiles as a base for every course. The internationally known method of DACUM (**D**evelop **A** **C**urriculum) was used. The occupational profiles of DACUM can be adjusted quite easily.
 - d. There is an increasing variety of CCOE-students, with their specific needs. Using CBL individual learning wishes/needs can be addressed. This resulted in tailor-made courses.

- e. CBL approaches education as a whole. Instead of mainly focusing on the transfer of knowledge/topics, CBL concentrates on the learning of competences (a combination of knowledge, skills and attitude).
- f. The CBL learning methodology matches with the concept of 'train as you interacts (fight')).

2. *Blended (hybrid) learning because:*

- a. Also in real life there is the possibility of working in different environments. 'CIMIC-ers' sometimes work in a combination of face-to-face contact and long distance contact (via telephone, email, internet, VTC, etc.). Therefore, CCOE has adopted blended learning as one of its learning methodologies, combining ADL (pre-course-packages and/or e-learning / ADL standalone course) and face-to-face learning.
- b. Using the methodology of blended learning CCOE E&T can reduce the time that needs to be spent at CCOE. Therefore pre-course-packages have been developed and distributed to all students. Prior to attending the face-to-face part of the E&T the students will obtain CIMIC awareness + other lower cognitive skills needed by following the pre-course-packages.

3. *Scenario based learning because:*

- a. Scenario based learning is in line with the concept of 'train as you interacts (fight')',
- b. Scenario based learning has been proven a successful and effective training method for many years, both in the military as well as in the civilian world.
- c. This learning methodology is familiar to most military personnel. It is easier to use a commonly understood methodology, so not a huge amount of time needs to be spent explaining and introducing the learning methodology.
- d. Part of the scenario can be put in the pre-course-packages. Scenario based learning includes an active role for the student. Since CCOE underlines an active role of students this methodology is suitable for CCOE E&T.

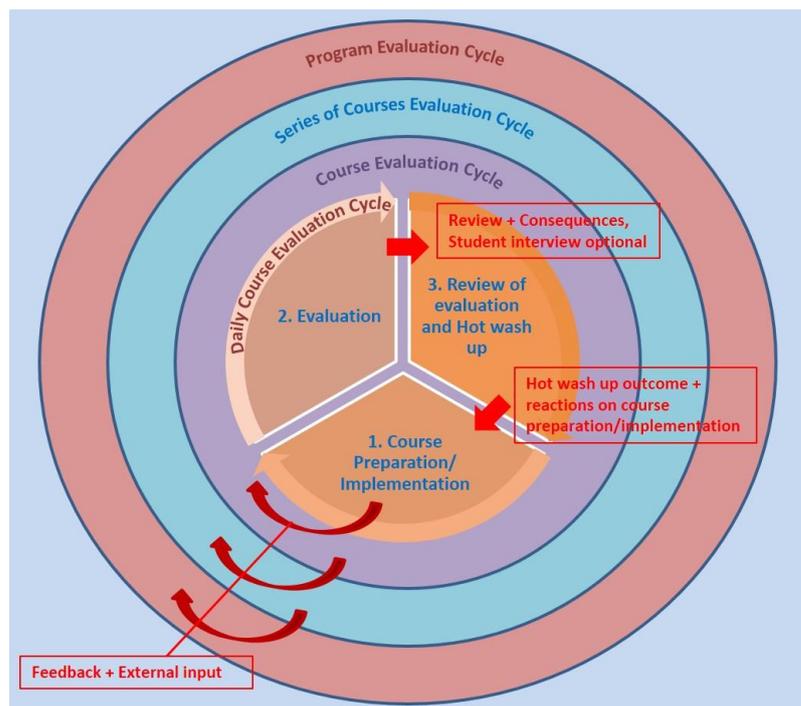
4. *Project Education because:*

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

2.4. Instructional Process and Evaluation

The Quality Assurance Procedures set out below are supported by editorial guidelines and digital review procedures, and other operational standards and guidelines as required. They are fully integrated into the annual Program of Work, implementation and

reporting cycles and will be reviewed annually and recommended changes or amendments put forward for approval with the Program of Work.



The overall CCOE Quality Assurance Cycle depicts how the evaluation process (Curriculum and Learner Evaluation Process) functions. Detailed procedures for the Curriculum and Learner Evaluation of the single course are described in Annex 2. After several iterations of one specific course the QM will initiate and conduct a “Series of Curriculum and Learner Evaluation” as described in Annex 4.

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

Annual Quality Assurance Plan

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

Course Control Management Process

The process involves all involved with different involvement and focuses on the different stages of executing the single course. All listed forms, formats and reports are digitally operated and available. The main events are:

- Before the course.
 - 6 weeks before the course. The involved CCOE staff (P&C, T&E and SPT) meets following a checklist (see ANNEX 2A) to ensure all needed topics are addressed. A CCOE Staff Order is issued, signed by the Deputy Director (DDIR) listing conclusions and responsibilities and external support (Syndicate Coaches (Instructors), SMEs etc. are contacted/informed.
 - 4 weeks before the course. The student receives the “Student Info Guide” (see ANNEX 6) and the required information for starting the mandatory pre-course ADL part.
 - The teaching staff (CQM, CD and syndicate coaches) meets for the “familiarization programme” (see point 4 and ANNEX 4A) 3 days before the course start.
- During the course.
 - Daily. The figure below depicts the details and personnel involved in the process during execution of the course.

Evaluation Scheme per single course

Frequency	Lead	Involved	How	What	When	Where
Daily	Students		Paper form	Lectures	During the day	Classroom
Daily	Course Director	Training Staff	Meeting	Hot Wash Up	End of day	Meeting Room
Daily	Course Director	Students Coaches	Meeting	Reflection Look ahead	Start of Day	Classroom
Once	Students Coaches SME		Digital Survey	Overall Course	Last Day -1	Digital
End	Course Director	Students Coaches SME	First Impression Briefing Reflection	Overall Course	Last Day	Classroom

- **Student.** Fills in and hands in daily a questionnaire (so far in paper form, will be fully digitalized in the near future (2. half of 2014)) addressing their learning outcome based upon the learning objectives per learning topic per the day. This includes evaluation of both single lectures but also practical assignments, syndicate work, role plays, SMEs etc. (example of questionnaire in ANNEX 3B) At the start of the next day’s programme, the student discusses/is informed about adjustments of the course programme deriving from both student’s and training staff’s feedback.
At the end of the course the student finalizes his individual course survey carried out digitally (see ANNEX 3B1) addressing all aspects of the course (admin, support, learning outcome etc). 6 month after the course, the students

are again asked via a digital survey focusing on their application of the learning outcome (see ANNEX 3B3).

- **Training Staff.** Meets at the end of every day to address the outcome of the single day which includes conclusions derived from the filled in questionnaires from the students and own observations. Learning difficulties, weak and strong individual performances are addressed and adjustments to the following days programme decided and agreed upon, if applicable.
At the end of the course the coach/instructor fills in a course specific digital survey (see ANNEX 3B2) addressing all aspects of the course (admin, support, learning outcome etc).

- **SMEs/role players** are instructed by the CD before their individual involvement and the CD provides/receives feedback following their assignment's execution. Student feedback through the daily questionnaire is shared with the SMEs and role players at the earliest convenience.

The cumulated outcome of the individual feedback and the digital survey is presented to the student body and the training staff (including the relevant OPRs, CQM and a representative for the CCOE Directorate ((D)DIR) at the last day of the course by CD in plenum. Specific aspects/topics of relevance are addressed to reflect upon final comments/conclusions. The outcome of this process consequently becomes part of the Course Report (see ANNEX 3D).

- **Remark.**
The course specific daily questionnaire and the final digital survey is applied in all iterations of a specific course type also outside CCOE (See Annex 5) to allow the CQM a direct outcome comparison of course series to identify trends to be addressed
The DH and the CQM also pay a visit to all courses conducted outside the CCOE in order to address the execution (see Annex 5).

- After the course.
 - Two weeks after the course. The involved CCOE staff (P&C, T&E and SPT) meets and evaluates the course with focus on admin and support based upon feedback from participants (digital survey) and own observations. Agreed upon and necessary adjustments to coming courses are implemented.
 - NLT 4 weeks after the course the CD forwards the commented (by CQM, OPR, BC T&E and QM) "Course Report" (see ANNEX 3D) to DDIR highlighting findings and suggestions for adjustments/improvements (if so identified).
 - NLT during the "familiarization programme" for the next course iteration lessons plans; briefings, vignettes etc. are adjusted in accordance with the findings from the previous iteration(s).
 - After a number (case-by-case – specified in the "Annual Quality Assurance Plan" (Annex 1)) of iterations of a single course type, the QM conducts a written evaluation of the course type leading to suggestions on possible adjustments/improvements. The need to initiate a new Training Needs Analysis (TNA) might

be the result of the process, recommended to be carried out every 3 years anyway to ensure content relevance related to doctrine developments, mission and exercise experiences and inputs from civilian partners, etc.. The evaluation is based upon the relevant course reports, the feedback from the digital survey conducted 6 month after the courses, feedback from the RA and the Community of Interest including outcome/findings from the annual Discipline Conference. The report is presented for comments/approval to the CCOE Directorate ((D)DIR) and the proposed changes are implemented primarily through the “Annual QA Plan (Annex 1) (internal focus) and the Discipline Alignment Plan (external focus).

3. Assessment of Students

The main focus is to assess, if the students have achieved the required **skills** (is able to “translate” the achieved knowledge into products and procedures) at the end of the course rather than testing gained knowledge through teacher controlled test-questionnaires. The assessment of the learning outcome in the single course is based upon two main efforts: a) The student’s self-evaluation and b) the training staff’s evaluation of the single student.

a). Self-Evaluation

The student will through passing the mandatory pre-course ADL have the first feedback on own understanding of the topics and knowledge within the course allowing the student to identify own understanding and possible weaknesses. The student has also access to the course programme including course documents allowing the student to have an overview of all learning objectives and the way to achieve those before starting (and during) the residential part of the course. During the course, all lectures and syndicate works etc. starts with listing the learning objectives for the following learning process and the instructor/coaches end the session with listing the most important take a ways. The student evaluates at the end of the day the outcome through filling in the daily questionnaire (paper form) again addressing the learning objectives. This allows the single students to identify own understanding of the topics and enables the students to do self-study and/or to ask for assistance from the instructor/coaches in the following days.

b). The training staff evaluation of the single student’s performance

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

4. Quality Assurance of Faculty and Staff

The effort is based on mixture of focused Personal Development Plans for CCOE personnel, (NATO) CIMIC Instructor Course (to be developed), Job Descriptions for Syndicate Coaches (ANNEX 4B), Instructor Familiarization Programme (ANNEX 4A), Instructor evaluation and identification etc., to guarantee that staffs involved in teaching students are qualified and competent, including procedures to identify the current level of expertise of SMEs, guest speakers/contract lectures. A prioritized effort is put on addressing the instructors improving their skills as being coaches/tutors for the students.

- The CCOE Personal Development Program ensures adequate education and training based on job descriptions and the institution needs and extends personnel's abilities for international and/or national assignments and their own advancement. It includes orientation and briefings for newcomers to train them on specific tools and processes used by the CCOE.
- The Instructor Familiarization Programme, conducted before each course, ensures that in-house/guest instructors are familiar with the educational standards as well as with course specific topics.

5. Learning Resources and Student Support

Means of support and instruments which ensure that the resources available to support the student's learning process are adequate and appropriate for each course offered.

- Student and Instructor feedback for continuous improvement is part of the Course Evaluation Tools (see Annex 3),
- Student and Instructor support includes: lodging, transportation, meals, access and extra-curriculum activities as well as the seat allocation and budget.

Information for students and instructors is available through the CCOE Webpage, the Course Admin and "Student Info Guide" (see Annex 6).

6. Communication and Information Systems

CCOE aims at exploiting the newest technology creating not only an inspiring learning environment but also to maximize the dialogue with- and information of students, SMEs, instructors etc. throughout the whole process including the follow up 4-6 month after the participation in a residential part of a course (E.g.: point 2.4.ff., 3., 5, 7, Annex 3-4 and 6)

7. Public Information

CCOE makes all information available on the CCOE Webpage. For E&T on a dedicated tab (<http://www.cimic-coe.org/te/cp.php>) where the public can find all information on courses etc.

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