What are the perceptions of Phase 1 Military Instructors regarding their role?

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Abstract

The aim of this research was to investigate the perceptions of phase 1 military instructors regarding their role and perceived effectiveness in the delivery of teaching. It further examined, whether phase 1 instructors believe their current delivery methods and intuitional parameters allow them to provide a dynamic and less didactic learning experience. It, in addition, investigated their views and perceptions in to the military pre-employment instructional training and Continuous Professional Development (CPD) that they have been offered.

The thesis followed a five chapter layout, firstly introducing and giving a detailed description into the manner in which military training is organised, then specifically analysing the organisation of military phase 1 training. The introduction further focused on the military instructor and how they integrate within the current military Army Instructor Functional Competency Framework. The literature review undertook a broad context of reading relevant to the subject. It explored other author's views, opinions and facts in relation to the military instructor's capability.

The research methodology used in this thesis analysed the relationship and conceptual structure of the questionnaire and interview questions against specific quantitative and qualitative questions combining the overall research questions. Using different methodology of data collection for the research, the researcher hoped the data provided may point to certain themes within the findings and conclusions. 69 participants completed the paper questionnaire and 8 participants were interviewed.

The findings of this research critically analysed the spectrum of perceptions from the military phase 1 instructor including both qualitative and quantitative data from the interviews and the questionnaires collection methods. The responses indicated that the military instructor had a positive approach to their delivery in producing the end result (trained recruit). The research indicated that the instructor perceived their training as somewhat basic in its delivery; but gave them foundation knowledge and skills to build upon. The main conclusions of this research found that the military instructor felt restricted to deliver the training within parameters set by the military stakeholder and going outside these was looked on as not acceptable. The results also highlighted that many instructors perceived the use of technology in phase 1 training as a hindrance rather than a learning asset, there were a small majority of instructor who felt that technology could improve the delivery and support the modern technology savvy recruit.

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Preface

The opinions stated in this research project and any conclusions drawn are solely that of the author. They should not be construed or, in any way reflect the views of, or be approved by, or be policy of the Ministry of Defence (MoD), the Army Recruiting and Training Division (ARTD) or Army Headquarters (Army HQ).

The Lord Blake Report (2002) reported on the effectiveness of the military instructor in trying to provide a wholesome learning experience for adults in military training. This report effectively changed the nature of the military phase 1 training and led to a focused and wholesome development of military instructors over the last decade. But how has this change been perceived by the military instructor? What have the military learnt since the publication and has the military instructor developed its delivery?

Much talk is made of the military instructor role, their capability, capacity and the use of non-linear teaching or technology within learning in Phase 1 and 2 military training. But, can we quantify the need to change this by analysing the current way the military instructor is trained and how it subsequently delivers its learning? Do military instructors perceive that they need to adopt a different approach in their delivery, such as blended learning experiences as opposed to a didactic, instructor led, précis heavy approaches which is sometimes associated with the current military delivery model.

Is the current delivery model used by phase 1 instructors conducive to how the military training audience ('The modern youth'), who have been conditioned to learn differently in schools, colleges and on street corners? This research may be able to quantify some of these delivery aspects, thus analysing any possible requirement for change. The research also looks at phase 1 instructor's perception into the suitability and breath of initial and continuous instructor training and development.

This research is potentially important, as over the last decade, there have been positive developments in the training and education of military instructors, however, there is always the potential for the contractualism of certain aspects of military training to civilian training providers. The current development of military instructors is evolving in an attempt to keep pace with the changing nature of learning and the skill requirement of the military. By researching this subject, the researcher intends to identify common trends or areas of development, which can be utilised to further improve the delivery of military training and highlight best practices, whether this is in policy changes or within the practical application of teaching and learning.

Acknowledgment

Statement of Authorship

I, Jamie Russell Webb-Fryer, confirm that the material contained in this thesis is all my own work and where the work of others has been drawn upon, it has been properly acknowledged according to appropriate academic conventions. This thesis has not been submitted for examination at this or any other institution for another award.

CHAPTER ONE: INTRODUCTION TO THE RESEARCH

1.1. Introduction and Background

"Be the Best" is the official motto of the British Army but how can it quantify this statement to other nations and the UK public? According to the Ministry of Defence website (2014), "Its aim is to ensure that the military have the training, equipment and support necessary for their work". The British Military is one of the largest military services in the world and is one of the biggest UK employers, employing approximate 144,000 regular military personnel and 35,000 reserve military personnel across the three military services together with 80,000 civilians. These military and civilian personnel are required to undertake education and training in order to perform their role. However, this research will purely focus and explore the British Army's regular military soldiers phase 1 training and the military instructors perceptions in to their role in the delivery of this training.

Des Browne, member of parliament discussed in a newspaper article in 2008 that "During their service they (soldiers) learn new skills and become highly trained individuals who, in turn, become extremely employable – that is the opportunity that the military gives them", but how are the skills and knowledge obtained and delivered?

Structured and non-structured education and training in some form or another occurs on an almost daily basis within the British Army. The range and scope of the learning that takes place is enormous, in a sense that, it covers a wide variety of subjects and is delivered in both a formal and informal manner. The majority of this learning occurs in an incidental, informal, non-structured workplace environment and takes place unobtrusively outside the traditional classroom setting, creating an empowering, innovative and participative learning environment for both the learner and the instructor.

However, throughout the soldier's career, 'structured' learning takes place; much of this is a mandatory requirement for initial and further career progression and for the soldiers' capability to operate in their specific job role. It is the delivery of this 'structured' learning and its platform that will be explored and the impact this has on the learning process and its delivery by the phase 1 instructor.

Learning conducted within the military has distinct characteristics in terms of the subjects the learner has to undertake, for example, 'counter insurgency'. However, the

delivery of these subjects and process of teaching and learning are not largely different to a civilian training and education organisation.

1.2. The British Army Organisation

The British Army is an evolving organisation that has developed throughout the last two centuries; it has distinct characteristics that are similar to many other modern day democratic armies. The British Army has had to adapt to meet the modern global requirements that transpire from global warfare coupled with the defence of British interests. With the change in modern warfare, much of how an Army operates now reflects what the society and the nation believe is right and the military training reflects this changes.

As an organisation, it has both group and individual identities that can similarly be associated to other non-military organisations. Although each department (Regiment/Corps) has its own formal identity, they all consist of a hierarchy, social, individual and cognitive structure; for which those who belong to them understand and value. Mael and Ashforth (1995) argue that the cognitive structure and social identity of individuals are shaped early in a groups formation; they further suggest that:

> "Individuals classify themselves and others into groups as a means of ordering the social environment and locating their place within it. Thus, social identification is the perception of belongingness to a group and a sense of oneness with the group, and organizational identification is a specific form of social identification." (Mael & Ashforth, 1995, p. 136)

Mael and Ashforth (1995) theories are similarly associated to that of the military organisation, the behaviour; attitude, values and the performance of the majority of its members (soldiers) are based on the foundation of years of trusted commitment, teamwork, empowerment and importantly, structure. However, the pace of work has dramatically increased over the last two decades and is placing new demands onto the individual soldier, those that train them and the military organisation in general. Those individuals and departments have to work and interact with each other more, resulting in a relationship within a formal structure that supports and works to the military goals and requirements, but may also satisfy individual needs.

However, many have argued that the unique nature of the military organisation has led to those involved and its members judging the training experience in such a manner

that they have participants have been institutionalized. This has been explored by Goffman (1961), where he summarises that the military is one of societies five groups of institutions, and that in particular it is classed as a 'Total' institution, supporting the framework of the daily life of the soldier who will eat, sleep, train and work together in a structured manner and rely on each other's existence.

The military organisation unlike many civilian organisations has its own educational and training structure, management and organisation to satisfy its own specific and unique requirements. According to Bush (1995, p. 29) he described that, there are six major models: formal, collegial, political, subjective, ambiguity and cultural structures within a learning organisation. The official structure of any organisation is principal to its success; the military structures within the formal model are overwhelmingly hierarchically focused, but show a clear division of authority; the structure within the organisation works towards goals of the military, which is pushing the staff to meet its mission and vision. Bush argues that:

> "Formal models assume that organisations are hierarchical systems in which managers use rational means to pursue agreed goals. Heads possess authority legitimized by their formal positions within the organization and are accountable to sponsoring bodies for the activities of their institution". (Bush, 1995, p. 29).

Although Bush is referring specifically to educational organisations, the theory can be transpired into the formal military model.

1.3. Military Phase 1 Training

The complexity of the initial training that soldiers undertake before being assigned to their first unit can be multifaceted and lengthily in time, however, initial basic training remains structurally the same for all recruits. The learning journey for all recruits starts with Phase 1 training at one of the four main training bases located within the UK.

Phase 1 training turns a civilian into a soldier; it teaches the solider recruit about the structure of the military, coupled with teaching them basic military skills such as map reading, small weapon skills, first aid and military discipline; whilst instilling the Army's Core Values and Standards. Solider recruits will develop their fitness and basic functional skills including maths, English and general communication skills, while

developing intrinsic skills such as confidence, self-esteem and motivation which enable them to function as part of a team.

After completing Phase 1 training, recruits are now considered as a basic trained soldier, at this point in their training and development they will be assigned to a specialist training establishment. At Phase 2 training, soldiers are taught specialist skills and knowledge to enable them to undertake and perform their specific job role within the Army, these can range from the teaching a military chef the basic cookery skills to a military engineer being taught construction skills. Phase 2 training can vary in length from a few months to over a year depending on trade specifications requirements.

Effective phase 1 and 2 training requires suitable trained and qualified instructors to deliver it; this is managed through the Army Instructor Functional Competency Framework. Although not in a military context, Powers and Rothwell, supports this by stating that:

> "Instructors will perform with excellence if they are capable, have well defined job roles, know what is expected of them, have the tools to do the jobs, and receive feedback and rewards that reinforce and develop excellent performance." (Powers & Rothwell, 2007, p. 3).

1.4. Instructor Capability

There have been various studies into the effectiveness of military learning, however, this research aimed to study the perceptions of the military instructor in to their effectiveness, capacity and capability in the delivery of training and learning.

The development of the military instructors' capability is potentially very important, as over the last decade, there have been positive advancements in the training and education of military instructors. This development has evolved in an attempt to keep pace with the changing nature of national polices and the learning and skill requirements of the military instructor. In addition, these changes are heavily influenced by the Blake Report (2002), which reported on the effectiveness of the military instructor in providing a wholesome learning experience for adults in military training. Lord Blake's report was initiated by parliament to investigate, along with other bodies, the soldier's suicides that occurred at the Deepcut Military Phase 2 training camp and to the military's duty of care of soldiers under training.

This report highlighted the military's requirement to develop its instructors in a more wholesome manner which has led to a robust and focused approach to the instructor in delivering education, training and welfare within the military compared to 10 years ago.

The Army Instructor Functional Competency Framework policy, was introduced in July 2012 by various military stakeholders to deliver to the Army a more efficient and capable learning process. In today's modern Army, it is essential that the military deliver a cost effective and more streamlined education and training process. The foundation for this learning is that all parties from stakeholders, training establishments, instructors and the learner, all take some responsibility in the learning process. The Army Instructor Functional Competency Framework (2012) policy states that "The responsibility for this development and support lies with all those in instructional and leadership roles, to the extent that these roles overlap".

The framework policy identifies the required competencies of those delivering the education and training of the soldiers and the importance of the management and development of these instructors in order to maximise the learning potential of each and every learner. The policy identifies the requirement to equip instructors with the instructional knowledge and skills to operate within the frameworks and the training and education community. The policy has now brought to the military instructor and the leadership key indicators of their performance, which is now being used to improve training but also forms part of the instructor's own development.

The military argue in the Army Instructor Functional Competency Framework (2012), that it is "a critical function of the military leader, who has a series of tools at his disposal, including supervising, coaching, mentoring, training and educating". This suggests that the military will give their instructors these tools to be able to operate effectively in the training environment; this will be quantified in the data from the research at a later stage in this thesis. The diagram at Fig 2.1 illustrates the overarching framework for the Army instructor capability with the key three interacting stages of instructor management from 'Cradle to Grave'.

Overarching Framework for Army Instructor Capability

Instructor Selection	Attract	Indentify	Select
Instructor Development	Monitor	Develop	Prepare
Instructor Management	Reward		Re-employ
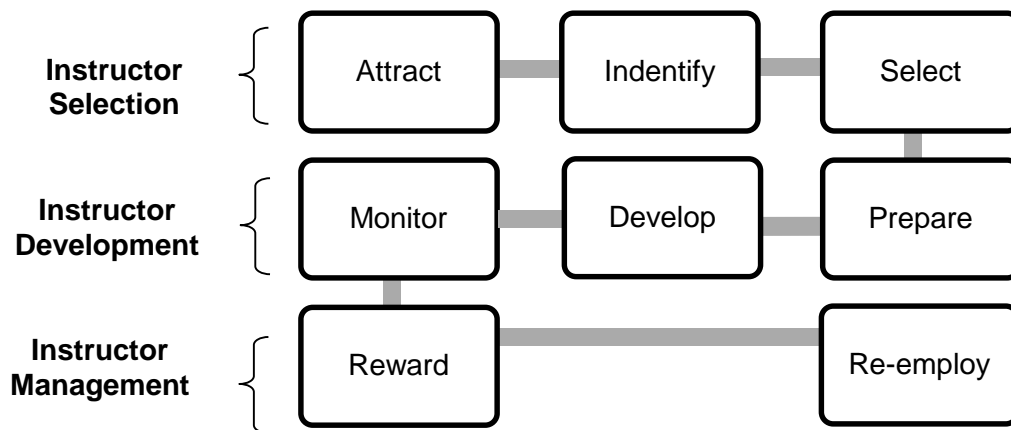
Fig 2.1

The overarching framework for instructor capability also encompasses the Army Instructor Functional 'Competency' model. The diagram Fig 2.2 illustrates the Army Instructor Functional 'Competency' model; it identifies the three most important tenants of the instructor capability policy. The competency framework gives direction on the requirements and key characteristics of the instructor role. The policy highlights the need for the instructor to have sufficient skills and knowledge to undertake their role, by being an instructor who is motivated and learner focused; who is capable of delivering training to the learner, to the required standard of the military. The overlap in the middle, highlighted grey on the Venn diagram is the balance of three compounds in which the military wishes the instructor to have, it is highlights the requirement of the instructor to be able to provide the teaching function to its learners ensuring they are operationally capable to carry out their role in peace time and on operations.

Army Instructor Functional Competency Framework Model
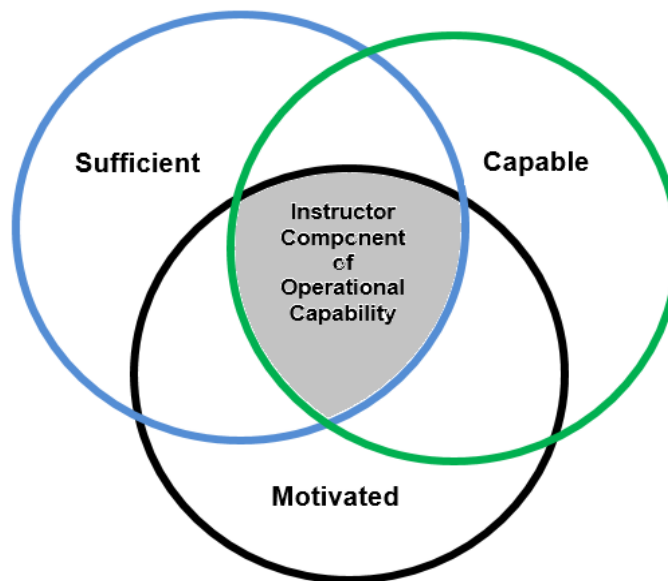
Fig 2.2

Part of this instructor competency framework development is carried out on the Military's Army School of Leadership and Supervision (ASLS) Defence Train the Trainer (DTTT) course which is a mandatory pre-employment requirement for all instructors delivering Phase 1, 2 and 3 military training. This instructor training and development although still in its early stages of implementation, is improving the training, coaching, skills and knowledge of the military instructors. Although the current instructor training is fit for purpose it could be argued that to maximise the full learning potential of the soldiers, that the course should focus on a traditional 'teacher' approach to the delivery of learning rather than 'instructor' approach to learning. Making it is mandatory requirement for all instructors undertake an undergraduate Level Five teaching qualification to gain a further understanding of teaching methodologies and practices, which currently does not happen.

The framework policy has articulated the importance of developing the progression of instructor pedagogy, raising the standards of instructors and improving the learning process. The policy goes on to state that the development should begin with the instructing competences at the lowest level, to the hierarchical leaders and experts who manages the teaching and learning and the progression within both roles. The framework policy has linked the military operational capability (Physical; Conceptual; Moral) domains to the learning (Psychomotor; Cognitive; Affective) domains which will produce an effectively trained soldier, however, this can only be achieved if the instructor fits into the three tenets of the instructor framework policy.

The table below at 1.1 is an adapted extract from the instructor framework policy and highlights the need for instructor development and progression, not just with professional skills but with the more personal intrinsic skills. The table illustrates in the simplest manner by starting at the lowest level from the bottom level working upwards toward to the top; starting at the bottom left and moving through the levels ending at the top right level.

	Physical / Psychomotor (**Skills**; including highly complex skills that maybe required for certain jobs and tasks i.e. helicopter pilot) →		Conceptual / Cognitive (To **know**, to **think**, to **understand**, to **imagine**) →		Moral / Affective (i.e. **Core Values**, **fighting spirit**, **ethos**)
Highest level	**Generalised skills, transferable mastery** (Be able to function effectively with unfamiliar task, people, procedures)	↑	**Create, innovate, transfer**	↑	**End Goal** **Adopt** and **exemplify** (Showing inspirational leadership; being a role model; sought after as a mentor)
	Unconscious mastery of skills		**Evaluate / Synthesise**		**Absorb** and **internalise**
	Apply, refine, personalise		**Analyse** what is learned		Begin to **value for oneself**
	Practice until competent (whole)		**Apply** the learning		**React** to role models, instruction, etc.
Lowest level	**Imitate** (in part, then whole)		**Understand** what is seen and experienced		**Receive**, be **instructed**.
	Receive, be **instructed** (the Explain, Demonstrate, Imitate and Practice)		**Receive**, be **instructed**.		
Progression tends to be hierarchical; but the framework is not rigid					

Table 1.1

1.5.   Defence Trainer Capability (DTC) Project

2013 witnessed major developments, projects and initiatives in the policy and procedures for the training and professionalization of instructors delivering military training. These developments and drivers for change are based on the military's new

requirement, its developing role and its personnel, all in line with the structure of the Army 2020 policy and its further underlining policies.

Further to the developing role and needs of the military there has been significant influence from external bodies that has initiated this drive for change. The Defence Academy of the United Kingdom (2013) substantiate that 'reports and studies from Ofsted, the House of Commons Defence Committee and Lord Lingfield's review into the professionalization of the Further Education and a series of research projects by Cranfield University' have all instigated the development of the policy, procedures, training and recruitment of those that deliver military training. In late 2013 the military's Training, Education, Skills, Recruitment and Resettlement (TESRR) committee along with the Defence Centre for Training Support (DCTS) holistically reviewed current instructor capability and practices to ascertain its effectiveness in today's modern operating environment.

This prompted the establishment of the Defence Trainer Capability (DTC) project and covered the wide spectrum of Regular and Reserve Military Forces, Civil Servants and Contractors whom deliver specific education and training to the military capability. The DTC project aimed to deliver strategic level change to those delivering training. The DTC project also aimed to improve the skills of the military trainer, according to the Defence Academy of the United Kingdom (2013) this up-skill has occurred "in a response to the challenges presented by the modern learner, either in a formal or informal learning environment. The trainer requires the full spectrum of techniques from didactic to learner-centric with emphasis on modern techniques; an increased use of learning technologies, critical self-reflection and the ability to undertake CPD". This change was initiated with the change in mid-2014 of the renaming of 'instructor' to 'trainer' for some roles. This aimed to align the terminology recognised by the civilian further education and training sector with the military.

Further to the changes in terminology, the DTC project covered following three key topics or issues:

Topic area one aimed to highlight the scope of those involved in delivering training, it has now been formalised to also include workplace trainers into the professionalization of training requirements. This equates to trainers delivering workplace training having to complete a Defence Workplace Trainer (DWT) course rather than an ad-hoc owned single military services specific trainer courses, which has been the norm. However,

each single Service (Army, Navy and Royal Air Force) will be able to add modules to this core package (approximately 3 days) to satisfy particular needs of each of the single services. As this will be a Defence owned trainer's course, it should standardise instructor delivery methods across each of the single services.

The second topic area focused on each of the single Service and bestowed them with ownership and responsibility of their trainers; it also included the provision of their trainers continuing professional development (CPD) in line with JSP 822, Part 3, Chapter 4, Paragraph 17. (2012); which highlights the need for all trainers to undertake development and activities to remain current in their subject specialisation, through CPD. This includes any activity that develops an individual as an instructor/lecturer/trainer. This could include evidence of professional/subject matter updating, including membership of appropriate professional bodies; development of skills in instruction (for example, the effective application of e-learning techniques); appreciation of the wider issues relating to trainees/students (for example, the application of diversity and equal opportunity principles) and the use of trainee/student feedback to improve performance.

In the wider teaching and training sector it has been long established and has become good practice for trainers and teachers to undertake CPD. In 2006, the government published a Further Education (FE) white paper 'Further Education: Raising Skills, Improving Life Chances', the paper set out the case for teachers to improve and develop their own teaching practices by undertaking CPD, in order to improve the delivery and learning experience for their learners. It went on further to argue that by having professionally qualified teachers and associated teachers that undertake their own professional development will only improve the standard of teaching.

Further to the 2006 FE white paper, the Further Education Teachers' Continuing Professional Development and Registration (England) Regulations was published in mid-2007. These regulations enforced that any persons delivering teaching and learning in FE institutions must:

> "Undertake at least 30 hours of CPD per year, or the pro-rata amounts for
> part-time teachers detailed above, and they must maintain a record of CPD
> undertaken and make that record available to their employers and the
> Institute for Learning (IfL), for monitoring purposes."

Although the Further Education Teachers' Continuing Professional Development and Registration (England) Regulations (2007) have now been revoked by the government in September 2012, there has been a shift in the approach that FE institutions and training providers have had towards staff undertaking CPD. The regulations along with change within FE organisational leadership and its underlying influences have assisted in developing within FE organisations and individuals a cultural shift and ownership in the importance of undertaking CPD for the teachers.

The final topic area concentrated on single services undertaking a joint policy approach in the monitoring and development of trainers during their teaching assignment. This is an important advance in the military's management of trainers; historically, each single service has had its own trainer monitoring process with differing frequencies of monitoring periods of newly qualified and qualified trainers, although these have been overarched by the JSP 822 - Governance and Management of Defence Individual Training and Education policies. With changes and updates to JSP 822, the introduction of the Army instructor capability and the implementation of the Defence Trainer Capability project, has cumulated in trainers competences being closely monitored during their initial employment in their instructional role. This monitoring will be carried by suitability qualified instructional staff. The instructor supervisor conducting assessments of a trainers' competence will have completed one of the following courses: Defence Instructor Assessment and Development (DIAD) course, Defence Instructor Monitoring and Evaluation (DIME) Course, Supervision and Coaching of Instructors (SCI) course, Sub-Unit Coaching course.

1.6.   The organisation of the research

The thesis contains six different chapters and looks to satisfy the assessment requirement of the Master's Degree. Chapter one of the thesis focuses on the introduction and really sets the scene for the study. It explores why the research has been undertaken and contextualises the themes of modern day military education and training and the involvement of the military instructor.

Chapter Two contains the literature review; this section of the research undertook a broad context of reading relevant to the subject. The literature review was a vital area in this research project, as it would form the basis of the methodology approach of the research. It would indicate and highlight what information had already been investigated that is appertaining to this subject; this would ensure that the approach was conducive with the research aims and enable possible clarity with other authors.

Chapter Three explores the research's aim, methodology and design. The researcher identified the three most important tenets that needed to be explored in order to satisfy the main aims of the research. This is illustrated in the diagram below; it shows the relationship of the three key subjects of that will affect, create and develop the perceptions of the military phase 1 instructor. Firstly, the requirement (What the military actually want to the instructor to teach), secondly, the instructor (Extrinsic and intrinsic feelings, skills and qualification) and finally the learning delivery (how the learning is delivered).
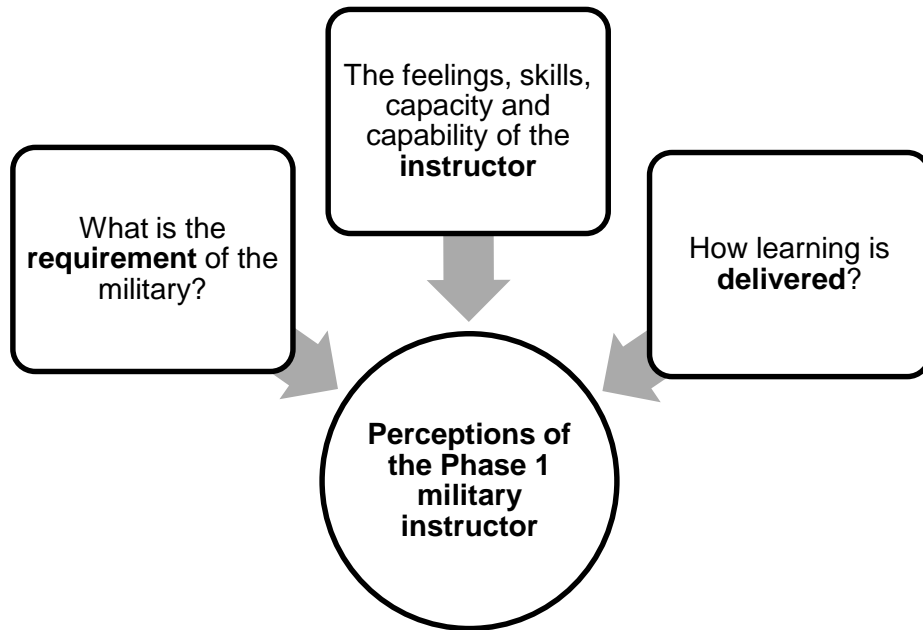
Fig 2.3

The 'requirement' element of the research focused on the military and its stakeholder's, current and future teaching requirements of their military instructors. This was a large myriad of areas and topics to consider. Previous governments set out the future of the military in the last Strategic Defence and Security Review (SDSR), which was published in late October 2010. The SDSR defined the requirement and commitment of the UK Military force and capability over the next decade. A large section of the SDSR focused on the transformation of the military by 2020, and beyond.

The Army '2020' defence policy published in July 2012 in conjunction with the SDSR laid out the foundations of military capability with the constraints of fewer military staff, the formation and disbandment of units and the Army's capability of its equipment and training. The effect of both the SDSR and Army 2020 policy according to a report from the Chief of the General Staff British Army (2013, p. 2) would be "The outcome is a

design for the future British Army that will be more adaptable and flexible to undertake a broader range of military tasks at home and overseas".

The 'instructor' element of the research focused on the capability of the military instructor, their instructional training, the preconceptions of their role and the challenges facing them as military instructor in delivering learning. It questioned the human factors of tenant, and how the influence of the instructor can develop and influence the delivering and the underlying policy involved within military training.

The 'delivery' element of the research focused on the manner in which military education is delivered; the effectiveness of this delivery and how the military measure whether successful learning has taken place. Military training is delivered in many forms, to learners with differing learning style, so the research investigated possible suitable delivery platform that the military could use and adapt to in meeting the requirements of the curriculum and satisfy the individual and group needs.

The accumulative factor in all the three tenets of the research is the outcome - 'The perception of the military instructor and the outcome of the instruction'. The research aimed to quantify the main research question by analysing where and how the military instructor perceive they can evolve and shape the future of delivering first-rate military education and training, that will satisfy the components of the instructor, the requirement and the changing learning platform.

Chapter Four critically analysed the results of the research, it covers the spectrum of both qualitative and quantitative data from the interviews and the questionnaires. The chapter will give a detail account of the findings of the results and identify whether this information has enabled the research questions posed to satisfy the original research aims. It will further identify any themes or issues that have arisen from the collection of the data and information.

Chapter Five finalises the research with the conclusion, where it will summarise the key findings from the research and associates the findings back to the main aim and the subsequent key questions being raised. The chapter further goes on to investigate the limitations that occurred during the research and if undertaking further research, what possible improvements could be made in the research.

1.7.   Key Arguments

The key argument to the research is the perception of Phase 1 military instructor, capacity and capability in providing a balanced, innovative and learner focused approach in military phase 1 training. Having been there as a military learner, sat in a classroom, behind the traditional desk and chair, the researcher has had first-hand experience of the delivery of military education and training, much of this training the researcher now believes was delivered in a didactic and linear manner without innovation. Although the instructors perceive that the subjects they teach and the delivery methodology are fit for purpose, do they perceive the have the full engagement of the learner. Could this be enhanced and improved to go outside the 'norm' of what is currently expected in the delivery of military training. If we flip the coin over, where the researcher has been a military instructor, he understands the training and instructional processes and the possible frustrations involved with delivering military training in the traditional military instructional model.

There is much internal talk made of both the qualities of the instructor and military training, driven vastly by the SDSR's (Strategic Defence Security Review) and the Lord Blake's Report (2002). But the changing nature of the military and the constant changing threat to the UK democratic beliefs and the requirement of the military, have led to a change in which the military instructors delivers it training and education. The MoD's Strategic Trends programme published 'The Future Character of Conflict' (2010); it sets out the UK governments options to achieve its military objectives in response to future conflicts and threats. The study highlighted the requirement for the military to have "the right number of people, with the right skills, who are willing and able to use them under a range of circumstances"; this supports the requirement to have suitable qualified instructor to deliver these skills.

Do military instructors perceive that they need to change the current way in which it delivers its training? Should the military instructors adopt a different approach in their delivery; such as a learner centred or a blended learning experience, as opposed to the instructor led, didactic, précis heavy approach, which may not be conducive to how the military training audience ('the modern youth') who are conditioned to learn differently in schools, colleges and street corners today.

During the initial stages of the research it was clear to see that many of the instructors perceived that the traditional manner of military training delivery to be outdated, but still fit for purpose in attainment of the learning end state or outcome. The research aims to

see whether military training for the instructor could be improved to give them the tools, skills and knowledge to deliver non-linear learning. There are many advantages and disadvantages in stepping outside the norm and delivering non-linear training. From undertaking the research, the researcher hopes to identify quantitative and qualitative data and information from the main research study that could be used to improve the military's approach in its delivery of military training by its instructors.

The overall focus for the military must be the output and standard of the learner that is produced during the training, the military instructor has a massive impact in how this is achieved.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter explores other authors' views, opinions and facts in relation to the military instructors' capacity and capability and also focuses on traditional delivery methods and approaches versus an innovative and learner focused approach.

The literature review was a vital area in this research project, as it formed the basis of the methodology approach of the research. It would indicate and highlight what information had already been investigated and documented, which was pertinent to this subject. This would ensure that the approach was conducive with the research aims. The importance of carrying a review is described by Hart (1998), he emphasises that without such a requirement the researcher will not be able to understand the topic, understand what has already researched, how it was researched and what the key issues are within the topic area. Hart further went on to suggest that;

> "This amounts to showing that you have understood the main theories in the subject area and how they have been applied and developed, as well as the main criticisms that have been made of the topic. The review is therefore a part of your academic development in becoming an expert in the field". (Hart, 1998, p. 24).

The literature review was carried out in a systematic, step-by-step manner to ensure that it gave the researcher the widest reading, supporting Hart's (1998) comments. The first step of the literature review was to identify the sections of the reading into key subjects, headings, areas, and keywords, by breaking down the research project into the relevant chapters and titles.

2.2. Sources of Information

There were many different sources used during the research to obtain information that was crucial. The Army Library Services was able to provide relevant information appertaining to the military education and training community, through a library of digital and hard copies of research reports, and papers. By using keywords on the Army Library information portal search facility, the researcher was able to gain information specific to the research. These key words were also used in the traditional internet search facilities and such sites as Google academic. It was important when undertaking research and literature reviews that the researcher identified the relevant, plausible and

discarded the irrelevant and that data and information is separated. Robson defines this system as "the literature gathered should be placed into three separate areas; the key sources, useful sources and useless sources". (2007, p.107)

During the research, it was found that key sources of information and research into the suitability of the military instructional course (DIT & DTTT) by others within defence and the wider academic community as a whole was relevantly small. There has been research carried out in large areas of training and education within defence, but very little empirical and academic research has been carried out concerning instructor initial training. Reasoning behind such little information and research may be due to the infancy of the instructor competence framework, although the researcher identified there was useful information and text concerning the broader subjects of WLD (Whole Life Development), CPD and skill based learning within the military.

2.3   How is UK military training traditionally delivered by its instructors?

Historically UK military training is perceived to be delivered in a didactic, instructor led, liner, PowerPoint and précis heavy approach. To the outsider it could easily be assumed the military learning is built upon 'drill and practice techniques' as described by Van Ree (2002). This approach is underpinned by the behaviourist theorist, where it can have a positive desired effect by establishing a well-disciplined recruit that is able to respond to those that are delivering command, but is this the way in which the modern recruit of today will best learn.

However, as military training improves and adapts to its modern audience, there is a move to change the military's traditional delivery approach in to a more learner and technology focused manner. The 'Modern Youth' are partly driving this movement, today's new recruits have been conditioned to learn through schools, colleges and street corners in a different way to what the military traditionally used. The use of technology, blended learning, innovative and modern teaching approaches has led to those joining military training with a different view and experiences of learning. This could justify the changes that some military training establishment have adopted, or may wish to adopt in the future in to its delivery of learning.

So is the British military lagging behind its US counterparts on the most effective manner in the delivery of military training? Research suggests that this is not the case and that the sharing of knowledge between the two military systems has ensured that a similar approach to delivery has taken place. At one of the US military training

establishments in West Point, New York, has developed a system called the 'Thayer System'. This has proved to be an effective tool to deliver a didactic but learner focused approach to maximise military instruction, with the approach being adopted in many overseas military establishments.

The 'Thayer system' as cited in Juhary, (2008, p. 3) looks at the comparison between the Thayer system used in the US and Malaysian military. Juhary (2008) suggests the basis of the Thayer system incorporates behaviourist and constructivist principles that have been underpinned by theorists such as; Biggs, (1996). Dewey (1933), Entwistle, (1998), and Pavlov, (1960). The system analysis the recruit's ability on the recapitulation of the knowledge, information and skills that have been previously been taught, thereafter the recruits are graded on this. These grades are then fed back to the instructor where there is the formation of an individual progression plan. Morrison (1986) suggests, that this approach helps to facilitate recruits to classes according to their competence and skills. This approach has been followed and adopted in a similar manner within the UK military, but effectively it is still based around didactic teaching.

There has been much research into didactic teaching and its delivery, but very little research has been investigated into the military instructor, their perception and their delivery. Kansanen (1999), suggests that the components of teaching, studying and learning process are focused on the characteristics of a teacher led learning rather than other theories such as experimental or behaviourist approach. McClintock, (1971, p. 34) describes the "…activities of the teacher as teaching, we would prefer to call the activities of the students as studying."

Didactic learning can be driven by a strict training programme or curriculum, which in turn can restrict the instructor's freedom of ability to teach, instruct and deliver the content within these boundaries. The requirement of military training, its aim and purpose are defined within the specific course training programmes (curriculum) and instructional specifications, nevertheless there is a close relationship between the content, the instructor and the recruit, this is often described within the Didactic Triangle (see Fig 2.4). by Herbart, J. F. cited in Peterssen, W. H. (1983) The relationship between the recruit and learning within the didactic triangle is driven by the instructor, however; learning is taking place invisibly within the mind of a recruit, with the recruit expecting to gain knowledge or a skill which has been facilitated, guided and controlled by the instructor with the most important result of the recruits achieving their learning aim and objectives.

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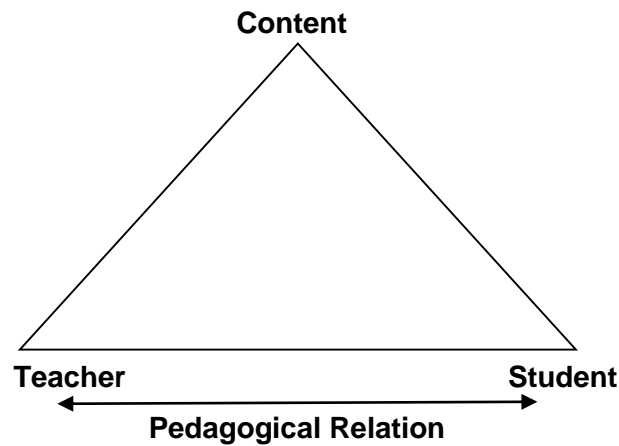
Fig 2.4

The pedagogical relationship between recruit and instructor is simple in its concept, Klafki (1970) describes the relationship as an integral part of the learning journey of a young person. Young people and the teacher have a relationship in which the young person relies on the teacher to direct them, but it is not a permanent relationship, as the young person becomes an adult they will start to become independent in their learning. The principles and concept of pedagogical learners can largely be applied to the recruits in Phase 1 military training.

The further two sections contained within this chapter will explore the reasoning behind the possible need to take a less didactic approach in the delivery of the military phase 1 training and whether actually a didactic learning approach is still a plausible method of delivery in Phase 1 military training.

2.4.   So why is there a need to change the military's approach in delivering instruction?

There have been significant developments in the delivery of military instruction and training since 2002; much of this change has been driven by SDSR's (Strategic Defence Security Review) and Lord Blake's Report (2002) into military training. The changing nature of the military and the constant changing threat to the UK democratic beliefs and the requirement of the military have led to a change in which the military undertakes it training and education. The MoD's Strategic Trends programme published 'The Future Character of Conflict' (2010); sets out the UK governments options to achieve its military objectives in response to future conflicts and threats. The paper highlighted the requirement for the military to have "the right number of people, with the right skills, who are willing and able to use them under a range of circumstances".

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The paper further argues that "education provides the broad outlook necessary for dealing with the unexpected, but our capacity to educate to the required level is under resourced. Similarly, training both individual and collective that replicates the full complexity of the operational environment has a significant part to play". The change in conflicts and threats has led for a requirement for an improved trained and educated soldier compared to previous generations of soldiers. This change was arguably stated to the public by a leading military figure in 2006, General Dannatt. He wrote:

> "Never has Phase 1 Training Establishments been under more scrutiny and pressure than at present. The Permanent Staff are under constant pressure to take raw recruits and in 42 weeks turn them into professional, highly trained and disciplined young soldiers ready for operational deployment to some of the most volatile environments." (Dannatt, 2006, p. 39)

Dannatt went on to highlight the requirement of military training not only to educate and train soldiers; but also to develop the basic recruits values, moral and culture understanding, through ownership and Value Based Leadership (VBL), now the Army Leadership Code. Can underpinning these values and the concept of ownership at the start of the recruit training ensure the recruits value and understand the importance of learning, thus enabling the instructor to get the desired training outcomes? How does the military Phase 1 instructor ensure the soldier takes certain ownership of their learning and training? This approach can be closely related to student centred learning rather than old teacher lead delivery. This style of learning is somewhat an innovative and new concept within a military training context, but is it a suitable approach within Phase 1 military training? Would the military instructor and stakeholders be prepared to allow this approach within their instruction and allow the recruit to question why they are undertaking a certain task?

Further to Dannatt's speech, the Defence Secretary in 2012 directed the Ministry of Defence to carry out a review on how training could be delivered in a more efficient manner, meeting the needs of the stakeholders', whilst ensuring the training aspires and motivates the recruits. The comments from Dannatt and the instruction from parliament the Secretary of State led to an effort in transforming the manner in which modern day military training is to be delivered.

2.5.   How does the military instructor deliver learning to its recruits?

There are many theories describing the act of learning, Biggs (1976) describes learning as "Learning is an enduring change in a living individual that is not heralded by his genetic inheritance. It may be considered a change in insights, behaviour, perception, or motivation, or a combination of these."

There has been a considerable amount of literature written on the theory of learning; from behaviourism and the behaviourist approach to learning, cognitivism and cognitivist learning to humanism, within each of these theories there are critics and proponents of each of these theories each taking a different perspective on learning.

However, McAlpine (2004) argues learning is "A complex process, involving internal and socially constructed process, mediated by affect and cognition. The results of learning are often observable, but the processes are less obvious". It could be argued that there has been a vast transformation in the British military's approach to learning and teaching in the last decade. The traditional military approach to delivery has followed the 'behaviourist approach' as defined by such theorist as Thorndike (1912) and Skinner (1979).

One of the oldest theory regarding learning is behaviourism, this has a strong link into social learning, the main vital beliefs of the behaviourist theory, contends that learning is evidenced by a change in behaviour and crucially, that this learning is observable. Behaviourist theorists seek to use demonstrable and scientific explanations for simple behaviours within a subject. For these reasons, and since humans are considered by many behaviourists, to be like machines, behaviourist explanations are inclined to be somewhat involuntary in nature. The term 'machine' is a good analogy of what the military are trying to achieve with its recruits. They want an end product that is capable or has been 'programmed' to meet a set standard by the end of the training period, the means of achieving the standard through correct and standardised instruction.

Behaviourist theory can be loosely split along the lines of advocates of contiguity and those of reinforcement which reflects military Phase 1 training. According to Lefrancois (1988) he suggests that behaviourist theories "… make use of one or both of two principal classes of explanations for learning: those based on contiguity (simultaneity of stimulus and response events) and those based on the effects of behaviour (reinforcement and punishment)". Whereas, Ormrod (1999) gives a different and simple definition of behavioural learning as "Learning is a relatively permanent change in

behaviour due to experience. This refers to a change in behaviour, an external change that we can observe".

Learning is often thought of as essentially an individual process, for example, a recruit maybe placed within a group of other similar learners in a classroom environment, all undertaking the same level of instruction; but is able to learn and build up their own individual knowledge and understanding through directed instruction. What if we extend the way in which the teaching and learning is traditionally perceived by the military instructor and challenge those preconceived behaviours of the recruits within a social context and suggest that a recruit can learn from experience or being part of a larger social group, which includes learning through social interaction with other recruits. According to Wenger (1998 p. 3) "… what if, in addition, we assumed that learning is, in essence, a fundamentally social phenomenon, reflecting our deeply social nature as human beings capable of knowing". Wenger further goes on to suggest than learning is fundamental, to human nature and is just as an important as eating or sleeping.

The researcher would suggest that military learning is a social activity, and is based upon social interaction within a group or community of practice and/or is a thought processes in the recruits mind which has been influenced by past and present social interactions. Learning is a cyclical action that can branch off in a number of different directions all of which are influenced by the context of the learning environment at that time, the social community present, and the level of previous learning.

Social learning can be the process in which the recruit can gain knowledge and experience from being part of a group or community, this can be done informally by just belonging to different groups and learning through other recruits within the group, and also formally and direct learning by learning and interacting with other recruits of the group. By learning socially, it can build up the social system that frames learning; it can give the recruit identity and belonging by being part of a social learning group or a community. It sets out learning roles so that the recruit can understand how to behave in the learning environment, this can be achieved by ground rules which are informal or formal, written or unwritten. It is about being part of a culture or community and learning about the culture that they are in. Wenger (1998) citied in Harrison & Wise (2005) suggests that we all belong to some sort of community of practice whether it is at home; school or work and that we may belong to several different communities of practices at any given time.

The primary theory of social learning is that recruits belong to a group and learning is through social participation and interaction with other members of the group they learn; by the recruit being active members or participants of the group or team. It encourages the learner to form a sense of belonging to the group.

So what is the relevance of the Phase 1 military instructor to social learning and the link to behaviourism within Phase 1 military training? Watson's (1930, p. 104) healthy infants theory, suggests that:

> "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select; doctor, lawyer, artist – regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestors".

This theory can be related to military Phase 1 training; the Army has its own ratified environment within which it trains its recruits. But if so much of the military time is spent training and educating its recruits, how is this all achieved without spending day in, day out in the classroom delivery didactic style learning? The answer could be the concept of social learning.

Learning within the military is very much a socio-cultural environment where social development is encouraged but within certain restricted parameters that are controlled by the military instructor. It follows the Vygotsky (1978) model however, it doesn't focus on children as the learner rather the adult learner, where the recruit is actively encouraged to construct meaning from the learning, in order that they can function within the military culture or to a task. In other words, they need to understand why they are undertaking the learning so that they can develop within their training. In order for them to develop and enhance the learning, the recruit needs to construct the meaning of the task and understand what is going on around them in order for them to further develop, this falls to the military instructor to be able to deliver the training in such a way in which the recruits are being directed/instructed, but understands the reasoning behind the training.

For instance, if a recruit is undertaking a certain role or task such as a section attack they will be learning from others recruits who may be undertaking different tasks, but within the same environment, the instructor should observe, question and confirm that

this learning has taken place to the prescribed requirement. This method of instruction and learning reflects Bandura (1977) social learning theory, Bandura argues that:

> "Observational learning increases the efficiency with which individuals learn because we do not have to go through a trial and error process of learning from scratch – we can get a good start on learning something new from watching someone with expertise".

Phase 1 military training gives the opportunity to its recruits to learn. The culture of the military is to learn, learn and further learn then practice to ensure that when you come to undertaking the task/s you have all the relevant training and knowledge to undertake it. Some of that learning may lead to further development in other areas and thus gaining more knowledge and development. A large majority of the military learning is done through social interaction facilitated by the military instructor and from other recruits within their own communities; the recruits learn how to react or behave in a certain situation by using those past experiences already learnt within their training.

Over the last 5 years many military schools and training establishments employed members of its staff to undertake the role in transforming training. Much of the focus of these members of staff was to deliver focused lead instruction through web based delivery and instruction focusing on software and hardware that modern, younger recruits may be more familiar with. But the question should be asked, what is the most suitable manner and approach in which instructors or technology can deliver learning to maximise the recruits potential.

If we study other military forces around the world, it is possible to understand how their delivery is similar in its approach to the UK military forces and how they have changed the way in which they do their 'Business' to adapt to the ever changing world of teaching and learning. The U.S military much like it's counterparts within the UK military force, until the early 1990's, delivered learning through a face to face approach to its recruits. However, through the transformation of learning technologies it started to change its instructional teaching strategies.

Juhary. (2008, p. 5) describes the early introduction of learning technology into US military to its reservists. The introduction of this learning technology was in preparation and readiness for the first Gulf war. The US military had to train reservist primarily through e-learning technology, this was seen as the most achievable and practical

manner. This was the revolution of the use, and development, of technology in instructing the US military. This evolution of the use of technology within military instruction has developed over the last two decades within both armies, it is seen as common practice to use technology to enhance the learning experience. But with the introduction it has brought the requirement for military instructors to update their teaching methods and resources.

There have been similar advancements to the use of technology within military training in the Australian Army; like the British and US military, the Australian Army undertook their own Defence efficiency review to analysis the better use of technology in learning. This review led the Army Training Command to recommend that: "The selective exploitation of technology holds significant promise to enhance the Command's training and doctrine by optimising the effectiveness of available manpower and resources." (Training Command, 1996, p. 1).

The Australian military anticipated that the use of technology within their training delivery would assist the military in providing a workable solution for problem solving activities and further develop thinking and learning skills. The development of computer based training and learning started in a basic form with instructional designers developing of "text based role-play simulations for leadership skills or drag and drop simulations for practical skills". (Training Command, 1996, p. 6).

The development of this software allowed the learner to undertake virtual simulations of dangerous situations but within a safe environment, it enabled them to practice and make wrong decisions within comprising the safety of the learner and without wasting valuable training resources.

2.6.   Significance of a well-trained instructor in delivering military learning

What defines a well a trained instructor? The perception of most military instructors is that they believe they are good instructors in their own field of expertise, whether this is rifle drill for the infantry instructor; to cookery for the military catering instructor. However, there must be a defined standard that all military instructors continually meet during their instructional tenure to ensure competence and compliance with the stakeholder requirements.

Garavan and McGuire. (2001) argues that there are five essential competencies for any organisation to be successful in its delivery.

> "good interpersonal relationship between team members, openness and willingness to discuss issues, high levels of trust, discipline and cohesion in decision making and the capacity to discuss and understand short and long term issues".

These components arguable are also the essential framework or building block in ensuring that a military instructor's behaviour and approach in their delivery can provide a complete and worthwhile learning experience for the recruit. These components essentially are established and built upon during the foundation of the basic instruction courses, coupled with understanding individual learning styles should produce the stakeholder's end product, 'the recruit'.

This is further supported by Campbell (1996) were he suggested that there is a set of seven core competences and skills that human resource practitioners should possess. These include, people skills, understanding of the business, credibility, leadership, comfort with change, consultative approach and the establishment of mutual faith and trust. Arguably these seven competences are adaptable to those delivering instruction within a military environment, coupled with the instructors technical, organisational, interpersonal and intellectual competencies it will produce the sort of instructor that fits within the military's instructor competence framework.

Earlier in the research it was discussed about the mandatory initial training requirements of the military instructor. This mandatory training defines the framework of how military training must be delivered; however, this is only the foundation that sets out correct format and considerations that all instructors should abide by. It does not specific focus on the content of the lesson rather the preparation and delivery. The monitoring of instructors practices and capability during their tenure will reassure and satisfy the stakeholder of the quality of instruction.

There are significant positives effects to the educational establishments having well trained teachers/instructors. Most significantly it supports the delivery of a more focused, engaging and inclusive learning environment, but secondly it provides a reassurance to stakeholders and external assurance parties such as the Army Learning Inspectorate and Ofsted that best teaching and learning practices are being adopted.

Magar (1990) highlights that in instruction;

> "One of the goals as instructors is to impose ourselves as little as possible on the lives of others..... Our goal is to instruct as effectively and as efficiently as possible, only for as long as the need exists, that, until each student can performed as desired". (Magar 1990, p. 5)

The preparation of the instructor for their role in delivering Phase 1 is of the upmost importance, having a well-trained, knowledgeable and enthusiastic instructor will surely produce a better end product, 'The Recruit'. The suitability of the initial training will form the firm grounding for the instructor.

2.7. Continuous Professional Development of military instructors

Since the modernisation of the military, after the First World War, there has been substantial developments in the way in which the military has trained its soldiers. The military like many private and public employers has endeavoured to further develop its employees and become a learning organisation where it encourages its soldiers, including those undertaking an instruction role to undertake a full and worthwhile career, from beginning to end with a key focus on retention of trained personnel. The Fryer report (1997) identified a need for British industry and employers to invest in its employees and their development; the report identified that employers should not only be concerned with the immediate development of its staff but also should consider future employment of them. (Fryer 1997, p. 104) reports this statement as:

> "They should have regard for the importance not only of the development of particular skills and aptitudes, but also for those core and transferable skills that are most likely to promote the adaptability and flexibility of their workforces and the future employment prospects of their staff".

Further themes/indications of this requirement of employee development were confirmed by Lord Leitch (2006) in a review of skills, when he stated that:

> "Specific skills tend to be less transferable between occupations. Most occupations use a mix of different types of skills…Different qualifications and skills provide portability in the labour market". (p. 6)

Over the last 20 years there has been some positive developments in the whole life development within learning. This development has evolved in an attempt, according to Forrester (1995, p. 89), to "Keep pace with the changing nature of skill requirements in the workplace". The changing nature of the military has led to a streamlined, more wholesome development of its instructors.

The common trend is that for employers to benefit from its workforce, it must invest in them to ensure that its staff at all levels have multi-skills and knowledge to maintain the business effectively, but to also maintain a well-motivated workforce. The investment in multi-skills for the workforce has changed from the post Ford era, where workers had a single skill, in many cases this was not transferable. This post Fordism change has possibly influenced the development of instructor policy for the military, with the focus on the development of instructors to become multi-skilled and multi-employable for their current and future roles.

There has been a lot policy development within the military to train and further develop its instructional staff. This is essential in areas where expensive training and development has been invested into its instructors. Why train them, to then lose them to civilian companies? Arguably the military train its instructors with skills that can be transferable, however, in 'pinch point' instructional role such as helicopter instructors there are huge investment in training; so it is important to retain theses instructional skills in order that the military can get value for money and see a return on their investment. This theory is further underpinned by Lash (1994, p. 195), who suggests that "It is irrational for any one company to invest heavily in training workers, though it is eminently rational for companies as a whole to invest in such training".

The Defence Trainer Capability (DTC) project and Army Instructor Functional Competency Framework (2012) policy states that "The responsibility for this development and support lies with all those in instructional and leadership roles, to the extent that these roles overlap". Stage 2 of this framework highlights the need to develop its instructors and this can only be achieved through the investment into its staff. They can be simply achieved through offering a continuous professional development whether elected or directed.

The framework highlights that each of the military services must take ownership and responsibility for the development of their instructors, it also included the provision of their instructors continuing professional development (CPD) in line with JSP 822, Part

3, Chapter 4, Paragraph 17. (2012); highlights the need for all instructors to undertake development and activities to ensure that they remain current in their subject specialisation, through CPD.

There are many arguments into what are suitable activities for CPD, Stewart, (1999) suggests that training professional need to be constantly developing their own "political and influencing skills" and this is the best focus for CPD. Whereas, Rae. (2002) argues that there are 17 skills that need to be constantly developed to ensure that you are an effective instructor; these include training knowledge, presentation skills, people skills to self-development.

The CPD of an individual instructor depends on the organisation requirements and may include any activity that develops an individual as an instructor. This could include evidence of professional/subject matter updating, including membership of appropriate professional bodies; development of skills in instruction (for example, the effective application of e-learning techniques); appreciation of the wider issues relating to recruits (for example, the application of diversity and equal opportunity principles) and the use of recruit feedback to improve performance. This policy is not dissimilar to how those delivering learning in schools, civilian college and training providers undertake professional development.

Should CPD be an activity that is self-directed and should the military instructor take responsibility for their own development and learning? Irvine and Beard (1999) concur with this statement, but reflect that this should also apply to the learner. The military promotes CPD for all its officers and soldiers, especially more so in its instructors and arguably invests time in producing CPD that is more generalise in instruction than specialists in the area of the subject that is being delivered.

This continuous investment in the development of instructors encompasses the military's whole life development concept. Megginson (2004, p. 5) describes this as "a process by which individuals take control of their own learning and development, by engaging in an on-going process of reflection and action". The CPD process for the military instructor is effectively managed by individual training establishments, with an over-arching framework through the Army Recruiting and Training Division and the delivery through the Army School of Leadership and Supervision.

The Army School of Leadership and Supervision are there to assist instructors in reaching their full potential through directed and facilitated learning with skills and qualifications that are transferable. Megginson (2004, p. 5) further states the importance of CPD as,

> "Many of us have not had appropriate career advice when young or may have jumped at the first job offer...Individuals are responsible for controlling and managing their own development... individuals should decide for themselves their learning needs and how to fulfil them".

Although this statement is true is some regards, should the organisation also take responsibility for the development of its instructor and not just leave it to the individual? By the military investing in the CPD concept, it benefits not only the instructors, but also the organisation by keeping employee's skills up to date, and as a means of retaining staff. Megginson (2004) further underpins this "if the organisation is not committed to CPD, staff may go elsewhere".

In conclusion the literature review provided the researcher with some substantive evidence and thought provoking avenues and themes to explore and this would form the basis of the research methodology. It explored that learning can be delivered in many ways and that didactic teaching may not always be the most suitable method to use within military instruction. It is also highlighted the need for a well-trained instructor that has been given the opportunity to undertake continuous professional development.

CHAPTER THREE: METHODOLOGY

3.1. Main Aim of the Study

The research aims to explore the perception of those military instructors currently delivering Phase 1 training and the effectiveness of the military instructor in the delivery of learning within military Phase 1 training. When collecting and analysing the perceptions there is bound to be differences of opinions between individuals, so the researcher had to ensure that the questions and the research methodology was correctly and suitably structured.

The research looked to discover the perception of the instructors and explore their perception of the current delivery and the training that they received to allow them to provide a dynamic and less didactic learning experience? It will further, investigate the views/perceptions of military instructor on the training stakeholders. Do military instructors perceive they have the ability to 'shape' the future of learning and in more general terms (what is learnt, where and how?). Do the instructors perceive they are able to act in a more flexible and creatively manner thus adapting and transforming the learning provision using non-traditional teaching methods and resources but also satisfying the requirements of the military training stakeholders.

To maintain the structure of the study's main aim and to satisfy the subject had been effectively exposed, a series of research questions where identified, enabling a broader approach to the research.

    a. What views/ perceptions do instructors hold regarding their role as a Phase 1 military training instructor?

    b. More specifically, what views/perceptions do military instructor hold, regarding the need to be able to use more dynamic and less didactic learning experiences in their practice as military instructors?

    c. What views/perceptions do instructors have of their military instructional training?

    d. What views/perceptions do instructors have of the military training stakeholders?

3.2.   Theoretical Research Exploration

When carrying out any form of educational research it is fundamental to firstly understand the requirements of the research aims and thus apply the appropriate methodology, method(s) and consider the constraints that may be involved. According to Drew (1980) he suggests, "Research is a systematic way of asking questions and a systematic method of enquiry of a subject" (p. 8). Cohen and Manion (1994) concur with this statement and suggest that it is the "Range of approaches used in research to gather data, which are to be used as a basis for inference and interpretation, for explanation and prediction" (p. 38).

Research is fundamental based on a person or groups own belief on a given subject, however, the nature of research will always involve certain associated paradigms. These paradigms can affect any research, are the view of one individual or group may differ from another; with shared beliefs, conceptions or views not always aligning with each other, this represents human nature. Where the representations or views of one differ from each this may develop inconsistence within the research. Kuhn (1970) suggested that the paradigm of shared understanding would not always exist and there are times where inconsistencies in the research may appear; he referred to them as 'Puzzles'. However, if you analyse these inconsistencies within the research it will offer different views, opinions and beliefs in which your research group have on the given subject. As the researcher, you must be able to structure, reconcile these paradigms, and present it in a logical format that extracts the relevant information and data and discards the irrelevant.

Further to Kuhn assumptions and the paradigms involved with education research, the nature of research is considered to have four fundamental elements that form an interactive relationship and questions; these are sometimes referred to as the 'building blocks'. According to Grix (2002) these building blocks, ontology, epistemology, methodology and method (s) frame the nature of educational research, but adopting these elements to your research should go towards understanding the nature of the paradigms and making sense of reality rather than approach assumptions within the research.

These building blocks are not disarray in their sequence but follow a linear pattern starting with ontology, which asks the question, 'What is the form and nature of the social world?' This analyses the realism to constructivism of the subject in the simplest terms and aims to identify the singular to the multiple view of the individual with the

research group. The next building block, epistemology asks the questions 'How can what is assumed to exist be known?' This analyses the positivism to constructivism to achieve knowledge through the direct observation of a subject or through the measurement of a phenomena being researched.

The third building block, methodology, asks the question 'What procedure or logic should be followed?' Methodology is the consideration of both the ontology and epistemology building blocks but considers the left parameter of realism and the right parameter of interpretivist and from this, the researcher should be able approach the methodology in which the research may be undertaken within the given left and right parameters.

The final building block, methods, asks the question 'What techniques of data collection should be used?' This is commonly mistaken with the third building block of methodology, but this questions analysis how the collection of data that is required to be used within the research will be gathered. Grix (2002) (p. 179) suggests that the building blocks interrelationship and the method(s) block is closely related to the research questions and that this stage is free of ontological and epistemological assumptions. Nevertheless, these paradigms are interrelated in terms that ontology, epistemology and methodology assumptions will fortify the research and make the researcher choose their approach in the method(s) of the research.

As a researcher you must consider that a paradigm will always epitomize the view of the individual and that the respondent's opinions could possibly be shaped through experiences and beliefs through their life, these paradigms may affect how the respondents, reply to certain questions.

3.3.   Pilot Questionnaires and Interviews
The importance of carrying out a pilot questionnaire and interviews cannot be underestimated; the preparatory work carried out in the planning of the questionnaire can pay deviance in the main research with the analysis of the data, showing truer results, which should enhance the quality of the data of the main research aims and secondary questions. The pilot study will form and control the direction for the main research questionnaire and interviews.

The methodology used in the pilot questionnaire was to select a small sample that would represent a ratio of the main questionnaire group. A total of eighty questionnaires

would be sent out in the main research to participants. To represent this in the pilot questionnaire the researcher carried out a small scale research project by distributing eight questionnaires representative of 10% of the total questionnaires to be sent out in the main research.

Those participants selected would be personnel who generally would be similar in employment and working environment to those participating in the main research. Rather than wholly focus on the analysis of the respondents response to the questionnaire, it was important to discuss with the respondents problems, challenges and issues that may have had with the layout and the wording of the questions. According to Kane;

> "A pilot study, if properly analysed afterwards, can not only help to define the subject but also give you some preliminary warning and assistance in problem areas, such as questions which are meaningless or which elicit vague responses". (Kane, 1991, p. 73)

The results from the pilot questionnaire determined that there was a requirement to adjust two specific areas within the questionnaire. Firstly, on the specific quantitative data questions, participants were originally given the opportunity to choose/indicate five pre-coded options, commonly referred to as the Likert Scale. According to Bell he described this as

> "Likert scale(s) are devices to discover strength of feeling or attitude towards a given statement or series of statements...Likert scales can be useful, as long as the wording is clear, there are no double questions, and no unjustified claims are made about the findings". (Bell, 2005, p. 142).

The Likert Scale used in the pilot questionnaire was coded into five options – Strongly Agree (1), Agree (2), Neither Agree or Disagree (3), Disagree (4) and finally Strongly Disagree (5), forcing the participant to make a choice. Many of the pilot participants felt that the majority of people answering the questions would always be drawn towards the middle code of 'Neither Agree or Disagree (3)' as they may not want to truly reflect on their choice and may sit on the fence, which will show neither a positive or negative choice leading to participants not choosing any of the other coded options. In removing the middle code it may lead to an acquiescence bias, meaning that the participants may be more drawn to agree with a question or statement without reading the question fully.

Secondly, the pilot study also determined how the questionnaire would be distributed to the participants. This area will further be explored in the research methodology; a small trial of the questionnaire was tried on the internet website www.surveymonkey.com, however, due to MoD restrictions on internet access, means that not all participants would have access to computer and internet access within their own workplace, so a paper based approach would be adopted for the main research. Hassen et al, (2008) also writes on participant's access to computers, he states:

> "The major downside of the use of computer-delivered questionnaires is the extent of access to computers by the people in whom the researcher is interested". (Hassen et al, 2008, p. 283-96).

The pilot interviews were also conducted on a small scale that would represent a ratio of the main interview group. A total of eight interviews would be conducted in the main research, to represent this in the pilot interviews the researcher carried out two interviews representative of 25% of the total interviews carried out in the main research.

Initially the researcher decided to carry out a group interviews as a method of data capture. However, after initial discussion with the interviewees, it was attained that if they were participating as part of a group they may not have the opportunity to answer a question, compared to having the opportunity to answer as an individual. Hopkins (2007) argues that using group interviews will lead to the data being produced and analysed being of poor and low quality that will not give an overall insight to the true nature of the results. However, the researcher also considered that when carrying out group interviews, participants may enjoy discussing issues and subjects with others thus initiating debates and gathering strengths from other interviewees.

A factor that had to be considered was that rank could be a restrictive feature whilst carrying out group interviews. If the researcher was to hold group interviews with participants from a range of different ranks from the same establishment then there may be a reluctance to discuss subject in a free and frank manner. If a lower rank interviewee participant had issues or objection about the instructional process, especially within their own establishment, then might be fearful of the consequences from the higher rank interviewee participant if discussed in a negative context, this was the main factor in holding individual interviews against group interviews.

Using individual interviews is an excellent method of gathering reliable and creditable data through the use of in-depth interviews; however, it often requires participants to reflect over multiple interview sessions. Many educational researcher highlight that a series of interviews spaced apart by a week or two will give a great opportunity for the interviewer and participants to gain trust and rapport elating to improved data collection. In trying to obtain the researcher considered the possibility of in depth interviews through the use of two interview session. Mears (2009) suggests for example the study effect of an adult learning programme could be broken into two in depth sessions:

> "First session: ask about experiences, effects, challenges, relationships, employment. Second session: clarify points from session one and ask about perspectives". (Mears 2009, p. 172)

Although this method would be able to provide better quality data, the researcher discussed this with those participants in the pilot interviews and it was felt that the participants may not wish to return for additional interviews due to time pressures and that having one interview would be suffice in collecting sufficient in-depth data.

The results from the pilot interviews determined that there was a requirement to adjust one specific area within the interview. The pilot interviewees felt that one of the questions was misleading and could have a double meaning depending on what experience the instructor had and that further probing from the interviewer would be required. Whilst carrying out interviews there is always the problem of the unpredictability of the participant, Plummer (2005) suggests that "research – like life – is a contradictory, messy affair" reducing this unpredictability is key and ensuring the question set is correct may help to reduce this unpredictability within the data collection.

Self-reflecting on the results and feedback received on the pilot research was important and would require that a small amount of change before the main research was carried out. The implications of these changes on the main research would assist ensuring that the mixed method style of interviews and questionnaires were 'fit for purpose'. In gathering information from the research methods chosen, the researcher hoped to illuminate a better understanding of the military instructor attitudes, sharing their teaching desires and requirements by analysing the results and responses.

3.4. Training Establishments used in the research

Phase 1 Training Centre. The training establishment delivers trainee soldiers a combination of both initial Phase 1 and Phase 2 combined into a 26 week education and training programme. It is a rigorous, robust and demanding programme for both the learner and instructor with the curriculum covering a wide spectrum of subjects from weapon handling, military values and standards to functional skills level one English and Maths for those that require it. The delivery of this training is predominantly instructor-led with very little learner-led learning taking place, which can be justified as many of the subjects cover areas where safety and specific learning outcomes are required. However, Phase 1 training establishments are now employing a coaching and Value Based Leadership (VBL) focused approach to its delivery where instructors are actively encouraged to use coaching within their practices and learners are given the opportunity to identify their own learning potential to maximise learning.

Army Foundation College, (AFC). The AFC's deliver initial training to recruit soldiers aged between sixteen years and seventeen years five months who will progress to a variety of different trades and cap badges. AFC's run two different training programmes, a forty nine week course for recruits joining trade groups that have a shorter phase 2 training programme and a twenty three week course for those recruits joining trade groups with longer phase 2 training. As like many Phase 1 training establishments, AFC's courses are a rigorous, robust and demanding programme for both the learner and instructor with the curriculum covering a wide spectrum of subjects from fitness, qualities of a soldier, military studies to functional skills. One large hurdle that AFC's have to manage is a culture change for many of the recruits; the recruits are still young adults, who need to adapt to adult life but also army life. Resembling other Phase 1 training establishments, AFC's have adopted a VBL focused approach to its delivery and its ethos.

3.5. Interviews

When interviewing, the researcher followed a written structure in the delivery of the questions. The specific questions used during the final interviews had been tested and adjusted from carrying out the pilot interviews. By using specific tested questions during the interview, it ensured that the interview stayed broadly on track, helping to ensure that the information given by the participant will answer the themes of the questions.

The comparison between carrying out interviews and completing questionnaire is that through interviewing, different information can also be gained through body language,

tone of voice; these cannot be gained through a questionnaire. These interviews were digitally-recorded with permission required by interviewees prior to the start of the interviews. Digitally recording the interviews ensured the researcher was able to reflect and review the answers at a later stage. Lincoln and Guba (1995) suggests that these transcripts should be reviewed by another person "to confirm accuracy and completeness of the transcript"

3.6.   Interviewee Participants

Interviews were carried out with 8 personnel from a cross section of the military instructors and management from the two military training establishments. The sample of the interviewees chosen represented a cross section of the military instructors from the two training establishments. The researcher considered the following; rank, military trade group, years of military service and vocational and academic qualification as important indications that would show a true reflection of the whole establishment.

To ensure that best possible information was obtained from the interviews, the researcher requested volunteers from the two training establishments. A request for assistance was submitted to the relevant educational and training officers from the two training establishments, who in turn were able to speak directly to potential interviewees about the possibility of volunteering for the interviews.

Initially the response for volunteers was very small as many of the instructors felt that they would not have the spare time and capacity in their busy training programme to spend time in an interview. A small number of volunteers were eventually found to participate in the interviews and these deemed appropriate to meet the needs of the researchers initial sample requirements.

The interviews were conducted over a period of 4 weeks, due to the availability of the participants, it was important that interviewees did not feel time pressured to attend the interviews and that the interviews fitted around their training programs rather than fit around the interviews. Due to the period of time between the first and last interview there could possibly be the opportunity for participants to discuss questions and answers before and after the interview with other interviewees. The researcher posed the question at the start of the each interview whether they had any contact or information about the interview with any of the other instructors. All participants stated that they no idea what questions had previously been asked by the researcher.

One of the participants stated that they had completed a paper questionnaire that had been sent out. For this participant, the researcher took a slightly different approach in the wording of the questions to avoid repetition but still focused on the research themes of the interview.

These interviews were conducted within the workplace of the participants due to the cost and time factor associated with bringing a large group together at different times. Each interview lasted for appropriate 40 minutes. It was easier for the researcher to go to the individual participants. This provided the participants with a familiar surroundings, which they are comfortable and convenient with and contributed to gathering better data. The interviews were delivered in an informal environment to achieve what (Robson, 2007, p. 37) suggests, "… puts the interviewees at ease and helps you get more informative answers".

Having been a participant in a similar style interview for another research project, the researcher understood and empathised with the interviewees with some of the factors that could lead to not having a successful interview. For example, the interviewers tone of voice, body language and general approach to the interviewee. By establishing a rapport with the interviewees from the start, it made the interviewee relaxed and more open to questions and that would possibly provide more qualitative information. This also gave the researcher the ability to pursue different but relevant paths if they felt suitable information could be obtained. It was important that the researcher did not make prior assumptions to questions from the information provided from previous interviews from the sample but recorded and analysed the information discussed.

3.7.   Participant Details

The details of those who volunteered as participant for the research was anonymous; apart from the basic data requirement listed in the table 1.2.

Rank	Military Trade	Service History (Years)	Vocational & Academic Qualifications	Relevant Experience
Cpl	Infantry	10	GCSE x 3 CTLLS Junior Management	Operational Tours & Instructor at Phase 1
Cpl	Infantry	8	GCSE x 2 CTLLS Junior Management	Operational Tours & Instructor at Phase 1
Sgt	Signals	12	GCSE x 6 NVQ Level 2 & 3 Junior Management	Operational Tours & Instructor at Phase 1
Cpl	Signals	8	GCSE x 4 PTLLS NVQ Level 2 Junior Management	Operational Tours & Instructor at Phase 1 & 2
Sgt	Infantry	15	GCSE x 3 NVQ Level 2 & 3 CTLLS Junior Management	Operational Tours & Instructor at Phase 1 & 3
Capt	Infantry	23	GCSE x 6 NVQ Level 2, 3 & 4 BSc (Hons) Senior Management	Operational Tours & Instructor at Phase 1
Capt	Infantry	9	GCSE x 6 2 x A Levels BA (Hons) CTLLS	Operational Tours & Instructor at Phase 1
Sgt	Infantry	14	GCSE x 2 CTLLS Senior Management	Operational Tours & Instructor at Phase 1

Table 1.2

To ensure that the interview questions fitted within the research methodology the researcher analysed the relationship and conceptual structure of the questions against the overall research questions. This is explained in table 1.3.

Justification of Interview Questions

Q No	Research Theme	Interview Schedule	Relation to Secondary Research Questions	Specific Question asked	Rationale
1	Training and Education Delivery	Interpretation of effectiveness	What are the challenges facing the military instructor in delivering learning?	What are the challenges and restrictions facing the military instructor in delivering learning?	Understanding the equilibrium between practicality, the military requirement and professionalization
2	Policy	Policy Analysis in relation to delivery	Is the Army Instructor Functional Competency Framework policy fit for purpose?	Do you perceive that the Army Instructor Functional Competency Framework policy is fit for purpose?	How does current policy compare to reality?
3	Selection and Preparation	Scope and characteristics of preparation undertaken	Do the military sufficiently equip its instructors with the instructional knowledge and skills to operate within the training and education community?	Do you perceive that the military sufficiently equip its instructors with the instructional knowledge and skills to operate within the training and education environment?	The differentiation between what the military stakeholder believe is sufficient training for instructors and what instructors feel they actually require
4	Selection, Preparation and CPD	Extent of training and CPD support offered	Do the military sufficiently equip its instructors with the instructional knowledge and skills to operate within the training and education community?	How do you think instructor training and development could be improved?	What skills and knowledge instructors feel they actually require from initial instructor selection and training through to CPD.
5	Training and Education Delivery Policy	Interpretation of effectiveness of Military Training model	Do military instructors have the ability to 'shape' the future of military learning? Is the Army Instructor Functional Competency Framework policy fit for purpose?	How do you think the military can change its approach to Phase 1 training to improve the model of delivery and to maximise learning potential?	The differentiation between current military education and training policies and practices versus the opportunities to improve and enhance teaching to maximise learning.
6	Qualities and Skills Policy	Interpretation of Effectiveness and Policy Analysis	Do military instructors have the ability to 'shape' the future of military learning?	Do perceive military instructors to have the ability to 'shape' the future of military learning?	The differentiation between the military instructor under taking the norm and the ability for them to identified opportunities for change.

7	Training and Education Delivery	Relation of theory to practical application within instructing role	How effective is the increasing use of technology in supporting learning and what has been the impact in the innovations of learning on the instructor?	Have you ever considered using non-traditional instructing/teaching methods and resources within your lessons, such as different classroom layouts, learners sitting on beanbags, Virtual Learning Environments (VLE's)?	What is the balance between education theories, military expectations / requirements of instructors and the practical application?
8	Training and Education Delivery	Relation of theory to practical application within instructing role	How effective is the increasing use of technology in supporting learning and what has been the impact in the innovations of learning on the instructor?	Do you perceive the use of technology i.e. iPads / smart tablets or mobile devices could improve the training experience for the learner and improve your teaching?	The opportunities to maximising learning while balancing learner outputs and military policy.
9	Training and Education Delivery

Qualities and Skills | Relation of theory to practical application within instructing role | How effective is the increasing use of technology in supporting learning and what has been the impact in the innovations of learning on the instructor? | Do you understand the term 'Blended Learning'? Do you think that you're instructing /teaching effectively uses a blended learning approach? | What is the understanding of theory and how does this impact on the learner and the delivery? |
| 10 | Selection, Preparation and CPD | Extent of training and CPD support offered | Do military instructors have the ability to 'shape' the future of military learning?

Do the military sufficiently equip its instructors with the instructional knowledge and skills to operate within the training and education community? | Concerning the specific military education and training that, you instruct / deliver; what training / education courses / assistance would you like to allow you to deliver education and training that is more effective? | By equipping instructor with further resources, knowledge and skills it will improve the overall learning experience. |

Table 1.3

3.8. Questionnaires

The pilot questionnaires provided the basis for the main research, the researcher felt it was important to ensure a cross sample of respondents were included within the research methodology. By the use of paper based questionnaires, the researcher was able to reach a larger research audience. Bell (2005, p. 144) suggests, you require 'representative of the population as a whole'. Cohen & Manion (1994, p. 94) suggests that questionnaires are "the best form of survey in an educational enquiry".

By using internal postal paper based questionnaires, the researcher was able to administer the paper based questionnaires in a relatively timely and affordable manner. For the respondents, paper based questionnaires are quick and easy to complete. The researcher sent out one hundred questionnaires to attempt to negate the notoriously low response rate associated with paper based questionnaires. According to Dennis (2003, p. 26) "Mail surveys of have notoriously low response rates, creating the potential for substantial error in surveys of large population and diminishing the credibility of research".

In an attempt to improve the response rate, the researcher decided that rather than sending the questionnaires directly to recipients that they would be sent to Officer Commanding at the Phase 1 training establishment and the Chief Instructor at the AFC. It was discussed with these individuals about the background of the research and kindly requested that they select a cross sample of their instructional staff to participate in the questionnaires. This researcher felt this approach would improve the response to the questionnaire if administered directly from a person in their direct chain of command to any participant. According to Robson (2007):

> "Sampling is based on probability theory, in its broadest sense, if we can choose respondents randomly and appropriately from the larger population, the results from that random sample will be very close to what we would get by interviewing every member of the population". Robson (2007, p. 98).

Paper based questionnaires are familiar to most people and are a common research practice. Military personnel are familiar with having to complete paper based questionnaires, Nederhof (1983) states that:

> "Nearly everyone has had some experience completing questionnaires and they generally do not make people apprehensive. They are less intrusive than

telephone or face-to-face surveys. When respondents receive a questionnaire in the mail, they are free to complete it on their own time-table". (1983, p. 46).

The questionnaire, an accompanying letter explaining the background of the research and a labelled return addressed envelope were sent out to potential respondents via the chain of command to distribute. A further reminder letter was sent out approximately 4 weeks later requesting the return of questionnaire. The researcher sent out 90 questionnaires and 69 participants completed and returned the questionnaire by the requested date. This is indicated a response rate of 76.6%, which for a paper based questionnaire, is substantively very good.

To ensure that the questions fitted within the research methodology the researcher analysed the relationship and conceptual structure of the questionnaire against the specific quantitative and qualitative questions and the overall research questions. This is explained in table 1.4 and 1.5.

Conceptual Structure Questionnaire - Specific Quantitative Data Questions

Research Theme	Relation to Secondary Research Questions	Main Question	Definition of the question	Areas to develop within the concept	Data capture
Selection and Preparation	Do the military sufficiently equip its instructors with the instructional knowledge and skills to operate within the training and education community?	Your Defence Instructional Techniques course equips you with the practical instructional skills to undertake your job role as a military instructor?	All military instructors undergo a short course to introduce and develop their knowledge and skills as instructors, this is a generic Tri-Service course, and focuses on instructional techniques and is not fully focused on teaching.	Do you perceive that the DIT course fit for purpose?

How can the course be delivered to improve instruction? | Through analysis of questionnaire responses and investigation into response and trends. Quantitative data analysis processed into statistical data. |
| | | Your Defence Instructional Techniques course equips you with the instructional knowledge to undertake your job role as a military instructor? | As above, the question is themed around the same question. | As above, the question is themed around the same question. | As above, the question is themed around the same question. |
| | | The Defence Train the Trainer (DTTT) course is fit for purpose? | Military instructor currently undergo a 13 day course that involves building on the DIT course and focuses on developing the instructional behaviour and skills sets required by a military instructor to ensure maximise learning opportunities. It further develops the military instructor's skills by contextualising and developing a Value Based Learning (VBL) and coaching culture that fits into a modern day military teaching environment. Instructors gain a level 3 qualification in education and training. | Do you perceive that the DTTT course fit for purpose?

How can the course be delivered to improve instruction and how can the course change the behaviour and approach of the military instructor? | Through analysis of questionnaire responses and investigation into response and trends. Quantitative data analysis processed into statistical data. |
| Selection, Preparation and CPD | | The Defence Instructional Techniques (DIT) / Army Instructor (AI) course should be accredited with a civilian qualification? | Currently the DIT course is not accredited with any civilian qualification; this affects workplace and unit instructors. Many of the military Phase 1 instructors start their instructional career within a workplace training environment; is the lack of an accredited qualifications for the instructor initially affecting their choice to stay within a teaching role later on in their careers. | Can the DIT be accredited with a qualification?

What suitable level on the QCF framework of qualification could be accredited? | Through analysis of questionnaire responses and investigation into response and trends. Quantitative data analysis |

				What is the financial cost to the military in providing accredited qualifications?	processed into statistical data.
Qualities and Skills	Is the Army Instructor Functional Competency Framework policy fit for purpose?	I would consider my role at a Phase 1 / 2 establishment as an instructional role.	Currently the term given to a military trainer is instructor. The possible perception to a civilian organisation when employing a former military instructor is that the job role and responsibilities of a military instructor is only instructional. However, the research shows that the military instructor's role is a combination of instruction and teaching. By giving instructors more knowledge, responsibility and ownership in planning, delivering and evaluating their approach to training may develop a more teacher focused approach to learning comparable to an instructional approach.	Can the military change its terminology? Will changing the terminology improve the instructors approach to delivering? Does the military want 'instructors' or 'teachers' to deliver training? What effect will by undertaking a more teaching approach being in improving learning?	Through analysis of questionnaire responses and investigation into response and trends. Quantitative data analysis processed into statistical data.
		I would consider my role at a Phase 1 / 2 establishment as an teaching role.	As above, the question is themed around the same question.	As above, the question is themed around the same question.	As above, the question is themed around the same question.
		My future career aspirations are within teaching as a result of undertaking an instructional role.	The military can offer its employees a full career in terms of employment of 1 -35 years depending on the soldiers or officers contract. Many soldiers will join the military and focus on a particular career channel; however, as they progress they may gain additional skills and responsibilities. Many will go in to the instructional role for a period of time but then will probably revert back to their main trade or profession as they progress through the rank.	Does undertaking a military instructional role inspire and motivate soldiers to undertake the role in the future or undertake it when they leave the military? What can the military do to improve the instructor's perception of their teaching and instructional role?	Through analysis of questionnaire responses and investigation into response and trends. Quantitative data analysis processed into statistical data.
CPD	Is the Army Instructor Functional Competency Framework policy fit for purpose?	I should have been offered more professional and personal development and accreditation opportunities to support me in my instructional/teaching role.	The military offer all military instructors attending the DTTT course the opportunity to gain a level 3 qualification in education and training. Some instructors will undertake further professional and personal development and accreditation opportunities; however, this may be part funded by the military and part funded by the individual. The research shows that many instructor are not motivated enough	Is this sufficient to equip them with the correct knowledge and skills and it is a high enough qualification on the National Qualification Framework, will this level of qualification attract soldiers into the role of an instructor?	Through analysis of questionnaire responses and investigation into response and trends. Quantitative data analysis.

			to self-fund their only development or are not given the opportunity to undertake development.	Should instructors be offered a level 5 teaching qualification i.e. Level 5 in Education and Training? Does the military offer its instructor the opportunity to undertake CPD? Why are instructors not undertaking their own professional and personnel development?	processed into statistical data.
		The military promotes you undertaking professional and personal development and accreditation opportunities whilst in an instructional / teaching role.	As above, the question is themed around the same question.	As above, the question is themed around the same question.	As above, the question is themed around the same question.
Training and Education Delivery	Do military instructors have the ability to 'shape' the future of military learning?	I am able to teach / deliver my lesson in my own manner and style.	Military instructors undergo a short DIT course to introduce and develop their knowledge and skills as instructors. The course focuses on instructional techniques and is not fully focused on teaching. Many military lessons are delivered in the Explain, Demonstrate, Imitate and Practice (EDIP) manner and are scripted in terms of the delivery manner and the lesson format; this is to reduce the influence of 'Creeping Excellent'. Many lesson are delivered in the traditional classroom environment and do not test the boundaries of differing learning techniques.	Can instructor be allowed to deliver the prescribed learning objectives but in their own manner utilising modern teaching and instructional methods? Can the military learn from civilian teaching approaches?	Through analysis of questionnaire responses and investigation into response and trends. Quantitative data analysis processed into statistical data.

Table 1.4

Conceptual Structure Questionnaire - Specific Qualitative Data Questions

Research Theme	Secondary Research Questions	Main Question	Definition of the question	Areas to develop within the concept	Data capture
Training and Education Delivery	Is the Army Instructor Functional Competency Framework policy fit for purpose?	Do you feel that you are an instructor or more of a teacher?	Currently the term given to a military trainer is instructor. The possible perception to a military instructor is that their job role and responsibilities are only instructional and they don't associate themselves to have the skills, knowledge and teaching ability of a qualified teacher. However, the research suggests that the military instructor's role is a combination of instruction and teaching. By giving instructors more knowledge, responsibility and ownership in planning, delivering and evaluating their approach to training may develop a more teacher focused approach to learning comparable to an instructional approach.	Should the military change its terminology? Will changing the terminology improve the instructors approach to delivering? Does the military want instructors or teachers to deliver training? What effect will delivering in a more teaching approach be in improving learning? Does the military need to adapt its Army Instructor Functional Competency Framework policy?	Through analysis of qualitative data questionnaire responses and investigation into response and trends.
	Do military instructors have the ability to 'shape' the future of military learning?	What do you feel about the value / relevance of the training / educational courses that you deliver, in relation to the learner's specific job role or future job roles?	This question analysis the value of the information and lesson contents that the military instructors are delivering. The majority of instructor will be delivering subjects that they have a large amount of knowledge and experience of and will be able to contextualise the subject to real life situations and the workplace.	Is the information relevant to the learner in their future employment? Does the military instructor have the ability to contribute into the design of the lessons teaching objectives? Does adding information outside the key learning points lead to creeping excellent within the lessons?	Through analysis of qualitative data questionnaire responses and investigation into response and trends.
	What are the challenges facing the military instructor in delivering learning?	What are the challenges facing the military instructor in delivering learning?	The military instructor much like its civilian counterparts will face challenges in delivering learning. This may range for a lack of teaching and training resources, lack of time in the	How can the military instructor inform the hierarchy of issues and problems regarding training and learning?	Through analysis of qualitative data questionnaire

			training programme, reduction in departmental budget, lack of support staff, lack of instructor training. However, there are also major differences that face a military compared to its civilian counterparts. Much of the time we have a disciplined learner, who arrives on time and is dressed correctly. The research suggest that a major challenge that could be for the military instructor is the ability to be able to deliver lesson in a manner or style outside what is the expected norm.	Is the military able to change and adapt its procedures to support those delivering the lessons?	responses and investigation into response and trends
How effective is the increasing use of technology in supporting learning and what has been the impact in the innovations of learning on the instructor?	Do you think the use of technology i.e. iPads / smart tablets or mobile devices could improve the training experience for the learner and improve your teaching?	The teaching and training world is a fast evolving and developing environment, and teachers and trainers are constantly faced with delivering innovative and technology focused lessons in an attempt to keep pace with the changing nature of learning and the skill requirements. The research suggests the military instructors need to adopt a different and modern approach in their delivery such as an experiential and blended learning experiences as opposed to the instructor led or précis heavy approach, which may not be conducive to how military training audience ('the modern youth') are conditioned to learn currently in schools, colleges and street corners today.	What are the benefits and challenges with using technology in military training? What is the impact on the learner and instructor in using technology? Can it produce improved results? Is it cost effective? Can the military afford this technology? Can the military keep up with the evolving changes in technology?	Through analysis of qualitative data questionnaire responses and investigation into response and trends.
How effective is the increasing use of technology in supporting learning and what has been the impact in the innovations of learning on the instructor?	Have you ever considered using non-traditional instructing/teaching methods and resources within your lessons, such as different classroom layouts, learners sitting on beanbags, Virtual Learning Environments (VLE's)?	Traditionally military lesson are delivered in environments that are fit for purpose and for the subject that they are delivering. However, with a changing and challenging teaching and learning environment, maybe a change from the traditional method is needed to improve learner engagement and outputs.	What are the benefits and challenges using different non-traditional instructing/teaching methods and resources against traditional ones? How much of a course / subject be delivered on a VLE platform?	Through analysis of qualitative data questionnaire responses and investigation into response and trends.

			There are many pressures with the military and civilian teaching environments to reduce the amount of time spent of its personnel on courses. Can this be reduced with the introduction of more desk based learning via VLE's, thus saving on travelling and expenses and making the learning platform more accessible to all. Traditional classroom layouts involves one learner, one chair, one desk, however, could changing the dynamics of a classroom by the introduction of differing layouts, using such teaching environments with beanbags and coloured walls improve the teaching and learning.	How can success of these non-traditional methods be measured and quantified? Does the military equip its instructors with the knowledge to be able to identify, explore and use non-traditional instructing/teaching methods and resources? Are military instructors willing to adapt and try new non-traditional instructing/teaching methods and resources?	
Training and Education Delivery	Do military instructors have the ability to 'shape' the future of military learning? Is the Army Instructor Functional Competency Framework policy fit for purpose?	How do you think the military can change its approach to Phase 1 and 2 training to improve the model of delivery and to maximise learning potential?	Are the military getting its teaching and learning right? Recent reports over the last 24 months from Ofsted, across various Phase 1 and Phase 2 training establishments which also includes the Army's Apprenticeship provision which is linked to Phase 1 and 2 training have reported that there are some excellent provisions across some programmes of teaching and learning. However, they also summarised that there needs to be improvement in other area of teaching and learning.	What is the balance and parameters in which the military has its core focus of delivering effective battle wining soldiers and officers compared to delivering effective teaching and learning? Can military training be flexible and adaptive to embrace modern teaching and learning methods? Does the military have the capability, skills and knowledge to be able to change its approach in its delivery of education and training or is the military constrained in its approach? Do external agencies such as Ofsted have a major influence	Through analysis of qualitative data questionnaire responses and investigation into response and trends.
Policy					

			in the policy and application of military training/		
Selection, Preparation and CPD	Is the Army Instructor Functional Competency Framework policy fit for purpose?	With regards to the specific military education and training that you instruct / deliver; what training / educational courses / assistance would you like to allow you to deliver more effective education and training?	Military instructors are equipped with the basics through the DIT course to introduce and develop their knowledge and skills as instructors. The course focuses on instructional techniques and is not fully focused on teaching. Phase 1 and 2 instructor also undertake the DTTT course and focuses on developing the instructional behaviour and skills sets required by a military instructor to ensure maximise learning opportunities. It further develops the military instructor's skills by contextualising and developing a Value Based Learning (VBL) and coaching culture that fits into a modern day military teaching environment. The DIT and DTTT course along with any specific job related courses are the only mandated course that an instructor has to attend.	Does the military equip its military instructor with sufficient knowledge and skills? How can the military equip its instructor with the relevant resources to improve learning? Does the military offer its instructors the opportunity to undertake training and education in order to have a positive impact on learning? Should military instructors have to undertake their own professional and personnel development, in support of learning? Could the military offer its instructor further courses that will enhance the delivery of training and ultimately the learning experience?	Through analysis of qualitative data questionnaire responses and investigation into response and trends.
Selection and Preparation Policy	Do the military sufficiently equip its instructors with the instructional knowledge and skills to operate within the training and education community? Is the Army Instructor Functional Competency Framework policy fit for purpose?	Was the military's provision for initial instructor training and development offered i.e. DITS, DTTT, and AI, suitable for your instructor job role?	The DIT and DTTT course along with any specific job related courses are the only mandated course that an instructor has to attend.	Are the DITS, DTTT, AI courses fit for purpose? How can the courses be delivered to improve instruction and how can the course change the behaviour and approach of the military instructor?	Through analysis of qualitative data questionnaire responses and investigation into response and trends

Selection, and Preparation	Do the military sufficiently equip its instructors with the instructional knowledge and skills to operate within the training and education community?	How do you think that instructor training and development could be improved?	As above, the question is themed around the same question.	As above, the question is themed around the same question.	As above, the question is themed around the same question.
Selection, Preparation and CPD Qualities and Skills	Do the military sufficiently equip its instructors with the instructional knowledge and skills to operate within the training and education community?	Do you think that instructors should get funding and given the opportunity and support to undertake a level 5 (Foundation Degree) Teacher training accredited programme of learning i.e. DTLL's, Level 5 Diploma in Education and Training?	The military offer all military instructors attending the DTTT course the opportunity to gain a level 3 qualification in education and training. Some instructors will undertake further professional and personal development and accreditation opportunities; however, this may be part funded by the military and part funded by the individual. The research suggests many instructor are not motivated enough to self-fund their only development or are not given the opportunity to undertake development.	Is this sufficient to equip them with the correct knowledge and skills and it is a high enough qualification on the National Qualification Framework, will this level of qualification attract soldiers into the role of an instructor? Should instructors be offered a level 5 teaching qualification i.e. Level 5 in Education and Training? Does the military offer its instructor the opportunity to undertake CPD? Why are instructors not undertaking their own professional and personnel development?	Through analysis of qualitative data questionnaire responses and investigation into response and trends.
Selection, Preparation and CPD Qualities and Skills	Do the military sufficiently equip its instructors with the instructional knowledge and skills to operate within the training and education community?	What, if anything, is important about instructors undertaking professional and personal development within the Military?	The importance of having a qualified teacher or instructor cannot be under estimated. However, over the last 5 years there have been major changes and developments in the 'professionalization' of those delivering learning in the lifelong learning sector. The government have recommended and in September 2012 put in to place ; that there is no requirement for instructors and teachers in adult education to hold any teaching qualification or gain a Qualified teacher Learning and Skills (QTLS) status to work in an	Is this sufficient to equip them with the correct knowledge and skills and it is a high enough qualification on the National Qualification Framework, will this level of qualification attract soldiers into the role of an instructor? Should instructors be offered a level 5 teaching qualification i.e. Level 5 in Education and Training?	Through analysis of qualitative data questionnaire responses and investigation into response and trends.

| | | | adult teaching environment and vocational or subject knowledge is sufficient.

However, the Institute for Learning (IfL) have argued, that there is a need for this professionalization, to ensure that those delivering adult learning have the adequate teaching knowledge and skills.

The IfL believe this will reassure stakeholder, teachers and learners that those delivering this learning are fit for propose with the knowledge and skills to deliver maximum learning potential. | Does the military offer its instructors the opportunity to undertake CPD?

Why are instructors not undertaking their own professional and personnel development?

Are the DITS, DTTT, AI courses fit for purpose? | |
| Qualities and Skills

Training and Education Delivery | How effective is the increasing use of technology in supporting learning and what has been the impact in the innovations of learning on the instructor? | Do you understand the term 'Blended Learning'? Do you think that you're instructing/teaching effectively uses a blended learning approach? | Blended learning is a term which many of the military instructors may not fully understand. The balance and integration of a blended learning approach to many military instructors may seem 'alien'.

The military has already adopted and developed its own approach to e-learning with a 'Virtual Classroom' in the form of a VLE on the Defence Learning Portal. Many courses are being developed so they can be delivered with a blend of e-learning and classroom based learning, thus reducing the amount of time spent in a traditional classroom environment and giving learner's ownership of their learning.

The ability for pre-learning can be achieved by learners undertaking pre course work on a VLE, then the subject can be underpinned and explored further once in a classroom environment with contact between instructor and learner.

There is a need in most cases for the human contact between learners and teachers which cannot be replaced by fully computerizing | Can the military use a blended learning approach in its delivery of knowledge and skills?

Does the military's current VLE platform support the use of a blended learning approach?

Do military instructors have the knowledge and skills to adapt, build and deliver lessons and subjects in a blended learning approach?

Will the military be able to reallocate resources if undertaking a blended learning approach?

What are the proportions of blended learning required, that will make learning effective?

Will a blended learning approach improve learner's attitudes towards learning? | Through analysis of qualitative data questionnaire responses and investigation into response and trends. |

| | | | learning. Learners enjoy the intrinsic feelings and the reassurance from the human contact they have from their teachers on their progress and development in their learning. | Do the learners have the IT literacy to use the systems and programmes?

Will learners be motivated to undertake regular learning or will it be end loaded learning at the end of the course or by the due date? | |

Table 1.5

3.9. Data Collection

By using different methodology of data collection for the research, the researcher anticipated the data provided may point to certain themes within the findings and conclusion. This methodology should achieve the process of '*Methodological Triangulation'*. According to Denzin (1970):

> "Methodological triangulation is a combination of both quantitative and a qualitative research and this combined will help to provide a more complete set of findings/data versus data than could be arrived through the administration of one of the research methods alone". Denzin (1970, p. 35).

Conversely, if the research provided a variety of different results and findings, it will still show '*Triangulation'* but may indicate that further research could be required within certain areas.

3.10. Data Analysis

Qualitative data collection from both the interviews and the questionnaire yielded large amounts of data. The data for this research was edited, organised and condensed into a format that was more manageable for analysis. It was achieved by reviewing the interviews and editing out irrelevant information and data. This, however was not discarded as it may have become relevant later. The data, particularly from the questionnaires was categorised and would be used for organisational purposes. This was carried out by collating similar data and then putting it into categories.

There are many different methodologies that can be used for analysing both quantitative and qualitative data. Miles and Huberman (1994), in Saveyne & Robinson, 2004) and Lichtman (2010), highlights that there should be concurrent activity during the process to ensure efficiency of the researcher's time and resources. These activities should include data reduction, data display and identifying any findings or conclusions. Glaser and Strauss (1967) similarly use this methodology of data analysis in their 'Grounded theory'. The researcher was able to use this approach when analysing the data from the interviews, however, was careful when reviewing the data that the information gained from these and any of the previous interview data did not influence further interviews.

3.11. Ethical Issues

Ethical consent from York University and the Ministry of Defence Research Ethics Committee (MODREC) was sought, however, due to the nature of the research; the MoD ethic committee did not need to consent to the research. The author used the same principles as BERA, (2004, p. 28) to "secure the participants voluntary consent" at all stages of this research. To achieve confidently of the respondents, the words *'In Confidence'* was clearly marked on the top of each questionnaire; each questionnaire was accompanied with a covering letter explaining its purpose and possible future use, and that information gathered would only be used for research purposes only.

There occasionally can be ethical issues associated with anonymity and confidentiality when undertaking social science research. Kane. (1991) suggests, that it is important to understand the research subjects and that they are people with dignity, feelings and rights. Kane further explained that it is the responsibility of the researcher to figure out how to correctly manage the information obtained through the research, while simultaneously respecting the privacy and anonymity of the research subjects.

It is essential, where possible that the researcher considered the anonymity of the research participants when publishing the final research paper. All researchers who are a participant at the institution where a piece of research is conducted, face the issue, that the presentation of the findings may allow certain readers to identify participants in the study.

One of the pressing ethical questions that the researcher had to decide in the design of the research methodology; was whether the research design would realistically offer confidentiality or anonymity, when interviewing a small number of distinctive instructors, within specific training establishments. The risk of being identified through the potential answers given by the participants, may identify to others who work in the same training establishment, this includes the participant's hierarchy and other participants within the research, this would suggest near impossibility of anonymity from the MoD.

The Economic and Social Research Council (ESRC) (2016) website suggests that:

> "If you cannot guarantee that participants will not be identifiable, it may
> be better to offer to name them, and interview them 'on the record'. This
> may be more straightforward in some cases than an unrealistic promise

of anonymity, but bear in mind that the information you get will be markedly different".

The researcher felt that this approach of naming individuals was not appropriate in this research; as this may have a negative effect on the participants; as their responses when published may disagree with MoD policy and lead to them being questioned at a later stage by their hierarchy over their responses.

In keeping with MoD general research practices regarding ethical procedures when presenting the findings; that as much care as possible was taken to minimise the risk of anonymity being breached. The research design for this study received ethical approval both from the university and from the institution where it was conducted, and complied with the need to maintain the anonymity of the participants.

All respondents were reassured of anonymity and this was respected throughout the research. Participants in the interviews felt that anonymity was a key issue as they wanted to be frank and honest in their responses, without the fear of the information getting back to their hierarchy. Some personnel information was requested from the participants such as age, gender, trade group and qualification status; some participants may feel uncomfortable with providing this. However, it is accepted by the researcher that this may slightly affect responses but it is deemed important for analysis purposes.

It was important to understand during the research, that the research subjects would be answering written questionnaire and participating in interview which may not be the norm and may cause stress in some form or another. By interviewing the research subjects this would excluded an instructor from teaching for a period of time. This instructor would then have to catch on the missed lessons, which also then may have a further impact of the learners and the information they receive during the missed lesson. Although this may only cause a slight disruption, it was important that research subjects were fully aware of this prior to undertaking the interviews.

Bell (2008, p. 45) states the importance of 'Informed consent requires careful preparation involving explanation and consultation before any data collection begin". Blaxter et al (2001) concurs with this and states "Research ethics is about being clear about the nature of the agreement you have entered into with your research subjects."

To further ensure the anonymity of the research subjects, and in keeping with the university's ethical convention, the locations of the two sites where the research was conducted are not named. All correspondence including the researchers address used in the covering letter has been removed. Each participant was given the researchers contact detail to allow them the option of access to the data and the final research paper. Further to this each of the interview participants had the option to read their interview transcript or listen to the audio recording and if applicable that they may choose to temper their comments before the final report was published.

All data from the research was handled carefully in line with the university and MoD data handling policies. All data was electronically backed up as soon as possible and stored safely on an online cloud facility that had password protection, which further ensured that the information provided by the respondents was secure. All copies of the paper based questionnaire were secured in a locked room.

3.12   Conclusion of the research methodology

In conclusion the methodology used during the research, covered both a spectrum of substantive qualitative and quantitative data research methods by using a methodological triangulation of collection methods. By using a variety of data collection methods it enabled the researcher to able to gain a wide spectrum of pertinent information and data. Through careful data reduction, the researcher discarded information that would not be used in the final results of the research.

The research methodology used enabled an inexpensive and effective manner in which to gain information and data. Although at times waiting for the paper questionnaires to be returned from the respondents was frustrating, the final response rate was somewhat surprising and enabled a good representative of the instructor population as a whole. Any future research methodology within this subject area would include a focus group from those military stakeholders involved with instructors delivering phase 1 military training, to try and attain their perception of how military phase 1 training is delivered by the instructors. Although this could be argued that they view could be vastly prescribed around policy rather than always understanding the intrinsic needs and perceptions of those instructors delivering the training on the coalface, it would enable an opinion from those managing the instructors and their delivery.

It highlighted although largely successful the research methodology used did occur some limitations in its full effectiveness. This was largely focused on the military instructors

who were willing to give up their valuable time in undertaking individual research interviews. Initially, many of the instructors contacted felt that they didn't have the time in their busy training programme to undertake the research interview. Combined with many instructors initially perceiving, through ignorance, that the information and responses they would provide would be directly attributed to them in the final publication. Reassuring the instructors of the confidentially of their responses made the instructors reconsider taking part in the research.

Fundamentally understanding the requirements of the research aims and thus applying the appropriate methodology, while considering the constraints that may be involved will ensure the research is appropriately covered.

CHAPTER FOUR: FINDINGS

4.1. Results of the Research

Examining the results from the research was key in identifying common themes. The results identified the three main areas of the research:

- Instructor's views and perceptions of instructor training provided to undertake their job role.
- Instructor's views and perceptions of CPD opportunities provided to undertake their job role.
- Instructor's views and perceptions on the use of more dynamic and less didactic learning experiences in their practices as military instructors.

The research was designed to allow the researcher to be able to achieve a broad spectrum of views and perceptions from serving Phase 1 military instructors without bias or allowing the researchers personal beliefs and expected outcomes to interfere with the results. It is important to understand that the information and data received is only a representative sample from across two Phase 1 training establishments.

The similarity in the themes within the paper based questionnaire and the interviews lead to an overlap in the questions and allowed the data and information received to be analysed and triangulated. O'Donoghue and Punch (2003) define triangulation as a "method of crosschecking data from multiple sources to search for regularities in the research data.". The triangulation collection of data and information allowed quantitative and qualitative information to be reviewed and interpreted in the results of the research.

The first section of the written questionnaires provided quantitative data which was reviewed and interpreted different trends, this was crucial analytical data. It also provided the researcher with a background of the personal details of the questionnaire participants which totalled 69 participants. This data enabled the researcher to ensure that there was a spread in respect of different categories of ranks, trade groups, qualifications held and time served of respondents. This information is shown in table 1.6.

The data received was in line with what the predicated research group the researcher had targeted. It gave a broad spectrum of the predicated ranks of those delivering

training and reflected that the rank between SSgt to WO1 are employed within a management role rather than actual deliverers of training.

Questionnaire Participant Details	Respondent Numbers	Overall Percentage
Q1.1 Rank		
LCpl	2	3%
Cpl	32	46%
Sgt	23	33%
SSgt	0	0%
WO2	0	0%
WO1	0	0%
Lt	2	3%
Capt	10	14%
Maj	0	0%
Lt Col	0	0%
Q1.2 Military Trade Group		
Chef	5	7%
Royal Signals	6	9%
Infantry	46	67%
Armoured Infantry	12	17%
Q1.3 Years of service completed		
1-4 years	2	3%
5-9 years	28	41%
10-14 years	25	36%
15-19 years	12	17%
19-24 years	2	3%
Q1.4 What is the name of the training course you teach		
Army Foundation Course	35	51%
Combat Infantry Course	34	49%
Q1.5 What instructional techniques courses have you completed?		
Basic Instructional Techniques (BIT)	13	19%
Defence Instructional Techniques (DIT)	40	58%
Army Instructor (AI)	0	0%
Defence Train the Trainer (DTTT)	16	23%
Other (Please state)	0	0%
Q1.6 It what year did you undertake your instructional techniques course?		
1995-1999	5	7%
2000-2004	26	38%
2005-2009	32	46%
2010-2014	6	9%

Q1.7 What, if any instructional supervision/coaching course have you completed?		
Army Instructor Supervisor (AIS)	14	20%
Master Coach (MC)	0	0%
Sub Unit Coach (SUC)	0	0%
Supervision & Coaching of Instructors (SCI)	1	1%
Defence Instructor Assessment & Development (DIAD)	0	0%
None	55	80%
Q1.8 What civilian teaching/coaching qualification have you obtained/or are working towards during your instructor assignment?		
Level 3 Preparing to Teach in the Life Long Learning Sector (PTLLS)	16	23%
Level 3 Education & Training	9	13%
Level 4 Certificate in Teaching in the Life Long Learning Sector (CTLLS)	31	45%
Level 4 Education & Training	3	4%
Level 5 ILM Coaching and Mentoring	3	4%
Level 5 Diploma in Teaching in the Life Long Learning Sector (DTLLS)	5	7%
Level 5 Certificate in Education (Cert Ed)	2	3%
Level 6 BA (Hons) in Post Compulsory Education & Training	0	0%
Level 7 ILM Coaching and Mentoring	0	0%

Table 1.6

The second section of the paper based questionnaire shown in table 1.7 asked questions relating to the perception of the instructor in three specific areas, regarding the role of instructor, the perception of their pre-employment and continuing training and CPD. The results of the data is discussed further within the chapter.

Two of the questions 1.7 and 1.8, showed a large proportion of respondents generally answering one of the specific answers. Question 1.7 asked respondents, what, if any instructional supervision/coaching course have you completed? The response to this question would depend is an instructor had been selected to undertake the role of an instructor supervisor, not all instructors will undertake this role during their employment.

Question 1.8 displayed the levels of qualifications that the respondents held. The results indicate that majority of instructors hold mid-level qualifications as per the National Qualification Framework. These results can be expected as the pre-employment courses

for instructors used to offer the Level 4 Certificate in Teaching in the Life Long Learning Sector (CTLLS) as a pre-mapped qualification. It now offers the Level 3 Education and Training. The instructors, in most cases are given more opportunity to obtain mid-level qualification during their instructional career. Many soldiers join the military straight from compulsory education and do not pursue into any further higher education before they join. However, the military have adopted the policy that all instructors will gain some sort or teaching/training qualification.

The mixture of responses to these questions seems to indicate that different instructors have had conflicting experiences and perceptions of their role, pre-employment courses and CPD.

Questionnaire Responses to Question 2

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses
2.1 Your Defence Instructional Techniques course equips you with the **practical instructional skills** to undertake your job role as a military instructor?	8	42	14	5	69
	12%	61%	20%	7%	100%
2.2 Your Defence Instructional Techniques course equips you with the **instructional knowledge** to undertake your job role as a military instructor?	6	36	25	2	69
	9%	52%	36%	3%	100%
2.3 The Defence Instructional Techniques (DIT) / Army Instructor (AI) course should be accredited with a civilian qualification?	28	32	8	1	69
	41%	46%	12%	1%	100%
2.4 The Defence Train the Trainer (DTTT) course is fit for purpose?	5	51	12	1	69
	7%	74%	17%	1%	100%
2.5 I would consider my role at a Phase One / Two establishment as an instructional role	39	29	1	0	69
	57%	42%	1%	0%	100%
2.6 I would consider my role at a Phase One / Two establishment as an teaching role	22	27	18	2	69
	32%	39%	26%	3%	100%
2.7 I should have been offered more professional and personal development and accreditation opportunities to support me in my instructional/teaching role.	15	30	24	0	69
	22%	43%	35%	0%	100%
2.8 The Military promotes you undertaking professional and personal development and accreditation opportunities whilst in an instructional / teaching role.	5	36	26	2	69
	7%	52%	38%	3%	100%
2.9 I am able to teach / deliver my lesson in my own manner and style.	12	30	24	3	69
	17%	43%	35%	4%	100%

2.10 My future career aspirations are within teaching as a result of undertaking an instructional role.	6	25	32	6	69
	9%	36%	46%	9%	100%

Table 1.7

4.2. Selection, Preparation and CPD

The correct training of instructors prior to employment is essential in ensuring that instructors are equipped with the requisite knowledge and practical skills to undertake their role in delivering training. This is underpinned by the Army Instructor Competency Framework, which articulated the importance of developing and equipping the military instructor for their in-service instructional role.

The majority of the instructor's perceptions were that they are being trained in a certain manner, for a specific role, during the Defence Instructional Techniques (DIT) and the Defence Train the Trainer (DTTT) courses and the pre-selection for their instructor role was based on skills and personality. One instructor states, "There are a small amount of military instructors in his opinion that have very good instructional abilities, but lack the personality skills to deliver effective military training". The instructor further indicated that the military hierarchy must ensure that when selecting instructors to deliver training, there must be the correct balance of military skills and knowledge coupled with personal skills, and that the potential instructor must understand the complex culture of military Phase 1 training.

According to Handy (1985, p. 78) a school (training establishment) will develops its own organisation culture, this may be heavily influenced and dependent on the organisational mission, values, objectives and structure. Handy (1985) identified the cultures and theorized them into four distinctive groups being Task culture, Person culture, Role culture and Club culture, While most organisations may exclusively fit into just one of these culture groups, in large and diverse organisation there will be different practices that may fit into varied number of these groups thus developing sub culture groups. Military training establishments largely falls into the role culture model, in theory it means that military training has developed a formalised structure based on positions and roles rather than personality. Military training establishment's culture is further identified as role culture; with its staff and management trained according to their position and specific role within the organisation, this helps to enhance the attainment of organisation objectives.

Understanding military training culture is essential in ensuring that the instructor is fully prepared for their role. The instructor initial training and development is the foundation building blocks to give the potential instructor the training, coaching, skills and knowledge to deliver military training. The researchers own experiences and perceptions of this training, was that it was fit for purpose, but it could be argued that to maximise the full learning potential of the recruit (the student), that the course could also focus on a 'teaching' approach to learning rather than 'instructional' approach to delivering training.

The instructor's response to this theme surprised the researcher, as common discussions from the 'Shop floor', is that the DIT and the DTTT course are a waste of time and didn't give them much formalised training on how to deliver instruction and is process driven. It was important to investigate these themes within the research to quantify whether this was the general view of the instructor or just dissatisfaction on having to do the course.

The majority of the responses from the instructors indicated that the DIT course equipped them the practical skills to undertake their initial role; many could associate the methodology and instructional skills being delivered with training that they had seen or experienced during their careers.

One instructor describes the course as "The DIT and DTTT course is a tick box course. The best way to teach is using experience and being a subject matter expert, military learning is by seeing, doing, and learning from your mistakes. How can you deliver this over a one week course"? Whereas another instructor felt that the training (DIT and DTTT) offers a good strong foundation on which you could use to develop and enhance your instruction/teaching skills and knowledge to help you in your instructional role. Further responses from many of the instructors agree that "The DTTT training was thorough and educational; these skills along with time in role are all hugely beneficial and need to be recognised for their importance"

However, around one third of the instructors responded that they felt that the course did not equip them with the requisite underpinning knowledge to deliver instruction. Much of the knowledge delivered during the instruction enabled the instructors to gain a base knowledge of how to deliver basic instruction, but lacked educational and instructional theories/models, which could then be contextualized when the instructor delivered their training. One instructor when interviewed stated, "The educational courses (DIT and DTTT) have little relevance to the instructors role"

Military training time is of an optimum, so the delivery time allocated for the course is only five days. It could be argued that the instructor could undertake self-directed learning to further explore educational theories; however, this would be additional elected learning which instructors may not wish to undertake. Since the start of this research, there have been some minor changes within the delivery and structure of the defence instructional techniques for instructors delivering Phase 1 and 2 training. It has now been renamed as the Army Instructors course, which encompasses the previous defence instructional course and also the Defence Train the Trainer course.

Civilian accreditation is a key method of recognising learning in a formal manner that is attributed to civilian skills which external organisation will recognise after military service. Accreditation forms part of the overarching framework for Army instructor capability. This can be a motivation tool to retain instructors firstly by 'developing' them which forms part of the instructor development stage of the Army instructor capability framework and secondly it is can be seen as a 'reward' which fits within the instructor management stage of the Army instructor capability framework.

The common trend throughout the response from the instructors is that being offered more CPD will benefit the military as a whole and also benefit the instructor. One instructor states, "I should have been offered more professional and personal development and accreditation opportunities to support me in my instructional / teaching role". Another instructor states that the military should invest in their instructors to ensure that its workforce (instructors) at all levels have multi skills and knowledge to maintain the business effectively, but to also maintain a well-motivated workforce. Whereas another instructor argues that "Being given the opportunity to gain high level qualification will open up our teaching ability"

The investment in multi skills for the workforce (instructor) has changed from the post Ford era, where workers had a single skill, which in many cases was not transferable. This post Fordism change has influenced the policy for the military, with the focus on the development of staff to become multi-skilled and multi-employable for their current and future roles.

There has been a lot policy development within the military to train and develop its staff. This is key in areas where expensive training and development has been invested. Why train them, to then lose them to civilian companies? Arguably the military train employees with skills that can be transferable, however, there are huge investment in training, so it

is important to retain these skills and trades in order that the military receive value for money and a return on their investment. This theory is further underpinned by Lash (1994, p. 195), he suggests that:

> "It is irrational for any one company to invest heavily in training workers, though it is eminently rational for companies as a whole to invest in such training".

By the military investing in the CPD concept for its instructors, has not only benefited the individual, but also the organisation by keeping employee's skills up to date, but as a means of retaining staff. Megginson (2004) further underpins this, "if the organisation is not committed to CPD, staff may go elsewhere".

4.3.   Training Delivery

The military has always referred to those that deliver learning and training in Phase 1 as instructors rather than teachers or lecturers. However, does this terminology stem from years of being known as instructors? The question was posed to the instructors whether they perceived their role as instructors or teachers. Foremost, the researcher suggests there is a difference between the two; many instructors associated the word 'teacher' with those that deliver compulsory education and the perception of an instructor who provides the recruits with skills and knowledge.

Ryle (1973 Pg. 108-110) suggests that there are some profound differences between a teaching and an instructional role (referred to as training), however, both roles are aiming to deliver the learner with knowledge and skills, getting them to act or think for themselves. Ryle examines the differences and argues that training is 'drilling' or the formation of 'habits' and training involves the instructor showing or telling them how to do a certain skill/task. He further goes on to argue that trainers will have a specialist skill, which is usually practical. Both the teacher and the instructor could be classed as 'Gate Openers', allowing the learner to explore their own learning if directed to the gate.

One instructor describes his role with Phase 1 as;

> "I am more of an instructor, I spend a lot of time with the recruits and I instruct them in a lot of subjects and also day-to-day nurturing, but they also learn through social interaction and watching the instructor and other

recruits. I instruct 80% of the time and teach for the other 20%. The majority of recruits can be instructed to do things exactly like I want them to".

Another instructor argues, "Soldiers are natural at teaching and know the correct level to teach at any level of intellect. You have to learn to adapt to your audience as they all have different intellects and learning styles". Surely, this statement is naive in its approach and does not consider the wider skills, training and knowledge needed to deliver learning. Just getting up and trying to impart knowledge and skills without adequate training in delivery, training and teaching may not allow the instructor the ability to release the full potential of a recruit.

One third of the instructors consider their own experiences as Phase 1 recruits as the way in which training should be delivered, but once again this is very naive. Education and training has changed, and is changing at a rapid speed since many of the instructors undertook their initial training. Education and training has taken rapidly to a technology-focused approach with much of the traditional teaching and training concepts and practices being replaced with modern technology based delivery. However, is this the most suitable way to approach training in Phase 1 military training?

The use of technology is always a discussion point between instructors and the wider teaching community; there are many positive and negative opinions to its uses within Phase 1 training. Science fiction writer Arthur C Clarke (1999) as cited in Corbett, J. & Kulchyski, T. (2009) states

"Before you become too entranced with gorgeous gadgets and mesmerising video displays, let me remind you that information is not knowledge, knowledge is not wisdom, and wisdom is not foresight. Each grows out of the other, and we need them all".

The use of technology within teaching and learning is changing and developing at a phenomenal rate, many military instructors have stated that they feel threatened by its use. Many associate their delivery with how they were taught. The common response indicated that the instructors felt the use of technology would simply take away from the subject matter and threaten the recruits' own ability to concentrate. The common response indicated that the instructors felt that "Technology has a place in learning, however, by integrating iPad's/mobile devices into Phase 1 training will act as a distraction"

This is further argued by Cain (2011), when he reports on the use of bayonet training within Phase 1 training. He argues that:

"Could this be replicated in a simulated training environment that so many defence training applications are turning to? The activity itself is a physical activity; it's a combination of body and spirit. The activity is unique. It is a close symbiotic relationship between spirit and body in moving yourself and your weapon towards the enemy".

Practically, using technology in such an activity would not produce the desired results and would be very difficult to reproduce without any physical activity taking place by the recruit. However, this is now to say that some stages, processes or effects could not use technology to simulate the desired effect.

Another common response within the questionnaire and the interviews indicated that the instructors felt that "People rely on them (technology) too heavily and the importance of recruit/instructor interaction will be lost", this is further supported with one of a senior instructor highlighting that "the majority of learning in the military requires kinaesthetic learning, technical issues could stop or interrupt lesson when using technology and the balance needs to be right"

The positive response in to the use of technology with learning was that a small majority of instructors felt:

"A vast percentage of students use technical devices in their day to day life; by bringing these into the learning environment it will modernise teaching and hosts a more versatile blend of learning which will encompass a wider range of learning styles"

Embracing the use of technology in lessons may help to improve delivery and reach out to the younger generation of military recruits. There are many benefits to the organisation and the recruits by the use of technology in the classroom environment, Harrison (2001) states that are numerous benefits such as effective e-learning and technology making learning faster and efficient. It can allow instant assessment and feedback to learners, allows the learner to connect easily to other learning platforms. Reynolds et al (2002) supports this view and this can be contextualised to the military environment where he suggested that technology could allow the "ease of access to simulations of dangerous

or complex activities for the learning process". Reynolds went on to further suggest that it would allow learners with differing learning styles to undertake the same package of learning.

Getting the balance between the more traditional training and teaching methods and the use of technology in delivering Phase 1 teaching is essential in capturing and optimising the learning experience for the recruits. The age of recruits and their generation means they would respond better to an environment that is more technologically focused and interactive. However, it is important to give consideration to the instructor to allow them to choose the right balance of blended and traditional teaching approaches within their delivery. Salder-Smith et al (2000) supports this and urges that "caution against training professional being swept up in the all-pervading tide of enthusiasm that often accompanies technology based learning".

There was a common thread that ran through some of the responses from the instructors, regarding the perception of how the recruits learns and were taught during their training. One instructor argues that;

> "Military learning and the subject continually needs to be revisited, updated and made more current, so that young recruits are kept interested and inspired. Many instructors feel that the chain of command (Stakeholder) are a little out of touch and do not give the military instructor the freedom to deliver content outside the prescribed lesson plan, they call it 'creeping excellent', but we call it extended learning, using experience to further develop the recruit is key".

The common response indicated by the instructors was they felt that the learning delivered could be extremely prescribed, following dry and uninspiring mandated lessons and presentations. Further responses go on to explain that different recruits will have a different learning styles and abilities, which often challenge an instructor, but they perceive they are restricted in the way in which they deliver their lessons. One respondent felt that the Army needs to be less channelled in its delivery and allow instructors the freedom to teach the lesson in the best method for the recruit; not being dictated by the restraints of the lesson pamphlet and that social learning is a key method in developing the recruit, but is often not recognised by the hierarchy.

The conventional approach to instruction is discussed by Reynolds et al (2002), as an aged approach which is "exemplified by the tell and listen classroom lecture / demonstration that backdates to the medieval period when books were in short supply and learned men were given the task of reading extracts to their students". This view could be vaguely taken in the way in which modern military training is delivered in some respects. The instructor will deliver skills and knowledge, where the recruit will be told/shown a skill and then will be expected to know/follow this after a period of instruction. However, this talk and chalk approach is becoming outdated and the instructor's perception is that they should be delivering learning and instructional in a different manner.

The military instructional system is often seen and perceived as a 'machine' that is designed to meet very specific and often narrow learning objectives within precise parameters, that produce the required 'product', which is namely the trained recruit. Any deviations from this set criteria of instruction are perceived as incorrect and action must be taken to correct any deviations, which ultimately could lead to mistakes within the end product. This approach has its own problems and leads to any differing learning approaches being used inappropriate and lacks flexibility.

This military organisation approach to learning is about understanding information, learning skills and obedience through authority and cannot always be compared to civilian further education colleges and institutions. Many instructors feel that military learning is about conforming to the boundaries set by the stakeholder and should not allow the recruits to have that much thought process during their learning, but is that approach outdated? Has the military recently changed its approach to allow independent learning and thinking?

One view from a more senior instructor states, "There is not enough encouragement of shared learning. Experience and ideas of best practices must be captured and shared as these can be useful and enhance further instructional development". Military training establishments have traditionally operated within a closed organisation and have not taken much notice to other training establishments, traditional teaching practices or other external influences. Over the last decade, this has rapidly changed and the researcher suggests has improved. As the military training culture develops, progressively it becomes more accountable, it now shows characteristics of an open/transparent system and looks at other models within other training establishments both locally, nationally and within other organisational cultures, looking at best practices that can be adopted

and developed within the military's own culture, enhancing the attainment of organisation objectives. The changes in characteristics are partly in response to the transparent culture that is required from inspecting organisations such as OFSTED.

The way in which modern military Phase 1 learning is delivered has changed due to external influences and agencies. Many of the instructors felt that they are being restricted by these external influences, which limit the way in which they can deliver specific knowledge and skills. One instructor states;

> "The Army has had to change the way in which it instructs and delivers learning to satisfy Ofsted inspectors. However, what experience of military life does the Ofsted inspectors have apart from visiting training establishments? Training has become softer in its approach. Military training has become too 'Civilianised' and we need to take it back to 15 years ago. Instructors are afraid of doing anything outside the prescribed limitation because of the 'Deepcut' incident and this has resulted in unnecessary and managed restrictions in the way in which we deliver learning".

Half the instructors responded that they felt that they have to be able to adapt their approach to instructing/teaching to not only suit the learning requirements of the recruit, but more importantly to satisfy the requirement of the stakeholder and third party assurance from Ofsted. Many of the instructors felt that the delivery of learning was very formal in approach and that military learning has a strict hierarchy system; that must followed at all times, stepping outside any of the prescribed parameters / rules would lead to their dismissal in their instructional post.

The official structure of any organisation is principal to its success; these structures within the formal model are overwhelmingly hierarchical focused, but show a clear division of authority; the structure with the training establishment works towards goals of the commandant of the organisation, who is pushing the staff to meet the requirements of the stakeholders. Bush (1995, p. 29) argues that;

> "Formal models assume that organisations are hierarchical systems in which managers use rational means to pursue agreed goals. Heads possess authority legitimised by their formal positions within the organisation and are accountable to sponsoring bodies for the activities of their institutions".

The differing opinions of the instructors that were interviewed, led to the researcher investigating the common thread that instructors believe that the chain of command within the training establishment are concerned too much with failure rates or recruits leaving. Many of the instructors commented that they were having to train recruits that really should not be in the military; but ultimately they understood the reasons behind having to get the right numbers trained to the correct standard.

The head of the organisation within the hierarchical model, in this case the Commandant, may assume that decisions that are made by his management (Commanding Officers), are made rationally and for good and benefit of the organisation and the recruit. The management of the training establishment deliver leadership and management by their positional roles and rank and expect instructors to comply with the authority that is bestowed upon their position.

Lastly, as with most formal organisations, it is held to account by its own internal management of superior bodies, which is Army Recruiting and Training Division, who are the overarching body responsible for the delivery of training to the military. However, the third party assurance from external bodies can be the main focus of any training establishment.

A common theme mentioned by around 75% of the respondents, was that they understood the rules were within the organisation were there to establish an underlying culture of respect, leadership, shared values and beliefs which builds the foundation of military life. Many of the instructors commented that there were many written and unwritten rules that form the basis of military Phase 1 training, but some of these more formal rules or bureaucracies were too restrictive to allow the instructor to have any freedom within their instruction.

Weber's (1905) model theorises that bureaucracies are mainly governed by impersonal rules and regulations. This is a feature of the underpinning culture within Phase 1 military training, where people are expected to obey the rules and to do what is acceptable or right, without being told about it and this progression ensures a formal culture is developed between the recruit and the instructor.

To ensure this development of bureaucracies, military training establishments have a code of conduct or supervisory directives for both the staff and recruits. This is given importance during the recruit's initial weeks of training and the staff are constantly

reminded of their expected behaviour within the organisation. The military rank structure also aids to the formal culture model as described by Bush (1905), the recruits automatically address staff with their correct ranks and titles; this has the effect of developing a professional culture being created and it reinforces the hierarchical culture and sets the boundaries within military training.

Military training management systems require interlinked mechanics in order for them to work; one of the most important mechanics is culture. Owens (1987, p. 29) argues that;

> "Organisational culture is meant to inform people what is acceptable and what is not, the dominant values that the organisation cherishes above others, the basic assumptions and beliefs that are shared by members of the organisation, the 'rules' of the game that must be observed if one is to get along and be accepted as a member, the philosophy that guides the organisation in dealing with its employees and its clients".

This culture may have changed due to the results of the recent government Strategic Defence and Security Reviews (SDSR) over the last decade, which has determined the size and role of today's and tomorrow's military force; theses reviews may have reflected in the perceptions of the military instructor in their views of phase 1 military training.

The military has had to reduce its work force and economic spending power and this ultimately has had some impact on the way in which military training is delivered. This has and will further present challenges for the stakeholders, in the way training is delivered and the development of the military instructors. This will evidently lead in the future to many changes in how military phase 1 training is delivered to the modern 'technology savvy' recruit. The recent introduction of the Army Instructor Capability Framework, will ensure that those who deliver training to the recruits within Phase 1, will have the required competencies and also underpin the importance of the management and development of these instructors in order to maximise the learning potential of each and every recruit.

4.12   Conclusion of the research findings

In conclusion the qualitative findings and statistical evidence from the questionnaire and interviews provided the researcher with some substantive evidence and thought provoking avenues and themes. It discovered the importance of the perceptions of

instructors between getting the balance between the more traditional training and teaching methods and the use of technology in delivering Phase 1 teaching.

It further concluded that the majority of the perceptions of the instructors was that initial instructor training, was the foundation building blocks to give the potential instructor the training, coaching, skills and knowledge to deliver military training. However, there was a small majority of instructors that believed that there should be some improvements in the instructor development program. It could be suggested that further research could be focused on the mechanics of the initial military instructor development. The results also highlighted that instructor felt confined by the processes set down by the military and had to deliver instruction within a set manner.

CHAPTER FIVE: CONCLUSION

Chapter Five finalises the research with the conclusion, where it will summarise the key findings from the research and associates the findings back to the main aim and the subsequent key topics and questions being raised. The chapter will further go on to investigate the limitations that occurred during the research and if undertaking further research, what possible improvements could be made in this area.

5.1   Research Aims

The aim and objectives of this research was to investigate the perception of Phase 1 military instructors regarding their role and their perceived effectiveness in the delivery of learning. It further, examined, whether the Phase 1 instructor's current delivery methods and parameters allowing them to provide a dynamic and less didactic learning experience. Finally, it investigated their views and perceptions in to the military instructional training and CPD that they had received.

Many of the research participants felt strongly and were very emotive about certain areas of Phase 1 training, it was important that the researcher was able to distinguish fact versus perception. The researcher discussed issues and areas that participant felt their views were important to the higher echelons within the organisation and hopefully the results and conclusion may raise awareness to these.

The research has shown that the military is working hard to develop their provision for the development of its instructors. The military offers the opportunity for instructors to gain transferable qualifications, training, knowledge and skills that are an attractive employment prospect to civilian employers after military service.

The research has also shown that the military is supported and committed in most areas to equipping the instructors with the instructional knowledge and skills to operate within the policy frameworks and the training community. However, there is disparity from what the stakeholder requires from its instructor and what method of instruction is seen as fit for purpose, what the instructor perceives their role is and the suitably of the training that they have undertaken.

Whilst this research was conduct on a small scale and only focused on two Phase 1 training establishments, it identified that the underlying principles, concepts and theories of instruction development, CPD and methods of instruction are fit for purpose. However,

there could be further improvements to ensure maximum capability and success of the instructor in their delivery. The conclusions and findings of the research are underpinned to each of the themes within the main research questions:

   a. What views/perceptions do instructors hold regarding their role as a Phase 1 military training instructor?

   b. More specifically, what views/perceptions do military instructor hold, regarding the need to be able to provide a more dynamic and less didactic learning experiences in their practice as military instructors?

   c. What views/perceptions do instructors have of their military instructional training?

5.2   Delivery of Training

There have been many overlapping themes identified during the research and the perceptions of certain aspects of the instructor's role and their instruction between many instructors differed throughout but there were some constant themes identified especially in the subject of the delivering of learning.

The research highlighted that many instructors understood the basis method of instruction and were able to contextualise their subject knowledge during instruction; but, felt more comfortable and at ease delivering in a didactic, instructor led, liner approach, which is described by Van Ree (2002) as 'drill-and-practice techniques'.

This approach is underpinned by the requirement of the stakeholder to provide a standardised end product in the recruit, who has met the required training objectives, to a set standard. The current instructional delivery methodology ensures that this standardisation is achieved across all the training. There was a minority of instructors that felt that they were limited and constrained by the delivery parameters that could be used but understood the reasoning behind this.

The research question explored the views/perceptions of military instructor regarding the need to be able to use more dynamic and less didactic learning experiences in their practice. There was an underlying theme identified by the researcher, that the majority of instructors, firstly, did not understand the term 'didactic'. After explanation, many felt the instructional techniques used within their lesson were fit for purpose and that the recruits had to be guided and ultimately directed by the instructor, not allowing them to

think, act or learn independently until after their training. This concept is supported by Klafki (1970) who describes the didactic relationship as an integral part of the learning journey of a young person. Klafki's theory can be applied to Phase 1 military training, where the recruit and the instructor have a relationship in which the recruit relies on the instructor to direct them, but it is not a permanent relationship, as the recruit becomes a trained soldier they will start to become mature and independent in their thinking.

Further investigation identified that the majority of instructors where not concerned with the way in which learning is delivered and the theories that could be applied, rather the focus was on the end product. This suggests that the use of applied education, learning and teaching theories are not known, so therefore are not implemented and used within the instructor's delivery. The basic knowledge of many teaching and learning theories could be further improved and instructors should be encouraged to explore other theories and practices.

The military identify in the Army Instructor Functional Competency Framework (2012), that it is "a critical function of the military leader, who has a series of tools at his disposal, including supervising, coaching, mentoring, training and educating". This suggests that the military are giving their instructors these tools to be able to operate effectively in the training environment, but the research shows this could be developed further.

This could be achieved through the mandated requirement of military instructor to undertake professional higher level of education qualifications such as the Level 4 and/or 5 Education and Training qualifications. Coupled with this, instructors should be encouraged to undertake professional recognition such as FE Qualified Teacher Learning & Skills (QTLS). The research suggests there would be resistance from the instructors to undertake higher level professional training and education qualifications unless mandated and funded. Military instructors undertaking teaching and education qualifications ultimately would improve their own level of instructional/teaching knowledge and skills; this would additionally support instructors in identifying different ways to facilitate maximum learning opportunities for the recruits.

However, there are many mitigating factors that the military would have to consider which could prevent this from being achieved especially for Phase 1 military instructors. One of the key arguments would be similar to its civilian counterparts, there is no formal requirement for those delivering education and training in the FE sector to have any recognised teaching qualifications. So starts the debate of the professionalization of FE

teachers and trainers which has been a hot topic since the removal of the Further Education Teachers' Qualifications (England) Regulations (2007). Until there is a formal and mandated requirement for those delivering education and training in FE and the military to have QTLS status, then the researcher can only presume that the military will highlight to its instructors that it is a suggested developmental pathway in line with JSP 822, Part 3, Chapter 4. (2012).

Further to this, the Department for Business, Innovation and Skills, (2012) reports that there are many factors which influence those delivering education and training in FE in achieving a level 5 education and training qualification. These include difficulties in reaching the required level for the level 5 education and training qualifications (academic ability), the cost of supporting staff to do the qualifications, and the barriers to delivering these qualifications in-house.

The researcher suggests that time would probably be the most influential factor that would restrict military instructors from undertaking a level 5 education and training qualification, as the majority of instructors will only spend a short period of their military career employed in an instructional role, so may not want to commit to undertaking a qualification. When challenged with this and the potential option of undertaking a higher level education and training qualification, many instructors indicated that they just didn't have the time in their already busy schedule to undertake more development.

The framework for the Army instructor capability contained with AGAI 52 (2012), has arguably supported and exploited the 're-employment' of instructors, in training and instructional roles, which could mitigate the factor of time in achieving a qualification through an extended study period and also provide maximum return on the investment which the military has spent on training and developing the instructor.

The subject of dynamic teaching and learning with the integration of technology in the instructor's lesson was identified by the researcher as an area with mix perceptions of its effectiveness. The result highlighted that many instructors perceived the use of technology in Phase 1 training as a hindrance rather than a learning asset, there were a small minority of instructors, who felt that technology could improve the delivery and support the modern technology savvy recruit.

Many instructors felt the use of PowerPoint was as 'good as it got' when using technology within their instruction. When further quizzed, it was apparent that many of the instructor were unfamiliar with developments in technology in teaching and learning and that they want substantive proof that the technology will aid them in their delivery. The use of technology with Phase 1 training will be a major shift from the traditional training delivery for many instructors, into more of a learning facilitation role. With a shift to using more technology there will undoubtedly be the need for a change within the current organisation Phase 1 instructional culture, it will bring possible major changes and fears and this will have to managed by the stakeholders. Rogers (1995) argues, that when an organisation make the decision to adopt an innovation in technology into a learning culture, that it will be more acceptable if it is "perceived as compatible with the existing organisational culture".

There are many considerations that the military stakeholder will have to explore to ensure success of any suitable technology introduced into Phase 1 training. Much of the Phase 1 training is delivered in an outside environment where the instructors may not have direct access to the military intranet. It would also be important to consider the bandwidth available if learner and recruits are using web based intranet applications.

More importantly there needs to be sufficient training and development for military instructors in the use of technology in training. This has been highlighted in an Australian Army report in to the use of technology with military learning, the TECHSIM document (1996) cited in Ellis, A & Newton, D. (2004), they argue that:

> 'Although both instructors and students valued the use of technology in instruction there were technical and educational problems. For example, although instructors were enthusiastic there was no formal guidance or training on the appropriate use of these technologies for learning'.

Over the next 10-15 years military training and instruction will certainly be effected by developments in technology. There will need to be a change within the Phase 1 instructors mind set, coupled with the need to engage in the use of technology within their instruction. As technology gets quicker and more widespread, it will be a rapid change and learning curve in which we do our 'learning' business.

5.3   Instructor Training

The development of the military instructors' capability is potentially very important, as over the last 10 years, there have been positive advancements in the training and education of military instructors. This development has evolved in an attempt to keep pace with the changing nature of national polices combined with the learning and the skill requirements of the military.

The mixed perceptions of the value of the pre-employment instructor training surprised the researcher, however, recent changes over the last 5 years in policy, content and the delivery of the DIT & DTTT course have vastly improved. This centralised training and mentoring offered during this pre-employment training is essential in ensuring that the military equips its potential instructors with the correct knowledge and skills to undertake their role.

Arguably one of the biggest hurdles that was discovered was the instructor's attitude to the centralised pre-employment training. The perception was that it provided a foundation building block for their training; however, this was simply a tick box exercise. Many instructors felt that the use of the 'mentor', in the form of the Army Instructor Supervisor after the pre-employment instructor training encouraged further development and support in the role. Changing the attitudes of the military instructors toward pre-employment training will only come with time, as instructors change and develop, hopefully their attitude towards the value of this training will change.

The introduction of continued support and development to the newly qualified instructor through an Army Instructor Supervisor was a positive step towards the functional competency as an instructor, with this being achieving through work based learning and the workplace training statement. The work based induction, learning and support was perceived as the most suitable way to support the instructor in an environment that they are familiar with. The further use of instructor appraisals and the close monitoring of the instructor during their employment provides assurance to the military stakeholder, on the competency and currency of the individual instructor.

The structure of the instructor roles contained within the framework of AGAI 52 Army Policy for Instructor Capability ensures that the monitoring and supervision of all instructors takes places at all levels, and includes those instructors who may have be in post for a longer period of time. The framework ensures that the developmental

competency and currency of the instructor is maintained through ccontinuous professional development and appraisals.

5.4   Continuous Professional Development

The improvement of the CPD offered to instructors over the last 10 years has led to the military offering civilian recognised qualifications to instructors and those validating the instructional process. Many of these qualifications have been mapped and accredited to certain instructional courses. Andrews (2007, p. 84) noted that "That the military has vastly improved in its accreditation and this is a positive step, but, it is still in the early stages and further improvement will develop". The introduction of instructor qualifications has taken a step in the right direction to accredit instructional skills and knowledge to qualifications that are recognised by civilian employers, additionally this will stand the soldiers in good stead against their civilian counterparts on the employment market.

The research has identified that the military stakeholders were actively supporting instructors undertaking professional development, but many instructors were unaware of further CPD and Whole Life Development (WLD) opportunities that could be undertaken. The results showed that further whole life development promotion is required. It is felt that those instructors should be given more guidance on the WLD opportunities available to them. The evidence suggests junior instructors felt that development was more focused on those instructors that have served longer.

The WLD concept was not widely known to those at the lower end of the ranks, but all instructors felt during their six monthly and annual appraisals; they were given the opportunity to discuss any further training and development needs with their Chain of Command (CoC). The intrinsic motivation for professional development relies largely on the CoC and they have a responsibility to promote this, Robinson (1997, p. 201) argues, "Personal development is a state of mind, not a sealed box, and it is the Officers' and SNCO's (Senior Non Commissioned Officers) who are responsible for creating the atmosphere in which soldiers can begin to conduct personal development".

The research suggests that accreditation and whole life development are important incentives for the recruitment of instructors which should be widely published. This will also highlight to external formal agencies, such as Ofsted, on the quality of opportunity for the instructor.

5.5   Limitations and Possible Research Improvements

One of the initial limitations to this research was the researcher's lack of knowledge of the MoD's procedures to undertake academic research involving military personnel and whom to contact to authorise the undertaking of the research. This presented a challenge in the earlier stages of the research and a considerable amount of time reading into the protocol and procedures coupled with several email exchanges; the researcher was eventually directed to the correct department within the MoD. Any further research should take this into consideration and plan for a longer response time from the MoD.

The second limitation was the response of the military instructors who were willing to give up their valuable time in undertaking individual research interviews. Initially, many of the instructors contacted felt that they didn't have the time in their busy training programme to undertake the research interview. Combined with many instructors initially perceiving, through ignorance, that the information and responses they would provide would be directly attributed to them in the final publication. Reassuring the instructors of the confidentially of their responses made the instructors reconsider taking part in the research.

Finally, the instructors had preconceived perceptions and ideas of what they believed to be the best/correct method, way or idea and on how they should behave, act or deliver their instruction. During further investigations many instructors would respond to a question in both the questionnaires and in the interviews, but would not be able to quantify their response with any reasoning or justification, this lead to the researcher having to try and draw out the reasoning of their responses. Maybe this was a lack of understanding of the reason behind such organisations as Ofsted having to undertake inspections or the stakeholder's wider requirements. Further research would have targeted a sample of ex-instructors who had left their instructional role to return to other military duties; to see if their perceptions of the military Phase 1 instructor had changed after experiencing normal military duties.

The research theme undertaken could further be explored by developing a different and wider approach to the research framework. Further research could investigate the product of the military instruction and the recruit's perceptions of their Phase 1 training. Further research questions could analyses the following areas:

a.   What are the recruit's perceptions of their Phase 1 military training?

b.   Was the delivery of the instruction fit for purpose?

c.   Where there any restrictions that you felt the military instructor had within their instruction?

d.   Would technology improve your learning experience?

5.6   Recommendations

A greater understanding of training and education policy for military instructors is fundamental in achieving an understanding of the overarching framework and concepts involved with training. Having this understanding of why they have to deliver training in a certain way, to a set standard, will help to provide a more wholesome learning experience for the learner and a better teaching experience, it may also reduce the problem of 'creeping excellence'.

Greater exposure to the policies and requirements from external third party assurance/inspector such as Ofsted to the instructor will hugely develop a greater understanding why the inspection and assurance is needed. Much of the work towards external assurance is carried out by the stakeholder at management level and those instructors who are delivering the teaching and learning do not fully understand the reasoning behind the frameworks and inspections. Many see the inspections as intrusive and are carried out to catch them out; rather than trying to confirm the good practices they have seen and providing recommendations for further improvement.

Should the instructors providing training to the recruits have a general understanding of policies and framework? The researcher would suggest yes.

Finally, there is a requirement for the instructors to consider and use more recruit-centred learning approaches; supported with the use of dynamic teaching styles. This should facilitate and allow the instructors to shape the learning within phase 1 military training. Stakeholders should encourage and allow the necessary time and resources for instructors to invest in transforming their style of instruction through the use technology and other less didactic teaching means.

5.7   Concluding Statement

The delivery of Phase 1 military training by the military instructor should be seen both internally and to external bodies as successful. Ultimately, Phase 1 training is providing the end user and the stakeholders with a product (The trained recruit) which the research suggests is valued and held in esteem by the Defence establishment and the public.

With Defence ensuring that the military instructor is initially equipped with the correct levels of knowledge and skills to deliver learning, this underpins the Army's instructor competence framework requirements. It further provides the foundation building blocks to a wholesome and holistic instructor. The addition of providing opportunities for the instructor, to undertake CPD, will further improve the learning experience for the recruit, as it empowers the instructor with the opportunity to gain knowledge and skills to use within their own delivery.

Many of the instructors perceived that the quality assurance of their delivery and the added pressures from external organisations restricted the way in which they could deliver learning.

With the military instructor embracing and adopting the use of technology this should improve delivery to the modern technology savvy recruit, but the classic face to face delivery method is still the preferred method of delivery for many of the instructors. As technology develops, so should the military instructor's preconceived ideas of using technology within their instruction.

Finally, through this research the researcher has identified that credit should be given to the military Phase 1 instructor, who at times are dealing with a myriad of different requirements, having to balance a busy work/life balance whilst acting as coach, mentor, instructor and a role model for the recruit.

All participants   Our reference: MA_Eds/IQ_14

Copy to:
█████████████ – York University   Date: 14 February 2014

Sir / Madam,

THESIS QUESTIONNAIRE

1.   **Background.**   As part of a Master of Arts (Honours) Degree in Education (By Research) with the Department of Education, York University, I am researching the role of the military instructor. The research aims to explore the perception of those military instructor currently delivering Phase 1 training and their perceptions into the effectiveness of the military instructor in the delivery of learning within military Phase 1 training.

2.   It will further, investigate, does their current delivery methods allow them to provide a dynamic and less didactic learning experience. It will further, investigate the views of military instructor on the training stakeholders

3.   The areas I would like your views on are:

   a. What views do instructors hold regarding their role as a Phase 1 military training instructor?

   b. More specifically, what views do military instructors hold, regarding the need to be able to use more dynamic and less didactic learning experiences in their practice as military instructors?

   c. What views do instructors have of their military instructional training?

4.   **About the Questionnaire.**

   a. This questionnaire should take approximately 25 minutes to complete.

   b. When a question refers to 'School', it means the school or teaching establishment that you are assigned to.

     c. I would be extremely grateful if you could spare the time to complete the attached questionnaire and return it to me by the 30 April 2014 in the envelope provided.

5.   **Confidentially.** The questionnaire is completely confidential and no attempt will be made to identify respondents. The sole purpose of this research is academic and I would be grateful if you could respond in a full and frank manner so that any conclusions drawn will be valid and can be used in the development of military instructors.

6.   Your help and time is much appreciated. If you have any questions please do not hesitate to contact the undersigned.

(Original Signed)

Jamie Webb-Fryer
Warrant Officer Class One
Lead Researcher

What are the perceptions of Phase 1 Military Instructors regarding their role?

Jamie Russell Webb-Fryer

Master of Arts by Research

University of York

Education

December 2015

What are the perceptions of phase 1 military instructors regarding their role?

Lead Researcher: Jamie Webb-Fryer
....

This form is for you to state whether or not you agree to take part in the study. Please read and answer every question. If there is anything you do not understand, or if you want more information, please contact the researcher.

Do you understand that the information you provide will be held securely in compliance with the Data Protection Act?	Yes ❏ No ❏
Do you understand that you may withdraw from the study at any time and for any reason?	Yes ❏ No ❏
Do you understand that the information you provide may be used in future research?	Yes ❏ No ❏
Do you agree to take part in the study?	Yes ❏ No ❏
I understand that I may decline to answer any questions and that I may withdraw my agreement to participate at any time during the study or for up to fourteen days after completion of the study. At that time, I know that I may indicate whether or not the data collected up to that point can be used in the study, and that any information I do not want used will be destroyed immediately.	Yes ❏ No ❏
I understand that this research study has been reviewed and received ethics approval following the procedures of the Department of Education, University of York.	Yes ❏ No ❏

....

Personal details: - Question 1

Q1.1
Rank: LCpl ❏   Cpl ❏   Sgt ❏   SSgt ❏   WO2 ❏   WO1

❏   Lt ❏   Capt ❏   Maj ❏   Lt Col ❏   Other

_____

Q1.2
Military Trade Group: _____

Q1.3
Years of service completed: _____

Q1.4
What is the name of the training course you teach: *(i.e. Army Foundation Course, Combat Infantry mans)*
_____

Q1.5

What instructional techniques courses have you completed? *(Please Tick)*

Basic Instructional Techniques (BIT) ❐   Defence Instructional Techniques (DIT) ❐

Army Instructor (AI) ❐   Defence Train the Trainer ❐   None ❐

Other (Please state) _____

Q1.6
It what year did you undertake your instructional techniques course? _____

Q1.7
What, if any instructional supervision/coaching course have you completed?

(Please Tick)

Army Instructor Supervisor (AIS) ❐   Sub Unit Coach (SUC) ❐

Master Coach (MC) ❐   Supervision & Coaching of Instructors (SCI) ❐

Defence Instructor Assessment & Development (DIAD) ❐ None ❐

Other (Please state) _____

Q1.8
What civilian teaching/coaching qualification have you obtained/or are working

towards during your instructor assignment? *(Please Tick)*

Level 3 Preparing to Teach in the Life Long Learning Sector (PTLLS) ❐

Level 3 Education & Training *(Was this achieved during your ASLS - DTTT Course)*

Yes ❐ No ❐

Level 4 Certificate in Teaching in the Life Long Learning Sector (CTLLS) ❐ *(Was this*

achieved during your ASLS - DTTT Course) Yes ❐ No ❐

Level 4 Education & Training ❐

Level 5 ILM Coaching and Mentoring ❐

Level 5 Diploma in Teaching in the Life Long Learning Sector (DTLLS) ❐

Level 5 Certificate in Education (Cert Ed) ❐

Level 6 BA (Hons) in Post Compulsory Education & Training ❐

Level 7 ILM Coaching and Mentoring ❐

None ❐   Other (Please state) _____

....

Specific Quantitative Data Questions - Question 2 - Please grade the following statements by circling the relevant number:

	Strongly Agree	Agree	Disagree	Strongly Disagree
2.1 Your Defence Instructional Techniques course equips you with the **practical instructional skills** to undertake your job role as a military instructor?	1	2	3	4
2.2 Your Defence Instructional Techniques course equips you with the **instructional knowledge** to undertake your job role as a military instructor?	1	2	3	4
2.3 The Defence Instructional Techniques (DIT) / Army Instructor (AI) course should be accredited with a civilian qualification?	1	2	3	4
2.4 The Defence Train the Trainer (DTTT) course is fit for purpose?	1	2	3	4
2.5 I would consider my role at a Phase 1 establishment as an instructional role.	1	2	3	4
2.6 I would consider my role at a Phase 1 establishment as a teaching role.	1	2	3	4
2.7 I should have been offered more professional and personal development and accreditation opportunities to support me in my instructional/teaching role.	1	2	3	4
2.8 The Military promotes you undertaking professional and personal development and accreditation opportunities whilst in an instructional / teaching role.	1	2	3	4
2.9 I am able to teach / deliver my lesson in my own manner and style.	1	2	3	4
2.10 My future career aspirations are within teaching as a result of undertaking an instructional role.	1	2	3	4

Specific Qualitative Data Questions

Question 3.1 - Do you feel that you are an instructor or more of a teacher? Please explain.

_____
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Question 3.2 - What do you feel about the value/relevance of the training/educational courses that you deliver, in relation to the learners specific job role or future job roles?

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Question 3.3 - What are the challenges facing the military instructor in delivering learning?

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Question 3.4 - Was the military's provision for initial instructor training and development offered i.e. DITS, DTTT, AI, suitable for your instructor job role?
Yes ☐ No ☐ Please expand on your answer:

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Question 3.5 - How do you think instructor training and development could be improved?

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Question 3.6 - Do you think that instructors should get funding and given the opportunity and support to undertake a level 5 (Foundation Degree) Teacher training accredited programme of learning i.e. DTLLS, Level 5 Diploma in Education and Training? Yes ☐ No ☐ Please expand on your answer:

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Question 3.7 - What, if anything, is important about instructors undertaking professional and personal development within the Military?

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Question 3.8 – Do you think the use of technology i.e. iPads / smart tablets or mobile devices could improve the training experience for the learner and improve your teaching?
Yes ☐ No ☐ Please expand on your answer:

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Question 3.9 – How do you think the military can change its approach to Phase 1 and 2 training to improve the model of delivery and to maximise learning potential?

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Question 3.10 – Do you understand the term 'Blended Learning'? Yes ❏ No ❏
If 'Yes' …Do you think that you're instructing/teaching effectively uses a blended learning approach?

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Question 3.11 – Have you ever considered using non-traditional instructing/teaching methods and resources within your lessons, such as different classroom layouts, learners sitting on beanbags, Virtual Learning Environments (VLE)? Yes ❏ No ❏
Please expand on your answer:

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Question 3.12 – With regards to the specific military education and training that you instruct / deliver; what training / educational courses / assistance would you like, to allow you to deliver more effective education and training?

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Question 4.1 - Did you have any problems in completing this questionnaire? Yes ☐
No ☐
If yes, please state the problem:

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Thank you for taking the time to complete this questionnaire. Please feel free to add any other comments you feel may be pertinent to this research:

_____

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What are the perceptions of Phase 1 Military Instructors regarding their role?

Jamie Russell Webb-Fryer

Master of Arts by Research

University of York

Education

December 2015

Welcome

I would like to firstly like to thank you for taking the time to participate in this research interview.

Background

1.   **Background.**   As part of a Master of Arts (Honours) Degree in Education (By Research) with the Department of Education, York University, I am researching the role of the military instructor. The research aims to explore the perception of those military instructors currently delivering Phase 1 training and the effectiveness of the military instructor in the delivery of learning within military Phase 1 training.

2.   It will further, investigate, does their current delivery methods allow them to provide a dynamic and less didactic learning experience. It will further, investigate the views of military instructor on the training stakeholders

3.   The areas I would like your views on are:

   a. What views do instructors hold regarding their role as a Phase 1 military training instructor?

   b. More specifically, what views do military instructor hold, regarding the need to be able to use more dynamic and less didactic learning experiences in their practice as military instructors?

   c. What views do instructors have of their military instructional training?

About the focus group

   a. This interview should last approximately 40 minutes.

   b. There are 10 'Open' style questions that we will be discussing.

   c.   The interview will be recorded and a transcript of the discussion will be available on request.

Confidentially

4.   The interview is completed confidentially and no attempt will be made to identify respondents in the final research. The sole purpose of this research is academic and I would be grateful if you could respond in a full and frank manner so that any conclusions drawn will be valid and can be used in the development of military instructors. There is a consent form for adults participating in the research. This form is for you to state whether or not you agree to take part in the study. Please read and answer every question. If there is anything you do not understand, or if you want more information, please ask me.

5.   Your help and time is much appreciated. If you have any questions please do not hesitate to ask at any time.

Project Interview - *What are the perceptions of phase 1 military instructors regarding their role?*

Consent form for adults participating in the research:

This form is for you to state whether or not you agree to take part in the study. Please read and answer every question. If there is anything you do not understand, or if you want more information, please ask the researcher.

Have you read and understood the information leaflet about the study?	Yes ❐ No ❐
Have you had an opportunity to ask questions about the study?	Yes ❐ No ❐
Do you understand that the information you provide will be held securely in compliance with the Data Protection Act?	Yes ❐ No ❐
Do you understand that you may withdraw from the study at any time and for any reason, without affecting you?	Yes ❐ No ❐
Do you understand that the information you provide may be used in future research?	Yes ❐ No ❐
Do you agree to take part in the study?	Yes ❐ No ❐
If yes, do you agree to your interviews being recorded? (You may take part in the study without agreeing to this).	Yes ❐ No ❐
I understand that I may decline to answer any questions and that I may withdraw my agreement to participate at any time during the study or for up to fourteen days after completion of the study. At that time, I know that I may indicate whether or not the data collected up to that point can be used in the study, and that any information I do not want used will be destroyed immediately.	Yes ❐ No ❐
I understand that this research study has been reviewed and received ethics approval following the procedures of the Department of Educational, University of York.	Yes ❐ No ❐

All data is held by York University in accordance with the Data Protection Act.

Your name (in BLOCK letters):_____

Your signature: _____

Interviewer's name: __Jamie Webb-Fryer_____   **Date:** _____

1 x Original copy to be retained by the Researcher. 1 x Copy to be sent to participant by post.

A copy of one of the transcripts of the interviews held

Question 1 – What are the challenges and restrictions facing the military instructor in delivering learning?

There are loads of challenges that are facing military instructor here at a Phase 1 training establishment especially in my company. Time is a massive issue that we have to deal with on a constant basis. The training teams are constantly busy for the 2 weeks before a platoon forms up and then during the 26 weeks that I have a platoon, it is sometime hard to have any little down time and it can be hard managing the work/home life balance during the week.

Resources such as the classrooms in Laidlaw block are not very good for our teaching, the equipment is somewhat dated and the classrooms are poorly decorated, this sometimes makes our lesson environmental a little dull for the recruits. But at the end of the day we are here only to teach lesson such as weapon handling so I could teach this anywhere.

Researcher asks, What about your lesson plans and teaching manuals are they fit for purpose?

I think that they are a bit restrictive and don't allow me to go outside the parameters, we have to teach exactly what is in the Pam. I have been pulled up during one my instructor observations for 'creeping excellence'. I was informed that I was teaching over and beyond what I should be teaching but all I was trying to do was tell and teach the recruit my experiences in Afghan and how I would do it over there.

Question 2 – Do you perceive the Army Instructor Functional Competency Framework policy to be fit for purpose?

What is that?

Researcher explains the Army Instructor Functional Competency Framework

On yer, I know of that a little bit. I think that it is good that we have motivated instructors to teach the recruits, I understand that there is a requirement by the Army to have good instructors.

Question 3 - Do you perceive the military sufficiently equip its instructors with the instructional knowledge and skills to operate within the training and education environment?

I think that the DTTS course at ASLS is a bit of a waste of time.

Researcher asks, why do you think that?

Well I understand the reason that we have to do it but some of the teaching is a bit too softly, softly in my opinion. I am an infantry solider and my job is teach the recruit ultimately how to kill the enemy, we get shown how to break a piece of wood on the course and this is to do with coaching, can't see how it helps with me teaching a rifle lesson.

Researcher explains, that the basis of the course is give the instructor the foundation blocks in Value Based leadership, coaching and getting the most out of the recruits they are instructing.

Yes, I get that part, but I still think that I am still able to get the recruit to do the task in my own way, using my own experiences and teaching methods. I understand that by coaching the recruit I can get more out of them but the lessons are not always suitable

to allow me to do this. I will always ensure that the recruit will pass the assessment even if they have to spend more time after the lesson getting them to know the drills. I don't like seeing the any recruit fail, but some recruits are not suitable for the Army so we need to get rid of them.

Question 4 - How do you perceive instructor training and development could be improved?

I think that DTTT course is ok but we don't getting any further training after this unless we get chosen to be an Army Instructor Supervisor. My instruction is ok but I wonder sometimes is it would be better if I had some more training. The lesson content is my subject knowledge so I am happy with that stuff but I would like the instructor training to be focused on ways in which I can make my lessons more realistic for the recruits. I think they should teach us more computer skills, as I know most of the instructor need to brush up on these.

Researcher asks, so if you were given sufficient training in IT, do you think that you would incorporate it into your lessons?

Yes, I think I would do, all I use is PowerPoint on a basic level and much of the lessons are from previous instructors which we just cut and paste and use. It would be cool to use some exciting software to make the lesson more interesting. I am not saying this is 'call of duty' stuff (Games Console) we need to use but I would like things like touch screen whiteboards and for recruits to be able to come up and have a go in front of their mates.

Question 5 – How do you think the military can change its approach to Phase 1 and 2 training to improve the model of delivery and to maximise learning potential?

Not really thought of that, I think maybe that we should empower the instructor more to deliver the lessons in a way in which we see fit as long as we still get the end result with the recruits.

Question 6 – Do military instructors have the ability to 'shape' the future of military learning?

No, I think that there is too much red tape and it is the senior officers that run the show, although we deliver the training at the coal face, they make all the decisions. They sometimes don't even know what is going on with regards to real life situations. It is good that they listen to us when we have briefings but how much does it get changed, not much I would say. There is too much pressure on us sometimes to please people like Ofsted, when was the last time an Ofsted inspector was on the battleground, so how can they preach to us on how it should be done.

Researcher explains that Ofsted is bound to inspect the duty of care of the recruits.

Yes, I get that too but I feel that sometimes the constant supervision can turn off instructors and if we step out of line in any small manner we could get RTU'd (returned to parent unit), I have seen that happen since I have been here, it can ruin your career.

I explained to the instructor how Army Value Based Leadership was key in successful delivery of the Army competence framework

Question 7 – Have you ever considered using non-traditional instructing/teaching methods and resources within your lessons, such as different classroom layouts,

learners sitting on beanbags, Virtual Learning Environments (VLE)? Yes ❏ No ❏
Please explain:

You're having a laugh, beanbags in a lesson, we are teaching the infantry that is too soft for them. There is only one way in which we can teach some lessons is face to face but I would like to get the chance to use more technology in some of lesson, I think the recruits know more about technology than me they were brought up in the 'Play Station' generation.

Researcher asks, do you think that some of your lesson could be delivered via computer based training?

Yes, I think so, we do it already on the electronic rifle range but the recruit will still need to gets hands on the rifles etc., I don't think that can be done on a computer, you can't simulate a section attack on a computer, you need to get the recruit on to the back area and get the adrenaline running.

The researcher suggest surely that is what happen on these modern console games such as 'call of Duty, Black Ops'

Yes, true, but it is about getting out there, working with your mate and fighting through, being cold, wet and then having to run through an enemy section, no computer can replace that. If we replaced all the training with computers we would have fat and unfit recruits.

Question 8 – Do you think the use of technology i.e. iPads / smart tablets or mobile devices could improve the training experience for the learner and improve your teaching?
Yes ❏ No ❏ Please explain:

Yes, I think it would be good to get iPads but I reckon that the recruits would lose or break them too quickly and that they would spend all their time surfing the internet and not bothering to listen to the instructor.

Researcher suggests that it could be a good way for inclusive learning and assessment and also as a reference tool the recruits could refer back to in the evenings.

Yes, I agree with you there but you can't beat face to face assessment, I will ask a question and then pose, pause then pounce on a learner to see if they understood what I had just been teaching them. I can see it could be used instead of written tests.

Question 9 – Do you understand the term 'Blended Learning'? Yes ❏ No ❏ Do you think that you're instructing/teaching effectively uses a blended learning approach?

I think I have heard of this isn't it when you use different teaching methods within your lesson. We all try and do that to make the lesson more interesting.

The researcher explains that it is about using and combining technology and face to face teaching to facilitate learning with the recruits.

Ok, but we don't have the knowledge or the equipment to do that, but it would be good and have some advantages.

Question 10 – With regards to the specific military education and training that you instruct / deliver; what training / education courses / assistance would you like, to allow you to deliver more effective education and training?

I would like to do a teaching qualification but I don't think that I would be allowed the time off to do this and it costs too much I have heard, I like teaching the recruits but don't seem to have much time to look after myself, it is all about the recruit so trying to do a qualification at the same time would be really hard.

The researcher explained about the use of the enhanced learning credits (ELC) scheme and that they course (Level 5 education and training) could be undertaken on a distance learning programme if that suited his needs and that he was in the prefect place to achieve it.

Appendices 3 – UK Military Forces Rank Structure

	NATO Rank Code*	Royal Navy	Royal Marines	Army	Royal Air Force
Commissioned Officers Rank	OF-5	Captain	Colonel	**Colonel (Col)**	Group Captain
	OF-4	Commander	Lieutenant Colonel	**Lieutenant Colonel (Lt Col)**	Wing Commander
	OF-3	Lieutenant Commander	Major	**Major (Maj)**	Squadron Leader
	OF-2	Lieutenant	Captain	**Captain (Capt)**	Flight Lieutenant
	OF-1	Sub-Lieutenant	Lieutenant/2nd Lieutenant	**Lieutenant/2nd Lieutenant (Lt/2nd Lt)**	Flying Officer/Pilot Officer
	OF(D)	Midshipman	-	**Officer Cadet**	Officer Designate
Non Commissioned Officer	OR 9	Warrant Officer	Warrant Officer Class One	**Warrant Officer Class One (WO1)**	Warrant Officer
	OR 8	-	Warrant Officer Class Two	**Warrant Officer Class Two (WO2)**	-
	OR 7	Chief Petty Officer	Colour Sergeant	**Staff / Colour Sergeant (SSgt/CSgt)**	Flight Sergeant/ Chief Technician
	OR 6	Petty Officer	Sergeant	**Sergeant (Sgt)**	Sergeant
	OR 4	Leading Rate	Corporal	**Corporal (Cpl)**	Corporal
	OR 3	-	Lance Corporal	**Lance Corporal (LCpl)**	Leading Aircraft (wo)man
	OR 2	Able Rating	Marine	**Private (Pte)**	Senior Aircraft (wo)man
	OR 1	New Entry	Marine	**Recruit**	Aircraft (wo)man

*OF – Officer

*OR – Other Rank

Glossary of Military Terms

AEC	Army Educational Centres
AFC	Army Foundation College
AGAI	Army General Administrative Instruction
AI	Army Instructor
AIL	Army Instructor Leader
AIS	Army Instructor Supervisor
ALIS	Army Library Information Service
ARTD	Army Recruiting and Training Division
ASLS	Army School of Leadership and Supervision
ATR	Army Training Regiment
CoC	Chain of Command
CLM	Command, Leadership & Management (Multi level Promotion required Course)
CO	Commanding Officer (Highest Line Manager within the unit)
CPD	Continuous Professional Development
Cpl	Corporal (3rd Promotion rank within the Army/RAF)
CTLLS	Certificate in Teaching in the Life Long Learning Sector
DAPS	Directorate of Army Personnel Strategy
D Ed Cap	Defence Education Capability
DIT	Defence Instructional Techniques Course
Div	Division (Large military formation consisting of between 10,000 and 30,000 soldiers)
DTR	Defence Training Review (The DTR Programme seeks to improve and modernise the delivery of certain areas of specialist Phase 2 (trade training) and Phase 3 (professional training).
DTTT	Defence Train the Trainer Course
ELC	Enhanced Learning Credits scheme provides financial support in the form of a single up-front payment in each of a maximum of three separate financial years
ETS	Education and Training Services (Army) (Military Educators)
EXVAL	External Validation
INTVAL	Internal Validation
ITC	Infantry Training Centre (Catterick)
JSP	Joint Services Publication – Specific publications relating to all areas of military operations, includes procedures and policies that must be adhered too
LCpl	Lance Corporal (2nd Promotion rank within the Army/RAF)

LDO	Learning Development Officer works as part of ETS Branch
LDI	Learning Development Instructor works as part of ETS Branch
NAO	National Audit Office
NQF	National Qualifications Framework is a credit transfer system developed for qualifications in England, Wales, and Northern Ireland.
NVQ	National Vocational Qualification
MATT's	Military Annual Training Tests (9 areas of annual training that each Solider and Officer must complete regardless of their trade)
MoD	Ministry of Defence
MPAR	Mid Period Appraisal Report (6 Month Soldiers Appraisal report)
OC	Officer Commanding (Soldiers immediate Line manager directly below CO)
Ofsted	Office for Standards in Education, Children's Services and Skills
OPS	Operational Performance Statement. Derived from the Job Analysis, the OPS is a detailed statement of the tasks/sub-tasks required to be undertaken by an individual to achieve the operational/workplace performance. (Taken from the JSP 842)
Pte	Private Soldier (Initial rank within the Army after recruit)
RA	Royal Artillery
RLC	Royal Logistic Corps (14 different trades within this corps)
S.A.E	Self Addressed Envelope
Sgt	Sergeant (4th Promotion rank within the Army)
SJAR	Soldiers Joint Appraisal Report (Yearly Soldiers Appraisal report)
SLC	Standard Learning Credits allow soldiers to claim 80% of fees paid to civilian awarding organisations to enable them to undertake personal development courses, examinations and support, currently up to a maximum of £175 per year.
SNCO	Senior Non Commissioned Officer
SSgt	Staff Sergeant (5th Promotion rank within the Army)
Trg	Training – Military Specific
VBL	Value Based leadership
WLD	Whole Life Development
WO2	Warrant Officer Class 2 (7th Promotion rank within the Army)
WO1	Warrant Officer Class 1 (8th Promotion rank within the Army/RAF)
WTS	Workplace Training Statement

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