DRESMARA ACADEMIC QUALITY ASSURANCE POLICY

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REFERENCES

A. Methodology for external evaluation, standards, standards of reference, and list of performance indicators of the Romanian Agency for Quality Assurance in Higher Education, 2017
B. Bi-SC Command Directive 075-002 Education and Training (E&T) Directive, September 2016
C. Bi-SC Education and Individual Training Directive (E&ITD) 075-007, September 2015
D. NDU Quality Assurance System, October 2010

APPLICABILITY

1. This Policy establishes the Regional Department of Defense Resources Management Studies (DRESMARA) Academic Quality Assurance (QA) Program. It applies to all personnel involved in the design, and/or delivery of education and training. The online version published on the DRESMARA intranet site is the only approved version.
2. This Policy is applicable to all DRESMARA resident courses, and to the Advanced Distributed Learning (ADL) course.

BACKGROUND

3. DRESMARA is a Department of the National Defense University "CAROL I", as well as an international military education and training facility, recognized by Allied Command Transformation as a NATO Partnership Training and Education Centre (PTEC), in 2007, EAPC/PFP(PMSC)R(2007)0010.
DRESMARA is recognized both nationally and internationally for EXCELENCE in providing education and DEVELOPMENT of fundamental though patterns based on integrated-adaptive and creative-intuitive models, achieved through educational programs dedicated to current and future leaders, both military and civilian with roles in the implementation of the National Security Strategy.
With 15 years of experience, DRESMARA offers 7 different residential courses (10 iterations/year) and one ADL course (2 iterations/year) to Romanian participants, Alliance members, and partners and international organizations on subjects related to defense resources management, information resources management, and program and project management. This is done according to a pro-active Communication Plan described in Annex A.
4. DRESMARA is committed to quality military education and training and as such it has welcomed the opportunity afforded within the Supreme Allied Command Transformation (SACT) Quality Assurance Framework (Ref B and Ref C), to expand and consolidate existing processes under a one DRESMARA QA Policy.

AIM

5. The aim of this policy is to provide direction on the implementation and review of the Quality Assurance Policy, core processes, products and deliverables.

The overarching goal of the communication efforts at DRESMARA is to enhance the knowledge about what we do here, at national and international level. The work focuses on maintaining DRESMARA as a brand name in the Romanian Ministry of Defense as a Centre for national and multinational training on the strategically level. After participating in DRESMARA's courses, the goal is that all participants are well functioning at all decision levels or as staff members in multinational and national structures in the framework of the EU and NATO standards.

DRESMARA's courses assure training which must be appreciated to all levels as is expected to be by the participants. Moreover, the course development efforts at DRESMARA shall be state-of-the-art. In order to reach all goals, DRESMARA's leadership considers communication as a pre-requisite. Support and encouragement is required at all levels of the institution.

SCOPE

6. DRESMARA QA is the employment of a complimentary set of activities, including standards and criteria, ensuring that the delivery of DRESMARA education and training is consistent and satisfies stated requirements. This policy is focused primarily on internal quality assurance. It provides direction on the creation, conduct, maintenance and termination of DRESMARA courses. External Quality Assurance is HQ SACT's responsibility.

SYSTEM OF RECORD

7. The DRESMARA's Information Management System (ILIAS) and INTRANET are the System of Record for the DRESMARA QA core processes as described in Annex B. As such, it provides academic staff with an Electronic System, enabling personnel to generate, organize, retrieve, store and dispose of associated data and information to related courses. The system will facilitate the auditing of QA processes and products by Course Directors (CDs), Department Director (DD), Standards, Evaluation and Training Department from National Defense University "Carol I"(NDU "Carol I") as well as support decision-making by the Command Group though the requested reports.

PRINCIPLES

8. The following principles support the DRESMARA's QA Program:

a. **Systems Approach.** The policy, core processes and resources are interconnected components leveraging feedback from ongoing activities to ensure education and training solutions are aligned with requirements and delivered with optimal efficiency;

b. **Compliance.** Education and training curriculum developed in support of NATO will be based on current NATO doctrine, policies and directives;

c. **Accountability.** All stakeholders responsible for implementation of the DRESMARA QA Policy are clearly identified and are obligated to report, explain and be answerable for their programs;

d. **Transparency.** QA programs and processes are developed using a collaborative open approach.

QA policy and annual reports will be available on the Intranet and Internet sites, as appropriate. Best practices and lessons learned will be freely shared with external stakeholders and communities of interest.

RESPONSIBILITIES

9. **DRESMARA Director**. The Director is responsible for the Quality Assurance Policy of DRESMARA.

10. **Department Director (DD).**
The DD is responsible to the DRESMARA Director for:
    a. The development and implementation of the Quality Assurance Program;
    b. Approving the delivery of new DRESMARA courses;
    c. Chairing the QA Commission;
    d. Staffing changes to the QA Policy and Program;
    e. Defining DRESMARA Academic QA core processes;
    f. Developing and conducting Academic Staff Orientation and Training;
    g. Monitoring execution of and compliance to QA processes;
    h. Producing an annual QA report.
The DD is responsible for:
    a. Supporting the introduction and development of new courses;
    b. Leading CDs in the preparation of courses assigned to Department;
    c. Monitoring the execution of courses assigned to Department;
    d. Monitoring the timely production of Post Course Reviews (PCR) and providing guidance to CDs upon their completion;
    e. Preparing, in consultation with Departmental Curriculum Review Board (CRB) and briefing the DD accordingly;
    f. Ensuring that DRESMARA is represented at the Annual Discipline Conference (ADC) associated with their assigned courses.

11. **Standards, Evaluation and Training Responsible.** The Departmental Quality Assurance Officer is responsible for:
    a. Mentoring and coaching Course Directors in the revision of existing Course Control Documents (CCD) or the production of new documentation in accordance with DRESMARA approved formats and tools;
    b. Participating, along with the DD, to the annual monitoring of Course Directors' instructional proficiency;
    c. Participating, along with the DD, to the annual auditing of courses.

12. Course Director (CD). The CD is responsible for:

a. Maintaining course relevance by monitoring developments in associated discipline(s) and engaging the community of interest to include the, Requirement Authorities (RA), and Department Heads (DH);

b. Creating and maintaining CCD for assigned courses;

c. Planning and preparing assigned academic courses;

d. Coordinating in collaboration with the DD the visits of Guest Speakers and Supporting Speakers for assigned courses;

e. Ensuring the efficient use of resources allocated to courses;

f. Enabling a conducive learning environment and monitoring the welfare of students during course facilitation;

g. Executing assigned courses.

13. Course Administrator (CA). The CA is responsible for:

a. Preparing and conducting related activities for courses in accordance with this policy;

b. Assisting the Course Directors (CDs) in all matters relating to their courses.

STAFF ORIENTATION, TRAINING, AND DEVELOPMENT

14. Generalities. DRESMARA's academic staff requires specific orientation and training to prepare them to perform their duties and execute tasks assigned in accordance with DRESMARA's policies, directives and procedures.

15. Course Director Training. The following requirements are mandatory for all DRESMARA CDs.

a. DRESMARA Staff Orientation as part of NDU program;

b. Continuity training once per calendar year;

c. Receive and conduct one peer feedback session per calendar year.

16. DRESMARA Teaching Staff Training. The following activities are mandatory for any Teaching Staff whose position includes teaching duties and they constitute the pre-requisites to be designated as Teaching Staff.

a. Teaching Staff Qualification Standards (TSQS);

b. Receipt of two satisfactory Teaching Staff evaluations.

17. Departmental QA Officer Training. The following courses are mandatory for all DRESMARA QA Officers and constitute the pre-requisites to be designated a DRESMARA QA Officer:

a. NATO Global Programming Analysis Course;

b. NATO Quality Assurance Program Course.

18. Professional Development. In addition to formal staff orientation and training described above, DD will ensure that the development of teaching staff is reinforced through adequate coaching, mentoring and professional development opportunities. CDs will be afforded opportunities to maintain and enhance their subject matter expertise in areas related to courses assigned by attending related courses, conferences, symposiums and meetings organized within the community of interest. Additionally, through the DRESMARA Professional Development Program, DRESMARA teaching staff will be able to request professional development opportunities not directly related to their subject matter expertise IAW Ref C.

19. For additional information regarding the Academic Staff Development Program, see Annex C.

CORE PROCESSES

20. Generalities. DRESMARA's QA strategy is articulated around six core processes throughout the Systems Approach to Education and Training life cycle. Collectively, these processes will ensure that all courses at DRESMARA provide effective and efficient solutions for NATO and its Partners.

21. Course Approval and Development.
a. Course approval. To facilitate a cohesive approach for the systematic introduction of new Education & Individual Training (E&IT) requirements into DRESMARA, the following five-phase process has been established:
    (1) Presentation of new requirements;
    (2) Internal capacity review;
    (3) Draft Course Development Plan;
    (4) Results of Internal Assessment;
    (5) Presentation of DRESMARA Development Plan.
b. Course Development. Upon completion of the course approval process, a six-phase course development sequence will be followed, concluding with an agreed record of decisions between DRESMARA and the community of interest:
    (1) Review the Analysis Final Report;
    (2) Course design;
    (3) Course development;
    (4) Conduct of the pilot course;
    (5) Post Course Review;
    (6) Review of Initial Results;
    (7) For additional information on the Approval and Development of New Courses, see Annex D.

c. Course Control Documents. All DRESMARA Courses will be specified using the DRESMARA approved CCD format. CCDs consist of three distinct documents: Course Control Form, a Course Overview and a Program of Classes. CCDs will be produced with sufficient and necessary information in order to achieve the following outcomes:
    (a) To provide a description of the course in sufficient detail and serve as a written agreement between the owner of the requirement (DH) and DRESMARA;
    (b) To provide guidance to instructional staff in the design and development of lessons and associated learning activities;
    (c) To provide students with an outline of the course objectives, teaching points, instructional and assessment methods to be used in the conduct of the course.

22. Conduct of Courses. The conduct of courses at DRESMARA is the primary responsibility of CDs in close collaboration with the DD:
    a. CDs shall ensure the courses are executed in accordance with the approved CCD;
    b. The course schedule shall reflect the LOs, Teaching Points, Main References, Methods and Timings prescribed in the CCD;
    c. The conduct of the course shall, unless dictated by exceptional circumstances, be executed IAW the course schedule;

d. CDs will ensure that qualified and experienced Teaching Staffs are provided, well in advance, with the Program of Classes, schedule and available lesson materials necessary to prepare for their instructional assignment;

e. CDs are responsible for the orderly, effective and efficient conduct of their courses and are expected to monitor the performance of internal and external Teaching Staffs for both content and instructional technique. Feedback shall be provided on individual lessons as required or on overall performance at the end of the contribution for that iteration. Exceptional performance shall be reported up the chain of command to the DD for appropriate action;

f. Course Director responsibilities are detailed in Annexes E and F.

23. Formal Monitoring of DRESMARA Teaching Staff. DRESMARA personnel performing instructional duties will be formally monitored to ensure continuous improvement of planning, preparation and conduct of lessons in accordance with best practices demonstrated during the relevant DRESMARA directives:

a. The monitoring of instruction will be performed by the DD;

b. Instructional monitoring sessions will be programmed ahead of time and executed using the Teaching Staff Feedback Form;

c. Teaching Staffs will be debriefed accordingly and records of the session will be stored within the Admin Documents Compartment.

24. Student Assessment. Student are considered stakeholders of the QA and their assessment is an essential component of QA as it provides main information on both the achievement of learning objectives and critical feedback on the course design and conduct. Student assessment can be executed in a variety of forms, both formal and informal. This section of the QA Policy is intended to institutionalize and reinforce existing practices. It prescribes a level of student assessment which preserves the unique nature of DRESMARA where a multinational student population comes to exchange and explore the "*NATO way*" as much as they seek to be certified competent in a specific discipline:

a. On-going observation of student progress, through purposeful formative evaluation activities such as end of lesson Q & A, quizzes or syndicate work shall be included in all DRESMARA courses except for a few courses where the audience and/or domain do not lend itself to this best practice;

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

c. Courses aimed at preparing staff for the NATO Command Structure, NATO Force Structure or related assignments should ultimately introduce summative evaluation as a mechanism to certify that course graduates have successfully achieved all course learning objectives. Such summative assessments will normally be performed using practical tests under conditions that reflect the job environment;

d. Students will be presented with a course graduation certificate, acknowledging successful completion of the course. Under exceptional circumstances, when it has been observed and documented that a student has failed to achieve the majority of learning objectives, a student will be presented with a certificate of attendance. The documentation of such cases shall be retained in course files;

e. For additional information on Student Conduct and Assessment, see Annex J.

25. Post Course Review (PCR). The PCR process is the primary means to systematically collect feedback on DRESMARA courses. It focuses on gathering information pertaining to the conduct of courses, including but not limited to the course objectives, methodology, instructional quality, time allocation, administrative and logistical support. The analyzed data is the main input to continuous improvement of courses at DRESMARA:

a. CDs will administer a student comment form designed to collect feedback on instructional and support issues for each iteration of every DRESMARA course. Comment forms will be collected and analyzed in conjunction with feedback from Speakers and DH;

b. CDs will produce a PCR report that summarizes the Course Aim, a description of participants and list of instructional staff. Salient feedback, both quantitative and qualitative will be generated. A short description of activities that require improvement as well as those that should be sustained will be presented. Recommendations and action plans will be specified;

c. For additional information on the Post Course Review process, see Annex G.

26. Curriculum Review Board (CRB). The CRB seeks to optimize the integrated use of academic resources based on course demand, as well as ensuring the emerging concepts and doctrines are incorporated into the DRESMARA curriculum when desirable and feasible:

a. A CRB will be conducted twice a year;

b. Department Director is responsible for preparing and presenting a review of his department's courses to the DRESMARA Director considering qualitative, quantitative, and financial aspects of each course. In the future, the information analyzed during the CRB will be collated and forwarded to all interested in the QA process;

c. For additional information on the Curriculum Review Board, see Annex H.

QUALITY ASSURANCE - SYSTEM EVALUATION AND KEY INDICATORS

27. The QA Policy, Strategy and associated core processes described herein shall be evaluated annually by the DRESMARA QA Board chaired by the DRESMARA Director and facilitated by the DD. Core membership will consist of DD, CDs and ESS. In addition to the qualitative assessment of the QA system, DRESMARA will conduct performance measurement by collecting, analyzing and reporting quantitative information regarding the results of the Academic year to see whether our output remains aligned with the expected and achievable objectives, established by NATO and national stakeholders.

28. Findings and recommendations will be included in an annual report as described in Annex I.

DRESMARA Director
COL Professor, PhD,
Florin Eduard GROSARU

ANNEXES:

A. Communication Plan
B. Core Process Management System
C. Academic Staff Development Program
D. Approval and Development of New Courses
E. Course Director Responsibilities
F. ADL and Members Portal
G. Post Course Review
H. Curriculum Review Board
I. Quality Assurance Board
J. Student Conduct and Assessment

COMMUNICATION PLAN

1. **Purpose:** Communication Plan details the communication responsibilities of the three functional areas within Academic Activities Structure to fulfill their required activities. It focuses on daily, weekly, monthly, and annual communication outputs defining the required activity, the medium of delivery, and whether the action is internal or external to DRESMARA. All communications with residential students are considered internal.

2. **Overview:** The Allocation process support the management of the DRESMARA student education process from the formulation of the draft academic calendar, endorsement of ACT, dissemination of the calendar, students lodging interest in courses, allocation of seats with MPD, arrivals process and completion of courses at DRESMARA. Academic activities are divided into three functional areas that operate connected in support of this process. These areas are: Resource Management, Student Allocations, and Student Administration.

3. **Communication Procedures:** The following tables outline the communication activities and frequency of the functional areas among DRESMARA structures.

Table 1 – Resource Management Communication Responsibility:

FREQUENCY	ACTIVITY	MEDIUM			INTERNAL	EXTERNAL
		Face/Face	Email	Phone		
Daily	DD (Courses requirements)	X	X	X	X	
	DD (Absence of CDs)	X	X	X	X	
	CDs (Individual course requirements)	X	X	X	X	
	CA (Classroom allocation/resources)	X	X	X	X	
	ADMIN (Security Passes/General Security)	X	X	X	X	
	ADMIN (Desk Table/Billeting/Partition)	X	X	X	X	
	IT (Intranet coordination task)	X	X	X	X	
	IT (Course Support Officer /IT Requirements)	X	X	X	X	
Weekly	Council (If requested - Issue reporting)	X			X	
	ESS Coordination Meeting (Facilities and support)	X	X	X	X	
	Forecast of Classrooms and Syndicate rooms (if necessary)	X			X	
	International training (if necessary)	X	X			X

FREQUENCY	ACTIVITY	MEDIUM			INTERNAL	EXTERNAL
		Face/Face	Email	Phone		
	Ministry of National Defense (training) (if necessary)		X	X		X
Monthly	COUNCIL		X	X	X	
Annually	Annual Resource Scheduling in support of Calendar	X	X	X	X	

Table 2 – Student Allocations Communication Responsibility:

FREQUENCY	ACTIVITY	MEDIUM			INTERNAL	EXTERNAL
		Face/Face	Email	Phone		
Daily	Potential students - Course enquiries		X	X		X
	POC-Joining Report queries /approvals /RW		X	X		X
	Dept/Course Directors- Student numbers / 'S' course approvals/queries		X	X	X	X
	ESS - Approvals	X	X	X	X	
	ESS - allocation issues/data control	X	X	X	X	
	DD - Tuition fee waivers (if required)		X			X
	SHAPE MPD - Partner allocations		X	X		X
	Billeting - Course date changes /cancellations		X	X		X
	DD/Partner attendance		X	X		X
	ePRIME Coordinator - entry changes		X			X
	ESS - coord of student allocation issues	X	X	X	X	
	FO-Course payment enquiries		X	X	X	X FO - Finnacial Office
	DD-NDU Course changes/new courses	X	X	X	X	X
	POC/Partners - Unfilled Allocation reminders		X	X	X	X
Weekly	DD-ESS - allocation issues	X	X	X	X	
	RA/DH - allocation approvals		X	X		X

FREQUENCY	ACTIVITY	MEDIUM			INTERNAL	EXTERNAL
		Face/Face	Email	Phone		
	ACT /MPD - Partner statistics		X	X		X
Monthly	DD- Low Course number review	X	X	X	X	X
	ACT - Attendance Return		X			X
Annually	ACT - DRESMARA annual Calendar for budget	X	X	X	X	
	POC/MPD-Annual Bidding Letter with Calendar		X		X	X
	POC/Partners - DRESMARA Schedule		X		X	X
	DRESMARA-MPD Partner Wksp		X		X	X
	NATO HQ Marketplace		X		X	X
	POC/MPD - Primary Allocation release		X		X	X
	NATO HQ - ePRIME course loading /NAC approval		X		X	X

Table 3 – Student Administration Communication Responsibility:

FREQUENCY	ACTIVITY	MEDIUM			INTERNAL	EXTERNAL
		Face/Face	Email	Phone		
Daily	ESS (Routine Duty)	X	X	X	X	
	CD/CA (Student Support)	X	X	X	X	
	ESS (Security clearance)	X	X	X	X	
	ESS (Billeting) Accommodation	X	X	X	X	
	IT (ILIAS)	X	X	X	X	
	POC - Student Registration	X	X	X	X	X
	Potential Student – Gen info	X	X	X		X
	Register Student – Admin Support	X	X	X	X	X
	Doctor – Med support to students	X	X	X	X	X
	Airport – Luggage /Transport	X	X	X		X
	Taxi – Student transport	X	X	X		X
	ESS /Hotel – Student Accommodation	X	X	X	X	
	DUTY Officer (daily briefing) Students in House – Daily	X	X	X	X	

	info					
Weekly	DD/ESS (Cultural Tour) (when plan)	X	X	X	X	X
	ADMIN (Supply for Student support)	X	X	X	X	
	ADMIN (Transport)	X	X	X	X	X
	IT (Intranet, ILIAS, WEB)	X	X	X	X	
	ESS (Website)		X	X	X	
	E-prime (Update)		X	X	X	X
Annually	Issue of Academic Calendar	X	X	X	X	X
	Produce Draft Calendar	X	X	X	X	

CORE PROCESS MANAGEMENT SYSTEM

1. Purpose: Annex B describes the ILIAS and DRESMARA INTRANET as the Educational Management Systems for DRESMARA.

2. **Overview:** ILIAS and DRESMARA INTRANET are designed and employed as the Quality Assurance Program's Core Process Management System. As the consolidated database for course design, execution, student data, resource management, and feedback processes. Both facilitate the implementation and accountability required for a culture of continuous improvement.

3. Course documentation: ILIAS and DRESMARA INTRANET are also the systems of record for all Course Control Documentation (CCD). The Course Control Management will record, store, and publish course information provided by CD, approved by DD and standardized by Department Council. The information contained within is also published on ILIAS and DRESMARA INTRANET to facilitate public access to information and into CCD II and CCD III.

This information consists of:

- Course Overview documents containing biographical information to include the course title and aim;
- Workflow and change logs which provide curriculum version control. It ensures accountability for those recommending changes, provides review and approval authority from Department Director, and enables to whom are involved in quality process to assure changes. An approved CCD I can be uploaded to confirm RA/DH approval, signifying course alignment with learning objectives and learner needs;
- Responsibilities to record those accountable inside and outside DRESMARA;
- Learning Objectives which describe the activities framing the instruction, and are further developed with teaching points, methodology descriptions, and time required;
- Target population which describes the audience for which the course is designed and maximum seat availability per iteration;
- Student assessment strategy which identifies the methods through which student learning is confirmed;
- Instructional methodology which identifies the learning sequencing and activities;
- Pre-learning records and documents or distance learning modules required for course participation;
- Teaching staff and facilitator requirements define professional qualifications required for instructional staff;
- The Resources spreadsheet which catalogues classroom and syndicate room requirements, and
- Academic Activities course data documents to include e-Prime number, tuition information, DRESMARA website hyperlink, and the ACT Education and Training Opportunities Catalogue (ETOC) reference information.

4. Course Execution: ILIAS, DRESMARA INTRANET streamline curriculum implementation responsibilities for each phase of a course - preparation, execution, and closeout:

a. Preparation. In support of the preparation phase, ILIAS and DRESMARA INTRANET will support (record, store, and publish):

    (1) Course seat allocations to track demand for the course and allowing comparisons between attendance and expected throughput;

    (2) Visitor registration information to facilitate appropriate access for visiting instructional staff;

    (3) Student rosters to provide the most up-to-date record of course participants;

    (4) Course background briefs to support internal communication to the Command Group providing course description, iteration participants, external instructional participants, and previous course issues;

    (5) Course schedules.

b. Execution. In support of the execution phase, ILIAS and DRESMARA INTRANET will support (record, store, and publish):

    (1) Syndicate assignments. Deliberate consideration is necessary to design effective small group environments. CD and ESS must account for course methodology as well as nationality, service, rank, and resentment or tension between nations, and

    (2) Transportation schedules.

c. Closeout. In support of the closeout phase, ILIAS and DRESMARA INTRANET will format, store, and publish Post Course Review (PCR) reports:

    (1) ILIAS dynamically produces the shell for a post course review report. Each report synthesizes Education and Training Planning and Support Element feedback, to include course biographical information, student critiques, instructional staff feedback, future intentions, and a quantitative assessment from Student Comment Forms;

    (2) Each PCR report is stored on DRESMARA INTRANET. (See Annex G – for additional information on PCR reports).

5. Student Data. DRESMARA INTRANET tracks and archives student demographic information. Information retained includes:

    a. Name;

    b. Rank;

    c. Nation code and service code;

    d. Organization;

    e. Job title;

    f. Contact information;

    g. Agency;

    h. Course attended;

    i. Arrival and departure, and

    j. Accommodation.

6. **Curriculum Review Board.** DD and CDs collate and publish all information required for the annual Curriculum Review Board (CRB). The CRB collectively analyzes and discusses qualitative, quantitative, and financial information:

a. Qualitative analysis focuses on which courses are compliant with internal procedures and which require attention. It further identifies the engagement of RA/DH action officers and feedback from participants (students and teaching staff alike);

b. Quantitative analysis contrasts historic and future bidding and attendance trends, and

c. Financial review compares course income, cost, and revenue.

ACADEMIC STAFF DEVELOPMENT PROGRAMME

1. **Purpose:** Annex C outlines the procedures and responsibilities for the development of DRESMARA Teaching Staff, to include Staff Training and Continuation Training.

2. **Overview:** Teaching Staff arrive at the DRESMARA with varying levels of expertise and experience. It is vital to the maintenance of academic excellence that an initial training program be available to ensure a common, acceptable standard of proficiency. Thereafter, continuation training will be provided to facilitate personal progression and ensure the maintenance of standards. Development and maintenance of teaching staff proficiency will be the responsibility of the individual, DD, and Department QA Officer. Teaching staff has the majority of contact with learners in the residential training environment and are critical to the success of the NATO and national training system. Teaching staff is primarily responsible for implementing learning activities, but may also be involved in other training management efforts.

3. **Academic Staff Qualifying matrix:** The DRESMARA Academic Training program consists of various elements corresponding with the position of the Academic Staff member, outlined in the matrix below:

Activities Responsible	Orientation		Academic Training Program						
			Initial Training Requirements				**Continuity Training**		
	Academic Orienta-tion	DRESMARA Orientation	DRESMARA - Program and Project Management Course (*)	DRESMARA - Planning, Programming, Budgeting and Evaluation Systems Course (*)	Resource Management Education Program (*)	Global Programming, and QA Course	Continuity Training Session	Peer Feed-back	QA Feedback
DD	X	X				X	X	X	X
CD	X	X	X	X	X		X	X	X
Instructor	X	X			X		X	X	X
CA		X							
QAO	X	X				X			X
	* Mandatory for each person involved in design, development lessons -Courses mentioned in this matrix may be replaced by an equivalent course or working experience. The approval for a sustainable substitution is with the Department Director. -Each individual performing instruction is subject to the requirements as outlined with Continuity training -QAO: QA Officer (Education and Planning).								

4. **Academic Staff Development Program:** The program is established to prepare and keep DRESMARA staff ROU and NATO Fit'. It consists of orientation lessons and an academic training program with initial

training requirements during the first year of the assignment and continuity training for the following years of the assignment:

a. **Orientation**:

   (1) DRESMARA Orientation: provides newly assigned personnel with an orientation to working at DRESMARA and living in the local community. It includes briefings on the responsibilities of and services available to DRESMARA faculty and staff members in each of the school's major functional areas (Department Council);

   (2) NATO Orientation: provides newly assigned personnel with a working knowledge of DRESMARA through participation in the internal briefings. For personnel with recent experience working with NATO the requirement to take this course may be waived by the Department Director.

b. **Initial Training Requirements**. The initial training requirements have been established to ensure that newly-assigned personnel are equipped with the skills they require to perform their academic duties. The sequence of this initial training is set to allow training to be tailored to individual needs and availability. However, Academic Staff are expected to complete the required training /courses associated with their role (see Academic Staff Qualifying matrix) within one year.

c. **Continuity Training**. Qualifying as an Academic Staff member does not mark the end of professional development. DRESMARA teaching staff performing instructional duties will receive /offer mentoring to ensure continuous improvement in the planning, preparation and conduct of lessons in accordance with the best practices demonstrated. The continuous improvement process consists of:

   (3) Ongoing professional development by participating in a minimum of one continuity training session each calendar year. These sessions will be on different topical areas and will be delivered 1 time per year by the NDU;

   (4) Peer feedback sessions will take place as a development tool to encourage collaborative learning and to improve instructors' skills. Both the receiver and evaluator benefit: It helps to create an atmosphere in which instructors are encouraged to evaluate others instructional performance and fosters a critical thinking mindset about their own instructional effectiveness. As part of DRESMARA continuity training all qualified Instructional Staff will *receive* a peer evaluation and conduct a peer evaluation once per calendar year. Instructional staff may choose their own peer. The coordination for the annual evaluation is between the teaching staff concerned;

   (5) QA lesson evaluation will take place once a year in order to provide ongoing feedback to DRESMARA teaching staff. The evaluation will be conducted by either the Department Director or Educational Planning Head of Office (responsible for Quality Assurance Process). The coordination for such an evaluation is upon request by the teaching staff /instructor;

   (6) Further professional development for Academic Staff is encouraged to attend essential and optional workshops /courses /topics offered by the DRESMARA and other educational institutions in the local area.

5. **Teaching staff qualifying process:** A standardized teaching staff /instructor qualification program leveraging the competency standards outlined by the Department Council will ensure a thorough and expedient training process for personnel assigned to instructional billets. This section provides guidelines for basic instructor professional development to be incorporated into the DRESMARA training calendar. Prospective instructors shall qualify within 12 months of reporting. To facilitate an organized approach to the instructor designation process, a four-phase program has been established:

   a) **Phase 1** involves completing or providing proof of completion of a **Teaching Staff Development Training** and the **DRESMARA Staff Orientation Presentations**. Personnel designated for

instructional duties at DRESMARA must provide documentation to the DD that outlines previous instructor development training or instructional duties completed within the past 5 years. For those personnel who have not been an teaching staff /instructor or completed any teaching development training in the past 5 years it is mandatory that they complete DRESMARA /NDU training;

b) **Phase 2** involves completing the **Teaching Staff Qualification Standards** (TSQS) **with DD.** Each new teaching personnel /instructor will need to become familiar with the competencies and the associated performance criteria expected of DRESMARA. Sign off of the TSQS (Appendix 1) signals that DD believes that the Teaching Staff is competent in that area;

c) **Phase 3** involves receiving a minimum of two satisfactory **Teaching Staff Evaluations:**

   (1) The Teaching Staff Feedback Form (see Appendix 2) is to be completed during classroom presentations. Prospective teaching staff must receive at least one satisfactory evaluation within 6 months of reporting and two satisfactory evaluations within 1 year. Actions required for core competencies are as follows:

   (a) Marks of "1" and "2" define performance below the standard of a teaching personnel, and

   (b) Marks of "3" define the minimum standard.

   (2) Teaching staff evaluations are considered "satisfactory" when all core competency performances are marked "3" or higher. The intent of the evaluation process is to provide feedback with an accompanied development plan for prospective instructors to show improvement on subsequent evaluations. This is especially true if the same lesson plan presentation is evaluated for a second time.

d) **Phase 4** involves receiving **Teaching Staff Qualification Acceptance.** All new DRESMARA teaching staff has to pass an exam to occupy free seats from DRESMARA Department.

6. **Summary:** The table below gives a summary on the various requirements and responsibilities for the Academic Staff Development Program: <u>Overview of annual requirements:</u>

Year 1	Year 2	Year 3
Academic Training Program	Continuity Training	Continuity Training
<u>For Teaching Staff Qualification acceptance</u>: ⬚ DRESMARA training session (or equivalent) ⬚ 1 peer guided review of the Instructor <u>TSQS</u> ⬚ 2 satisfactory instructor evaluations Additional Training (peer &DD): ⬚ Course Design & Development (if possible)	⬚ 1 peer evaluation conducted ⬚ 1 peer evaluation received ⬚ 1 evaluation by QA Officer ⬚ Attended 1 continuity training session	⬚ 1 peer evaluation conducted ⬚ 1 peer evaluation received ⬚ 1 evaluation by QA Officer ⬚⬚⬚⬚ Attended 1 continuity training session
	⬚ Articles (no. Established by Department Council) and feed-back from course participants.	

Overview of responsibilities for QA Process:

QA Officer	- Will monitor achievements for Department Instructors to complete QA process. - Will monitor evaluations and peer review for Year 1 on file for each academic year - Will file the achievements for year 1,2 and 3
Department Director	- Will submit Qualification Memo to DRESMARA Director - Will submit evaluation upon received Qualification Memo - Will decide for approval on equivalent substitute courses

Appendices:

1. Teaching Staff Qualification Standards (TSQS)
2. Teaching staff Feedback Form
3. Teaching staff Qualification Memo

Appendix 1 – Teaching Staff Qualification Standards (TSQS)

Name		Country	
Department		Date Reported	

Competency 1 - Prepare for instruction.		
Performance Statement	**Completed (Initials)**	**Date**
a	Rehearse lesson plan timing with another qualified instructor.		
b	Make available all necessary resources, supplies, and reference materials to students.		
c	Confirm logistical arrangements and equipment readiness prior to class convening.		
d	Ensure environment is set up and conducive to learning		
e	Test equipment operation and functionality prior to class convening		
f	Eliminate (or minimize) internal and external distractions that prohibit learning and performance.		
g	Provide a safe and clean learning environment.		

Competency 2 - Plan instructional methods and materials		
Performance Statement	**Completed (Initials)**	**Date**
a	Plan or modify instruction to accommodate for students' experiences.		
b	Personalize lesson plan to check for understanding.		
c	Select (or adapt) instructional methods, strategies, and presentation techniques to emphasize main teaching points.		
d	Adapt lesson plan to accommodate different instructional settings.		
e	Create and publish course agenda for students		
f	Sequence the lesson plan in a logical order.		

Competency 3 - Comply with NATO established ethical and legal standards.		
Performance Statement	**Completed (Initials)**	**Date**
a	Respect student's rights to confidentiality and anonymity in safeguarding personal information.		
b	Avoid conflicts of interest with the staff and students.		
c	Respect and comply with intellectual property laws.		

Competency 4 - Communicate effectively.		
Performance Statement	**Completed (Initials)**	**Date**
a Vary pitch, tone, inflection, and rate of speech.		
b Use proper spelling, grammar, punctuation, and language appropriate for the students' level of understanding		
c Use hand gestures and body motions to enhance the teaching points.		
d Use eye contact appropriately and effectively.		
e Maintain a comfortable distance from students.		
f Use pauses appropriately to allow for student reflection and comprehension.		

Competency 5 - Establish and maintain professional credibility.		
Performance Statement	**Completed (Initials)**	**Date**
a Conform to DRESMARA dress and interior regulations.		
b Demonstrate subject-matter expertise.		
c Recognize and acknowledge mistakes and provide opportunities to correct them.		

Competency 6 - Stimulate and sustain learner motivation and engagement.		
Performance Statement	**Completed (Initials)**	**Date**
a Match learning outcomes (expectations) to student and course goals.		
b Plan (and deliberately use) feedback and positive reinforcement during delivery of instruction.		
c Use stories, analogies, and examples to gain and sustain student attention.		

Competency 7 - Manage an environment that fosters learning and performance.		
Performance Statement	**Completed (Initials)**	**Date**
a Introduce oneself, co-instructors, and students at the beginning of the course (if necessary).		
b Present clear expectations and ground rules for learning and interaction.		
c Address undesirable behavior effectively, appropriately, and timely.		
d Resolve student conflicts appropriately and timely.		
e Manage group-paced and individual participation.		
f Manage instructional time effectively and avoids digressions.		
g Provide a positive learning environment for all students.		

Competency 8 – Demonstrate effective presentation/facilitation skills.

Performance Statement		Completed (Initials)	Date
a	Use a lesson plan to deliver instruction.		
b	Present key ideas and concepts in a variety of ways.		
c	Provide examples to clarify meanings or teaching points.		
d	Involve students in presentations for discussion, questions and reflection.		
e	Use examples, anecdotes, stories, analogies and humor to reinforce teaching points.		
f	Use props and teaching aids effectively and appropriately		

Competency 9 - Use instructional methods appropriately.

Performance Statement		Completed (Initials)	Date
a	Implement a variety of training methods.		
b	Manage the group dynamics associated with each method.		
c	Employ training techniques appropriate to methods and training solutions prescribed.		
d	Provide feedback targeted to the performance (and not to the student).		
e	Promote peer-to-peer feedback		

Competency 10 - Use media and technology to enhance learning and performance.

Performance Statement		Completed (Initials)	Date
a	Use visual aids that support the objective(s) and teaching points.		
b	Use visual aids that are simple and easy to read and understand.		
c	Incorporate the use of job aids, hand-outs, or other printed materials in the learning environment.		
d	Incorporate different media to appeal to student preferences.		
e	Establish a contingency plan in the event media fails during instruction.		

Competency 11 - Demonstrate effective questioning techniques.

Performance Statement		Completed (Initials)	Date
a	Ask clear and relevant questions.		
b	Promptly follow up on student questions and concerns.		
c	Use a variety of question types and delivered at various levels.		

d	Direct and redirect questions effectively.		
e	Build responses to questions in current (or subsequent) learning environments.		
f	Repeat, rephrase, and restore questions from students.		
g	Provide positive reinforcement to student responses.		
h	Provide opportunity to involve all students in discussions.		

Competency 12 - Provide clarification and feedback.			
Performance Statement		**Completed (Initials)**	**Date**
a	Provide clear, timely, relevant, and specific feedback.		
b	Provide opportunities for students to request clarification to teaching points.		
c	Assist students in giving and receiving feedback.		
d	Provide feedback targeted to the performance (and not to the student).		
e	Promote peer-to-peer feedback		

Competency 13 - Promote retention and transfer.			
Performance Statement		**Completed (Initials)**	**Date**
a	Encourage students to elaborate on concepts and ideas.		
b	Provide opportunities to integrate new knowledge and practice new skills.		
c	Provide opportunities for reflection, review, and self-guided learning.		
d	Provide opportunities to practice in realistic settings.		

Competency 14 - Assess learning and performance.			
Performance Statement		**Completed (Initials)**	**Date**
a	Communicate assessment criteria to students.		
b	Monitor individual and group performance during practice and assessment.		
c	Provide students with opportunities for self-assessment.		
d	Assess student performance outcomes.		
e	Provide opportunities for remediation.		

Personal observations

Appendix 2 – Teaching Staff Feedback Form

Teaching staff		Evaluator	
Course/lesson Title			
Date	Start:		Stop:

This form is designed to assist in the collection of data that assesses our DRESMARA Teaching Staff in fourteen competency areas. The table below explains the rating scores and the appropriate actions to be taken by the teaching staff who receives the feedback.
Provide detailed feedback and recommendations on the Teachers Improvement Plan for any ratings of 2 or below.

Rating Measures	Action required by the Teaching staff
4 – Demonstrated mastery, could serve as a model for this component.	None – consider mentoring colleagues who seek improvement.
3 – Demonstrated competency.	None – consider seeking ways to continually improve.
2- Demonstrated some competency but needs improvement.	Focus on improving per recommendations.
1 – Did not demonstrate at all.	Seek assistance and make improvements per recommendations before next class convenes.

Teaching staff Competency	Teaching staff Effectiveness			
Prepares for instruction (#1)	4	3	2	1
• Rehearses lesson plan timing with another qualified instructor • Makes available all necessary resources, supplies, and reference materials to students • Confirms logistical arrangements and equipment readiness prior to class convening • Ensures environment is set up and conducive to learning • Tests equipment operation and functionality prior to class convening • Eliminates (or minimizes) internal and external distractions that prohibit learning and performance • Provides a safe and clean learning environment				
Plans Instructional Methods and Materials (#2)	4	3	2	1
• Plans or modifies instruction to accommodate for students' experiences • Personalizes lesson plan to check for understanding. Lesson plan follows logical sequence • Selects (or adapts) instructional methods, strategies, and presentation techniques • Adapts lesson plan to accommodate different instructional settings • Creates and publishes course agenda for students				
Complies with Ethical and Legal Standards (#3)	4	3	2	1
• Respects student's rights to confidentiality and anonymity in safeguarding personal information • Avoids conflicts of interest with the staff and students • Respects and complies with intellectual property laws				
Communicates Effectively (#4)	4	3	2	1
• Varies pitch, tone, inflection and rate of speech				

• Uses proper spelling, grammar, punctuation, and language that fit the students' level of understanding
• Uses hand gestures and body motions to enhance the teaching points
• Uses eye contact appropriately and effectively
• Maintains a comfortable distance from students
• Uses pauses appropriately to allow for student reflection and comprehension

Establishes and Maintains Professional Credibility (#5)	4	3	2	1

• Conforms to DRESMARA internal regulations
• Demonstrates subject-matter expertise
• Recognizes and acknowledges mistakes and provides opportunity to correct them
• Plans and deliberately uses feedback and positive reinforcement during delivery of instruction
• Uses stories, analogies, and examples to gain and sustain student attention

Stimulates and Sustains Learner Motivation and Engagement (#6)	4	3	2	1

• Matches learning outcomes (expectations) to student and course goals
• Plans and deliberately uses feedback and positive reinforcement during delivery of instruction
• Uses stories, analogies, and examples to gain and sustain student attention

Manages an Environment that Fosters Learning and Performance (#7)	4	3	2	1

• Introduces oneself, co-instructors, and students at the beginning of the course (if necessary)
• Presents clear expectations and ground rules for learning and interaction
• Addresses undesirable behavior effectively, appropriately, and timely
• Resolves student conflicts appropriately and timely
• Manages group-paced and individual participation
• Manages instructional time effectively and avoids digressions
• Provides a positive learning environment for all students

Demonstrates Effective Presentation /Facilitation Skills (#8)	4	3	2	1

• Uses a lesson plan to deliver instruction
• Represents key ideas and concepts in a variety of ways
• Provides examples to clarify meanings or teaching points
• Involves students in presentations for discussion, questions, and reflection
• Uses examples, anecdotes, stories, analogies, and humor to reinforce teaching points
• Uses props and teaching aids effectively and appropriately

Uses Instructional Methods Appropriately (#9)	4	3	2	1

• Implements a variety of training methods
• Manages the group dynamics associated with each method
• Employs training techniques appropriate to methods and training situations prescribed

Uses Media & Technology to Enhance Learning (#10)	4	3	2	1

• Uses visual aids that support the objective(s) and teaching points
• Uses visual aids that are simple and easy to read and understand
• Incorporates the use of job aids, hand-outs, or other printed materials in the learning environment
• Incorporates different media to appeal to all learning styles
• Establishes a contingency plan in the event media fails during instruction

Demonstrates Effective Questioning Techniques (#11)	4	3	2	1

- Asks clear and relevant questions
- Promptly follows up on student questions and concerns
- Uses a variety of question types and delivered at various levels
- Directs and redirects questions effectively
- Builds responses to questions in current (or subsequent) learning environments
- Repeats, rephrases, and restructures questions from students
- Provides positive reinforcement to student responses
- Provides opportunity to involve all students in discussions

Provides Clarification and Feedback (#12)	4	3	2	1

- Provides clear, timely, relevant, and specific feedback.
- Provides opportunities for students to request clarifications on teaching point.
- Assists students in giving and receiving feedback
- Provides feedback targeted to the performance (and not to the student)
- Promotes peer-to-peer feedback

Promotes Retention and Transfer of Skills (#13)	4	3	2	1

- Encourages students to elaborate concepts and ideas
- Provides opportunities to integrate new knowledge and practice new skills
- Provides opportunities for reflection, review, and self-guided learning
- Provides opportunities to practice in realistic settings

Assesses Learning and Performance (#14)	4	3	2	1

- Communicates assessment criteria to students
- Monitors individual and group performance during practice and assessment
- Provides students with opportunities for self-assessment
- Assesses student performance outcomes
- Provides opportunities for remediation

Teaching Staff Feedback Form

Teaching Staff Improvement Plan		
Competency	Improvement Strategies for:	
	Weakness (-)	Strength (+)

Tips for Effective Use

Because every training environment is different, and every Teaching Staff brings a different set of skills to the job, it is important to tailor your evaluation session.

• After reviewing the competencies, focus only on the behaviors the Instructor may need to improve upon. If it is determined that many of the areas need to be addressed, you may consider breaking the feedback sessions into blocks where only a few of the competencies are evaluated at one sitting.

• If your course is primarily self-paced, you will need to observe the instructor during one-on-one feedback sessions to ensure they are demonstrating the competencies. The behaviors listed can be demonstrated in an Instructor-led lesson, as well as a more self-paced environment. For example, an Instructor needs to be able to use questioning techniques effectively, whether the Instructor is presenting to a group or to an individual.

• Discuss the evaluation session with the Instructor beforehand. Let the Instructor know your expectations, and ask the Instructor what areas the Instructor would like to improve upon.

• Rate the effectiveness of the Instructor in each competency area. The scale is from 1 (low effectiveness) to 4 (high effectiveness). All behaviors within each competency do not necessarily need to be demonstrated for the instructor to be effective. In addition, use the comment area to record specific behaviors that are demonstrated or missed, or provide additional comments regarding performance.

• Prior to evaluation, become familiar with competency descriptions and their associated improvement strategies. These items can be found at the end of this document.

Appendix 3 – Teaching Staff Qualification Memo

MEMORANDUM

From: *Department Director*

To: *DRESMARA Director*

Subject: TEACHING STAFF QUALIFICATION

Ref: DRESMARA A-84

This memo confirms that …………… has completed the requirements for the DRESMARA Teaching Staff Qualification Training.

• DRESMARA Orientation Briefings	Date:
• Academic Teaching Staff Training	Date:
•	Date:
•	Date:
• 2 satisfactory evaluations	Date 1:
	Date 2:
• 1 peer review	Date:

APPROVAL AND DEVELOPMENT OF NEW COURSES

1. Purpose. Annex D describes the internal process for the Approval and Development of new courses at DRESMARA.

2. Overview. NATO has adopted the System Approach to Training (SAT) model (Bi-SC Directive 75-7 Annex F) as a proven and highly successful tool when training is identified as the solution to personnel performance gaps. It provides direction and guidance to ensure that the focus on actual requirements is maintained throughout the cycle of analysis, design, development, implementation and evaluation of training at all levels.
The SAT method supports the further operationalization of the identified training requirements into DRESMARA programs /courses. DRESMARA Department Director (DD) is integral in supporting the operationalization of the requirements set by the Requirement Authority (RA) into E&IT curricula and for the management of new and existing E&IT offerings at DRESMARA within its department.
Throughout all phases of the DRESMARA approval and development process, DRESMARA staff must continue to work with stakeholders, curriculum designers, and Subject Matter Experts (SMEs) while remaining focused on the identified E&IT performance gaps and operational shortfalls in order to create effective E&IT solutions.

3. Analysis Phase:

a. **Step 1**: Presentation of new requirements. DRESMARA primarily accepts new requirements and the performance objectives (PO) from identified Department Heads (DH) in response to a community of interest. The presentation of new training requirements that are the result of systematic analysis are essential to ensuring that DRESMARA E&IT offerings are aligned with real world requirements. Additionally, the presentation of new requirements from a designated authority helps to ensure that the community of interest remains an active partner in ensuring the ongoing need and relevance of the proposed E&IT intervention.

b. **Step 2**: Internal Capacity Review. Once a validated requirement is received, the DRESMARA Director in conjunction with the DD, CDs, and Education Support Service (ESS) will identify what resources are currently available internally and externally to design and deliver any new course. This initial internal capacity review will serve as a feasibility assessment and set the initial prioritization of the requirement versus current commitments.

c. **Step 3**: Draft Course Control Documents. Once available resources have been identified and the relative priority has been established, the DRESMARA Team will provide a more detailed estimate of the time and effort required before a pilot course can be conducted. At the end of this phase all the details are included in a package consisting of two documents: Course control document I (Control Form) and Course control document II (Course Proposal), according to Annexes K and L from Bi-SC 075-007. This provides a first look at matching resources to the tasks outlined in the development process below. At this point the CCD I and CCD II are to be uploaded in ETOC.

d. **Step 4**: Results of Internal Assessment. The Draft Course Development Plan and timings will be presented

by the DD to the DRESMARA Director. At this point a determination of the way forward will be made and resources tentatively allocated.

4. Design Phase:

a. Step 1: Define Learner Characteristics. The target audience is revisited during this phase. There are to be considered the following: general characteristics (e.g. military/ civilian, ranks, academic degrees) and specific characteristics (prior knowledge / expertise, aptitudes, skills, language proficiency).

b. Step 2: Conduct instructional analysis. The aim of this phase is to determine everything a student needs to learn. The components, sub-components and supporting elements will in turn be grouped into supporting objectives, and these will be place in a sequence suitable for learning. The intent is to identify the core content that students will need to internalize and master in order to achieve the POs resulting during the Analysis Phase. This phasen is complete once the main points (the teaching points) associated with the supporting (enabling) elements have been identified.

c. Step 3: Write enabling / learning objectives (ELO). During this step the design team writes the ELOs and grouping and sequencing the supporting teaching points. The ELOs have to correspond to the major components (tasks and sub-tasks) identified when deconstructing POs during Phase 2 – Instructional Analysis. ELO should be structured based on the supporting knowledge, skills, and attitude (KSA) elements. Each ELO contains three elements: performance statement, conditions and standards, as defined in the Bi-SC 075-007 pp. 45.
The teaching points generally fall within one of five content categories and the categories affect the sequencing of the teaching points and the selection of an instructional method. The five content categories are facts, concepts, processes, procedures and principles.

d. Step 4: Prepare an assesment plan. The Assesment plan is devepled based on ELOs and establishes the overall strategy for student evaluation. The Assessment Plan specifies how achievement of the POs will be assessed and how the student progress will be monitored. Student progress is based on the assessment of the ELOs. The Assessment Plan for a new course will also take into consideration the related instructions within DRESMARA (e.g. policies for plagiarism, attendance, progress review/appeals, and personal conduct).

e. Step 5: Define Instructional Strategies. During this step the instructional methods, media and the environment are examined in order to determine how the content will be delivered and how the optimal conditions for learning are created.
At this point the following are to be taken into account:
− Verify the Environment: classrooms / laboratories / auditorium / field trips;
− Identify and Select Methods: lectures / discusions / syndicates;
− Identify and Select Media: powerpoint presentations / booklets / short videos / applications.

f. Step 6: Specify Content and Guidance. The end step of the Design Phase contains a detailed description of the course and it is documented in the Course Control Document III – Programme of Classes. This step will also capture the description of the intended audience, specifying who is eligible to enrol on the course. The results of the previous steps in the Design Phase are documented and the following additional detail is

captured: time allocation, references, resources requirements, limitations and remarks. At this point the CCD III will be uploaded in ETOC by the DRESMARA`s responsible.

5. Development Phase

a. Step 1: Procure/Produce Instructional Materials. During this step the teaching staff will develop student manuals, booklets, hand-outs, lessons plans and other resources essential to guide and support learning.

b. Step 2: Procure/Produce Assessment Instruments. There are two types of assessment procedures: summative and formative, which can be oral or written. There are established according to the course content. All kind of knowledge-based tests are to be used: Out of Class (Take-home) Assignments, Open-Book Tests, Paired/Group Testing and Individual Portfolios. At the end of this step the administrative instructions should contain details regrading the instructions for an administrator, for the course participants and for the scorer, the assessment instrument and the scoring guide.

c. Step 3: Develop an Optimum Schedule/Timetable. The Development team will draft a timetable suitable for the new course. At the development of the timetable the following characteristics are to be taken into consideration: progression, variety, tempo, efficiency and flexibility.

d. Step 4: Prepare Instructional Staff/Faculty Plan. To familiarize staff with coordination and administrative and academic routines, in order to achive the organizational readiness, the development team will draft an instructional plan, following the guidance provided:
a. Confirm instructors have the subject matter expertise.
b. Arrange opportunities to develop individual presentation and instructional skills as well as how to manage the instructional setting.
c. Provide new instructors with initial indoctrination and a transition period in order to understand the administrative functions of an instructor as well as understand how best to function within the instructional environment. Where appropriate, provide opportunities for observing the instructional environment prior to delivering E&IT for the first time.
d. Provide instructors sufficient time to personally prepare their own detailed lesson plans for a course.
e. Encourage reflection by having instructors self-assess their performance and continuing to have opportunities to observe others.
f. Monitor instructors, providing constructive feedback concerning instructor delivery techniques and how to improve learning conditions. Monitoring involves formalized periods of observation.

e. Step 5: Conduct Trials. Trials are conducted to identify design flaws and other deficiencies or problems with the planned instruction so that revisions and improvements can be made, by internal reviews, individual and small-group try-outs and pilot course.

The implementation phase will follow the completion of the upmentioned phases. The purpose of this phase is to put into operation the management, support and administrative functions necessary to a successfully conduct.

In order to close the SAT cycle, **an evaluation phase** for the new course has to be conducted.

The implementation and evaluation phases will follow the guidance from the Bi-SC 075-007 chapter 8 and 9 .
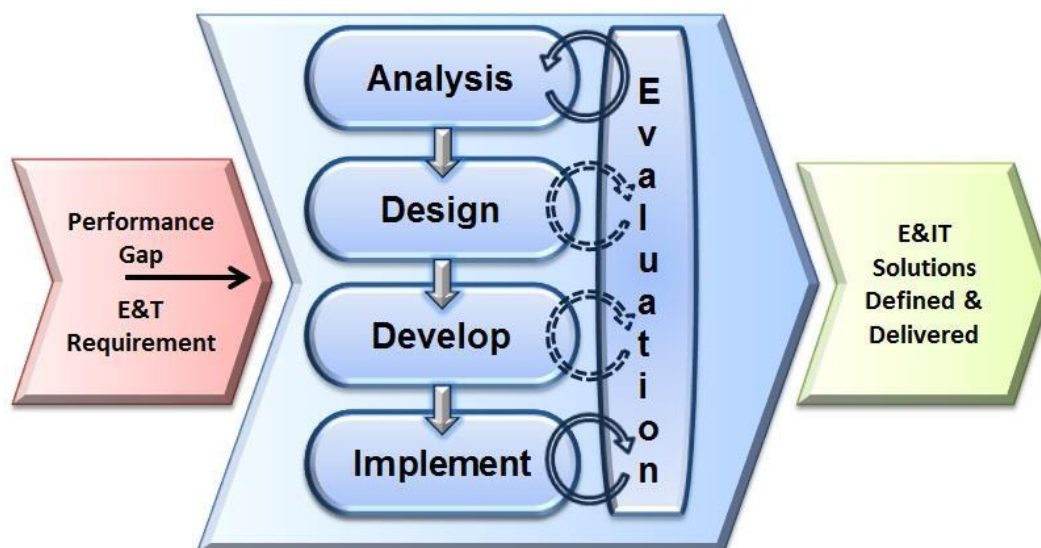
DRESMARA	ACADEMIC QUALITY ASSURANCE POLICY	CODE: A-399	Edition 1/2021
			Revision 4

COURSE DIRECTOR RESPONSIBILITIES

1. **Purpose.** Annex E outlines the procedures and responsibilities for course planning, preparation, execution, and closeout. The policy for the conduct of a post-course review, the final phase of the course cycle, is covered in Annex G. Ultimately, this Annex should guide CDs on how to conduct a course that will maximize learner achievement.

2. **Overview.** DRESMARA Course Directors are appointed through the DD to conduct courses on behalf of a Requirement Authority (RA), and /or Department Head (DH). This is to be carried out IAW NATO strategy, doctrine, and policy.

3. **Responsibilities.**
a. **Department Director (DD).** The DD appoints CDs to courses as required;
b. **Course Directors.** CDs are responsible for the planning, preparation, execution, and closeout of their course IAW with QA 12 and Appendix 1. This includes oversight of the Course Administrator's (CA) completion of tasks and coordination of all necessary measures within the DRESMARA, including support staff functions as necessary and, if required, to all agencies outside the DRESMARA. The CD is the facilitator of the course, and whenever possible, the Subject Matter Expert. The CD is responsible for creating a good working atmosphere and is the source of continuity and linkage that brings all the parts of the course together, establishing relevance to the overall content;
c. **Department Council (DC) and Education Support Service (ESS).** DC & ESS are responsible for ensuring the quality of all course documentation, course director training, and course evaluation;
d. ESS supports CDs through resource management and planning, course allocations management, and student administration;
e. **Course Administrator (CA).** CA provides administrative support to the CD during preparation and conduct of the course, and
f. **Requirement Authority (RA) / Department Head (DH).** The RA / DH link the operational requirement for the course with the other Education and Training Institutions. Courses are planned and executed in close cooperation with the DH. The CD will maintain close and continuous liaison with the DH and other agencies to ensure the course remains current, meets requirements, and fulfils all operational needs.

4. **Procedures.** All procedures laid out in this Annex are presented within the framework of a course iteration life cycle, to include: planning, preparation, execution, and closeout. A detailed course conduct checklist can be found in Appendix 1:

a. **Planning.** The course planning phase starts with the scheduling of the course within the DRSEMARA Academic calendar and ends once the iteration is confirmed;
(1) New courses shall be designed and developed in accordance with Annex D;
(2) Plan course iteration dates with ESS as requested. ESS planning works on a 12 month cycle, therefore coordination with RA/DH and supporting speakers must take place well in advance;

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(3) RA/DH Coordination. Close liaison must be maintained between the CD and the RA/DH to ensure the course remains relevant through the identification of new requirements. Prior to each course iteration, the CD should review the current Course Control Document (CCD) with the RA/DH or any other governing authorities in order to make changes to the CCD and associated courseware in accordance with Bi-SC 75-7, and

(4) PCR Input. The previous iteration's PCR process will often produce recommended changes or lessons learned. These results should be reviewed and incorporated in the subsequent iteration.

b. **Preparation.** The preparation phase will vary from course to course, but will begin no later than the date DD finalizes course coordination inputs from the CD. The preparation phase concludes the Friday prior to the course start.

(1) **Course Coordination Meeting**. Participation in the Course Coordination Meeting is mandatory for the CD or any informed representatives, and is the mechanism by which resource conflicts and constraints are identified and resolved. This meeting is the single best opportunity to coordinate all staff support requirements. A spreadsheet summarizing all supporting requirements should be filled out in advance;

(2) **Email Request**. A request must be approved by DD.

(3) **External Speakers**. External speakers for a course can be assured by the community of interest, supporting agencies, from a pool of speakers from previous courses or any recognized international and national experts. Additionally, they can be cultivated from past students who demonstrated expertise during a course or gained expertise in an area covered in the course. Additionally, CD can identify more than one guest speaker or supporting speaker for each subject and alternate participation from each to maintain speaker relevance;

(4) **Speaker Invitation**. Some speakers require formal invitation from DRESMARA /NDU in order to provide support. A sample letter can be found in Appendix 2. This should be routed through the DD structure and forwarded to the appropriate individual as soon as possible. All speakers holding the rank equivalent to OF-6 and senior or civilian equivalent must be coordinated through the NDU;

(5) **Speaker Travel**. There are internal regulations related to speaker travel. It is essential that travel arrangements to be made as early as feasible to secure the best program. Therefore, ensure the provisional itinerary is agreed upon by the speaker prior to decide. The following speaker information is required by the DD/CD:
   (a) Email correspondence no.;
   (b) A copy of the speaker's passport (Name, Surname, Passport number, and expiration date). Be aware, speakers from some nationalities have two last names. Ensure that the appropriate names are identified;
   (c) Departure location, travel dates, and preferred timings. Ask the speaker if he/she has more than one airport option. Fares from one location may be significantly less expensive than the other;

(6) **Speaker Lodging**. All DRESMARA speaker billeting arrangements will be made through the DRESMARA ADMIN Office. As a matter of convenience and as a gesture of good will, billeting coordination for self-funded speakers can also be arranged through the same Office. In this case, ensure that payment responsibilities are clearly communicated to both the speaker and the DRESMARA IR Office;

(7) **Speaker Gifts**. For those speakers warranting special recognition, either as a result of extended support or support over multiple course iterations for example, can be offered gifts. The Course Gifts and Engravings detailed instructions are assured by ESS and knows how to order and to engrave a gift. Additional time is required for engraved gifts, so plan accordingly;

(8) **Speaker Honorarium**. In some instances, an honorarium may be requested or provided to supporting speakers. Approval for an honorarium should be staffed through the appropriate Department Director to the DRESMARA Director;

(9) **Beverage Services**. DRESMARA doesn't have this kind of service. Inside Air Force Base there is a kiosk opened during working hours.

(10) **Visitor Access**. Supporting speakers must enter inside DRESMARA buildings via higher echelons endorsement. Ensure that speakers are entered no later than the time schedule. There is a chance that the speaker may already be in the database which can be determined by conducting a search prior to generating a new record. In this case, ensure the legacy information detailed for the speaker is updated;

(11) **Field Study**. If the course contains a field trip, the CD should establish contact with the affected authorities as early as possible to explore the trip's feasibility. A written formal request should then be routed through the DD for the DRESMARA Director approval if required. When approved, liaise with the ESS as necessary to conduct initial planning;

(12) **Linguistic Services**. DRESMARA neither provides equipment for interpretation, nor the interpreters;

(13) **VTC Support**. VTC support should be coordinated as soon as practicable to optimize support;

(14) **Social and Cultural Activities**. An icebreaking at the beginning of each course or other event are a useful way to stimulate student interaction outside the classroom environment. The informal networking opportunity often stimulates classroom discussion and, for courses with syndicate work, improves the cohesion and output of syndicate groups. Accordingly, if held, consideration should be given to holding this activity early in the 1st week to foster the networking;

(15) **Course Schedule**. Development of a draft schedule is an ongoing process influenced by dialogue with the RA / DH, national stakeholders, speaker availability, and scheduling conflicts. The final schedule should be posted in ILIAS no later than the Friday prior to the course. ESS will begin preparing students' In-Processing Packet Thursday morning. As a minimum, the following administrative items should be included in the schedule:

    (a) Course opening by a member of the Command Group;

    (b) CD Brief providing a course overview, to include the Learning Objectives as stated; in the CCD, the course schedule, and the code of conduct for the course;

    (c) DRESMARA administrative brief delivered by the IR representative;

    (d) Scheduled time for taking the course photo;

    (e) Time designated for late tuition payment by participants and meal allowance by DRESMARA;

    (f) Monday's Icebreaking, and

    (g) Accommodate those students relying on DRESMARA transportation from and to the airport at the beginning and the end of the course.

(16) **Course Background Brief**. Course background briefs are used by DRESMARA teaching staff to become familiar with the course prior to the course opening and to maintain a general repository for information regarding that period's courses;

(17) **Speaker Transportation Request**. DRESMARA Internal regulations outlines speaker and student transportation support procedures and policy. Coordination of speaker travel with the DRESMARA car /rent-a-car schedule should be considered to mitigate speaker wait times;

(18) **Course Opening Confirmation**. Requested course opening timings will be coordinated at the Course Coordination meeting. The DRESMARA Director opens the course in the beginning of the first day of study;

(19) **Course Related Material**. Pre-reading material can be posted to the DRESMARA Member's Portal at the CD discretion. In addition, DD /ESS can assist in sending specific information to registered students in advance. All course-related materials (e.g., documents, manuals, treaties, hand- outs) should be checked for accuracy no later than the week prior to the course. Additionally, ensure hand-outs have not had comments inserted by previous students and are not missing pages;

(20) **Classroom Preparation**. On the Friday prior to the course, CD /CA /ESS shall prepare the classroom and inventory the required equipment in both the main classroom and any syndicate rooms in accordance internal regulations. Should discrepancies be identified, include these in writing on the IT Equipment Inventory provided by IT Compartment (ITC).

c. **Execution.** Course execution begins the weekend prior to course start. Meetings can be sometimes held at this point with speakers to finalize course details. Student's in-process on week-end prior course opening. The Execution phase concludes following the course closure on last Friday:

(1) **Course Start**. Create a positive and welcoming environment from the outset. The CD serves as a service provider and is the face of the DRESMARA throughout the course. Ensure all student needs are addressed each morning. Ask if they have questions, provide daily security updates (as required), and address other pertinent administrative information. The CD heavily influences the students' impressions of the DRESMARA and its professionalism;

(2) **Course Critiques**. A course critique form must be filled using ILIAS platform in each Thursday. As part of the opening course, convey to the students the importance of the feedback;

(3) Academic Freedom, Non-Attribution, and the FYROM. During the CD's initial briefing, ensure that the code of conduct items including Academic Freedom and Non-Attribution are introduced to set the framework for instruction and foster honest discussion. Additionally, outline the policy outlined by international treaties concerning the denomination of the Former Yugoslavian Republic of Macedonia;

(4) **Syndicate Groups**. Give careful consideration to the distribution of personnel within syndicate groups. Give thought to nationality, service, rank, and resentment or tension between nations. The nature of the syndicate work and which types of groups the CD desires will of course dictate how groups are formed; however, be aware other considerations exist;

(5) **Speaker Introduction**. Crucial to any lecture topic is the speaker introduction. This formal recognition helps the speaker feel welcome, establishes the tone for the upcoming lecture, gives the students a brief summary of the speaker's background, and validates why the lecturer is qualified to present the subject material. Be prepared for each and every introduction;

(6) **Speaker Meals**. DRESMARA ADMIN can call for locations where speakers can eat;

(7) **Distribution of Course Materials**. CDs shall utilize the DRESMARA Member's Portal (ILIAS) to distribute all course material for courses. The portal can support functions prior to the course execution in order to post a Welcome Letter and any pre-reading course materials. Additionally, all course material that the students will receive will be placed on the portal for use after course in a read only format (this includes lessons presented during the course).

d. **Closeout**. The closeout phase commences immediately following course closure on last Friday and is completed when the Post Course Review (PCR) has been submitted:

(1) The PCR process is described in Annex G, and

(2) Ensure receipts for all charges associated with the course have been validated by the CD and submitted to ESS. Once all charges have cleared, close the Purchase Order with ESS to prevent any additional charges against the course.

Appendices:

1. Course Director Check List
2. Sample Speaker Invitation Letter

General

- Confirm the dates of the courses on the Academic Calendar.
- Contact RA / DH and/or course responsible authorities to finalize any amendments within the program of the course.
- Review and incorporate PCR recommended changes to the course as required.
- Monitor student subscriptions via DD /ESS.
- Identify the requirement for speakers.
- Search for and invite potential speakers.
- Identify and prepare Field Trip as required.

Seven Weeks Prior
Examine student subscriptions; work with DD to determine if course will be cancelled or rescheduled at the six-week point.
Arrange with ESS internal transportation and accommodation for speaker (if required).
Identify and plan Social / Cultural activity (if necessary).
Compose a draft course schedule using the DRSEMARA template.
Prepare for the Course Coordination Meeting.

Four to Six Weeks Prior
Attend the DD Coordination Meeting.
Confirm one star and above or civilian equivalent speakers are identified to DD.

Two Weeks Prior
Review student subscriptions for courses.
Submit Speaker Gift Requests to ESS (if necessary).
Coordinate with ESS and the Field Trip POC for any changes.
Finalize Social / Cultural event planning (if necessary).
Coordinate VTC support (if necessary).
Review with ESS internal transportation, and accommodation for supporting speakers
Review supporting hand-outs and provide to CA for copying/course folder assembly.
Coordinate with ESS to set up DRESMARA Members Portal for course.

One Week Prior
Confirm with DD who will be opening your course.
Post the primary course schedule in ILIAS.
Finalize last elements for internal transportation with ESS for all.
Coordinate Financial Office to ensure sufficient cash when payment is scheduled.
Review and modify the course introduction as required.
Co-ordinate Supporting Speaker luncheons with ADMIN, as applicable.

Friday Prior
Confirm all transportation requirements are met.
Consult with CA regarding classroom seating and arrangement. Ensure the CA has checked all equipments.
Coordinate with ESS to establish day and time for course photo.
Ensure Course folders are complete.

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First Monday

Introduce the Commandant or DRESMARA representative before the ADMIN Briefing.

Coordinate with ESS to present ADMIN Briefing. Give the security briefing (if required), and provide necessary information about DRESMARA

Introduce vital personnel contributing to the conduct of the course.

Deliver CD's introduction brief.

Highlight vital points from own/other experiences. Introduce into the course curriculum, course schedule, academic requirements, discipline exams, and final exam.

Highlight the importance of using DRESMARA library.

Announce that course information is Unclassified.

ESS collects corrected Student Data Forms and send them over to IT compartment prior to 10.00 hrs.

Make sure that only necessary personnel (CA, CD) participate in the classroom.

Meet GS and ask what final support they need to prepare their lectures.

Brief GS /students on School policies of Academic Freedom and Non-Attribution. This is vital throughout the course.

Introduce Guest and/or Supporting Speakers as appropriate.

Provide Feed-Back to outside speakers after their lecture as necessary.

Re-confirm with ESS that Guest Speaker administrative program is scheduled properly.

For Syndicate Room sessions: check student allocation as appropriate, cleanliness and availability of all equipment, and protection of material during breaks. Receive info from CA that classroom is clean and tidy before and after use.

Two weeks before ending course

Provide details regarding internal transportation to all students who receive support from DRESMARA (check and confirm flight details)

Last Thursday

Remind the students about the student comment forms for course critique, and to hand over all internal documents received from ESS.

Outline to students using DRESMARA transportation how that will be sequenced, to include DRESMARA policy on luggage at DRESMARA.

Remained students to give back all books borrowed from library.

Last Friday

Ensure receipt of course comment forms from all students. DD/CD presents to all participants answers to their feed-back, and how DRESMARA will apply their notes /specifications /requirements. In coordination with DD, deliver the final remarks of the course. Thank personnel involved for their contribution.

DRESMARA Director or DRESMARA representative delivers a final speech to participants.

DRESMARA Director or DRESMARA representative offers class photo, badge, booklet and course certificate to the students. Spelling mistakes on the certificate should be corrected by NDU.

Ensure ESS gets addresses from the students for the mailing of their notes (if necessary).

Ensure all plastic nametag/IDs/Magnetic cards are collected by the CA or delivered by the students to the Secretariat.

Wish everybody a safe trip home and a welcome return in the future.

Ensure the classroom has been cleared of all material.

After Course Activities

Prepare and write the Post Course Review within one month of course completion.

Ensure receipts for all charges associated with the course have been validated by the CD and submitted to DD.

Appendix 2 – Sample Speaker Invitation Letter

DRESMARA, Brasov, ROMANIA
DRESMARA Director

TO Professor Dr. John M.B. HARALDSON
Vice President
Head of Department
180, Joe Munster Street
MIT
USA

SUBJECT   DRESMARA – Information Resources Management Postgraduate Course –ACT 679.6

DATE   11 May 2018

Dear Sir,
Information Resources Management Postgraduate Course – ACT474.6 on Thursday, 27 Nov 2018 at 08:00 on the subject of "Information Security Networks", scheduled from 28 November to 18 December 2018.

The aim of this course is to educate students on information resources management. The above mentioned presentation is essential in achieving this goal. The topics of the course are structured in different themes; your schedule for teaching will be developed accordingly. The entire period is conducted within a policy of "academic freedom" and "non-attribution" in order to encourage freedom of discussion.

I appreciate your consideration on this matter and your office's support in furthering both education and interoperability within NATO and its partner nations. If you have any further questions, please do not hesitate to contact the Course Director, Professor PhD, Cezar VASILESCU by phone at +004 0722956258 or email: cezar@crmra.ro.

Very respectfully,

Florin-Eduard GROSARU, Colonel, AF, DRESMARA Director

DRESMARA MEMBER'S PORTAL (ILIAS)

1. References:
A. Joint Advanced Distributed Learning (JADL) Directive ACT DIR 75-11.
B. ADL Content Development Process

2. **Purpose**. Annex F details the use of the DRESMARA Member's Portal (ILIAS) for all DRESMARA personnel who utilize the portal to distribute course materials or who require to participate in all courses.

3. **Overview**. Advanced Distributed Learning (ADL) and the DRESMARA Member's Portal (ILIAS[1]) are valuable training tools to support resident courses and inform students about NATO topics and related DRESMARA course material. The primary aim of the DRESMARA's ADL program is to offer supplementary information to the residential courses.

4. **DRESMARA Members Portal.**
a. Usage. ILIAS is used by all DRESMARA Course Directors (CDs) for all courses (all courses are unclassified) to present course materials such as lectures, syndicate work, background briefings and other material to their attendees;

b. Subscription. The portal is designed for DRESMARA staff and course participants for preparation, syndicate facilitation and networking of residential courses, and also for conducting the online course. All subscribed persons will abide by a website protocol (Terms of Use) which provides that all members agree to be fully responsible for any postings on the portal. The Terms of Use can be viewed in its entirety at the DRESMARA Members website https://lms.adlunap.ro/login under the ADL Administrator (National Defense University „Carol I");

c. Account management. Creation of new staff member/student accounts is managed by the ADL Administrator together with DRESMARA Staff, Course Directors and/or IT Compartment. Each person can only obtain one account for the portal. All DRESMARA staff involved in educational process are required to have a ILIAS account created after requesting the ADL Administrator as part of the in admission process outlined DRESMARA Interior regulations. Users can access DRESMARA Members Portal at https://lms.adlunap.ro/login, if you are unable to access the DRESMARA Members Portal, please contact the IT Compartment via e-mail: adl@crmra.ro. External speakers and participants in DRESMARA courses will still be able to have active their ILIAS account, after courses complete.

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[1] (Integriertes Lern-, Informations- und Arbeitskooperations-System [German for "Integrated Learning, Information and Work Cooperation System"])

5. Portal Management.

a. Group. Each DRESMARA course will have its own group on the ILIAS Members Portal to be managed by the Course Director (CD). A group is a feature on the ILIAS Members Portal which allows users to create posts, comment and download course materials. The content of each group on the ILIAS Members Portal is subject to the discretion of the CD / Group Manager. It should include all lectures and other relevant course material to ensure DRESMARA students get the relevant post-course information. CD is responsible for the content of their group and all discussions;

b. Classification. Without exception, all DRESMARA Members Portal content will be Unclassified. Should any user identify material above Romanian /NATO Unclassified they are to immediately notify the CD/IT Compartment and the DRESMARA ADL responsible;

c. Access management. By default, each individual user is a member of the "Site Members" group. The access to groups on the portal is fully managed by CD&ITC who will grant access to individual groups based on Course subscription. However it is mandatory that each DRESMARA attendee to have access to the group of the course iteration of his DRESMARA resident course.

6. Organizational responsibility for Members Portal. DRESMARA Members portal is used at DRESMARA for course material storage. In addition, the portal also is a tool to encourage collaborative work between the CD, the DRESMARA Staff, and guest speakers as well as between and amongst Course Participants. The ADL Portal facilitates the varying needs of the DRESMARA Members Portal. The ITC is responsible for all the administrative and technical requests concerning the Members Portal.

Each CD who is using the portal to distribute the course materials for a DRESMARA course, conference, etc., is responsible together with ITC for the group(s) as group manager. This includes:

a. ensuring that all documents published in the group(s) are Unclassified;

b. ensuring that students receive relevant information about login procedures and use of the portal at the beginning of each course;

c. deciding whom s/he wants to give access to the group;

d. adding Course Admin/Assistants/ Students to groups; and

e. moderate interaction/ respond to questions or comments posted by students on course groups

7. DRESMARA ADL Course.

a. Contribution. DRESMARA (together with NATO School) prepares and supports ADL course to enrich and augment the academic quality of the resident program. ADL course is supported by the DREMARA & NDU ADL, with the input from DRESMARA CD. DRESMARA ADL Course is published on the DRESMARA Learning Management System http://www.dresmara.ro/index_ro.html?id=ro212;

b. Development. DRESMARA ADL course is produced using the ADL Content Production Kit. DRESMARA ADL responsible will act as a consultant for state of the art ADL course production and is responsible for design, together with the according CD, and the technical execution of the course. DRESMARA ADL course will be coordinated with the CD and DD in response to a training needs analysis, in order to ensure the academic quality and continued relevance of the course;

c. Review. DRESMARA ADL course will be reviewed annually as part of the Curriculum Review Board Process outlined in Annex H. If the content of ADL course is no longer current, the course will be updated by the CD and appropriate SME staff, in coordination with the ADL Responsible. If the

DRESMARA CD is of the opinion the ADL course no longer meets the requirements, the course has to be re-built or removed from offer. In the absence of active engagement from the CD, the ADL Course will be referred to the DD by the ITC.

8**. Organizational responsibility for ADL courses and modules:**
a) The DRESMARA Director will ultimately approve the addition and retirement of DRESMARA ADL course;
b) The ADL responsible assists the CD/DD with the development, management, and lifecycle of DRESMARA online course;
c) DRESMARA CD who requires an ADL module will work with the ADL responsible and provide access to the supporting content and Subject Matter Experts for the ADL course. During the online course development process, the CD has to be in contact with the ADL responsible to give advice on the content if needed. The CD has to approve the final ADL course version or iteration before presenting it to the DD for initial sign off and the DRESMARA Director for final sign off. The CD is also responsible to inform the DD and the ADL responsible if a course is no longer relevant and has to be updated or removed;
d) DD will coordinate to ensure that students receive an ADL Welcome letter prior to the course through CD. The ADL Responsible and CD will coordinate the content and timing of this letter.

POST COURSE REVIEW

1. Purpose: Annex G outlines the procedures for the preparation and conduct of Post Course Reviews (PCR).

2. **Overview:** The DRESMARA Academic Quality Assurance Policy identifies the core processes, products, and deliverables that support the DRESMARA Quality Assurance Program. This Annex defines the PCR process through which students are involved in supporting the DRESMARA culture of continuous improvement. Timely completion and staffing of PCRs allows DRESMARA to identify and sustain strengths and improve weaknesses through actionable feedback to the DRESMARA Council and ESS. The PCR process has undergone incremental changes focused upon generating procedural efficiencies. ILIAS will support documentation of qualitative and quantitative feedback and further act as the System of Record for the PCR report.

3. **Student Comment Form:** Course Directors (CDs) shall distribute Student Comment Forms for each iteration of their course. Feedback forms can be located on ILIAS.

a. Student Comment Forms shall include feedback areas for:
    (1) Course administration and support;
    (2) Individual support;
    (3) Guest Speaker performance including relevance, clarity of objectives, instruction, and Knowledge;
    (4) Overall structure and flow of the course;
    (5) Relevance of curriculum and usefulness for their job, and
    (6) The following five questions form the basis for established trend data for individual courses and the institution as a whole and shall be included on each students comment form:
        (a) How well were the course learning objectives met by the lectures, seminars, and discussions?
        (b) How difficult or challenging was the material in this course?
        (c) Estimate the value of this course to you in your current job and in the future?
        (d) How would rate the amount of time allocated to this course?
        (e) Would you recommend this course to others?
b. Student Comment Forms are to be analyzed together with other stakeholders' comments such as Guest / Supporting Speakers to form the basis for the PCR Report;
c. Administrative issues pertaining to the preparation or conduct of courses shall be, in the first instance, handled by the CD directly with relevant supporting staff. If the issue is not resolved, the CD should escalate the issue to the Department Director. If these initial attempts are unsuccessful, the DD shall then raise the issue with the DRESMARA Director for action, and

d. Student Comment Forms are to be kept by CDs in binders for future reference. As a general rule, retain 4 iterations or 2 years' worth of comment forms. 1 form have to be sent to NDU.

4. **Report:**

a. A PCR Summary shall be prepared by the CD within two weeks after course completion The Summary format may be slightly modified to meet briefing needs of individual courses;

b. The report shall be reviewed by the DD and finalized by the CD. When functionality permits, the PCR will then be uploaded and stored. It shall be stored in the respective course folder;

c. Once the report is finalized, the CD must determine whether a brief to the DRESMARA Director is required utilized the following decision guide:

(1) NO PCR BRIEF TO THE DD: The course went well. No issues identified or only minor concerns exist which can be easily resolved by the CD.

(2) CONSIDER PCR BRIEF: Overall the course went well but some issues need to be solved. CD decides whether they can be solved by himself/ herself or within the department.

(3) PCR BRIEF REQUIRED: Issues exist that require the DD awareness or involvement. (This information may refer to a negative as well as an excellent course iteration).

(4) PCR BRIEF APPRECIATED: The DD welcomes CDs to debrief course conduct outside this framework. Excellent course iterations deserve credit and recognition.

5. **Follow-up:** Based on CD report DD can take all necessary measures to improve the course format or curriculum.

CURRICULUM REVIEW BOARD

1. **Purpose:** Annex H details procedures for the preparation and conduct of Curriculum Review Boards (CRB) and the production of an annual Quality Assurance Report (QAR).

2. **Overview:** The CRB seeks to optimize the integrated use of academic resources based on demand, as well as ensuring the emerging concepts and doctrines are incorporated into the DRESMARA curriculum when desirable and feasible.

3. **Participants:**
a. Department Council;
b. Education Support Service;
c. Financial Office.

4. Conduct:
a.   The CRB will be conducted ones per year. The CRB will be scheduled for July, after Academic Year completes;
b.   DD will be responsible for preparing and presenting a review of the courses to the DRESMARA Director considering qualitative, quantitative, and financial aspects of each course. The CRB information is used for annual academic analysis, to fulfil national and international requirements.

5. Qualitative review: The aim of qualitative review is to demonstrate course relevance based on:
a. Course Aim;
b. Stakeholders level of involvement;
c. Date and currency of the Course Control Document;
d. Target population;
e. Relationship to ACT;
f. Relationship to NATO Policy, Doctrine, or Directive;
g. Relationship to ROU Policy, Doctrine, or Directive;
h. Any additional qualitative rationale for the relevance of the course.

6. Quantitative review: The aim of the quantitative review is to demonstrate course relevance based on:
a. Number of iterations per year;
b. Maximum number of students per iteration;
c. Number of iterations planned, executed, and cancelled;
d. Average student bids per iteration;
e. Average student attendance compared to maximum capacity, and
f. Waiting list requests.

7. **Financial review**: The aim of the financial review is to demonstrate course revenues based on:
a. Average income from student tuition per iteration:
b. Average course expenses per iteration, and
c. Average revenues per iteration.

8. **Course classification:** Course health and viability should be categorized in one of three categories:
a. Green:
(1) The course requirement is documented and available;
(2) Adequate demand for the course remains. DRESMARA meets the demand signal and has capacity to achieve success;
(3) No financial concerns exist.
b. Orange:
(1) Problems have been identified in either the qualitative, quantitative, or financial reviews;
(2) Minor or moderate modification to course must be considered
c. Red:
(1) Problems have been identified in two or more of qualitative, quantitative, or financial reviews;
(2) Major modifications to current approach will be considered.

9. Academic Department should conclude the CRB with a discussion of emerging needs, courses under consideration, and initiatives affecting their areas of expertise.

10. Final Direction. At the conclusion of the CRB, the DD may direct Academic Staff to:
a. Maintain status quo for course;
b. Request additional information prior to a decision;
c. Initiate actions for the creation of a new course;
d. Implement quantitative changes to the number of students per iteration, iterations per year, or both;
e. Implement qualitative changes to course content, methodology, instructional composition, etc.;
f. Suspend a course;
g. Cancel a course.

QUALITY ASSURANCE BOARD

1. Purpose: Annex I details the purpose, structure and responsibilities for the Quality Assurance Board.

2. Overview: The QA Board meets once per year to evaluate the Quality Assurance Policy, Strategy, and associated core processes. Additionally, the Board will approve the Annual QA Report and monitor the implementation plan from the previous year to ensure the culture of continuous improvement permeates the Academics Directorate.

3. **Membership:** Core membership will consist of:
a. Department Director;
b. Department Council;
c. Education Support Service.

4. **Responsibilities:**
a. Evaluate the Quality Assurance Policy and Strategy for relevance and effectiveness;
b. Evaluate SOPs for alignment to QA Policy and Strategy;
c. Conduct performance measurement based upon **key performance indicators**, and
d. Develop the Annual Report synthesizing institutional effectiveness and contribution of Quality Assurance activities.

5. **Accountability:** The QA Board is responsible for reporting to the DRESMARA Director.

6. **Review:** The QA Board will be supported for value and relevance every year by NDU QA Team.

7. **Key Performance Indicators.** Performance measurement will focus on the data described below:
a. Number of students trained with resident courses;
b. Number of resident courses / iterations;
c. Number of ADL iterations:
(1) In support of resident courses (if necessary), and
(2) Stand alone.
d. Number of students trained with ADL courses;
e. Number of students / alumni using Portal;
f. Student satisfaction based on:
(1) Learning objectives met;
                (2) Difficulty level of the material;
                (3) Value of course in their current or future job;
                (4) Appropriateness of time allocated to the course, and
                (5) Would recommend this course to others.

g. % of courses with up to date CCDs;
h % of PCRs produced / iterations conducted;
i. % of CDs / instructors monitored for the year;
j. % of courses audited for the year, and
k. % of CRB conducted for the year.

DRESMARA ANNUAL QUALITY ASSURANCE REPORT

8. **Overview.** Annually, the DD & ESS on behalf of the DRESMARA Director produces a QA report that encompasses progress made towards improving DRESMARA institutional policies and practices as well as key evaluates outlined in the NATO QA program contained in Bi-SC Directive 75-7. The DRESMARA Command Group may enlarge or enhance the quality assurance process requirements set out below to meet organizational needs while accommodating the institution's own culture and practice.

9. **Authority.** As part of the introduction of the DRESMARA Annual QA report it is important to:
a. Identify the authority or authorities responsible for the DRESMARA QA program and its application;
b. Identify the link between the institutional QA processes and QA related reporting requirements from stakeholders.

10. **DRESMARA Internal Program Perspective**. The DRESMARA annual QA report will provide a high level overview of the courses and programs that were delivered by the DRESMARA over the last calendar year. The internal program perspective will highlight:
a. Consistency of the courses learning outcomes with the national institution's mission, NATO requirements, internal level of ambition and how its graduates achieve those outcomes;
b. Course related data and measures of performance from ILIAS, including organizational performance indicators (Quantitative Data);
c. Overview of the integrity of the data and data collection process including ongoing participation of DD, CDs, staff and students in the efficacy of the DRESMARA internal QA process, and how their views were obtained and taken into account (Qualitative Data);
d. Improvements made to NATO E&IT policies and procedures that directly contribute to the academic quality at DRESMARA;
e. Improvements made to academic services and operations that directly contribute to the academic quality of each course;
f. Any concerns or recommendations raised in previous years and how well they have been addressed;
g. Any new areas identified through the conduct of the internal analysis as requiring improvement;
h. Any new initiatives planned that hold promise for the future enhancement of courses delivered at DRESMARA.

11. **DRESMARA External Program Perspective**. The mission of DRESMARA is to "Conduct education and individual training in support of current and developing national and NATO strategy, policy, doctrine and procedures". The students who receive this training do not remain within the DRESMARA environment, but they return to their units where the skill and knowledge gained is ideally put into practice. As such, the DRESMARA will conduct external validations for one course each year. Normally the validation will

include data sources from outside the DRESMARA and will rely heavily on stakeholders. External evaluation and input will be orchestrated by the ESS and will include:

a. Describe how the program for external validation was selected and how the contributors to the validation study were selected to provide input to DRESMARA;

b. Describe the selected programs respective strengths, content alignment, areas for improvement, and opportunities for enhancement;

c. Recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take and those that require external action (ie. any changes in organization, policy or governance that would be necessary to meet the recommendations) and those which can be addressed internally;

d. Provide recommendations for DRESMARA course improvement with due consideration for the institution's autonomy to determine priorities for funding, space, and faculty allocation.

12. **Implementation Plan**. Each year the QA report will outline an implementation plan to continuously improve the quality of the courses delivered at DRESMARA and will include:

a. Who will be responsible for approving the recommendations set out in the annual QA Report?

b. Who will be responsible for providing any resources made necessary by those recommendations?

c. Who will be responsible for acting on those recommendations?

d. Timelines for acting on and monitoring the implementation of those recommendations.

Annex J to
DRESMARA A 399
Dated: 05 February 2021

STUDENT CONDUCT AND ASSESSMENT

1. **Purpose:** Annex J describes the philosophy of student assessment at DRESMARA and the expected conduct of students while on course.

2. **Overview:** DRESMARA as an education and training institution strives to provide the highest quality of education and training to its students. This Annex outlines the philosophy of student assessment that is used by the DRESMARA during the conduct of its courses in support of the National Defense University „Carol I" (NDU) educational model. The codification of DRESMARA practices will help to provide consistent, transparent and fair treatment of students during the conduct of courses. This Annex is intended to be used as a guideline for CD, DD, and ESS in addressing student assessment and conduct issues but is not intended to limit the authority and autonomy of the individuals filling these positions.

3. **Student assessment:**
a. DRESMARA Philosophy of formative assessment - For all courses at DRESMARA formal and informal assessment procedures are employed by teachers /instructors during the learning process in order to modify teaching and learning activities to improve student attainment. This process typically involves qualitative feedback as both the student and the teacher are primarily focused on the details of content and immediate student performance. This on-going observation of student progress through purposeful formative assessment activities such as end of lesson QA or syndicate work is included in all DRESMARA courses with few exceptions. Based on teacher /instructor observations of DRESMARA student engagement (Appendix 1) collected during the conduct of the course, students will be provided with group or individual feedback. Exceptionally, students experiencing greater difficulties will be provided with dedicated feedback and remedial assistance.
b. DRESMARA Philosophy of summative assessment - For a handful of DRESMARA courses summative assessment is used to evaluate student learning by comparing it to more rigorously defined standards or benchmarks. The supporting information for these assessments is described in the course documents and is disseminated to the students prior to the start of the course. DRESMARA courses have introduced summative evaluation as a mechanism to certify that course graduates have successfully achieved all course learning objectives.

(1) Initial assessment – made at the beginning of each subject in the study program is meant to provide the teacher with information on the knowledge, skills and attitudes that the student possesses and which are necessary for further development. The initial assessment is not graded and is not important (does not influence in any way) in calculating the final grade. The implementation of this type of evaluation is the discipline holder's option.
(**2) The evaluation of progress (formative)** – conducted throughout the teaching – seminar/laboratory – aims at diagnosis, guidance and support for students in learning. Also, the evaluation of progress gives the teacher feedback on the quality of educational activities in which they engage. According to the

course description, the evaluation of progress is marked and has a certain percentage of the final grade of the discipline – this proportion may be less than or equal to 25%.

(3) The summative assessment (of balance) – performed to determine learning outcomes and to indicate the extent to which objectives of each discipline within the study program (through exams, colloquia) have been achieved. This form of assessment also seeks ranking and selection. The summative assessment receives a share of at least 75% of the final grade of the course.

(4) The importance given to the assessment of progress or summative assessment is set by the discipline holder, depending on the type of discipline – mandatory, optional or facultative – and the importance of the discipline in implementing the program of study (the link between the type of discipline and the number of credits). This is reflected in the discipline sheet.

4. **Student conduct:**

a. **Participation and Attendance** – Unless otherwise stated in the associated Course Control Documents (CCDs), all students attend and participate in all scheduled academic activities associated with the course. In the event that a student cannot attend a period of instruction or associated academic activity, they are to seek written confirmation from the CD who will determine if the content can be completed through alternate arrangements. Failure to attend and participate in the scheduled academic activities may result in a student not receiving a course certificate at the end of the course, or he /she will leave the course according to NDU regulations.

b. **Attitudinal Component** – DRESMARA Core Values are espoused in DRESMARA internal regulations and provide a baseline expectation of all staff members at DRESMARA. The values of Leadership, Integrity, Knowledge and Excellence are also expected from the students attending courses at DRESMARA.

c. **Language Skills** – The required language skills for all DRESMARA courses are outlined in the CCDs. Unless otherwise indicated, the baseline standard expected of students attending courses at DRESMARA is 2222 IAW STANAG 6001. Students who do not meet the minimum language requirements for the course and are not able to demonstrate that they can achieve the learning objectives will not be admitted for the course during admission exam (foreign participants are selected by the sending nations).

d. **Academic Misconduct** - Academic misconduct is any other act that disrupts the educational process or provides a student with an academic advantage over another student. Academic misconduct includes, but is not limited to:

The unauthorized possession, copying, distribution, sale, or other transfer of all or any part of an academic exercise, or the answers or solutions to an academic exercise, whether or not the exercise has been administered;

(1) Changing, altering, attempting to change or alter, or assisting another in changing or altering any grade or other academic record;

(2) Entering any DRESMARA building, facility, office, or other property, or accessing any computer file or other DRESMARA record or storage for the purpose of obtaining the answers or solutions to an academic exercise or to change a grade;

(3) Attempting to coerce a person to obtain an academic exercise, including answers to questions of an un-administered academic exercise;

(4) Failing to adhere to standards of professional behavior established by the students sending nation, organization or DRESMARA code of conduct during the conduct of an academic course;

(5) Knowingly violating copyright or DRESMARA Information security orders as outlined in DRESMARA ADMIN Initial Presentation.

e. All alleged academic misconduct must be reported in writing to the CD responsible for the course in which the alleged academic misconduct took place. The written report may be brief, but it shall include at a minimum the course code, details about where the suspected offence occurred, date and time of the incident, and a short description of what happened. The CD will discuss all reported incidents with DD to determine what administrative or disciplinary action should be taken. Detailed feedback will be provided to the students' sending nations, headquarters or organization.

5. **Student appeals:** Students at DRESMARA have the right to request that decisions regarding their academic progress and conduct be reviewed:

   a. The first step of an academic appeal and is to request a meeting with the responsible CD. For academic related appeals the CD will check that the marks were allocated appropriately and were calculated correctly. If the student remains unsatisfied following this meeting, he or she may proceed to a formal review;

   b. The second step of an academic appeal requires that the student submit a written request to the DD. The DD has knowledge of the course content but will not usually have been involved in the original decision. The re-assessor will review all relevant documents and provide a written decision. If the student is still not satisfied with the result of the reassessment, they may make a formal application in writing to the DRESMARA Director within 10 days for a final determination;

   c. For student appeals related to attitude, participation and attendance, language skills or academic misconduct, the first step is to request an answer through the Course Director to be convened within 24 hours of receiving a decision that they wish to dispute. The decision will be taken by DD. The CD and/or DD will make a recommendation to the Commandant depending on the nature of the issue for final disposition.

Appendix 1. Criteria for Informal Assessment of DRESMARA Student Engagement

APPENDIX 1 – CRITERIA FOR INFORMAL ASSESSMENT OF DRESMARA STUDENT ENGAGEMENT

1. Outstanding Student Engagement Indicators
- Always prepared and attends class
- Participates constructively in class
- Exhibits preparedness and punctuality in class/class work
- Works well with others and is a team player
- Demonstrates initiative and improvement
- Seeks to understand and acknowledge others' thoughts
- Often reaches full potential if sufficiently challenged
- Class assignments go well beyond minimal standards
- Exceptional content knowledge
- Demonstrates ability to integrate new knowledge into work
- Challenges his/her own thoughts and ideas

2. Normal Student Engagement Indicators
- Usually prepared and attends class
- Participates constructively in class, works well with others, and is a team player
- Excellent content knowledge
- Completes all class assignments; occasionally adds something extra
- Demonstrates initiative and improvement
- Seeks to understand and acknowledge others' thoughts
- Stretches to reach full potential

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3. Marginal Student Engagement Indicators
- Sometimes prepared and attends class
- Average content knowledge
- Occasionally or only challenges thought when encouraged by others
- Assignments reflect average work
- Sometimes an active participant in class; works well with others

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4. Unsatisfactory Student Engagement Indicators
- Rarely prepared or attends class
- Rarely participates constructively in class
- Assignments are late, incomplete, or not turned in at all
- Low level of content knowledge
- Does not strive to reach potential.