NATO STABILITY POLICING
CENTRE OF EXCELLENCE

QUALITY ASSURANCE POLICY
of the
NATO Stability Policing
Centre of Excellence

REFERENCES		
	A.	MC 0458/4 (Final), NATO Education, Training, Exercises and Evaluation (ETEE) Policy, 3 Jan 2023.
	B.	Bi-SC Education and Individual Training Directive 075-007, 10 Sept. 2015.
	C.	NATO SP COE Operational MoU (2015).
	D.	AJP 3.21 Allied Joint Doctrine for Military Police.
	E.	AJP 3.22 Allied Joint Doctrine for Stability Policing.
	F.	CONCEPT of the NATO SP COE (2024).
	G.	NATO SP COE Strategic Plan 2022 - 2024.
	H.	NATO SP COE Standing Operating Procedures as listed in Annex A.

Abrogated documents:	
526/2018	NATO Stability Policing CoE Quality Assurance Policy dated 30.10.2018

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CHAPTER 1 - INTRODUCTION

1. PURPOSE

The purpose of this document is to define the Quality Assurance (QA) Policy of the NATO Stability Policing Centre of Excellence (NSPCoE), the Quality Management System (QMS) implemented in centre, and its scope, functions, and responsibilities, and to define all processes to proactively maintain and continuously improve the QMS and apply the System Approach to Training (SAT) principles.

2. APPLICABILITY

This policy is applicable to all Staff of NSPCoE and to all activities and processes, such as individual training, concept and doctrine development, projects and publications. QA has a transversal function, and continuous improvement is a proactive commitment for all centre staff.

3. BACKGROUND

NSPCoE is a NATO accredited multi-national sponsored entity, formally established on 9th April 2015, when the Operational Memorandum of Understanding (MoU) and the Functional MoU, ruling the internal functions of the NSPCoE, the Chain of Command (CoC), the external relations and the functional relations with the Allied Command Transformations (ACT) entered into force. The 2 MoUs for the establishment of the NSPCoE have been signed by the Framework Nation (FN) (Italy), the Sponsoring Nations (SNs) (Czech Republic, France, The Netherlands, Poland, Romania, Spain and Türkiye) and ACT. On 4th October 2018, Greece joined the centre.

The entry into force of the 2 MoUs also represented the formal beginning of works by the NSPCoE to support the transformation and the innovation of the Alliance, albeit not yet official part of NATO.

On 9th December 2015, the North Atlantic Council (NAC) endorsed the activation of the NSPCoE as a NATO military body, under the provisions of the Paris Protocol issued on 28th August 1952, thus officially accrediting the centre as the Alliance hub of expertise in the field of Stability Policing (SP).

In March 2024, during a Workforce Conference moderated by an ACT representative, NSPCoE gathered FN, SNs and NATO Partners in a collective endeavour to establish the *Innovation, Concept Development and Experimentation Branch* (ICDEB), which was activated with the contribution of Italy and Türkiye, waiting evaluations of other Nations in order to cover vacancies (Romania announced its intention to cover one further position, pending the finalization of the relevant internal national processes).

With the fully operational new branch, the NSPCoE is following ACT Directives on Centres of Excellence and can contribute to supporting the Alliance in the field of SP and Human Security as never before. More SNs and NATO Partners are likely to join the community.
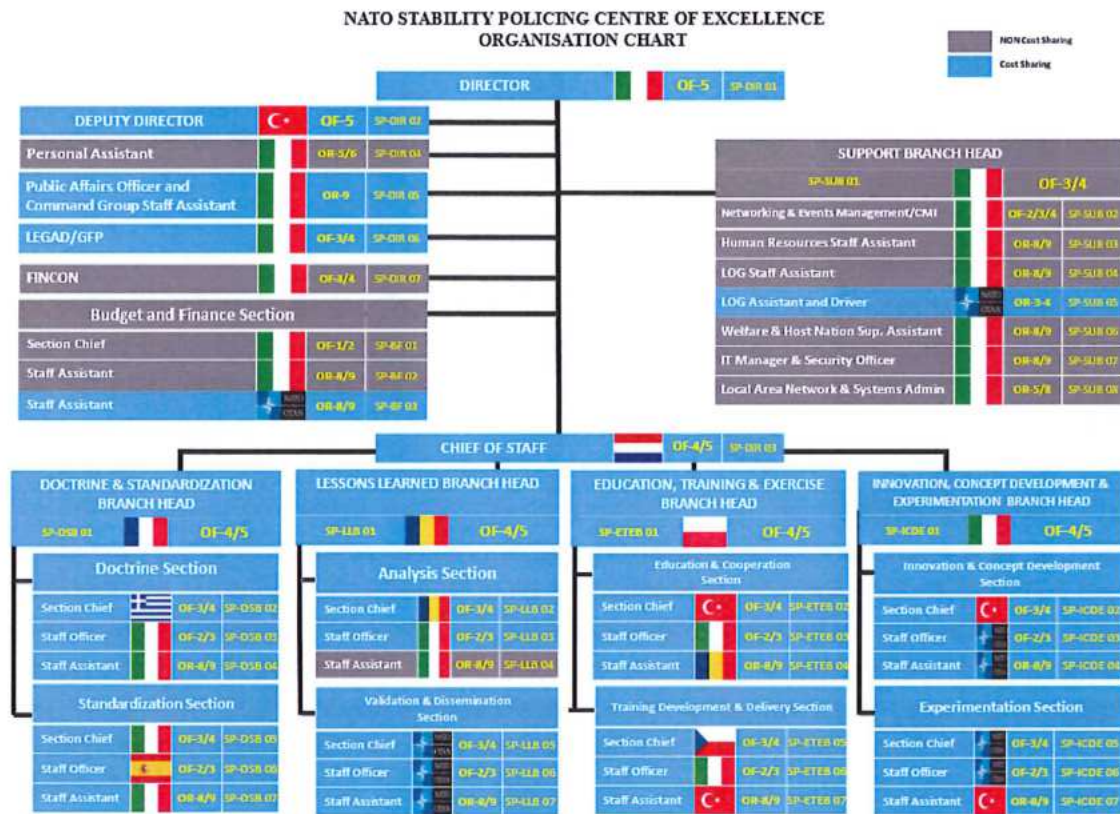
Figure 1 - New Workforce Chart

4. STABILITY POLICING

SP is the evolution of the idea supporting the issuing of Multinational Specialized Units (MSU): military units possessing civil police capabilities, which have been deployed in several theatres of operations, also within NATO Operations, over the past two decades.

The need for NATO to be endowed with a military capability of civil police clearly emerged during the *SFOR* Operation in Bosnia and Herzegovina. In 1997, the Allied Command Europe identified the so called "security gap" in the field of public order and security.

The gap was bridged by the ad-hoc established NATO MSU, a military unit capable of performing some of the typical tasks of a civil police. The MSU was mainly formed by gendarmerie forces. Since then, this model has been implemented several times and the deployed MSUs have received the contribution of the Military Police (MP) and of infantry forces trained for the specific mission.

The concept of military forces performing police duties to cover the "security gap" has evolved up to the current concept of SP, centred on the reinforcement or temporary replacement of local law enforcement, through the analysis of the "policing gap".

SP has been defined through the NATO Terminology Programme as "Police-related activities intended to reinforce or temporarily replace the indigenous police in order to contribute to the restoration and/or upholding of the public order and security, rule of law, and the protection of human rights" and it has been captured in the NATO doctrine elaborated through the NATO standardization process **(Ref. D and E)**.

SP can encompass the temporary replacement or the reinforcement of indigenous police forces, and can be conducted throughout all phases of a conflict, defusing the causes of a crisis, during a war and in a post-warfare environment. Thus, SP activities can support the prevention of crisis escalation into a major engagement or the re-ignition of combat activities after the conflict.

5. STRATEGIC PERSPECTIVE

NSPCoE supports cooperation and interoperability by providing a single location for Subject Matter Experts (SMEs) working for the benefits of the Alliance, NATO Nations and Partners. It also provides best practices and the usage of available resources and infrastructures, in close cooperation with national and international military and civilian entities and experts, by serving as a focal point to a SP Community of Interest (CoI).

NSPCoE is designed to perform tasks in support of the mission pillars of NATO Centres of Excellence (COEs): Lessons Learned and Analysis; Training and Education; Concept and Doctrine Development and Experimentation; Standardization and Expertise. In this context, in order to enhance NATO's capabilities in the field of SP, the following branches are currently envisioned: Doctrine and Standardization Branch (DSB); Lessons Learned Branch (LLB); Education, Training and Exercise Branch (ETEB); ICDEB.

Following the provisions of the Operational MoU, the Steering Committee (SC) is responsible for providing the strategic perspective and for monitoring the performance of the centre. For this purpose, SC approves the NSPCoE Strategic Plan, in which are determined the three-year-long term objectives and the related Key Performance Indicators (KPIs). That enables the NSPCoE branches to elaborate and execute their actions and activities to accomplish the annual Program of Work (POW).

5.1. MISSION

The mission of the NSPCoE is to be an internationally recognized focal point and a hub of expertise for a CoI in the field of SP. Its pivotal elements are:

a. the subject matter, which is SP.

b. the operational environment: crisis, conflict and post conflict scenarios, with specific focus on stabilization and reconstruction.

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c. the role of the NSPCoE is:
   - to be the holder of a unique capability in the area of SP.
   - to operate as a prime actor in the speciality.
   - to be an international recognized focal point and hub of expertise in the speciality.
d. the beneficiaries are:
   - the Alliance.
   - FN and SNs.
   - the CoI in the field of SP, including NATO Nations and Partners, International Organizations (IOs), non-Governmental Organizations (NGOs) and Academia.

5.2. VISION

The vision of the centre is to contribute to NATO transformation by championing the exploitation of SP to its full potential across NATO and its Nations to enhance both operational effectiveness and resource management, operating as a prime mover to increased contribution to Alliance stability and reconstruction efforts in conflict and post-conflict scenarios and providing a unique capability in the area of SP.

5.3. GOALS

The goals of the NSPCoE are:
a. to become NATO's transformation hub of expertise in SP.
b. to enable close cooperation between Alliance, NATO Nations, NATO Partners and IOs within the agreed frameworks, in the development of an international collaborative partnership approach to the building of SP capabilities. This requires the effective application of both military and civilian means.
c. to apply a comprehensive approach in support of Alliance, NATO Nations, NATO Partners and IOs SP capability building by:
   - improving knowledge management, developing, and sharing analysis and lessons learned.
   - promoting the effective sharing and application of civil and military best practices in SP operations.
   - supporting the improvement and application of SP measures.
   - providing education and training in line with NATO Standards, Policies and Tactics, Technics and Procedures (TTPs).
d. to foster NSPCoE continuous self-development by conducting results-oriented research, studies, experiments, analysis, education, and training, as well as by applying lessons learned and best practices.
e. to harmonize military and civilian capabilities for conducting exercises and experiments by defining and developing scenarios, programmes, and tools in close cooperation with the CoI.

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5.4. ACTIVITIES

In order to perform its functions, the centre will plan, organize and conduct the following activities:

a. Courses, seminars, conferences, and workshops.

b. Concept and doctrine development workshops and Working Groups (WG)s meetings for NATO, Nations and Partners.

c. Participate to the 3 MP Panels every year, providing expertise on ongoing SP/MP doctrinal projects.

d. Participation in SP-related committees, boards and WGs.

e. Lessons learned evaluations and analysis.

f. Academic research and projects.

g. Produce SP-related publications.

h. Other activities as requested and approved by the SC.

i. Develop partnerships with SNs to integrate cadets for limited periods in order to conduct research for the centre.

CHAPTER 2 – QUALITY ASSURANCE

6. PRINCIPLES

The following principles underpin the centre's QA Program, the implementation of the NATO QMS standards and the NATO quality standards:

a. **Systems Approach:** The policy, core organizational processes, and centre resources work as interconnected components towards common product goals. Each product process leverages expertise and feedback across all functional departments to ensure education and training solutions and centre activities are aligned with requirements and delivered with optimal efficiency.

b. **Compliance:** All education and training activities and products developed in support of NATO will be based on current NATO doctrine, policies and directives.

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

d. **Transparency:** QA programs and processes are developed using a collaborative open approach. QA Policy will be available on the Intranet, as appropriate. After receiving an institutional accreditation, annual QA reports will be available on the Intranet. Best practices and lessons learned will be freely shared with external stakeholders and CoIs.

6.1. SCOPE

This QA Policy is primarily focused on internal QA. NSPCoE QA Policy is a guide including the standards and criteria to implement the QMS in the most effective way to ensure that all centre's activities and products are designed and conducted in a professional and satisfactory manner according to the stated requirements. External QA is the prerogative of ACT.

6.2. AIM

The aim of this QA Policy is to provide guidance on the implementation of NSPCoE QMS, in order to ensure a Continuous Improvement Process (CIP) on the review of this policy, reflecting the changes and shortfalls within the NATO dynamic environment and NATO requirements, structure, workforce and internal documents.

6.3. METHODS

The CIP is the essential element of NSPCoE quality management and is about making every reasonable effort to achieve continuous improvements in all areas of the centre, through permanent, repetitive innovation and learning. NSPCoE will gather the relevant information, analyse it, make decisions according to the results and finally make changes, if necessary, to improve the processes and procedures in the centre.
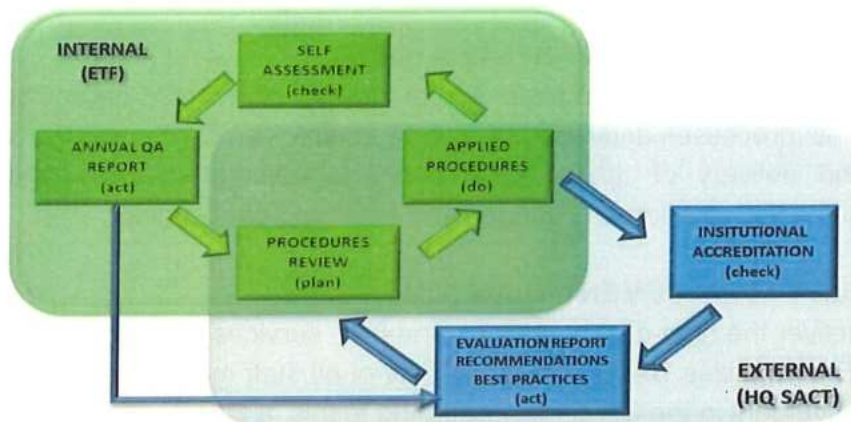
Figure 2 - Continuous Improvement Process (CIP)

Principles in Quality Management reflect the centre's processes, workforce and available resources, reinforcing the continuous improvement within the entire staff. Core processes are identified and supported by related Standard Operating Procedures (SOPs). They are updated cyclically in the internal loop of the CIP. For the external loop of the CIP, after getting the institutional accreditation, NSPCoE produces an annual QA Report and submit it to ACT / Joint Force Development (JFD) to get recommendations and best practices.

CHAPTER 3 – QUALITY ASSURANCE SYSTEM

7. QUALITY MANAGEMENT SYSTEM (QMS)

The NSPCoE QMS is the complete set of quality standards, organizational structure, responsibilities, processes and resources of the centre. The QMS provides confidence in the definition and delivery of quality education and training solutions and products and incorporates the CIP to address changes and emerging challenges.

7.1. QUALITY MANAGEMENT TEAM (QMT)

In order to deliver the high-quality NATO standards, services and products, as an institution, the NSPCoE recognizes QA as a responsibility of all staff members with different roles and levels of involvement in the QA circle. According to this, a Quality Management Team (QMT) has been established within the centre to implement QMS and provide connection between offices and main functions.

As per *SOP 013-2017 Terms of Reference (ToR) of the QMT*, the QMT is chaired by the COE Deputy Director and is composed of the following permanent members:

a. **Deputy Director**: Quality Manager (QM) and QMT Chairman.
b. **Legal Advisor (LEGAD) and Gender Focal Point (GFP)**: Quality Assurance Coordinator (QAC).
c. **Public Affairs Officer (PAO)**: Secretary.
d. **ETEB Head** (QMT member).
e. **LLB Head** (QMT member).
f. **DSB Head** (QMT member).
g. **ICDEB Head** (QMT member).
h. **Support Branch (SUB) Head** (QMT member).
i. **Financial Controller (FINCON)** (QMT member).

Non-permanent members can be called in accordance with specific needs or tasks.

A table of the QMT - updated with ICDEB - is following in the next page.
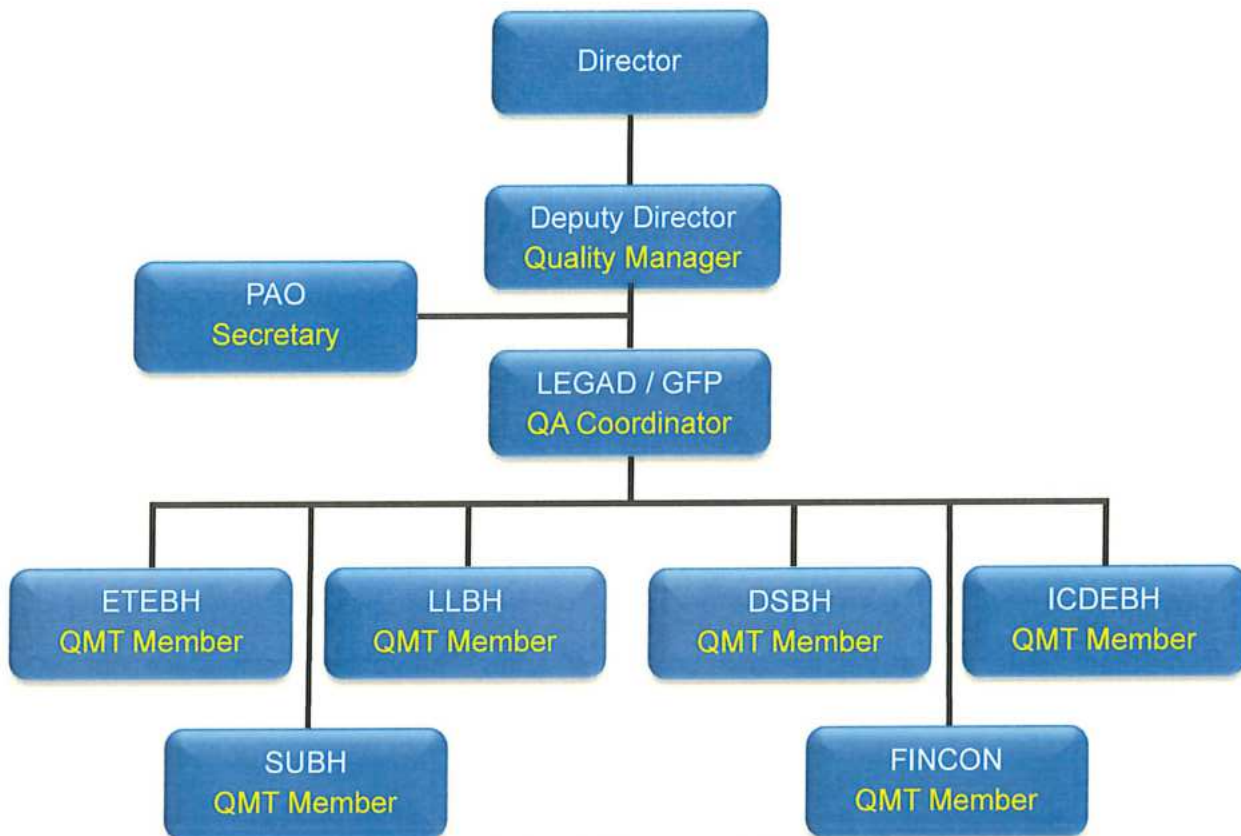
Figure 3 - Quality Management Team (QMT)

In order to ensure the timely and proper implementation of QA policies, the QMT:

— analyses all related data and records for recommending changes and improvements to processes and quality system to eliminate identified challenges or problems.

— is responsible for reviewing and applying procedures, conducting self-assessment and producing the annual QA Report.

— holds periodic meetings to evaluate the QA process. The agenda is defined by QM and QAC in coordination with the other QMT members. Minutes of the meetings are prepared by Secretary after every meeting and dispatched to Director and QMT members. Any personnel of the centre will find minutes, presentations and materials in specific folders within the NSPCoE Shared Files directory.

— collects any proposals and requirements for QA improvement and updates this QA Policy as needed.

7.2. RESPONSIBILITIES

a. QA is the responsibility of all personnel. QMS within NSPCoE is a team-oriented effort and every person is responsible to apply procedures determined by QMT in the implementation of this QA Policy, to monitor, identify and report QA related issues and to make recommendations to raise the quality efforts of the centre.

b. The **Director** is ultimately accountable for ensure that QA Policy and other QA procedures are implemented by all staff. Once a year, s/he submits the annual QA Report to ACT, informing the SC.

c. **Deputy Director** is the **Quality Manager (QM)** and Chairman of the QMT. S/he is responsible for consistency of the QMS processes and QA related issues, chairing the QMT meetings and monitoring the completion of defined and planned QA milestones. S/he coordinates the implementation of QA Policy among the Directorate and Branches and reports to the NSPCoE Director for final approval and actions. The QM ensures the quality of centre efforts and activities by evaluating processes, courses, events and products, compiling and presenting reports, and identifies recommended measures to the Director in support of his/her role as QM.

d. **LEGAD/GFP** is the **Quality Assurance Coordinator (QAC).** S/he conducts her/his QA related tasks under the supervision of the QM. S/he is responsible for ensuring consistency of QA related documentation and contributes to the development of internal policy. QAC is empowered to issue QA-related tasks to QMT members and other centre's staff members, through their Branch/Section Heads.

e. **PAO** is the **Secretary.** S/he is responsible for QMT meeting planning, organizing and agenda. Secretary prepares the minutes of the QA meetings and publishes internal and external communication products.

f. As a **QMT Member**, each branch head is responsible for QA process within her/his branch. QMT members must lead and manage all aspects of the quality control process for their branches/sections, as well as to plan necessary training of the staff members who report to them. QMT members are expected to ensure all specifications for a product or service are met and monitor progress and compliance through regular inspections. The QMT members develop appropriate processes and guidance for employees to ensure the achievement of QA standards.

7.2.1. DSB Head

a. Organizes, co-ordinates and supervises activities in the field of SP doctrine.

b. Participates to activities in the field of NATO doctrine.

c. Produces documents in the field of SP doctrine.

d. Liaises with other COEs, other IOs and other national/international institutions dealing with SP, especially in the area of doctrine development.

e. Liaises with other branches in the area of concept, doctrine, standards and TTPs development.

f. Implements QA-related actions under the direction of the QM.

g. Ensures policy and practice within his area of responsibility, complies with wider quality assurance policy.

h. Assesses and reports on the effectiveness of QA within his area of responsibility, recommends and implements improvements.

i. On request from the QAC, provides reports on performance against KPIs.

7.2.2. LLB Head

a. Organizes, co-ordinates and supervises activities in the field of analysis and lessons learned.

b. Conducts lessons learned analysis in the field of SP.

c. Collects, produces, and disseminates observation, lessons identified, lessons learned and best practices related to SP.

d. Liaises with other COEs, other IOs and other national/international institutions dealing with SP, especially in the area of lessons learned.

e. Liaises with other branches in the area of concept, doctrine, standards and TTPs development.

f. Implements QA-related actions under the direction of the QM.

g. Ensures policy and practice within his area of responsibility, complies with wider quality assurance policy.

h. Assesses and reports on the effectiveness of QA within his area of responsibility, recommends and implements improvements.

i. On request from the QAC, provides reports on performance against KPIs.

7.2.3. ETEB Head

a. Organizes, co-ordinates and supervises activities in field of education, training and exercises.

b. Assures education activities are planned and executed under the framework of NATO Global Programming System.

c. Participates in training workshops or panels regarding Education & Training (E&T) development as required in the Global Programming Battle Rythm.

d. Liaises with related national/international SP-related E&T institutions.

e. Finds and designates gaps in SP education within the NATO environment and prepare the new education opportunities for the alliance and partners, with close coordination with Department Head (DH) in the respective discipline.

f. Implements QA-related actions under the direction of the QM.

g. Ensures policy and practice within area of responsibility complies with wider QA policy.

h. Assesses and reports on the effectiveness of QA within area of responsibility, recommend and implement improvements. Provides reports on request from the QAC on performance against KPIs.

i. Plans, coordinates, executes, and evaluates courses, mobile educations and other SP-related E&T activities.

7.2.4. ICDEB Head

a. Organizes, co-ordinates and supervises activities in the field of innovation, concept development and experimentation.

b. Liaises with other branches in the area of concept, doctrine, standards and TTPs development, maintaining close working relations to identify potential gaps/overlaps in the workflow related to projects, courses, workshops, seminars, lessons learned etc., to maximize the synergies of the centre in future activities by developing, increasing, and maintaining appropriate standards and quality.

c. Liaises with other COEs, other IOs and other national/international institutions dealing with SP, especially in the area of innovation, concept development and experimentation.

d. Implements QA-related actions under the direction of the QM.

e. Ensures policy and practice within his/her area of responsibility, complies with wider QA policy.

f. Assesses and reports on the effectiveness of QA within his area of responsibility, recommends and implements improvements.

g. On request from the QAC, provides reports on performance against KPIs.

h. Monitors and supports SMEs' work and SMEs' expertise development, in the respective field of expertise.

i. Maintains an updated overview of NATO policy, concept, and doctrine documents of relevance, to foster the common effort in developing doctrines, publications, standards, procedures, and other relevant documents (SOPs).

7.2.5. Support Branch Head

a. Supports other departments/branches/sections in order to accomplish all activities conducted by the centre, developing appropriate processes and guidance for employees to achieve QA standards.

b. Implements QA-related actions under the direction of QM and contributes to develop and revision NSPCoE's SOPs.

c. Is responsible for logistic planning and operations, including transport operations and provide material/equipment, maintenance and repair on the basis of logistic requirements defined by the Course Director (CD) during the course planning.

d. Assesses and reports on the effectiveness of QA within area of responsibility, recommends and implements improvements. Provides reports on request from the QAC on performance against KPIs.

e. Manages and coordinates maintenance processes of centre's facilities through the FNs.

7.2.6. Financial Controller (FINCON)

a. Exerts the overall and permanent financial internal control.

b. Supervises the preparation of the centre's annual budget in cooperation with the Budget and Finance (BUDFIN) Section and the involved Fund Managers, according to the standing financial rules and procedures.

c. Participates in the preparation of the POW and ensures that the funding for the centre's E&T activities and the training requirements of centre's personnel/staff is adequate, in coordination with the BUDFIN Section and the Branches, in according with the standing financial rules and procedures.

d. Ensures the proper allocation of financial resources for each delivered course, in accordance with the approved dedicated lines of the multinational budget.

e. As key-member, promotes and facilitate the Budget Management Board.

f. Advises the Director in the definition and the subsequent submission of the draft multinational budget, for the following Financial Year, to the SC.

g. Approves the ACE FORM 4 for the commitment of funds intended for the centre's E&T activities.

h. In the capacity of internal controller, signs the relevant purchase orders and contracts, needed to fulfil all the financial requirements in connection with the centre's E&T activities.

i. Delegated by the Director, signs the letters of appointment addressed to External SMEs/lecturers, hired for the centre's E&T activities.

j. Is responsible for the noting/internal auditing of the collection receipts, issued to the students/attendees once the relevant course/tuition fees are paid.

k. Is responsible for authorising all payments to be made on behalf of the NSPCoE, including reimbursements to External SMEs/lecturers hired for the centre's E&T activities, in accordance with the relevant financial rules and procedures.

l. Formally requests reimbursement from the relevant Requestor in connection with the costs sustained to train NATO Partners' trainees admitted to the E-prime programme.

m. Formally requests reimbursement from the relevant Requestor in connection with the costs sustained to provide NSPCoE SMEs as augmentee for NATO Exercises (mainly run at the Joint Warfare Centre in Stavanger – NOR).

n. Formally requests reimbursement from the relevant Requestor in connection with travel costs sustained to appoint External SMEs for the delivery of NATO Approved Courses.

o. Supervises the financial processes related to the centre's E&T activities, ensuring that all the relevant financial reports are consistently and properly issued.

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p. Performs the overall financial internal control activities in accordance with the standing financial rules and procedures, aimed at the execution of all the financial transactions at the lowest possible level of financial risk and at the highest possible level of effectiveness and transparency.

7.3. OTHER KEY STAFF IN QMS
7.3.1. Course Director.

The CD is responsible for:

a. The proper preparation, conduct and review of courses, including coordinating all support aspects.
b. Executing Course Battle Rhythm following relevant SOP 019-2018 for "Analysis, Design, Development, Implementation and Evaluation of the Courses".
c. Ensuring all QA steps specified in SOPs.
d. Participating in coordination meetings.
e. Collecting efficiently lectures/instructors/facilitators evaluation/assessment forms, student feedback forms, internal evaluator observation checklist, supporting elements feedback, and observations during courses.
f. Preparing After Action Report (AAR) / External Evaluation Report (EER) / Post Course Review (PCR) which will include the lessons learned and best practices observed, implemented before and during courses, as well as recommendation steps for the continuous quality improvement of future courses.
g. Content development.

7.3.2. Activity Support Specialists

a. Coordinate the participation of all students/attendees of centre's E&T activities.
b. Coordinate cultural visits and official dinners during activities.
c. Coordinate activity lunches for all attendees.
d. Maintain an electronic record of all students/attendees.
e. Maintain an activity file with hard copies of all activity documents.
f. Prepare and send official invitations, confirmations, and administration documents for activities.
g. Make hotel reservations for students/attendees and lecturers/speakers.
h. Coordinate transfers for lecturers/speakers, to include air travel and transportation to/from the Airport, Hotel, and the centre.
i. Prepare gifts for lecturers/speakers.
j. Prepare name badges, welcome packages, and activity certificates for all participants.

7.3.3. Communications and Information Systems (CIS)

a. Oversees the IT infrastructure making all the necessary proposals/decisions as appropriate, for its design, implementation, protection, update and upgrade.

b. Supports the NSPCoE decision making process with the necessary advice and staffing contributions for the development of the topics related to his field of expertise.

c. Liaises with NATO or FN CIS agencies and counterparts, including civilian private firms.

d. Provides IT support to courses, events and workshops.

e. Provides IT guidance during the procurement process of IT equipment and services and plans their purchasing/renewal.

f. Acts as Officer of Primary Responsibility (OPR) on management/maintenance/utilization of all technical equipment/hardware.

g. Develops CIS security awareness via NATO INFOSEC Policy regulations.

h. Ensures that storage, archiving, back-up, and recovery procedures are functioning correctly.

i. Ensures effectiveness and efficiency of the NSPCoE Local Area Network.

j. Manages the CIS Security file/archive in line with the NSPCoE SUB Head indications.

k. Installs and maintains IT applications and tools.

l. Performs audit activities according to the direction given by the CoC.

m. Assists all the NSPCoE Offices in the specific field of competence to resolve common CIS problems (Help Desk).

n. Provides IT support to courses, events and workshops.

7.3.4. Budget and Finance Section (BUDFIN)

a. Coordinates the preparation of centre's annual budget in cooperation with all the FMs according to the standing financial rules and procedures.

b. Takes part in the preparation of POW and relevant breakdown of budget for centre's E&T activities and for the trainings of centre's personnel/staff in coordination with Branches, according to the standing financial rules and procedures.

c. BUDFIN Section representatives take part with FINCON in Course Preparation Meetings and Evaluation Meetings in order to, respectively, identify financial implications and discuss subsequent feedback.

d. Is responsible for the needed purchase and contracting procedures to fulfil all the financial requirements in connection with the centre's E&T activities.

e. Prepares and submits letter of appointments to External SMEs/lecturers hired for centre's E&T activities.

f. Collects course/tuition fees from attendees/students, providing them with related receipts.

g. Arranges reimbursements to External SMEs/lecturers hired for the centre's E&T activities in accordance with the relevant financial rules and procedures.

h. Separately deals with paperwork related to NATO Partners' trainees admitted to the E-prime programme, claiming the relevant reimbursements accordingly.
i. Collects and updates financial data to feed all financial reports related to the NSPCoE's E&T activities, with an overall supervision on the execution of the budget dedicated to centre's E&T activities.
j. Manages and coordinates all the financial processes related to NSPCoE's E&T activities.
k. When applicable, collects reimbursements to NSPCoE for expenditures sustained to deliver courses, and to deploy own SMEs for NATO Exercises.

7.4. EXTERNAL QA STAKEHOLDERS

Most of the processes conducted in NSPCoE require the involvement of various external stakeholders. Since the policy of the centre is to assure quality in all areas, the involvement of the external stakeholders in quality management is important. Also, the feedback of the external stakeholders has an important role to raise awareness of QA issues and to improve the quality approach of NSPCoE.

The centre has in place processes to regularly involve external stakeholders such as students, students' supervisors, external lecturers, and to collect and assess external stakeholders' feedback, observations and suggestions.

CHAPTER 4 – QUALITY ASSURANCE IMPLEMENTATION

8. IMPLEMENTATION STRATEGY

The NSPCoE QMS incorporates continuous improvement mechanisms to address changes and emerging challenges. The NSPCoE, with its processes of continuous adaptations and reviewing of procedures and SOPs, can reach common goals of the annual PoW, ensuring a high level of quality in its products. The centre's QMS has four dimensions, each with its own purpose, depth and scope derived from quality related practice. The four dimensions of the QMS which are used to implement the QA Policy are as follows:
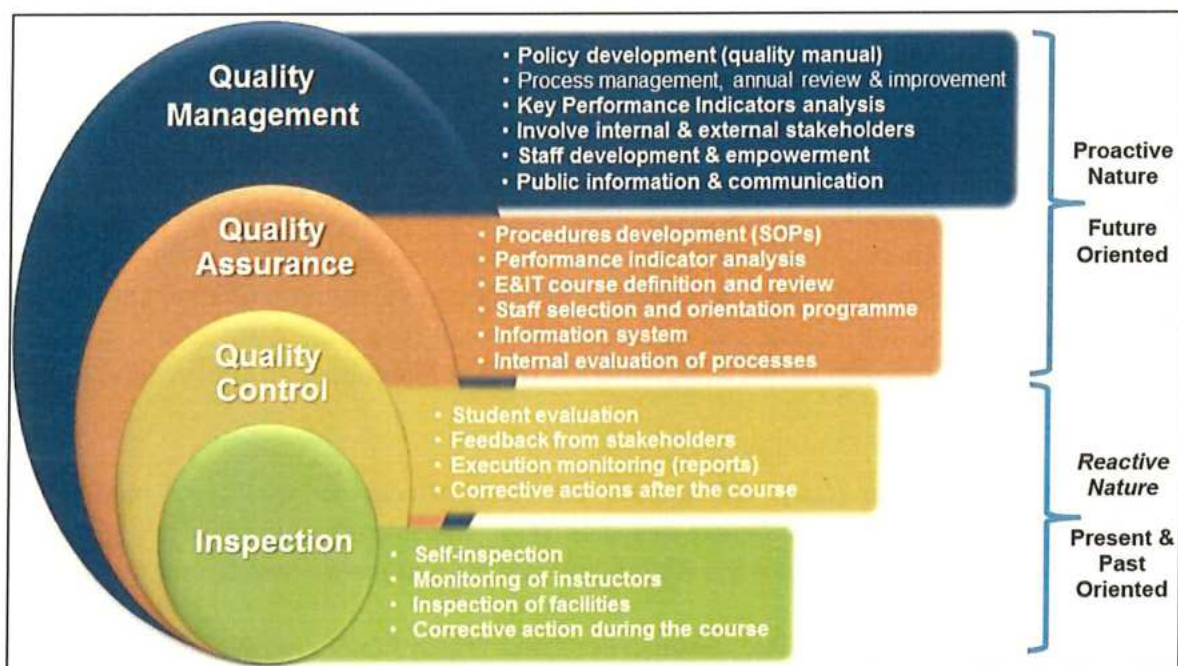
Figure 4 - Dimensions of Quality Management

a. **Inspection:** Inspection is implemented mainly for identifying and correcting errors before they may cause problems.

   Each centre's staff member is responsible to ensure that all processes are done according to the procedures identified in SOPs. While doing this, staff members are also responsible to identify any faults that may occur during the process, inform the related Branch Head and take the necessary actions to make corrections and to get related SOP updated.

   Prior to the start of each course, a coordination meeting is held to confirm that all tasks are identified and properly assigned. The aim of these meetings is to coordinate the management, support and administrative functions necessary to conduct the activity.

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CD inspects all required centre facilities, rooms, equipment, and materials, and will coordinate with the SUB Head in order to take any corrective actions in time for the beginning of the training activity.

During the centre's activities and courses, the OPR, the CDs, Course Assistant (CA) and all other participating staff members are responsible to monitor and ensure quality execution of the activity.

During the NSPCoE E&T activities, lecturers/speakers will be assessed by the students/participants and internal evaluator. These assessments will be documented in AAR and used to inform planning for future E&T activities.

b. **Quality Control (QC):** QC is a systematic approach to identifying and rectifying problems at each step of the process. Activity evaluation is a continuous process and major issues identified can be followed by immediate corrective actions, irrespective of the stage in the course development cycle. During the activity conduct, information is gathered to support later evaluation and it is done by collecting feedback from the related stakeholders. The results are documented in the AAR. This report will include recommended corrective actions for future courses, which may affect the course description, aims, instructional strategy, preparation process, speakers or administrative support. Centre's students are assessed during the courses to ensure that the learning objectives of the course are attained. The other aim of this assessment is to obtain feedback to improve the quality of centre's courses.

c. **Quality Assurance (QA):** QA widens the responsibility for quality to include other functions beyond the main/direct activities (e.g., the impact of support functions). The focus is the overall quality of the output and is aimed at preventing errors, mistakes and defects.

All centre's processes are documented in SOPs. These SOPs are reviewed cyclically and updated when needed. SUB is responsible to prepare and maintain a SOP Master Index in order to keep track on the status of each SOP assigned to each branch and maintains the original signed copies of each SOP.

The centre applies the SAT concept to achieve education and training solutions in response to gaps identified by application of the Global Programming Development Methodology.

NSPCoE personnel meet the minimum criteria mentioned in the job descriptions, which describe the required professional experience, English language proficiency, computer skills and education and training requirements. There are procedures for the initial (*induction training*) and continuation training [*Personnel Development Plan (PDP)*] of all staff at the centre.

An internal Information and Knowledge Management (IKM) System is implemented to collect, analyse and use relevant information for the effective management of the NSPCoE courses, activities and projects.

All centre's processes and procedures are reviewed and evaluated continuously.

d. Quality Management is a way of thinking and working with emphasis on:

(1) Meeting the needs and expectations of customers.

(2) Covering all parts of an organization.

(3) Involving every person in the organization.

(4) Examining all aspects related to quality.

(5) Aiming at "right the first time" by designing-in quality rather than inspecting for it afterwards.

(6) Developing systems and procedures which support quality and continuous improvement.

In this regard, NSPCoE established this QA Policy, which defines the QMS implemented in the centre and its scope, functions and responsibilities to cover all parts and to involve each staff member and all stakeholders in quality management.

A QMT has been established within NSPCoE to implement QMS and provide connection between branches, offices and main functions. QMT is responsible for reviewing and applying procedures, self-assessment and producing an annual QA Report. QA is the responsibility of all centre's personnel. QMS within the centre is a team-oriented effort and every person is responsible to apply procedures determined by QMT in the implementation of the QA Policy, to monitor, identify and report QA related issues and to make recommendations to raise the quality efforts of the centre.

KPIs show the progress or lack of defined objectives and/or strategic plans by monitoring activities. In order to achieve centre's objectives and strategies for the development and delivery of high-quality products and services, NSPCoE KPIs and outcomes of their analysis are identified.

Since the policy of the centre is to assure quality in all areas, the involvement of all internal and external stakeholders in quality management is important.

Staff development program is described in paragraph 10.3. (Staff and Faculty Development). NSPCoE publishes and regularly updates objective information about its E&T activities and related activities. The procedures are explained in paragraph 10.6. (Public Information).

Internal and external communication is an important part of the NSPCoE QA strategy to ensure the efficient and timely information flow between the stakeholders. Communication procedures of the centre are mentioned in paragraph 10.5.2 (Communication).

9. QUALITY ASSURANCE REVIEW CYCLE

The QMS of the centre is subject to continuous review by evaluation loops. These reviews and evaluations are documented in several ways, as better explained in the following paragraphs.

9.1. INTERNAL EVALUATION

9.1.1. Activity Evaluation.

Activity Evaluation aims to maintain or improve the quality of NSPCoE courses. It is a continuous process that includes information gathering, storage and analysis, which serves to identify major issues and provide immediate corrective actions, irrespective of the stage in the course development cycle. During the course conduct phase, information is gathered to support later evaluation in four ways:

a. Feedback from students/participants (Student Feedback Form).
b. Feedback from lecturers/speakers (Lecturer Evaluation and Assessment Form).
c. Student assessments to ensure that the learning objectives of the course are attained, and to obtain feedback to improve centre's courses (Student Feedback Form).
d. Feedback from CDs, Activity Directors, CAs and other staff members who participate in the activities (Internal Evaluator Observation Checklist, Supporting Elements Feedback Form).

The results are documented in the course AAR.

9.1.2. Course Evaluation Meeting.

The Course Evaluation Meeting allows a critical appraisal of the course conduct in an open forum. The Course Evaluation Meeting aims to define the success or otherwise of the delivery of the performance objectives.

The Course Evaluation Meeting is delivered by the CD to the ETEB Head and all parties involved in support to the course. The brief is delivered in a centralised forum organised by the ETEB. CDs in the preparatory stages of other courses are expected to attend to get useful information.

The Course Evaluation Meeting should include the following content at a minimum:

a. An assessment of the Learning objectives and how well they were met.
b. An assessment of instructional methods and strategies used.
c. Lecturer/Speaker assessment - not solely based on participants comments but informed by other context such as the attainment of learning objectives, speaker credentials and position.
d. Participant assessment - through the methods identified by the CD in the course design phase.
e. A review of the infrastructure and equipment available and an assessment of whether it was adequate or how it could be improved.

f. Comments and observations collected from speakers, participants and centre staff over the course conduct period.

g. Recommended corrective actions for future courses. This may affect the course description, aims, instructional strategy, preparation process, speakers or administrative support.

9.1.3. After Action Report

The CD is responsible for the compilation of an AAR. This is a key document in the conduct of activity evaluation. It includes the statistics on course attendance and the results of questionnaires given to lecturers/speakers and students/internal evaluator. These results are analysed to deduce areas for improvement. General lessons identified from the conduct of the course and other observations are compiled and presented in this report.

ETEB Head is responsible for taking forward corrective activities and overseeing the implementation of any changes. S/he ensures swift and controlled dissemination of information to other CDs and involved parties:

a. Modification of any of the Course Description (name, aim, learning objective(s), scope, audience etc.) may be subject to review through the Training Needs Analysis (TNA) WG / process and close coordination with the Department Head.

b. Modification of the course schedule is likely to be tasked to the CD.

c. Any significant results in the evaluation of speakers should be recorded in the database.

d. Shortfalls in the administrative and support procedures should be addressed by the staff concerned.

9.1.4. Review of other Activities and Procedures

The functional area of the centre is not limited to E&T activities such as courses, workshops, Mobile Education Trainings. NSPCoE also contributes to concept and doctrine development and related documents in the SP area for NATO, nations and partners, produces lessons learned evaluations and analysis, and executes SP-related projects and produces publications. There are SOPs explaining all procedures and responsibilities regarding all mentioned activities. These SOPs are reviewed cyclically and updated when needed.

Centre's job descriptions are reviewed and updated as needed to adapt the positions according to the changing environment and to maximize effectiveness.

9.1.5. Review of QA Policy

NSPCoE QA policy is reviewed and updated according to all internal evaluation processes results.

9.2. EXTERNAL EVALUATION

After institutional accreditation, NSPCoE produces an annual QA Report and submits it to ACT/JFD to identify recommendations and best practices.

External Evaluation of courses is carried out by CD and CA. CD, supported by CA, prepares on-line surveys and sends them to graduates and their superiors 4 months after conclusion of the course. The addressees are requested to complete the surveys within 30 days and to send them back to the CA. In order to inform superiors in advance about this evaluation, CD prepares a letter, which is included in the welcome package.

EER represents a summary of all gathered observations and feedback, assessing whether the initial education and the training requirements have been fulfilled during the course implementation phase. EER shall be drafted by CD only if at least 50% of the surveys have been collected not later than 150 days after the course has been concluded. EER is submitted to ETEB Head for analysis; it will then proceed through the CoC. The conclusions and recommendations of the EER will be considered for the following iterations of the course. Additionally, ETEB Head reviews the curriculum, and actively engage DH, DSB, LLB and ICDEB to have up-to-date information with regards to the latest developments involving the current training solution.

PCR is conducted to assess the effectiveness, efficiency and affordability of the course and to improve its results.

Preparation of the PCR is based upon the AAR and the results of the external evaluation. The PCR shall be drafted not later than 180 days after conclusion of the course by CD supported by CA. The PCR is submitted to ETEB Head for his remarks, and then it passes through the CoC to be endorsed by the Director. PCR is the final document related to the evaluation of the course and the whole process of preparation. All recommendations should be taken into consideration in the process for execution in the next courses.

9.3. COURSE/ACTIVITY EVALUATION MATRIX

The following matrix shows the main guidelines for the improvement of a course/an activity evaluation. It should be used and adapted by the related branch head, CD or activity OPR to fit the needs of specific courses/activities, and to update/redefine processes and procedures:

FREQUENCY	LEAD	WHO	HOW	WHAT	WHEN	WHERE
FOR COURSES						
Once	DH ETEB Head	WG	Evaluation Form	CCD I/II/III Courseware	At the end of Analysis and Design phase; At the end of Development phase	Office
Once	ETEB Head	ETEB Personnel/ Supporting Elements	Evaluation Form	Review for execution of the course	At the end of Implementation phase	Office
Daily/Once	CD	Students	Student Feedback Form	Statistics information, in/out processing, content of the lessons/course, lecturers, logistic/administrative support, students satisfaction.	End of the day Last day of the course	Classroom
Daily/Once	CD	Lecturers	Lecturer Evaluation and Assessment Form	Facilities, timetable, students assessments, logistic/administrative support.	At the end of delivered lesson Last day of the course	Classroom
Daily/Once	CD	The internal evaluator	The Internal Evaluator Observation Checklist/Interviews	Lecturers, correlation with course control documents, instructional effectiveness, and student assessment.	At the end of each lesson Last day of the course	Classroom
Daily/Once	CD	Supporting Elements	Question/Answer	Administrative/Logistic/Financial Issues	End of the day Last day of the course	Classroom
Once	CD	ETEB Personnel/Internal Evaluator/ Supporting Elements	Evaluation Meeting (considering all of final feedbacks)	The whole process of implementation	The week after course execution	Briefing Room
Once	CD	CA	Study	AAR (draft)	Within 14 days after course conclusion	Office
Once	QM	QMT	QMT Meeting	Introduction of AAR	QMT Meeting	Briefing Room
Once	CD	Superiors of studends / Students	Participant External Evaluation Form	Course feedback	After 4 months	By email
Once	CD	CA	Study	EER	Within 150 days after course conclusion	Office
Once	CD	CA	Study	PCR	Within 180 days after course conclusion and Curriculum Review.	Office
Permanently	All staff	Feedback from exercises and On-job observations	Observations	The SP aspects within an activity	The week after the activity	Staff Note
Once	QM	QMT	Meeting	The processes and procedures and information about conducted courses.	During the first QMT Meeting in November	Briefing Room

FREQUENCY	LEAD	WHO	HOW	WHAT	WHEN	WHERE
FOR ACTIVITIES						
Daily / Once	Activity OPR	Supporting elements	Meeting	The whole process of implementation	End of the day	
Once	Activity OPR		Study	AAR (draft)	Within 14 days from conclusion of activity	Office
Once	Director	Related Branch Head	Approval	AAR	Within 28 days from conclusion of activity	Office
Once	Quality Manager	QMT	Meeting	The processes and procedures	During the first QMT Meeting in November if requested.	Briefing Room

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10. QUALITY ASSURANCE SUPPORTING ELEMENTS AND RESOURCES

10.1. Definition and Delivery of Instruction

NATO is responsible for identifying the standards, defining the NATO-specific E&T requirements for military personnel, for supporting Allies and Partners in achieving their national E&T requirements that fall outside their ability to deliver, collective training and exercising command and control, interoperability and force integration for coherent force packages in the joint, multinational environment.

NSPCoE applies the SAT to achieve education and training solutions in response to gaps identified by application of the Global Programming Development Methodology. By implementing the NATO SAT, the NSPCoE aims at defining and delivering effective, efficient and affordable courses/activities to overcome SP capability gaps identified by NATO structures.
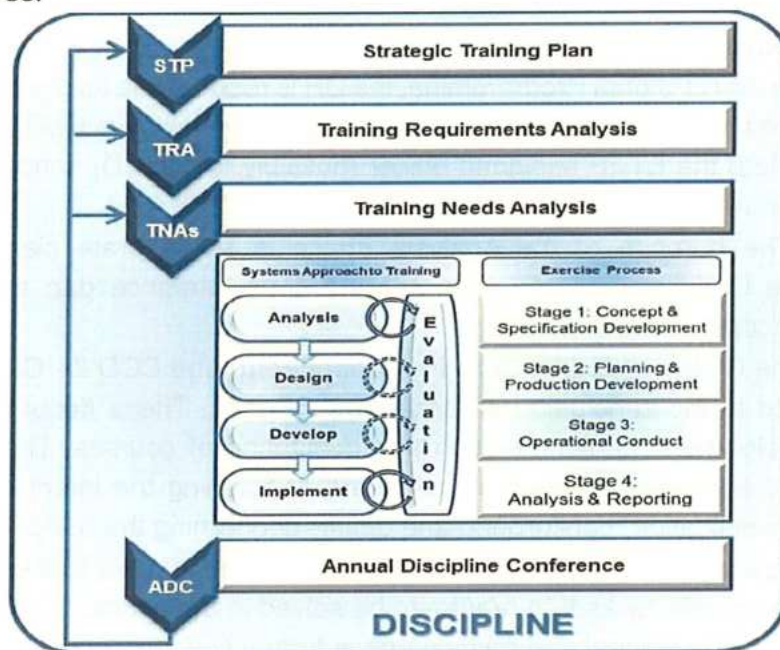

Figure 5 - Global Programming - Development Methodology

All course procedures laid out will follow a specific timeline and life cycle and include the following system described by the Bi-SC Education and Individual Training Directive 075-007 (**Ref. D**) as Analysis, Design, Development, Implementation, Evaluation - **ADDIE**. SAT has five major phases as follows:
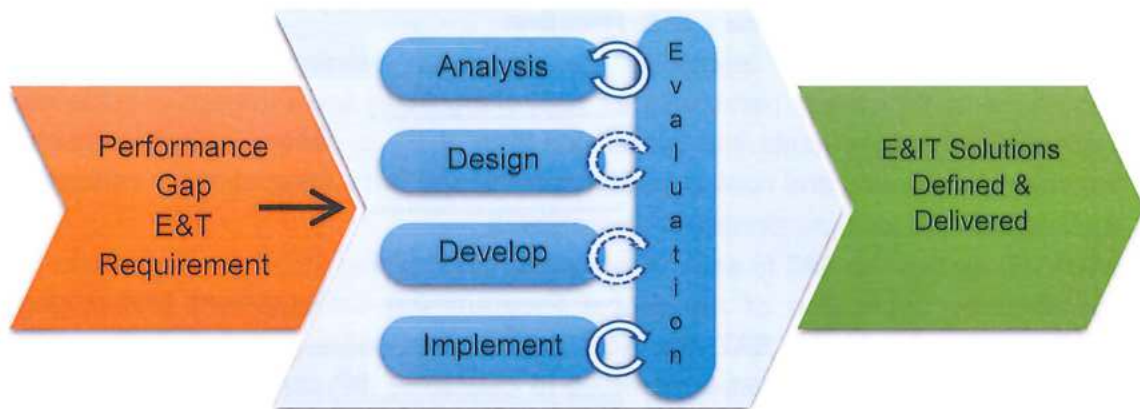
Figure 6 – ADDIE model

a. Course Analysis Phase

According to the NATO Global Programming, the DH is responsible for the Analysis phase. In case of courses, which are developed as NSPCoE's own initiative (NATO requirements were not identified) the ETEB assigned officer (possibly future CD) conducts this phase and prepares Course Control Documents (CCD) I and CCD II.

(1) **Purpose.** The purpose of the Analysis Phase is to generate clear and precise Performance Objectives (POs). POs capture a performance gap and identify the intended outcome of requirements.

(2) **Product.** The CCDs, including CCD I – Control Form and CCD II - Course Proposal, are produced at the conclusion of the Analysis Phase. These documents guide the design, development, implementation and evaluation of courses. These documents establish the agreement among stakeholders concerning the intent of courses and provide the justification, background and details concerning the need for a course.

(3) **Methodology.** In the Analysis Phase, a WG is assigned in order to identify, select and organize the specific tasks that require to be solved in the course. The WG shall have an input about educational and training needs from a CoI: end-users, SMEs, and E&T specialists.

b. Course Design Phase

(1) **Purpose.** The purpose of the Design Phase is to create a course, or select another activity, which will enable individuals to achieve the POs constructed in the Analysis Phase.

(2) **Product.** At the conclusion of the Design Phase, the answers to the following questions should be defined:

(a) what content will be delivered.

(b) how the content will be delivered.

(c) how learning will be monitored and assessed.

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The final product of this phase is CCD III - Programme of Classes.

(3) **Methodology.** The centre generates the CCD III - Programme of Classes and relies upon the support, creativity and expertise of a Design Team. The Design Team includes instructional staff (CD and faculty) and other content area experts as well as the support of an instructional design specialist to complete the NATO SAT definition stage. The final structure of the content as well as the selection of methods and media is heavily influenced by the pedagogical views of the Design Team and, in particular, beliefs concerning instruction and how individuals learn.

Following the evaluation step, all CCDs shall be approved by the CoC within the NSPCoE to be subsequently approved by the DH and the Requirement Authority.

Finally, the appointed NSPCoE Education and Training Opportunities Catalogue (ETOC) Administrator uploads CCDs into the ETOC to obtain certification and to reveal information about courses to the target audience.

c. Course Development Phase

(1) **Purpose:** The purpose of the Development Phase is to produce, or otherwise procure, the materials and/or services that are essential to support the delivery of courses/activities and ultimately satisfy the objectives described in the CCDs and to define the requests on the facilities and branches cooperating during all the phases of the course.

(2) **Product:** The Development Phase results in the production of courseware which is defined during the Design Phase and is described in the CCDs. The courseware products vary in their complexity and sophistication based on the instructional strategy. Products can include student hand-outs, electronic presentations and master lesson plans through more sophisticated programmed Advanced Distributed Learning (ADL) platform / e-learning applications, training devices and simulators, etc.

Appointed CD ensures the correct resources are available and in place to deliver the trails and pilot course. Additionally, he involves SUB, internal/external SMEs to check the adequacy of resources and any supporting activities. During and after the conduction of the pilot edition, CD applies the evaluation process.

(3) **Methodology:** The execution of the Development Phase is based on the required products.

d. Course Implementation Phase

(1) **Purpose:** The purpose of the Implementation Phase is to put into operation the necessary management, support and administrative functions to successfully conduct courses.

(2) **Product:** The Implementation Phase results in the production of qualified graduates.

(3) **Methodology:** The Implementation Phase addresses:

* Planning

- Preparation
- Conduct
- Close out

Detailed procedures for course execution are included in respective SOPs, mainly in SOP-019 for "Analysis, Design, Development, Implementation and Evaluation of the Courses".

e. Course Evaluation Phase

(1) **Purpose:** The purpose of the Evaluation Phase is to assess the efficiency, effectiveness and affordability of courses/activities and to determine how they can be conducted better within the NSPCoE, which seeks continuous improvement.

(2) **Product:** The Evaluation Phase results in improved courses/activities. The feedback forms are the main mechanism for drafting comprehensive AAR and PCR. The frequency and responsibilities are outlined in the table in point 9.3.

(3) **Methodology:** The Evaluation Phase consists of a systematic quality review process, and feedback loops, which allow for a continuous improvement. The results of the Evaluation Phase provide an indication of compatibility between requirements and specific solutions. The results of the Evaluation Phase are a valuable input for the Annual Discipline Conference in order to confirm value of the delivered courses/activities. Moreover, the ETEB Head may update the QMT with the latest reports and reviews in QMT meetings.

The SOP for "Analysis, Design, Development, Implementation and Evaluation of the Courses" is an essential component of the NSPCoE QMS and should be regularly reviewed and revised. The SOP also defines the cross functional areas, which include the steps that outline when and how information should flow between positions, sections and branches.

The SOP ensures that routine and repetitive actions (including SAT assignment matrix) are conducted in a consistent way according to the applicable regulations related to the educational area of the activities.

10.2. STUDENT ASSESSMENT

Student assessment is expected to support students in understanding the course learning objectives. Students' progress during a course depends on the course content, the appropriate duration, the training audience and the ability and competence of lecturers. In line with the student assessment, the NSPCoE verifies that the course, product and/or service complies with the stated requirements.

As a part of the course documentation an Assessment Plan is created, this contains information about how both the student progress is tested, and his/her overall performance is assessed. The assessment criteria and selection of assessment methods will be stated in the assessment plan of the course.

During courses, two types of student assessment can be applied:

- Formative Assessment takes place during the teaching process, i.e. before a teaching phase or a course is completed. The aim of this assessment is to be a support for both the student and the CD to monitor progression and to improve instructions. Formative assessment is to be conducted for courses with a total study period of five days or less.
- Summative Assessment aims at measuring what students have learned and determines the degree to which the learner has achieved POs. Courses with a total study period of more than 5 days will be examined according to a summative assessment, formative assessment or a combination of formative and summative assessment methods.

Either formative or summative assessments can be included in each course curricula and students are informed about assessments.

Formative assessments focus on students' achievements of the required skills at the end of the course rather than the testing gained knowledge through teacher-controlled test-questionnaires. The formative assessment of the learning outcome is based upon four main efforts:

a. **Student Self-Assessment:** The students should pass pre-course ADL (if applicable), this will be the first feedback on one's own understanding of the topics and possible weaknesses. The students have also access to the course documents which allow them to have an overview of all learning objectives. During the course, all lectures and syndicate works etc. start with listing the learning objectives and end with the most important takeaways. At the end of the day, the students evaluate the outcome by filling the student feedback form, again, addressing learning objectives. This allows students to identify their own understanding of the topics and it enables them to do self-study and/or to ask for assistance from the instructor/coaches during the following days.

b. **Lecturer Assessment:** Lecturers are closely monitoring student efforts, their involvement and the outcome. Lecturers observe students during class work and practical assignments, syndicate works, role-plays etc. It allows the lecturer to provide immediate feedback to the students through dialogue and side talks.

c. **Internal Evaluator Observation:** At the end of each lesson, the Internal Evaluator provides feedback about how to conduct student assessment.

d. **CD Observation:** At the end of each day, CD, with the support of the lecturer, evaluates the learning outcome and identifies high and low achievers among the students. This approach enables the CD to adjust the upcoming days assignments, methodical approaches and to put more focus on the low achievers to assist them in increasing their outcome/learning process.

The CD, supported by lecturers, shall inform students or the WG if they have met the learning objectives.

The CD coordinates with the lecturers the assignment of the final grade to be given to each student at the end of the course. Depending on the student's assessment, a student will be awarded with:

a. **Certificate of completion** - revealed full involvement, constructive participation and support to co-students, expressing the ability to transfer gained knowledge into practice;

b. **Certificate of attendance** - projected full involvement, willingness to constructive participation but hampered due to excusable reasons, or without any constructive contributions, and/or without fulfilment of the course requirements, or missed the number of lessons/exercises required.

Student's Appeal: If the student is unsatisfied with the decisions related to his course achievements, she/he can request review of the decision to the CD. If the student remains unsatisfied with the response received from the CD, he/she can submit a written request to the ETEB Head. The ETEB Head shall inform the NSPCoE Deputy Director. The Deputy Director as a QM and ETEB Head shall interview the student and evaluate the entire situation. Their final decision will be communicated in writing to the student, through the CD.

Student's Engagement Criteria: The students may be monitored throughout the course by the CD and the lecturers according to the exemplary criteria and wording below:

a. Outstanding
   – Always prepared.
   – Participates constructively.
   – Demonstrates initiative.
   – Works well with other students and is a team player.
   – Exceptional content knowledge.
   – Challenges his/her own thoughts and ideas.

b. Normal
   – Usually prepared.
   – Participates constructively.
   – Excellent content knowledge.
   – Stretches to reach potential.
   – Occasionally adds something extra.

c. Marginal
   – Sometimes prepared.
   – Average content knowledge.
   – Rarely challenges ideas.
   – Sometimes an active participant in class.

d. Unsatisfactory
   – Rarely prepared.
   – Rarely participates constructively in class.

– Low level of content knowledge.

– Does not reach potential.

10.3. STAFF AND FACULTY DEVELOPMENT

10.3.1. Personnel Recruitment

Being the NSPCoE a Centre of Excellence in the specific sector, each staff member should meet the minimum criteria described in their respective job description. These criteria cover professional experience, English language proficiency, computer skills and minimum education and training requirements. The level of excellence is dependent on the assignment of personnel with a proper level of competence and the opportunity to update individual and collective competencies. The NSPCoE consists of a multinational team of SMEs provided by the FN / SNs.

10.3.2. Individual Training

Staff arrive at the centre with varying levels of expertise and experience, and it is vital to the maintenance of academic excellence that an initial training be available to ensure a common, acceptable standard of proficiency. The individual training is the acquisition of knowledge, competences and skills needed by an individual to work in a specific job position according to the respective job descriptions, which indicate essential and desirable qualifications and training.

The individual training can be supplemented with additional courses for those individuals appointed to specific roles and functions not covered by a specific job position.

Newcomers, in the first weeks of assignment to the centre, have to follow an induction training to better understand the structure and facilitate their approach to the procedures of the centre (*SOP 015-2018 for in processing, out processing, induction training*).

10.3.3. Personnel Development Plan (PDP)

The PDP includes all those activities (conferences, workshops, additional courses, seminars, etc.) that can improve the job performance and increase duties and responsibilities of NSPCoE personnel. Branch Heads are responsible for their personnel development programme implementation and for proposing new activities (*SOP 012-2018 for personnel development*)

10.4. LEARNING RESOURCES AND STUDENT SUPPORT

NSPCoE has appropriate resources available to support students/participants throughout the learning process. The centre ensures that these learning resources and other support mechanisms are:

a. Readily accessible to students.

b. Designed according to student's needs.

c. Responsive to feedback from those who use them.

d. Routinely monitored and improved.

The resources available in the centre to support the students'/participants' needs are as follows:

a. **Facilities:** Conference hall, syndicates rooms and classroom which are equipped by PCs/laptops, projectors and screens; unclassified VTC system in conference hall; flipcharts, board markers, board rubbers, printers, papers and internet access in the classrooms; tearoom for coffee breaks; Centre of Excellence for Stability Police Units (COESPU) library.

b. **Logistics:**

(1) **Transportation:** the centre can provide transfer between the airport and the hotel for lecturers and students. Daily transfer between the contracted hotel and the centre and also for lunches at COESPU Dining Facility, can be arranged with the FN, if necessary or requested.

(2) **Hotel reservations:** the centre has an agreement with top-tier hotels in the city. All hotel bookings are made by the centre on behalf of students who request an assistance in booking.

(3) **Welcome packages:** Folders including notebook, pen, course program and name tags (badges) are delivered to the students during the registration process at the beginning of the courses.

c. **Documents:** The course program, an informative brochure including administrative issues regarding the course and pre-reading documents are available to students before courses through the NSPCoE website and dedicated cloud services. During courses some centre's publications are available for students to be taken away.

The CD, the CA and the SUB are responsible to manage and coordinate all these process with other related branches and available to reply to requests of students to support them throughout the learning process.

To improve the learning resources management and students' support, the centre gathers observations, recommendations, and monitors students' / lecturers' / facilitators' satisfaction. All these pieces of information are summarized and analysed in the course AAR or PCR and delivered to all centre's staff to let them take necessary actions.

10.5. INFORMATION AND KNOWLEDGE MANAGEMENT (IKM) SYSTEMS

The technical components of IKM System are implemented and managed by the SUB.

There are procedures described in related *SOP 008-2018 for Information and Knowledge Management* to guarantee capability to be able to manage information in an internal environment through IKM.

The IKM of the centre ensures to gather, manage, preserve, store and deliver the right information to the right people at the right time.

10.5.1. Information Systems

The information system in the centre allows staff to share information internally through a Document Management System (DMS) called "data server" or by e-mails, using specific assigned system drives.

DMS provides a central storage and collaboration space for documents, information and ideas. The DMS respects intellectual property and security principles. This system is not suitable to work with classified documents and information.

For each staff member of the centre, a separate user profile is assigned. It provides a private working place for each staff member. For general use, there is a shared drive in the internal network. Each branch and section have here a functional workspace, divided into 2 areas. One is the folder with free access to other centre's staff members and the other is the folder with limited access only to the members of the relevant branch/section. The IKM SOPs support DMS by established collective rules in order to avoid duplications and mistakes. The aim is to facilitate any information storage and search activities and to prevent duplications of stored data by different staff members. This ensures that the capabilities of the server can be used to its best extent.

In this shared drive, also there are folders for each centre E&T activity that all staff member has access to. All information about the students/participants and lecturers/speakers, course/activity information, course/activity program, presentations of lecturers/speakers and all information regarding course/activity administrative issues can be found in these folders. Also, Course/Activity Evaluation Reports, in which feedback collected from students/participants and lecturers/speakers are compiled, can be reached in these folders.

The information is not limited to soft version. Some documents delivered to the centre need to be stored physically.

There is an archiving system in the centre and in this system every branch or section is responsible to archive the related documents into the folders and keep the information of these documents separately.

Internet connection is provided to all centre's staff members through internal information system connection at the centre.

10.5.2. Communication

Internal and external communication are an important part of NSPCoE QA Strategy to ensure the efficient and timely information flow between the stakeholders. The centre has various internal and external stakeholders not only related to E&T activities, but also other activities (e.g. concept and doctrine development, projects, publications etc.) under NSPCoE's functional area.

The centre strives to provide truthful, accurate, timely messages, with specific considerations dedicated to the target audiences, the aim, the type, the contents of all communications.

For internal communication, the centre can rely on:
- Official meetings (leadership and SME meetings, activity coordination meetings etc.), scheduled as per Communication Plan SOP.
- E-mail, telephone, VTC (a NSPCoE WhatsApp group has been set up for work-related urgent communications).
- Face to face communication.
- Agenda – screens on 1st and 2nd floors can show reminders for scheduled day activities, as agreed by an Outlook-managed shared agenda that allows each member off the centre to be aware where she/he is supposed to be and when.
- AER and AAR – reports to share knowledge among the staff, after activities by single members of the centre during a Temporary Duty (TDY) or other off-site assignment.

For external communication, the NSPCoE can rely on:
- Events (meetings, conferences, seminars, workshops, panels, office calls, courses).
- E-mail, telephone, VTC (the NSPCoE contact list is constantly updated with new entries end amendments to old entries; distribution lists have been created to facilitate dissemination by topic)
- NSPCoE website – the first and main point of contact with the external audiences, it is the chosen interface for contact information, courses-related information, product dissemination.
- Social media – X, Instagram, Facebook and Linkedin are the chosen media used to engage and inform audiences about daily news and activities. The social media are also the main tools to promote the centre corporate identity.

NSPCoE also has a general e-mail address (info@nspcoe.org) through which people from outside can reach the centre to get information.

10.6. PUBLIC INFORMATION

The official website of NSPCoE (www.nspcoe.org), together with the Social Media panoply (accounts on X, Instagram, Facebook and Linkedin), offer up-to-date information regarding centre's annual E&T activities and instructions on how to apply for these activities. In addition, general information about the centre, NSPCoE Course Catalogue, and its publications can be found on this website. The centre's products can be downloaded through the website.
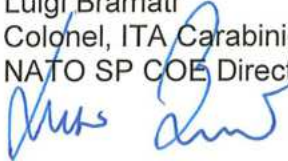
The centre advertises the courses and other E&T activities also through NATO ETOC and e-PRIME in line with the NATO Directives. The information of all centre's E&T activities in these portals is updated according to the approved annual POW on a regular basis and when related information needs to be changed.

NSPCoE information brochure, Course Catalogue and publications are available during the activities for students to be taken as part of the welcome packages.

11. CONTACT INFORMATION

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Luigi Bramati
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NATO SP COE Director

ANNEXES

A. Glossary of Abbreviations.
B. Responsible Accountable Consulted Informed (RACI) Matrix for QA process.
C. List of NSPCoE SOPs
D. Communication Plan

GLOSSARY OF ABBREVIATIONS

A

Advanced Distributed Learning (ADL), 29
After Action Report (AAR), 16
Allied Command Transformations (ACT), 3
Analysis, Design, Development, Implementation, Evaluation - ADDIE, 27

B

Budget and Finance (BUDFIN), 15

C

Centre of Excellence for Stability Police Units (COESPU), 34
Centres of Excellence (COEs), 5
Chain of Command (CoC), 3
Communications and Information Systems (CIS), 17
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Continuous Improvement Process (CIP), 8
Course Assistant (CA), 20
Course Control Documents (CCD), 28
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D

Department Head (DH), 13
Doctrine and Standardization Branch (DSB), 5
Document Management System (DMS), 35

E

Education & Training (E&T), 13
Education and Training Opportunities Catalogue (ETOC), 29
Education, Training and Exercise Branch (ETEB), 5
External Evaluation Report (EER), 16

F

Financial Controller (FINCON), 10
Framework Nation (FN), 3

G

Gender Focal Point (GFP), 10

I

Information and Knowledge Management (IKM), 21
Innovation, Concept Development and Experimentation Branch (ICDEB), 3
International Organizations (IOs), 6

J

Joint Force Development (JFD), 9

K

Key Performance Indicators (KPIs), 5

L

Legal Advisor (LEGAD), 10
Lessons Learned Branch (LLB), 5

M

Memorandum of Understanding (MoU), 3
Military Police (MP), 4
Multinational Specialized Units (MSU), 4

N

NATO Stability Policing Centre of Excellence (NSPCoE), 3
non-Governmental Organizations (NGOs), 6
North Atlantic Council (NAC), 3

O

Officer of Primary Responsibility (OPR), 17

P

Performance Objectives (POs), 28
Personnel Development Plan (PDP), 20
Post Course Review (PCR), 16
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Public Affairs Officer (PAO), 10

Q

Quality Assurance (QA), 3
Quality Assurance Coordinator (QAC), 10
Quality Control (QC), 20
Quality Management System (QMS), 3
Quality Management Team (QMT), 10
Quality Manager (QM), 10

R

Responsible Accountable Consulted Informed
(RACI), 37

S

Sponsoring Nations (SNs), 3

Stability Policing (SP), 3
Standard Operating Procedures (SOPs), 9
Steering Committee (SC), 5
Subject Matter Experts (SMEs), 5
Support Branch (SUB), 10
System Approach to Training (SAT), 3

T

Tactics, Technics and Procedures (TTPs), 6
Temporary Duty (TDY), 36
Terms of Reference (ToR), 10
Training Needs Analysis (TNA), 23

W

Working Groups (WG)s, 7