

Introduction

GETR Part 1

GETR Part 2

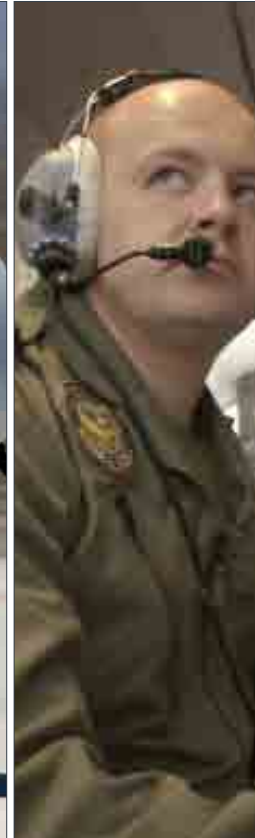
GETR Part 3

GETR Part 4

GETR Part 5

GETR Part 6

GETR FAQs



# GETR - Introduction

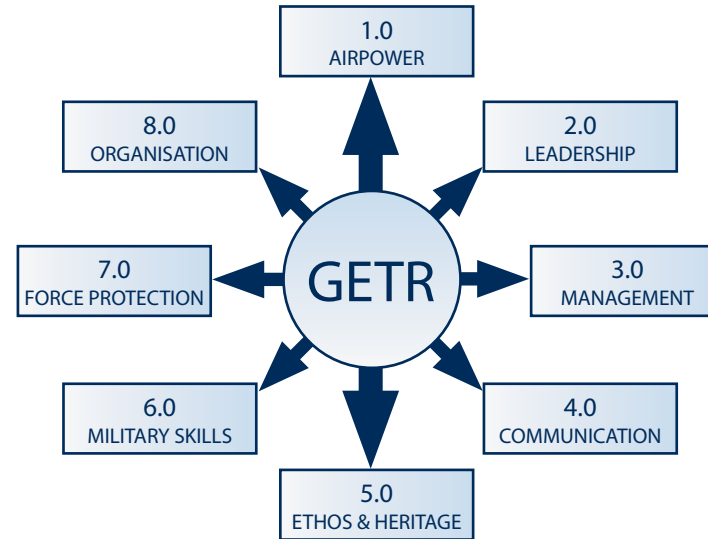
The Royal Air Force (RAF) is a fighting Service. Its purpose is to exploit air and space to deliver military power in a range of environments and circumstances and across a spectrum of operations from peace time up to and including warfighting. Every member of the RAF, of whatever specialisation, supports this purpose through the application of air power. It is crucial that every member, regular or reserve understands this and that they govern their activities and attitudes accordingly. It is the duty of everyone within the RAF to be first and foremost an effective warfighter.

## Professional Military Development (Air), (PMD(A))

The RAF seeks to develop its people to achieve this through a co-ordinated programme of generic education and training throughout their Service career; PMD(A). The generic PMD(A) programme uses a mix of learning opportunities to achieve CAS's vision of an agile, adaptable and capable air force whose personnel are effective advocates of air power.

## Generic Education Training Requirement (GETR)

The RAF has worked common standards and values into a competency framework that outlines the knowledge, skills and attitudes desired at various stages on an individuals career development; the GETR. The GETR outlines the common learning requirements of ranks from AC to Wg Cdr and these are expressed in terms of 8 competencies:



Customers and stakeholders will be notified of changes made to the GETR via the appropriate POC with GETC. In order to promulgate this information to the wider audience, all changes will be published and subsequently archived in the GETR document available through the link on the front page of the GETC website.

The GETR document will also detail information regarding all ongoing GETR developments and indicate the GETC lead to which any queries may be directed.



Should you wish to make any amendments to any of the content contained within the GETR, please contact the undersigned.

Flt Lt Tin Brooks  
 SO3 Generic Training)  
 22TrgGp-GETC SO3 GT  
[getcspto3@cranwell.raf.mod.uk](mailto:getcspto3@cranwell.raf.mod.uk)

# GETR - Part 1

Part 1 contains each of the 8 competency levels required of Airmen and Officers. Each of the 8 competencies are further broken down into sub competencies and detail the minimum performance requirement by individual rank; Effective Indicators (EI's).

## Blooms Taxonomy

The Taxonomy ([Link to lists](#)) refers to a classification of the different learning / performance objectives that can be set for individuals. The GETR focuses upon the cognitive element of this theory which explores 6 levels; knowledge, comprehension, application, analysis, synthesis and evaluation. Each individual level is allocated a list of observable verbs in order to assist with objective setting and are based on the actual meaning for use (some verbs may apply to more than one domain).

EIs - Each rank has been carefully assessed by competence using the Blooms principle and numbering scheme. EI wording should use these performance verbs where appropriate e.g. Is, Prepares, Uses and also follow the principles of 'Blooms Taxonomy'. The EI content can be viewed by hovering over the relevant rank/competence.



# GETR - Part 1

Developed from Bloom's Taxonomy

(Please roll over areas to enlarge)



Future Training

Requirements Matrix: Those areas highlighted in yellow in Part 1, 2 and 3 indicate

emerging subjects within the GETR. Each emerging subject contained within Part 1 is linked to the Future Training

Requirements Matrix, which provides information on subject detail, ownership and development status.

Training Establishments will be able to use this information to keep abreast of potential new course

# GETR - Part 2

Part 2 of the GETR details the means of delivery:

Res = Residential Training for example RTS, IOT, RAF Division.

DL = Distance Learning for example the packages on the PMD  
(A) Online website.

FD = Force Development.

For ease of use this information has been listed alongside  
the EIs and BloomsTaxonomy numbering key for Part 1 of the  
GETR.



# GETR - Part 3

Derived from the requirements in Part 1, Part 3 contains the training objectives delivered during residential training at Formal Training Establishments (FTEs); Recruit Training, Officer and Aircrew Cadet Training, Airman's Command Sqn and the RAF Division and those of the DL element.

The colour key below has been devised to establish a means of self assessment for FTEs to evaluate how well TOs are meeting the requirement outlined by the GETR.

|  |  |
|--|--|
| TO (Training Objective) complies with the EI (Effective Indicator) within the GETR |  |
| EI (Effective Indicator) within the GETR partially met by TO (Training Objective)  |  |
| EI (Effective Indicator) within the GETR not met by TO (Training Objective)        |  |
| TO taught but is not aligned with an EI (Effective Indicator) within the GETR      |  |
| Emerging Topic (Future Training Requirement)                                       |  |



# GETR - Part 4

Part 4 identifies the areas of development outlined by the requirement in Part 1 that has not been addressed by FTEs during the Residential phase or by Distance Learning and will form the basis of Force Development activities and on the job training.

Currently under development.



# GETR - Part 5

Part 5 identifies mandatory training and activities conducted at stn level, ie RAFFT, CCS and E&D. This will also include required frequency of each activity as required.



# GETR - Part 6

Part 6 identifies some of the additional, non-mandatory, courses and activities which can help to further develop, refresh, and broaden training already received.

Information on these activities can be obtained from the following sources:

- Station Learning Centre.
- Station Training & Development Officer (STDO)
- Personnel Learning Advisor (PLA)
- Station and RAF Scrolling News.
- SROs.
- The RAF Leadership Centre.



# GETR - FAQs

## Generic Training

Have you conducted a Training Needs Analysis (TNA) for the changes you are making to the delivery of Generic Training? Generic education and training covers a huge range of subjects and has been delivered and developed for many years. A detailed study of existing education and training was undertaken which identified a training gap. This will be closed by participation in the Professional Military Development(Air) (PMD(A)) programme which provides timely and appropriately sized uplifts in a through-life continuum of personal development. The Generic Education and Training Requirement (GETR) will inform the PMD(A) programme by identifying both the education and training need and the best delivery option. To ensure it meets future RAF needs, it will be continually reviewed and validated.

### Professional Military Development(Air)

Does this draw parity across the 3 Services and are there any synergies between our courses?

PMD(A) has been developed in response to research that showed a need to enhance personnel development in the RAF and is thus a single-Service solution. Because of the different organisational needs and the different ways in which the 3 services deliver their generic education and training there are no direct linkages between them.

However, for officers, the collocation of the RN and RAF Divisions at Shrivenham will mean there are opportunities for cross fertilisation at sqn ldr. PMD(A) for all ranks includes joint topics, including Air-Land and Air-Maritime integration.

## The GETR

Can we use the Generic Education and Training Requirement (GETR) as a management and assessment tool?

The GETR will lay down the required generic competencies for all ranks from AC to wg cdr, these could easily be used as objectives when planning the year ahead with the intention of reporting against them in SJAR or OJAR.

Is any work underway to avoid duplication between the PMD(A) courses and technical/specialist training courses?

Yes, this is good example of how the GETR can coordinate generic activities. Where generic education and training is included within technical and specialist training courses it would be identified within the GETR. This will ensure that it is complemented and supported by PMD(A) and that any duplication or poorly timed inputs can be either removed or realigned to ensure maximum use of valuable residential phases.

