



**Ministry
of Defence**

**JSP 822
Defence Direction and Guidance for Training and
Education**

Volume 8: Skills and Accreditation

Preface

How to use this Volume

1. JSP 822, Volume 8 sets out Defence Policy Direction and Guidance on Skills and Accreditation¹. The volume contains the majority of Defence Learning and Development policies for Skills and Accreditation; where Defence policy sits outside of Volume 8, it is clearly referenced throughout the volume, and in the Coherence section at Para 5 of Volume 1.
2. The volume is made up of Direction and Guidance:
 - a. **Policy Directives** which provides the Direction that must be followed in accordance with statute or policy mandated by Defence or on Defence by Central Government.
 - b. **Policy Guidance** which provides the Guidance and best practice that will assist the user to comply with the Directives.
3. The volume employs '**must**', '**should**' and '**could**' language as follows:
 - a. **Must**: indicates that the policy direction is a legal or key policy requirement and is **mandatory**.
 - b. **Should**: indicates the policy guidance is a **recommendation**. Although not compulsory, if a decision is made that any part of this policy cannot be complied with, then the Senior Responsible Owner who is ultimately responsible for that decision must thereby own and manage the inherent risks that arises.
 - c. **Could**: indicates that the policy guidance is good practice and encouraged.
4. JSP 822 is the authoritative policy that directs and guides Defence people to ensure that training in Defence is appropriate, efficient, effective and, most importantly, safe. Organisations across Defence have their own policy documents which local policy teams populate and manage, based on their interpretation of the policy contained within JSP 822.

Users should consult those policies and policy teams, within their organisation prior to JSP 822 and the TSLD Training Policy Team that manages JSP 822.

¹ Note that Organisational Learning is captured under the Defence Organisational Learning Structure (DOLS) Framework owned by Joint Warfare in STRATCOM and is not within the scope of JSP 822. The Pan Defence Skills Framework (PDSF) currently sits in Ch 4 of JSP 755

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1 The Defence Learning Framework (DLF)

1. The DLF develops the Defence People Strategy's direction to maximise the talent of Defence People, providing a high-level framework encompassing the span of Defence individual and collective learning. The DLF provides key principles across ten component areas, covering all aspects of the Defence Learning Ecosystem. Detailed information on the DLF can be found in Volume 1.

Vision: Defence enables Joint Operational excellence through high quality learning that maximises the use of all the talent available to Defence.									
Mission: To enable the competent, efficient and effective delivery of UK Defence Strategic Objectives by FE@R through the provision of high quality, timely and relevant learning to Defence People.									
Key Components of Defence Learning									
Learning Governance:	Learning Design:	Learning Delivery:	Learning Environment:	Learning Culture:	Individual Skills Development (Professional):	Individual Skills Development (Personal):	Collective Skills Development:	Partnerships:	Learning Futures:
Effective governance structures exist with defined responsibilities and robust H2A mechanisms.	The DSAT QMS and DSAT policy and processes are applied effectively to all Defence Learning.	Modern, flexible learning delivery methods are employed to meet Defence and learner needs.	Modern learning environments and technologies engage the learner in achieving high quality learning outcomes.	A positive, proactive approach to Through Life Development (TLD) pan-Defence is embedded across the workforce	Identification, acquisition and recording of Defence Professional Skills is enabled & embedded pan-Defence.	Defence people are encouraged and enabled to attain personal Skills that maximise their talent (KSE-B)	Deliberate and targeted learning occurs that develops team effectiveness and operational capability.	Strong strategic, operational and tactical partnerships are nurtured to maximise Defence Learning outcomes and benefits.	Research, experimentation and innovation drives continuous improvement in Defence Learning.
Principles of Defence Learning									
1. Effective structures and responsibilities are implemented.	1. Learning meets documented requirements and supports the attainment of Skills.	1. Evidence-based methods are employed to achieve learning outcomes.	1. Physical and virtual learning environments are safe, engaging and accessible high-quality places.	1. Positive attitudes to learning are demonstrated at all levels of Defence.	1. WF Skills are captured and recorded in a single pan-Defence repository.	1. A personalised learning pathway, a Skills Passport, and coaching and mentoring provision is available for all.	1. Collective Training is focussed on the development of teamwork capabilities.	1. Collaboration with PAGs, UK Defence Allies and external organisations is harnessed to improve learning outcomes for the benefit of Defence.	1. Lesson exploitation and horizon scanning identifies opportunities and priorities for learning research.
2. Functional and Capability Sponsors are involved from the outset.	2. DSAT Analysis, Design & Evaluation functions are implemented.	2. Experiential Learning is integrated into the workplace.	2. Learning technology capabilities are developed iteratively in an 'evergreen' approach.	2. WF have the opportunity and support to undertake purposeful learning.	2. Defence Skills records are utilised to:	2. Individuals 'own' and 'value' their personal learning journey, supported with access to learning, qualifications, time and resources.	2. Methods and tools are used to accurately measure and assess teamwork capabilities and skills.	2. Collaboration with DfE influences Government learning policy for the benefit of Defence and its WF.	2. Research work in partnership with DST, DSTL and contracted partners is:
3. Learning Requirements are clearly articulated.	3. Design staff have the necessary Skills to maximise the efficacy of learning interventions.	3. A Blended Learning approach is adopted wherever relevant.	3. A pan-Defence Learning Management and Delivery System:	3. Learning achievement is rewarded and recognised.	a. Exploit workforce talents to meet Defence Strategic Objectives.	3. Individuals are encouraged to develop Skills and gain qualifications to prepare them for life beyond Defence.	3. Identify, measure and evaluate collective team & task outcomes at all levels.	3. Collaboration with partner organisations enables the delivery of apprenticeships, professional accreditation and intellectual development programmes.	a. based on agreed requirements;
4. Continuous improvement is driven across Defence Learning.	4. Interventions are modularised by default and access maximised.	4. Learning diagnostics are employed to establish WF Skills and enable a "fixed mastery, variable time" approach.	a. Provides coherent Information to enable evidence-based investment and policy decisions.	4. Informal learning opportunities are encouraged, supported and exploited.	b. Enable professional development and career progression.		4. A full mix of Live, Synthetic and Blended methods are used to provide Collective Training interventions.	4. Outsourced Defence Learning contracts are managed and assured effectively.	b. supported and exploited into practice.
5. Risk is managed, and resource prioritised to maximise Defence Learning outcomes.	5. Existing content is reused / repurposed to reduce duplication and maximise usage.	5. Delivery staff have the necessary Skills to support learners to achieve enhanced learning outcomes.	b. Enables coherent and efficient Governance, Design, Delivery, Assessment and Evaluation.	5. Duty of care and trainee welfare is prioritised in all learning environments.	3. Professional Skills Development is based on clear learning outcomes and recognition of accredited / prior qualifications & learning.				3. Opportunities to experiment and innovate are created, and outcomes are transferred into BaU where appropriate.
6. Robust H2A mechanisms provide assurance at all levels of Defence Learning.	6. Capability development addresses the Training DLoD coherently and in a timely manner	6. Learners have the necessary learning and technology Skills to achieve enhanced learning outcomes.	c. Enables immersive learning.	6. Learning design & delivery account for the learning needs of a neuro-diverse workforce.					

2 Defence Direction for Accreditation of Training, Education and Skills

Policy Sponsor: TSLD, CDP

1. The provision of opportunities to gain nationally recognised civilian qualifications through the accreditation of education, training and experience is an important component of MOD civilian and military personnel strategies as they provide recruiting, developmental, retention and resettlement benefits.
2. The engagement in learning beyond the military requirement that is demanded by many accreditation schemes, supports the development of general intellectual abilities. This enables personnel to contribute more effectively to the organisation, to respond better to change and to cope more effectively with the novel situations that the dynamic Defence environment presents.

2.1 Introduction

SCOPE

3. This Defence Direction applies to all Regular and Reserve Service personnel (SP), and MOD Civil Servants (CS). The intention is to maintain a strategic approach to accreditation, by ensuring a close fit with external academic and skills developments and coherence across Defence. Differences in Terms and Conditions of Service (TACOS) between SP and CS are reflected in this Direction.

AIM

4. To set out the responsibilities for the provision of through-career accreditation, in order to support the delivery of Defence operational capability through improved personal effectiveness, contributing to recruitment, retention, career development and resettlement activities.

GOVERNANCE

5. The focus of this Direction is the accreditation of nationally recognised civilian qualifications rather than awards or professional memberships. Accreditation is to be sought for all mandatory military training and education², and some civilian training as and when appropriate, subject to it being able to meet all the criteria laid out in this Direction and the necessary resources being available. Accreditation is the gaining of a whole or partial civilian qualification through recognition of the internal training, education and experience of SP, against the qualification's specific requirements. Where accreditation does not meet the requirements for the full national qualification, an accreditation scheme should provide opportunities for individuals to 'top up' their learning to enable them to achieve the full

² A distinction should be made between accreditation schemes which simply accredit military training/experience and those that demand additional learning beyond the military training requirement and accreditation of military training experience. Where courses are short and un-assessed, sS may choose not to seek accreditation, where this is impractical or unfeasible.

qualification through part accreditation and part additional learning. Accreditation schemes relating to Defence courses must be offered to all attendees on an equal opportunity basis. The identification of accreditation opportunities should be undertaken by the Heads of Profession³ (HoP), who have responsibility for the professional development of people, in conjunction with the appropriate Defence, CS⁴ and sS training establishments. The development of accreditation opportunities is to be pursued through a coherent governance process.

6. **Defence accreditation lead.** TSLD is the lead for the development of Defence Direction for accreditation, which is endorsed by the TSLD PAG⁵. It will direct the implementation of this Direction through the DESPWG⁶, which is attended by representatives of the Service Directors of Education (SDEs) and the CS HR Director. The Accreditation WG will sit, chaired by TSLD and with sS desk level attendance, prior to the Defence Accreditation Forum, which takes place biannually, in order to inform it. The role of the SDEs in the governance process is at Annex C.

7. **sS accreditation policy leads.** The accreditation policy leads for Defence are:

Defence	C1 Personal Development and Education
RN	Navy Command HQ, SO1 TMG PACC
Army	Army HQ, AH L&D, Pers Pol
RAF	Air Command, 22 Gp, Accreditation and Education Wing
CS	HRD, HR Strat

8. **Accreditation Sponsor.** Accreditation schemes are to be sponsored by either a HoP or an SDE. HoPs are to sponsor accreditation schemes relating to their professional area whereas the SDEs are to sponsor wider opportunities, such as schemes to gain management qualifications, unless the SDE agrees that a particular scheme would be more appropriately sponsored by another appointee. The responsibilities of the Accreditation Sponsor are detailed at Annex C. Where a scheme is run on a pan-Defence or tri-Service basis, the most appropriate Accreditation Sponsor will be nominated through the DESPWG.

9. **Commanders⁷.** The key accreditation responsibilities and tasks of Commanders of both training and non-training establishments and units are at Annex C.

³ This role is undertaken specifically by the Branch Managers in the Royal Navy, by Corps Colonels/Trade Sponsors in the Army and the Branch/Trade Sponsors in the RAF. HRD are working to determine responsibilities for this role (through HoPs) within the CS.

⁴ In general terms CS are employed based upon being qualified, which differs from their military counterparts, who are predominantly 'trained-in' to their employment. Therefore, accreditation has more applicability to SP. Where appropriate, the CS will consider the accreditation of specialist skills gained within Defence, using the Civil Service Learning Gateway framework as the process through which such determinations are made.

⁵ TSLD Policy and Assurance Group, a 1* level, biannual meeting.

⁶ The Defence Education, Skills, Policy Working Group; an OF5 TSLD led, biannual meeting.

⁷ Commandants, Commanding Officers and Heads of Establishments.

2.2 Selection of Accreditation Schemes

10. **Wider employability skills.** The Government regards the achievement of a full Level 2 qualification as the platform for wider employability. The Ministry of Defence fully supports the government apprenticeship agenda; further detail on apprenticeships can be found in Chapter 3.

11. **HE level skills.** A HE qualification (at Level 4 to 8) is generally needed for entry to most professions. Entry to HE through a Foundation Degree should lead to opportunities for full honours⁸ and postgraduate courses. Specifically:

- a. **Regular SP.** Accreditation Sponsors should look to offer personnel in all career groups the opportunity to enter HE through the Foundation Degree route, at an appropriate career development point. This may be through a trade specialism or through a more general scheme linked to broader generic competences such as management.
- b. **Reserve SP.** Opportunities should be developed by Accreditation Sponsors, where possible, for members of the Reserves within the constraints of their TACOS to gain credits from appropriate military training and experience that could be counted towards a HE qualification that will progress their development in the Reserves.
- c. **CS.** CS may undertake degrees where they support the development of skills in line with the Skills Frameworks and where there is a required business need, and appropriate management and financial approvals are obtained.

12. **Other principles.** In choosing the appropriate qualification for an accreditation scheme there are a number of other principles that are to be considered; these are at Annex D.

13. **Selection of awarding organisations.** The selection of the most appropriate awarding organisation is a key consideration in the overall development of an accreditation scheme. sS must consider the use of DAO for all existing or new accreditation requirements as appropriate, and use DAO for accreditation guidance.

14. **Selection and management of external accreditation scheme providers.** Where external accreditation schemes are publicly funded, external providers are to be selected in accordance with MOD commercial process⁹. Technical evaluation criteria are to be based upon the principles listed at Annex D. CS should follow the appropriate management, commercial and procurement approval routes, in line with Cabinet Office guidance on external training¹⁰.

15. **Professional memberships.** Requirements for membership of professional bodies vary, but generally comprise a combination of relevant training and education (normally demonstrated through achievement of an acceptable qualification) and demonstration of

⁸ All Foundation Degrees must be able to demonstrate clear routes of entry to full honours degrees, towards which they provide 240 out of the 360 credit points needed. An HND, on the other hand, provides 180 credit points.

⁹ See 2012DIN04-131.

¹⁰ See 2014DIN07-111, which describes the route to the market under the CS Learning Gateway process.

professional competence (often related to experience and job responsibilities). Where practicable, Defence courses should be mapped entirely, or in part, against the training and education requirements of a professional body.

2.3 Approach to Accreditation

16. **Pre-existing training and education courses.** Many existing training courses have elements whose main purpose is to support accreditation. In some cases, these are explicit stand-alone periods whereas in others they have been incorporated through modification of the course content under the original training objectives. It is important that pre-existing accreditation opportunities are not dismantled without viable alternative schemes being offered in their place. Consequently:

a. **Pre-existing accredited courses.** Those courses with additional accreditation elements are to continue to offer accreditation schemes on the same basis unless or until:

(1) a major revision of the course training objectives and/or redesign is conducted.

(2) a strategic review of comparable accreditation schemes within or between the sSs leads to a recommendation that changes are made to the accreditation scheme.

(3) a significant change to the qualification's content and/or assessment requirements is made.

b. **New courses and accreditation schemes.** New courses should be designed to satisfy the operational requirement, taking into account the course accreditation potential.

(1) Additional content should not normally be added for accreditation purposes other than short periods to introduce and administer the scheme. However, the course designers should liaise with the designated Accreditation Sponsor to identify an appropriate scheme at the outset and seek to incorporate the mapping and assessment of accredited elements within the course where possible.

(2) Only where it can be demonstrated by the Accreditation Sponsor¹¹ that it is impractical or inefficient to deliver specific components of an accreditation scheme outside of the course programme, may it be extended to accommodate them. In these circumstances the Accreditation Sponsor must seek the approval of the sS Authorities and the training establishment (receiving the additional funding to extend the course, and reflected in the Formal Training Statement). Such an extension should not exceed 10% of the original course length.

¹¹ The Accreditation Sponsor will often be the Training Sponsor but where this is not the case the Accreditation Sponsor must consult the Training Sponsor, in addition to the relevant training establishment.

- (3) The remaining elements of schemes that are not gained through the accreditation of courses must be pursued in the work place and/or through personal study, and be properly supported.

17. **Tracking and transfer of learner records.** Effective tracking of learner progress is essential to running successful accreditation schemes with high completion rates. Both Accreditation Sponsors and external providers (where used) must be kept updated with learner contact details to enable progress to be tracked. This is particularly important for SP who will often commence accreditation schemes in a training establishment and then complete them in productive Service. JPA can assist in the tracking of personal qualifications. It is the responsibility of accreditation scheme students to keep both the Accreditation Sponsor and the external provider (where used) updated with their contact details. However, training establishments and units should ensure that SP notify accreditation scheme providers of changing circumstances (including withdrawal, where necessary) as part of routine administrative procedures.

18. **Personal documentation.** SDEs should ensure that appropriate guidance (ideally online) is available to support student accreditation scheme documentation.

19. **Quality assurance.** Quality assurance measures must be an integral part of all accreditation schemes, in accordance with:

a. **External quality assurance standards.** All Education and Skills Funding Agency (ESFA)-funded provision is subject to inspection by the Office for Standards in Education (Ofsted). Defence also has a direct partnership agreement with Ofsted under which they will inspect aspects of Defence training, including those that are accredited. HE schemes must comply with academic standards developed by the Quality Assurance Agency (QAA) for HE. QAA reviews of academic institutions may extend to Defence schemes. Full support is to be given to all Ofsted inspections and QAA reviews. All courses contained within the Regulated Qualifications Framework (RQF) are subject to external QA by professional awarding organisations.

b. **Internal measures.** The achievement of national quality assurance standards should be underpinned by internal measures including the following:

(1) **Analysis of learner evaluation surveys.** The Accreditation Sponsor is to develop a student feedback process to enable the survey and monitoring of schemes.

(2) **Periodic evaluation of schemes.** The Accreditation Sponsor is to hold biannual reviews of schemes, to ensure they meet the needs of the individual, the Service and, if appropriate, external funding and awarding organisations.

(3) **Internal Inspection.** Accreditation Sponsors may request the support of the SDE in the inspection of schemes. SDEs may also initiate their own inspections.

2.4 Funding

20. Accreditation is subject to the availability of resources. Where insufficient funding is available to comply with this Direction for a particular training stream or group, the SDE is to report the shortfall to the DESPWG for action.

21. **Mandatory civilian qualifications.** Where Defence people are assigned to posts for which a qualification is a mandatory requirement (reflected in the job specification), responsibility for funding the qualification lies with the sS or employing organisation which owns the requirement for the qualification to be held.

22. **Elective accreditation schemes.** Elective accreditation schemes can only be offered where any necessary additional costs can be funded. The potential sources of funding for include: the MOD, the ESFA and the individual learner¹². The provision of Defence accreditation schemes is limited by affordability, in terms of both direct and indirect costs, so it is necessary to ensure prioritisation of funding. In general, Defence should seek to raise skills levels from the bottom up. This has maximum impact on trainability and provides maximum return on investment. However, with multiple entry standards across the sS, accreditation schemes will have to vary accordingly, and there may be additional recruiting and retention factors that drive accreditation priorities.

23. **ESFA funds.** ESFA funds are to be drawn upon and managed in accordance with ESFA regulations and guidelines.

24. **Personal funding.** For some (especially second and subsequent) qualifications Defence people may be required to meet the whole or partial cost of elective accreditation. In general, the higher the level of qualification offered through an accreditation scheme, the more reasonable it is for some of the cost to be borne by the individual. However, Defence will negotiate the most favourable cost with providers and/or awarding organisations. Where individuals are asked to make a personal contribution, it must be the same for all except where individuals can gain accreditation of prior learning that reduces the requirement and associated costs. SP can also draw on the Standard and Enhanced Learning Credit schemes¹³. CS are able to apply for financial assistance as detailed in civilian training and development policy.

2.5 Monitoring and Reporting

25. Regular, accurate data is an important requirement for sSs to effectively manage their accreditation activities. Two sets of management information are to be maintained:

- a. **Directory of qualifications.** A directory containing details of all accreditation schemes maintained by sS, supported by SDEs and Accreditation Sponsors. This information can then be used to develop and evolve accreditation schemes across Defence.
- b. **Activity data and reporting.** Quantitative and qualitative data is to be gathered by SDEs and training establishments in accordance with sS reporting

¹² Including SP access to the Defence Standard and Enhanced Learning Credit schemes, the Direction for which is contained within this JSP.

¹³ Direction relating to Standard and Enhanced Learning Credits is contained within this JSP.

requirements. Completion rates of accredited courses are to be recorded and reviewed in accordance with current sS reporting procedures, as at 31 Jul each year (consistent with ESFA/Academic year).

3 Defence Direction on Apprenticeships

Policy Sponsor: TSLD, CDP

3.1 Introduction

1. Apprenticeships are a workplace scheme that combine practical on job training with study. The proportion of off-the-job training must be at least 20%, with the remainder completed as on-the-job training. Apprenticeships are an alternative, practical route into higher education. All employers with a pay bill over £3M pa pay 0.5% of their total pay bill to the HMRC as an apprenticeship levy. This money can then be drawn down to pay for apprenticeships which give the employee a nationally recognised qualification at no cost to the individual. The MOD is one of the largest employer-providers of Apprenticeships in England. Apprenticeships are a fundamental part of the offer for our personnel and the programme contributes significantly to the overall skills accreditation provision. TSLD is responsible for the Armed Forces Apprenticeship Programme (AFAP). Head Office's Civilian HR team manages the MoD's Civil Service programme. The three single Services run their own schemes and assure their own programmes in and out of the training environment. This direction explains how the AF programme should be managed specifically in relation to the Department for Education funding regulations and Ofsted's inspection requirements.

General Principles

2. The Armed Forces Apprenticeship Programme directly supports the Defence Tasks. It is Defence policy that, where viable, Phase 2 training and subsequent development of workplace competence should be accredited through a relevant apprenticeship, at an appropriate level. New recruits are to be offered the opportunity to commence an appropriate apprenticeship at a minimum of level 2, where a suitable standard exists or can be developed and is a viable way of delivering training. Where an apprenticeship is not available, an alternative qualification should be offered at no cost to the individual. All apprenticeships must have a minimum duration of 12 months.

3. Progression apprenticeships may be offered throughout the SPs career where appropriate but must always be mapped to the role of the individual. The 20% off-the-job training **must** be completed in work time. It is not "homework" but a fundamental part of a full-time role. In many civilian contexts this manifests as 1 day in a teaching / learning setting and 4 days in the workplace. However, there are varying combinations that can be used, including front-loading the 20% (into the Phase 2 training environment for example). It is critical that this learning time is accurately recorded by the employer through the chain of command and supporting training providers. Apprenticeships are offered at several levels as indicated in Table 1.

Name	Level Equivalent Educational Level
Intermediate 2	5 GCSE passes at grades A* to C (grades 9-4 from Sep 17)
Advanced 3	2 A Level passes
Higher 4,5,6 and 7	Foundation Degree and above
Degree 6 and 7	Bachelor's or master's degree

Table 1: Apprenticeship Levels

MOD Civil Service

4. Defence offers over 30 different apprenticeship schemes in many professional areas to its Civil Service staff. These schemes can be undertaken by existing staff as a way to upskill and build capability for the department or line managers can recruit apprentices to build a pipeline of new talent and skills for the department.

3.2 Governance

5. The single Service (sS) and the MOD CS are responsible for delivering their own apprenticeship programmes, and for setting their own requirement. TSLD is responsible for providing overarching strategy for the Armed Services with the support of the sS and CS. TSLD is the lead for engaging with OGDs on behalf of the single Services, in particular the DfE and the Cabinet Office. The sS are therefore to inform TSLD of any engagement with OGDs. For civilian staff, policies and strategies are the responsibility of CivHR and all engagement with OGDs and other key stakeholders will be managed by them.

6. External Linked Organisations

- Department for Education (DfE)
- Education Skills Funding Agency (ESFA)
- Institute for Apprenticeships and Technical Education (IfATE)
- Office for Standards in Education (Ofsted)
- Office for Qualifications (Ofqual)
- Quality Assurance Agency for Higher Education (QAA)
- Office for Students (OfS)

3.3 Apprenticeship Standards

7. An apprenticeship Standard is a holistic statement of the Knowledge, Skills and Behaviours required by an industry recognised competent tradesperson. sS and the CS are encouraged to support trailblazer groups and route panels with qualified and competent personnel where appropriate to facilitate the close match of apprenticeship standards to the relevant trade. sS are to inform TSLD of personnel attached to such duties. Personnel who attend trailblazer groups and route panels are to be aware they represent Defence and should liaise accordingly. Trailblazer TORs are at Annex A.

8. All apprenticeship standards must contain an End-Point Assessment (EPA) which is a competency assessment used to evaluate the learner's job competency at the end of the programme. The EPA is conducted by an organisation from the Apprenticeship Providers and Assessment Register (APAR)

3.4 Eligibility

9. The following eligibility criteria is based on the general principles in Section 3.1. Personnel must be in the role that supports the provision of an apprenticeship. Apprenticeships for FTRS personnel are at the discretion of the single-Services, but consideration must be given to the ability of the individual to complete the duration of the course during their contract.

10. The offer of a full apprenticeship to members of the Reserve Forces is not currently possible because of the constraints of their TACOS in line with ESFA Regulations and the ability to link the apprenticeship to their **main and only** employment. An alternative strategy of accrediting transferable skills (such as leadership and management) should be developed by Accreditation sponsors to demonstrate the potential value to civilian employers of skills gained during military Service. Accreditation Sponsors should develop appropriate vocational accreditation opportunities, where possible. Where this is not possible, alternative opportunities to accredit transferable generic skills should be developed.

3.5 Elective Apprenticeships

11. All apprenticeship requirements in respect of Defence Trades/Professions are to be identified by Hd Profession staffs to sS/MOD Apprenticeship teams for inclusion within the relevant sS/MOD ESFA contract and Apprenticeships' scheme and are to be related to an employment role and requirement. They are initiated by an employer's need and are not to be used for elective personal development by SP, therefore, to maintain the integrity of the sS/MOD schemes, elective apprenticeship and ad hoc arrangements with external training providers are not to be entered into. Requests for new apprenticeship requirements are to be authorised by the respective sS leads.

3.6 Recording of Apprenticeships on JPA

12. Recording of Apprenticeships will be mandated by the single Service however, where sS record Apprenticeship agreement on JPA, a standard recording template is to be used. Recording of the completion of an Apprenticeship in some areas is integrally linked to career progression and may be used to provide evidence in promotion boards, and additionally where available will offer an additional layer of assurance to external audit.

13. A standard reporting format is to be used. Once complete, a copy of the apprenticeship pass certificate must be presented to HR Admin Staff to allow processing on JPA and retention in the apprentice's P File. JPA recording should be achieved using the JPA Business Process Guide (BPG) titled "Update Competences against a Service Person's Profile" noting the following:

a. The Name Field should be populated with one of the following depending on the level of apprenticeship attained:

- (1) "Educational|Apprenticeship L2|Joint".
- (2) "Educational|Apprenticeship L3|Joint".
- (3) "Educational|Apprenticeship L4|Joint".
- (4) "Educational|Apprenticeship L5|Joint".

- (5) "Educational|Apprenticeship L6|Joint".
- (6) "Educational|Apprenticeship L7|Joint".

b. The full description reads: "Generic Apprenticeship Competence. Specific details of individual Apprenticeship held in Qualifications area of JPA". This is to remind HR when awarding to enter the actual qualification in the appropriate area on JPA.

c. The actual apprenticeship qualification should be entered on JPA as the full name shown on the apprenticeship pass certificate plus the IfATE apprenticeship ST code in brackets after, i.e. "Large Goods Vehicle (LGV) driver C + E (ST0257)".

3.7 Inspection and Assurance

14. **Ofsted.** Any AF training that is linked to an apprenticeship qualification is liable to be inspected by Ofsted. The two programmes of commissioned (Care & Welfare) and statutory (Apprenticeship) Ofsted inspections are conducted entirely separately, using separate inspection frameworks and visits will not be combined. Inspections of apprenticeships are conducted against the Education Inspection Framework (EIF)¹⁴ and only cover apprenticeship training, they do not cover any wider training undertaken within the establishment.

15. **Financial.** Provider Financial Assurance audits are conducted by the ESFA to ensure eligibility and authenticity of funding claims and correct contractual adherence to funding rules and regulations.

16. Only those organisations on the APAR who hold an agreement with the ESFA can deliver apprenticeships using either apprenticeship levy or ESFA funding. For the Ministry of Defence this is:

- a. Royal Navy
- b. The British Army
- c. Royal Air Force
- d. Ministry of Defence Police

17. Learner progression reviews must be conducted regularly¹⁵ throughout the apprenticeship period¹⁶.

a. Where an exemption to this frequency regulation has been granted this is on the basis that the training establishment must be able to provide evidence of training reviews, end of phase assessments and training alerts when called upon to do so.

b. Where an apprenticeship is integral to Ph2 training an Exit from Ph2 Training Review should be completed before the apprentice leaves Ph2.

¹⁴ [Education Inspection Framework \(EIF\)](#)

¹⁵ This is usually at least every 12 weeks; however, the frequency can be different as long as the employer agrees.

¹⁶ This may be carried out virtually but must be followed up with email confirmation as a record of the learner review. No more than 3 consecutive virtual reviews may take place.

- (1) Both the Learner and the Reviewer must sign and date to confirm attendance.
- (2) The learner must complete the Learners Survey section.
- (3) The learner's feedback is required for Ofsted Inspection and will be requested at point of inspection.

18. All apprentices irrespective of age or environment in which they are working are subject to Ofsted and ESFA safeguarding requirements. All personnel with CoC responsibilities for apprentices must follow the Safeguarding rule laid down in JSP 834¹⁷.

19. **1st Party Assurance.** Apprenticeship training is subject to the normal assurance protocols as per JSP 822, Volume 5.

20. **2nd Party Assurance.** The SDE must assure for quality of external Service Provider delivery and must conduct a programme of regular financial and data assurance.

21. **3rd Party Assurance:**

- a. Financial Audit by the ESFA. The aim of the Provider Financial Assurance audit is to provide the ESFA with assurance that apprenticeship funds are used appropriately to support learners and learning in accordance with the ESFA apprenticeship funding rules and that financial governance arrangement within the Armed Forces Apprenticeship Programme is robust.
- b. The ESFA require an external assurance report and certificate to be submitted every three years by all employers who hold a contract with the ESFA and sub-contract any part of their apprenticeship delivery. The external assurance visit is conducted by the Government Internal Audit (GIA) organisation and the SDE is responsible for submitting the sub-contractor compliance certificate to the ESFA.
- c. Ofsted Inspections of apprenticeships are carried out against the Education Inspection Framework (EIF) ([Education Inspection Framework](#)).

22. The format of the apprenticeship Self-Assessment Report is directed by each sS lead.

23. The format of the apprenticeship Quality Improvement Plan (QIP) is directed each sS lead.

24. The learner's feedback is required for Ofsted Inspection and will be requested at point of inspection.

25. Examples of External Organisations are, but not limited to:

- a. OFQUAL
- b. Awarding Organisations
- c. EQA
- d. Defence Internal Audit

¹⁷ JSP 834: Safeguarding

3.8 Funding

26. The Armed Forces pay the apprenticeship levy bill into a government centralised levy pot. External training providers and the sS then draw down apprenticeship levy funding when the appropriate training is provided. The MOD CS contributes to a separate levy pot, which is then drawn down by external training providers when the appropriate training is provided. The civil service and military programmes are therefore funded separately.

27. The ESFA Apprenticeship Service employer accounts are used to fund and manage the military and MOD civil service apprenticeship programmes. A named person for each service is to ensure that only those personnel from their service requiring access are given access, and that when people no longer require access, they have their access removed. For CS the Apprentice Management Office is responsible for managing the funding. Should the military or CS be running an underspend the military/CS are encouraged to transfer levy to each other to support the whole force. Any underspend lasting 2 years will be lost back to the treasury. Alternative options to draw levy money down from other organisations or to place underspend in a central pot for other businesses to draw on will be managed by TSLD with the support from the sS and CS.

28. Where an employer draws down more funding than they pay in, they will enter co-funding where the government will fund 95% of the cost of the apprenticeship. The Armed Forces Apprenticeship programme costs more than the apprenticeship levy contribution paid each month; as a result, sS TLB are required to manage the shortfall in levy contribution of their apprenticeship programmes through co-investment.

29. The governing principles of MOD co-investment are agreed at the Defence Apprenticeship Working Group and approved by TSLD PAG. Due consideration should be taken into the impact that growth of the sS programmes has on the total cost of the AF apprenticeship programmes. Growth of the AF apprenticeship programmes will require an increase in the sS co-investment contribution and therefore there may be a requirement to prioritise funding for future programme expansion. This prioritisation is at sS direction.

30. An Apprenticeship Evidence Pack determined by each sS lead to show the minimum required standardised set of forms for recording the Learner's journey must be produced.

31. Accurate and robust evidence of how **individual** apprenticeships are costed and are being delivered must be provided for ESFA funding reviews. The evidence must show that each apprenticeship meets minimum training duration requirements, a minimum of 20% of the total training duration is off-the-job and must be conducted during working hours. Where records do not correspond, or if evidence cannot be provided to demonstrate an individual was in continuous learning, the funds provided for those learners/periods will be reclaimed by the ESFA.

32. Apprenticeship delivery must evidence the planned hours that are attributable to the apprenticeship, including both on and off-the-job hours.

33. Apprenticeship providers must assess new learners for prior qualifications, education, Training and work experience. Where a learner has Prior Attainment a bespoke programme of learning should be produced for that learner to account for the costing of the new learning only.

3.9 Care Leaver Bursary

34. The Government provides direct funding¹⁸ in the form of a Care Leaver Bursary for apprentices who have previously been in care, as well as additional payment for employer/training providers in order to support the apprentice. Service personnel who have previously been in care are eligible for these funds. Two separate funds are available:

- a. **Care Leaver Bursary.** For an apprentice who is a 'care leaver' and who starts their apprenticeship up to and including 31 Jul 23, the bursary is a single payment of £1,000. It can only be received once by an individual care leaver. For care leaver apprentices starting their apprenticeship on or after 1 Aug 23, the bursary will be £3,000. It is payable in instalments over the first year of the apprenticeship.
- b. **Additional payment for employer.** A payment to the employer/training provider to support the Care Leaver through their apprenticeship training.

35. Further details can be found by referring to the extant Department for Education (DfE) Apprenticeship funding in England rules for employer-providers, which should be used as the authoritative document.

3.10 Eligibility Criteria

36. **Additional payments for employer.** Payment towards the additional cost associated with training is available if at the start of the apprenticeship, the apprentice is:

- a. aged between 16 and 18 years old; or
- b. aged between 19 and 24 years old and has either an Education, Health and Care (EHC) plan provided by their local authority¹⁹ or has been in the care of their authority as defined in Paragraph 36.

37. **Care Leaver Bursary.** Service personnel who are care leavers are eligible for the bursary if they have not received this bursary payment before, either whilst in Service or enrolled on a previous apprenticeship with another employer/apprenticeship provider and that they meet one of the following criteria:

- a. An eligible child - a young person who is 16 or 17 and who has been looked after by the local authority/health and social care trust for at least a period of 13 weeks since the age of 14, and who is still looked after;
- b. A relevant child – a young person who is 16 or 17 who has left care after their 16th birthday and before leaving care was an eligible child; or
- c. A former relevant child – a young person who is aged between 18 and 21 (up to their 25th birthday if they are in education or training) who, before turning 18, was either an eligible or a relevant child.

¹⁸ The Care Leaver Bursary became available for all new apprentices wef 1 Aug 18.

¹⁹ Care Leavers Bursaries are only available to apprentices who have been in the care of local authorities of England, Scotland and Wales or the Health and Social Care Trusts of Northern Ireland.

38. **Process for claiming additional funding.** The process outlined below covers both payment for the Care Leavers Bursary and the additional payment for the employer.

a. **Informing the apprentice.** Single Services are to make Service personnel aware that if they have previously been under the care of a local authority, they may be eligible for a Care Leavers Bursary on commencement of their apprenticeship training. All Service personnel are to be briefed on the bursary during their Phase1/Initial Training, which will give those eligible and interested in claiming this money time to gather appropriate evidence. Care leavers are under **no obligation** to declare that they have been in care and this position must be respected, in addition those who do come forward to claim the bursary should be able to do so in a confidential manner.

b. **Evidence Pack collation and storage.** In order to claim a Care Leaver Bursary a number of documents need to be collated, completed, checked and kept in an 'Evidence Pack' for future audit. This is to be done by adding the Evidence Pack to the 'Individual Learner Record'. It is important that **no sensitive information** is stored, this includes the EHC. Management and storage of this data is to comply with the Data Protection Act 2018 and GDPR. Completion of the form at Annex B will provide a handrail for the evidence required. Evidence held must be non-refutable i.e., held in a format that ensures it has not been altered. It is also to be readily retrievable for audit purposes.

c. **Applicant's Declaration.** Single Services are to give individuals the opportunity to declare that they are a Care Leaver and would like to access the funding. A signed declaration must be completed by the apprentice to confirm that they:

- (1) understand that they are eligible for and would like to receive a bursary as a care leaver.
- (2) understand that if they been found to have accepted the payment incorrectly or if they are ineligible the fund must be repaid.
- (3) have not been paid a care leavers bursary before.

d. **Evidence Required for Application.** Evidence that the apprentice has been in the care of their local authority is to be provided by obtaining a signed letter from their local authority appointed Personal Advisor to confirm the Service person is a care leaver and eligible for the Apprenticeship Care Leaver Bursary.

e. **Processing the payment.** Once the evidence has been checked²⁰ and uploaded onto the individual's 'Individual Learner Record' (ILR), the appropriate ILR code is to be entered onto the Apprenticeship MIS system. The receipt of the ILR code by the ESFA will trigger an incentive payment to the single Service Apprenticeship Bank Account²¹.

²⁰ Evidence is to be checked by an appropriate authority, either the CoC or directly by the Service Provider depending on single Service direction.

²¹ The payment will be shown in the Apprenticeships Additional Payments report and labelled with the apprentice's unique learner number.

f. **Payment to individual.** Once the money is received in the single Service Apprenticeship Bank Account, JPA Form E031a is to be completed detailing those personnel eligible for payment under payment type 'Apprentice Bursary'. This form is to be signed by the single Service authority and forwarded to [DBS JPAC CAG](#) for processing. One form is to be completed per single Service per month and submitted to DBS five working days prior to the pay run; to facilitate prompt payment to the apprentice via their monthly pay.

39. **Apprentices of a Different Service to the Training Establishment.** Where apprentices are studying for their apprenticeship in a training establishment belonging to a different Service to their own, they may apply for the Care Leaver Bursary, providing they fulfil the eligibility criteria. The application is to be made through the training establishment through which they are studying for an apprenticeship. The request for bursary payment to the ESFA will be triggered through the apprenticeship MIS that hosts their Individual Learner Record (ILR). The Commanding Officer of the training establishment is responsible for ensuring all apprentices of other Services are notified of the bursary and given the opportunity to apply.

40. **Timings**

a. **Initial/Phase 1 Training Brief.** The Care Leaver Bursary Brief must be delivered during Initial/Phase 1 Training to allow sufficient time for the applicant to obtain evidence for the application prior to starting the apprenticeship.

b. **Application Submission -** The application process to claim the bursary must be initiated at the start of the apprenticeship.

c. **Individual Receipt of Bursary.** The care leavers' bursary payment, due to the apprentice, will be generated (and paid via the single Service) as follows:

(1) 60 days after the apprentice starts, £1,000 will be paid if the apprentice is still undertaking their apprenticeship;

(2) 120 days after the apprentice starts, £1,000 will be paid if the apprentice is still undertaking their apprenticeship; and

(3) 300 days after the apprentice starts, £1,000 will be paid if the apprentice is still undertaking their apprenticeship.

The payments must be passed on in full to the apprentice within 30 days of the single Services receiving the funding.

d. **Single Service employer payment.** Providing the apprentice is still on programme, within 90 days of the apprentice start, 50% of the employer payment will be paid to the single Service apprenticeship UIN. 365 days after the apprentice starts, the remaining 50% of the employer payment will be paid to the single Service apprenticeship UIN.

3.11 Joint Trade Training

41. Where apprenticeships are delivered to more than one service, the lead service will conduct the funding, assurance and governance of that programme. The lead service is to issue a MOU/SLA.

3.12 Military Provost Guard Service (MPGS)

42. In accordance with AGAI Vol 2, Ch 043, Part 9, MPGS is part of the Provost Branch, with the Provost Marshal (Army) (PM(A)) as Head of Capability. As MPGS personnel are Regular Army soldiers, irrespective of the Service they originated from or which Front Line Command (FLC) funds their post, the Army Apprenticeship Management team will manage apprenticeships for MPGS personnel, and where appropriate, draw down the associated levy funding.

43. Any apprenticeship requests or enquiries by MPGS personnel should be referred to Army Pers-Pol-Apprenticps-WO.

3.13 Literacy and Numeracy

44. Apprenticeship programmes require Functional Skills (FS) to be completed within the duration of the course. The expected level of completion is mandated by the level of the apprenticeship standard. sS and the CS are to follow ESFA functional skills (FS) requirements. It is recognised that a L2 may not be achieved by some SP whilst completing their apprenticeship; In these cases, L1 is the minimum that must be achieved. sS and the CS should follow the FS direction contained within this JSP.

3.14 Apprenticeship Leads

Defence	SO1 Skills Strategy TSLD (People-TSLD-Skills Strat SO1)
RN	Head of Royal Navy Apprenticeships (NAVY PEOPLE-TMG PACC SO1)
Army	SO1 Apprenticeships (Army Pers-Pol-Apprenticps-SO1)
RAF	Head of Apprenticeships (22Gp-APP-SO1)
CS	AHd Civ HR (People-CivHR-Strat AppsOR AHd)

4 Defence Direction for Literacy and Numeracy (Functional Skills)

Policy Sponsor: TSLD, CDP

1. The need to ensure acceptable levels of the Functional Skills²² (FS) of Service personnel (SP) is unequivocal. FS enhance the ability of SP to assimilate training more effectively, manage the demands of increasingly technical roles, and take full advantage of career opportunities, which all contribute to reduced wastage in training and improved retention.

2. By addressing foundation level development requirements of SP, through a whole organisational approach to FS, Defence makes a significant contribution to personnel strategies, including training, education, skills, recruitment, retention and resettlement. Additionally, the improvement of English, mathematics and ICT skills are a key part of the Government's national skills strategy²³ in which Defence must fulfil its role and lead by example.

3. FS (English), FS (Mathematics) and FS (ICT) qualifications have shifted the emphasis from learning how to do something to choosing and using skills to solve problems. This underpins the practical approach embodied in military training and complements the day-to-day work of SP. Defence has adopted FS qualifications as the accredited measures of literacy and numeracy skills for all SP accessing in-Service literacy and numeracy provision.

4.1 Introduction

4. It is acknowledged that there will be differences in implementation of this overarching Defence Direction across the sS, owing to the differing needs, resource constraints and priorities. ICT is outside the scope of Direction²⁴. This Direction applies to all SP, noting:

a. the application of this Direction to those not serving on full-time engagements may need to be adjusted to take account of the specific circumstances imposed by their different terms and conditions of service. sS are required to produce their own supporting FS policies and implementation plans for those not serving on a full-time basis.

b. MOD Civil Servants (CS) will continue to offer the opportunity to their staff to raise their skill levels consistent with the Skills Pledge. The differing FS needs of CS and Service Dependents (not in full-time education and living with SP based

²² Literacy, numeracy and Information Communication Technology (ICT).

²³ Government Skills for Sustainable Growth (2010) and Investing in Skills for sustainable Growth (2010), most recently reinforced by the Skills Funding Statement 2013-16 (2014).

²⁴ It is anticipated that, as part of the Digital Economy Bill, ICT will be incorporated into the Defence approach to FS in due course. In the meantime, sS are to continue with their current arrangements for meeting their respective ICT requirements - including those that are integral to apprenticeship provision and specialist/generic productive Service ICT requirements.

overseas) will not be addressed in this Direction but will be incorporated in due course.

c. MOD contractors are responsible for identifying and addressing the needs of their own people and this should be reflected in contractual arrangements.

d. SP identified as having ESOL²⁵ needs and who are required to gain FS (English) qualifications, will require additional ESOL support and assessment from specialist practitioners.

e. the needs of SP with Specific Learning Differences (SpLD) are addressed by separate Direction²⁶.

AIM

5. To ensure that all SP have the literacy and numeracy skills needed to undertake training, operate effectively in productive Service and are able to exploit professional development opportunities.

DEFINITIONS

6. The following definitions are used throughout this Direction:

a. **Basic Skills.** This term is no longer widely used²⁷. It has been replaced with Skills for Life and, for the purposes of this Direction, FS.

b. **FS.** The term FS is defined by the Skills for Life Network²⁸ as '*practical skills in English, mathematics and ICT that enable learners to deal with practical problems and challenges. They allow individuals to work confidently, effectively and independently in everyday life*'.

c. **National Standards.** National FS standards and qualifications remain defined within the nine levels²⁹ of the old National Qualifications Framework (NQF) (rather than the Qualifications and Credit Framework (QCF) that has since replaced it). Details of these national levels and their relationship to FS qualifications are at Annex F.

d. **Components of FS provision.** An outline of the components of FS provision is provided for reference at Annex G.

²⁵ English for Speakers of Other Languages (ESOL). National ESOL qualifications are available for those SP designated as ESOL learners, but ESOL provision and qualifications are not publicly funded in England, for those ESOL learners in work. Where ESOL programmes are conducted for SP, sS will be required to meet these programme costs.

²⁶ See Volume 7 - Defence Direction on Specific Learning Differences. It should be noted that having weak FS in itself is not a special educational need or a SpLD. Some FS learners may have SpLD tendencies, but having a SpLD does not in itself lead to having weak English or mathematics. Nevertheless, having SpLD can hinder learning and progress.

²⁷ It is still used by the Army (Basic Skills Manager) as a legacy term.

²⁸ <http://www.skillsforlifenetw.com/article/functional-skills/3946>.

²⁹ QCF: Entry Level (EL) and Levels 1 to 8 (9 levels). EL 1, 2 and 3, Levels 1 and 2 within QCF are FS levels. The QCF is being replaced by the Regulated Qualifications Framework (RQF) from 1 Oct 15. Ofqual expect the QCF will expire on 31 Dec 17.

APPROACH

7. Whilst the aim of this Direction is to address the FS needs of SP as early in their careers as possible, the significant legacy needs for SP in productive Service must also be addressed. Recruits and trainees will face training that places immediate demands on their FS abilities, particularly during technical Phase 2 training. It is essential, therefore, that they are capable of operating at an appropriate level upon reaching that stage of training. sS should seek to improve the FS (English) and FS (Mathematics) abilities of all recruits by at least one national level and, ideally and if achievable within resources, to a minimum of Level 2. Applicants who do not hold Level 2 FS (English) and FS (Mathematics) are to undergo an assessment of their skills levels to inform the planning of future in-Service FS provision. Additionally, recruits must have appropriate English Speaking and Listening (S&L) abilities in order to cope safely with initial training. These will be assessed against minimum sS standards during recruiting. For SP in productive Service, FS needs must be addressed at the earliest, practicable opportunity that take account of:

- a. the scale of this legacy population, particularly within the Army and its concentration within certain units, arms or Services.
- b. the level and prioritisation of operational commitments and the need to generate Defence capacity to meet mandated military tasks.
- c. Service Leavers (SLs) with FS needs should be given appropriate support, where practicable, prior to completing Service.

PRINCIPLES

8. sS are to apply the following principles:

a. **Assessment.**

- (1) **sS Initial Assessment (IA).** FS IA for all recruits (who do not hold Level 2 English and mathematics equivalent qualifications), ideally, no later than Week 3 of Phase 1 training.
- (2) **S&L screening.** Screening of English S&L skills for all recruits as part of the recruitment and selection process.
- (3) **Diagnostic Assessment (DAss).** DAss of FS (English), ESOL and/or FS (Mathematics) for all those identified as having FS needs. DAss should be conducted, ideally before allocation to a programme of FS learning, to enable the FS specialist to devise a support programme that is most appropriate to the needs of the individual learner. DAss should be regarded as an on-going process that is repeated, as required, until the SP achieves Level 2 qualification.

b. **Assessment tools.** To ensure consistency, reliability, and validity of assessment:

- (1) appropriate FS tools, such as the DAss Tool³⁰, are to be used.
 - (2) appropriate screening tools for English S&L skills³¹ are to be used.
 - (3) when measuring a SP's attainment of FS standards, assessments tools used by the relevant Awarding Organisation (AO) (that lead to nationally recognised FS qualifications) are to be used³².
- c. **Support.** sS are to provide appropriate levels of FS support to ensure that the needs of its SP are met, including:
- (1) ensuring that SP have access to FS Information, Advice and Guidance (IAG), and provision, including support for S&L skills. An appropriate blend of delivery methods (e.g. individual and group tuition, mentor support, distributed learning, class-based tuition and ICT-based support) should be utilised to meet the needs of the learners.
 - (2) where feasible and permissible, SP deployed on operations or extended training activities, are provided with appropriate FS support to meet their needs.
 - (3) offering FS support to collocated SP from other Services, where practicable.
 - (4) FS learning is progressive and coherent, through recruitment, selection, Phase 1 and 2 training and throughout productive Service.
- d. **Responsibilities.** SP have a personal responsibility to address their identified FS shortfalls, supported and encouraged by their sS Chain of Command. However, sS must ensure that they have appropriate specialist support, opportunities and time available to do so. FS support and accreditation are to be free (publicly funded at the point of delivery) to SP.
- e. **Qualifying standard.** The principal output is the attainment of a FS qualification (or equivalent nationally recognised qualification), appropriate to the SP's needs. All FS support must be geared towards achieving this.
- f. **Design and development of training.** The FS requirements within specific trade, branch and employment roles are to be identified using the Defence Systems Approach to Training process for new and revised training.

³⁰ For illustrative purposes only; such as that provided online by OCR: <http://ocr.org.uk/qualifications/by-type/functional-skills/support-materials/>; sS may choose a DAss Tool that most suits their needs.

³¹ As, for example, laid out in this OCR FS Assessment Guide, English Speaking, Listening and Communicating, Level 1 & 2: <http://www.ocr.org.uk/Images/81136-english-speaking-listening-and-communication-assessment-guidance.pdf>.

³² For example, the OCR Assessments for FS Levels 1 & 2: <http://www.ocr.org.uk/ocr-for/teachers/e-assessment/e-testing/functional-skills/>.

4.2 Governance

9. **Defence.** Defence will:

- a. set the Defence FS Direction and manage accordingly³³.
- b. monitor, report and address strategic implementation issues through the DESPWG³⁴.
- c. provide the Departmental link with the Government's Skills Agenda through liaison with the Cabinet Office, Department for Education (DfE), Department for Business, Energy, and Industrial Strategy (BEIS), and other public bodies.
- d. support implementation through liaison with DfE, BEIS, Education and Skills Funding Agency (ESFA)³⁵.

10. **sS.** sS are to:

- a. identify sS leads for FS support to their SP.
- b. develop their respective FS policies and implementation plans to support this Defence Direction and evaluate their impact.
- c. manage the supply of support to meet their FS requirements, using internal and external resources.
- d. resource their FS support infrastructure.
- e. ensure quality assurance and quality improvement of FS support provided.
- f. capture and collate management information in order to monitor implementation and report progress, as required, to TSLD.
- g. liaise with Defence and other sS to ensure effective pan-Defence implementation of FS support.

4.3 Standards

11. The minimum FS standards to be achieved by SP across Defence are shown in Table 2. Evidence of meeting these standards is only to be demonstrated by SP holding the relevant FS qualification or their proxy (substitute) award. The list of proxy awards used to meet Defence requirements (such as recruitment or promotion) is given at Annex F. The following exceptions to this qualification rule apply as evidence of meeting recruiting and selection standards:

- a. results of pre-enlistment English S&L screening.

³³ Through TSLD, CDP.

³⁴ The Defence Education, Skills, Policy Working Group; an OF5 TSLD led, biannual meeting.

³⁵ And their equivalent organisations in Wales, Scotland and Northern Ireland, as well as national bodies concerned with the delivery of FS provision and qualification.

- b. results of the FS IAs, where no FS qualifications are held or where valid qualification certificates are not available for authentication.

MINIMUM STANDARDS				
Timing	FS (English)	S&L	FS (Mathematics)	Comment
On Enlistment	Entry Level 2	Level 1	Entry Level 2	To be determined and adjusted by sS in line with the prevailing recruitment environment and the needs/resources of each sS ³⁶ .
At start of Phase 2 Training	Entry Level 3	Level 1	Entry Level 3	
Within 3 years of joining the Service	Level 1	Level 1	Level 1	Where commitments prevent this, then by no later than promotion to rank of substantive Cpl or equivalent.
Within 8 years of joining the Service or as required, by sS criteria for promotion	Level 2	Level 2	Level 2	To be determined by each sS, including action to take if SP fails to achieve this level as the sS regulations stipulate.

Table 2: Minimum FS standards to be achieved by SP across Defence

4.4 Management

12. **sS implementation in Joint Commands or Defence establishments.** sS are to ensure that this Defence Direction on FS is applied to their SP serving in Joint Commands or Defence Establishments, through their respective FS policy leads, and the agreed arrangements reflected in their implementation. Where pan-Defence issues arise, they should be raised initially through the DESPWG.

13. **Data capture.** sS should ensure that details of FS assessments and qualifications are captured appropriately in order to allow them to track and measure progress/success.

14. **Tracking.** sS may wish to ensure that the FS records for SP are transferred with them as they are assigned. In addition, sS should ensure that Individual Learning Plans (ILPs) are transferred when a SP moves and that there is appropriate liaison between the respective losing and gaining units to ensure that any programme of support is re-commenced.

³⁶ Flexibility is made available on the basis that the Phase 2 FS entry standards are rigorously imposed and are achieved within Phase 1 training resources.

15. **Professional standards for FS support staff.** sS are to ensure that all staff employed in the delivery of FS assessment and provision hold the requisite professional qualifications, appropriate for their specific teaching/support role. Training staff should be provided with the opportunity to gain relevant professional qualification(s) free at the point of delivery and they must meet the requirements of the DTC Direction contained within this JSP. The specific qualification requirements are confirmed through the DESPWG.
16. **FS assessment and testing tools.** Only assessment and testing tools that have been validated against the national standards for FS are to be used. For the purposes of commonality, particularly in joint environments, sS should move to the adoption of assessment and testing tools. This is to be co-ordinated through the DESPWG.
17. **Quality assurance.** sS are to ensure that all internally and externally delivered FS provision is quality assured in accordance with 3rd party assurance, the Common Inspection Framework (where applicable) and sS 1st and 2nd party assurance processes³⁷.
18. **IAG.** sS are to ensure that appropriate, high quality FS IAG is available, as required, to all SP and that they have access to specialist FS practitioners that can assess their needs and determine appropriate support options. This should be complemented by appropriate FS awareness training for all trainers (as part of their pre-employment training) employed in training units, establishments and groups; as well as recruiting and selection staff.

4.5 Funding

19. **Defence funding.** Defence FS provision will be (in most cases) a blend of in-house and external provision. FS provision and qualifications have been available and publicly funded in England since Sep 10. sS are to fund:
- a. **Specialist workforce.** Sufficient in-house specialist practitioners to meet the FS requirements that are not met from external or ESFA/EFA-funded providers and, co-ordinate the delivery of that provision across their Service.
 - b. **FS staff training.** Training for in-house specialist practitioners and support staff to meet the required professional standards, where this is not externally funded.
 - c. **Trainee costs.** All direct and indirect costs incurred by initial training establishments, where training has to be extended to cover FS provision to meet the minimum FS Entry Level 3 standard, by the start of Phase 2 training.
 - d. **FS resources.** FS support materials, essential ICT, audio-visual equipment and associated consumables, and any other essential resource costs.
20. **Public funding (outside Defence).** sS should fully exploit access to wider governmental, publicly funded FS provision and where appropriate, take advantage of opportunities to draw down public funding directly to support FS provision³⁸. This should

³⁷ Plus requirements of Education and Skills Funding Agency (ESFA), where sS draw down public funding directly.

³⁸ Through SFA and their equivalents in Northern Ireland, Scotland and Wales.

be conducted within Government guidelines and in such a way that the balance of Defence and externally funded provision does not represent a strategic risk in the event of changing national priorities.

4.6 Points of Contact

Defence	C1 Personal Development and Education
RN	Navy Command HQ, Trg, TMG PACC
Army	HQ Army, AH L&D, Pers Pol
RAF	Air Command, 22 Gp, Trg Pol

5 Defence Guidance for the Personal Development Record

Policy Sponsor: TSLD, CDP

1. Lifelong Learning is designed to improve access to learning opportunities and to encourage personnel to take greater responsibility for, and interest in, their own learning. Learning records are a low cost, high value demonstration of an organisation's commitment to Lifelong Learning but, to be effective, Personal Development Records (PDRs) need ongoing support. The successful use of PDRs by the single Services (sS) and MOD Civil Service (CS) complements existing personal development plans, facilitates career progression and motivates, giving the individual a sense of value and inculcating pride in their achievements.
2. The Defence intention is, *"to strongly encourage all staff to maximise their personal development potential and complete and maintain a Personal Development Record which is a useful tool to help assist with personal development planning. Where there is a requirement to provide an evidence-based audit of continuing development through membership of professional external institutions or where there is draw down of Government funding, a Personal Development Plan (PDP) must be completed. The PDP or equivalent (where it serves the same purpose) must also be completed where it is a requirement of the single Service/civilian appraisal procedures."*

5.1 Introduction

Aim

3. To aid personal development by providing Defence Guidance for the use of an individual PDR, as part of Defence Lifelong Learning.

Personal development

4. There are many differing interpretations of personal development used within Defence and the wider profession of training and development. The agreed definition for Defence describes personal development as *'the individual improvement which results from a personally tailored programme of education, training and experience'*. Personal development is:
 - a. personal development required within an individual's present job.
 - b. personal development required for their longer term career.
 - c. personal development required for, or identified by, the individual to support their wider interests.
5. Lifelong Learning is, therefore, a process of nurturing, shaping and improving an individual's skills, knowledge and competences to ensure their maximum effectiveness and adaptability, and to minimise the obsolescence of skills. It does not necessarily imply upward movement; rather, it is about enabling individuals to improve and use their full

potential at each career stage. Development goes beyond formal education and training to embrace any activity that helps an individual develop in line with their personal and professional goals.

Personal development record

6. A PDR is a tool to encourage individuals to take greater responsibility for their personal and professional development. PDRs allow Defence people to record achievements, qualifications and experience. They also help individuals track their progress, review and plan development and assist with identifying learning, training, goals and aspirations both within and beyond a career in Defence. A PDR is a personal document, owned and maintained by the individual. However, line managers and commanders have an important role to play in supporting individual's completion of the record. They will often be in a better position to make an objective assessment of an individual's capabilities and competences and identify training and development needs, particularly for the current post.

Principles

7. The Department's approach to PDRs is underpinned by the following key principles:

a. All Defence people have the right to use and maintain a PDR and should be encouraged to do so.

b. It is best practice to use and maintain a PDR and therefore all Defence people are entitled to be provided with a PDR in both hard copy and/or electronic format.

c. PDRs become the personal property of the document owner. They are maintained by the owner and it is entirely the choice of the owner whether information is made available to anyone else with the following exceptions:

(1) It is a requirement for members of a wide range of professional organisations to use and maintain a PDR. A PDR either in whole or in part may be required for assessment purposes;

(2) A PDR can be a requirement for audit purposes where Government funding is drawn down for a training or education development activity;

(3) A PDR should include a PDP, which may be required for assessment purposes;

d. In accordance with sS and CS policies, Defence people are encouraged to complete a Personal Development/Training Plan associated with their own appraisal process. CS are also required to identify and report against 3 development objectives as part of their performance appraisal process;

e. Completion of PDR elements covering an individual's post, trade or branch specialism may be mandated and inspected by the Chain of Command.

f. Where appropriate, Defence people are to be given time at work to maintain their PDRs.

g. The Chain of Command is to ensure that support is available and given where requested to assist Defence people in the use and maintenance of their PDR.

h. Whilst Defence people are responsible for their own development, line managers and commanders have a role to develop the people who work for them. Career managers must do all they can to provide development opportunities for subordinates and, as part of that, encourage and promote the use of PDRs, and discuss personal development during the appraisal process.

Generic PDR structure

8. A PDR should be designed to be user friendly, low maintenance and incorporate many of the existing principles of sS and CS personal development. Whilst there is no mandated structure, PDRs are likely to comprise:

- a. **General introduction.** An overview of PDR features, benefits and contents.
- b. **Personal profile.** Collate personal details, qualifications, employment details, training and development records and curriculum vitae.
- c. **Personal development plan.** Show how to prepare a PDP. It may, for example, contain simple analytical tools to help to identify personal development goals and plan how to achieve them.
- d. **Branch/Trade/Specialism.** Sponsored by the relevant branch or trade and issued separately as required. For recording branch/trade-specific training and development activities. It may, for example, include a generic career template for the branch or trade showing opportunities for civilian accreditation or details of training and development showing knowledge, skills and competences gained.
- e. **Current employment.** Collate data relevant to current job. It should contain a job description, terms of reference, job objectives, job skills and competences, unit training and development etc.
- f. **Certificates and personal records.** Archive documents such as qualifications, appraisal reports, interview notes and course report etc.

9. It is worth noting that many versions of PDRs are in use across Defence. They are available in both hard copy (usually a personal folder) and/or electronic formats. The means to record and maintain personal development information can be achieved through a variety of methods with an increasing trend towards on-line career and development advice providing the tools for individuals to create their own e-portfolio.

Responsibilities

10. sS should:

- a. use this Guidance to develop their own policies on the use of PDRs.

- b. provide additional guidance and support to assist people in the use and maintenance of their PDR.
- c. evaluate the effectiveness of the PDR to ensure a realistic return on investment.
- d. fund PDRs.

6 Defence Guidance for Postgraduate Education

Policy Sponsor: TSLD, CDP³⁹

1. Postgraduate Education (PGE) direction was revised in consultation with sS and MOD Civil Service (CS), in order to provide a pan-Defence policy to formalise the principles and processes which govern PGE. This Guidance was endorsed at the Defence Training Board on 15 Mar 12.
2. MOD has a requirement to train and educate its military and civilian personnel for specified posts and/or roles at postgraduate level, either at universities or through professional bodies. The DOC Audit⁴⁰ Report and the subsequent Postgraduate Education Delivery Paper⁴¹ outlined a requirement for a common policy for PGE. There is a requirement to scrutinise PGE to ensure that those personnel who require PGE are correctly identified and are getting the appropriate training whilst maintaining a balance of investment for MOD.
3. DCDS (Pers&Trg) directed⁴² that a new MOD PGE policy, which gives clear guidance on requirement and delivery options, was to be developed. All TLBs⁴³ are to continue to fund PGE and play an active role in selecting delivery options, using DefAc as both an advisory body⁴⁴ and a delivery body where appropriate. However, there must be an equitable and fair approach across Defence and only essential PGE is to be funded.

6.1 Introduction

Scope

4. PGE is, for the purpose of this document, referred to as: *Masters or doctoral studies leading to a full or partial qualification i.e. all education at Level 7 or above on the Quality Assurance Agency (QAA)⁴⁵ Framework for Higher Education Qualifications in England, Wales and Northern Ireland*, but it also can include certificates and diplomas which are taught to a more academically demanding standard than undergraduate certificates and diplomas.
5. This PGE Guidance applies to all members of the Armed Forces (Regular and including Reservists undertaking PGE as part of their military commitment) and MOD CS for whom PGE is required. The provision of PGE, which meets the criteria set out in this paper, is the responsibility of the sponsors. PGE funded through Enhanced Learning Credits is out of scope.

³⁹ Talent, Skills, Learning and Development, part of Chief of Defence People, 6th Floor, MOD Main Building.

⁴⁰ DOC Audit 2/10.

⁴¹ Postgraduate Education Delivery Paper 20110727.

⁴² D/TSLD/01.06.03.06 20110901. Now known as CDP.

⁴³ Strategic Command TLB may delegate this responsibility to HLBs as appropriate.

⁴⁴ 2nd DTB (22 Mar 11) and the DOC Audit 2/10 both stated that DA should: '*fill an essential role as broker in sourcing delivery options for PGE*'.

⁴⁵ <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/default.asp>.

6. This Guidance does not cover activities sponsored by the Defence Science and Technology (DST) programme, designed to deliver MOD's research requirements and support the development of appropriate expertise for the future. Direction for DST is provided by the Chief Scientific Adviser, supported by the Research and Development Board and DST Strategy, with the Defence Science and Technology Research Programme Office leading on formulation and procurement of the programme, including that delivered via the university sector.

Aim

7. To provide a Defence Guidance to formalise the principles and processes which govern PGE.

Role

8. PGE remains one of the delivery mechanisms that might be considered in providing a VfM solution to meeting a Defence T&E requirement. A PGE solution may be required to meet role specific pre-employment or external licensing requirements. There is also a requirement for PGE to provide the strategic thinking skills to enable individuals to operate in an uncertain, complex and ambiguous environment⁴⁶. Where this requirement is applicable and the solution or part thereof is a PGE intervention, then it must be recorded.

Requirement

9. PGE will only be funded where it is judged essential to meet a clearly defined Defence or sS requirement. PGE qualifications may be post related for legal or licensing reasons. PGE may also be essential when specific skills are mandated and gained as pre-employment training (PET). The benefits of postgraduate study vary in terms of their function and intended outcome and these are to be scrutinised to ensure best VfM and VFT⁴⁷. PGE falls into two brackets:

a. **Essential skills or knowledge.** Skills and or knowledge that are required for the post which is most effectively (VfM) delivered by a PGE intervention. This includes those roles where a qualification is required as a licence to practise, for legal reasons or where no other training exists. Where PGE is essential it should be annotated on the job specification and considered as PET.

b. **Essential Attributes.** Where there are key benefits to Defence Outputs in developing attributes through PGE under one or more of the following categories:

(1) PGE to enable support to the Defence contribution to UK influence to help deliver the Government's Foreign Policy and Defence Goals.

(2) To develop specialist business knowledge/skills required within Defence and sS cadres to create and sustain its 'agile edge' and underpin current and future capability delivery.

⁴⁶ Individuals must be able to work within Defence, Government and the International Community. There is also a need to be able to network intellectually at the higher level, with colleagues across Government or in civil industry, and internationally in Defence - *Enhancing Strategic Capability Study Final Report (Revised)* – 25 Aug 11.

⁴⁷ www.hepi.ac.uk

- (3) To develop the ability to critically appraise and analyse problems to create innovative solutions and maintain the Intellectual Edge.
- (4) Where in-house development cannot provide the required level of Continuing Professional Development⁴⁸ for that career field or specialism.

6.2 Governance

10. The following MOD organisations have responsibility for PGE:

- a. **TSLD.** The responsibility for the ownership and maintenance of PGE Guidance resides with TSLD.
- b. **Sponsors.** The sponsors of military PGE requirements should be identified by sS Commands. PGE relating to professional skills will be sponsored by the MOD Skills Champion for that professional area. The TSLD Policy and Assurance Group (TSLD PAG) is to be kept informed of any change in this requirement.
- c. **DefAc.** DefAc is a main provider of PGE and has significant expertise in delivery option development, which should be exploited when considering T&E options that may be delivered by a PGE route. DefAc is also a Training Delivery Authority in its own right for certain types of PGE.
- d. **The Surgeon General (SG).** Due to the unique training requirements for Defence Medical Services (DMS) personnel, in terms of mandated professional standards and qualifications, SG, through the Defence Postgraduate Medical Deanery (DPMD), will advise on the requirement and delivery options for healthcare⁴⁹ related PGE courses.
- e. **Postgraduate Education Working Group.** A PGE Working Group, chaired by DefAc and its members comprising sS Commands, Strategic Command, DE&S and SG will convene biannually or more often if required, to progress PGE. DefAc will undertake the Secretariat role and act in an advisory capacity. With greater PGE visibility, DefAc will be able to give advice and offer suggestions for alternative provision where overlap exists for better VfM/VfT within current training provision.

⁴⁸ For some specialisms, the criteria will be set by the professional body.

⁴⁹ Healthcare is defined as medical, dental, AHP and veterinary.

6.3 Sourcing Postgraduate Education

11. DefAc should be engaged as part of the development of a cost effective and coherent delivery solution. Where sponsors believe DefAc cannot provide T&E, they should consult DefAc for guidance on options for the most cost effective delivery option⁵⁰. As per para 7d, SG will determine this for healthcare T&E. In consultation with TLBs, where there is overlap or replication in training and where there is scope for greater efficiency in provision, opportunities to reduce costs should be taken. DefAc will provide a forum to enhance provision to suit Defence's needs and is to provide the following support to PGE:

- a. To enhance visibility of all Defence PGE, DefAc should have an overview of all PGE. TLBs are to maintain up to date PGE supplier lists to which DefAc is to have access.
- b. Once a requirement for PGE has been established, DefAc is to be engaged to ascertain whether they can contribute to the Sponsors' Option Analysis. DefAc considers a new requirement to be the development of a new course or an addition to an existing DefAc delivered course such as a part-time option that is not currently available. Delaying the provision of a delivery intervention can be costly, hence DefAc should be consulted early. DefAc aims to respond within four working weeks.
- c. DefAc is to identify a range of possible PGE suppliers and advise a recommended option for each proposed PGE occurrence.
- d. A list of those institutions currently being used for courses will be reviewed annually and amended as the requirement changes. This list may be managed through a preferred suppliers list, admission onto which will be subject to Defence Contractual Policies.

12. DefAc will also act in an advisory capacity for all (less healthcare) PGE or alternative suppliers in order to better meet MOD's needs. Criteria for assessing alternative suppliers are:

- a. quality of the intervention.
- b. opportunities for customer leverage.
- c. economies of scale.
- d. exploitation of VfT and VfM for Defence principles.

⁵⁰ PGE Delivery Paper 20112707.

6.4 Management

13. The wide range of PGE needs to be effectively managed in accordance with the following key principles:

- a. There should be a clear and auditable mechanism for defining requirements and detailing how that requirement is to be met through a PGE intervention.
- b. There should also be a clear auditable trail to maintain and monitor the mechanism for delivery in order to assure VfM.
- c. All PGE requirements should be reviewed every three years to confirm the requirement and to ensure that the current intervention continues to meet that requirement.

14. **Sponsors.** Sponsors are to identify the requirement for T&E which is best met through a PGE intervention and categorise it as either PET or Continuing Professional Development, in order to deliver wider intellectual development or other essential attribute requirements. The mechanism for PGE is as follows:

- a. Sponsors should critique job specifications and establish which posts are mandated as requiring PGE for essential skills or knowledge as PET.
- b. The learning outcomes that PGE is expected to deliver, together with underpinning criteria, must be clearly outlined by the Sponsor. These should include the business/operational goals that need to be achieved and the attributes that are required from the selected individual. If the attributes gained have specific application or benefit in a given role, the relevant job specification should also show this.
- c. On completion, it is the responsibility of the sponsor to ensure that the qualification and/or competences are recorded on JPA or HRMS within three months of the qualification being awarded.
- d. Sponsors are to maintain an up-to-date supplier list of all PGE.

15. **Individuals.**

- a. In agreement with the sponsor, individuals selected for PGE should be aware of the requirement for the potential to specialise in the field with which the qualification is linked, in line with Service needs.
- b. Individuals identified for PGE should have their careers managed and guided to gain maximum benefit from the PGE. Considerations for career management of specialisations should be made on selection of PGE candidates, with a preference to maintain specialist skills in particular career streams, where allowed, by sS career management policies. The intended career plan may subsequently be changed to accommodate the needs of the Service.

c. DMS personnel will be advised by their career managers and SMEs. Application is to be in accordance with DPMD policy for PGE⁵¹.

16. **Return of Service.** Sponsors and MOD Skills Champions should determine the criteria for the completion of the qualification. This will include time frames for completion of modules and any dissertation or research work. The individual should be conversant with these criteria.

17. There should be an emphasis on making better long term use of PGE training to reduce costs and the Return of Service (RoS) should be maximised. The Sponsor or MOD Skills Champion must stipulate the RoS required to amortise the cost of training iaw the tri-Service policy on RoS⁵² and MOD CS policy⁵³; this will normally be 18 months for a part-time course and 3 years for a full-time Masters course.

18. **TLB.** TLBs will be responsible for the funding of PGE and deciding on the delivery option. External Validation of PGE is to be carried out by Sponsors or MOD Skills Champions within 18 months of completion of the PGE. Validation reports are to be copied to DefAc for visibility of appropriate courses for MOD purposes, within a month of the validation taking place. Sponsors and MOD Skills Champions will carry the risk if validations are not conducted and recorded within the prescribed timeframe.

19. **Point of contact.** For routine queries and assistance regarding this Guidance, contact:

Defence Academy	Registrar Postgraduate Education Headquarters Defence College for Military Capability Integration (HQ DCMCI) Defence Academy of the United Kingdom Shrivenham, Wiltshire, SN6 8LA Email: DEFAC-ManagePGProg@mod.gov.uk Tel: (Mil) 96161 4150 (Civ) 01793 314150 (Hybrid working)
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⁵¹ JSP 950: Medical Policy, Leaflet 4-6-3.

⁵² 2013DIN01-219 - Tri-Service Policy for Training Return of Service (RoS).

⁵³ 2013DIN01-098 - Undertaking to repay expenses incurred during external training or adult further education courses.

7 Annexes

- A. Guidance for Armed Forces Representation on Apprenticeship Trailblazer Groups
- B. Care Leaver's Bursary – Application Form
- C. Responsibilities and Tasks for Defence Accreditation Activities
- D. Principles Governing the Selection of Accredited Qualification
- E. Direction for the Selection and Management of External Accreditation Scheme Providers
- F. FS and ESOL Qualifications Levels and Proxy Qualifications
- G. Components of FS Provision

Guidance for Armed Forces Representation on Apprenticeship Trailblazer Groups

INTRODUCTION

1. Apprenticeship Standards are articulated by employer led Trailblazer Groups. It remains in the MoD's best interest to participate in any Trailblazer which may impact upon apprenticeship schemes we deliver now and in the future.

AIM

2. To provide guidance for nominated Armed Forces (AF) representatives taking part in Trailblazer Groups.

SCOPE

3. These TOR cover the end-to-end process of delivering a new apprenticeship Standard, including;

- a. Guidance for identifying a requirement for Trailblazer participation and selecting an appropriate Armed Forces representative.
- b. Specific responsibilities of representatives.
- c. Knowledge and experience required for Trailblazer participation.
- d. The key stakeholders involved with apprenticeship and Trailblazer activity.

GUIDANCE FOR ARMED FORCES PARTICIPATION IN TRAILBLAZERS

4. With very few exceptions, Trailblazer groups are composed of employers drawn from the same industry sector and include both small and large employers. They are chaired by one of the employers in the group and are supported by a Relationship Manager from the Institute for Apprenticeships and Technical Education (IfATE). They may include other co-opted members from interested organisations (professional bodies, awarding organisations and training providers) but the emphasis remains on the employer requirement. These Trailblazer groups come together to produce new or adapt existing Apprenticeship Standards. The end-to-end process for establishing an Apprenticeship Standard, estimated to take 12-15 months, is represented at Figure 1.

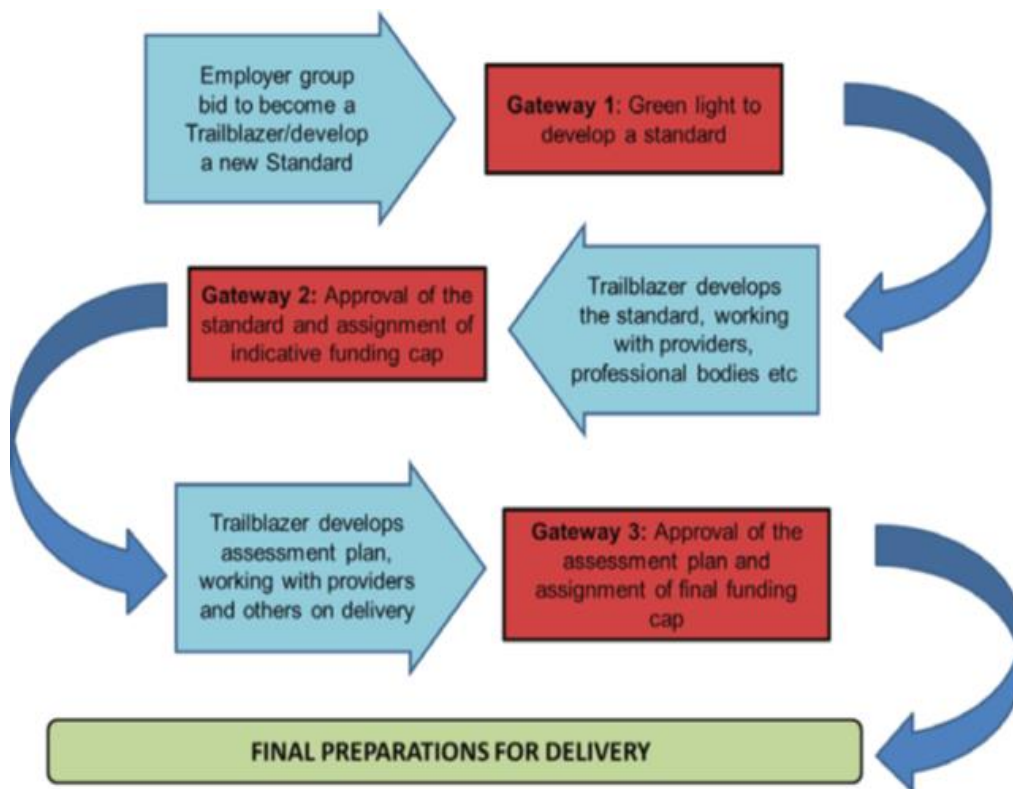


Figure 1: Delivering an Apprenticeship Standard

5. All approved Standards are subject regular review, usually every 3-5 years. The IfATE identify Standards for review which potentially require updating or amending to bring them in line with industry requirements and current IfATE legislation. It is imperative that the AF are represented on any Trailblazer group which may impact upon apprenticeship schemes we currently deliver or may deliver in the future. The process for reviewing/revising a standard is the same as the process for creating a Standard, once the IfATE have identified a Trailblazer group, the process starts at gateway 1, as illustrated in Figure 1 above.

6. If the AF are not represented during the process of designing/reviewing Apprenticeship Standards, there is a risk that they will set requirements that cannot be delivered within military training, making it challenging for the MoD to offer apprenticeships to its personnel. Similarly, overly intrusive or inflexible assessment plans pose a risk to AF ability to deliver apprenticeships without severe disruption to Front Line Commands.

7. Identification of the Trailblazer requirement rests with the sS, who are to coordinate Tri Service Representation and advise the Defence Apprenticeship Working Group, chaired by TSLD. Generally, and dependent upon capacity, the Service with the greatest existing SME will provide the AF representation. In some cases, it may be appropriate for more than one sS representative to attend a Trailblazer.

8. During the peak times of development of a new apprenticeship standard, the workload for a member of a Trailblazer Group can consume as much as 15% of the working time available. Ideally from the outset of the process - identification of a Standard requirement - through to Gateway 3 and preparation for delivery, the Armed Forces representative would ensure Service requirements and practicality of delivery are represented. Costs associated with representing AF in Trailblazer groups will lie where they fall.

RESPONSIBILITIES OF ARMED FORCES TRAILBLAZER REPRESENTATIVE

9. The MoD representative is authorised to conduct the following tasks:

- a. Attend Trailblazer group meetings on behalf of the other Services.
- b. Participate in Trailblazer group discussions and represent Tri-Service views.
- c. Circulate, for comment, draft standards, draft assessment plans and other documents produced by the Trailblazer group, to all interest parties throughout the MoD.
- d. Consult with other stakeholders and incorporate their views into proposals for amendment of Apprenticeship Standards or Assessment Plans.
- e. Sign off, on behalf of the MoD, any new or revised standards and the associated assessment methodology, having discussed them with the associated AF stakeholder group.
- f. Agree, on behalf of the MoD, the assignment to the Crown, of any Intellectual Property Rights and copyright generated by the work of the Trailblazer groups.

KNOWLEDGE AND EXPERIENCE

10. Anyone acting as a MoD representative on a Trailblazer group must have the following knowledge/experience:

- a. Thorough understanding of the professional knowledge of the employment trade being represented and a high level of experience of that trade.
- b. A practitioners' understanding of the process for military training requirement setting and of the trade Phase 2 and Phase 3 training that would contribute to the successful achievement of the apprenticeship programme.
- c. A good understanding of any plans for reorganisation of the trade or changes to Phase 2/3 training.

11. A Trailblazer group representative will also have a good understanding of the professional progression/accreditation already available to any trade being represented on the Trailblazer group.

STAKEHOLDER GROUPS

12. Trailblazer Group representatives should consult, as necessary, with the following stakeholders:

- a. Own Service Head of Profession.
- b. The lead for the trade being represented from Defence T&E establishments.
- c. Other single Service Heads of Profession or other stakeholders who have identified themselves as having an interest.

d. Other single Service apprenticeship lead organisations.

e. MoD skills team in TSLD.

13. Representatives should raise any issues or risks that cannot easily be resolved to single Service apprenticeship leads or to the MoD TSLD Defence Apprenticeship Working Group.

Care Leavers Bursary – Application Form

1. This form is to be completed in order to trigger the payment of the Care Leaver's Bursary for eligible apprentices and the associated additional payment for employers. It is to be completed strictly in the order presented below. Once complete the original copy is to be uploaded onto the Apprenticeship MIS system and kept available for audit purposes; it is to be accompanied by official signed correspondence from the Care Leavers Local Authority confirming the individual is eligible for the Apprenticeship Care Leavers Bursary.

2. Apprentices are eligible to receive a one-off £1,000⁵⁴ or £3,000⁵⁵ payment if they are:

- a young person who is 16 or 17 and who has been looked after by the local authority/health and social care trust for at least a period of 13 weeks since the age of 14, and who is still looked after;
- a young person who is 16 or 17 who has left care after their 16th birthday and before leaving care was an eligible child; or
- a young person who is aged between 18 and 21 (up to their 25th birthday if they are in education or training) who, before turning 18, was either an eligible or a relevant child.

Apprentice Declaration:

I confirm that:

I have read and understood the eligibility criteria described at Paragraph 2 and consider myself eligible for a care leaver's bursary.

I would like to receive a £1000/£3000⁵⁶ care leaver's bursary (less tax and National Insurance contribution).

I understand that this is a one-off payment and I have not received a care leaver's bursary before, including from a previous apprenticeship (this only includes the care leaver's bursary provided by ESFA; other local incentives do not apply).

If I am found to have accepted the payment incorrectly or if I am ineligible, then the money will be required to be repaid and disciplinary action may be taken if I am found to have made a fraudulent claim.

⁵⁴ For those starting their apprenticeship up to and including 31 Jul 23. This is a gross amount and is subject to tax and NI contributions.

⁵⁵ For those starting their apprenticeship on or after 1 Aug 23. This is a gross amount and is subject to tax and NI contributions.

⁵⁶ Dependent on eligibility, see para 2.

<p>I have provided my Chain of Command with a signed letter from my local authority appointed Personal Advisor confirming that I am a care leaver and meet the criteria to receive a bursary.</p> <p>I understand and agree that my application and associated paperwork will be retained for audit purposed.</p>			
Surname:		Initials:	
Rank:		Regimental/Service Number:	
Signature:		Date:	
Title of apprenticeship:		Unique Learner Number (ULN):	
Apprenticeship Start Date:		Age at start of apprenticeship:	

Apprentice Service Provider Declaration:					
<p>I confirm that:</p> <p>I have checked the information provided by the apprentice above and can confirm that they are eligible for the care leaver's bursary.</p> <p>I have been provided non-refutable evidence in the form of a signed letter from a local authority appointed Personal Advisor to confirm eligibility for a Care Leaver's Bursary. This evidence has been added to the 'evidence pack' in the Individual's Learner Record and will be kept for audit purposes.</p> <p>I confirm that the authorisation code was entered onto the Individual's Learner Record on _____ (insert date) to trigger the bursary.</p> <p>The original completed copy of this form has been added to the Evidence Pack as part of the ILR and a copy:</p> <p>given to the Apprentice Care Leaver for their personal records.</p> <p>forwarded to the single Service Apprenticeship Management Team.</p> <p>RN – SO3 Apprenticeships, HMS Collingwood, Ramsay Building, Fareham, PO14 1AS. NAVY PEOPLE-TMG PACC SO3</p> <p>Army – WO Apprentices, L&D, Pers Pol, IDL27, Army HQ, Blenheim, Andover SP11 8HJ. ArmyPers-Pol-App-Mailbox@mod.gov.uk</p> <p>RAF - WO Apprenticeship Management Team, Kestrel Court, Waterwells Drive, Gloucester GL2. 22Gp-APP-WO@mod.gov.uk</p>					
Rank/Title:		Name:		Signature:	
Appointment:		Unit/ Company:		Date:	

Responsibilities and Tasks for Defence Accreditation Activities

1. **Service Directors of Education (SDEs).** SDEs direct accreditation activity within their own Service and assist with Defence schemes for which they retain an interest:

a. **Existing accreditation schemes.**

(1) **Within own Service.** SDEs are to review and maintain existing accreditation qualifications in accordance with this Direction.

(2) **Across Defence.** SDEs may be called upon by the DESPWG to assist with reviewing or maintaining existing accreditation schemes, where potential for convergence is identified.

b. **New accreditation schemes.** SDEs are to approve all new accreditation proposals within their Service. Before doing so, each SDE is to:

(1) review the proposal against existing schemes across their Service. Appropriate existing schemes should first be considered for expansion to incorporate the new proposal.

(2) once satisfied that the proposal has utility, the DESPWG is to be informed so that Defence is kept situationally aware. The DESPWG may direct the expansion of pre-existing schemes to include the proposal, where appropriate and cost effective. TSLD PAG endorsement must be given before proceeding further.

(3) designate an appropriate Accreditation Sponsor and ensure that the scheme complies with the principles regarding the selection of qualifications, awarding organisations and providers.

c. **Manage ESFA funding.** Draw down and allocate ESFA funding, through a national contract, for eligible accreditation schemes for which the SDE is responsible. For ESFA-funded schemes, assume responsibilities for their management in accordance with ESFA requirements and Defence Direction. Report annually to sS PPO and TSLD PAG on the use of ESFA funding.

d. **Collect management information.** Gather periodic management information on all sS accreditation activities, and Defence schemes where they are the lead, in order to maintain the directory of qualifications and meet reporting requirements.

e. **CS activities.** Ensure that CS HR team or line managers have access to appropriate advice and guidance accreditation schemes⁵⁷.

2. **Accreditation Sponsors** are to:

⁵⁷ These are provided by the Service Directors of Education for each Service. In the CS this is provided by the Learning and Development Advisers within HRBP/HRD.

- a. **oversee sponsorship of accreditation schemes**; sponsor appropriate accreditation schemes and seek approval from the SDE and make adjustments where necessary.
- b. **lead the development of accreditation schemes**; co-ordinate the work of course sponsors, training deliverers, accreditation providers and awarding organisations to develop approved schemes.
- c. **support and guide**; provide support and guidance to training establishments in the development and delivery of accreditation schemes.
- d. **promote and update**; promote accreditation and promulgate updates and policy developments to all stakeholders within own Services.
- e. **evaluate delivery**; establish processes to review and evaluate the delivery of accreditation schemes on a biannual basis in conjunction with the accreditation scheme provider and other key stakeholders, and support wider reviews led by the SDE.
- f. **ensure relevance**; ensure that existing accreditation schemes remain relevant to Service and individual needs.

3. **Commanders** are to:

- a. **provide accreditation element delivery**; ensure the effective delivery of course-based elements of accreditation schemes, whether dedicated modules or accredited components of the training course.
- b. **promote schemes**; promote elective accreditation schemes to encourage maximum uptake.
- c. **provide agreed numbers of support staff**; where training establishment staff are involved in the assessment or verification of accreditation schemes, agree and maintain appropriate numbers of trained staff.
- d. **support learners**; provide support and mentorship to students pursuing accreditation activities. Ensure facilities are adequate to support study requirements.
- e. **facilitate Accreditation Scheme Provider delivery**; facilitate the Accreditation Scheme Provider, in accordance with contractual arrangements, including appropriate and timely access to learners; act as first line management for the resolution issues relating to the training course; support the Accreditation Sponsor.
- f. **maintain and transfer learner records**; ensure that schemes commenced elsewhere are documented and recorded when personnel arrive or return to their unit or establishment; maintain documentation of learners' progress and ensure records are forwarded on assignment.
- g. **identify Unit Advisers**; identify an appropriate training staff to provide advice and guidance to learners; Unit Advisers should ensure that line managers are aware of the specific accreditation schemes being pursued by their personnel.

h. **pursue accreditation activities during working hours**; provide opportunities for learners to meet tutors, attend study groups or workshops to complete approved accredited qualifications in normal working hours, where practicable.

i. **provide access to learner resources**; provide learners with access to ICT, including the Internet, and study facilities for legitimate accreditation-related activities.

j. **provide support staff**; trained personnel providing support as internal verifiers and assessors of accredited schemes.

k. **bring accreditation activities into the induction and appraisal process**; accreditation schemes are to be covered as part of induction, review and appraisal interviews, and reflected in training and development plans.

l. **provide management information**; provide management information to the Accreditation Sponsor, as required; actively monitor and take management action to maximise completion.

m. **promote a supportive learning environment**; promote accreditation schemes and ensure a supportive learning environment is maintained; consider the use of mentor schemes to support completion.

n. **recognise achievement**; ensure that all learner achievement is given due recognition.

4. **Withdrawal from accreditation schemes**. Defence people wishing to withdraw from accreditation schemes should discuss their reasons for wishing to do so with their line manager. Line managers should generally counsel strongly against withdrawal and explore positive options to overcome the underlying reasons, as failure to complete a scheme may have an impact on the learner's ability and motivation to progress with further learning at a later stage. Where personal circumstances prevent continuing study at that time, the line manager should explore the possibility of pausing study until an agreed future point when the learner can continue.

Principles Governing the Selection of Accredited Qualification

1. The following principles are to be applied to the selection of the most appropriate accredited qualification:

- a. **Appropriate to the level of the learner.** Where practical and in line with broader training needs, an accreditation scheme should be no more than one level higher than the assessed or certified level of the students on entry. This can be important where Functional Skills (FS) are undertaken as part of an Apprenticeship programme⁵⁸. Where a minority of learners are more than one level below the level of the course the scheme should only be adopted if it provides support for them to reach this required level before they begin the accreditation scheme⁵⁹.
- b. **Recognition by UK Qualification Frameworks.** Accredited qualifications should sit within the existing frameworks for England, Scotland, Wales and Northern Ireland.
- c. **Appropriate to the course level.** Courses should be accredited to the highest justifiable and valid level. However, in mapping course components against the requirements of a civilian qualification, the majority must equate to the required level. Where this is not the case a lower qualification should be sought.
- d. **Opportunities to achieve the whole qualification identified.** When accreditation is based on a course that does not fulfil the requirements to gain the whole qualification being pursued, the opportunity for learners to complete the remaining components must be confirmed before the qualification is selected. Such opportunity must be based either on activities that all learners should have the opportunity to undertake in their normal duties, or through further study offered by the accreditation scheme provider.
- e. **Provision of assessor and verifier support.** There must be appropriately trained⁶⁰ assessors and internal verifiers in place to support all learners undertaking schemes before they commence.
- f. **Link to higher qualifications.** Wherever possible, selected qualifications should offer a route of progression to the next level of qualification. These must be identified at the outset and where necessary negotiated with the provider of the higher qualification beforehand.

⁵⁸ For Level 2 Apprenticeships, the FS requirement is Level 1. For Level 3 Advanced Apprenticeships, the requirement is FS Level 2.

⁵⁹ The SFA will fund additional learning hours to raise the FS levels of those starting (SFA funded) Apprenticeships to the appropriate entry standard.

⁶⁰ Meaning holding the appropriate assessor or verifier qualifications and meeting any other requirements specified by the respective Awarding Organisation.

Direction for the Selection and Management of External Accreditation Scheme Providers

1. **Quality assurance.** The provider is to comply with the Defence quality assurance principles that apply to the associated training and education courses on which it is based. In addition, the provider must specify how the relevant external quality assurance requirements will be met. These might include those applied by the awarding organisation, the HE Institution, Ofsted, the National Employers' Service Audit Team or the Quality Assurance Agency, as appropriate.
2. **Recording, tracking and reporting.** The provider must demonstrate the ability to conduct effective recording, tracking and reporting (to the sponsor) of learner performance, and ensure data protection in accordance with the Data Protection Act 1998.
3. **Staffing levels, structures and resources.** The provider must demonstrate sufficient staffing levels, structures and resources to provide an effective accreditation service. Where the provider proposes to use military staff (such as, as internal verifiers) the requirement for such support must be fully articulated. The provider must further demonstrate their plan to train and maintain adequate numbers of qualified SP. The Accreditation Sponsor must ensure that Commanders agree to undertaking support to accreditation schemes before they commence.
4. **Learner support.** There must be adequate support to the learner at all stages of the accreditation scheme.
5. **Integrated into education or training courses and the workplace.** The Accreditation Sponsor is to ensure close liaison between the accreditation scheme provider and the key Defence stakeholders to ensure that accreditation activities are integrated into core activities as far as possible.
6. **Delivery in isolated locations.** The provider must demonstrate the ability to support and assess learners effectively when completing schemes in remote locations.
7. **Responsive to learner assignments and deployments.** The provider must be able to provide continuity of support when learners move to new locations. When learners are deployed on long exercises or operational tours, the provider must demonstrate the required flexibility to pause programmes or deliver by alternative means where practicable.
8. **Value for Money (VfM).** Defence will seek best VfM when contracting with external providers, regardless of whether schemes are funded by the MOD, other public funding or individual contributions (or a combination thereof). Any contribution by Defence to the delivery of an accreditation scheme such as marketing, the use of buildings or other resources is to be reflected in the cost of the scheme.
9. **Maximisation of completion rates.** Providers are expected to demonstrate that they can achieve a minimum of 75% learning completion rates.

10. **Continuous Improvement (CI).** Providers must demonstrate processes by which they will seek CI to support schemes. They must agree to target setting and periodic review with the Accreditation Sponsor, who is to consider setting progressively higher targets year on year, as part of an agreed development plan.

11. **Strategic considerations.** The selection of provider, be it new or a pre-existing, is to be endorsed by the SDE. The SDE may wish to refer this to the DESPWG for pan-Defence consideration. Providers for civilian staff should be chosen using the existing CS Learning Gateway framework process.

FS and ESOL Qualification Levels and Proxy Qualifications

National FS and ESOL qualification levels⁶¹

Level	National Curriculum (NC) Equivalence
Level 2	GCSE Grades A* to C
Level 1	GCSE Grades D to G
Entry Level 3	NC Level 4 (Primary – Key Stage 2)
Entry Level 2	NC Level 2 (Primary – Key Stage 1)
Entry Level 1	NC Level 1

Defence approved proxy qualifications for FS

Despite Government direction that there are to be no proxy (substitute) qualifications⁶² for FS qualifications, Defence is authorised to determine FS proxies, for its own internal purposes (such as, recruit entry standards or for promotion). Where this is the case, UK qualifications that Defence will accept as proxies for FS Level 1 and 2 qualifications are shown below⁶³.

Proxy Qualifications for Level 1 FS (English) and FS (Mathematics)

FS (English) Level 1	FS (Mathematics) Level 1
GCSE English – Grades 9 to 1	GCSE Mathematics – Grades 9 to 1
GCSE English Literature – Grades 9 to 1	Standard Grade Mathematics – Credit
AQA GCSE General Studies – Grades A* to G	Standard Grade Mathematics – General
Standard Grade English - Credit	Mathematics – Intermediate 1
Standard Grade English - General	Mathematics – Intermediate 2
English and Communication – Intermediate 2	Mathematics – Higher
English and Communication – Intermediate 1	Mathematics – Advanced Higher
English and Communication – Higher	Applied Mathematics – Advanced Higher
English – Advanced Higher	Leaving Certificate Mathematics (Higher) Grade A1 - C2

⁶¹ With effect from Summer 2017, in England, GCSEs awarded for English Language, English Literature and Mathematics will be graded on a scale of 9 to 1 (previously Grades A* to G). Subsequently, all other GCSEs will move to this new grading system from Summer 2018.

⁶² Other than GCSE English and mathematics.

⁶³ From Oct 12, FS or GCSE qualifications became the mandated English and mathematics awards delivered within Apprenticeships. By Sep 17, all current Apprenticeship frameworks are to have been replaced with new standards and requirements – as detailed in the Future of Apprenticeships in England: Implementation Plan (Oct 13). Further information on the transition arrangements for can be found at www.gov.uk/government/topics/further-education-and-skills.

FS (English) Level 1	FS (Mathematics) Level 1
Leaving Certificate English (Higher) Grade A1 - C2	Leaving Certificate Mathematics (Ordinary) Grade A1 - B3
Leaving Certificate English (Ordinary) Grade A1 - B3	Leaving Certificate Mathematics (Ordinary) Grade C1 - D3
Leaving Certificate English (Ordinary) Grade C1 - D3	GCE Mathematics Grade A to E
GCE English Language and Literature Grade A to E	GCE AS Use of Mathematics Grade A to E
GCE AS Level English Language Grade A to E	GCE AS Level Mathematics Grade A to E
GCE AS Level English Literature Grade A to E	GCE AS Level Pure Mathematics Grade A to E
GCE AS Level English Language and Literature Grade A to E	GCE AS Level Further Mathematics Grade A to E
GCE A Level English Language Grade A to E	GCE AS Level Statistics Grade A to E
GCE A Level English Literature Grade A to E	GCE AS Mechanics Grade A to E
Certificate in Adult Literacy – Level 1	GCE AS Discrete Mathematics Grade A to E
Certificate in Skills for Life ESOL - Level 1	GCE AS Applied Mathematics Grade A to E
Certificate in Adult Literacy – Level 2	GCE A Level Mathematics Grade A to E
Certificate in Skills for Life ESOL - Level 2	GCE A Level Pure Mathematics Grade A to E
	GCE A Level Further Mathematics Grade A to E
	GCE A Level Statistics Grade A to E
	Certificate in Adult Numeracy – Level 1
	Certificate in Adult Numeracy – Level 2

Proxy Qualifications for Level 2 FS (English) and FS (Mathematics)

FS (English) Level 2	FS (Mathematics) Level 2
GCSE English – Grades 9 to 4	GCSE Mathematics – Grades 9 to 4
GCSE English Literature – Grades 9 to 4	Standard Grade Mathematics – Credit
AQA GCSE General Studies – Grades A* to C	Mathematics – Intermediate 2
Standard Grade English – Credit	Mathematics – Higher
English and Communication – Intermediate 2	Mathematics – Advanced Higher
English and Communication – Higher	Applied Mathematics – Advanced Higher
English – Advanced Higher	Leaving Certificate Mathematics (Higher) Grade A1 - C2
Leaving Certificate English (Higher) Grade A1 - C2	Leaving Certificate Mathematics (Ordinary) Grade A1 - B3
Leaving Certificate English (Ordinary) Grade A1 - B3	GCE Mathematics Grade A to E
GCE English Language and Literature Grade A to E	GCE AS Use of Mathematics Grade A to E
GCE AS Level English Language Grade A to E	GCE AS Level Mathematics Grade A to E

FS (English) Level 2	FS (Mathematics) Level 2
GCE AS Level English Literature Grade A to E	GCE AS Level Pure Mathematics Grade A to E
GCE AS Level English Language and Literature Grade A to E	GCE AS Level Further Mathematics Grade A to E
GCE A Level English Language Grade A to E	GCE AS Level Statistics Grade A to E
GCE A Level English Literature Grade A to E	GCE AS Mechanics Grade A to E
Certificate in Adult Literacy – Level 2	GCE AS Discrete Mathematics Grade A to E
Certificate in Skills for Life ESOL – Level 2	GCE AS Applied Mathematics Grade A to E
	GCE AS Level Mathematics Grade A to E
	GCE A Level Mathematics Grade A to E
	GCE A Level Pure Mathematics Grade A to E
	GCE A Level Further Mathematics Grade A to E
	GCE A Level Statistics Grade A to E
	Certificate in Adult Numeracy – Level 2

Notes

1. All publicly funded, national qualifications must be aligned to the QCF⁶⁴. The Frameworks have nine categories rising from Entry Level (expected primary school attainment – treated as a single pre-Level 1 category)⁶⁵ through Level 1 (GCSE D-G) to Level 6 (Graduate) to Level 8 (Doctorate). See Figure 2.

2. National ESOL standards are the same as for FS (English). ESOL learners work towards these standards through a separate curriculum and programme of learning that is tailored specifically to the needs of learners whose first language is not English.

3. A proxy qualification is a recognised substitute qualification. An equivalent qualification is one that has the same recognised attainment standards but may vary significantly in the breadth of curriculum covered. For instance, the mathematics skills' demands of a Certificate in Adult Numeracy at Level 2 are broadly the same as those of a GCSE Mathematics Grade A* to C (Level 2) but the breadth of the GCSE curriculum (and that assessed for qualification) is much greater than for the numeracy certificate. In this example, whilst both awards are equivalent, the Level 2 GCSE is a recognised proxy for the Level 2 certificate but not vice-versa.

⁶⁴ The QCF was introduced in Sep 10 to replace the NQF. However, all FS qualifications remain on the NQF until directed by Office of Qualifications and Examinations Regulation (Ofqual). The QCF is being replaced by the Regulated Qualifications Framework (RQF) from 1 Oct 15. Ofqual expect the QCF will expire on 31 Dec 17.

⁶⁵ Comprising three sub-categories: Entry Level (EL) 1, EL2 and EL3.

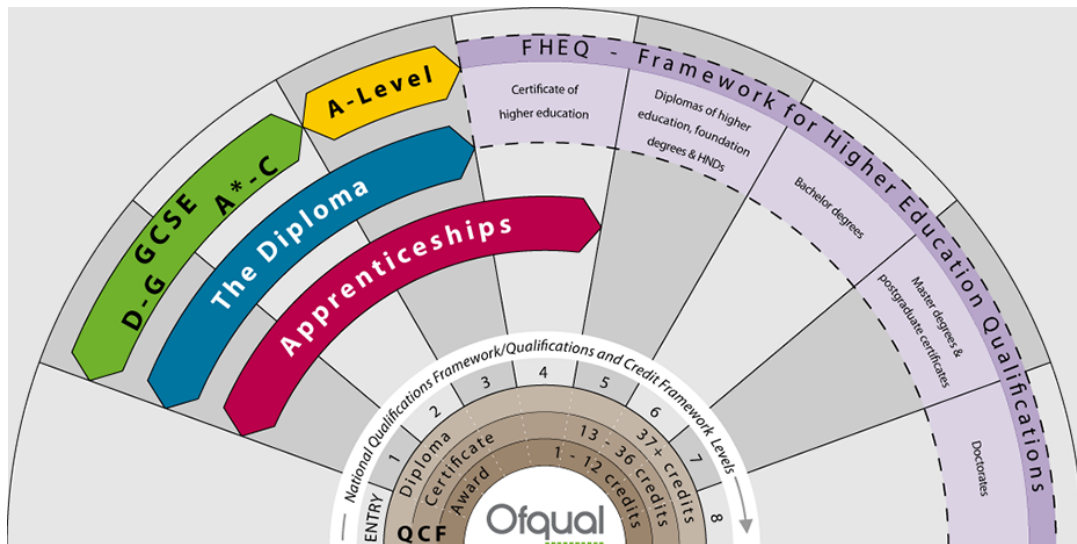
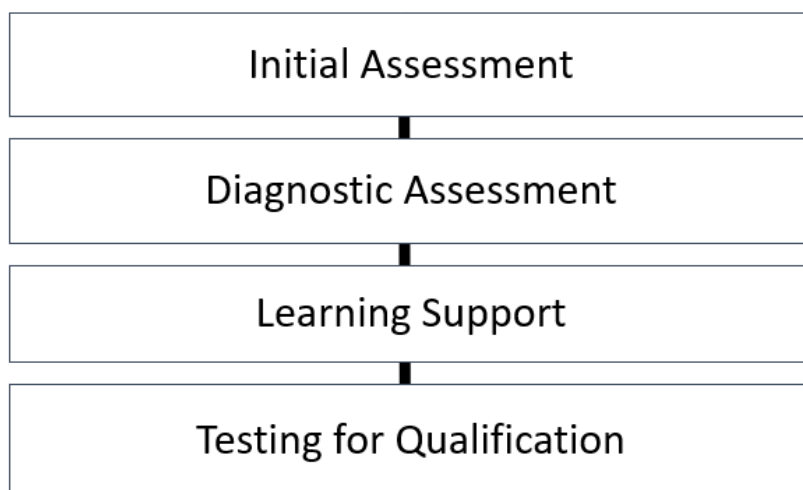


Figure 2: The Qualifications and Credit Framework (QCF)

Components of FS Provision

1. The full range of FS provision may be described as four broad categories:



2. **Initial Assessment (IA).** IA gives an indication of the general level of a SP's English, mathematics [or ICT] ability in terms of national attainment levels (from Entry Level 1 up to Level 2). Prior to IA, it may be desirable to conduct a quicker but less comprehensive screening or skills check to identify if a SP has difficulties in these areas. The results of screenings should not be used to determine a SP's level of ability. IA should, where practical, be conducted only once (ideally as part of the recruitment/selection process) with results recorded for subsequent use and placed on JPA. Additional IAs should be considered when a year or more has elapsed and no FS learning programme has been followed.

3. **Diagnostic Assessment (DAss).** DAss identifies a SP's specific ability profile and highlights strengths and areas for improvement. This helps to provide a description of learning needs and assists the specialist FS practitioner in the compilation of a learner's ILP. The ILP is used to outline the short- and longer-term learning targets, the tailored programme to address the English and mathematics needs, as well as a record of progress and achievement. DAss should be conducted in a timely fashion in order for the FS specialist to devise a programme of support that is most appropriate for the needs of the learner.

4. **Learning support.** This is the programme of support developed by the specialist FS practitioner for the learner. It may comprise 1:1 tuition, group work, intensive courses, ICT-based programmes and distributed learning. For some, this support may be a week's intensive course to brush up skills forgotten since school. For others with significant English or mathematics difficulties, this may require much longer term (and perhaps 1:1) support. This provision may be delivered as discrete, standalone FS programmes, or integrated/embedded within appropriate military/vocational training.

5. Testing for qualification. All FS programmes offered to SP must lead to the appropriate, nationally recognised qualification. This will most usually require an externally set and marked assessment. National qualification assessment criteria are issued by the Office of Qualifications and Examinations Regulation (Ofqual).