



Ministry
of Defence

JSP 822
Defence Direction and Guidance for Training
and Education

Part 1: Directive

Foreword

1. People lie at the heart of operational capability; attracting and retaining the right numbers of capable, motivated individuals to deliver Defence outputs is critical. This is dependent upon maintaining a credible and realistic offer that earns and retains the trust of people in Defence. In order to achieve this, all people must be confident that, not only will they be treated fairly, but also that their families will be treated properly and that Service veterans and their dependants will be respected and appropriately supported.

2. The training and education of our people to deliver Defence outputs is a key activity. JSP 822 is the authoritative policy that directs and guides Defence people to ensure that our training and our education are appropriate, efficient, effective and, most importantly, safe. Underpinning all training and education activities is the Defence Systems Approach to Training (DSAT). It is the system that must be used by those who are involved in the analysis, design, delivery, assurance, management and governance of Defence training and education. The JSP makes clear, in Part 1, which activities are mandated; Part 2 provides Guidance to assist staffs in complying with Part 1.

Chief of Defence People
Defence Authority for People
March 2017

Preface

How to use this JSP

1. JSP 822 provides the Defence Direction and Guidance for both individual and collective training, and for education. Whilst the terms 'training' and 'education' are used in their own right in the JSP, the term 'training' is sometimes used to avoid repetition. In these instances the term 'training' encompasses any training, education, learning or development, both individual and collective, which is designed to meet the needs of a Training Requirements Authority¹. This JSP will be reviewed at least annually and any significant changes will be endorsed at the Training, Education, Skills, Recruiting and Resettlement Policy and Assurance Group (TESRR PAG).
2. The JSP is structured in two Parts:
 - a. Part 1 - Directive, which provides the Direction that must be followed in accordance with Statute, or Policy mandated by Defence or on Defence by Central Government.
 - b. Part 2 - Guidance, which provides the Guidance and best practice that will assist the user to comply with the Directives detailed in Part 1.
3. All personnel with a part to play in DSAT-derived training and education must read Part 1, Chapter 1, Section 1.1 which discusses the Management of Training System (MTS) and details the mandated MTS activities. Depending on whether the reader has an interest in individual training or collective training, Part 1, Chapter 2, Section 2.1 or Part 1, Chapter 3, Section 3.1, should be read. Part 1, Chapter 2, Section 2.1 details the mandated activities for individual training². For a detailed Overview of DSAT, Part 2, Chapter 1, Section 1.1, should be read.
4. The JSP uses colour coding throughout to differentiate between the Elements, activities and responsibilities in the DSAT process. It is recommended that the document is printed out in colour or accessed on a computer. Additionally, the numbered DSAT Inventory of Activities diagram, which has been designed to assist personnel in working through the JSP, is best viewed on a large screen or printed off on A3. Further details on the colour coding and the numbering system are given in the Direction and Guidance.
5. The Guidance builds up incrementally, first with an Overview of DSAT and then a much more detailed section on each of the DSAT Elements and the supporting MTS requirements. Accordingly, there is some deliberate repetition in the Guidance.

¹ As a rule of thumb, all training, education, learning and development activity, where Government resource is being spent, is to be governed iaw DSAT. Training for operations, Defence Engagement activities, through-career education courses such as ICSC, ACSC and in-Service degrees are included as such requirements are to be controlled via a Customer Executive Board and appear on a Statement of Trained Requirement. Notably, activities procured through the SLC/ELC schemes, the Direction for which is in this JSP, are not subject to DSAT as they have their own governance processes. Note: the definitions of terms used in this JSP are contained in Part 2, Guidance, Chapter 4, Section 4.1, Defence Definitions for Training.

² A list of mandated activities for collective training has not yet been devised. The Collective Training Policy at Part 1, Chapter 3, Section 3.1, will be reviewed in 2017 to assess which activities will be deemed mandatory.

Coherence with other Defence Authority Policy and Guidance

6. Where applicable, this document contains links to other relevant JSPs, some of which may be published by different Defence Authorities. Where particular dependencies exist, these other Defence Authorities have been consulted in the formulation of the policy and Guidance detailed in this publication. Note that some of the JSPs relate to the Defence Training and Education Leaflets which can be found on a link on the JSP 822 website on the Defence intranet.

Related JSPs	Title
JSP 368	The MOD Guide to Repayment
JSP 375	Management of Health and Safety in Defence
JSP 381	Aide-Memoire on the Law of Armed Conflict
JSP 383	Joint Service Manual on the Law of Armed Conflict
JSP 398	United Kingdom Manual of National Rules of Engagement
JSP 419	Adventurous Training in the UK Armed Forces
JSP 440	Defence Manual of Security
JSP 441	Managing Information in Defence
JSP 456	Defence Catering Manual
JSP 462	Financial Management and Charging Policy Manual
JSP 507	Investment Appraisal and Evaluation
JSP 534	Tri-Service Resettlement Manual
JSP 539	Climatic Illness and Injury in the Armed Forces: Force Protection and Initial Medical Treatment
JSP 541	MOD Information Security and Computer Network Defence
JSP 567	Contractor Support to Operations (CSO)
JSP 604	Defence Manual for Information and Communication Technologies (ICT)
JSP 740	Acceptable Use Policy for Users of MOD IT and Telecoms
JSP 747	Information Policy
JSP 752	Tri-Service Regulations for Allowances
JSP 757	Tri-Service Appraisal Reporting Instructions
JSP 763	The MOD Bullying and Harassment Complaints Procedures
JSP 765	Armed Forces Compensation Scheme (AFCS)
JSP 770	Tri-Service Operational and Non Operations Welfare Policy
JSP 794	Defence Policy for Personal and Professional Development (AP&PD) on JPA
JSP 830	Manual of Service Law (MSL)
JSP 831	Redress of Individual Grievance: Service Complaints
JSP 834	Safeguarding Service Children and Young People
JSP 835	Alcohol and Substance Misuse and Testing
JSP 886	The Defence Logistics Support Chain Manual
JSP 887	Defence Strategy and Social Conduct Code to Meet Public Sector Equality Duties
JSP 892	Risk Management
JSP 893	Policy on Safeguarding Vulnerable Groups
JSP 896	The Defence Logistics Training and Education Handbook
JSP 906	Design Principles for Coherent Capability
JSP 912	Human Factors Integration for Defence Systems
JSP 950	Medical Policy

Training

7. There is no specific requirement to undertake training in order to make use of this JSP. It has been written with the newcomer to Defence training and education and DSAT in mind. Specific courses relating to DSAT are available at the Defence Centre of Training Support (DCTS), part of the Defence Academy. Any personnel whose day-to-day work requires practical application of DSAT should undertake the relevant training to ensure they are proficient in the execution of their Role.

Further Advice and Feedback – Contacts

8. The owner of this JSP is TESRR, CDP, MoD. For further information on any aspect of this JSP, or questions not answered within the subsequent Chapters, or to provide feedback on the content, contact:

Job Title/E-mail	Project focus
SO1 Policy (People-TESRR-TrgPolicy SO1)	Training and Education
SO2 Policy (People-TESRR-Trg Policy SO2)	Training and Education

Amendment list record

Date	By	Comments
Dec 15	SO1 Policy (People-TESRR-TrgPolicy SO1)	First publication after major revision
Mar 16	SO1 Policy (People-TESRR-TrgPolicy SO1)	Minor revision to give further Direction on audit and to correct typos.
Dec 16	SO1 Policy (People-TESRR-TrgPolicy SO1)	Merging of JSP 898 and JSP 822 and minor revisions to bring JSP 898 terminology into line with JSP 822 2015 revision.
Mar 17	SO1 Policy (People-TESRR-TrgPolicy SO1)	Agreed amendments to Part 1, Chapter 4, Section 4.1 and Part 1, Chapter 6, Sections 6.2 and 6.6. Reference to Children and Young Persons Act 2008 added to Part 1, Chapter 2, Section 2.4. Addition of Part 1, Chapter 4, Section 4.2.

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1 Defence Direction for Training Systems

1.1 Management of Training System

Policy Sponsor: TESRR, CDP⁴

The DSAT process comprises activities⁵ relating to the training analysis, design, delivery and assurance of all Defence training, both individual and collective, across the Whole Force⁶. In the context of this JSP, 'training' encompasses any training, education, learning or development, both individual and collective, that is designed to meet the needs of a Training Requirements Authority⁷.

Integral to the 4 Elements of analysis, design, delivery and assurance is the need to ensure that the DSAT process is properly managed and governed. These management and governance activities, along with the assurance activities described in Element 4 of DSAT, combine together to create a **Management of Training System (MTS)**.

The purpose of these governance, management and assurance activities is to ensure that the training of our personnel contributes directly to Defence outputs and to mitigate the risk that it may fail to do so. When the analysis, design and delivery Elements of DSAT are combined with a robust MTS, the result is a Training System that delivers training that meets the required DSAT Quality Management Standard (QMS) and is:

- **Appropriate to the training need;**
- **Cost-effective;**
- **Accountable;**
- **Safe;**
- **Risk-focussed.**

Scope

1. This section of the JSP outlines the Defence Direction relating to a MTS. It will direct the mandated management, governance and assurance activities that must be undertaken during the life of any training activity⁸. It will also explain the purpose of the DSAT QMS and how a robust MTS will assist in meeting that standard.

⁴ Training, Education, Skills, Recruiting and Resettlement, part of Chief Defence People, 6th Floor, MoD Main Building.

⁵ In the context of JSP 822, an 'activity' is any single process or output product of the DSAT.

⁶ The Whole Force encompasses Regular and Reserve personnel, MOD Civil Servants and civilians, including contractors. It is noted that training sourced through the pan-Governmental 'Civil Service Learning' is not subject to DSAT. Any other Civil Service training must be compliant with DSAT.

⁷ As a rule of thumb, all training, education, learning and development activity, where Government resource is being spent, is to be governed iaw DSAT. Training for operations, Defence Engagement activities, through-career education courses such as ICSC, ACSC and in-Service degrees are included as such requirements are to be controlled via a Customer Executive Board and appear on a Statement of Trained Requirement. Notably, activities procured through the SLC/ELC schemes are not subject to DSAT as they have their own governance processes.

⁸ In the context of this JSP, the term 'training activity' encompasses all training, irrespective of Method, that is delivered across Defence, including individual training (such as courses in a training establishment and workplace training) and collective training (such as dry, instrumented or live exercises and simulated training, including team and collective training 'events' (the term being taken from a Main Events List (MEL))). A training activity can encompass the whole course (or exercise) or part lesson (or collective training event).

Aim

2. This Section of the JSP will:

- a. Explain, in brief, what the DSAT process is and discuss its 4 Elements (with greater detail available in the Guidance (Part 2, Chapter 1, Section 1.1)).
- b. Explain why collective training is included in the JSP.
- c. Define a MTS.
- d. Define a Training System.
- e. Explain the purpose of the DSAT QMS.
- f. Define those who have a key role to play in a MTS.
- g. Outline the mandated documentation, and management and assurance activities, that must be completed, and by whom, during the life of any training activity.
- h. Outline the mandated governance activities that must take place during the life of any training activity.

What is the DSAT process?

3. DSAT is the process that must be used by those who are involved in the analysis, design, delivery, assurance, management and governance of training across Defence. DSAT is designed to generate a Training System that allows trainers⁹ to deliver appropriate, effective, efficient, accountable, safe and risk-focussed training to trainees¹⁰. When new or changed equipment, technology, tactics, techniques or procedures are developed, or when new or changed policy or legislation is brought in, the requirement for new or amended training must be examined. After initial analysis, it may be decided that training is not required. There could be a solution from any of the other Defence Lines of Development. If training is required, DSAT is merely a tool to deliver training that meets the needs of the Training Requirements Authorities as well as the DSAT QMS mandated by Defence. DSAT is not a complicated process but it is detailed and, therefore, to aid in its use, a process with 4 Elements has been designed to ask, or state:

- a. **Element 1: Analysis.** *What is the requirement; is a new or amended training activity needed; and, if so, what kind?*
- b. **Element 2: Design.** *What should the training activity look like; who will deliver it, and with what resources?*
- c. **Element 3: Delivery.** *The training activity is delivered.*
- d. **Element 4: Assurance.** *Is the training activity being delivered correctly and does it meet the requirement? Is the whole Training System fit for purpose?*

⁹ In the context of this JSP, the term 'trainer' encompasses all those engaged in delivering training across Defence, for both individual and collective training.

¹⁰ In the context of this JSP, the term 'trainee' encompasses all those in the receipt of across Defence, for both individual and collective training, and encompasses such terms as 'recruit', 'student', 'learner', 'exercising troops' etc. These and other terms continue to be used in the wider Defence training community, particularly in Phase 1, Phase 2 and collective training.

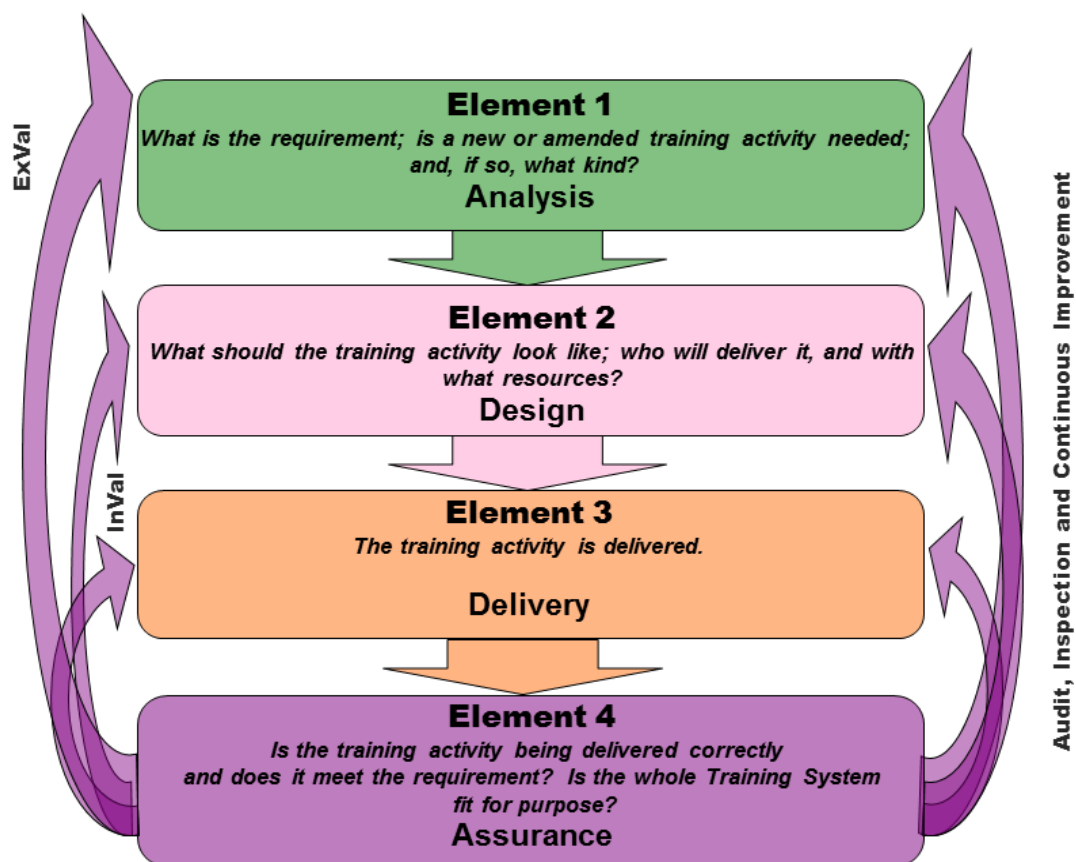


Figure 1. The 4 Elements of DSAT¹¹

4. A fundamental point must be made here. DSAT, as illustrated in Figure 1, is not linear. The process is iterative and assurance takes place regularly and as part of all Elements. Two key assurance activities are Internal Validation (InVal) and External Validation (ExVal) and these are depicted on the left of the diagram. Other assurance activity that assures the whole of the Training System is represented by the purple arrows on the right hand side of the diagram. Whilst each of the DSAT Elements is mandated, the many activities that can be undertaken as part of each Element are not. This is because some training requirements are so simple that to complete all of the activities within each Element would be unnecessary and wasteful. The DSAT process is cyclical and flexible and should be approached intelligently to ensure that it is not followed dogmatically, but rather used as a 'toolbox' from which users can select (both the activities specific to their need and the order in which they are applied), to achieve the most appropriate Training System¹².

Why is collective training part of the DSAT process?

5. The DSAT process has always been applicable to both individual and collective training requirements. However, JSP 822 has historically only focused on individual training. Also, training tended to be conducted along traditional sS lines, which limited the need to

¹¹ The colours chosen to differentiate between the 4 Elements in Figure 1 will be used throughout this JSP. Analysis activity is depicted in green; Design in pink; Delivery in orange and Assurance in purple.

¹² Exceptions to the broad intent of the DSAT process, particularly where MTS and assurance activities are concerned, will require justification and risk management (if appropriate).

conduct training either within a Defence context (such as pan-Defence training conducted within a single Defence training establishment), or in a Joint environment. As Defence has changed to become more efficient, effective and integrated, so the traditional sS barriers have broken down. This has resulted in training being conducted both pan-Defence and in Joint environments. Only in this way can training both accurately mirror the Contemporary Operating Environment, and prepare Defence people for the realities of the modern Defence context. Accordingly, it can be suggested that there is no such thing, in Defence, as a purely individual Role. All Defence personnel work as part of a team and therefore conduct collective training (even during initial training, which has traditionally been seen as a purely individual training environment). Equally, without individual training, collective training cannot take place as it requires individually trained personnel to fulfil the Roles in a team/collective, or Joint environment. In essence, individual training provides the building blocks for collective training, which only together can deliver Defence effect. Individual and collective training can no longer be considered in isolation and therefore the processes for delivering both have been brought together in this revised version of the JSP.

What is a MTS?

6. Integral to the 4 Elements of analysis, design, delivery and assurance is the need to ensure that the DSAT process and the resultant Training System is properly **governed** and **managed** and meets the high standards required for training in Defence. The governance, management and assurance (Element 4) of training are collectively known as a MTS. A MTS is not a document that is filed away once training starts, to be pulled out during inspections. In fact, it is not a document at all. It is an iterative mechanism to ensure that the training being delivered remains meaningful and continues to contribute to delivering Defence effect. When delivered correctly, the outputs of the DSAT Elements, combined with the MTS, deliver a Training System that meets the required QMS.

7. For the MTS to be effective, bodies such as boards and working groups must be established to ensure that the DSAT process remains on track and the Training System remains appropriate to the need. Key DSAT documentation (explained later in this Section) must also be produced. As an integral part of the MTS, activities that directly contribute to meeting the QMS are also embedded within each Element. The MTS mostly draws in products from the DSAT process (to avoid duplication) in order to record and demonstrate that the QMS is being met. All stakeholders in the Training System will have some involvement in the MTS

What is a Training System?

8. A Training System, therefore, comprises the analysis, design and delivery of training along with the governance, management and assurance activities. Put another way, 'DSAT 4 Elements + governance and management = Training System'. When conducted correctly, the Training System delivers training that meets the DSAT QMS mandated by Defence. Figure 2 shows DSAT and MTS activities combining to generate a Training System.

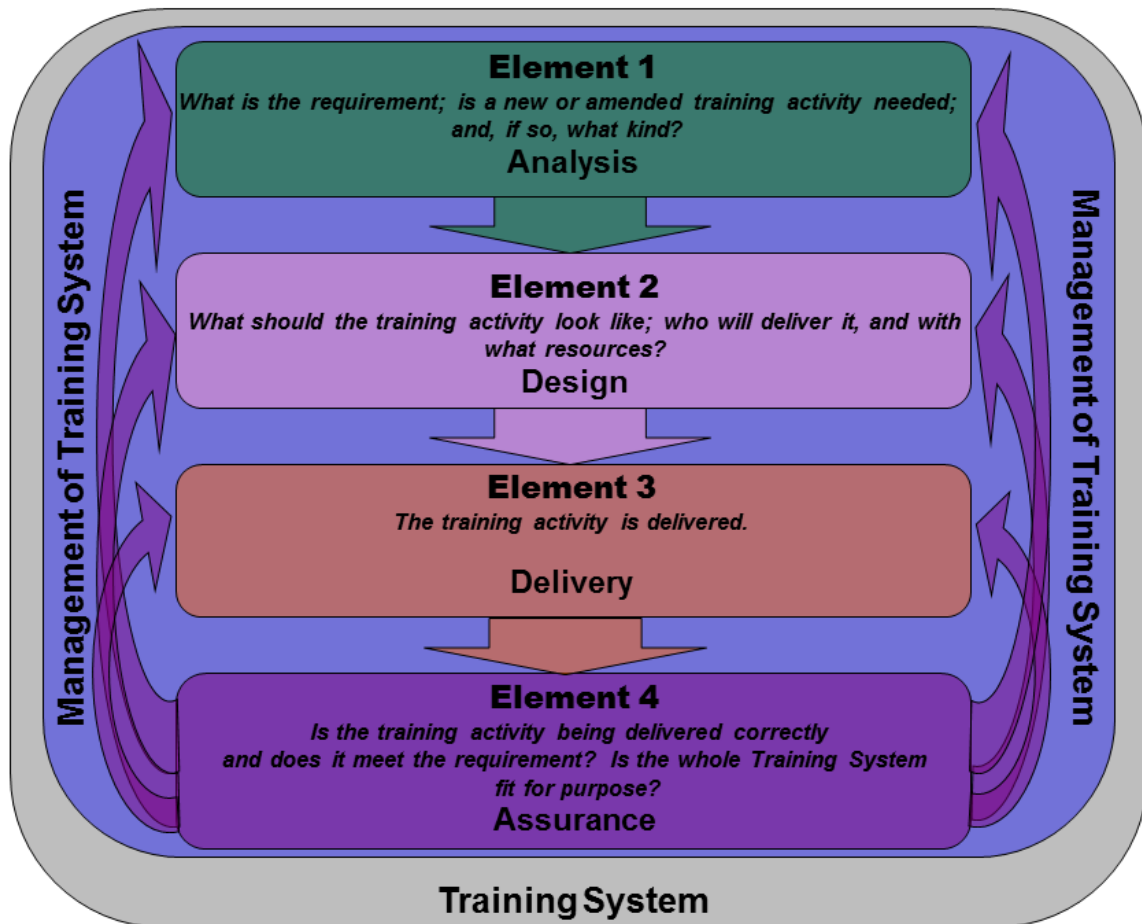


Figure 2. The DSAT Process Generating a Training System

9. Defence requires its people to place themselves in harm's way to deliver Defence effect. Defence people work in hazardous environments, under stressful conditions whilst conducting activities that carry a high risk to personal safety. Consequently, Defence must ensure that its Training Systems meet the very highest standards. Training must also be robust, realistic and challenging if it is to prepare its personnel for the full spectrum of Defence Roles. However, there is a tendency, because of the risk, for Defence training organisations to provide more training than necessary in the misguided belief that this will make up for future uncertainties. And, in some cases, poorly designed or executed Training Systems can deliver insufficient training. The ideal then is a Training System that is designed to train its personnel to an optimal level so that they are equipped with the appropriate Knowledge, Skills and Attitudes (KSA) necessary to carry out the Role for which they were trained. Providing too much training costs money that will likely be taken from elsewhere in the training budget that could then result in insufficient training in other areas, which risks lives. Therefore, a Training System designed using a common process and that is governed and managed in accordance with the Defence mandated QMS, is vital to ensure that Defence people are best equipped to achieve Defence effect.

10. All Training Systems are unique. Accordingly, the DSAT process has not been designed to be prescriptive or constraining. Users may choose to skip individual activities if they are not required for the specific training need that has been identified provided that mandated Analysis, Design and Delivery activities and the mandated MTS activities are

undertaken¹³. The DSAT process is designed as a generic decision making process and can be used for equipment-based, or non-equipment training needs.

What is the DSAT QMS?

11. The DSAT Quality Management Standard (DSAT QMS) is the standard that is met when the outputs of the DSAT Elements and the MTS activities are delivered correctly, i.e. in line with JSP 822. DSAT assurance activity needs to focus on the mandated requirements of the MTS (outlined in Part 1, Chapter 1, Section 1.1) and the mandated requirements of individual training (outlined in Part 1, Chapter 1, Section 2.1)¹⁴. JSP 822 has been mapped with the ISO 9001:2015 quality management processes for equivalence; this equivalence is covered in greater detail in Part 1, Chapter 1, Section 1.2. Defence audit staffs are not required to refer to the ISO standard to undertake audit activity.

Roles

12. There are many different users of the DSAT process who are pivotal to ensuring the MTS is fulfilled. Key personnel or Roles involved, which are recorded on the TrAD, are likely (but not limited) to be¹⁵:

a. **Training Requirements Authority (TRA).** The TRA represents the end-user of the trained output and is the ultimate authority for the derivation and maintenance of the Role Performance Statement (Role PS). The TRA is responsible for the evaluation of the effect of the training in achieving the Role PS wherever the training is delivered. The TRA often sits at the Service Command (SC) level and sets the requirement for a new training activity, or a variation to an existing one, as well as some aspects of the assurance of the training. The TRA is often a nominated post at 2* level but it is common practice for TRA responsibilities to be delegated, by letter, to an individual (or organisation) who has more knowledge of the specific requirement. Examples of the types of Roles undertaken on behalf of the TRA are: Needs Analyst, External Evaluator, and Senior Responsible Owner in the case of projects, programmes or capabilities.

b. **Training Delivery Authority (TDA).** The TDA must be distinct from the TRA and is the organisation responsible for training delivery, but not always for the conduct of the actual training itself. If a SC so wishes, the TDA role can be a nominated post. Examples of the types of Roles associated with the TDA are: Designer, 2nd party auditor or inspector, and TLoD Owner in the case of projects, programmes or capabilities.

c. **Training Provider.** The Training Provider is the training school, college, organisation, establishment or group that conducts the training. It may use a variety of learning techniques but is essentially responsible for the provision of training to trainees. It is where the training activity that has been analysed and designed, is finally delivered. Examples of the types of Roles associated with the Training Provider are: Defence Trainer, Training Support Staff, Internal Evaluator, and 1st party auditor.

¹³ It is recognised that, in the cases of Urgent Operational Requirements, it may not be possible to complete all the mandated DSAT activities prior to training commencing. This is recognised but must not be an excuse for inactivity. A CEB must be established as soon as practicable to ensure the correct management, governance and assurance of the training.

¹⁴ A list of mandated activities for collective training has not yet been devised. The Collective Training Policy at Part 1, Chapter 3, Section 3.1, will be reviewed in 2017 to assess which activities will be deemed mandatory.

¹⁵ These are illustrative rather than prescriptive, examples to show the wide range of DSAT users.

d. **Other stakeholders.** Whilst not directly involved in the process of generating training activities, there are other stakeholders who have an interest in the training provided and who will likely exert influence over the DSAT process in order to ensure that their needs are taken into account. These other stakeholders may include:

- (1) **Customer/sponsor**¹⁶. Likely to be the Service or Joint Command, or the fielded force (units, ships or groups) who are tasked with delivering Defence effect and who need trained personnel to fulfil a wide variety of Roles.
- (2) **Defence contractor.** Many training activities are carried out by Defence contractors, who are civilian personnel working for, and on behalf of, Defence.
- (3) **Trainee.** An individual in receipt of individual and/or collective training.
- (4) **3rd party auditor or inspector** (for assurance activities conducted by Ofsted¹⁷, for example).

e. **Roles in the Joint and Defence environment.** The principles for the governance, management and assurance of Joint and Defence training requirements are the same as for individual and collective training. However, the Joint and Defence training environment is complex. There is a need to clearly define roles and responsibilities for those who are involved in, and accountable for, the delivery of a Joint capability or Defence policy for which a Defence training solution is required. This includes the management of the Training Defence Line of Development (TLod) in all cases where Joint training is delivered as part of capability development or policy implementation. The principles of Financial and Military Capability (FMC) management are to be applied to the development of such training. For Joint or Defence outputs the nomination of a Lead TRA is required who takes account of the requirements of two or more TRAs, usually but not exclusively from different Services or Commands. The Lead TRA will sign the TrAD on behalf of any subordinate sS TRAs (usually at a Customer Executive Board (CEB)) but only with their agreement. This is vital to ensure that any activity delivers VfM and meets organisational objectives. In many cases, it may also be appropriate to nominate a Lead TDA and Training Provider for Joint and Defence training requirements.

Contracting out Elements of the DSAT process

13. Where discrete Elements of the DSAT process are outsourced to contractors, the exact requirement should be captured in the commercial framework – the contract – in order to ensure that commercially required DSAT activities are not missed¹⁸. Outsourcing the provision of DSAT activity to commercial organisations can be an effective use of time and money, especially where resource and/or capability shortfalls exist and where time imperatives or the need for concurrency demand it. As with any project, establishing a requirement and articulating it sufficiently is key to ensuring success. Without a clear understanding of what success looks like, a project can drift and can cost valuable time, effort and money without adding value. If a SC is considering outsourcing any Element of the DSAT process, then a full business case and option should be developed and submitted

¹⁶ Individuals and organisations may consider themselves 'Customers' or 'Sponsors' of training but their requirements can only be represented by an identified TRA. TRAs are the only recognised 'Customer' at a CEB.

¹⁷ Office for Standards in Education.

¹⁸ Existing contracts are not required to be amended to reflect the changes in terminology in this JSP. New contracts, or those undergoing significant contract amend, must reflect the changes.

through the appropriate FMC and acquisition processes. In all cases, Commercial advice must be sought before beginning the process and the SC leads for training development should be consulted to provide subject matter expertise.

DSAT processes within the acquisition system

14. Certain personnel working within the management of training systems are required to interface with the 'Acquire' function of the Defence Operating Model¹⁹. The Defence Acquisition System is a set of discrete functions that frame services provided by Defence Equipment & Support (DE&S) and Information Systems & Services (ISS) to SCs on the procurement and through-life support of military equipment and services.

15. The Acquisition System Operating Model²⁰ defines how acquisition activities are to be conducted, including alignment to FMC and SC processes. Within this model sits the acquisition process of CADMID²¹ and CADMIT²², which each Defence Line of Development²³ (DLOD), including training, has to work within. Figure 3 below describes how the training elements of capability fit within the CADMID/T lifecycle and what processes and outputs, including DSAT documentation, are required:

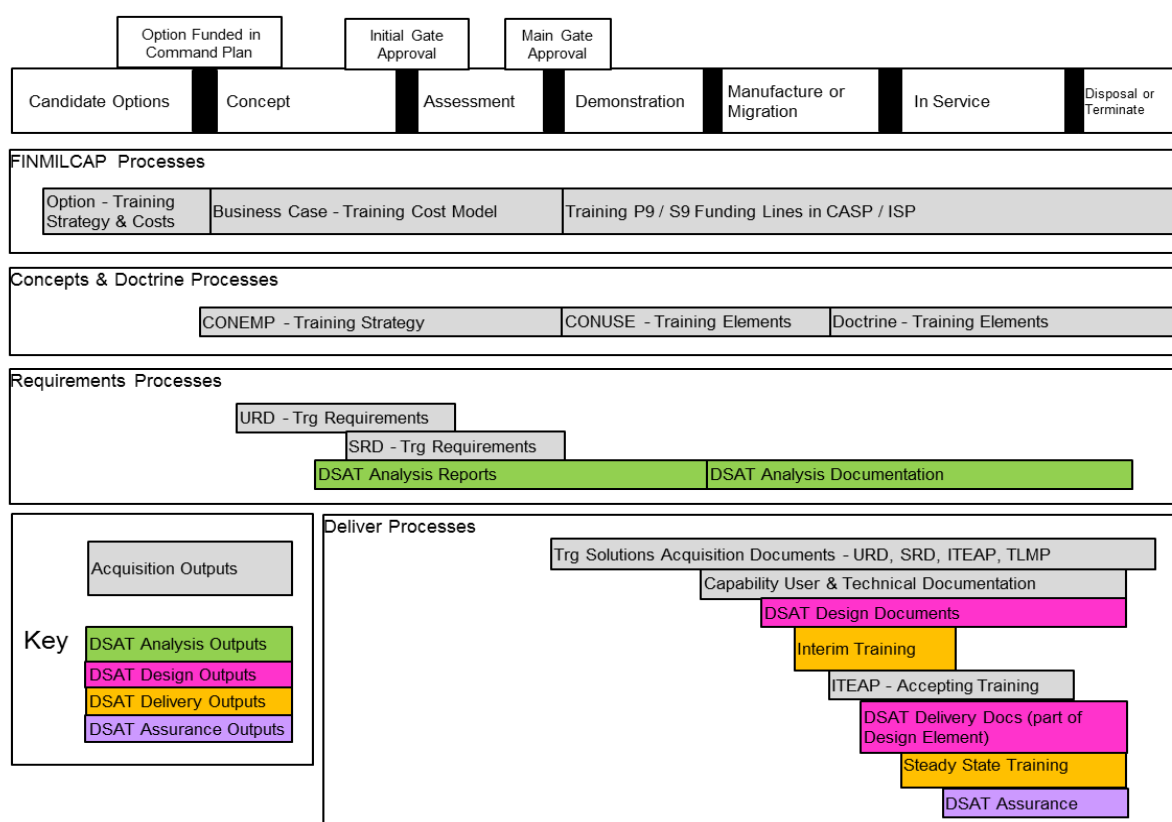


Figure 3. DSAT Processes within the Acquisition System

- a. **FINMILCAP processes.** These financial planning processes ensure that pan-DLOD capabilities meet genuine needs, are affordable and compliant with Defence and SC policies and strategies. The cost of developing and delivering

¹⁹ <https://www.gov.uk/government/publications/how-defence-works-the-defence-operating-model>.

²⁰ https://www.aof.mod.uk/aofcontent/asg/content/asom/0a_intro_asom_role.htm.

²¹ Concept, Assessment, Demonstration, Manufacture, In-Service, Disposal.

²² Concept, Assessment, Demonstration, Migration, In-Service, Termination.

²³ https://www.aof.mod.uk/aofcontent/general/sg_dlod.htm.

individual and collective training for new capabilities, as well as for updates and upgrades to existing, will be assured through the activities of the Personnel and Training DLODs engaging with capability sponsors and DE&S/ISS project teams. This includes developing through-life personnel and training costs within capability planning options, project initial and main gate business case cost models and project/in-service Procurement (P9) and Support (S9) funding lines.

b. **Concepts & doctrine processes.** Concept and doctrine documentation such as Concepts of Employment (CONEMP), Concepts of Use (CONUSE)²⁴ and operational doctrine are integral parts of developing and delivering the right capabilities. Again Personnel and Training DLODs must be considered in all these documents as they underpin the development of subsequent requirements documents. These concepts will be based on Defence and SCs' policies and strategies for training.

c. **Requirements processes.** Within the Concept and Assessment phases of DE&S/ISS projects a User Requirement Document (URD)²⁵ and a System Requirement Document (SRD)²⁶ are developed to enable the contracting of industry to deliver equipment and services. These requirements will be aligned to the supporting concepts and doctrine, Defence and SC policies and strategies and, where required, be supported by evidence of analysis and research. Within the Personnel and Training DLODs, DSAT Analysis processes can be used and documented to provide evidence in support of requirements for interim²⁷ and steady state training solutions. This DSAT Analysis will subsequently go forward to update in-service SOTRs and Performance Statements for both individual and collective training. Following the acceptance by the Department of recommendations in a National Audit Office report²⁸ it is mandated that where the provision of training is proposed, the business case is to be supported by DSAT Analysis.

d. **Deliver processes.** Within the Demonstration to Manufacture/Migration phases, capability solutions are contracted, developed and delivered into service. During these phases training solutions will also be procured and/or legacy training systems will be updated to reflect the capability changes. Where new solutions are needed, requirements processes may have to be followed again to develop URD, SRD, Integrated Test Evaluation & Acceptance Plan (ITEAP) and Through-Life Management Plan (TLMP), as well as the new DSAT training design and delivery documentation. Where training systems are being updated, these documents should already exist (if not created) and be updated accordingly to reflect the capability changes. Once training solutions are in place, steady state training can commence in accordance with normal DSAT processes, until assurance activities identify shortfalls, the capability is upgraded or reaches the end of its service/contract. At this stage action should be taken to update training to mitigate the shortfall, meet the new requirement, or undertake Disposal/Termination of the solution.

MTS mandated documentation and activities

²⁴ https://www.aof.mod.uk/aofcontent/tactical/tlcm/content/capabilityintegration/cipproducts.htm?zoom_highlight

²⁵ <https://www.aof.mod.uk/aofcontent/tactical/randa/content/urprinciples.htm>.

²⁶ <https://www.aof.mod.uk/aofcontent/tactical/randa/content/urprinciples.htm>.

²⁷ When bringing into service new capabilities, training may be required before the formal in-service phase and hence interim training will be used to enable sufficient knowledge transfer to conduct trials & acceptance activities, doctrine development and train the trainers and training developers. Interim training does not have to comply with DSAT requirements due to its temporary nature and off the shelf availability, but contracting against specific DSAT processes may provide opportunities to de-risk steady state training development.

²⁸ HC247 1992/93: Ministry of Defence – Use of Simulators in Training.

16. The MTS activities (processes, outputs and deliverables) are detailed at Figure 4, the Inventory of DSAT Activities²⁹, in blue and purple. They are listed numerically from 5.1 to 5.20 and from 4.1 to 4.4. It is not the intention that all the activities are carried out for all training requirements. The size and complexity of the training requirement will dictate which activities must be undertaken. However, there are some mandated activities and these are listed in the paragraphs that follow. Note that the colour coding mentioned previously now comes together on this diagram: Analysis (green); Design (pink); Delivery (orange) and Assurance (purple). Finally, on the right hand side of the diagram, those recommended to carry out certain activities are depicted: TRA (yellow); TDA (brown); Training Provider (light blue); All (white). Where, for organisational, contractual, or other reasons, activities are distributed and/or responsibilities delegated other than as recommended, then this should be agreed at the CEB and annotated on the Training Authorisation Document (TrAD)³⁰. In all cases, any variance from the MTS must still be DSAT QMS compliant and auditable. The other mandated activities of the DSAT process for individual training (i.e. not MTS-specific) are detailed in Chapter 2, Section 2.1 of this Direction. MTS-mandated documentation, activities and responsibilities are described in the following paragraphs.

17. **Statement of Requirement (SOR) (5.1).** The DSAT process will begin with an SOR which states that there is a (real or perceived) need for personnel to have specific KSA due to a **new** or **changed** requirement. An SOR may necessitate a change to an existing training activity, or require a completely new training activity to be designed, both of which require the use of the DSAT process. It may also result in no change to any training. Criteria that will affect the SOR include: changing Defence priorities; new equipment coming into service; results of external assurance; manpower changes; skills gaps, or pinch point trades; and changing legislation or government policy.

18. **Responsible persons.** An SOR is most likely to be produced by a stakeholder such as the Customer or Service/Joint Command and is submitted to the relevant TRA. The TRA must consider the SOR and provide a response which will result in either no action being taken or TNA work commencing.

19. **Raise TrAD (5.2).** A TrAD must be raised at the end of the scoping exercise stage (Element 1 (Analysis: Scoping Exercise Report (1.2 to 1.2.4))), once a training need has been identified. The TrAD is then populated as the process progresses and is submitted to the appropriate governance body (CEB or CEB WG) for endorsement later in the process (5.9). The format for a TrAD is at Annex A. The importance of the TrAD cannot be over-emphasised. It is the document which defines who is responsible for what during the life of a training activity. It is the signed contract between the TRA, TDA and Training Provider and is a key document in the holding to account process. Every training activity across Defence must have a related TrAD. There are no exceptions. Throughout the life of a training activity the TrAD must be revised or renewed as the situation dictates and re-endorsed at the CEB. Records of all TrADs and any amendments must be retained by the TRA.

20. **Responsible persons.** The TRA is responsible for raising the TrAD. Its content is then agreed and signed by all relevant stakeholders.

²⁹ The Inventory of DSAT Activities has been produced to show the 90+ activities relating to DSAT. Its numbering system has been devised and to assist personnel in the reading of this JSP.

³⁰ The TrAD Form at Annex A can be amended to reflect a different delegation of responsibilities.

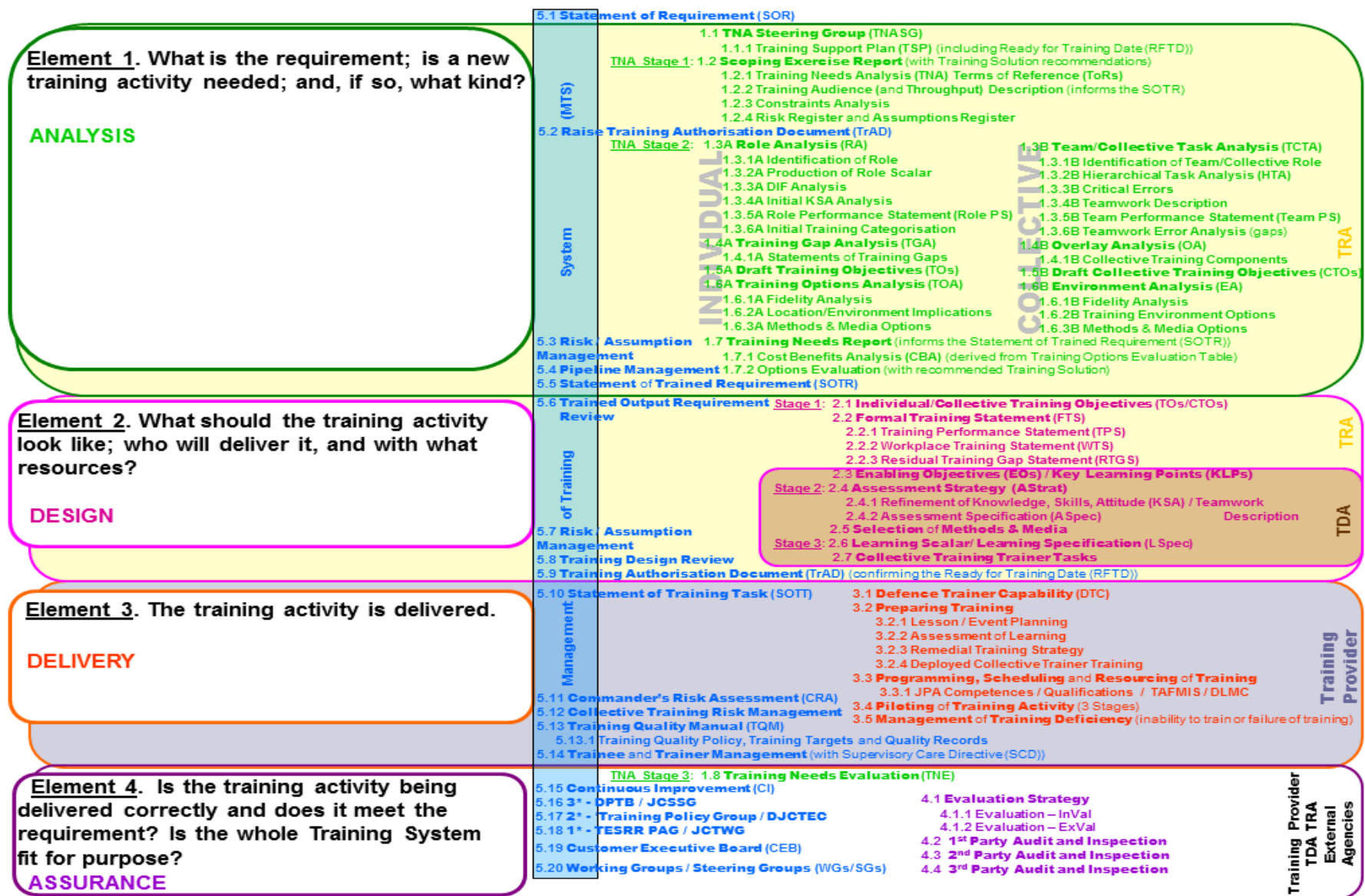


Figure 4. Inventory of DSAT Activities

21. **Risk/assumption management (5.3 and 5.7).** Risk/assumption management must start at the beginning of the DSAT process. Risks/assumptions are to be held on risk/assumption registers at all levels (e.g. training establishment, SC or SC's subordinate training HQ) and are to be managed iaw relevant Defence risk management policies. Risks/assumptions must be reviewed regularly during all Elements of the DSAT process and updated with any new and emerging risks. It is for this reason that risk and assumption management appears twice on Figure 4.
22. **Responsible persons.** The CEB is the forum where Training Provider, the TDA and TRA can discuss and manage risks/assumptions. The TRA is to determine whether the risks must be transferred to a higher authority such as the appropriate Service or Joint Command. For cross-Service or cross-Command risks/assumptions the appropriate higher authority forum is likely to be the TESRR PAG or the Defence People and Training Board (DPTB).
23. **Pipeline management (5.4).** At Phases 1 and 2, pipeline management ensures that sufficient personnel of the correct branches and/or trades enter training on the Untrained Strength (UTS), and subsequently the single Services (sS) as Gains to Trained Strength (GTS) in order to meet the manpower requirements of each Service. At Phase 3, pipeline management ensures that the correct numbers of personnel enter training to sustain the requirements of each branch and/or trade. The sS should engage and negotiate with TDAs and training establishments, through the CEBs, in pursuit of an efficient and effective pipeline. Pipeline management applies equally to collective training, in terms of formed teams, units and formations.
24. **Responsible persons.** Pipeline management is the responsibility of the SCs, with pipeline management offices situated in ACNS(T) FOST, ARTD and No 22 (Trg) Gp.
25. **Statement of Trained Requirement (SOTR) (5.5).** The SOTR identifies the trained output required by the employing SC, by year, for a period of 4 Training Years. The aim of the process is to develop an accurate SOTR before the commencement of the Training Year (TY).
26. **Responsible persons.** The SOTR is produced by the SCs' SOTR Co-ordination Organisations³¹ who own and develop it with key stakeholders.
27. **Trained output requirement review (5.6).** A Trained Output Requirement Review takes place to ensure that, based on the Role/Team Performance Statement (Role/Team PS)³² and the draft training objectives (TOs)/collective training objectives (CTOs), the training requirement would still be met. The review can be carried out at a CEB, or if waiting for the next CEB would hold up the design process, at a CEB WG, or Out of Committee.
28. **Responsible persons.** It is the responsibility of the TRA to ensure that the requirement would be met by the proposed training solution.
29. **Training design review (5.8).** Review of the training design ensures that the design Element has generated the outputs necessary to deliver a successful training activity, based upon the training need. The review can be carried out at desk level and endorsed at a CEB, or if waiting for the next CEB would hold up commencement of training delivery, at a CEB WG, or Out of Committee.

³¹ Each Service that generates a training requirement should have a single organisation that is responsible for capturing and co-ordinating the entirety of that requirement.

³² The Role PS has replaced the term OPS in this revised JSP.

30. **Responsible persons.** It is ultimately the responsibility of the TRA to review the training design.
31. **TrAD/confirmation of Ready for Training Date (5.9).** Authority to begin training is given by updating the TrAD and submitting it to the appropriate governance body (CEB or CEB WG) for endorsement. Without an endorsed TrAD, training delivery cannot begin. The format for a TrAD is at Annex A. The TrAD can be endorsed Out of Committee if this would speed up the process as long as all stakeholders are in agreement.
32. **Responsible persons.** The TRA is responsible for formally raising the TrAD at the CEB, in conjunction with the TDA and Training Provider.
33. **Statement of Training Task (SOTT) (5.10).** The SOTT is the document generated by the TDA³³ by taking the agreed output-based requirement articulated in the SOTR and developing it into a deliverable training plan for the following TY.
34. **Responsible persons.** The TDA completes the SOTT and it is endorsed formally at the CEB in the training year before training begins.
35. **Commander's Risk Assessment (CRA) (5.11).** This captures the risks of training, and the risks to training staff and trainees. The CRA must contain the health and safety assessment of the training activity specific to the Training Provider.
36. **Responsible persons.** The Training Provider, specifically the Commanding Officer of a Training Establishment (COTE) is responsible for producing and maintaining a CRA.
37. **Collective training risk management (5.12).** This activity is the management of risk, to a force or FE capability, by the TDA. It shows the TRA what has been trained and where shortfalls exist or when risk is being taken in declaring a team or capability ready for operations.
38. **Responsible persons.** The TDA is responsible for collective training risk management.
39. **Training Quality Manual (TQM) (5.13).** This critical document sets the requirements, both in process and output terms, necessary to set and maintain the Defence mandated QMS. Each TQM will be unique to the specific requirements of the Training System and is a key document supporting the MTS. The TQM is endorsed at the CEB.
40. **Responsible persons.** The TQM is usually written by the Training Provider in conjunction with the TDA. The TRA must ensure that TRA QMS activities are also reflected appropriately in the TQM.
41. **Trainee and trainer management (5.14).** This ensures that the Care and Welfare of all personnel that live and work within the training establishment is properly considered and captured in the Commander's Supervisory Care Directive (SCD), which primarily sets out the trainee and trainer Care and Welfare activities.
42. **Responsible persons.** The Training Provider, specifically the Commanding Officer of a Training Establishment (COTE) is responsible for trainee and trainer management.

³³ In conjunction with the Training Provider.

43. **Continuous Improvement (CI) (5.15).** The TRA, supported by other stakeholders such as the TDA and Training Provider, must seek to ensure that the Training System continuously improves. This is not a function that takes place at a specific point in the DSAT process but should (as the name suggests) be continuous. CI should not only be applied to the training activity to improve the training (both in terms of resource efficiency and training delivery) but also to the Training System as a whole. CI can also result from recommendations contained within audits, inspections and evaluations, the results of which should be studied in order to identify and then implement improvements.

44. **Responsible persons.** All personnel involved in any aspect of delivering a Training System have CI responsibilities.

45. **Assurance.** Evaluation, audit and inspection are grouped together under the overarching term 'assurance'. The purpose of evaluation, audit and inspection of training is to: ensure the quality of delivery and content; verify that the output matches the TRA's requirement and that the requirement is correct; and confirm adherence to endorsed policy. Assurance activities do not focus solely on the provision of training (although this is a key activity) but also on the DSAT process and the Training System as a whole, including the MTS. Information, which must be managed iaw JSP 441, will support the assurance process. Assurance activities provide confidence to all stakeholders that training across Defence is conducted such that:

- a. They are satisfied that the training is effective and it meets the Defence requirement.
- b. It is in accordance with endorsed Defence training policy.
- c. It meets Defence's Care and Welfare obligations.
- d. Where appropriate, it meets the requirements of UK legislation and other national standards.
- e. A culture of CI facilitated by regular self-assessment exists with all Training Providers, or all those involved in training activities.

46. Assurance activities comprise:

- a. **Evaluation.** Evaluation is the process of making a judgement as to the worth of training to Defence. It allows Defence to monitor the impact of training and assess what has been achieved, whether it was effective, efficient (i.e. represents Value for Money (VfM)) and how it contributed to the achievement of Defence outputs.
- b. **Audit.** An audit is a systematic, objective and documented process for obtaining evidence and evaluating it objectively to determine the extent to which it meets set assessment criteria. For all training, individual and collective, DSAT auditors are to audit against the mandated activities listed in Part 1, Chapter 1, Section 1.1, which relates to the MTS requirements. For individual training, there are further mandated activities listed in Part 1, Chapter 1, Section 2.1. In due course, a similar list will be produced for collective training.
- c. **Inspection.** Inspection is a formal examination or review of training performance and outputs to determine adherence with regulations, assess effectiveness and to ensure fitness for purpose.

47. Evaluation activities are as follows:

- a. **Evaluation Strategy (4.1).** The production of an Evaluation Strategy is key. It is the document that will detail what training will be evaluated and how.
- b. **InVal (4.1.1) and ExVal (4.1.2).** A specific sub-set of evaluation is Validation which is further split into InVal and ExVal. InVal examines whether the TOs are being met and ExVal uses both qualitative and quantitative data to determine the degree to which training prepares individuals/teams for the specified Role and whether the Role remains valid.

48. Audits and inspections are conducted at 3 levels:

- a. **1st party (4.2).** 1st party audit and inspection is assurance activity conducted for internal purposes by all parties for the DSAT activities they undertake themselves. This will form the basis of an organisation's self-declaration of conformity and provide the basis for CI³⁴. CI is defined as recurring assurance activities that contribute to identifying improvements in the effectiveness and efficiency of training.
- b. **2nd party (4.3).** 2nd party audit and inspection is assurance activity conducted by Defence organisations external to the activities that are within the scope of the audit or inspection. 2nd party assurance must capture the whole Training System not just the training activity. Examples of such activities are the SCs' assurance teams who conduct 2nd party audits and inspections against the DSAT QMS and Common Inspection Framework (CIF) Key Questions. A 2nd party audit of a Training Provider can be prioritised using a risk-based approach but the aim should be to carry out a 2nd party audit every 2 years³⁵
- c. **3rd party (4.4).** 3rd party audit and inspection is assurance activity conducted by organisations external to the MoD. Examples are the Ofsted inspections commissioned to examine Care and Welfare under statutory remit or a review of Skills Funding Agency provision.

49. **Responsible persons.** The following are most likely to fulfil these assurance roles/activities:

- a. **TRA:**
 - (1) Evaluation Strategy.
 - (2) ExVal of the training activity.
 - (3) Contribution to the MTS.
- b. **TDA:**
 - (1) 2nd party audit and inspection³⁶ of the Training System (external to the training activity).
 - (2) Contribution to the MTS.

³⁴ Examples of such activity are 1st party audits against the DSAT QMS and self-assessment activities such as peer review.

³⁵ 4 years is the maximum interval permissible between 2nd party audits.

³⁶ It is often practical for audit and inspection to be conducted concurrently.

c. **Training Provider:**

- (1) InVal (based upon the Evaluation Strategy written by the TRA).
- (2) 1st party audit and inspection of the Training System (internal to the training activity).
- (3) Contribution to the MTS.

d. **External agencies.**

- (1) 3rd party audit and inspection, external to Defence (e.g. Ofsted or Skills Funding Agency).

50. DSAT users must comply with the broad intent which is to ensure that, for training delivery, 1st party audit and inspection are *internal* to the delivery unit and 2nd party audit and inspection are *external*. The recommended practice being that 1st party is conducted by the Training Provider and 2nd party by the TDA³⁷. Where Service-specific structures do not provide such suitable separation between these two (and in order to ensure that 1st and 2nd party are not conducted by essentially the same organisation, and are therefore both internal), 2nd party must be conducted by the TRA or some other Defence organisation that is appropriate to the assurance need and capable of conducting external assurance. To ensure DSAT compliance, all activities undertaken by the TRA, TDA and Training Provider must be independently audited with appropriate regularity.

MTS mandated governance activities

51. **CEB (5.19).** For all training, CEBs are formed as part of the MTS and are specific to the needs of that Training System. The general purpose of a CEB is to provide a mechanism for stakeholders to develop the scale and content of training to match the required Defence outputs within the available resources, and in accordance with relevant Defence and sS policies. The CEB will form WGs and/or SGs to support and assist with its governance and management, and may also be used to oversee the development and/or delivery of a specific DSAT activity. The agreed Defence Direction for CEBs for individual training and suggested ToRs are at Annex B. ToRs for collective training CEBs are at Annex C.

Individual training governance

52. **Defence People and Training Board (DPTB) (5.16).** This is a 3* Defence level Board that is chaired by the Chief of Defence People (CDP). It is the highest level governance body for training issues. Amongst other objectives, the DPTB manages training strategic performance and risks, and provides the governance and management of Defence Training and Education.

53. **Training Policy Group (TPG) (5.17).** This is a 2* Defence level group chaired by ACDS (Pers Cap). The TPG is the principal 2* forum that champions TESRR activities, engages with stakeholders and representatives from across the Defence TESRR spectrum, and capture cross-Command TESRR matters that require the attention of the 3* DPTB.

³⁷ The scope of a 2nd party audit or inspection will include the whole of the DSAT process and, therefore, activities for which the TDA is responsible. The TDA must ensure that an independent 2nd party audit or inspection of their own activities is carried out. SCs may wish to carry out this function for each other using a 'peer review' system.

54. **Training, Education, Skills, Recruiting and Resettlement Policy and Assurance Group (TESRR PAG) (5.18).** This is a 1* Defence level group chaired by Hd TESRR and provides strategic Direction on Defence Training, Education, Skills, Recruiting and Resettlement matters. It is the principal forum for the governance and assurance of such activities throughout Defence.

55. **Working groups/steering groups (WGs/SGs) (5.20).** There are a number of standing Defence level WGs and SGs that assist with policy, assurance and governance of training across Defence. Principally, these are the Defence Training and Education Assurance WG (DTEAWG), the Defence Training Policy WG (DTPWG) and the Defence Education, Skills and Policy WG (DESPWG), chaired at OF4/OF5 level.

Collective training governance

56. **Joint Commitments Strategic Steering Group (JCSSG) (5.16).** The JCSSG is chaired at 3* level by Deputy Chief of Defence Staff (Military Strategy and Operations). The group's main responsibility is to endorse the presented Defence Exercise Programme (DXP) (12 to 18 months in detail) from the Service and Joint Forces Commands. It will agree any adjustments made from the previous JCSSG and attempt to resolve any conflicts presented to the JCSSG from the sS Commands. The JCSSG will also provide the strategic-level Direction and Guidance to the Service and Joint Forces Commands concerning weights of effort and geographical location for future exercise activity.

57. **Defence Joint Collective Training and Exercise Committee (DJCTEC) (5.17).** The 2* DJCTEC is chaired by Deputy Director Joint Warfare (DD JW). Its main responsibility is to manage overall UK training and exercises in line with Defence Strategic Direction (DSD), confirming the policy and priorities for future exercises are included in the DXP.

58. **Joint Collective Training Working Group (JCTWG) (5.18).** The JCTWG is chaired by AH MST (OF5). The JCTWG is responsible to the DJCTEC for the compilation of the DXP.

59. Further detail of the structure for the governance of Defence collective training is at Annex B to Part 1, Chapter 3, Section 3.1.

Governance of Joint and Defence training requirements

60. In all instances, a CEB is to be formed as early as possible in the process to manage, govern and assure Joint and Defence training requirements. In many cases the roles are already agreed but where the nomination of Lead TRAs, TDAs and Training Providers cannot be agreed between Service/Joint Commands, this is to be referred to the TESRR PAG for resolution. It is mandated that all Lead TRAs receive training to fulfil their Role. The matrix of Lead TRAs and Lead TDAs for training in Joint and Defence training environments is held on the TESRR website. It is the responsibility of SCs to keep this matrix up-to-date.

Governance of distributed training

61. The governance and assurance of distributed training (DT) is complex as DT can encapsulate a number of delivery solutions in a variety of environments. Special mention is

made of it here because a lack of control of DT leads to poorly trained and unqualified personnel who are unable to fulfil their Roles. Definitions are³⁸:

- a. **DT.** DT is the structured learning where all, or parts, are undertaken away from the organisation responsible for the development, maintenance and management of the training³⁹. A trainer may or may not be needed; if needed, a trainer may be physically present (local or peripatetic) or remotely located. The learning material can be provided by any blend of suitable media.
- b. **Franchised training.** Franchised training is training that has been devolved to a Training Provider from a central Training Provider (establishment or college). Franchisees deliver Phase 2 or 3 training defined in the TPS and are managed and governed by the central Training Provider/TDA.
- c. **Workplace training (WT).** WT is training that is managed and/or delivered by the employing unit. The training may address all or part of the training required to meet the Role PS as articulated in the Workplace Training Statement. WT may also be other training which has not been derived through the formal DSAT process.

62. All areas of DT must have a clearly defined and articulated governance structure and associated procedures, which includes the recording of TO/CTO completion and the documentation of risk where training cannot be effectively delivered. It is essential that DT is a planned occurrence and that authority to conduct it is obtained from the relevant governing organisation. The Defence preferred decision support tool for determining and planning the optimum amount of DT on Defence courses is 'Advisor'. Defence has procured 16 'Advisor' licences which are available to course design and maintenance teams on the Army Hosting Environment, accessible through DII. Further details are at Annex C to Part 2, Chapter 1, Section 1.3. Clear agreement between TRA and TDA/contractor is essential when moving training between centralised and distributed delivery. DT is to be reported on at the CEB.

Training Management Information Systems (TMIS)

63. TMIS can collectively achieve significant efficiencies and improve Defence's effectiveness, particularly resource management, data exchange, quality, integration and exploitation, and business intelligence. It is mandated that all organisations provided with Training and Financial Management Information System (TAFMIS-T) are to use TAFMIS-T to manage the individual training, events, processes and resources of personnel engaged with Phase 1, 2 and 3 training. This is essential to ensure a consistent approach to DSAT and to provide coherent and complete management information across Defence. For other organisations, the use of TAFMIS-T as the Defence-wide TMIS is recommended. Individual training organisations that do not have access to TAFMIS-T must instead use JPA OLM for course bookings, the recording of competences and completing training history. The course naming conventions laid down in JSP 794 are to be used on both TAFMIS-T and JPA OLM. Information regarding TAFMIS can be found in Part 2, Chapter 3, Section 3.1.

Annexes:

- A. Training Authorisation Document Suggested Template.
- B. Defence Direction for CEBs for Individual Training and suggested ToRs.
- C. ToRs for Collective Training CEBs.

³⁸ Definitions are taken from consensus at the Distributed Training Working Group 1 Apr 14.

³⁹ Distance learning is a type of DT where no trainer is present. See Definitions in Part 2, Chapter 4, Section 4.1

TRAINING AUTHORISATION DOCUMENT

Training Authorisation Document				
Administration and Course Details				
Training Activity ⁴⁰ Title:				
JPA/HRMS Training Activity Code:				
CEB Title:				
TRA/Lead TRA:				
TDA/Lead TDA:				
Training Provider/Lead Training Provider:				
1 st Party Assurer:				
2 nd Party Assurer:				
Training Audience (and Throughput) Description, Version and Date ⁴¹ :				
Training Needs Report Date:				
Role/Team PS, Version and Date:				
FTS, Version and Date:				
Assessment Strategy, Version and Date:				
Estimated Trainee Throughput (SOTT), per annum (Initial and Steady State):				
Course duration:				
Training activity frequency, per annum (Initial and Steady State):				
No of trainees per activity (Min-Max):				
Stakeholder Authorisation				
	Signature ⁴²	Name	Title/Post	Date
Authorisation of Role/Team PS by TRA:				
Authorisation of FTS, by TRA:				
Authorisation of TQM and AStrat by TRA:				
Authorisation of manning requirements by Manning Authority:				
Commitment to Deliver training by Training Provider:				
CEB approval to commence training date:				
Next Training Activity and Training Audience (and Throughput) review date ⁴³ :				
Additional Notes (<i>Trainee prerequisites/Accreditation/Resource requirements etc, and including any deviation from the recommended DSAT process</i>).				

⁴⁰ In the context of this JSP, the term 'training activity' encompasses all training, irrespective of Method, that is delivered across Defence, including individual training (such as courses in a training establishment and workplace training) and collective training.

⁴¹ This rough estimate of throughput will inform the SOTR which is a separate document.

⁴² Signatures can be 'e.signatures' if the TrAD is attached to an email, for example.

⁴³ This should be regularly such as annually, or when changes are made to the training need or requirement; or as an absolute minimum, every 5 years.

DEFENCE DIRECTION FOR CEBs FOR INDIVIDUAL TRAINING AND SUGGESTED TERMS OF REFERENCE (TORs)

The purpose of the CEB is to provide a mechanism for stakeholders to develop the scale and content of training to match the Defence requirement within the available budget and in accordance with relevant Defence and sS policies. In doing so, the CEB will:

- Hold all parties to account for the execution of their responsibilities in relation to the quantity, quality, timeliness and effectiveness of the training.
- Hold the TRAs to account to provide a clear fully justified requirement and their priorities for training.
- Manage the 4 key documents which drive CEB business: the TrAD, the Role PS, the FTS and the SOTR/SOTT. These must be tabled at the CEB and agreed/signed off by relevant stakeholders.

Scope

1. All individual training, whether delivered in Phase 1, 2 or 3, must adhere to the CEB process outlined in this Direction. Whilst not written with collective training in mind, the CEB principles in this Annex should be applied to collective training wherever appropriate. TORs for individual and collective training CEBs are at Appendix 1 to this Annex and at Annex B respectively.

Governance

2. Top level governance for Defence training resides with the DPTB. However, in order to ensure that training is appropriately governed and assured, there is a requirement for additional governance processes, to include:

- a. **CEB.** Each CEB should be chaired by an appropriately empowered representative who will be responsible for maintaining focussed discussion and ensuring clear articulation of actions and holding to account personnel/organisations that have received tasking. Unresolved issues and risks should be raised via the TESRR governance structure. The CEB is generally chaired by the TDA; the rationale being that the TDA will be required to effect the implementation of any requirement changes such as updating the training documentation. The TDA will also be best placed to provide the necessary training data. Additionally, the TDA also usually holds the budget for the training. However, the TRA (or Lead TRA) plays a vital role and is the individual/organisation responsible for escalating any risks and issues unresolved at the CEB up the Chain of Command, and for ensuring that appropriate governance and assurance activities are being undertaken. For certain CEBs (e.g. where there are a number of TDAs, or where the TRA controls the resources, or where the TDA is a contractor), the TRA may decide that it is more appropriate for them to chair the CEB. Chairmanship should be clearly articulated in the ToRs. The TRA must ensure that a CEB is normally held biannually and both TRA and TDA leads should attend the CEBs. Where there are matters that cannot be resolved as part of the CEB (e.g. a TRA believes the requirement is not being met

or a TDA does not have the resource to deliver a requirement), these are to be escalated to a higher level within the relevant Chain of Command/TLB for resolution. In the case of training where a Lead TRA has been nominated, matters that cannot be resolved should be referred to the TESRR PAG via SO1 Trg Pol, TESRR, in the first instance.

b. **CEB working groups (WGs).** CEB WGs are a forum where subject matter experts representing Customers, the TRA, TDA and Training Providers will meet to discuss each training activity in detail. The aim of the WG is to review training requirements, agree training levels and targets, examine the results of recent, and schedule future, assurance activities (such as audits and evaluation) and to highlight any emerging themes, issues and risks of concern up the CEB Chain of Command. The CEB WG is the preparatory phase of the CEB and will prepare training data for ultimate endorsement by the TRA. Issues that cannot be resolved at working level (e.g. a mismatch between the SOTR and SOTT) and areas of risk should be raised for discussion at the CEB. The chair of a CEB WG should be an appropriately delegated representative of the TDA/TRA. Given that the size and length of training activities varies substantially, TRAs/TDAs should use their judgement to determine what rank is most appropriate to chair and attend the WG(s), and highlight this in ToRs.

c. **Governance documentation.** In order to bring more to the way that CEBs operate, documentation for each CEB must include:

(1) **ToRs.** A tailored ToR for each CEB is to be produced using the suggested format at Appendix 1. Whilst this suggested format provides the wording that will be generic to all CEBs, it is important that each CEB contextualises their ToRs accordingly; separate ToRs are to be produced for CEB WGs. Membership should be articulated by the specific organisations/posts that should be in attendance (e.g. they should not simply state that the TRA should attend but should list the relevant TRA(s) posts that are required).

(2) **Agenda.** A comprehensive agenda is critical to fulfil the objectives of the CEB. A number of core standing agenda items must be included at all CEBs. Other items can then be added to address any issues relevant to that particular CEB. A suggested format for an agenda with the core items⁴⁴ is contained within Part 2, Chapter 1, Section 1.5, Annex A, with agenda items to include:

(a) **Training delivery.** Discussion of any issues pertinent to training delivery both current (i.e. in Training Year (TY) 1, e.g. trainer numbers) and future (e.g. re-location of training) and a concise report on the actual training delivered in the previous TY. Endorsement of the FTS and Assessment Strategies that have been agreed between the relevant TRA and Training Providers. The delivery of DT is to be considered under this agenda item.

(b) **Near-term training requirement (content).** Discussion of issues associated with training content to include clarification that the

⁴⁴ For a CEB to be successful, CEB members should have access to high quality training information. Wherever possible this should come from the Defence training management system in use (such as TAFMIS-T and in the future DL&MC).

TRA has provided the TDA with a clearly articulated requirement and confirmation that they are satisfied (or otherwise) with the standard of the trained output. Acceptance of the Role PS from the appropriate TRA. In a Joint or Defence context, the development of appropriate Joint or Defence training.

(c) **Near-term training requirement (volume).** Contribution towards development of the SOTR and then acceptance of the endorsed SOTR from which to develop the SOTT. Endorsement of the SOTR for TY 2 (i.e. the next TY commencing the following Apr) and clarification on the implications of any future changes to TY 2. De-confliction of any resource requirements that arise from late notice (less than 12 months from commencement of training) budgetary/SOTR imbalance by trading sS training priorities against available funding. Reporting uptake/performance against the SOTT. Retention of an audit trail to show why differences between SOTR and SOTT have occurred.

(d) **Trainee flow and future requirements (volume).** To ensure the optimisation of training, including the efficiency of training pipelines and that appropriate co-ordination is in place between multiple CEBs, where they exist. Consideration (in broad terms) of the training requirements currently predicted for TY 3 and 4 and the anticipated ability to deliver that requirement with the resources available.

(e) **DSAT QMS compliance.** Monitoring adherence to the DSAT QMS to ensure training documentation is effective and that there is an up-to-date TrAD, Role PS (noting the requirement to review the Role PS at least every 5 years) and FTS. Monitoring and reacting to training effectiveness feedback including consideration of any assurance reports (external Ofsted inspections, 2nd party audit observations, InVal and ExVal reports). Monitoring rectification of audit non-compliance.

(f) **Injuries in training.** In addition to the core objectives, there is a requirement for CEBs to consider whether it is necessary to report on any injuries in training and to ensure that all training risk assessments have been conducted.

(g) **Management of Risks.** Training risks must be discussed, with level of risk identified and mitigation measures outlined on a risk register. An example of a Risk Matrix suggested format is contained within Part 2, Chapter 1, Section 1.5, Annex A, but sS may use their own formats if these conform to standard risk management practice.

(h) **Discussion of statistics.** Discussion of statistics is to not only report in-year figures but should also report back on trend analysis (e.g. has the SOTR increased over time and if so, have resources correspondingly increased in numbers?).

(3) **Pre-decision support information.** In order for each CEB to operate effectively it is essential that pre-CEB decision support information is collated prior to the CEB. This will enable the focus of the meeting to be orientated towards decision-making and help avoid excessive background

discussion/updates. Pre-CEB decision support information must clearly link to items on the agenda and support the key information required within the CEB output report. Pre-decision information should include: assurance reports, SOTR/SOTT figures, statistics on pass rates, injuries, PVR trends etc.

(4) **Record of Decisions (RoDs)/Action Grid.** Each CEB occurrence must result in RoDs or an Action Grid that captures the relevant details, agreed leads and target dates.

Appendix:

1. Generic ToRs for Customer Executive Boards.

GENERIC TORs FOR CEBs

The purpose of the **** CEB is to provide a mechanism for stakeholders to develop the scale and content of training to match the Defence requirement within the available budget, and in accordance with relevant Defence and sS policies.

Accountability and governance

1. Detail who is accountable to whom as agreed on the TrAD⁴⁵. Governance of the CEB process ultimately rests with the DPTB. Add any additional reporting mechanisms appropriate to the CEB (e.g. contractual relationships, project teams etc).

Membership

2. Detail core and representative membership and as required, to include:
- a. Chair⁴⁶ to be generally provided by TDA (but could be TRA if this is deemed more appropriate).
 - b. TRAs⁴⁷ (clearly identifying who is being represented).
 - c. Representation from the appropriate sS or Defence policy organisation(s).
 - d. Additional stakeholders (as appropriate)⁴⁸.
 - e. Representative(s) of the SOTR Co-ordinating Organisation(s).
 - f. Training Provider(s).

3. It should be clearly articulated exactly who is representing the TRA/TDA and stakeholders. This is especially important for the larger CEBs which may cover a variety of different requirements. Where a Lead TRA, TDA or Training Provider has been nominated, this is to be clearly articulated in the TORs.

Resources

4. Identify who holds the resources and financial responsibility. This is important when bidding for additional resources or managing cuts. It is also critical for the governance and assurance of the training.

Specific tasks

⁴⁵ In a Defence training context, if the interests of a sS are not satisfied by the CEB or its Chain of Command, the issue may be pursued through the relevant Principal Personnel Officer (PPO) within extant Defence people governance structures or the TESRR PAG.

⁴⁶ In all cases, the chair of the CEB should be at a rank that is appropriate to the requirement.

⁴⁷ If the TRA is a committee, its chairman will represent it at the CEB. To also include contractors.

⁴⁸ In a Defence training context this will include representatives of sS organisations with involvement in the management of the training pipeline.

5. It should be clearly stated what requirements and training activities are within the scope of the CEB. During meetings, each CEB must address the 6 core agenda objectives, supported by pre-CEB decision support information. Each objective should be considered on a risk, assumption and issue management basis. The 6 agenda objectives are:

- a. Training delivery including DT.
- b. Near-term training requirement (content).
- c. Near-term training requirement (volume).
- d. Trainee flow and future requirements (volume).
- e. DSAT QMS compliance and assurance activity.
- f. Injuries in training.
- g. Management of risks.

6. Each CEB must produce RoDs or an Action Grid and risk register.

Authority

7. The CEB is designed as a decision making forum. If required, the chair must commit to seeking additional direction and guidance which should then be communicated Out of Committee. The chair is authorised to task WGs in pursuance of the CEB's primary purpose. The CEB has the authority to liaise with other sS and Defence departments as appropriate, and Service establishments in pursuance of its primary purpose.

Frequency of meetings

8. CEBs should normally meet biannually; additional CEB forums and WGs may be called at the discretion of the chair.

GENERIC TORs FOR COLLECTIVE TRAINING CEBs

The purpose of a collective training CEB is to provide a mechanism for stakeholders to develop the scale and content of collective training to match the operational requirement within the available budget and in accordance with relevant Defence and sS policies. The CEB will meet under the direction of a delegated TRA representative to ensure that responsibility and accountability are aligned. It should be fed by other collective training CEBs as necessary and should focus on the management of risk against contingent capability.

Accountability

1. The CEB is accountable to the TRA. Collective training CEBs are only required where the necessary functions cannot be met by existing structures.

Membership

2. The CEB should include:
 - a. A chair to be provided by the TRA.
 - b. Other TRA representatives.
 - c. TDA representatives.
 - d. FinMilCap (environmental and/or Joint) representatives.
 - e. Environmental Training Acquisition Organisations where established and/or DE&S TLoD representatives.
 - f. Representation from Defence policy organisations as appropriate, including TESRR.
 - g. Additional stakeholders as appropriate, including OGDs and Industry.
 - h. Training Provider(s) as appropriate.
 - i. Resources and Plans representatives as appropriate.

Responsibilities

3. The CEB is responsible for:
 - a. Informing the management of risk against contingent capability via collective training.
 - b. The acceptance of requirements from TRAs.
 - c. The endorsement of evaluation and certification methods as part of

collective training assurance.

- d. The direction of collective TNA as necessary.
- e. The de-confliction of any resource requirements that arise from late notice or emergent operational requirements by trading training priorities against available funding.
- f. Monitoring adherence to the DSAT QMS.
- g. Governing collective training through:
 - (1) Holding TRAs to account for providing justified requirements, for risk acceptance as part of certification, for checking coherence in requirements across Commands, and for the resourcing of the Training DLoD.
 - (2) Holding TDAs to account for providing the required collective training, for risk assessment as part of evaluation, and for checking coherence in collective training across Commands.
 - (3) Liaising with Service and Joint Forces Commands as necessary to ensure that collective training is included in Command Plans and assessed against appropriate metrics as part of the Holding to Account process.
 - (4) Liaising with the DJCTEC for the delivery of Defence-wide exercising in support of assurance.
 - (5) Monitoring performance against key targets in management plans.
 - (6) Liaising with other collective training CEBs.
 - (7) Directing the work of CEB WGs.

Authority

- 4. The chair is authorised to task working groups in pursuance of the CEB's primary purpose. The CEB has the authority to liaise with Service and Joint Forces Commands, MoD departments, OGD and Industry as appropriate in support of its primary purpose.

Frequency of meetings

- 5. CEBs should normally meet biannually.

1.2 Equivalence of DSAT Quality Management Standard (DSAT QMS) with ISO 9001:2015

1. Analysis of the relationship between JSP 822 and ISO 9001 was previously undertaken by the Ministry of Defence Directorate General of Training and Education in conjunction with the British Standards Institution (BSI), against the requirements of ISO 9001: 2000. This resulted in the publication of JSP 822 Part 4, DSAT QS 001: 2008, that specified requirements for a training quality system applicable to any training activity, provided by, or on behalf, of the MOD.

2. The 2015 revision of ISO 9001 coincided with an in-depth review and revision of JSP 822, one of the key objectives of which was to provide a quality management system that was integral to the DSAT process, rather than supplementary to it. As a result, DSAT QS 001:2008 has not been revised. Instead, JSP 822 has been mapped against the requirements of ISO 9001:2015 to confirm equivalence.

3. One of the key changes in the 2015 revision of ISO 9001 has been to establish a systematic approach to risk, rather than treating it as a discrete component of a quality management system. In previous editions of ISO 9001, a clause on preventive action was separated from the whole. Now risk is considered and included throughout the standard. By taking a risk-based approach, an organization becomes proactive rather than purely reactive, preventing or reducing undesired effects, and in ISO 9001 terms, is viewed as 'promoting continual improvement'. Preventive action is automatic when a management system is risk-based. Such an approach is particularly relevant in a critical subject area such as Defence training. ISO 9001:2015 defines risk as 'the effect of uncertainty on an expected result'. It introduces risk-based thinking throughout the document but particularly in:

- a. **Clause 4 (Context).** The organization is required to determine the risks which may affect this.
- b. **Clause 5 (Leadership).** Top management are required to commit to ensuring Clause 4 is followed.
- c. **Clause 6 (Planning).** The organization is required to take action to identify risks and opportunities.
- d. **Clause 8 (Operation).** The organization is required to implement processes to address risks and opportunities.

4. Similarly, this new edition of JSP 822 includes consideration of relevant risks throughout the DSAT process.

5. This comparison between JSP 822 and ISO 9001: 2015 has again been undertaken by the BSI on behalf of CDP to confirm that the currently accepted good practice embodied in the latest international Quality Management Standard is appropriately reflected in the DSAT and particularly in the MTS. This identification of comparability is provided to facilitate interoperability between Defence contractors and civilian partners allowing non-Defence providers, with quality management systems complying with ISO 9001: 2015, to have confidence that in working to their embedded procedures they will also meet Defence requirements. In doing so, they will demonstrate that the Training System includes quality management in line with currently proven practice and, as a result, can be relied upon to repeatedly and uniformly deliver training to specification in the uniquely challenging Defence environment. The quality of 'delivered training', and the Training System as a whole, are governed by the correct application of the relevant policies of this JSP, with the added assurance that the management of quality for that delivery has been undertaken in conformance with quality management procedures comparable with ISO 9001: 2015.

6. It cannot be assumed that an organization delivering Defence training meeting the relevant requirements of the MTS are necessarily ISO 9001 compliant; that would need to be confirmed by separate audit undertaken for that purpose. However, a non-Defence organization that operates a quality management system in compliance with ISO 9001: 2015 can have confidence that it will not need to change its approach to meet the stringent requirements of DSAT.

7. The clause relationships identified in the following table have been determined with reference to Figure 4 of JSP 822. The identified relationships should not, however, be seen as indication of precise alignment between JSP 822 and ISO 9001: 2015. Many of these relationships are indeed very close but, for some, the approach can appear different.

8. Of particular note is the difference in language used in the respective documents. Conventions that are accepted as inherent in standards used in society generally, have been found not to have the same relevance in the Defence context and are not applied in JSP 822 to the same extent. For example, the modal verb 'shall' that has such prevalence in the expression of 'requirement' in standards is largely replaced by 'must' in JSP 822, although the required response is the same. Another terminological difference is that in clause 10.3, ISO 9001: 2015 refers to the concept of 'continual improvement' whereas JSP 822 prefers to use 'continuous improvement' i.e. without interruption, with the latter perhaps being the more onerous. Also of note is that in relation to ISO 9001 Clause 5 on Leadership, JSP 822 makes no direct reference to Leadership. It does however make stringent provision for direction, responsibility and accountability at all stages of the DSAT process which can be expected to deliver an equivalence of outcome.

9. Another difference in approach that should be given particular consideration is in relation to the involvement of 'customers' in the quality management process, especially in respect of the performance review and outcome assessment stages. In the Defence context, such 'partnering' is likely to be at a level of detail not practicable in the more generally understood supplier/customer relationship where submission of 'complaint' is the more usual level and extent of customer engagement. It is therefore recommended that non-Defence training providers give particular attention to the engagement of Defence clients in these stages of their quality management processes when delivering training to Defence.

Annex:

A. ISO 9001:2015 Clause Relationships with DSAT Elements and MTS.

ISO 9001:2015 CLAUSE RELATIONSHIPS WITH DSAT ELEMENTS AND MTS

ISO 9001: 2015/ JSP 822: 2015 Equivalent Clauses								
ISO 9001 Reference		Clause Subject	ISO 9001 page	JSP 822-Part 1 References				
				All Training	Individual	Collective	DSAT Element	MTS
4	4.1	Context of the organization – Understanding the organization and its context	1	1.1 & 1.2			1 Analysis	5.1
	4.2	Context of the organization – Understanding the needs and expectations of interested parties	2	1.3, 1.4			1 Analysis	5.3
	4.3	Context of the organization – Determining the scope of the quality management system	2	1.5, 1.6	1.5A 1.6.1A-1.6.3A	1.5B 1.6.1B-1.6.3B	1 Analysis	5.4
	4.4	Context of the organization – Quality management system and its process	2	1.7			1 Analysis	5.5
5	5.1	Leadership – Leadership and commitment	3				1 Analysis	5.2, 5.9
	5.2	Leadership – Policy	4				1 Analysis	5.2, 5.9
	5.3	Leadership – Organizational roles, responsibilities and authorities	4				1 Analysis	5.2, 5.9
6	6.1	Planning – Actions to address risks and opportunities	4	1.8			2 Design	5.7
	6.2	Planning – Quality objectives and planning to achieve them	5	2.1			2 Design	5.6
	6.3	Planning – Planning of changes	5	2.4.1			2 Design	5.6
7	7.1	Support – Resources	6	2.5			2 Design	5.8
	7.2	Support – Competence	8	2.3, 2.5		2.7	2 Design	5.8
	7.3	Support – Awareness	8	2.4.2, 2.6			2 Design	5.8
	7.4	Support – Communication	8	2.2			2 Design	5.9

ISO 9001 Reference		Clause Subject	ISO 9001 page	JSP 822-Part 1 References				
				All Training	Individual	Collective	DSAT Element	MTS
	7.5	Support – Documented information	8	2.2, 2.4.1, 2.4.2, 2.6			2 Design	5.9
8	8.1	Operation – Operational planning and control	9	3.2, 3.3, 3.4		3.2.4	3 Delivery	5.13.1
	8.2	Operation – Requirements for products and services	10				3 Delivery	5.10
	8.3	Operation –design and development of products and services	11	3.2.1			3 Delivery	5.13
	8.4	Operation – Control of externally provided processes, products and services	13	3.1			3 Delivery	5.12
	8.5	Operation – Production and service provision	14	3.3			3 Delivery	5.14
	8.6	Operation –Release of products and services	15	3.4			3 Delivery	5.11, 5.12
	8.7	Operation –Control of non-conforming outputs	16	3.2.2, 3.2.3, 3.5			3 Delivery	5.11, 5.12
9	9.1	Performance evaluation –Monitoring, measurement, analysis and evaluation	16	4.1			4 Assurance	5.16
	9.2	Performance evaluation –Internal audit	17	4.1.1			4 Assurance	5.16
	9.3	Performance evaluation –Management review	18	4.1.2			4 Assurance	5.18
10	10.1	Improvement –General	19	4.2, 4.3, 4.4			4 Assurance	5.15, 5.19, 5.20
	10.2	Improvement –Non Conformity and corrective action	19	4.2, 4.3, 4.4			4 Assurance	5.15, 5.19, 5.20
	10.3	Improvement – Continual improvement	19	4.2, 4.3, 4.4			4 Assurance	5.15, 5.19, 5.20

NOTE: The above table is intended to demonstrate that the topics covered in ISO 9001: 2015 are also included in JSP 822. It does not necessarily provide a complete mapping of one system against the other.

2 Defence Direction for Individual Training

2.1 Individual training

Policy Sponsor: TESRR, CDP⁴⁹

The DSAT process comprises activities⁵⁰ relating to the training analysis, design, delivery and assurance of all Defence training, both individual and collective, across the Whole Force⁵¹. In the context of this JSP, 'training' encompasses any training, education, learning or development, both individual and collective, that is designed to meet the needs of a TRA⁵².

The focus of this Section of the Direction is **individual training**. Direction on collective training is at Part 1, Chapter 3, Section 3.1. Those not familiar with DSAT should refer to the Overview of the DSAT Process, in Part 2, Chapter 1, Section 1.1.

Part 1 (Direction), Chapter 1, Section 1.1 outlined the mandated activities that must be undertaken as part of a MTS. This Direction on individual training should be read in conjunction with it.

This Direction mandates which activities within the DSAT process must be undertaken for individual training requirements so that the training delivered is:

- **Appropriate to the training need;**
- **Cost-effective;**
- **Accountable;**
- **Safe;**
- **Risk-focussed.**

Scope

1. This Section of the JSP outlines the mandated activities within the DSAT process for individual training. It focuses on new training requirements but will also give Direction for occasions where existing training is undergoing change. Additionally, it will mandate assurance activities for all training be it new, existing or changed. Where discrete Elements of the DSAT process are outsourced to contractors, the exact requirement should be captured in the commercial framework – the contract – in order to ensure that commercially required DSAT activities are not missed.

Aim

2. This Direction will:

⁴⁹ Training, Education, Skills, Recruiting and Resettlement, part of Chief of Defence People, 6th Floor, MoD Main Building.

⁵⁰ In the context of this JSP, an 'activity' is any single part of the DSAT process.

⁵¹ The Whole Force encompasses Regular and Reserve personnel, MOD Civil Servants and other civilian, including contractors.

⁵² As a rule of thumb, all training, education, learning and development activity, where Government resource is being spent, is to be governed iaw DSAT. Training for operations, Defence Engagement activities, through-career education courses such as ICSC, ACSC and in-Service degrees are included as such requirements are to be controlled via a Customer Executive Board and appear on a Statement of Trained Requirement. Notably, activities procured through the SLC/ELC schemes are not subject to DSAT as they have their own governance processes.

- a. Outline the mandated Elements within the DSAT process for new individual training requirements.
- b. Direct the mandated activities for training that is not new but is undergoing, or has undergone, change.
- c. Direct that assurance activities are carried out whether the training is new, existing or changed.

Mandated activities within the DSAT process for new individual training requirements

3. The Direction in this Section details the mandated activities within the DSAT process for new individual training requirements. In all cases of a new individual training requirement, the following activities are mandated, to ensure that training is appropriate to the training need, cost-effective, accountable, safe and risk-focussed. Information on how to carry out the activities can be found at Part 2, Chapter 1. The inventory of DSAT Activities which will assist in understanding this Section is at Part 1, Chapter 1, Section 1.1, Figure 4.

4. **Mandated TNA activities for new individual training.** The mandated TNA activities for new individual training, for which the TRA⁵³ is responsible, are:

- a. **Scoping Exercise Report (1.2)**, to include:
 - (1) Training Audience (and Throughput) Description (informs the SOTR) (1.2.2).
 - (2) Risk register (1.2.4).
- b. **Role Analysis (RA)⁵⁴ (1.3A)**, to include:
 - (1) Identification of Role (1.3.1A).
 - (2) Production of Role Scalar (1.3.2.A).
 - (3) Initial KSA Analysis (1.3.4A).
 - (4) Role PS (Performance | Conditions | Standards) (1.3.5A).
 - (5) Initial Training Categorisation (1.3.6A).
- c. **Training Gap Analysis (1.4A)**, to include Statement of Training Gaps (1.4.1A).
- d. **Draft TOs (1.5A).**
- e. **Training Options Analysis (TOA) (1.6A)**, to include Methods & Media options (1.6.3A).

⁵³ The TRA may delegate the undertaking of TNA activities as required, but their completion to a satisfactory standard remains a TRA responsibility. Any such delegation must be recorded on the TrAD. For equipment related TNA, responsibility for undertaking the TNA falls to the project team iaw the ASG. The TRA still remains the ultimate authority for endorsement of the TNA.

⁵⁴ RA has replaced Job Analysis in this revised JSP. Recognised Job Analysis techniques are still relevant to RA. More detail is given in the Guidance Section, Part 2, Chapter 1, Section 1.2.

f. **Training Needs Report (1.7)** (informs the SOTR), to include Cost Benefit Analysis (CBA) (1.7.1).

5. **Mandated training design activities for new individual training.** Mandated training design activities for new individual training, for which the **TRA** and **TDA** are responsible⁵⁵, are:

- a. **Individual TOs (2.1).**
- b. **Formal⁵⁶ Training Statement (FTS) (2.2)**, to include:
 - (1) Training Performance Statement (TPS) (2.2.1).
 - (2) Workplace Training Statement (WTS) (2.2.2).
 - (3) Residual Training Gap Statement (RTGS) (2.2.3).
- c. **Enabling Objectives (EOs)/Key Learning Points (KLPs) (2.3).**
- d. **Assessment Strategy (AStrat) (2.4)** to include Assessment Specification (ASpec) (2.4.2)⁵⁷.
- e. **Selection of Methods & Media (2.5).**
- f. **Learning Scalar/Learning Specification (LSpec) (2.6).**

6. **Mandated training delivery activities for new individual training.** Mandated training delivery activities for new individual training, for which the **Training Provider**⁵⁸ is responsible, are:

- a. **Adherence to DTC policy (3.1).** Trainers must be fully SQEP in the subject matter they are delivering. If training delivery is outsourced, any trainer requirements must be specified in the contract.
- b. **Preparing training (3.2)**, to include Lesson Planning (3.2.1) (relating to TOs in the TPS and WTS).
- c. **Programming, scheduling and resourcing training (3.3).**
- d. **Management of training deficiency (3.5)** (inability to train or failure of training⁵⁹).

⁵⁵ Or as agreed in delineation of responsibilities and recorded on the TrAD.

⁵⁶ The inclusion of the term 'formal' in FTS is to convey the fact that all training activity derived as a result of the application of the DSAT process is 'formal' (no matter where or how it is delivered) as it will, throughout its life, continue to be subject to the rigours of DSAT and any associated MTS. The FTS is the document that drives the formal contract between the TRA/TDA and Training Provider which is articulated in the TrAD.

⁵⁷ It is the responsibility of the TRA to endorse the AStrat, usually as part of the CEB. Note: In TAFMIS, the AStrat and ASpec are situated in different parts of TAD and, therefore, the ASpec will not appear as subordinate to the AStrat.

⁵⁸ Or as agreed in delineation of responsibilities and recorded on the TrAD.

⁵⁹ A Training Deficiency is not the same as the Residual Training Gap. The Residual Training Gap is agreed by the TRA early on in the DSAT process and is articulated in the RTGS.

Mandated activities for training that is not new but is undergoing, or has undergone, change

7. For existing training, it is accepted that some change requirements might be so insignificant that to repeat all the DSAT Elements again would be wasteful. It is perfectly acceptable, given the iterative nature of the process, and where existing documentation is still relevant, to simply return to it, ask what has changed, and update as required. Accordingly, there are no specific mandated DSAT activities for training change as the activities will be dependent on the type and extent of any change. Robust assurance and risk management mechanisms will assist stakeholders in judging which activities may be required.

Mandated assurance activities for all individual training

8. For all training, be it new, existing or training that is undergoing, or has undergone, change, the following mandated assurance activities are the responsibility of the **Training Provider, TDA, TRA** and external agencies⁶⁰:

- a. **Evaluation Strategy (4.1)**, to include:
 - (1) InVal (4.1.1) (Training Provider).
 - (2) ExVal (4.1.2) (TRA).
- b. **1st party audit and inspection (4.2)** (Training Provider).
- c. **2nd party audit and inspection (4.3)** (TDA or an organisation separate from the delivery or the DSAT activities being audited or inspected).
- d. **3rd party audit and inspection (4.4)** (External agency).

⁶⁰ As agreed in delineation of responsibilities and recorded on the TrAD.

2.2 Commanders⁶¹ Managing the Training Environment

Policy Sponsor: TESRR, CDP⁶²

Defence training has to transform civilians into professional Service personnel (SP), capable of operating in the harshest of global environments and pressured situations. It must be appropriately delivered and progressively challenging in a way that successfully balances the difficulty, pressure and complexity, with the ability of the SP to assimilate the required level of knowledge and develop the right skills, attitude, and behaviour. To support this, there are 3 key training-focused outcomes:

- Optimised training environment.
- Minimised risk, whilst delivering realistic, robust and operationally focused training.
- Maximised support to SP (recruits, trainees and trainers).

For commanders involved in the delivery of initial training (Phases 1 and 2) setting, monitoring and assuring the 3 training-focused outcomes are particularly important. These principles are relevant to all individual training establishments⁶³.

This Direction details how recruits (in Phase 1 training) and trainees (those undertaking Phase 2 training, but with relevance to Phase 3 training as well) are to be cared for, developed, trained and managed from recruit and preliminary trade training to career courses and operational deployment. For the majority of new recruits, initial training is part of their formative development, as they transition from civilian entrant to SP. It is vital therefore, that the training environment delivers training that is conducted in the most efficient, appropriate and supportive manner possible.

Scope

1. Defence has a formal obligation⁶⁴ to implement the Continuous Improvement (CI) agenda during initial training. It is delivered by a regime of self-assessment which engenders an enduring and adaptive culture. A proactive CI approach underpins how Defence trains and educates SP so that they can take confidence in their training and themselves. It is a Command Function and this JSP ensures commanders implement an effective CI culture in their establishments. The Commander must personally own the CI agenda and drive improvements to deliver capable SP. Although everyone in the Chain of Command has a responsibility for supervisory care and CI, ownership must be retained at the highest level. Where an establishment has responsibility for more than one unit there must be coordinated activity and mechanisms across the establishment rather than independent unit activity⁶⁵.

⁶¹ 'Commanders' covers those commanding/in-charge of any form of Phase 1, 2 or 3 formal training organisation (including Training or Education Establishments, Defence Colleges, Training Schools and Training Units. This includes Reserve units).

⁶² Training Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

⁶³ For the purpose of this document an 'establishment' is a site made up of more than one training unit.

⁶⁴ This commitment is part of the Memorandum of Understanding recently signed with Ofsted by Min AF.

⁶⁵ For example at RAF Cosford the Supervisory Care Directive (SCD) emanates from the Commandant and provides clear and overarching direction to the 4 separate training units based there.

2. Commanders of individual training establishments have some responsibilities and obligations that are different from those of non-training commands. Individual, and particularly initial training is delivered in an increasingly demanding environment that has attracted much public attention over the last decade. Reports such as DHALI/B⁶⁶ revealed not only how things can go wrong in training but also how challenging they can be to correct if allowed to develop ungoverned. The findings of those reports have resulted collectively in extensive remedial action and a substantial injection of resources. There is now much closer scrutiny of the conduct of individual and particularly initial training, including external inspection of training establishments by the Office for Standards in Education (Ofsted)⁶⁷.

3. Prior to assuming command, designate commanders of all training establishments, units and groups are required to attend the mandatory Defence course for Commanding Officers of Training Establishments at the Defence Centre of Training Support (DCTS)⁶⁸.

Aims

4. The aim of this Direction is to provide commanders responsible for the delivery of initial (and individual) training with details of the operating context and their specific responsibilities and obligations concerning the conduct of the training. Particularly it serves to:

- a. Promulgate Direction regarding initial and individual training.
- b. Provide command level Direction on supervisory care and Guidance on CI.
- c. Outline the focus of Defence assurance activities, including external assurance.

Governance of initial training

5. The conduct of initial training in Defence is governed by a range of single Service (sS) and Defence policies and Direction. TESRR periodically reviews and updates Defence level Direction and Guidance for Training, Education and Skills, in conjunction with the sS and on behalf of CDP, the Defence Authority for People. These reviews aim to provide the correct, current implementation at establishment and unit level. TESRR staff can provide advice to Commanders on policy implementation and interpretation. Commanders must approach their Service Commands (SCs) regarding internal assurance queries. External assurance is carried out by Ofsted.

Assurance of individual training

6. Phase 1 and 2 training establishments are subject to a range of assurance activities, comprising Evaluation, Inspection and Audit by 1st, 2nd and 3rd Party agents⁶⁹. There are 3 aspects of training that are subject to assurance: the Training Curricula, the Training

⁶⁶ The programme of work instigated to address Duty of Care criticisms in the reports by the Directorate of Operational Capability, the House of Commons Defence Committee, the Adult Learning Inspectorate and Mr Nicholas Blake QC, collectively known as DHALI/B.

⁶⁷ www.ofsted.gov.uk

⁶⁸ Many of the issues addressed in this JSP are explained and discussed on this course.

⁶⁹ The Defence Direction governing the Assurance of Individual Training and Education is detailed later in JSP 822.

Environment and the Learning Experience. Each dimension is subject to scrutiny by various training agents, and although each has a different focus, there is some overlap⁷⁰.

- a. **Training Curricula: the 'What'.** Training curricula concern what is taught and the detailed management of training delivery within courses. They are the responsibility of the relevant Training Requirements Authorities (TRAs) and are audited by sS training assurance staffs, both deliverers (1st Party) and customers (2nd Party), using the Defence Systems Approach to Training Quality Management Standard (DSAT (QMS))⁷¹.
- b. **The Training Environment: the 'Where'.** The Training Environment concerns all aspects of how recruits and trainees are managed and cared for as they undertake their training. This includes the management of progress through the initial training pipeline. The initial training environment is governed by the specific Supervisory Care Direction contained within this JSP. sS inspectorates focus on the Training Environment as part of its assurance activity and Ofsted (3rd Party) assurance activities overlap into this area.
- c. **The Learning Experience: the 'How'.** The Learning Experience concerns everything to do with how well recruits and trainees actually learn, how they are guided and supported through the learning experience and what they achieve. It encompasses both the quality of instruction and associated resources, and the efficacy of the various training media in relation to the subject matter, learner ability and expectations. It is a major factor in determining the extent to which training has been effective in producing capable, confident and robust SP who can function to the required standard when exposed to extreme operational conditions. Inspections, Officer Cadet/Recruit Training Surveys (RTS)⁷² and Continuous Attitude Surveys (CAS) all provide insights into the Learning Experience and will be of command interest.

Supervisory care

7. **Commander's Risk Assessment and Supervisory Care Directive.** Commanders must conduct a Commander's Risk Assessment (CRA) of all aspects of training conducted in their establishment or unit. This will include identifying areas of concern regarding Permanent Staff welfare, recruit and trainee welfare, and the Training Environment. The assessment will identify risks which require command action and must be built from the 'bottom up'. Permanent Staff must be involved in the risk assessment process, as they appreciate where the real risks lie. The CRA will form the basis of a set of orders presented in the form of a Supervisory Care Directive (SCD). The SCD will identify what action needs to be taken and by whom, to mitigate identified risks. The application of military judgement

⁷⁰ This is not an issue where assurance activities are de-conflicted, which is one of the prime functions of the Individual Training and Education Assurance Working Group (ITEAWG); a biannual meeting of sS & JFC heads of assurance, chaired by TESRR.

⁷¹ Detailed Direction is set out in JSP 822 Part 1, Chapter 1, Sections 1.1 and 1.2.

⁷² Officer Cadet and Recruit Training Surveys – are independently analysed surveys providing commanders with up to date data on how recruits/trainees/officer cadets have dealt with their training experience and can feed directly into the CI Agenda. The feedback allows the Chain of Command to identify problems and amend delivery areas quickly, if required, to achieve maximum benefit and support for Phase 1 and 2 recruits and trainees and also address any D&I issues as they are reported.

will be required, reflecting local circumstances and particular recruit or trainee cohorts, to produce an effective SCD. Where there are several training units located on a single site, unit risk assessments and supervisory care processes must feed into the establishment's CRA and SCD for the entire site. Further Direction on this is contained in the following 2 sections of this JSP which relate to Supervisory Care and Care of Under 18s.

8. Trainer induction and attendance at Defence Trainer Capability (DTC) training.

Commanders must seek to ensure that all trainers and support staff (military, civilian and contractor) in initial training attend the appropriate DTC training iaw JSP 822, Part 1, Chapter 4, Section 4.1. They must ensure effective on-going trainer support, mentoring and development. Commanders must prioritise course attendance, in line with the deductions from their CRA.

9. Welfare provision. The sharing of concerns over recruits and trainees among welfare practitioners and the Chain of Command must be formalised within establishments. Vulnerable or potentially vulnerable recruits and trainees must be identified as early as possible and appropriate action taken to care for their well-being. Commanders must also ensure an effective focus for Permanent Staff welfare issues and their monitoring, including cases of Post-Traumatic Stress Disorder (PTSD). There must also be a formalised welfare forum with Terms of Reference and regular, routine meetings that are centrally co-ordinated. Welfare points of contact must be widely publicised⁷³ and recruits and trainees apprised of all avenues of complaint, including the Service Complaints Commissioner (SCC)⁷⁴.

10. Equality, Diversity and Inclusion (ED&I). Commanders must ensure that there are sufficient trained E&D Advisors (EDAs) within their establishment or unit, co-ordinated by a central ED&I officer. Recruits and trainees must have easy access to EDAs and ED&I reporting procedures must be widely publicised.

11. Female focus. The appointment of a female focus officer must be considered, where relevant, to provide a specific point of contact for female recruits, trainees and staff.

12. Under 18s (U18). Commanders must ensure that there is a robust procedure for supporting U18s⁷⁵.

13. Disclosure checks. Commanders must appoint a Unit Disclosure Officer and ensure that the posts in the establishment, unit or group that require the incumbent to be disclosure checked have been properly identified, applications processed and that the unit register is regularly monitored. When applicable, a check must be completed prior to an individual starting in the role. Commanders must take a regular interest in the progress of disclosure checks to ensure they are acting iaw JSP 893⁷⁶.

14. Death or serious Injury. Commanders must be familiar with the initial action to be taken when receiving a report of a serious incident, in particular involving death or serious

⁷³ The issue of a contact card for welfare needs to recruits and trainees can be very effective.

⁷⁴ For more information on welfare, see JSP 770: Tri-Service Operational and Non Operational Welfare Policy.

⁷⁵ For more information, see Defence Direction on Care of Service Personnel Under 18, within this JSP.

⁷⁶ Defence Direction for disclosure checks is given at JSP 893: Policy on Safeguarding Vulnerable Groups.

injury. Adherence to Defence Direction will ensure that the establishment, unit or group can deal swiftly and effectively with such incidents⁷⁷.

15. Catering, Retail and Leisure (CRL) in initial training establishments.

Commanders must note that CRL in initial training establishments can differ from operational units, ships or groups. Commanders must therefore ensure that CRL facilities in initial training establishments are operating in line with JSP 456⁷⁸.

CI

16. Obligation. CI establishes a regime of self-assessment and peer review, which are requirements for 1st party assurance within initial training. CI also has relevance to, and benefits for, Phase 3 training.

17. Previous practice. In the past, training establishments have tended to prepare for each 2nd and 3rd party assurance visit with a largely reactive approach. This has resulted in a lack of integration of effort and continuity of effect, with establishment and unit responses and improvement plans being driven mainly by external programmes and agendas. The concept of CI helps to overcome these weaknesses.

18. The concept. CI is a proactive concept that comprises 2 main activities to be implemented at establishment and unit level, and amongst groups of similar training establishments:

a. **Self-assessment.** Rigorous self-assessment is the fundamental tool by which CI is delivered. A structured and all-embracing approach must be developed and implemented with 1st party assurance activities for all initial training establishments. The assessment criteria must be developed by the training headquarters' staff structured around key questions based on the Common Inspection Framework (CIF) available on the www.gov.uk website adapted to local need. Self-assessment must be designed to provide establishments with a coherent method to scrutinise effectively all aspects of training provision, as a routine part of their core business. It must be conducted annually, either as a discrete exercise or as a rolling process over the course of the year.

b. **Peer review.** A process for effective peer review must exist amongst groups of establishments with similar training outputs, or which comprise a formal operating group. The key benefits are increased objectivity, the spreading of fresh ideas and good practice between establishments, and improved assurance to the operating group commander.

19. Implementation. Self-assessment and peer review, where applicable, must be embedded within 1st party assurance activities for all initial training establishments, under Defence and sS training command arrangements.

20. Products. Two key products must result from the CI elements described above: a Self-Assessment Report and a Quality Improvement Plan:

⁷⁷ For more information, see DIN 2011DIN03-035.

⁷⁸ JSP 456: The Defence Catering Manual, Vol 4.

- a. **Self-Assessment Report (SAR).** The SAR must set out concisely what the training establishment or unit does, to whom, for whom and how. It should consolidate the conclusions drawn from a SWOT⁷⁹ analysis undertaken within each of its constituent elements, analyse all aspects of training and support activities, and detail how the establishment seeks to improve its effectiveness. The SAR must lead logically to a plan to improve the establishment or unit's performance.
- b. **Quality Improvement Plan (QIP).** The key product of self-assessment and peer review should be a single, integrated QIP for commanders and their staff to drive progress and monitor improvement. The findings and recommendations of 2nd and 3rd party assurance activities⁸⁰ must be incorporated into these plans, together with other relevant sources of managerial information and locally gathered data.
21. **Other beneficial outcomes.** Aside from providing an effective means to improve performance on a continuous basis, CI is designed to have 2 other beneficial outcomes:
- a. It provides a robust mechanism to safeguard against the consequences of staff turnover, particularly that of Commanders and executive staff.
- b. Training establishments will be well prepared for external assurance visits, as the SARs and QIPs provide a comprehensive basis for any such inspection, audit or evaluation. It prevents duplication of effort and the feeling of inspection fatigue.
22. **External inspection.** Ofsted⁸¹ provides fully independent external assurance and 3rd Party assurance through two types of inspection:
- a. **Commissioned inspection.** Ofsted is commissioned by Defence to provide Ministers with independent external oversight of initial training across Defence. They examine training establishment self-assessment procedures using the nationally recognised CIF. Ofsted will seek to determine the progress made in addressing issues of duty of care, welfare and support for recruits and trainees.
- b. **Statutory inspection.** Ofsted conduct statutory inspections of training establishments to assure the delivery of accreditation programmes funded by the Skills Funding Agency (SFA) to ensure the funds are used appropriately. Statutory inspections will not be combined with the commissioned inspections described above.

Conclusion

23. Commanders of initial training establishments must implement this Direction, particularly that pertaining to supervisory care and CI. Whilst principally focused on initial training, some policies apply directly or have relevance to Phase 3 training. CI is to be embraced to create a lasting culture of improvement across Defence training. It is the responsibility of the local commander to personally own and drive the process, through their CRA and SCD.

⁷⁹ Strengths, Weaknesses, Opportunities, Threats.

⁸⁰ This includes findings from Ofsted inspections and audits by Service Command and Defence staff.

⁸¹ Ofsted is the nationally recognised inspectorate of schools and colleges and the adult work-based learning sector.

2.3 Supervisory Care for Phase 1 Recruits and Phase 2 Trainees

Policy Sponsor: TESRR, CDP⁸²

As an employer, the MOD has care and welfare obligations for all the recruits and trainees in its charge; this duty has legal, moral and presentational components. The expression used to describe the moral component is Supervisory Care. Supervisory Care entails the provision of an appropriate military, pastoral and welfare regime that goes beyond merely the delivery of military, technical or specialist training and/or education and includes the inculcation of professional military ethos. It also includes the need for recruits and trainees to be mentored by suitable military and/or civilian staff, and recognises the particular vulnerabilities associated with initial training and the transition from a civilian to a trained member of the military and from youth to adult. Commanding Officers (COs) of training establishments⁸³ are directly responsible and accountable for ensuring an effective Supervisory Care regime is established for the recruits, trainees, cadets, Under 18s (U18s), Vulnerable Adults and other students within their establishments. Such regimes must be all-embracing and should include all training as well as other activities relating to training⁸⁴.

Single Service (sS) 2nd party assurance teams routinely assess the implementation and effect of policies within the initial training environment. Coupled with external Ofsted inspections, these assessments spread good practice and identify potential improvements to policies and to their implementation. Further feedback is received from users and as a result of the wider Defence Training Assurance process detailed in this JSP.

Scope

1. This Direction applies to any individual from the Whole Force involved in the provision or support of Defence training and education in Phase 1 and Phase 2 training establishments, units and groups, and is to be extended to Phase 3 trainees where there is a clear link to Phase 1 or Phase 2 or the training pipeline for U18s.

Aim

2. The aim of this Direction is to ensure that effective Supervisory Care regimes are established in all Defence and sS initial training establishments, units and groups in order to satisfy Defence's care and welfare⁸⁵ obligations towards Phase 1 recruits and Phase 2 trainees, and, where appropriate, to Phase 3 trainees.

Principles

3. Supervisory Care is a regime that aims to provide appropriate levels of support, assistance or advice to recruits and trainees during their initial training. Maintenance of good order and discipline in accommodation, communal, training and recreational areas is an essential element of this regimen. The Supervisory Care regime is to be based on the

⁸² Training Education, Skills, Recruiting and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

⁸³ 'Commanders' covers those commanding/in-charge of any form of Phase 1, 2 or 3 formal training organisation (including Training or Education Establishments, Defence Colleges, Training Schools and Training Units. This includes Reserve units).

⁸⁴ Examples of people and activities include potential recruits, holdovers, those awaiting trade training, transfer or discharge, U18s engaged in Phase 3 training, those undertaking rehabilitation, temporary out-placements, Adventurous Training, acquaint activities and the hosting of cadet camps.

⁸⁵ Care and welfare refers to the general and immediate provision of support for recruits and trainees, specifically those practical aspects in place to identify any recruits or trainees at risk. Care and welfare has both a legal and moral component to care for the well-being of recruits/trainees

outcome of a comprehensive Commander's Risk Assessment (CRA). COs are to publish the resulting supervisory arrangements in a Supervisory Care Directive. Such Directives are to be reviewed regularly (at least annually) and adjusted as required in order to ensure the arrangements and procedures reflect the risks and remain robust and effective. All permanent staff, recruits and trainees are to have relevant details of the Directive explained to them as part of their formal induction to the unit. Federated training establishments, and sites that host a number of units, including training units, are to adapt this Direction to ensure a coordinated, coherent approach is taken towards all individuals on the same site or within the same organisation, as appropriate.

Definitions

4. The following definitions relate to Supervisory Care:

- a. **Care and welfare.** MOD's legal and moral obligation to care for the well-being of recruits/trainees.
- b. **Initial training.** Training delivered at Phase 1 and Phase 2.
- c. **Supervisory care.** The expression used to define the moral component of the MOD's care and welfare. It involves the conscious overseeing of recruits/trainees by an authorised person to ensure the delivery of an appropriate military, pastoral and welfare regime. Supervisory care goes beyond the delivery of military, technical or specialist training and/or education carried out during the normal working day. It includes aspects such as the inculcation of professional military ethos, the maintenance of values and standards, ensuring appropriate behaviour, providing assistance or advice on welfare and administration, and the mentoring of recruits/trainees by military or suitable civilian staff.
- d. **Supervisor.** A member of staff specifically authorised and responsible for the supervisory care of recruits/trainees. COs may nominate and authorise supervisors from all permanent staff (both military and civilian) on the strength of the establishment, as deemed suitable. This would normally exclude Military Provost Guard Service/MOD Guard Service staff and MOD Police unless specifically required⁸⁶. Military duty staff on the establishment during out-of-hours periods may be expected to carry out supervisory care responsibilities, subject to compliance with the Working Time Regulations, where applicable.
- e. **Normal working hours.** Typically 0800 to 1800 hours during which time recruits/trainees are undergoing formal periods of instruction (Class Contact Time), organised sporting or other activities. This period would include the time for lunch and any other short breaks between instructional periods. For the majority of this time recruits/trainees will usually be under the control and supervision of trainers.
- f. **Out-of-hours (off duty).** The time spent outside Normal Working or Silent Hours; typically:

⁸⁶ For example when recruits/trainees are detailed for Guard Duty/Fire Piquet under the supervision of MPGS, MGS or MOD Police, but noting the requirements of the extant Direction on Armed Guarding of Phase 1 and 2 Establishments contained within Annex D to DCDS(Mil Strat & Ops)/001/01.

Monday to Friday:

0630-0800 - the time between Reveille/Call the Hands and First Parade/Turn to.

1800-2300 - the time after periods of formal training and Silent Hours/Lights Out.

Saturday and Sunday:

0630-2300 - in the event of no formal training taking place.

g. **Out-of-hours (silent hours).** The time when recruits/trainees are expected to be asleep; typically 2300-0630 hours.

h. **Child**⁸⁷. The Children Act 1989 defines a child as any person under the age of 18 years including those persons U18 that:

- (1) Are living independently.
- (2) Are in further education.
- (3) Are a member of the armed forces.
- (4) Are in hospital.
- (5) Are in prison or a young offenders' institution.
- (6) Any person aged 18, 19 or 20 who has been looked after by a local authority at any time after attaining the age of 16, or has a learning disability.

i. **Vulnerable Adult.** Defined as:

- (1) Those in residential accommodation provided in connection with care or nursing or in receipt of domiciliary care services.
- (2) Those receiving health care.
- (3) Those in lawful custody or under the supervision of a probation officer.
- (4) Those receiving a welfare service of a prescribed description or direct payments from a social services authority.
- (5) Those receiving services, or taking part in activities, aimed at people with disabilities or special needs because of their age or state of health.
- (6) Those who need assistance in the conduct of their affairs.

⁸⁷ The Safeguarding Vulnerable Groups Act 2006 defines two groups of people within its scope: Children and Vulnerable Adults.

Discipline

5. It should be noted that all Service personnel (SP), including recruits and trainees, are subject to Service Law irrespective of their stage of training. However, the application of Service discipline should be appropriate and proportional to the principles of Service law and sS values, standards and ethos when dealing with those in initial training. In addition, recruits and trainees can be subject remedial training, including verbal rebuke and minor sanctions⁸⁸.

Risk assessment

6. The Supervisory Care Directive is underpinned by the CRA which must contain a succinct explanation of the unit's role and environment, and a comprehensive assessment of risks to recruits, trainees and staff. The CRA must take account of the particular and local factors pertaining to the establishment in question and must contain a detailed analysis of the trainee population (including any Phase 3 trainees – particularly if linked to Phase 2 or U18 or if deemed at particular risk), the type of issues they generate, and the nature of training and education being undertaken. Issues pertaining to permanent staff morale, their welfare and support must also be included in the CRA. The CRA is a complex and substantive piece of work and COs must involve themselves personally in its development, as well as trainers, administrative and welfare staff. Doing so assists in identifying the risks and in developing appropriate mitigation measures. It also helps to improve the staff's understanding of the risks and broadens ownership of the mitigation measures.

7. Factors for consideration in assessing risks are at Annex A. The reasoning behind each identified risk must be included together with the measures developed to mitigate them. The CRA must form a robust and easily understood analysis that identifies a clear relationship between risk/levels of staff supervision (in terms of number, gender, competence etc) for the size, age, maturity and diversity of the trainee population, and the location and nature of the activity (informed by an analysis of the unit's record of relevant incidents and any other pertinent data). COs must also take account of the implications for trainers (particularly junior ones), whose work/life balance is often poor due to the increased pressure placed on them. Similarly, those who have recently returned from operations may present a particular risk. Finally, the CRA should not be confused with the separate requirements of JSP 375⁸⁹. The template provided in JSP 375 should not be used in the supervisory care context.

Supervisory Care Directive

8. The Supervisory Care Directive, which follows on from the CRA, must be a living, practical document that provides training staff with an overview of how the unit works and their part in its running. In essence, the Directive must stipulate the standards to be achieved and who is to do what to achieve them. In so doing, the document must provide a framework within which the unit discharges its Supervisory Care responsibilities and must demonstrate and clearly articulate the CO's commitment to the care of the trainees. The care regime must establish appropriate levels of supervision and welfare cover at all times,

⁸⁸ Defence Direction on Remedial Training in Initial Training is contained within this JSP.

⁸⁹ JSP 375: MOD Health and Safety Handbook.

not only during training, but also out-of-hours, during holdovers, at weekends and during leave or stand-down periods. It must include or refer to appropriate procedures, processes and policies to ensure compliance with higher level requirements, and consistency/coherence with other Unit/Command/Service/Defence activities as appropriate. The minimum acceptable levels of supervision determined from the CRA must be clearly articulated against relevant serials during the working day, out-of-hours, weekends and leave periods. If, due to unforeseen and unavoidable circumstances, the requisite levels of supervision cannot be maintained, suitable mitigating measures are to be identified and implemented.

9. Of particular importance is the need for COs to have systems in place to identify and protect those recruits or trainees who are particularly vulnerable to harassment, bullying or discrimination; those who have personal, educational or welfare problems that could affect their performance or health; and those potentially at risk of radicalisation, self-harm or suicide. Such individuals must be monitored using an 'At Risk Register' and clear direction on the actions to be taken must be given both to the permanent staff (military and civilian) and to the recruits/trainees within the establishment. 'At Risk Registers' should provide a formal record of individual recruit or trainee issues, whether personal or professional, and the actions taken, and by whom, to support the individual. Registers should be routinely updated, and within appropriate boundaries of confidentiality and detail, be accessible to the individual's Chain of Command.

10. Given the central role played by the welfare and medical staff, the Supervisory Care Directive must include details of the unit's welfare structure and its governance. As a minimum, this must include an outline of the various welfare forums, their inter-relationships, membership, frequency of meetings, passage of information and confidentiality protocols. Each welfare forum must be provided with simple Terms of Reference which should be included as Annexes in the Supervisory Care Directive. Formal linkages between welfare forums and training/trainee performance mechanisms should also be considered, given that welfare issues and poor training performance are often interlinked. Recruits and trainees must be able to use the welfare and support facilities on a 'drop in' basis without hindrance once they have completed their daily duties. When individuals deemed 'At Risk' pass from one training establishment to another (particularly, from Phase 1 to Phase 2) and from training to operational units, a suitable method of informing the gaining unit of any concerns must be established, so that the gaining unit can ensure that appropriate supervision is maintained. Factors for consideration in developing a Supervisory Care Directive are at Annex B.

Training

11. Ensuring that staff are properly trained is central to establishing effective Supervisory Care. COs of Phase 1, 2 and 3 training establishments (OF4 to OF6/1*), must attend the Defence Course for Commanding Officers of Training Establishments at the Defence Centre of Training Support (DCTS)⁹⁰ prior to assuming Command⁹¹. The course provides up-to-date Command-level preparation to understand the complexities of the modern initial training environment, including: their part in the assurance process, Supervisory Care, the

⁹⁰ Based at RAF Halton, forms part of DefAc, which lies within JFC.

⁹¹ Or as soon as practicable on arrival in the assignment

Continuous Improvement⁹² agenda to improve the learning experience, and the challenges specific to commanding a training establishment. The Defence Train the Trainer Phase 1 and 2 Course, delivered by DCTS (and its franchises across Defence), is the minimum training qualification expected of any Defence Trainer in the Phase 1 and 2 training environment. Supervisory staff fulfilling care and welfare roles must also attend the Care of Trainees Course (held at either DCTS or under franchise within the training establishment). JSP 822, Part 1, Chapter 4, Section 4.1 and 4.2 refer.

Governance

12. **Policy sponsorship.** The sponsor branch is TESRR. Governance is exercised through sS 1st and 2nd party assurance, on behalf of the TESRR Policy and Assurance Group (TESRR PAG). 3rd party assurance is carried out by Ofsted.

13. **Role of the training commands.** Training commands are to maintain oversight of their subordinate training establishment Supervisory Care Directives in order to ensure consistency and to identify good/best practice and hence inform annual policy revision.

Annexes:

- A. Risk Assessment – Factors for Consideration.
- B. The Supervisory Care Directive – Factors for Consideration.

⁹² Continuous improvement (including self-assessment) in initial training establishments to ensure the Department moves enduringly 'beyond DHALI/B'

RISK ASSESSMENT – FACTORS FOR CONSIDERATION

1. These factors are not exhaustive and additional factors, as deemed appropriate by COs, are to be considered⁹³. The assessment framework must identify and explain factors, associated risks (their frequency and likelihood) and their mitigation measures/precautions.

Low risk environments

2. A potentially low risk environment has:
- a. A stable and/or homogeneous trainee population.
 - b. A high level of training and experience already acquired by recruits/trainees.
 - c. A well bonded cohort of recruits/trainees.
 - d. A low proportion of recruits/trainees on holdover/awaiting training or discharge.
 - e. A high average age of recruits/trainees.
 - f. A high educational attainment among recruits/trainees.
 - g. Good availability and close proximity of recreational facilities (e.g. gyms, and games rooms where alcohol is not served).
 - h. Good availability of non-uniformed welfare staff (SSAFA, RVS etc).
 - i. Low turnover of training staff.
 - j. Few or no gapped training (and appropriate support) posts.
 - k. Staff who have completed mandatory training as appropriate.

High risk environments

3. A potentially high risk environment has:
- a. Evidence or history of bullying/harassment within the establishment.
 - b. A fluctuating and/or diverse recruit/trainee population and typology.
 - c. A low level of training and experience of recruits/trainees.
 - d. A lack of bonding within recruit/trainee cohorts.
 - e. A high proportion of recruits/trainees on holdover/awaiting training or discharge.

⁹³ Additional factors, if identified, should be passed to TESRR in order to share good practice across Defence.

- f. A low educational attainment/low academic level among recruits/trainees.
- g. Mixed gender training and the mixing of trained and untrained personnel.
- h. A lack of available or proximate recreational facilities (other than bars etc).
- i. A lack of welfare support.
- j. High turnover of training staff.
- k. A significant number of gapped training (and appropriate support) posts.
- l. Staff who have not completed mandatory training as appropriate.

Supervisory care during out-of-hours

3. Factors to determine the level of supervisory care during out-of-hours periods:
 - a. Available direction/guidance on alcohol consumption.
 - b. The proximity of the duty supervisor (e.g. living in the same block, on the base, or outside the establishment on a mobile phone).
 - c. Weekends and leave policy, which may increase or reduce the requirement for supervisory staff.
 - d. The unit's guard structure and duties, which may allow staff who are on guard duty to take on limited supervisory activities.
 - e. The geographical location of the unit, which may affect the number of recruits/trainees likely to be within the bounds of the establishment during out-of-hours periods, increasing or decreasing the requirement for supervisory staff.
 - f. The nature and distribution of the accommodation (e.g. single, multi, or barrack style, the standard of furnishing).
 - g. The balance of male/female recruits/trainees within the unit, noting the need for a suitable number of male/female supervisory staff at any time.
 - h. The ease of contact with families and friends (e.g. mobile phone policy, telephone availability and internet access).
 - i. The 48-hour limit on weekly working time in the Working Time Regulations, which may restrict the use of trainers for out-of-hours supervision⁹⁴.

⁹⁴ The MOD has limited derogations from the Working Time Regulations in some instances. Legal advice should be sought on whether a particular activity is exempt. Guidance on Working Time Regulations for SP is provided in 2008DIN01-050.

Specific factors for consideration during the risk assessment

4. Specific factors for consideration during the risk assessment are:
 - a. Self-harm and suicide.
 - b. Alcohol and drug abuse or addiction.
 - c. Bullying, harassment, inappropriate behaviour.
 - d. Radicalisation risk/behaviour⁹⁵.
 - e. Homesickness.
 - f. Access to telephones/use of mobile phones.
 - g. Compassionate leave.
 - h. Engagement with parents/guardians.
 - i. Recruits/trainees on holdover/awaiting training or discharge. To include procedures for informing them of progress.
 - j. Financial awareness.
 - k. Skills for Life.
 - l. Inculcation of core values.
 - m. Access to weapons and ammunition.
 - n. Recruits/trainees U18.
 - o. Vulnerable adults.
 - p. Mental health and other medical problems.
 - q. Recreational facilities including access to alcohol and gambling.
 - r. Bounds (restrictions on recruits/trainees).
 - s. Tracking vulnerable individuals – ‘At Risk Register.’

⁹⁵ Trainers and trainees should be made aware of the PREVENT pillar of the Government’s CONTEST strategy. Free PREVENT training is available online at <https://www.foundationonline.org.uk>. Establishments should have protocols in place to report and investigate any radicalisation concerns.

Good practice

5. Good practice has been seen when the following are evidenced:
 - a. CO's personal involvement.
 - b. Analysis of recruit/trainee population:
 - (1) Where are they from (e.g. urban, rural, overseas, ethnic or national origin, social background, educational attainment)?
 - (2) What types of issues do they bring?
 - c. Analysis of historical and welfare data:
 - (1) Types of problem, patterns and how previously resolved.
 - (2) Likelihood and frequency.
 - d. Analysis of training activities:
 - (1) What are the risks, both psychological and physical?
 - (2) Maintain and exploit historical medical data on causes of injuries.
 - e. Refresh regularly (at least annually).
 - f. Include personnel and admin staff, welfare staff and trainers in the process:
 - (1) Helps to identify sensible mitigation measures/precautions.
 - (2) Improves buy-in and ownership throughout unit.
 - g. Include all activities on and off site, where appropriate.
 - h. Development of unit historical data/perspective:
 - (1) History of self-harming incidents.
 - (2) History of Minor Administrative Action.
 - (3) The Remedial Training log.
 - (4) The Equality and Diversity Log.
 - (5) Injury Log.

THE SUPERVISORY CARE DIRECTIVE – FACTORS⁹⁶ FOR CONSIDERATION

Arrival and induction procedures⁹⁷

1. New recruits/trainees to be met on arrival and escorted to accommodation.
2. Process in place for early arrivals and courses commencing after leave periods.
3. Induction briefing to include, as a minimum, and at an appropriate level:
 - a. Explanation of the Supervisory Care Regime, to both staff and recruits/trainees.
 - b. The need for all staff and recruits/trainees to be aware of 'At Risk' behaviour and the mechanism for reporting such behaviour.
 - c. The need to retain a close dialogue between the Chain of Command, medical, welfare and pastoral staff on 'At Risk' individuals and supervisory care issues in general.
 - d. For civilian medical staff in particular, the implications of working in a military environment and the sensitive boundaries between patient confidentiality and justifiable Service concerns.
 - e. Explanation of the provisions of the 'training covenant'⁹⁸ to all staff and recruits/trainees.
 - f. Issue the Training Covenant Card to every recruit/trainee. Card must include key names and contact details of those responsible for supervisory care (both inside and outside the Chain of Command) and welfare support, together with any relevant national helpline details.
 - g. How recruits/trainees may raise training or other personal concerns.
 - h. Procedure for nominating NoK, including the requirement to address potentially complex family arrangements.
 - i. Unacceptable behaviour, and the complaints process (both informal and formal).

⁹⁶ These factors should be considered in conjunction with the Care of Service Personnel Under the Age of 18 contained within this JSP.

⁹⁷ COs should implement appropriate follow-up sessions to ensure a thorough understanding of supervisory care issues.

⁹⁸ For example, the ARTD Code of Conduct and Behaviour for Recruits.

Monitoring of recruits/trainees

4. Systems in place to ensure that the movements of all recruits/trainees can be accounted for at all times (including weekends, off duty or leave). Such systems will depend upon the nature and phase of training and should not infringe on trainees' freedom of movement.
5. Delegation of authority to NCOs should not take place without appropriate and responsible officers maintaining proper oversight and accountability.
6. Appropriate levels of supervision and welfare cover, as a ratio between supervisory staff and recruits/trainees, determined based upon the outcomes of the Risk Assessment and the training design processes as laid out in JSP 822.

Maintenance of discipline/Service standards

7. Maintain good order and discipline in accommodation, communal, training and recreational areas.
8. Ensure appropriate regime is in place to manage poor performance.

Training and supervisory staff

9. Ensure that the need for disclosure checks has been correctly identified.
10. Monitor the completion of disclosure checks for all relevant personnel.
11. Ensure that staff are adequately trained, assessed and monitored in the training and, where appropriate, supervisory care of trainees⁹⁹.
12. Ensure sufficient, qualified staff are available, commensurate with the activity risk, in accordance with risk assessments and training documentation.
13. Ensure that appropriately trained personnel (e.g. Chaplains/Padres, medical staff) are available to assist any trainee in need of counselling.
14. Allow recruits/trainees to have access to a supervisor of their own sex.
15. Ensure these tasks are maintained whilst recruits/trainees are training away from the unit, such as during AT.
16. Consider the fitness of staff to provide appropriate supervisory care if they are also under other pressures (workload, domestic etc).

⁹⁹ In particular, ensure that the requirements of JSP 822, Part 1, Chapter 4, Section 4.1 are met.

Specific factors for consideration for SCD

17. Specific factors to be considered for a SCD are:
- a. Self-harm and suicide.
 - b. Alcohol and drug abuse or addiction.
 - c. Bullying, harassment, inappropriate behaviour.
 - d. Radicalisation risk/behaviour.
 - e. Homesickness.
 - f. Access to telephones/use of mobile phones.
 - g. Compassionate leave.
 - h. Engagement with parents/guardians.
 - i. Recruits/trainees on holdover/awaiting training or discharge. To include procedures for informing them of progress.
 - j. Financial awareness.
 - k. Skills for Life.
 - l. Inculcation of core values.
 - m. Access to weapons and ammunition.
 - n. Recruits/trainees U18.
 - o. Vulnerable adults.
 - p. Mental health and other medical problems.
 - q. Recreational facilities including access to alcohol and gambling.
 - r. Bounds (restrictions on recruits/trainees).
 - s. Tracking vulnerable individuals – 'At Risk Register.'

Good practice

18. Good practice has been seen when the following is evidenced:
- a. Write as a Directive.
 - b. Avoid being descriptive.
 - c. Specify:
 - (1) What is to happen, when and how.
 - (2) Set standards to be achieved.
 - (3) Identify who is to do what.
 - (4) Outline the organisation's welfare structure.
 - (5) Keep it short – do not replicate Standing Orders.
 - d. Consider pocket Aide Memoire for trainers.
 - e. Have an effective feedback loop.
 - f. Consider the use of table-top exercises to validate procedures.
 - g. Conduct post-incident analysis.
 - h. Review regularly.

Framework¹⁰⁰ for Supervisory Care Directive

Whilst not prescribing a standard format as factors differ between establishments, the following format is considered good practice. Where extant Direction/guidelines cover an issue raised in the Supervisory Care Directive, it is to be referenced for detailed Direction.

Introduction

- Statement of CO's commitment to the care of the recruits/trainees within his/her establishment. Link to and reference CRA.
- Reference to relevant procedures, processes and policies.
- Applicability of Supervisory Care Directive.
- Governance of Welfare forums.

Outline of course(s)

- Emphasise those elements that may put particular pressure on recruits/trainees.

Arrival

- Procedures.
- Induction briefing.
- Initial letter to parents/guardian.

Accommodation

- Recruits/trainees.
- Supervisors.

Conduct of training

- Training failures.
- Management of poor performance.
- End of course reports.
- Skills for Life deficiencies.

Staff training and validation

- Mandatory training.
- Optional training.
- Trainer monitoring and development.

Supervisory care of recruits/trainees

- The minimum ratio of supervisory staff to recruits/trainees against all serials during normal working hours and out of hours, at weekends and during leave periods, and the risk mitigation strategy if these ratios cannot be met.
- Normal working hours.
- Out-of-hours, including checking of recruits/trainees during silent hours.
- Access to support – welfare/medical/ chaplain etc.
- Booking in/out procedures.
- Incidents involving recruits/trainees.
- Weekends and leave policy, including restrictions on night leave.
- Mealtimes, including fourth meal where applicable.
- Monitor recruits/trainees' adherence to a balanced, nutritional, diet.
- Specific exercises/activities.

¹⁰⁰ Variations to this framework should be considered by the relevant training command and passed to TESRR if considered good practice.

2.4 Care of Service Personnel Under the Age of 18

Policy Sponsor: CDP, DCL¹⁰¹

This Direction sets out policy so that Commanding Officers (COs) meet their obligations in respect of the management, care and welfare of Service personnel under 18 years of age, although much could also apply to older Service personnel. COs take their responsibilities towards their personnel extremely seriously and are very well aware of the particular welfare needs of Service personnel, including recruits and trainees¹⁰². However, there are additional legal requirements associated with Service personnel aged under 18 and, whilst maturity and experience vary considerably between individuals, it is clear that under 18s (U18s) may be more vulnerable than those older. The Armed Forces Covenant makes clear that special account must be taken of the needs of those under 18 years of age. COs will wish to pay close attention to the needs of U18s as they pass from recruitment through Phase 1 and Phase 2 training, to operational units. In addition, though this would not generally be relevant to those under training, restrictions are applied to the deployment of U18s, in accordance with the UK's obligations under the UN Convention on the Rights of the Child.

Whilst embracing fully our duty of care responsibilities it is imperative to avoid isolating U18s by treating them in an inequitable way. They are, and must continue to feel, an integral part of the Services, and full members of the team whose contribution is valued. COs are best placed to ensure that this delicate balance is maintained. COs must ensure that this Direction is followed out by those under command, and that the latter are aware of their responsibilities under it.

The law

1. COs are responsible for the care of all Service personnel under their command, and are accountable accordingly. A 'duty of care' is the obligation to exercise such a degree of care towards an individual, as is reasonable in all the circumstances, to ensure their well-being and that of their property. Breach of the duty of care will give rise to legal liability for loss or damage suffered in consequence. Duty of care also includes statutory duties as set out at Section 2 of the Health and Safety at Work Act 1974, which states that it is the duty of *"every employer to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all his employees."*
2. Our 'duty of care' responsibilities arise from the employment of individuals, including those U18, not from acting *in loco parentis* to those within the 16-18 age group. A CO does not have the rights and obligations imposed on a parent or guardian (such as a local authority looking after a child in care) in respect of a Service person who is U18.
3. All those in a position of authority owe a duty of care to those under their command, including Service personnel U18. It is the CO's responsibility to bring to the attention of those beneath them in the chain of command all policies and procedures, including those contained in this document, which are relevant to the discharge of that duty.
4. The age of the Service person, the all-encompassing nature of Service life (in particular, initial training), and other factors particular to the individual such as their maturity and intelligence are relevant to the degree of care required to meet the duty of care.

¹⁰¹ Chief of Defence People, Defence People Secretariat, Discipline, Conduct & Legislation team.

¹⁰² The terms Recruit(s) and Trainee(s) are used throughout this document to describe Service personnel undergoing Phase 1 and Phase 2 training respectively.

Although the Services are not in loco parentis, the care and welfare of U18s requires particular attention. COs must be fully aware of this need.

5. Under the provisions of the Children Act 2004, structures have been put in place to ensure the well-being of children and young people. This includes the establishment of a Children's Commissioner, with a remit independent of Government, to look at all issues concerning those U18. The powers of the Children's Commissioner include the right of access to any premises in order to interview a child or young person and a right to review the circumstances of children and young people, including any individual cases. Given the unusual nature of service in the Armed Forces (including such things as frequent moves and security), the MOD has agreed a protocol with the office of the Children's Commissioner. In particular, this focuses all initial contact for any such cases through the MOD Directorate Children and Young People (DCYP), which will facilitate any contact or requirement for cooperation.

6. There will be those U18 who join the Armed Forces who are care leavers subject to the provisions of the Children (Leaving Care) Act 2000 and the Children and Young Persons Act 2008. These Acts seek to ensure that young people aged 16-21 years, or up to 25 if in an agreed training or education programme, who have for a significant period been looked after by a local authority, continue to receive advice, support and befriending for a period of time after they cease to be formally looked after full time by that local authority. U18s who are care leavers may not have the family support that others enjoy and this may make them more vulnerable. Seeking advice from the single Service welfare services, if required, COs must ensure that where they are informed that an U18 is also a care leaver, they:

- a. Offer the support of the single Service welfare services who may also liaise with the appropriate local authority on their behalf if necessary;
- b. Ensure that care leavers, if they request it, are given access to the responsible local authority services to which they are entitled. As far as possible, the care leaver must not be disadvantaged by the inevitable moves that they will experience as a member of the Armed Forces; and,
- c. Recognise a local authority's statutory responsibility to 'take reasonable steps' to keep in touch, or to re-establish contact if lost, with their care leavers (up to the age of 21 and up to 25 if they remain in education), and are to effect a mail forwarding system for correspondence from a local authority to the individual concerned. They are also to encourage care leavers to maintain contact with their responsible local authority.

Recruitment age

7. The minimum age for entry into the UK Armed Forces is 16. This reflects the minimum school leaving age and complies with the statutory requirement for all young people in England to continue in education or training until at least their 18th birthday, including when in full-time employment¹⁰³.

8. Applications to join the Armed Forces may be submitted from the age of 15 years 9 months. Should an individual volunteering to enter the UK Armed Forces be found either by their own declaration or by inspection of supporting evidence of age, to be under 18, special

¹⁰³ The duties for raising the participation age are set out in the Education and Skills Act 2008.

procedures, including obtaining the formal written consent of the recruit's parent(s) or guardian(s), are adopted.

9. Whilst parental consent is required to recruit those U18, consent is not needed from parents or guardians for an individual to continue to serve. For example, consent is not required in the case of an individual who may receive notice that they will serve on operations after their 18th birthday even though they may receive that notice before reaching the age of 18.

Deployment of U18s

10. Service personnel U18 are not to deploy to any operations outside of UK, except where the operation does not involve personnel becoming engaged in, or exposed to, hostilities. U18s are not to be deployed on UN peacekeeping operations in line with UN policy. In addition to general safeguarding principles, the following steps are to be taken to ensure that members of the Armed Forces who have not reached the age of 18 do not take a direct part in hostilities or are not put at risk from exposure to hostilities. In particular, when a unit is about to deploy to a potentially hostile situation and an individual U18 cannot be retained as part of the Unit Rear Ops Group, they are to be removed from such unit unless:

- a. It is not practicable to do so; or,
- b. To do so would undermine the operational effectiveness of that individual's unit and put at risk the successful completion of the military mission and/or the safety of other personnel.

11. Decisions on the removal of U18s from units will be made whenever the appropriate Service commanders, in concert with the Chief of Joint Operations, consider there is a greater than low probability of members of the unit having to take a direct part in, or be put at risk by, hostilities. The decision to retain U18s in units which having been deployed in benign circumstances, find themselves in a rapidly worsening operational scenario, lies with the CO, but must be based on the same criteria as above, i.e. an immediate presumption of removal if feasible. COs are to adhere to single Service rules on deployment and posting of U18s overseas¹⁰⁴.

12. **The Optional Protocol to the UN Convention on the Rights of a Child.** This Protocol strengthens the rights of children by increasing the protection afforded to them by prohibiting their participation in armed conflict. The UK was involved fully in the negotiation and drafting of the Optional Protocol, and signed at the UN Millennium Summit on 6 Sep 2000. The UK ratified the Optional Protocol on 24 Jun 2003, and every five years it is required to present evidence to the UN Convention on the Rights of the Child on the implementation of the Optional Protocol on the involvement of children in armed conflict. The main effects of the Optional Protocol are that it:

- a. Requires all feasible measures to be taken to ensure that members of the Armed Forces who have not attained the age of 18 years do not take part in hostilities;
- b. Prohibits the compulsory recruitment of those who have not attained the age of 18 into national Armed Forces; and,

¹⁰⁴ RN regulations, QRRN 0829; Army regulations, AGAIs Vol 2 Chap 060; RAF regulations, AP3392 Vol 5 Leaflet 120.

- c. Requires safeguards to ensure that recruits U18 must be genuine volunteers; have the informed consent of their parents or legal guardians; be fully informed of the duties involved in such military service; and provide reliable proof of age prior to acceptance into military service.

13. At the signature of the Optional Protocol, the UK entered the following declaration with the UN Secretariat:

“The UK will take all feasible measures to ensure that members of its Armed Forces who have not attained the age of 18 years do not take part in hostilities. However, the UK understands that Article 1 of the protocol would not exclude the deployment of members of the Armed Forces under the age of 18 to take a direct part in hostilities where: there is a genuine military need to deploy their unit or ship to an area in which hostilities are taking place; and by reason of the nature and urgency of the situation it is not practicable to withdraw such persons before deployment; or to do so would undermine the operational effectiveness of their ship or unit, and thereby put at risk the successful completion of the military mission and/or the safety of other people.”

Alcohol

14. U18s are not permitted by law to purchase alcohol or to consume it in a bar. It is also a criminal offence to sell alcohol to U18s or to purchase alcohol on behalf of U18s. However, those who are aged at least 16 may consume beer, cider or wine with a meal in an area which is not a bar and is set apart for serving meals provided the alcohol is purchased by someone over the age of 18 and the U18 is accompanied by someone over 18.

15. Detailed policy on the consumption of alcohol is the responsibility of COs. However, as a minimum, COs must have in place systems and instructions to ensure that U18s are unable to purchase alcohol anywhere within the unit.

Smoking

16. It is illegal to sell tobacco products to anyone under the age of 18. This includes cigarettes, cigars, loose rolling tobacco and rolling papers and applies both to over the counter and vending machine sales. COs are to ensure that notices stating, *“It is illegal to sell tobacco products to anyone under the age of 18,”* are displayed at all premises at which tobacco is sold within the unit. A notice displaying the following statement, *“This machine is only for the use of people aged 18 or over”*, must be displayed on every tobacco vending machine within the unit.

Gambling

17. U18s are prohibited by law from playing gaming machines, which are classified as those machines which are games of chance with prizes, e.g. ‘fruit machines.’

Adventurous Training

18. COs must ensure that additional supervision is provided to U18s during Adventurous Training (AT) (and Resource and Initiative Training) if needed. In training establishments the CO must undertake a Risk Assessment in accordance with the Supervisory Care Policy¹⁰⁵.

¹⁰⁵ Supervisory Care for Phase 1 Recruits and Phase 2 Trainees is contained within this JSP.

U18s undergoing AT will be away from their normal environment and therefore COs need to pay particular attention to their needs. Such rules and regulations that normally apply to U18s must continue to be applied.

Health and safety at work

19. COs must ensure that U18s are included in standard Health and Safety at Work Risk Assessments and must take particular account of risks applying to them. The Management of Health and Safety at Work Regulations 1999 places additional duties on an employer to ensure that young persons (defined as any person who has not yet attained the age of 18, but above school leaving age) are protected at work from, *“any risks to their health and safety, which are a consequence of their lack of experience, or absence of awareness of existing or potential risks or that young persons have not yet fully matured.”* COs may wish to consider the creation and maintenance of a register of U18s to assist in this regard. It may be that Health and Safety matters are included in a multi-purpose register of U18s.

Arming and armed guard duties

20. **Weapon security.** There are risks associated with the use of weapons. Training in their handling and understanding of the responsibilities for weapon security are vital elements of initial training. Recruits and trainees – regardless of their age – may handle weapons systems (the weapon and relevant ammunition) in a controlled and supervised environment. COs are to comply with the Direction on Weapon Safety and Security in Initial Training contained within this JSP.

21. **Armed guarding.** Service personnel must be over the age of 17 and appropriately trained before being employed on armed guarding duties. Where Service personnel (both trainees, no matter what their age, and those in productive service under the age of 18) are used as armed guards, an assessment of the risk involved must be undertaken. Recruits in Phase 1 training are never to be used as armed guards. Where available, the Military Provost Guard Service (MPGS) are to be used for the armed guarding of Phase 1 and 2 Establishments. Where MPGS are not available or the security situation dictates an increase in the armed guard, the use of trainees is governed by the Direction on Weapon Safety and Security in Initial Training contained within this JSP. COs must read and comply with this Direction.

Vulnerable recruits or trainees

22. In accordance with the Supervisory Care for Phase 1 Recruits and Phase 2 Trainees Direction contained within this JSP, the CO of a training establishment is to publish a Supervisory Care Directive which is to be reviewed annually. This is underpinned by the CO's Risk Assessment. Whilst the Direction relates to the Supervisory Care of all Phase 1 recruits and Phase 2 trainees, the care for U18s is especially sensitive. Of particular importance is the need for COs to have systems in place to identify and protect those recruits or trainees who may be particularly vulnerable to harassment, bullying or discrimination; those who have personal or welfare problems that could affect their performance or health; and those potentially at risk of self-harm or suicide¹⁰⁶. Such individuals must be identified and monitored using an 'At-Risk Register' system and clear directions on what actions must be taken following the identification of these individuals must be given to both (military and civilian) staff and recruits/trainees within the establishment. When individuals identified as being at risk pass from one training establishment to another

¹⁰⁶ Guidance on self-harm and suicide is available for the RN in BR3 Part 5 Annex 24E; for the Army in AGAI Vol 3, Ch 110; and for the RAF in AP 9012 Ch 6.

(e.g. from Phase 1 to Phase 2) and from training to operational units, a suitable method of informing the gaining unit of any concerns relating to an individual must be established, so that the gaining unit can ensure that the level of supervisory care is maintained¹⁰⁷. If U18s are required to operate outside a training establishment, COs must be aware of their potential vulnerability and that systems for the identification and protection of vulnerable recruits are in place.

Levels of supervision in the training environment

23. Single Services must ensure that the relevant suitability checks¹⁰⁸ have been conducted for staff selected to work in the training environment, in order to prevent those deemed to be unsuitable to work with U18s from being appointed¹⁰⁹. COs may seek advice from the relevant manning branch to satisfy themselves that this is the case.

24. The minimum acceptable levels of supervision (the number of supervisors to the number of recruits and trainees in their charge), determined from the Commander's Risk Assessment, must be clearly articulated in the Supervisory Care Directive, having taken into account relevant serials during the working day, out-of-hours, weekend and leave periods. COs must pay particular attention to the supervision of U18s to ensure that supervision levels are set at an appropriate level, particularly during out-of-hours periods and at weekends.

The right to leave the Armed Forces for U18s

25. All Service personnel U18 have a statutory right to discharge:

a. **Discharge as of Right (DAOR) as a new recruit.** All new recruits,¹¹⁰ who have completed 28 days' service and having given 14 days' notice, have a right to discharge within the first 6 months of service¹¹¹.

b. **Discharge U18 (DU18).** After the first 6 months of service, all Service personnel U18 retain a right to claim discharge up to their 18th birthday. The terms of this discharge include a cooling-off period and are therefore different to those for DAOR. Service personnel U18 who, after 6 months' service, wish to leave their Service must give notice in writing and before their 18th birthday to their CO. U18s will not be discharged until the end of a cooling-off period¹¹². The maximum cooling-off period will be 3 months. This may be reduced but only if both the CO and the U18 agree to a shorter cooling-off period. Once an U18 has submitted an application to leave, the longest period that an individual will be required to continue to serve is 3 months. The cooling-off period provides the safeguard of a period for reflection in which the U18 may rescind a hasty and subsequently regretted decision. An U18 who has notified their CO of their intention to leave will not be discharged if they change their mind about leaving

¹⁰⁷ All RN personnel are to be transferred to new units in accordance with BR3 para 5752.

¹⁰⁸ Such as Disclosure and Barring Service checks (previously Criminal Records Bureau (CRB) checks) and their equivalents in Scotland and Northern Ireland.

¹⁰⁹ JSP 893: Policy on Safeguarding Vulnerable Groups, Annex B refers.

¹¹⁰ By which is meant those on their first enlistment to a particular Service. However, the right will be extended to individuals who have been discharged on medical grounds and subsequently re-enter.

¹¹¹ New recruits who are 18 and over also have a right to discharge. For those in the Army, the right must be exercised within their first 3 months. For recruits in the Royal Navy, the Royal Marines and the Royal Air Force, their right must be exercised (like those under 18 years) within the first 6 months.

¹¹² A Service person will not be discharged, if during the cooling-off period, they change their mind about leaving. Additionally, discharge may be delayed beyond what would be the end of the cooling-off period if at the time the Service person is serving a sentence of Service detention. Where this occurs the date of discharge will be postponed until the Service person is released from MCTC.

before the date of their discharge¹¹³. The U18 should normally notify their CO of their wish to change their mind by submitting a withdrawal of notice; the U18 must then be allowed to remain in Service. COs retain the power to discharge a Service person regardless of age for other reasons but they should generally not consider individuals unsuitable because they have previously exercised the right both to apply for discharge and to remove that notice. COs are to ensure that all Service personnel U18 are made aware of their right to discharge.

26. A Service person over the age of 18 may, in very limited circumstances, also have a right to discharge. This will occur only where the Service person:

- a. Notifies their CO of their wish to leave before their 18th birthday; and
- b. Their 18th birthday falls before the end of the 3 months maximum cooling-off period.

In these circumstances (unless they change their mind) the Service person will be discharged at the end of the cooling-off period¹¹⁴.

27. Regardless of the means of discharge of an U18, COs are to ensure that:

- a. The U18 has contacted their parent(s)/guardian(s) and will return to them, or has their permission to return to a different address. If the parent(s)/guardian(s) will not accept the U18 back into the home, or the U18 does not wish to return, then the CO¹¹⁵ must liaise with the social and welfare services if appropriate;
- b. Where the U18 was in local authority care before joining the Armed Forces (such as a care leaver) they are unlikely to have had the family support that others enjoy and this may make them more vulnerable. As a consequence, care leavers represent a 'special group with specific needs' and extra sensitivity is required. The relevant local authority is to be contacted and appropriate arrangements made for the return of the U18 to their care. Where necessary, assistance should be requested from the single Service welfare services that could assist with contacting the local authority;
- c. The U18 has been provided with a rail warrant, departure times of trains that will allow return home by 2359hrs, and provided with transport (or fare) to the nearest railway station. If arrival by 2359hrs on the day of departure is not possible the U18 must be provided with overnight accommodation at the parent unit;
- d. The U18 has sufficient funds for incidental expenses. This could be funded through an Early Payment in Cash and repaid from their final salary;
- e. The parent(s)/guardian(s) have been contacted and provided with arrival details. The discharging unit must contact the arrival address the following day to ensure the individual has arrived. If he or she has not arrived any follow-up action should be agreed with the parent(s)/guardian(s).

¹¹³ There is no limit on the number of times a Service person may give notice to the CO before reaching the age of 18.

¹¹⁴ A Service person serving a sentence of Service detention will not be discharged until their release from MCTC.

¹¹⁵ In cases where a Service person will be over 18 at time of discharge and therefore classed as an adult, the CO will need to determine whether contact with parents/guardian or local authority is deemed appropriate; this will depend on the assessed vulnerability of the individual.

Initial briefing

28. As part of the initial briefing arrangements for all on arrival, which must cover among other topics the right to leave the Service, drugs, health issues and nutrition, COs must consider further briefing for U18s on:

- a. The penalties connected with underage drinking, the purchase of alcohol and the purchase of tobacco products;
- b. Arrangements for identification of U18s in the social and welfare facilities on the unit;
- c. If applicable, the obligation to undertake a regular fortnightly interview with a nominated mentor;
- d. The need to obtain parent(s)/guardian(s) agreement to an alternative leave weekend address (if not obtained, the U18 is only able to take leave with parent(s)/guardian(s) if appropriate);
- e. The rules applying to the use of gaming machines;
- f. Procedures for the reporting of bullying and harassment and the role of the Service Complaints Commissioner.

These points must be reinforced, either in further briefings or in an aide-memoire. The additional information for U18s could usefully be included in a brief to all new arrivals so that all personnel are aware of the rules with regards to U18s.

Welfare, mentoring and interviewing

29. Welfare is a function of command and its provision is articulated within JSP 770¹¹⁶. There is a comprehensive welfare system at a commander's disposal, which includes Unit Welfare Officers, chaplains, Service welfare organisations, WRVS and sometimes elements of the Council of Voluntary Welfare Workers (CVWW)¹¹⁷. Service personnel also have access to SSAFA Forcesline¹¹⁸. Whilst the chain of command is usually the initial point of contact for an individual with welfare concerns, all Service personnel, including U18s, must be made aware that they have the freedom to approach any welfare agency directly if, for any reason, they do not wish to approach the chain of command. COs should seek advice from the single Service welfare services, as appropriate, in dealing with the specific welfare concerns of those under their command.

30. Units that have instituted a mentoring regime for new arrivals have reported considerable benefits, including happier and more effective U18s as well as improved retention. COs should consider the appointment of a suitably screened mentor for each U18 (of the same sex where possible). Suitable mentors may be SNCOs or suitably selected

¹¹⁶ JSP 770: Tri-Service Operational and Non Operational Welfare Policy.

¹¹⁷ CVWW includes Church Army (CA), Church of England Soldiers, Sailors & Airmen's Clubs (CESSAC), Dame Agnes Weston's Royal Sailors' Rest (Aggie Weston's), Methodist Force Board (MFB), The Mission to Military Garrisons (MMG), Salvation Army, Sandes Soldiers' & Airmen's Clubs and Soldiers' & Airmen's Scripture Readers Association (SASRA) & Miss Daniell's Soldiers' Homes (MDSH).

¹¹⁸ Forcesline provides a confidential service in support of Service personnel and their families. Forcesline can be reached by telephone from anywhere in the world Monday to Friday and most Bank Holidays, from 1030 to 1930hrs UK local time using the following numbers: From UK 0800 731 4880, From Germany 0800 1827 395, From Cyprus 080 91065, From Falklands #6111, Rest of World +44(0) 1980 630854 (Staff can call back if asked), Operational Theatre, to enable access through Paradigm, dial appropriate access code then *201 at PIN prompt.

senior Other Ranks/junior Corporals or equivalent. Mentors should not normally be an U18's direct supervisor, though all Mentors would have the support of the chain of command and be able to draw on other resources, such as Padres. Mentors should meet their charges individually each fortnight where possible and practicable, to conduct an interview covering:

- a. Work related issues, including relationships within the chain of command (an essential part of the new arrival's education and induction into the team);
- b. Bullying and harassment¹¹⁹;
- c. Homesickness;
- d. Hygiene;
- e. Finance;
- f. Any other concerns or problems.

Contact with parents – routine matters

31. Appropriate contact with the parent(s)/guardian(s) of U18s is strongly encouraged (this includes any person who has a parental responsibility order under Section 8 of the Children's Act 1989). However, an U18 has a right to respect for his or her private life in accordance with Article 8 of the European Convention on Human Rights (incorporated into UK domestic law by the Human Rights Act 1998). The Data Protection Act 1998 protects the personal data of a Service person and there must not be disclosure of such data to a third party without the consent of the individual concerned except in accordance with the Act. For example, a disclosure may be made if it is necessary to do so in the vital interests of the individual concerned and it cannot reasonably be expected to obtain the consent of that person.

32. COs must seek to establish and sustain links with the parent(s)/guardian(s) of those under initial training (Phase 1 and Phase 2). This can be achieved by writing to them on the arrival of an U18 giving details of how the unit can be contacted, providing details of the training to be undertaken, and encouragement for parent(s)/guardian(s) to contact the unit if they have any questions or concerns. This must be repeated at the commencement of Phase 2 training if the trainee is still U18. Visits by parents/guardians at appropriate times should also be encouraged. These can be of real value to the recruit, encourage a supportive family atmosphere and promote a better understanding of the Services. If the guardian of an U18 is the Social Services, but the U18 has been in the long term care of foster parents or become very close to their foster family then, for minor issues, COs should consider whether it is more appropriate to contact the foster family in the first instance. Any serious issues will need to be discussed with the local authority.

33. Phase 1 training establishments should consider hosting a Parents' Day within the first 6 weeks of training to assure parents/guardians that their children are being treated well and that, in general, they are content and adjusting to the significant change in their life.

34. The legal age of consent for medical, surgical and dental treatment is 16 (Section 8 Family Law Reform Act 1969). There is therefore no requirement to obtain parental consent for medical treatment of Service personnel over the age of 16. However, where high risk

¹¹⁹ As defined in JSP 763: The MOD Bullying and Harassment Complaints Procedures.

procedures or elective surgery is being considered, it is advisable to discuss this with the parents of the individual, unless that individual refuses permission for such discussion to occur.

Contact with parents – in the event of an U18 seeking to leave voluntarily

35. In the event of an U18 seeking to leave voluntarily, the CO needs to establish if the U18 has discussed this with their parent(s)/guardian(s). Any decision to approach the parent(s)/guardian(s) of an U18 in these circumstances will be governed by the facts of each individual case. In determining whether to make an approach, an assessment of the situation of the parent(s)/guardian(s) and that of the U18 needs to be considered. What is the relationship between the U18 and their parent(s)/guardian(s)? Will they be receptive to an approach? Will the U18 consent to such an approach? Their personal circumstances should be respected and protected before an approach is made. The starting point should be that no approach should be made. In exceptional circumstances, if it is considered necessary in order to protect the health, safety and welfare of an U18 then their parent(s)/guardian(s) may be approached without consent from the U18. However, great care must be taken to avoid unnecessary disclosure of personal data or of any information received in confidence. A decision matrix is at Annex A. COs may discuss specific concerns with the parent(s)/guardian(s) with the agreement of the U18.

Discipline

36. U18s are subject to the same disciplinary arrangements as over 18s¹²⁰. However, COs must be aware and take account of U18s' relative immaturity and vulnerability, and offer additional support and advice if appropriate, both during the disciplinary process and beyond, to reduce the risk of re-offending. In the event that an U18 is arrested the CO must, without delay, refer the matter to the Service Police. The CO must also provide the arrested person with an appropriate adult, and consider whether an interpreter or help to check documentation is required. If an U18 is to be tried by court-martial, the CO must inform their parent(s)/guardian(s).

Leave/Booking in and out

37. COs must set mechanisms in place so that:

- a. Supervising staff are aware when U18s are booked out during the working week;
- b. U18s are given clear instructions when they need to return;
- c. If U18s are allowed to book out at the weekend, they have left a contact address (their parent(s)/guardian(s), or an address agreed by their parent(s)/guardian(s) unless this is not feasible due to exceptional circumstances).

38. Such mechanisms might include:

- a. A booking out/in procedure where, U18s book out and return to the Unit by 2359hrs. Walking out would then be restricted to 2359hrs and checks carried out at 0015hrs daily to ensure that all U18s have returned. In exceptional circumstances (such as where their family home is nearby), U18s wishing to remain out after 2359hrs must have a letter of consent from their parent(s)/guardian(s).

¹²⁰ JSP 830 - Manual of Service Law, Vol 1 refers.

- b. Providing U18s with cards identifying them as such, but are handed in on leaving the unit and collected on return.

Other issues

39. **Lifestyle change.** New recruits, particularly those U18, are at risk of suffering homesickness, and may be liable to experience difficulty coping with the significant lifestyle change that the first weeks of life in the Services may bring. COs must ensure that all those in contact with U18s are aware of the risks and the early indicators of developing problems so as to prevent incidents of self-harm and, in extreme cases, attempted suicide¹²¹.

40. **Marriage and civil partnership.** Whilst the law on marriage and civil partnership is complex, in general U18s require their parents' permission to marry or enter into a civil partnership. COs will wish to seek specific advice in the event of the issue being raised.

41. **Failure of Compulsory Drugs Test (CDT).** Where an U18 fails a CDT, the CO must consider whether retention is appropriate in accordance with Service regulations¹²². If it is determined that an U18 is to be discharged, notification to the parent(s)/guardian(s) must be made in accordance with the right to leave the Armed Forces.

Points of contact

Defence	CDP, DCL (DII: People-Sec-DCL ImpCon C1)
JFC	JFC, J1, Policy (DII: JFC-J1-Pol-SO2)
RN	Navy Command HQ, Trg (DII: NAVY TRG HQ-ASSURANCE DEF)
Army	Army HQ, DPS(A), PS4(A) (DII: Army PersSvcs-PS4-PS-SO1)
RAF	Air Command, 22 Trg Gp, Trg Pol (DII: 22TrgGp-Trg Pol & Assurance SO1)

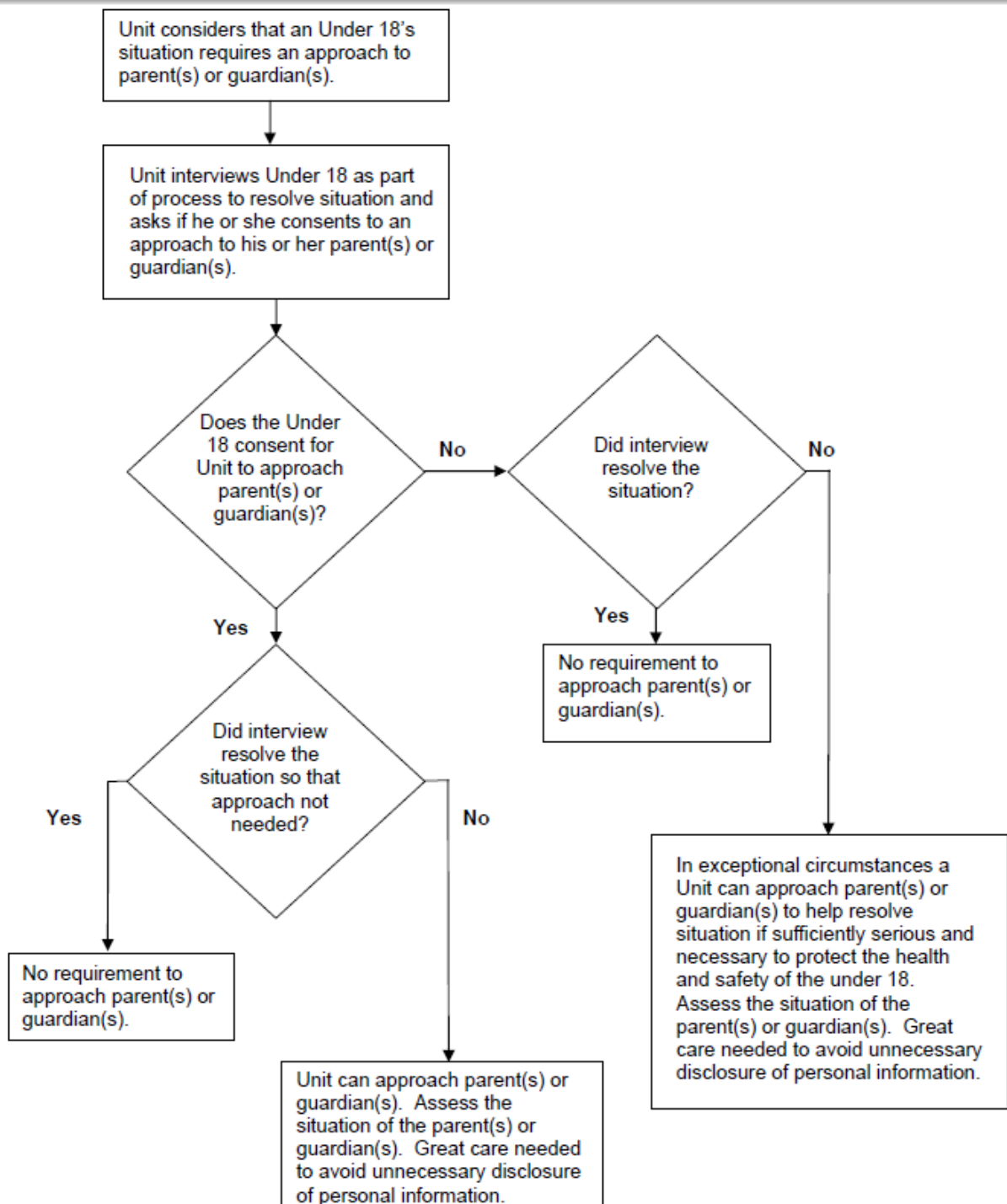
Annex:

A. U18 Parent(s)/Guardian(s) Contact Decision Matrix.

¹²¹ Guidance on self-harm and suicide is available for the RN in BR3 Part 5 Annex 24E; for the Army in AGAI Vol 3, Chap 110; and for the RAF in AP 9012 Chap 6.

¹²² Defence Direction: JSP 835 Alcohol and Substance Misuse and Testing; and single Service guidance.

U18 PARENT(S)/GUARDIAN(S) CONTACT DECISION MATRIX



2.5 Weapon Safety and Security in Initial Training

Policy Sponsor: TESRR, CDP¹²³

Effective, thorough and consistent weapon handling training for the purposes of inculcating a culture of personal responsibility in recruits and trainees for all weapons for which they are given responsibility is a fundamental aspect of initial training and central to military life and operational effectiveness. Weapon safety and security requires a common approach with common standards to ensure the professionalism of the Armed Forces. This Defence Direction has been developed to ensure the delivery of effective, safe weapon training and provide security procedures that will aid Service personnel (SP) to develop the necessary competence and confidence to enable them to exercise their firearms responsibilities, when ordered to do so in both operational and non-operational environments. This includes during maintenance, guarding, ranges, live fire exercises (both in the UK and overseas) and when operationally deployed. It will also minimise the associated firearms risk with inexperienced recruits and trainees operating with weapons during initial training.

This Direction should be read in conjunction with the Defence Leaflet on Personal Weapon Handling and Shooting Training, held on the JSP 822 website, as well as JSP 440¹²⁴, the Infantry Training Volume IV, Pamphlet 21¹²⁵, and appropriate sS weapon safety and security policies¹²⁶.

Scope

1. This Direction considers access to personal and light support weapon systems¹²⁷ by Phase 1 recruits and Phase 2 trainees during their initial training. Due to the lethal nature of a weapon system, this Direction will consider the risk of 'suicide' but not 'self-harm' when setting out principles and procedures. This Direction alone will not necessarily remove or mitigate the threats associated with firearms in initial training and must therefore be implemented as a critical element of the wider initial training establishment's duty of care framework, for which Commanding Officers (COs) are personally responsible for implementing.
2. This Direction is aimed at sS initial (Phase 1 and 2) training establishments across Defence and covers the safety and security of weapons between training events. It does not cover weapon safety and security during the training event itself (including exercises), for which separate Direction exists to ensure appropriate risk assessments are undertaken as part of the lesson planning process or where trainees are used as armed guards¹²⁸.

¹²³ Training Education, Skills, Recruiting and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

¹²⁴ JSP 440: The Defence Manual of Security.

¹²⁵ Inf Trg Vol IV Pam 21 – Regulations for the Planning, Conduct & Supervision of Firing & Training with Infantry Weapon Systems & Pyrotechnics 2014.

¹²⁶ RN: BRd 8988 Manual of Royal Navy Military Training, Operations and Tactics – 2014

Army: AC 71810 Army Operational Shooting Policy Volume 1 Personal Weapons – 2014

RAF: RAF Force Protection Shooting Directive - Personal Weapons – 2012.

¹²⁷ Including LMG. A weapon system is defined as the weapon, its ancillaries, sighting system and all associated ammunition types.

¹²⁸ The current Defence Direction on Armed Guarding is contained at Reference DCDS (Mil Strat & Ops)/001/01: Arming Directive 2012 for the carriage of firearms by SP on general security duties in non-operational environments, dated 17 May 12. The element relevant to initial training is at Annex D.

Aim

3. To set out the responsibilities for weapon safety and security during initial training.

Principles

4. Initial training establishments employ and adhere to both sS and Defence rules and regulations governing the conduct of weapon safety, security and training. A weapon can normally only be misused when there is unsupervised access to both weapon and ammunition. In general, once weapons are drawn from an armoury, recruits and trainees are encouraged to take personal responsibility for their weapon, but access to ammunition (both blank and live) is carefully controlled to ensure that it does not leave a range or training area, other than to be returned, under strict supervision, to the ammunition store. The principle therefore, is that weapon and ammunition are separately controlled and appropriately supervised when brought together.

5. **The training need.** Before entering productive Service, SP must be trusted, competent and personally responsible to deploy on operations, individually armed and with unsupervised access to weapons and ammunition once issued. It would be irresponsible to draw a line at the completion of Phase 2 training prior to which trainees have no unsupervised access to weapon systems, and following which they then do. This would not allow for a progressive transfer of responsibility and where trainees are deploying directly to operational theatres on completion of Phase 2, such a process would not allow for the confirmation of learning. Therefore, a gradual increase of responsibility for and access to weapons systems is required between entering training and the completion of Phase 2.

6. **Phase 1.** During Phase 1 recruits are not assessed as competent to operate a weapon system safely until they have passed the relevant handling tests. Additionally, they are being developed to appreciate the potentially lethal responsibility that their career entails. They will be adjusting to Service life and the nature of the first few weeks inevitably incurs considerable stress on some individuals. Access to either element of a weapon system during Phase 1 is, therefore, to be confined to close supervised access only, during all types of training events including periods of cleaning or prior to/following exercises or range practices.

7. **Phase 2.** During Phase 2 the emphasis must shift towards building the trainees' appreciation of their responsibility for the weapon system, which must be explicitly explained. As with all skills confirmation, the training conditions prior to the completion of Phase 2 should mirror as far as possible those of the operational environment; in this case, the unsupervised access to the weapon system, placing the responsibility for physical security and safe operation on the trainee. Effective duty of care will normally identify a trainee not ready to accept this level of access and responsibility prior to them progressing to Phase 2 training, but it is acknowledged that some risk remains. By continuing strict supervision of ammunition, this risk is reduced. In addition, spot checks of all a trainee's equipment, in addition to the strict adherence to Normal Safety Precautions (NSPs), will inculcate a culture of rigorous self-checking for ammunition and will deter those likely to experiment, 'fool around' or attempt suicide with firearms. It will also contribute to reducing the occurrence of

live rounds remaining in a trainee's possession at the end of a live firing event. With these additional controls, trainees can exercise increasing responsibility during Phase 2. Therefore, in Phase 2 a trainee, after proper risk assessment, can be given more responsibility for a weapon once issued from armouries, but very strictly supervised access to ammunition must remain.

Governance

8. The sponsor for this Direction is TESRR. It is reviewed and updated through the Personal Weapon Handling and Shooting Policy Working Group (PWHSP WG), which is an MOD, tri-Service working group and is the senior forum for Personal Weapon Handling and Shooting matters in the Armed Forces and MDP¹²⁹. Defence initial training establishments and sS are responsible for the implementation of this Direction.

Risks

9. **Physical security.** JSP 440 details the provision for the physical security of weapons.

10. **Accident prevention.** Inf Trg Vol IV Pam 21¹³⁰ does not consider the risk of an accident occurring in an environment away from the range or training area, where there is little close supervision of trainees. If the control of ammunition (on the range or training area) is breached either accidentally or deliberately, then accidents can still occur during weapon cleaning or movement. An accident in these circumstances may occur due either to experimentation, incorrect drills or 'fooling around'¹³¹.

11. **Maturity.** Whilst it is acknowledged that U18s may be more vulnerable than older trainees, this is a generalisation and levels of maturity and experience vary across all ages. For this reason weapon safety and security must consider the trainee as an individual, regardless of age. It is divisive to apply different training conditions to different age groups that do not replicate the operational conditions in which they will all ultimately be required to operate within. Therefore, as part of the formal reporting at the end of Phase 1, an assessment is to be made of every recruit's maturity and attitude to taking on the personal responsibility of having access to weapon systems. It may be that a recruit considered unsuitable should not pass out from Phase 1.

Minimum requirements of weapon safety and security

12. In addition to Defence and sS Direction on weapon security and safety during training, the following minimum requirements are to be implemented:

- a. **Ammunition security.** Throughout initial training recruits and trainees are to be closely supervised by a competent NCO when the former are in possession of ammunition. On leaving a range or training area, as well as NSPs and procedures in

¹²⁹ Terms of Reference for the PWHSP WG are at Annex A of the Defence Direction on Personal Weapon Handling and Shooting Training which is available on the JSP 822 website as part of the Defence Training and Education Leaflets.

¹³⁰ Inf Trg Vol IV Pam 21 – Regulations for the Planning, Conduct & Supervision of Firing & Training with Infantry Weapon Systems & Pyrotechnics 2014.

¹³¹ Post Phase 2 training, RN SP require a further period of training if duties involve the handling of personal firearms.

accordance with Inf Trg Vol IV Pam 21, additional detailed spot checks of the personal clothing and equipment of a selection of recruits or trainees are to be made.

b. **Phase 1 weapon security.** The principle of close supervision applies, in that:

(1) Where possible, training should be scheduled to allow weapons to be drawn from and returned to armouries as close as possible to start and end of the weapon training event.

(2) When, during a break in training it is impractical to return weapons to the armoury, collective arrangements must be made for their security under the direction of an NCO specifically appointed to carry out the task. The NCO is to appoint not fewer than two recruits to stand guard over the centralised weapons, with a relief as necessary. The NCO is to brief the recruits detailed as weapons guard, noting in particular the NCO's exact, nearby location, that they must remain within clear sight of all the weapons at all times and that under no circumstances are the weapons to be left unattended. Centralised weapons are only to be re-issued to recruits under the immediate supervision of the NCO responsible for collective security arrangements.

(3) At no point are recruits to have access to a weapon, unsupervised, during a break in training. If weapons remain with the recruits, they are to remain in clear sight of an NCO at all times.

c. **Transition to Phase 2.** As part of the formal report on successful completion of Phase 1, recruits are to be assessed by a competent officer regarding their maturity and aptitude to increasingly less supervised access to personal weapon systems.

d. **Phase 2 weapon security.** During Phase 2, trainees can be given greater responsibility for their personal weapon. However, again where possible, training should be scheduled to allow weapons to be drawn from and returned to armouries as close as possible to the start and end of the weapon training event. If this is impractical, or when away from an armoury, either:

(1) Personal weapons are to remain with the trainee at all times (including meal times); or,

(2) A trainer is responsible for ensuring that collective arrangements are made to guard weapons by a minimum of 2 trainees at all times, with relief as appropriate. The NCO is to brief the trainee weapon guard, noting in particular the NCO's exact, nearby location, that they must remain within clear sight of all the weapons at all times and that under no circumstances are the weapons to be left unattended.

13. It should be noted that these are minimum safety and security standards applicable to the use of firearms in initial training and that they are in addition to other Defence and sS weapon handling, safety and security policies and procedures. Initial training establishments

may enforce tighter supervision, especially where skill fade is likely to have occurred. Trainers are to remain cognisant of their responsibility to develop the confidence with, and personal responsibility for, weapon systems.

Armed guarding duties during initial training

14. The Defence Direction regarding the use of recruits and trainees as armed guards of Defence establishments, during initial training is contained within Annex D to DCDS (Mil Strat & Ops)/001/01¹³². The broad principles of which, are:

- a. **Phase 1 training.** Phase 1 recruits are prohibited from undertaking armed guarding duties.
- b. **Phase 2 training.** Phase 2 trainees are not to undertake armed guarding duties unless there are insufficient fully trained armed guards or at times of heightened security. Phase 2 trainees may be used providing:
 - (1) They are not awaiting discharge from the Service.
 - (2) They are at least 17 years of age.
 - (3) They have been assessed such that the Commanding Officer is satisfied that each trainee is suitable and prepared for armed guarding duties¹³³.
 - (4) They have successfully completed the requisite weapons training.
 - (5) They are supervised when undertaking armed guard duties.
 - (6) They do not perform armed guarding duties alone.
 - (7) Where a detachment, comprising armed trainees, is isolated from the main guard, it is to be commanded by an NCO or equivalent.
 - (8) Where trainees are used as armed guards, an assessment of the risks must be made, in line with Defence Direction¹³⁴.

Points of contact

Defence	DBR Defence Security (DII: DBR-DefSy-Phys Sy)
RN	Navy Command HQ, MP2-2 (DII: NAVY SSM-AW SW SO1)
Army	Army HQ, CD Cbt (DII: Army CapCbt-SASC-SO2)
RAF	Air Command, HQ 2 Gp, FP (DII: Air-2Gp FP Trg RAF SO2)

¹³² DCDS (Mil Strat & Ops)/001/01: Arming Directive 2012 for the carriage of firearms by SP on general security duties in non-operational environments, dated 17 May 12.

¹³³ No trainee on the 'At Risk' register, as required by the Defence Direction on Supervisory Care, is to undertake armed guard duties.

¹³⁴ Defence Direction on Supervisory Care for Phase 1 Recruits and Phase 2 Trainees contained within this JSP.

2.6 Remedial Training in Initial Training

Policy Sponsor: TESRR, CDP¹³⁵

The vision for Defence initial training (Phase 1 and 2) is to create an environment that attracts and retains high-quality people through the provision of training that, whilst stressing the importance of the team and team ethos, is focussed on the individual from recruitment to entering productive Service. Training is by necessity challenging – it has to transform young people from civilians into professional Service personnel (SP) capable of operating in the harshest of global environments and pressured situations. It must imbue SP with an attitude of responsibility, self-discipline and selflessness: fundamental components of military ethos that are essential to maintaining operational effectiveness. The 2 principle components of initial training are to:

- Ensure that recruits and trainees learn the skills and knowledge, appropriate to their trade/branch/specialism, so that they are suitably equipped and prepared to enter productive Service.
- Inculcate the right attitudes in terms of military ethos, values and standards required of a SP and ensure that all recruits and trainees embrace the disciplinary, personal and communal standards that constitute that ethos.

Phase 1 and 2 training is where recruits and trainees undertake to achieve these components and trainers assess against specific Training Objectives (TOs) and behavioural standards to ensure satisfactory progress is being made. There will be a number who, on occasion, fail to achieve the required bench marks. When a shortcoming is identified, necessary measures are taken to help and encourage the recruit or trainee to improve their performance. The management of these measures is known as Remedial Training (RT). The experience and judgement of trainers (be they military, civilian or contractors) remains fundamental to identifying the reasons for poor performance and determining appropriate remedial action. Training populations vary according to recruitment standards and the requirements of the Role Performance Statement (Role PS). Measures which would be appropriate for one population might be entirely inappropriate for another. Additionally, in the early stages of training, recruits will be adjusting to military life and will take time to acquire the standards of behaviour expected of trainees in Phase 2 training. In accordance with JSP 833, measures must not contain any of the following: unreasonableness; public humiliation; sustained and oppressive treatment which amounts to or could reasonably be construed as harassment, including any form of bullying; sleep deprivation or deliberate infliction of pain; or work for any other benefit than that of the Service or individual's rehabilitation.

Scope

1. This Defence Direction applies to all Phase 1 and 2 training, and any period between the 2 Phases when trainees may be awaiting entry into a training module or phase.

¹³⁵ Training Education, Skills, Recruiting and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

Aim

2. This Defence Direction seeks to provide a standardised framework to manage, deliver and record measures of RT undertaken to address performance shortfalls during initial training.

The vital role of the trainer

3. Substandard performance may result from a deficiency of skill, fitness or knowledge, attributable to a poor attitude and/or behaviour. The problem may manifest itself as a skills or knowledge deficiency while the underlying cause is an attitudinal one, and vice-versa. A trainer's judgement is critical in determining the underlying cause and then deciding on the appropriate remedy. Many factors must be considered, including the stage of training, the seriousness of the problem, and the performance to date of the recruit or trainee. It is vital that trainers apply their experience and judgement to the analysis of the problem, to determine what action must be taken, including encouragement and reassurance if considered more appropriate than RT.

Deficiency of skill, knowledge or physical fitness

4. A trainer's judgement of a recruit or trainee whose performance is below par should include consideration as to whether the individual has Specific Learning Difficulties (SpLD)¹³⁶ and, if appropriate, assessment to determine such. When the shortcoming is in part or wholly caused by a lack of skill, knowledge or physical fitness, then the appropriate RT to address the deficiency is:

- a. **Deficiency of skill or knowledge.** To repeat the training serial or to give additional instruction that will bring the recruit or trainee up to the required standard.
- b. **Deficiency of physical fitness.** If a recruit or trainee cannot reach the required training standard because of a physical fitness deficiency, then additional physical fitness training will be required.

5. When RT is required to correct deficiencies of skills, knowledge or physical fitness, it is to be supervised by an appropriate trainer (additional physical fitness training may only be supervised by a qualified PTI and should not be conducted against medical advice). It should normally be conducted within the working day¹³⁷, although it can be undertaken out of instructional hours or at weekends, if appropriate and authorised by the training establishment Chain of Command¹³⁸. Furthermore a recruit or trainee should not normally undertake more than one hour of additional training per day with a maximum of 5 hours in any one week. Where this will be exceeded the training establishment's Chain of Command is to be informed.

¹³⁶ See Defence Direction on Specific Learning Difficulties contained within this JSP. SpLD is a term that is used to describe a range of learning difficulties that are inherent to an individual and which have the potential, to varying degrees, to affect an individual's ability to function effectively within the workplace. It is recognised and addressed through this Defence Direction. A diagnosed SpLD can hinder learning and progress, but can be mitigated through appropriate coping mechanisms and other learning support strategies.

¹³⁷ The working day is not the same as the training day/programme, and will be determined by each training establishment in accordance with sS guidelines.

¹³⁸ Of commissioned rank.

Actions to address inappropriate attitude or behaviour

6. Substandard performance may be the result of an inappropriate attitude or behaviour, and the identification of this relies on the trainer's experience and judgement and can be the most difficult failing to deal with. Attitudinal change is achieved through a combination of factors and 'public encouragement, rather than public humiliation' will play a significant part. If the substandard attitude or behaviour is of a serious nature then disciplinary or formal administrative proceedings may be more appropriate.

7. **RT to address inappropriate behaviour or attitude.** RT undertaken to address substandard performance during initial training is not punishment and must not be used or treated as such¹³⁹. RT measures to address unacceptable attitude or behaviour during training are separated into 2 categories:

a. **Tier 1 measures.** These are short, sharp measures to achieve short-term behavioural change and can be implemented by the trainer without reference to a higher authority. Each training establishment, in conjunction with their sS policy, is to issue Direction on what Tier 1 measures are appropriate to their situation. These can include:

(1) **Verbal rebuke.** A short, sharp verbal rebuke by the trainer to highlight the attitudinal or behavioural shortcomings¹⁴⁰.

(2) **'Wake up' exercises.** These are short, sharp exercises designed to re-focus trainees on the training that is being undertaken. Training Delivery Authorities (TDAs) are to publish clear instructions on the scale and type of exercises that can be awarded and supervised by non-PT qualified trainers. It is stressed that 'wake up' exercises are short in duration and designed to refocus the recruit or trainee on the current training objective and are not to become an 'activity' in their own right¹⁴¹.

(3) **Immediate repetition of a training activity.** This is a measure to demonstrate to a recruit or trainee that their attitude or application on first attempt was unacceptable and should normally be conducted without interruption to the training programme.

(4) **Minor additional tasks.** These will be tasks directly related to observed levels of unacceptable behaviour¹⁴², which must be undertaken immediately and without interruption to the training programme.

b. **Tier 2 measures.** These are more onerous measures which are aimed at addressing longer-term attitudinal or behavioural shortcomings, but which do not merit initiating disciplinary action. These will usually be undertaken outside of the normal training programme. Training establishments are to issue instructions

¹³⁹ Punishment is directly related to, and a consequence of, the formal disciplinary process as laid out Defence and sS disciplinary policies, instructions, manuals, regulations and legislation. RT is a separate and unrelated action, although it may seek to deal with issues that may also require disciplinary action.

¹⁴⁰ Prolonged verbal rebukes (in effect verbal abuse) or dramatic actions aimed at publicly humiliating recruits or trainees are not acceptable. Such actions amount to bullying and abuse of position, are disciplinary matters, and are contrary to military ethos, values and standards.

¹⁴¹ Should a trainer find it necessary to award more than one 'wake-up' exercise to a recruit or trainee during any one lesson/training period, this may be indicative of a larger issue, such as substandard training delivery technique or defective timetabling. These factors should be investigated and rectified.

¹⁴² An example would be ordering a trainee to clear rubbish having observed them dropping litter.

defining the nature and scope of Tier 2 measures and the procedures for managing them, including who can authorise such measures. The only Tier 2 measures are:

- (1) **Additional training event.**
- (2) **Additional duties**¹⁴³.
- (3) **Show parade.**

8. Tier 1 and 2 measures are one part of the process of achieving attitudinal improvement. When a trainer judges that it is necessary to use Tier 1 or 2 measures they must be:

- a. Justifiable due to an observed shortfall in behaviour or attitude.
- b. In proportion to the nature and scale of the shortcoming in attitude or behaviour.
- c. Achievable without compromising other aspects of the training programme.
- d. Undertaken quickly to establish the link between the shortcoming and the RT.
- e. Compatible with current Direction on bullying and harassment¹⁴⁴. There is clear distinction between bullying and/or harassing behaviour and RT measures¹⁴⁵.
- f. Designed to avoid causing injury or psychological damage to the recruit or trainee where this is reasonably foreseeable¹⁴⁶ (the recruit or trainee's limitations and medical condition must be taken into account and physical activity is not to be imposed against medical advice).
- g. Undertaken routinely within the working day or out of normal instructional hours or at weekends, if necessary, and if it meets all the requirements of this Direction and sS policies.
- h. Supervised by an appropriate member of training staff who is both qualified and experienced to impose the measures.
- i. Communicated effectively to the trainee, explaining the deficiency observed, taking account of any excuse offered. It may be that a formal interview is appropriate depending on the nature of the shortcoming, the stage of training and the progress of the recruit or trainee. This is often useful in identifying the underlying problem.
- j. Applied only to an individual unless the shortfall can be applied equally to a group¹⁴⁷, in which case a group measure may be applied. Tier 1 and 2 measures are not to be imposed on a body of recruits or trainees in response to the shortcomings

¹⁴³ This may include additional guarding (both armed and unarmed) duties. However, in keeping with DHALI/B, those aged under 18 years of age are not to undertake RT in the form of guard duties, and any recruit or trainee aged over 18 years of age who is given additional guard duties as RT is to be partnered at all times while guarding with an experienced SP who is already a member of the trained strength (which includes the MPGS).

¹⁴⁴ As defined in JSP 763: The MOD Bullying and Harassment Complaints Procedures.

¹⁴⁵ Covered as part of the DTTT Phase 1 and 2 course at DCTS.

¹⁴⁶ It is accepted that measures may be physically demanding and/or time-consuming commensurate with the stage of training and nature of the trainee cohort.

¹⁴⁷ TOs requiring group achievement are to be clearly identified. This may require Training Design input.

of an individual or a number of known individuals. If the award results from an individual shortcoming, then the group is to be clearly briefed that the TO requires group achievement, and it is a whole-team responsibility to ensure that the TO is met¹⁴⁸.

Relationship between RT, the disciplinary or administrative processes and withdrawal of unsuitable SP from training

9. RT is not to be used as, or in lieu of, a punishment or sanction¹⁴⁹. RT is training to assist the recruit or trainee to achieve the required standards of skills, fitness, knowledge and attitude prior to entering productive Service. It is inappropriate to instigate disciplinary procedures in dealing with continual deficiencies in knowledge, skills and physical fitness. However, in such circumstances, it is entirely appropriate to instigate the administrative process of warning, extension of training or ultimately withdrawing a recruit or trainee from training. In addition, training provides a SP with the skills, knowledge and attitude required to execute their role and, therefore, is administered and managed separately, using different procedures.

10. Substandard behaviour or attitude in a recruit or trainee may result in a variety of actions. A trainer should recognise that in the early stages of training, recruits will be adjusting to military life and may not have had time to acquire the required attitude and behaviour, and in this case Tier 1 or 2 measures may be appropriate. Equally, if the issue becomes serious (e.g. it amounts to discrimination, harassment or bullying), or if the recruit or trainee has already failed to respond to Tier 1 or 2 measures, or is at the stage of training where they should know better, then disciplinary or administrative action may be more appropriate. If disciplinary or administrative action is initiated, no other Tier 1 or 2 measures except a verbal rebuke may be used.

11. After RT to correct substandard behaviour or attitude (or disciplinary proceedings to punish, or administrative action to sanction), it may also be necessary to begin the formal process to warn and ultimately extend the training or withdraw an SP from training. Such action will be dependent on the stage of training, the recruit or trainee's performance to date and their response to the measures taken.

12. Action taken to remedy substandard performance may involve both additional instruction and Tier 1 or 2 measures, with the balance and scale of each being based on the trainer's analysis of the cause of the problem. The application and implementation of RT, in relation to disciplinary, administrative and withdrawal action is shown at Annex A.

Recording of RT

13. The effective management of substandard performance relies on the experience and judgement of trainers employed within initial training establishments, who are fully supported by the Chain of Command. With the exception of verbal rebukes, all RT measures used to rectify performance issues are to be recorded, and include:

- a. The recruit or trainee's name and Service number.
- b. The deficiency, the date and the relevant TO, if appropriate.

¹⁴⁸ Pre-emptive action on the part of the trainer may be necessary to avoid an individual or a small number of individuals being blamed by the other members of the group.

¹⁴⁹ Punishment or sanctions can only be awarded following a formal disciplinary or administrative process.

- c. The action taken.
- d. The trainer and the supervisor of the RT.
- e. Any other relevant information, such as that which demonstrates how the RT meets the requirements of this Direction and achieved the modification in behaviour or improvement in knowledge or skill.

14. The method and format for record keeping is to be determined by sS but an auditable process linking this Direction to the actions taken by trainers is required. Formal interviews should also be recorded. Records are to be scrutinised weekly by a responsible officer and monthly by the Chain of Command. All records are to be stored and maintained within training establishment for 2 years and are to be available for scrutiny by assurance bodies such as sS Inspectorates and Ofsted.

Governance

15. **Policy sponsorship.** This Defence Direction is sponsored by TESRR and periodically reviewed and maintained through the DTPWG¹⁵⁰.

16. **TRAs.** A degree of sS variation is required in the application of this Direction to reflect the operational role and diversity of the training population. Via the CEB process, TRAs are to ensure:

- a. Through their TDAs, that a consistent approach to RT is applied across all subordinate Defence training establishments iaw this Direction.
- b. They have oversight of instructions issued by initial training establishments (through TDAs) that implements this Direction. The instructions will normally be contained within the Trg Quality Manual which is endorsed by the TRA at the CEB.
- c. That all initial training establishments and TDAs have an appropriate recording system.

17. **TDAs.** TDAs are to publish instructions on the scale and type of 'wake-up' exercises that can be awarded and supervised by non-PT qualified trainers.

18. **Training Providers/Trg Establishments.** All training establishments are to publish, for trainers and staff, details of the RT measures authorised for managing substandard performance. This publication is also to include the purpose and the scale of measures that can be expected for a range of shortcomings, and is issued under the oversight of the relevant TDA/TRA to ensure consistency and compliance. Furthermore, each training establishment is to make it clear to recruits and trainees, as part of the induction process¹⁵¹, how this Direction will be applied and where they can find written details thereafter. In addition, COs of training establishments are to ensure there is a robust system for recording, managing and maintaining routine oversight of RT records with an auditable trail between local RT orders or instructions and this Direction.

¹⁵⁰ The Defence Training Policy Working Group; an OF5 TESRR-led, biannual meeting.

¹⁵¹ Including briefs on the supervisory care regime and how to make a complaint.

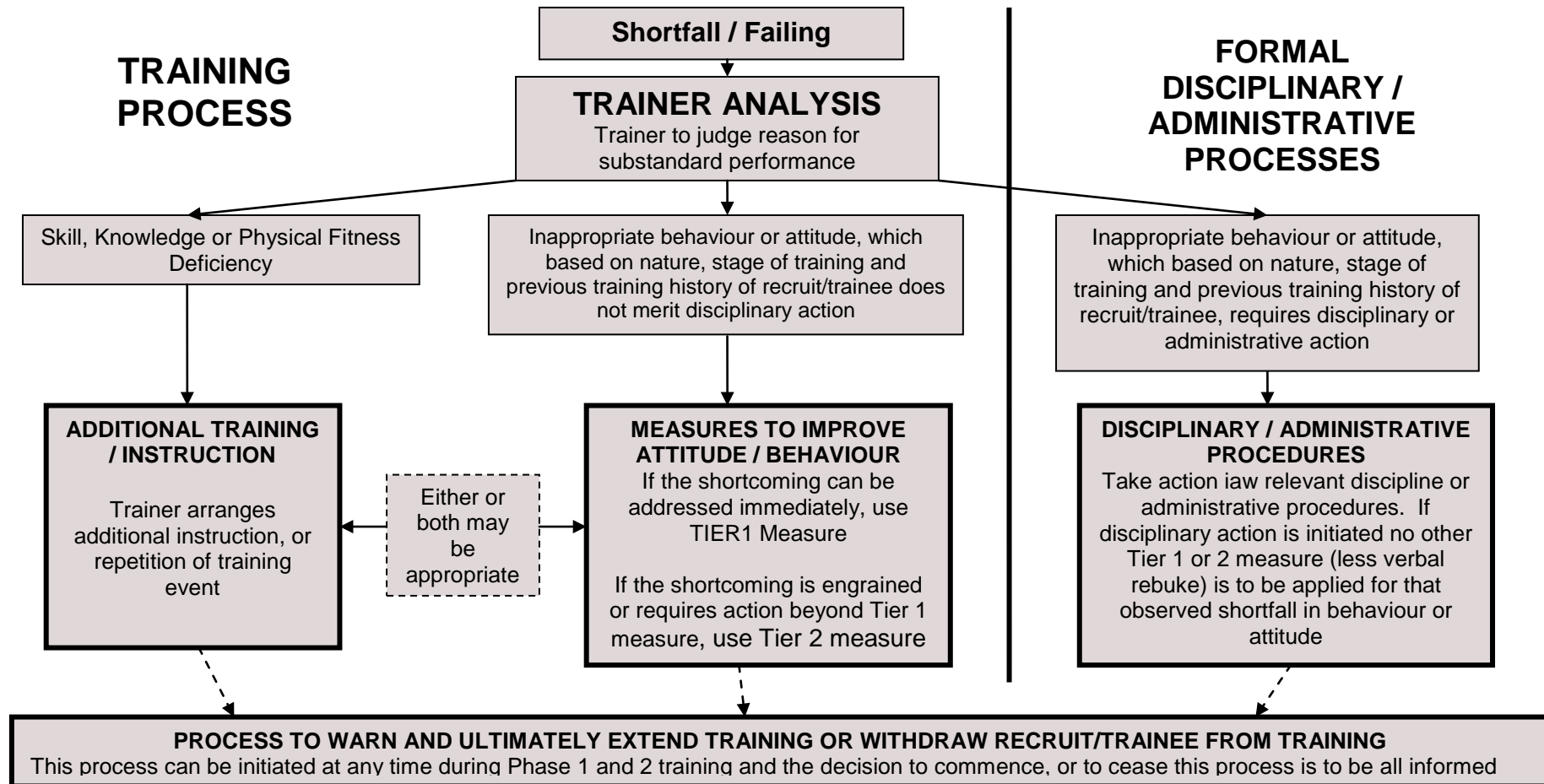
Training of trainers

19. The key elements of this Direction are included in the DCTS Defence Train the Trainer Phase 1 and 2 course mandated for Defence. In addition, induction courses at initial training establishments are to brief the local instructions that seek to implement this Direction. Equally, COs are to ensure that all personnel (military, civilian and contractors) in contact with Phase 1 recruits and Phase 2 trainees are aware of their responsibilities in the application of this RT Direction.

Annex:

A. Application and Implementation of Remedial Training.

APPLICATION AND IMPLEMENTATION OF REMEDIAL TRAINING



2.7 Robust Training

Policy Sponsor: TESRR, CDP¹⁵²

Properly conducted Robust Training is a basic principle of training in Defence and as such is linked to measurable Training Objectives (TOs) and outcomes. It is deliberately designed to induce an element of pressure in order to challenge recruits and trainees mentally and physically, so that they draw on reserves of willpower and stamina to achieve the outcome sought. The aim therefore of Robust Training events is to develop physical and mental resilience in order to prepare appropriately for the challenges of operations worldwide. It is entirely practical to deliver such training without compromising welfare and Duty of Care responsibilities but it must be regulated to prevent Robust Training being replaced with harsh or inappropriate training that prevents the overall training effect from being delivered.

This Defence Direction assists Commanders¹⁵³ involved in all phases of training, in planning appropriate and proportionate training that is challenging, engaging and robust, whilst ensuring that risks are identified and mitigated, so that the recruit or trainee is protected from uncontrolled misuse of the term to deliver harsh training, unlinked to a specified training outcome or objective. Commanders should consider this Direction in conjunction with the 'Commanders Managing the Training Environment' Direction and the 'Supervisory Care for Phase 1 Recruits and Phase 2 Trainees' Direction. Both are contained within this JSP as are other policies relevant to ensuring a realistic and safe training environment. In addition, all training should be designed and delivered in line with the Direction given in this JSP.

Definition and purpose

1. **Definition.** Robust Training is defined as: *“Contextualised training that, by design, progressively develops individuals’ mental and physical resilience in preparation for their front-line role and prepares them appropriately for operations, when combined with Mission Specific Training.”*

2. **Purpose and application.** The purpose of Robust Training is to progressively develop a Service Person's (SPs) resilience¹⁵⁴ to enable them to perform effectively in any operational environment. The degree to which Robust Training is employed within an initial training programme should reflect the employment of that SP in both specialist and generic tasks¹⁵⁵. Emphasis should be placed upon the need for SP to perform in the most demanding conditions in which they may realistically expect to find themselves if deployed to high-tempo and/or high-threat operational environments. As Defence transitions to a contingent posture, the non-linear nature of the Contemporary Operating Environment (COE) will inevitably expose SP from support functions to higher risks than would have traditionally been the case. It is therefore no longer acceptable to have a situation where combat personnel and support or service support personnel sit at distant ends of a wide spectrum of individual resilience. This gap should be narrowed if all SP are to be best prepared for operational service. This requires moral courage to implement and there is a need for a coherence of approach across Defence and single Service (sS) training establishments to ensure that Robust Training is systematic, progressive and appropriately contextualised.

¹⁵² Training Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

¹⁵³ 'Commanders' covers those commanding/in-charge of any form of Phase 1, 2 or 3 formal training organisation (including Training or Education Establishments, Defence Colleges, Training Schools and Training Units. This includes Reserve units).

¹⁵⁴ This acknowledges that initial training (Phase 1&2) is a series of evolutions that lead to eventual Service on operations. Thus, the product of initial training is not the finished article. The process of developing resilience will continue throughout a SPs career, through formal and informal training interventions and the accumulation of experience.

¹⁵⁵ For example, fulfilling individual Force Protection functions.

Principles

3. **Beneficial.** The net result of properly designed and conducted Robust Training should be beneficial to recruits and trainees in a resilience context. It should develop their ability to perform demanding tasks under difficult conditions by building self-confidence, self-reliance and motivation. It must not erode it. Recruits and trainees should feel that the training was a positive experience. This point in itself is a useful guide to whether Robust Training events are having the desired effect and should be measured as part of a training establishment's self-assessment process.

4. **Developmental.** Robust Training tasks must be developmental and preparative in nature, and related to performance expected after training. Robust Training should take place under simulated operational conditions where possible and/or appropriate. Recruits and trainees must be sufficiently prepared for the training and, while it should stretch and test their abilities, it must not make them feel that they have no chance of performing adequately. Consequently, the effect should be to take recruits and trainees out of their comfort zone and to develop resilience and self-reliance so they can be assured that they are well prepared to handle challenging situations.

5. **Tailored.** Due to the wide range of training in Defence and the breadth of job specifications within both commissioned and non-commissioned ranks, what could be defined as Robust Training for one training cohort may not be suitable or appropriate for another. While many operational conditions are similar for all, it is unlikely that any but the most generic of Robust Training events will be appropriate across Defence. Robust Training must be designed to be relevant to the roles and duties of the recruit or trainee and likely employment on operations. Robustness comes in many forms, both physical and mental. sS and Defence training establishments need to implement a 'continuum of robustness' that threads through all phases of training, and which must be:

a. **Relevant.** sS training has spent the last decade or more delivering capability to defined operational theatres with (largely) understood threats. As Defence returns to contingency the certainty of future operational environments and the threats that emerge may be less defined and less clearly understood. This uncertainty requires a refinement within training if we are to produce a new generation of robust, self-sufficient and capable SP.

b. **Contextualised.** sS training needs to provide 'immersive' scenarios to allow recruits and trainees to contextualise their training. It is necessary to replicate the physical and mental pressures of operations that are specific to Service and role, noting the need to ensure that supporting personnel should also build resilience through Robust Training. If all SP are to be best prepared for operational service, training needs to focus on the increased resilience end of the spectrum and where possible enhance the psychological stressors in training (e.g. increased use of battle simulation, additional night training scenarios) and the physical stressors (e.g. extending training days, more time living 'in the field' or austere simulated operational conditions).

c. **Delivered to defined standards.** The ability to measure how successfully sS deliver training that challenges a recruit or trainee to develop physical and mental resilience should be achieved via measures of performance whilst in initial training, and through measures of effect once SP join their respective Commands. Detailed assessment through both InVal and ExVal will be essential in determining the degree to which Robust Training is succeeding.

d. **Delivered with calculated risk.** The acceptance of risk is important and its application must be understood at all levels of training delivery. It must be proportionate to the delivery of the defined operational output. There is both a moral obligation to prepare recruits and trainees appropriately for the rigours of operational Service, and a need to recognise that a Robust Training regime may lead to injury, increased wastage rates or litigation. These factors are not mutually opposing or irreconcilable. Robust Training can be delivered during all phases of training whilst successfully discharging Defence's welfare and Duty of Care responsibilities. The risks associated with Robust Training must be identified, assessed and addressed¹⁵⁶ with a view to enabling this important element of training. A culture of risk aversion must be avoided as it merely transfers risk to the Commands and is morally unjustifiable. It is incumbent upon Commanders, their staff and trainers to be conversant with the principles and application of risk assessment at their respective levels of training command. Intelligent risk management must be led by the Commander and understood by all staff involved in training delivery. The first step in developing risk management locally will be through the CRA/SCD process. Detailed briefing on local procedures must be included in staff/trainer induction training and understanding must be developed further through regular study periods.

e. **Appropriate supervision.** The level and style of supervision needs to be tailored to the level of risk, the type of training and the ability and confidence of the recruits or trainees.

f. **Trust in the Chain of Command.** The application of Robust Training may be compromised, at least in part, by a mutual lack of trust between training staff and their Chains of Command. This can be compounded by a perception amongst trainers that there has been a shift in emphasis to the recruit's or trainee's care needs that conflict with challenging, engaging and robust training. Recruits and trainees must be empowered to ask questions and appropriately challenge the 'recruiting promise.' This should not, however, be viewed as a challenge to the core tenets of sS Values, Standards and Ethos, or the Chain of Command. Trust needs to be established early so that there is an understanding of what is required and the rationale behind Robust Training.

Good practice

6. **Compliance with Defence training standards.** Robust Training events must be designed in accordance with the Defence Systems Approach to Training (DSAT). They must be shaped logically to fulfil and test an established training need and must be conducted consistently and resourced appropriately. All training, including events that are designed to be robust must be designed to deliver against the Role PS, as set out by the TRA. Robust Training must have a defined TO to achieve and be measured against. Robust Training for its own ends, delivered ad hoc, in an uncontrolled manner or unsupervised environment is dangerous and must be actively guarded against. Adherence to JSP 822 will allow challenging, engaging and robust training to be designed and delivered in a safe, controlled and appropriately governed manner.

¹⁵⁶ Further Direction and Guidance on managing risk should be sought through Defence and SC Risk Management processes and regulations. Commanders should also have their Commander's Risk Assessment (CRA) and Supervisory Care Directive (SCD) in place to ensure that Robust Training is properly managed, governed and assured. Robust Training should be integral to and tied into the Role Performance Statement (Role PS) issued by the Training Requirements Authority (TRA).

7. **Appropriate risk management not excessive risk aversion.** It is generally accepted that military Service will expose SP to more risk than most civilian occupations. Training to meet the needs of military Service, which stretches recruits and trainees physically and psychologically, ideally under simulated operational conditions, is likely to carry more training risk than is normally the case. Commanders and training staffs must ensure that all risks are assessed and mitigated, but they must not seek to unnecessarily protect recruits and trainees from the consequence of failing to rise to the challenges set. It is acknowledged that this element will need to draw upon the experience and judgement of the training Chain of Command. It is vital to avoid the inculcation of a culture of risk aversion that may lead to the physical or psychological inability to perform adequately when facing the challenge of operational conditions.

8. **Separated from remedial action.** It is important that training staff designing and delivering Robust Training must ensure that recruits and trainees as well as training staff understand the purpose and intended outcome of the training. It must be clearly differentiated from any sort of remedial¹⁵⁷, corrective or disciplinary action. Training that is intended to be robust must not be confused with any form of bullying, harassment or intimidation. Such conduct is wholly unacceptable and contrary to Defence's Values, Standards and Ethos and the DHALI/B intent, and is demonstrably counter-productive in developing resilience. Effective supervisory care, welfare policies and governance and assurance processes will ensure that Robust Training is not confused with, or replaced by, actions or events that either serve a different remedial, corrective or disciplinary purpose, or those that are conducted in a misguided attempt to achieve unsanctioned, unacceptable and unnecessary outcomes.

9. **Clearly explained purpose.** Recruits and trainees as well as trainers must be in no doubt as to the difference between Robust Training and unacceptable practices. The conduct of Robust Training events must not undermine the good practice and culture of Continuous Improvement that is synonymous with DSAT and DHALI/B. It is possible to prevent confusion amongst recruits and trainees by detailed explanation of Robust Training aims and objectives during induction and regularly thereafter. Trainers must have the principles of Robust Training explained to them during their selection, training and again when they join the training establishment. Where inexperienced staff or trainers are expected to apply Robust Training techniques they must be mentored and supervised.

Examples of robust training factors

10. Ideally, Robust Training should not be confined to specific and stand-alone events; it must be all pervasive, coherent and progressive throughout all phases of training. In its most basic form, Robust Training may simply be reflected through the setting of unrelenting high standards by staff, trainers and support personnel.

11. The following pressures could contribute to training being classified as robust. The list is not intended to be prescriptive but, rather, provide examples. Equally, the list is not exhaustive and it must be read in conjunction with the points made above. Some examples of Robust Training activity are at Annex A. This list is intended to be illustrative rather than exhaustive:

¹⁵⁷ See Defence Direction on Remedial Training in Initial Training, contained within this JSP.

a. **Psychological pressures:**

- (1) Rapidly and or frequently changing priorities.
- (2) Introduction of extra information or introduction of situations in which there is incomplete information.
- (3) Reduction in time allocated for a task.
- (4) Dislocation of expectations.
- (5) Enhanced perception of danger/risk and consequence of failure.
- (6) Realistic simulation of operational challenges and operational 'friction.'
- (7) Significantly increased responsibility.

b. **Physical pressures:**

- (1) Environmental factors – heat/cold/wet/darkness¹⁵⁸.
- (2) Exertion and physical effort.
- (3) Tiredness/controlled sleep deprivation.

Governance

12. It is a requirement that training events that incorporate a robust element or that seek to achieve a greater level of resilience through the application of pressures (stated above) be appropriately governed. Commanders must therefore ensure appropriate governance procedures are in place and that such training is regularly scrutinised through 1st, 2nd and 3rd party assurance procedures. All Robust Training must be linked directly to a specified TO as laid out in the Role PS, issued by the TRA. Training Delivery Authorities (TDAs) must be aware of all Robust Training events that take place in their training establishments and ensure that they are appropriate and proportionate to the training outcome, controlled and fully integrated into the core syllabus, and delivered in an entirely transparent manner.

Training

13. Trainers and staff engaged in any aspect of Robust Training are to be suitably briefed as to the aim and desired outcomes of the training events, as well as supervised where appropriate. In addition, the Defence Centre of Training Support (DCTS) runs the Defence Trainer Capability and Defence training support courses that all training staff, and most particularly those engaged in the design and delivery of Robust Training, need to attend.

Annex:

A. Robust Training Examples.

¹⁵⁸ See JSP 539: 'Climatic Illness and Injury in the Armed Forces: Force Protection and Initial Medical Treatment'.

ROBUST TRAINING EXAMPLES

Ser	Activity	Purpose
1	Realistic Operational Employment Scenarios in Challenging Environmental Conditions	Develop ability to conduct role-related duties under demanding conditions. Develop physical and mental resilience and team-work
2	Assault Course/Trim trail/Cross Country Steeplechase	Development of physical fitness, mental resilience, generic military skills and, where it is a team effort, teamwork
3	Immediate Response to Realistic Casualty Scenario (e.g. from Improvised Explosive Device or Indirect Fire, and Casualty Evacuation)	Teamwork, First Aid and planning skills, physical fitness, mental robustness, force protection skills under duress
4	Battle PT	Physical fitness and mental resilience
5	Military skills competition	Navigation/shooting/physical fitness/First Aid
6	Damage control/fire simulation/vehicle recovery in arduous conditions	Development of teamwork, physical and mental resilience, and physical courage
7	Water crossing	Develop teamwork and planning skills
8	Tactical river crossing	Develop teamwork and planning skills in a tactical setting
9	Unarmed combat/martial arts/milling.	Physical fitness and mental toughness
10	Public order training	Develop self-discipline, team-work and physical courage
11	Demanding Adventurous Training exercises to generate fear and fatigue	Develop character, leadership in real situations, physical fitness, moral and physical courage, self-discipline, self-reliance, team-work and team cohesion
12	Bayonet fighting	Develop aggression, physical courage and physical fitness

3 Defence Direction for Collective Training

3.1 Collective Training

Policy Sponsor: TESRR, CDP¹⁵⁹

This Defence Collective Training¹⁶⁰ Policy details the management and governance structures processes and practices, in addition to those outlined in Part 1, Chapter 1, Section 1.1, that will shape the conduct of collective training and influence collective training requirements in the acquisition of capabilities.

Aim

1. This policy sets strategic Direction for the conduct of collective training, driving coherence across Service and Joint Forces Commands and codifying processes in support of force generation, preparation and sustainment. It also places collective training at the centre of managing risk to contingent capability and sets priorities to deliver improvements in the efficiency and effectiveness of collective training.

Scope

2. This policy applies to all personnel engaged in training or training support at Tier 0 or higher¹⁶¹ as part of force generation and sustainment, across the Whole Force including representatives of Other Government Departments (OGDs) or Industry as appropriate¹⁶². It extends existing policy on individual training¹⁶³ in specific areas and also provides the policy framework to guide the formulation of the Defence Exercise Programme (DXP)¹⁶⁴.

Summary of policy

3. This policy:
- a. Confirms definitions of collective training tiers and directs their use in providing higher-level contexts for collective training.
 - b. Assigns responsibilities for force generation requirements setting, Certification¹⁶⁵ and risk acceptance to Training Requirements Authorities (TRAs) and for collective training delivery, evaluation¹⁶⁶ and risk assessment to Training Delivery Authorities (TDAs).

¹⁵⁹ Training, Education, Skills, Recruiting and Resettlement, part of Chief of Defence People, 6th Floor, MoD Main Building.

¹⁶⁰ 'Training that is aimed at improving the ability of teams, units or formations to function as a cohesive entity and so enhance operational capability.'

¹⁶¹ Tiers are defined at Annex A, including the addition of Tier 0 to denote sub-Unit level training. In keeping with the definition of collective training, teams within Force Elements are thus within the scope of this policy, at Tier 0.

¹⁶² Collective training should encompass the Whole Force becoming an ingrained characteristic of training; see Defence Joint Operating Concept, para 4.20.

¹⁶³ See Part 1, Chapter 2, Section 2.1.

¹⁶⁴ Supported by an annual DXP DIN.

¹⁶⁵ That is, 'TRA satisfaction' or an agreement by the TRA that a force or FE can be operationally deployed, including the acceptance of any risks.

¹⁶⁶ That is, whether force generation has been completed to the required Standards and Conditions, what risk to capability should be reported to the TRA and what value the training has delivered.

- c. Directs the creation and use of collective training CEBs as part of the governance of collective training, where the necessary functions cannot be met by existing structures.
- d. Directs that collective training and assurance should be understood as the primary way¹⁶⁷ that Defence achieves force generation and manages risk against contingent capability which must be reported against accordingly.
- e. Provides a conception of collective training as consisting in four training components followed by three stages of assurance¹⁶⁸, which then permits collective training to support the risk management of Defence capability.
- f. Explains how Standards and Conditions should be set in collective training.
- g. Provides Direction on assessing readiness and its influence on training requirements.
- h. Directs and explains the need to optimise the use of innovative training technologies¹⁶⁹ for both training and assurance.
- i. Sets strategic intent for Training Systems' interoperability and acquisition priorities for collective Training Systems or services.
- j. Offers Guidance on the conduct of collective training outputs, processes and products resulting from the DSAT process: Analysis (including Training Needs Analysis (TNA)), design, delivery and assurance¹⁷⁰.
- k. Provides the policy framework for the management of the DXP.

Policy detail

- 4. The policy Direction is developed and explained further at the Annexes and in other Parts of this JSP. In summary:
 - a. **Annex A** provides the policy detail underpinning this summary, including definitions, justification and links to other policies, doctrine and provenance.
 - b. **Annex B** supplies governance specifically for Defence Joint collective training and exercises to drive the development and delivery of the DXP.
 - c. **Part 2, Chapter 1, Sections 1.1 to 1.5** includes Guidance on the conduct of team and collective DSAT process, including analysis (TNA), design, delivery and assurance. Supported by and interlinking with, but separate from, the individual training DSAT process, this Guidance also illustrates how Defence collective training policy can inform the acquisition process.
 - d. **Annex B to Part 1, Chapter 1, Section 1.1** offers ToRs for a collective training CEB.

¹⁶⁷ Alongside the Manning, Equipment, Sustainment and Infrastructure pillars and the DXP.

¹⁶⁸ That is, an explicit training phase followed by assurance (evaluation, validation and certification, both on completion of collective training and as necessary to sustain readiness).

¹⁶⁹ Including simulation; see Defence Direction for Simulated Training, dated Jan 15 (Part 1, Chapter 5, Section 5.3).

¹⁷⁰ Guidance for the collective training aspects of the DSAT process can be found within Part 2, Chapter 1.

Governance

5. Collective training is to remain governed by the strategic principles set out in the MTS, QMS¹⁷¹, and as extended by the detail (set out above) of this policy. In addition, the governance structure for collective training is set out at Annex A and involves:

- a. **Deputy Chief of Defence Staff (Military Strategy and Operations) (DCDS (MSO))** as the chair of the Joint Commitments Strategic Steering Group¹⁷² which agrees priorities for collective training.
- b. **Collective training CEBs**¹⁷³ which should be created, where the necessary functions cannot be met by existing structures, to provide a means for stakeholders to manage risk in the generation of forces, including resource allocation and optimising training across Commands.
- c. The **TESRR PAG**¹⁷⁴ which will provide assurance to CDP that force generation activity is compliant with Defence Collective Training Policy.
- d. **Service and Joint Forces Commands TRAs** who are responsible for setting requirements via the Contingency Capability Requirements and Standards process, for resourcing the Training Line of Development (TLoD) and for certifying readiness, including accepting any risks against contingent capability arising from collective training.
- e. **Service and Joint Forces Commands TDAs**, which are responsible for providing collective training (through their Training Providers) and for evaluating the readiness of Force Elements, including assessing any risks against contingent capability arising from collective training.

Benefits

6. Although collective training is already conducted across Commands, this policy will ensure the coherence between SCs necessary to support the force preparation, generation and sustainment of collective capabilities, including the Joint Expeditionary Force (JEF), deployable headquarters and other contingent capability. It also codifies the understanding and management of risks against contingent capability and provides Direction for achieving the improvements in efficiency and effectiveness envisaged by leveraging the potential of innovative training technologies. Furthermore, the collective training Guidance, in Part 2, offers support to the acquisition process, ensuring that the TLoD can be addressed for all capabilities.

Sponsor

7. This policy is sponsored by VCDS through DCDS(MSO). The policy author and point of contact is TESRR SO1 Trg Cap and Force Development (People-TESRR-TCFD SO1)

¹⁷¹ Detailed in Part 1, Chapter 1, Sections 1.1 and 1.2.

¹⁷² Described in detail at Annex B.

¹⁷³ The proposed responsibilities and attendees for these CEBs are detailed at Annex B to Part 1, Chapter 1, Section 1.1.

¹⁷⁴ Chaired by Hd TESRR and attended by DDJW, DFOT, DTrg(A), DGT, No 22 (Trg) Gp, DEdCap (A), HRD HR Strat and DefAc Ops Dir.

Summary

8. This policy sets out a framework for change in force generation. It provides the codification of a rigorous approach to the assurance of force generation and the management of risk to contingent capability.

Annexes:

- A. Provenance and Policy Direction.
- B. Defence Joint Collective Training and Exercise Governance Structure.

PROVENANCE AND POLICY DIRECTION

Summary of provenance

1. Current doctrine and the horizon scanning literature emphasise the importance of *structured agility* or ‘the ability to adjust rapidly and decisively, especially when operating in complex situations’¹⁷⁵. This implies designing-in agility as part of force preparation and generation, including high-quality training to develop innovative personnel and reinforce the Joint, Coalition and Whole Force culture needed in the contemporary operating environment. In addition, Defence Strategic Direction (DSD) requires the regeneration of contingent capability against a backdrop of the need to deliver Value for Money (VfM).
2. Therefore, the anticipated nature of future operations provides for several key deductions for collective training:
 - a. The unpredictability of operations, combined with reduced numbers of platforms and increased deployment lengths, implies developing adaptability through training for contingency, including deployed training capability where there is a requirement for being able to undertake new Roles at very short notice or for preparation and rehearsal for new tasking in transit, in theatre or through forward engagement¹⁷⁶.
 - b. An increasing dependence on cross-component Joint capabilities, including integration at lower levels, should drive interoperability requirements in collective training.
 - c. The complexity of the operational environment will need to be represented in collective training to provide for force generation against realistic threats.
 - d. The generation of contingent capability in Joint and Coalition contexts implies greater interoperability and a need to demonstrate the readiness of forces to form parts of higher-level formations, including the generation of deployable headquarters.
 - e. Collective training and assurance should be understood as the primary way¹⁷⁷ that Defence achieves force generation and manages risk against contingent capability.
3. To account for this provenance, this policy explicitly includes an acquisition perspective that, in combination with Defence Direction for Simulated Training, directs a more strategic approach to innovative training technologies as part of collective training policy that needs to be resourced.

¹⁷⁵ Defence Joint Operating Concept, DCDC, dated Mar 14, para 3.18.

¹⁷⁶ Defence Joint Operating Concept, DCDC, dated Mar 14.

¹⁷⁷ Alongside the Manning, Equipment, Sustainment and Infrastructure pillars and the DXP.

Policy Direction

4. **Definitions.** Collective training is *'aimed at improving the ability of teams, units or formations to function as a cohesive entity and so enhance operational capability'*. Training tiers¹⁷⁸ for collective training are defined as:

- a. **Tier 0: Sub-Unit level training.** Tier 0 training prepares individuals to operate as teams below unit level¹⁷⁹.
- b. **Tier 1: Unit-level training.** Tier 1 training prepares units¹⁸⁰ and sub-units to take their place within a tactical formation or Combined/Joint Force Component.
- c. **Tier 2: Tactical formation-level collective training.** Tier 2 training prepares tactical formations¹⁸¹ operating below the Combined/Joint Force Component level for operational employment.
- d. **Tier 2+: Component level Joint¹⁸² collective training.** Tier 2+ collective training prepares one or more Combined/Joint Components¹⁸³ for operational employment. It may be conducted in combined or joint contexts on a UK, NATO or Coalition Partner framework basis. This Tier is of particular significance with enduring NATO requirements and the next higher HQ in such training will be the Joint Task Force HQ.
- e. **Tier 3: Combined/Joint Task Force-level collective training.** Tier 3 training prepares a Combined/Joint Task Force for operational employment or a Permanent Joint Operating Base (PJOB) for an operational role. It may be conducted in combined or joint contexts and on a UK, Joint Expeditionary Force, NATO, EU or Coalition Partner¹⁸⁴ framework basis.
- f. **Tier 4: Strategic-Level training.** Tier 4 events prepare the Defence Crisis Management Organisation (DCMO) to manage crises and provide strategic direction for, and conduct of, operations at the Political-Military Strategic level. They may involve Other Government Department (OGD)/Non-Government Organisations, other International Organisations and/or NATO and the EU.

5. **Scope.** This policy applies to collective training at Tier 0 and higher. The inclusion of Tier 0 training ensures that there is no gap between individual and collective training, teams within Force Elements (FEs) should be understood as within the scope of this policy.

6. **Governance and management of collective training.** The functions in Chapter 1, Section 1.1, the MTS, are to be replicated to govern and manage collective training, such that:

¹⁷⁸ Note that Army collective training levels map to training Tiers such that: Tier 0 = CT1-3; Tier 1 = CT4; Tier 2 = CT5; and Tier 2+ = CT6.

¹⁷⁹ For example, an Operations Room within a ship or a platoon/troop.

¹⁸⁰ Such as a Maritime Task Element/Unit, an Army or RM Company or Battalion, an RAF Squadron/detachment, or a UK SF detachment.

¹⁸¹ Such as a Maritime Task Group, Allied Rapid Reaction Corps/UK Formation, Air FEs and any AEW HQ, or a UK SF Task Group subordinate to a higher Headquarters.

¹⁸² That is, collective training in the Joint context. 'Joint' is defined as 2 or more Services training together.. 'Combined' is defined as 2 or more nations training together.

¹⁸³ Combined/Joint Component Commander(s) and their Headquarters.

¹⁸⁴ That is, the UK/France Combined Joint Expeditionary Force.

- a. The **TRA** represents the end user and is responsible for:
- (1) Force generation requirements, which must be supported by the Contingent Capability Requirements and Standards (CCRS) process.
 - (2) Any analysis necessary to determine requirements, including TNA¹⁸⁵.
 - (3) Resourcing the Training DLoD for capabilities, including the implementation and integration of collective training¹⁸⁶.
 - (4) ExVal and Certification following training and evaluation, including the ownership and acceptance of any risks against readiness¹⁸⁷, and recertification in the event of changes to operational tasking or reductions in readiness. Certification represents TRA satisfaction with the output of the collective Training System, as required by the DSAT QMS.
- b. The TRAs will be:
- (1) sS Force Generation Authorities for Tiers 0, 1 and 2 training.
 - (2) Service and Joint Forces Commands for their respective components for Tier 2+ training.
 - (3) DCDS (MSO) (on behalf of VCDS) for Tiers 3 and 4 training.
- c. The **TDA** is responsible for:
- (1) Providing training to meet the force generation requirements against the respective Standards and Conditions.
 - (2) Conducting evaluations, including InVal, to assure training readiness by assessing both the achievement of collective training Standards and the impact of training through the assessment of any risks owing to shortfalls in the force generation process.
- d. The TDAs will be:
- (1) sS Operational Training leads for Tiers 0, 1 and 2 training.
 - (2) sS Operational Training leads and Joint Warfare (on behalf of JFC) for their respective Components for Tier 2+ training.
 - (3) Joint Warfare (on behalf of JFC)¹⁸⁸ for Tier 3 training.
 - (4) MoD Operations Directorate and NATO and European Policy (NEP) for Tier 4 training.

¹⁸⁵ See Part 2, Chapter 1, Section 1.2.

¹⁸⁶ In accordance with JSP 886 (Integrated Logistics Support). Note that a Lead TRA may need to be agreed for integration capabilities (e.g. Air/Land or Air/Maritime).

¹⁸⁷ Prior to their transfer to the operational commander.

¹⁸⁸ TRA and TDA functions will be distinct within JFC if appropriate. The DSAT process does not mandate separation of roles but delineation of responsibilities must be clearly stated on the TrAD.

e. **Collective training CEBs** will manage resources and provide a means of governing collective training through:

- (1) Holding TRAs to account for providing justified requirements, for risk acceptance as part of Certification, for checking coherence in requirements across Commands, and for the management of the TLoD.
- (2) Holding TDAs to account for providing the required collective training, for risk assessment as part of evaluation, and for checking coherence in collective training across Commands.
- (3) Liaising with Service and Joint Forces Commands as necessary to ensure that collective training is included in Command Plans and assessed against appropriate metrics as part of the Holding to Account (H2A) process.
- (4) Liaising with the DJCTEC for the delivery of Defence-wide exercising in support of assurance¹⁸⁹.

f. Collective Training CEBs should be established where the necessary functions cannot be met by existing structures. Proposed TORs are at Annex B to Part 1, Chapter 1, Section 1.1.

g. **Policy assurance.** Assurance¹⁹⁰ that the Direction in this policy is being followed will be reported by TESRR to CDP. TESRR should provide a means of achieving this via the TESRR PAG¹⁹¹ and audits where appropriate.

h. **Holding to Account (H2A).** Commands already report contingent capability against their own Command Plans. In addition, COM JFC will be held to account for the delivery of collective training against the JFC output maps.

i. **Performance and risk reporting.** JFC is responsible for setting and assessing CCRS, which SCs must use to report against. Utilising JEF reporting on TORCH and SC Quarterly Performance and Risk Reports (QPRR), JFC reports contingent capability risks to DCDS (MSO) via the biannual Capabilities, Operations, Standing Tasks and Recuperation (COSTR) report. To support this, the DJCTEC should act as a lead Collective Training CEB to draw on input provided by contributing forces (via their own Collective Training CEBs) in order to inform the assessment of risk in generating contingent capability through Joint collective training¹⁹².

j. **Summary of governance.** Figure 1 provides an illustration of the structure of collective training governance¹⁹³, depending on which functions are already undertaken by existing arrangements. The governance structure at Annex B provides more detail for Joint collective training and will drive the need for Collective Training CEBs where required.

¹⁸⁹ See Annex B for more detail on the responsibilities of the DJCTEC and the governance of Joint collective training and exercises.

¹⁹⁰ Note that assurance that collective training activities have successfully generated forces against requirements is covered later.

¹⁹¹ Chaired by Hd TESRR and attended by DDJW, DFOST, DTrg(A), No 22 (Trg) Gp DGT, DEdCap (A), HRD HR Strat and DefAc Ops Dir.

¹⁹² This structure could be reproduced at sS levels to govern the interaction between Tiers 1 and 2.

¹⁹³ Note that Tier 0 training will sit at a level below where it would ultimately be directed by the JCSSG.

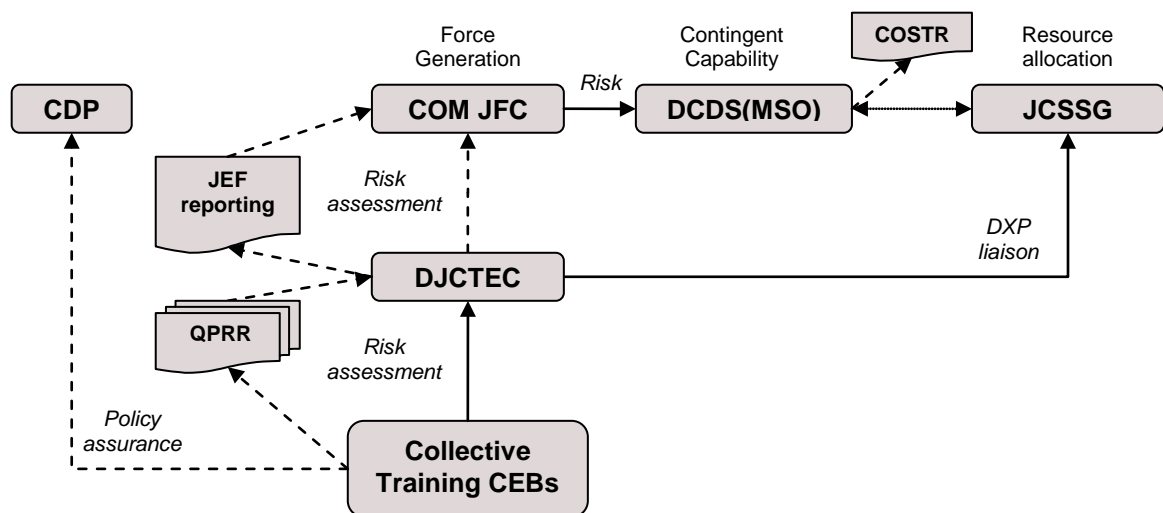


Figure 1. Collective Training Governance

k. **Responsibilities.** Collective training output will be delivered in practice through a training continuum which provides a framework to understand the progression of FEs from their start point of training readiness¹⁹⁴ to the point when they are ready for operations in theatre. The continuum¹⁹⁵ breaks down into discrete areas of output and delivery responsibility:

- (1) **Integration training.** sS are responsible for training individuals to integrate and operate as teams or sub-units within FEs or independently as necessary.
- (2) **Core adaptive training.** sS are responsible for training FEs to the appropriate level to be held at readiness for contingency. Consequently, they own the policy, command the force, and resource and deliver the activity as appropriate. Core adaptive training is comprised of Tiers 1 and 2 and represents sS collective training.
- (3) **Joint competency training.** Joint competency training at Tier 2+ provides the integration of FEs into a Joint Force and represents Joint collective training. Command will normally be provided by the JFHQ or by the equivalent sS HQ, with COM JFC responsible for coordinating the activity.
- (4) **Coalition competency training.** Joint Coalition training at Tier 3 provides the integration of a Joint Force into a coalition. Command will normally be provided by the Joint Commander with COM JFC responsible for delivering the activity, although this may subsequently be delegated to SCs¹⁹⁶.
- (5) **In-theatre training.** Training generated by an in-theatre force to create or develop the skills required by an evolving mission; to conduct a specific mission rehearsal; to refresh personnel at intervals throughout a tour; or to support a change in the task organisation.

¹⁹⁴ That is, either from the output standard of individual training or on completion of collective training at the previous Tier.

¹⁹⁵ It is accepted that Commands may use different terminology to describe the same concept.

¹⁹⁶ For example, Gulf maritime activity is delivered bilaterally between Bahrain MCC and Fifth Fleet planners with minimal PJHQ/JFC input.

I. Table 1 represents the responsibilities across the training tiers, aligning the training continuum and the management of collective training:

Tier	Trg Continuum	TRA	TDA
0 (Sub-Unit)	Integration Training	sS FGen Authorities	sS Operational Training Leads
1 (Unit)	Core adaptive		
2 (Formation)			
2+ (Component)	Joint competency	Service and Joint Forces Commands	sS Operational Training Leads and JW (JFC)
3 (Combined/Joint Task Force)	Coalition competency	DCDS (MSO)	JW (JFC)
4 (Strategic)	Strategic HQ – DCMO	DCDS (MSO)	Ops Dir/NEP
(All Tiers as required)	In-Theatre Training	PJHQ/JFC	PJHQ/JFC

Table 1. Collective Training Responsibilities Across Training Tiers

7. **Conception of collective training.** There is no agreed definition of collective training in literature or across Defence. Therefore, for the purposes of this policy, and as a best practice exemplar, specifically to provide for a rigorous approach to the assurance of force generation and the management of risk to contingent capability, collective training should be understood as being comprised of four components¹⁹⁷ of training, followed by three stages of training assurance:

a. **Collective training:**

- (1) **Supportive information**, or underpinning education, mental models and cognitive strategies that support task completion (e.g. the theory and doctrine behind a collective task). This equates to **individual training and education in a collective context**.
- (2) **Part-task practice**, or the repetition of recurring skills to achieve automaticity or habitual performance (e.g. drills or the practice of elements of the whole training task, such as threat identification or response). Complex rules can be trained via 'snowballing', or gradually adding to the extent of the part-task as automaticity develops.
- (3) **Just-in-time information**, or information displays, demonstrations and corrective feedback that is available when required but is not relied upon as much as trainees achieve greater competence (e.g. **coaching** and **mentoring** from trainers and information displays to enable a transition from basic to complex self-defence).
- (4) **Whole training tasks**, or experiences of complete collective tasks that are organised from the simple to the complex and include trainee support in the form of 'scaffolding' that is progressively removed (e.g. practising a team self-defence event in basic conditions with trainers providing guidance and support, then gradually increasing the difficulty of the conditions while removing the trainer support).

¹⁹⁷ Based on the Four-Component Instructional Design (4C/ID) model; see van Merriënboer, J.J.G, Clark, R.E. and de Croock, M.B.M. (2002) 'Blueprints for complex learning: The 4C/ID model', *Educational Technology, Research and Development*, 50(2), 39-64. This model has been successfully applied to training in the Dutch Armed Forces.

b. **Training assurance** definitions are similar to those employed in individual training but there are differences because of the collective training context:

- (1) **Evaluation**, or an assessment by the TDA – typically through exercising¹⁹⁸ – that force generation has been completed to the required Standards and a judgement of the value of the collective training via an assessment of any associated risks owing to shortfalls. This results in a report of readiness based on risk management.
- (2) **Validation**, or an appraisal of how well the training met the force generation requirement relative to expenditure (InVal) and that the evaluation was sufficiently objective to assess readiness via risk management (ExVal).
- (3) **Certification**, or an agreement by the TRA that a force or FE can be operationally deployed, including the acceptance of any risks. This may include recertification following a force sustainment phases, such as deployed (continuation or in-theatre) training or a change of operational role.

8. This four-component and training assurance approach provides a conception of force generation through collective training¹⁹⁹ in which the impact of contemporary operations on individuals and teams can be mitigated by undertaking whole tasks and managing cognitive loading in training, thereby addressing the potential for collective tasks to be completed successfully but with little appreciation of team dynamics and weaknesses²⁰⁰. It also provides the ability to conduct warfare development and means that representative collective training could involve:

- a. A period of individual training and/or education to teach doctrine or confirm it, but in a team or higher context (supportive information).
- b. Training of part-tasks in a rehearsal environment (part-task practice).
- c. Coaching and mentoring from trainers and the ability to call up information as necessary to complete a task (just-in-time information).
- d. Training events that replicate the entire collective task but with scaffolding support from trainers and information gradually withdrawn until the task can be completed in an operationally realistic environment (whole training tasks).
- e. A continuing evaluation of collective performance to provide assurance that force generation has been completed to the required Standard, that any risks have been assessed and that the collective training delivered value, leading to a readiness report.
- f. Validation that the force generation process met the requirement optimally and supports the readiness report.
- g. Certification that the risks are acceptable and that therefore operational deployment can occur (following force generation) or continue (following force

¹⁹⁸ Training prepares units to conduct tasks; exercising demonstrates the ability of those units to conduct the tasks. Further detail is provided in the Defence Joint Collective Training and Education Governance Structure at Annex B.

¹⁹⁹ Exemplified in the NATO Response Force and the maritime Operational Sea Training generation models.

²⁰⁰ See Postman, T.C. and White, J.G. (2014) 'Developing clinical reasoning in the classroom – analysis of the 4C/ID-model', *European J Dent Ed*, doi: 10.1111/eje.12105.

sustainment, typically after a period of continuation training to regenerate or address a change in operational tasking).

9. This model acknowledges that collective training is more than the exercising of groups of already-trained individuals and recognises the leading role of whole task models of training in environments like Defence where the coordination of complex tasks is key²⁰¹. Whether the entire model is appropriate for each collective training requirement is to be determined through TNA, noting that the CBA may result in leaving legacy training as it is. However, the components should be adopted for new capabilities unless TNA justifies otherwise. Guidance on using this model of collective training in TNA is provided in Part 2, Chapter 1, Section 1.2.

10. **Training assurance.** As required for Joint Operations, force generation through collective training must include distinct²⁰² training assurance phases, comprising an evaluation²⁰³ that FEs or Components have been successfully generated, validation of the force generation process, and Certification that the TRA accepts any risks²⁰⁴. In particular, collective training must be assured prior to the participation of FEs or Components in higher tier activity. This assurance must be undertaken by the appropriate TRA and TDA in force generation but should be considered a continuous process as part of force sustainment, particularly the assurance that generated forces remain ready for operations if not immediately deployed or if their operational tasking changes. Therefore, the periodicity of specific assurance activity is to be determined by the TRA in consultation with the TDA via a risk management process²⁰⁵ and as endorsed by the Collective training CEB(s).

11. The three stages of training assurance are:

a. **Evaluation.** Once the components of collective training have been undertaken, evaluation by the TDA checks whether force generation has been completed to the required Standards and Conditions, what risk to capability should be reported to the TRA, and what value collective training has delivered.

(1) **Standards and Conditions.** Service and Joint Forces Commands as TRAs must use the CCRS process as a handrail to prioritise collective training requirements, including Performance, Conditions and Standards²⁰⁶, against which TDAs then train and evaluate. Further detail on setting requirements is included in Part 2, Chapter 1, Section 1.2; however, this policy directs that:

(a) **Standards** must be specified in terms of both collective *Performance* and *behaviours*; that is, *how well* a task was undertaken, not just if the output Standard was achieved. Without the behavioural aspects, or a description of 'what good looks like'²⁰⁷, there is a risk that outputs are achieved with sub-optimal teamwork. As a worst case, this means meeting Standards entirely by accident and hence

²⁰¹ See van Merriënboer, J.J.G. and Kester, L, (2008) 'Whole-task models in education', in: J.M. Spector, M. D. Merrill, J. J. G. van Merriënboer, and M. P. Driscoll (Eds.) *Handbook of research on educational communications and technology*, 441-456. Mahwah, NJ: Erlbaum/Taylor & Francis.

²⁰² The appropriate gap between training and assurance will depend on the requirement and context.

²⁰³ This is *operational* assurance; safety-focused *operating* assurance is also necessary.

²⁰⁴ Note that training assurance at Tiers 3 and 4 may imply the involvement of Performance Standards provided by or agreed with NATO, the EU, Coalition partners or OGDs as appropriate.

²⁰⁵ See Annex B for Guidance on assessing risk via critical error analysis.

²⁰⁶ Note that SCs are delegated the setting of Standards and Conditions at Tier 2 and below.

²⁰⁷ That is, a secondary process is required to determine 'what good looks like', an example of which is the NATO mentoring system in assessing staff training and supporting evaluation. See Part 2, Chapter 1, Section 1.2, for more detail on capturing teamwork behaviours.

not achieving the real operational Performance required. In addition and wherever possible, output Standards should provide explicit metrics, such as time or accuracy, against which to assess Performance.

(b) **Conditions** must specify teamwork Conditions in terms of task input and output in addition to environment (e.g. 'given input from [external team]' or 'given orders from [external team]' as well as 'in [environmental Conditions x]'. Further Guidance on capturing this detail is provided in Part 2, Chapter 1, Section 1.2.

(c) **Review.** Standards and Conditions, including metrics, should be reviewed when doctrine or provenance change, when operational lessons necessitate amendments, or as influenced by other factors such as threat or affordability.

(2) **Risk management**²⁰⁸. TDAs should assess risk against the generation of contingent capability through collective training in (at least) two respects:

(a) Any risk owing to an *inability to train* some elements of the collective operational task(s)²⁰⁹; that is, the difference between the operational performance required and the training available. This risk implies that a generated force or FE is not ready to undertake tasks that have not been trained.

(b) Any risk owing to a *failure to pass of one or more evaluations* as part of training assurance. This risk implies that a generated force or FE has been trained but is not wholly competent to undertake certain tasks²¹⁰.

(3) These risks²¹¹ are illustrated in Figure 2:

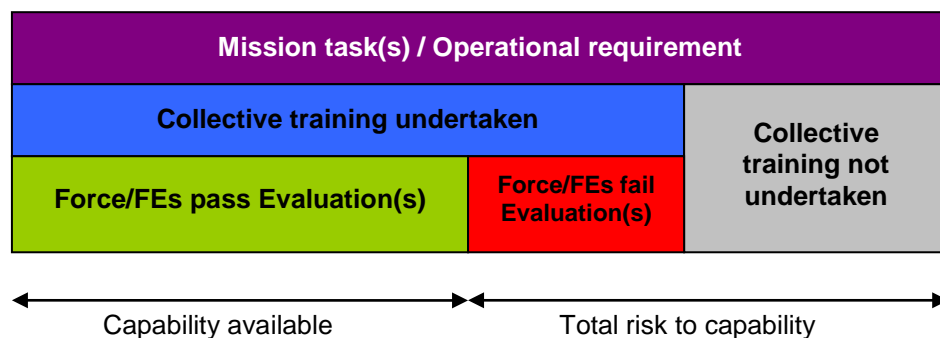


Figure 2. Risk Management and Collective Training

(4) In both cases, the TDA must assess and report the risks to the TRA such that forces or FEs are either not employed where they are not

²⁰⁸ To be undertaken in accordance with the Cabinet Office's Management of Risk Best Practice Guidance.

²⁰⁹ See the Guidance on team and collective TNA in Part 2, Chapter 1, Section 1.2.

²¹⁰ Note that additional risk may exist where the operational readiness delivered through successful training is likely to reduce over time; see Readiness Consumption, below.

²¹¹ Note that even where evaluation is successful and readiness is certified, there is also a risk that readiness will be consumed over time and will need to be regenerated or sustained, typically through deployed training; see para 11c.

operationally prepared or the risk in employing them is understood and accepted by the TRA as part of Certification. Deployed or in-theatre training may then be required to address the risks identified by the TDA.

(5) **Training value.** TDAs should assess the value of collective training in delivering against the TRA's requirements through:

- (a) Immediate After Action Review (AAR), as appropriate, to determine the response of a force or FE to the collective training received;
- (b) The use of assessment data against the specified Standards to determine the extent of learning transfer, where possible and appropriate, and the on-going use of system data where available to determine the extent of collective skill fade²¹²;
- (c) The use of on-going mentoring within forces or FEs to determine the extent to which behaviours have improved; and
- (d) The use of on-going risk management within forces or FEs to determine the extent to which the operational requirement can be met.

b. **Validation.** The second stage of assuring collective training is an appreciation of how well it met the TRA's requirement and confirmation that the training provided by the TDA followed the force generation process. Validation is divided into:

- (1) **InVal** which should be conducted by the TDA (through the Training Provider) against the TRA's requirement to assess how well it was met relative to expenditure and reported to the TRA directly or via the Collective Training CEB.
- (2) **ExVal** which should be conducted by the TRA to confirm that the training and its evaluation supports the readiness report, particularly the TDA's assessment of risk.

c. **Certification.** The final stage of assuring that collective training achieves force generation is Certification by the TRA²¹³ that a force or FE can be deployed and that any associated risks are accepted. A process to achieve this should be developed by Commands in alignment with the CCRS process, such that data or management information provided by TDA evaluation can support TRA decisions on accepting risk to on-going operations. Certification involves two related considerations:

- (1) **Assessment of readiness.** On completion of collective training and evaluation, force generation and/or sustainment are to be certified by the TRA in terms of operational readiness as directed by the Defence Plan. Readiness should be assessed using the CCRS process for a force or FEs against the appropriate Standards and Conditions, including the use of metrics where appropriate and accepting the risk assessment(s) of the TDA.

²¹² For example, data could be provided by combat, platform or maintenance management systems.

²¹³ Note that a force commander may self-certify as ready to conduct operations based on the risk assessment of the TDA, but the final approval rests with the TRA.

Assessment should be as close to continuous as possible, aiming to exploit all training opportunities rather than focus effort on single exercises and to maintain FEs or forces at or above a minimum level of readiness²¹⁴.

(2) **Readiness consumption.** For the purposes of this policy, the risk of individual, team or collective skill fade that impacts FEs is described as *readiness consumption* and is to be determined as part of requirement setting for force generation and force sustainment (see Teamwork Error Analysis in Part 2, Chapter 1, Section 1.2). When considering readiness consumption:

(a) The concept is to be used to influence requirements for deployed training, specifically to maintain readiness at or above any minimum levels required.

(b) Where TNA determines that the consumption of readiness is anticipated to go beyond acceptable limits for a specific task, the provision of either additional training prior to deployment or deployed training is to be evaluated and acquired as necessary.

(c) Where organisational churn occurs in generated FEs, it is to be noted as part of a risk assessment undertaken by commanders in accordance with the necessary periodicity of assurance. This then provides an appreciation of the risk against deploying FEs that, owing to churn or the loss of key roles²¹⁵, they can no longer be considered fully generated.

(3) As part of the assurance process, recertification involves an agreement by the TRA that readiness has been regenerated or sustained and an acceptance of new or changed risks. The periodicity of assurance will determine when recertification is necessary but the aim, through near-continuous rather than infrequent assurance²¹⁶, should be to sustain readiness within limits²¹⁷ insofar as possible.

12. **Training environments.** The optimum training environment(s) for collective training are to be determined via a TNA (see Part 2, Chapter 1, Section 1.2). However, collective training should, where appropriate, maximise the use of simulation for both training and assurance.

13. Therefore, to fully exploit the potential of simulation in Tiers 0, 1 and 2 training²¹⁸, analysis should commence from a presumption that simulation will be used for training (and stages of assurance) unless a safety case, Certification requirement²¹⁹, operational realism or other constraint can justify otherwise.

14. Rather than set an aspirational target percentage of training to be delivered through innovative training technologies, this Direction supports the optimisation of training through the use of technological enhancements to training. Although significant efficiencies are anticipated, the aim is to improve Operational Capability through more realistic training

²¹⁴ Note that this implies a greater initial training burden, but should result in reduced fluctuation in readiness.

²¹⁵ Key Roles will be determined as part of TNA (e.g. C2 positions).

²¹⁶ Ideally, platform/unit combat and/or maintenance management systems should be exploited where available to provide data to support training interventions or changes to training programmes.

²¹⁷ As specified by the TRA in liaison with the appropriate collective training CEB(s).

²¹⁸ In general, the intent is to optimise the Department's ability to rapidly develop and configure cost-effective simulation in support of force preparation and generation, experimentation, acquisition, evaluation and mission preparation.

²¹⁹ Such as NATO-mandated live flying or control hours.

against threats that can only be replicated accurately in simulated operating environments. The policy nevertheless recognises that there will be an irreducible minimum of live training²²⁰ and that there remains a requirement to conduct the assurance of operational equipment through its use in a live environment.

15. **Defence exercising and engagement.** Exercises and Defence Engagement requirements involving live exercises defined in the DXP offer opportunities to conduct assurance in a live environment²²¹, which in some cases may be relatively rare²²². Therefore, TDAs should align training and assurance activities with the DXP to optimise these opportunities, noting that the phases of an exercise may support different training audiences. Where simulation is used in training and/or assurance, TDAs should also identify where it can achieve engagement ends²²³, particularly for force postures that emphasise shaping operations.

16. The Joint Commitments Strategic Steering Group, chaired by DCDS (MSO), provides the forum to prioritise Defence activity, exercises and engagement. Further Direction on how Joint collective training is to be programmed and prioritised, together with the associated priorities, is at Annex B.

17. **Collective training interoperability.** The summary of provenance stated at the beginning of this policy implies a greater reliance on interoperability in force generation, particularly with most operations being Joint, multinational and inter-agency²²⁴. To support this aim when considering Training System interoperability requirements, this policy directs that:

- a. Collective Training Systems or services are to adhere to Defence Policy for Simulation.
- b. Environmental C2 Training Systems or services are to be interoperable with Joint C2 Training Systems or services to facilitate component C2 node participation in Joint training.
- c. To support interoperability and structured agility, collective training at each Tier should include the context of the next Tier(s) (e.g. representing the Joint/Combined context at Tier 2/2+). This is to enable a doctrine of 'train as you fight' in collective training²²⁵. OGDs should be included in collective training where appropriate and where their presence would enhance that training, along with other appropriate stakeholders.

18. **Acquisition priorities.** The acquisition of collective Training Systems or services should:

- a. Identify the relevant TRA as responsible for resourcing of the TLoD for capabilities, especially the implementation and integration of collective training, in accordance with JSP 886.
- b. Map user and system requirements for collective training capabilities directly

²²⁰ For live training, there will be safety-critical events such as Replenishment at Sea or infantry teamwork that may not be trained (exclusively or dominantly) in simulators, although simulation may be involved.

²²¹ Note that elements of operational deployments may satisfy some limited evaluation requirement.

²²² For example, live assurance of a JTFHQ is likely to be undertaken only once every six years.

²²³ For example, participation in US Fleet Synthetic Training (Joint) events.

²²⁴ See JDP 3-00, para 101.

²²⁵ Note that, by implication, individual training should also be conducted in a team or capability context to support subsequent collective training.

to environment mission tasks or Joint tasks via the CCRS process²²⁶ and the TNA Guidance in Part 2, Chapter 1, Section 1.2, focusing on new and/or enhanced capabilities.

c. Take a pan-Defence approach to the acquisition of Training Systems and services through the Defence Values for Acquisition²²⁷, identifying appropriate stakeholders.

d. Include all environmental Training Acquisition Organisations as stakeholders in identifying requirements to enhance coherence.

e. Prioritise collective training for tasks that support a contingent capability baseline, as defined in Command Plans.

f. Prioritise functional over physical fidelity, unless TNA suggests otherwise²²⁸. This is in keeping with the policy Direction to maximise the use of simulation in training.

g. In tactical training, prioritise C2 training and team training over force integration and live exercising respectively unless TNA suggests otherwise²²⁹. This does not alter the fundamental principle that TDAs may exercise military judgement when prioritising training environments.

19. **The Whole Force.** The force generation process must include the Whole Force. Therefore, collective training requirements analysis of training audiences must explicitly consider each of these and consult with Industry whenever appropriate. In particular, as part of an integrated approach²³⁰ to the Whole Force, consideration should be given to the embedding of OGD advisors or their representation.

²²⁶ See <http://defenceintranet.diif.r.mil.uk/Organisations/Orgs/JFC/Organisations/Orgs/DJW/JW/Pages/CCRS.aspx>.

²²⁷ See <http://aof.uwh.diif.r.mil.uk/aofcontent/operational/people/dvfa.htm>.

²²⁸ The benefits at higher Tiers of training are likely to be particularly marked.

²²⁹ That is, to provide Direction on simulation priorities rather than undertake activity solely on an opportunity basis; for this criticism, see Yardley *et al* (2003) *Use of Training for Simulation in the U.S. Navy Surface Force*. Santa Monica, CA: RAND.

²³⁰ JDP 3-00, para 110.

DEFENCE JOINT COLLECTIVE TRAINING AND EXERCISE GOVERNANCE STRUCTURE

Aim

1. Under the Defence Collective Training Policy framework, the aim of this Defence Joint Collective Training and Exercise (DJCT&E) Governance structure is to enable the Defence Exercise Programme (DXP) to be developed appropriately to enable the generation of Contingent Capability (both Force Elements and commanders) in line with Defence Strategic Direction (DSD).

Introduction

2. The DCDS (MSO)-chaired Joint Commitments Strategic Steering Group (JCSSG) provides overall governance of DJCT&E policy and strategy and ultimate arbitration of resource allocation on behalf of the Defence Board. These functions are achieved through the DDJW-chaired DJCTEC; JW AH Mission Support and Training (MST) subsequently chairs the supporting JCTWG. This hierarchy of groups has cascading roles in managing the conflicting pressures on military resources to deliver a coherent and affordable DXP and determine the ownership of resourcing, coordination and delivery of the respective Tiers of collective training. Following JCSSG deliberations, DCDS (MSO) will recommend the DXP to the Chiefs of Staff Committee (COS) for final endorsement. The detail of the governance structure and ToRs is included in this Annex.

Structure

3. The DXP is developed through the interaction of a number of Committees, which draw together the stakeholders involved in the delivery of Defence-wide exercising. Figure 1 demonstrates the relationships:

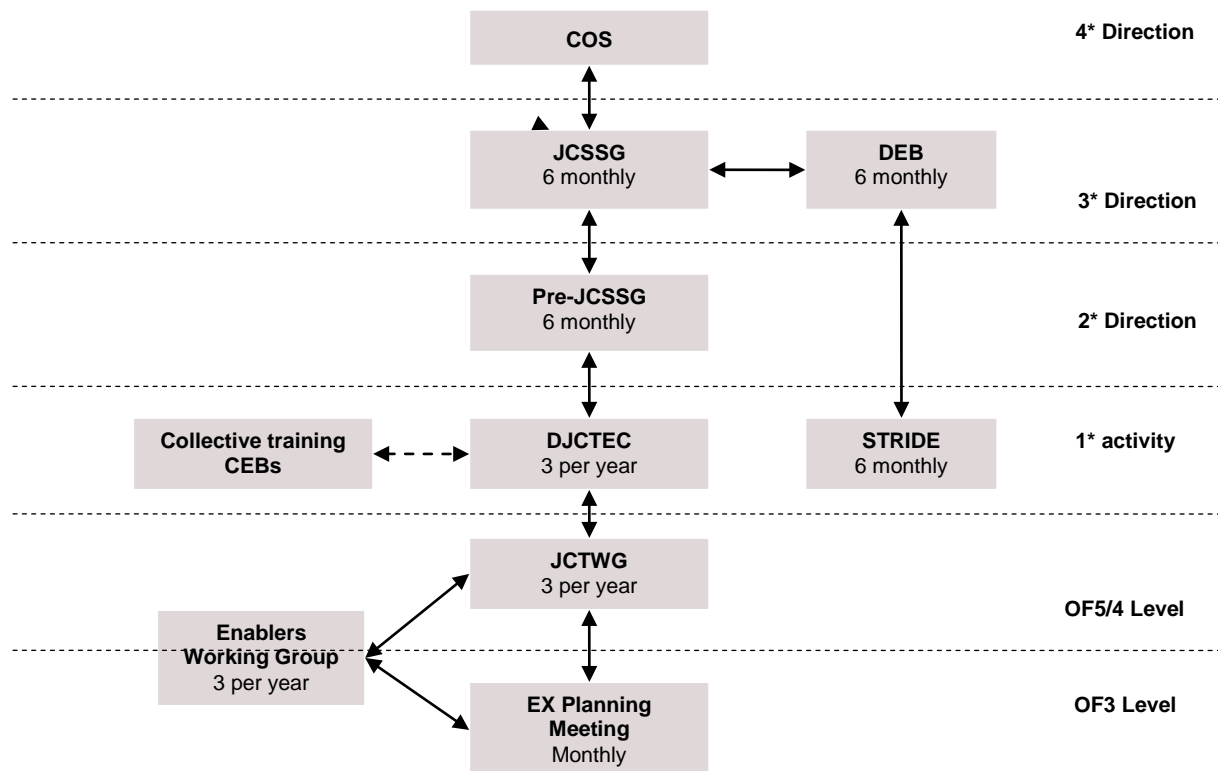


Figure 1. DXP Interactions

4. JCSSG ToRS:

a. **Inputs/linkages.** The JCSSG will take its Direction from the context and objectives set by DSD and the Defence Plan, which will include the objectives and priorities of the International Defence Engagement Strategy (DES) and its supporting Regional Strategies.

b. In order that the JCSSG does not become a laborious process, activity and issues are constrained to those that support multiple Defence Board Strategic Objectives and/or Force Elements/Joint enablers from across the Service and Joint Forces Commands, together with those requiring cross-Government coordination. As a guide, several activities would be expected to be discussed:

- (1) Tier 3 exercises from the DXP.
- (2) The Joint Expeditionary Force, including its activity in support of the Combined Joint Expeditionary Force²³¹ and the deployments/commitments of high-end capabilities such as Carrier Enabled Power Projection.
- (3) Significant cross-Government identified opportunities for Defence Engagement activity, notably in support of the national influence.
- (4) Apportionment of top-level International Defence training activities (for instance, Tier 1 courses).

²³¹ The Anglo-French agreement signed in Nov 2010 to set up a Combined Joint Expeditionary Force with a Full Operating Capability scheduled for 2016.

- (5) Significant events with priority partners and multilateral organisations²³².
- c. The JCCSG will require information on Defence activity plans and will derive it from:
- (1) Outputs from the DJCTEC.
 - (2) The CDP-chaired DPTB.
 - (3) Outputs from the respective Service and Joint Forces Commands' Defence Engagement Steering Groups (DESGs)²³³.
 - (4) The Service and Joint Forces Commands Commitments Branches read out on available resources (capacity and capability).
- d. **Outputs.** The principal outputs of the JCSSG are:
- (1) Broad Direction and Guidance to Service and Joint Forces Commands on regions where crises or issues, of significant interest to the UK, might require the presence of a Defence asset.
 - (2) An agreed common picture of planned high-level Defence activity, refreshed biannually to identify major events, planned activities and opportunities for promoting UK interests.
 - (3) Balance overlaps, gaps, opportunities and risks in Defence activity with requirements/objectives across Defence.
 - (4) Prioritisation of scarce Defence assets, such as Joint enablers, that cannot be resolved by the respective DESGs or the DJCTEC.
- e. **Accountability.** The JCSSG is accountable to DCDS (MSO) and its endorsed outputs will be reported to the Armed Forces Committee. The JCSSG will also inform both the Defence Engagement Board (DEB) and the Strategic Regional Implementation Group for Defence Engagement (STRIDE).
- f. **Battle rhythm.** The JCSSG will meet biannually, normally in May and November. The Defence Crisis Management Organisation will manage significant crises. It may be that these impact markedly on Defence commitments, to the extent that Ministers need to be informed. This may in turn warrant *ad hoc* meetings of the JCSSG to review particular activity plans against evolving priorities. The chair will schedule these meetings as required.
- g. **Process.** The JCSSG will have 2 primary responsibilities:
- (1) **Endorse and review.** The JCSSG will endorse the presented plans (12 to 18 months in detail and 18 months to 3 years in outline) from the Service and Joint Forces Commands. It will agree any adjustments made

²³² As laid out in the Annual Defence Plan.

²³³ Processes that primarily discuss Defence Engagement activity, including the development of the respective Recognised DE Pictures and commitments Courses Of Action (COAs) for Navy, Army, Air and Joint Forces Commands. DESGs routinely sit biannually around the May/Jun and Oct/Nov timeframes.

from the previous JCSSG and attempt to resolve any conflicts presented to the JCSSG from the sS Commands' DESGs.

(2) **Direct and guide.** The JCSSG will provide the strategic-level Direction and Guidance to the Service and Joint Forces Commands looking beyond one year out. This will be taken from: interpreting the priorities and objectives from the DEB/STRIDE; receiving Security Policy and Operations Direction and Guidance from the Regional Strategies and other specific Direction; and on input from Partners Across Government (PAG). From this, the JCSSG will provide Direction to the Service and Joint Forces Commands concerning weights of effort and geographical location for activity.

h. **Membership.** The Group will be chaired by DCDS (MSO) and be comprised of both executive members and observers²³⁴. Table 1 displays the core group of executive members and a broader audience of observers who provide input:

Executive Group	HOCS	Service/JFC	PAG
	ACDS (Ops)	ACNS(Pol)	FCO Sec Pol
	ACDS (Mil Strat)	ACGS	
	ACDS (C&FD)	ACAS	
	D Op Pol	DJW	
	DISP	DCDI/DCI3	
	DG Fin	COS Ops (PJHQ)	
Observer Group	HOCS	Services/JFC	PAG
	Hd MSP	Hd Naval Staff	FCO
	Hd NEP	Brig General Staff	Home Office
	Hd IPP	Air Cdre Air Staff	Cabinet Office
	Ops Hd Mil	DDJW	SIS
	Ops Hd Pol	ACOS J3 PJHQ	GCHQ
	DMC	ACOS J5 PJHQ	DfID
	FMC 1*		UKTI (P&P)
	CDI		NCA

Table 1. JCSSG Membership

i. **Secretariat.** The JCSSG secretariat function will be provided from DCDS (MSO) staff, who will be responsible for coordinating the outputs from the various subsidiary sS Commands' DESGs and adjacent DEB/STRIDE.

5. DJCTEC ToRs:

a. Composition.

(1) **Chair.** DDJW.

(2) **Members.** 1* representation from: Hd MSP, SCs, DSF, CT&UK Ops, IPP, NEP, ACDS (Log Ops), TESRR, JTEPS, HQ ARRC; other representatives as required from the Operations Directorate and Policy & Commitments area. Exceptionally, AD level (SO1 for DSF) representation is to be arranged.

²³⁴ Observers contribute to discussion but have no decision-making powers.

(3) **Secretary.** JW MST SO1 Policy and Programming.

b. **Responsibilities.** The DJCTEC is responsible to the JCSSG for:

(1) Managing overall UK training and exercises in line with DSD, confirming the policy and priorities for future exercises are included in the DXP.

(2) The provision of a detailed DXP to meet UK Defence commitments and training requirements that is balanced, affordable, effective and realistic, aligned with DSD and balances military utility with political imperatives.

(3) Agreeing the training paths for Interim Force 2015 out to Future Force 2020 and directing Tier 2+ and 3 events, allowing Commands to define the tactical training that supports the Joint level.

(4) Ensuring that the DXP reflects the required balance between the Tiers of training and between national and international exercises.

(5) Coordinating UK comments and providing UK input into the NATO Exercise Programme.

(6) Running the DXP and prioritising in-year activity to meet agreed objectives.

(7) Providing Guidance to the JCTWG on the type, number, scope and participants in Tier 2+ and Tier 3 exercises over a four-year programme, including national, coalition and experimental exercises.

(8) Advising on the frequency of and priorities for the training and exercising of potential Joint Force Commanders, National Component Commanders, Joint Component Commanders and their staffs.

(9) Ensuring that the DXP, where possible, reflects the priorities set in the Defence Engagement Strategy.

(10) Liaising with Defence Training CEBs as appropriate.

c. **Unresolved issues.** Where DPTB priorities, policy or Direction cannot be followed due to conflicting requirements, the Chair will seek guidance from the JWDB.

d. **Timing.** The DJCTEC will sit tri-annually to endorse the DXP and allow Commands sufficient lead-time for exercise planning in the next Financial Year.

6. **JCTWG ToRs:**

a. **Composition.**

(1) **Chair.** AH MST.

(2) **Members.** SO1/2 representation from: MSP, NEP, IPP, Ops Dir, Log Ops, CIO, JFC JW, NCHQ, DTrg A, HQ Air, JHC, JTEPS, JALO, DSCOM, HQ ARRC J7, DSF, FCO, DFID, SU.

(3) **Secretary.** JW MST SO2 Policy and Programming.

b. **Responsibilities.** The JCTWG is responsible to the DJCTEC for the compilation of the DXP. Specifically, it is responsible for:

- (1) Identifying X-Government and pan-Defence requirements and priorities for exercises.
- (2) Ensuring that the DXP is prioritised to allow suitable resourcing.
- (3) Developing the programme to exploit opportunities for wider Joint training and optimising exercises as tools of International Engagement and support to Wider British Interests for the DXP.
- (4) Identifying additional Joint training and exercise activities, which may include engagement with other nations offering further opportunities.
- (5) Shaping the training paths for the DJCTEC to agree for Interim Force 2015 out to Future Force 2020.
- (6) Evaluation and advice on commitments resulting from a change in either military or political priorities.
- (7) Identifying opportunities for Joint experimentation to support endorsed Concept Capability and Warfare Development priorities.
- (8) Capturing likely information for Parliamentary Questions (e.g. worldwide and UK-based international collective training events).
- (9) Ensuring overseas activity is, where possible, planned in accordance with the priorities set by the Defence Engagement Strategy and the IPP/NEP Regional Strategy objectives.

c. **Unresolved issues.** Unresolved issues will be referred to the DJCTEC.

7. **Timing.** The JCTWG will be held tri-annually after the DJCTEC in order to inform the development and forward planning of the DXP. Additionally, the JCTWG may meet at other times to coordinate exercise-scheduling issue.

8. **Exercise schedule.** As shown in Figure 1, the DJCTEC will take inputs from a number of boards and committees. The JWDB and the Defence-wide Lessons Reference Group (DwLRG) will shape and direct the operational military training requirement. DSD and the DES, through the DEB and STRIDE²³⁵, will shape where Defence should influence globally at the strategic level and give clear direction on international partnering/coalition priorities. IPP/NEP Regional Strategies will provide regional and country level objectives to provide further Guidance on how military training and exercises may support DES priorities.

²³⁵ Working level governance is provided by the STRIDE, a MoD/FCO-chaired body with cross-government representation responsible for the implementation of Defence Engagement. Specifically, it will prioritise defence tasking in accordance with the DES, based on DSD from the DEB, and within available resources.

4 Defence Trainer Capability

4.1 Defence Direction for Trainer Capability

Direction Sponsor: TESRR, CDP²³⁶

The quality of training delivered to Defence people is a key enabler in meeting the Defence Mission. Defence training is delivered in a variety of environments in a multitude of ways. It is imperative that those delivering training, and those supervising and managing that delivery, are well trained themselves and are given the opportunity to regularly update their knowledge and application of training principles and techniques.

The Defence Trainer Capability (DTC) was initiated in 2013 based on a series of reports and research²³⁷. The outcome is a holistic approach to Defence training whether it be Training Delivery Authority (TDA)-managed and/or delivered training (in a training establishment, for example) or training in the workplace managed and/or delivered by the employing unit. All Phase 1, 2 and 3 individual training is in scope. A diagrammatic representation of the new DTC Model is at Annex A.

Parts of the DTC are aligned to education standards for the Further Education sector. The Defence Trainer Competency Framework (DTCF)²³⁸ has been mapped against these standards in order to demonstrate how some Defence Trainers meet the criteria to gain externally recognised qualifications.

Scope

1. This Direction applies to all Phase 1, 2 and 3 individual training whether it is training managed and/or delivered by the TDA or training managed and/or delivered by the employing unit (Workplace Training (WT)²³⁹). Collective training is out of scope but trainer skills gained in the individual training domain are transferrable to the collective space. Trainers can be drawn from any part of the Whole Force²⁴⁰.

Purpose

2. The purpose of this Direction is to:
- Detail the definitions and principles which are key to understanding this Direction.
 - Define the roles and outline the minimum mandated training requirements for those involved in training delivery and for those involved in the supervision and management of training delivery.
 - Outline the Management of Training System, i.e. the management, governance and assurance mechanisms for the DTC.

²³⁶ Training, Education, Skills, Recruiting and Resettlement, part of Chief of Defence People, 6th Floor, MoD Main Building.

²³⁷ e.g. the Lingfield Report into the Professionalism of Teaching in Further Education, Ofsted & House of Commons Defence Committee findings, Dstl research, the Defence Instructor Survey and the Army Instructor Capability Project.

²³⁸ The Defence Trainer Competency Framework is a framework of behaviours for Defence Workplace Trainers, Defence Trainers (Phase 3), Defence Trainers (Phase 1 or 2) and Defence Trainer Supervisors. It is available in JSP 822, Part 2, Chapter 1, Section 1.4 and is also on the DCTS website.

²³⁹ Contractor-managed or delivered training is also in scope.

²⁴⁰ A list of those who make up the Whole Force in relation to DTC is at Annex B. Where Civil Servants are employed in a Defence Trainer role, their terms and conditions are articulated in the relevant Management Practice Documents (MPDs). MPDs are agreed by the MoD, the Public and Commercial Services Union (PCS), Prospect Trade Union and any relevant local committees. Copies of the Specialist Instructional Officer (SIO) Group and Burnham Lecturers (BL) MPDs are available via the relevant Head of Profession.

- d. Detail the Continuing Professional Development (CPD) requirements and the opportunities for professional recognition.
- e. Detail the procedure for the assessment of personnel with previous experience and equivalent, higher or legacy civilian and military qualifications/competences.

Key Definitions²⁴¹

3. The following definitions are key to understanding this Direction:
 - a. **Formal training.** Training activity, no matter where or how it is delivered, derived as a result of the application of the Defence Systems Approach to Training (DSAT) process and articulated in a Formal Training Statement (FTS).
 - b. **Workplace Training (WT).** Training that is managed and/or delivered by the employing unit. This training may address all or part of the training required to meet the Role PS as articulated in the Workplace Training Statement (WTS). WT may also be other training which has not been derived through the formal DSAT process.
 - c. **Phase 1 Training.** All new individual entry training delivered to Phase 1 recruits to provide basic military skills.
 - d. **Phase 2 Training.** Initial individual specialisation, sub-specialisation and technical training following Phase 1 training, delivered to Phase 2 trainees, prior to joining the Trained Strength²⁴².
 - e. **Phase 3 Training.** Individual training undertaken at any stage in a Service person's career after Phase 2.
 - f. **Training Establishment.** An organisation resourced and staffed specifically for the purpose of delivering formal training²⁴³.
 - g. **Defence Trainer.** An individual from the Whole Force delivering any Defence Phase 1, Phase 2 or Phase 3 training²⁴⁴.
 - h. **Defence Trainer (Phase 1 or 2).** An individual delivering formal Phase 1 or 2 training articulated in a Training Performance Statement (TPS)²⁴⁵ normally in a Phase 1 or 2 training establishment.
 - i. **Defence Trainer (Phase 3).** An individual delivering formal Phase 3 training articulated in a TPS.

²⁴¹ Key definitions required to understand this Direction are listed here. The full glossary of Definitions of Terms used within JSP 822 is in JSP 822, Part 2, Chapter 4.1.

²⁴² Personnel working or delivering training at a unit where a Phase 1 or 2 training establishment exists but who have no connection to Phase 1 or 2 training delivery or trainees, do not have to complete DTTT Phase 1 and 2 or the standalone Care Of Trainee (COT) course. Equally, those delivering WT in a Phase 3 environment which forms part of a Phase 2 FTS do not have to complete COT. The Army's definition of 'Trained Strength' is those recruits who have completed Phase 1 training. This definition does not mean that Trainers in Army or Army-led Phase 2 training establishments are exempt COT.

²⁴³ This can be an MOD or contractor-owned establishment.

²⁴⁴ Defence Trainers will have completed a Defence Trainer training intervention as detailed in Annex A.

²⁴⁵ The TPS contains the TOs from the Formal Training Statement that are not designated as Workplace Training.

- j. **Defence Workplace Trainer (DWT).** An individual delivering either formal WT as articulated in the WTS or other necessary WT that has not been derived through the formal DSAT process.
- k. **Defence Trainer Supervisor (DTS).** An individual experienced in training delivery who is responsible for the assessment and development of Defence Trainers.
- l. **Defence Trainer Manager (DTM).** A principal advisor on the DTC Direction who also provides functional management²⁴⁶ of DTSSs, Defence Trainers and is responsible for CI relating to the DTC. DTMs are not responsible for managing DWTs.
- m. **HE Lecturer.** An individual employed for their breadth and depth of specialist knowledge and to focus learning on higher knowledge and critical thinking.²⁴⁷
- n. **Commanding Officer of a Training Establishment (COTE).** An individual employed to command a Phase 1, 2 or 3 training establishment.
- o. **Care of Trainee (COT) Training.** COT training is delivered to staff working in Phase 1 and 2 training. Attendance is determined by the Commander's Risk Assessment and the Supervisory Care Directive (SCD). COT training is embedded in DTTT Phase 1 and 2 training and is also available as a standalone module.
- p. **Present, Apply, Review (PAR) Training.** An online refresher training package for Defence Trainers who need to be up-skilled in order to deliver training using PAR methodology. PAR training is embedded in DTTT Phase 1 and 2 and DTTT Phase 3.
- q. **Understanding DSAT.** An online individual training package for those who need a basic understanding of the principles of DSAT and the roles and responsibilities within it²⁴⁸. It can be used for both ab initio and refresher training. Understanding DSAT training is embedded in DTTT Phase 1 and 2 and DTTT Phase 3.
- r. **Training Management Specialist.** A nominated RN Training Manager, RAF Personnel (Training) Officer or ETS Officer who can be deemed as Suitably Qualified and Experienced Personnel (SQEP). For MoD civilian job groups, the monitoring of performance is outlined in the respective MPD.
- s. **Training Provider.** The Training Provider is the training school, college, organisation, establishment or group that conducts either individual or collective training (or both).
- t. **Continuing Professional Development (CPD).** The process by which an individual develops further following a training or education intervention. In the context of DTC, CPD ensures that Defence Trainers, DTSSs, DTMs and T4 remain current and competent in their subject specialisation and develop their knowledge and skills.

²⁴⁶ Functional management is about determining and maintaining standards and methods of operation within a function, in this case the DTS function. Those with responsibilities for the functional management of an individual will not necessarily be the individual's Line Manager.

²⁴⁷ The SC will decide which training intervention is required for HE Lecturers. Any HE Lecturers delivering Phase 1 or 2 training or having contact with Phase 1 recruits or Phase 2 trainees must complete COT.

²⁴⁸ Those delivering any DSAT-derived training will need an understanding of DSAT.

Principles

4. The principles underpinning this Direction, which will be discussed in greater detail in subsequent paragraphs, are that:

- a. All Defence Trainers are to be selected and deemed suitable by their employing authorities or Chain of Command²⁴⁹.
- b. Where there is a wealth of relevant and current expertise in the Defence training environment, Defence must recognise this. The correct balance must be struck between recognising those with previous experience and equivalent, higher or legacy qualifications, and providing the necessary up-skilling. Legacy assessment is the method through which Defence achieves this.
- c. All Defence Trainers (Phase 1 or 2) are required to be DTTT Phase 1 and 2 (or equivalent or higher) qualified. DTTT Phase 1 and 2 training includes COT training. Defence Trainers (Phase 1 or 2) are to be appropriately trained and qualified at Foundation level within 3 months of undertaking their training delivery role²⁵⁰.
- d. All Defence Trainers (Phase 3) are to be DTTT Phase 3 (or equivalent or higher) qualified. Defence Trainers (Phase 3) are to be appropriately trained and qualified within 3 months of undertaking their delivery role.
- e. SC TRAs are to identify an appropriate training intervention for DWTs. For those delivering any element of the WTS, the 'Understanding DSAT' module must also be undertaken.
- f. The Defence Trainer Competency Framework (DTCF)²⁵¹ is the framework against which Foundation, Practitioner and Advanced Practitioner JPA competences are derived for Defence Trainer (Phase 1 or 2) and DTS roles. Other roles (DWT and DTTT (Phase 3)) are also linked to the DTCF.
- g. All Defence Trainers (Phase 1 or 2) undertaking DTTT Phase 1 and 2 are to complete a DTTT Phase 1 and 2 WT portfolio. The target for completion of the portfolio is 6 months (but no more than 9 months) from completion of the course or assumption of the training delivery appointment (whichever is later).²⁵²
- h. The continuing performance of Defence Trainers (Phase 1, 2 or 3) must be monitored every 6 months as a minimum by DTs, suitably qualified and experienced DTMs or a nominated Training Management specialist.
- i. Trainers will be expected to adhere to the ethos and meet the standards set out within both the Defence Code of Practice for Trainers and sS codes of practice.²⁵³

DTC roles and the minimum mandated training requirement

5. A list of DTC training interventions and those who require the training is at Annex C. The paragraphs that follow offer further clarification.

²⁴⁹ Suitability for Defence Trainers (Phase 1, 2 or 3) is assessed by reporting officers in the SJAR/OJAR iaw JSP 757. Civilian training delivery staff are recruited and selected against the set criteria required to meet the job specification. In both cases this will include disclosure checks when appropriate.

²⁵⁰ Statistics of completion of DTTT Phase 1 and 2 training (Foundation) are submitted to Ministers as part of the Defence Plan. If an individual delivering training in Phase 1 or 2 is not yet qualified at Foundation level but is deemed competent to deliver, they must be supervised at all times until they are qualified.

²⁵¹ It should also be used to guide CPD opportunities.

²⁵² DTs are responsible for the monitoring of WT. TDAs should monitor completion rates of the WT portfolio as part of 2 PA.

²⁵³ Trainers are to refer to their sS core Values and Standards (V&S) policies and the Defence Code of Practice for Trainers. The latter is available in JSP 822, Part 2, Chapter 1, Section 1.4.

6. **Defence Trainer (Phase 1 or 2).** The minimum requirement to deliver Phase 1 and 2 training is the DTTT Phase 1 and 2 course or a recognised external equivalent or higher qualification/course²⁵⁴. A recognised external equivalent or higher qualification will be one recognised under the Regulated Qualifications Framework (RQF) such as a Level 3, 4 or 5 Certificate in Education and Training (E&T) or PGCE²⁵⁵. DTTT Phase 1 and 2 is accredited to the RQF Level 3 Award in E&T and results in the award of the Defence JPA competence '*Defence Trainer (Ph 1 or 2) Level 1 Foundation*'. There is mandated WT attached to this training, upon successful completion of which personnel will be awarded the JPA competence '*Defence Trainer (Ph 1 or 2) Level 2 Practitioner*'. Further details can be found in JSP 822, Part 2, Chapter 1, Section 1.4.
7. **Defence Trainer (Phase 3).** The minimum requirement to deliver Phase 3 TPS training is the DTTT Phase 3 course. On successful completion of the training, personnel will be awarded the JPA competence '*Defence Trainer (Ph 3 only)*'. There is no mandated WT following completion of DTTT Phase 3 but unit-led induction must take place and a CPD programme must be offered by the employing unit. Further details can be found in JSP 822, Part 2, Chapter 1, Section 1.4.
8. **Defence Workplace Trainer (DWT).** SCs are to determine the best training intervention for their DWTs from Column 3 of Annex A. For those delivering any element of the WTS, the 'Understanding DSAT' module must also be undertaken. Those who complete Defence Train The Trainer (Workplace), (DTTT (W)), training will be awarded the JPA competence '*DWT*'. Note that those delivering WTSs which are part of a Phase 2 FTS are considered to be operating in a Phase 3 training environment and do not need to complete COT.
9. **Defence Trainer Supervisor (DTS).** The DTS is responsible for the assessment and development of Defence Trainers (Phase 1, 2 or 3). A key role is the supervision of the completion of the WTS for Phase 1 or 2 Trainers. Where resource and organisational structures allow, DTSs may also be responsible for the assessment and development of those delivering training which relates to any WTS. Training requirements are as follows:
- a. DTSs of Defence Trainers (Phase 1 or 2) must be DTTT Phase 1 and 2 (or equivalent or higher) qualified, have experience of training delivery and have completed DTS training up to Foundation level (or equivalent or higher) and must be working towards Practitioner level²⁵⁶.
 - b. DTSs of Defence Trainers (Phase 3) must be DTTT Phase 3 (or equivalent or higher) qualified, have experience of training delivery and have completed DTS training up to Foundation level (or equivalent or higher).
 - c. DTSs for DWTs must be DTTT (W) (or equivalent or higher) qualified, have the experience of training delivery in the workplace and have completed DTS training up to Foundation level.
10. Those who complete DTS training will be awarded the JPA competence '*DTS Level 1 Foundation*'. There is mandated WT attached to DTS training for those supervising Defence Phase 1 or 2 Trainers. Upon successful completion of the WT, DTSs will be awarded the JPA competence '*DTS Level 2 Practitioner*'. Further details can be found in JSP 822, Part 2, Chapter 1, Section 1.4.

²⁵⁴ Equivalence can also be demonstrated via the legacy assessment which is covered later in this Direction.

²⁵⁵ Defence Trainers (Phase 1 or 2) who hold a higher or equivalent teaching qualification are to complete COT if they have not done so. There are to be no exceptions to this.

²⁵⁶ The target for completion of the WT portfolio and award of Practitioner is 6 months from completion of the course or assumption of the training delivery appointment (whichever is later).

11. **Defence Trainer Manager (DTM).** The DTM is likely to be an SME in their professional area and may not have experience of training delivery. They are responsible for advising the chain of command on the implementation of this Direction and other Defence training and education policies. They act as the functional managers of the DTSs in a training establishment or on a unit and will oversee any trainer-specific CPD. They are also the lead for CI relating to the DTC. DTMs are to attend the DSAT (Managers) Course. They will not be expected to duplicate the role of the DTS. Where a unit is so small that there is no individual suitable to act as a DTM, SCs may nominate other SQEP outside that unit to undertake the role. Those who are designated DTMs and who have attended the DSAT (Managers) course will be awarded the JPA competence '*Defence Trainer Manager*'.

12. **HE Lecturers.** It is recognised that HE Lecturers in Defence, both military and civilian, require a different set of skills from their FE counterparts. Accordingly, there are a number of training solutions in existence within the SCs that ensure HE Lecturers are suitably qualified and experienced to undertake their role. Defence mandates that HE Lecturers must be suitably qualified/trained and it is the role of the SC TDA to ensure this and to assure the quality of the training delivery²⁵⁷. If HE lecturers are delivering Phase 1 or 2 training then they must undertake COT in addition to the SC's mandated training intervention. If military personnel who have been HE Lecturers are then subsequently assigned to a non-HE environment then they must be assessed to ensure they are competent in the delivery of training using PAR, that they understand DSAT and, if employed in Phase 1 or 2 training, they must be COT qualified. Modules are available to meet any training delta.

13. **COTE.** The roles and responsibilities of COTEs are covered in the COTE course delivered by DCTS. All Commandants/COs of Phase 1, 2 or 3 training establishments (usually OF4 to OF6), their nominated deputies or those charged with executing executive responsibility in training units on their behalf, are required to attend the COTE course within 3 months of appointment. COs who attend the COTE course are not required to complete the COT course as they are not regularly in contact with Phase 1 or 2 trainees. Those who attend the COTE course who also come into regular contact with Phase 1 or 2 trainees must attend COT. On successful completion of the COTE training, personnel will be awarded the JPA competence '*COTE*'.

14. **Short Term Training Team Trainer and Monitor, Mentor, Train Trainer (STTT/M2T Trainer).** This is predominantly an Army requirement but the RN and RAF also have a small number of personnel deploying as STTT/M2T Trainers. SCs are to direct an appropriate DTC training intervention depending on the individual's role. DTTT Ph 3 is the likely minimum standard but if, for example, the role requires greater facilitation techniques then DTTT Phase 1 and 2 may be more appropriate. The other training required to operate in a STTT or in a M2T role²⁵⁸ falls outwith the DTC and is to be completed as part of PDT. Operating in austere environments is something incorporated into most officer and OR courses and exercises²⁵⁹. The other requirements of operating with an interpreter and understanding the culture are covered as part of the Army IPDT for all individuals deploying on STTTs²⁶⁰. Units are to deliver local induction training for those Trainers delivering training to foreign personnel in the UK²⁶¹.

15. **Trainers of DTTT Phase 1 and 2 (Defence T4 Phase 1 and 2).** All personnel delivering the DTTT Phase 1 and 2 (either at DCTS or within a franchise) must: be DTTT Phase 1 and 2 qualified (or assessed as equivalent via a legacy assessment); shadow and-deliver²⁶² a

²⁵⁷ The Defence Higher Education Trainer (DHET) course run at the Defence Academy for HE Lecturers is an example of an HE Lecturer training intervention.

²⁵⁸ Operating in austere environments, operating with an interpreter and understanding culture.

²⁵⁹ For example, Officer Cadets are taught planning skills including model making and are tested on these skills on exercise. ORs also receive similar training whilst operating on exercise in training locations with no access to mobiles or IT.

²⁶⁰ For the RAF and RN, the TRAs for the STTT/M2T requirement should liaise with the Army to request SOTR places.

²⁶¹ Further advice can be obtained from the Defence Cultural Support Unit and International Defence Training (Army), (IDT(A)), ARTD.

²⁶² ShaC-D is a mandated part of the Defence T4 Phase 1 and 2 training pipeline. ShaC-D ensures that potential Defence T4 Phase 1 or 2 are competent to both deliver and assess training. Critically, they must be able to assess to the L3 Award in E&T training delivery standards. Where an individual is currently employed, and performing exceptionally, as a Defence Trainer Phase 1 or 2,

DTTT Phase 1 and 2 course at DCTS or within a licensed and established²⁶³ franchise; attend the Defence Train the Trainer Trainer T4 (Defence T4) course and achieve a RQF Level 4 qualification, or higher, within 12 months²⁶⁴. All Defence T4 Phase 1 and 2 assessing Defence Trainers (Phase 1 or 2) and the Award in E&T Level 3 portfolios are also to be Assessing Vocationally Recognised Achievement (AVRA) qualified. Both of these qualifications are supported by the DAO, through DCTS, for all Defence T4 in franchises²⁶⁵. On successful completion of the Defence T4 training, personnel will be awarded the JPA competence '*Defence T4 Phase 1 and 2*'. The DCTS Franchise and Assurance Cell will assess the competence of selected Defence T4 Phase 1 and 2 during Assurance Visits (AVs).

16. **Trainers of DTTT Phase 3 (Defence T4 Phase 3).** All personnel delivering the DTTT Phase 3 course (either at DCTS or within a franchise) must, as a minimum²⁶⁶, be DTTT Phase 3 qualified (or assessed as equivalent via a legacy assessment). If an individual does not have recent experience of training delivery in line with current training practices, then they must complete shadowing and co-delivery. The DCTS Franchise and Assurance Cell and SCs will assess the competence of selected Defence T4 Phase 3 during Assurance Visits (AVs).

17. **Trainers of DTTT(W) (Defence T4 Workplace).** All personnel delivering the DTTT (W) course within SC units must be trained by SQEP personnel nominated by the SC who have experience of delivering WT or a higher level of training, i.e. they are Defence Trainers (Phase 3) or Defence Trainers (Phase 1 or 2).

18. **Trainers of DTS Trg (DTS Trainers).** All personnel delivering the DTS course (either at DCTS or within a franchise) must, as a minimum, be DTS Practitioner qualified, shadow and co-deliver a DTS course at DCTS and be signed off by the DCTS Franchise and Assurance Cell as competent. On completion of shadowing and co-delivery, DTS Trainers will be signed off as DTS AP.

19. **Trainers of COT Trg (COT Trainers).** All personnel delivering the standalone COT training (either at DCTS or within a franchise) must be DTTT Phase 1 and 2 (or equivalent or higher) qualified, shadow and co-deliver a COT course at DCTS and be signed off by the DCTS Franchise and Assurance Cell as competent.

20. **COT requirement for other staff involved in Phase 1 and 2 training.** There are many non-Trainer staff involved in Phase 1 and 2 training who are not delivering training but who have contact with Phase 1 and 2 Trainees. As part of the SCD and CRA, COs must identify which staff need COT training. COT will inform personnel of their roles and responsibilities within the unique military training environment which will not have been covered elsewhere in their previous training.

Management of Training System (MTS)

21. **Lead TRA.** Head (Hd) TESRR is the Lead TRA²⁶⁷ for DTC. The desk level point of contact for the DTC Direction is SO1 Trg Policy, TESRR. Hd TESRR will be briefed on matters relating to the DTC via the Defence Training Policy Working Group (DTPWG). The DTPWG is

they may be considered suitable for exemption from the shadowing and co-delivery aspect of the Defence T4 training. In franchises, SCs can judge who is suitable for ShaC-D exemption but are responsible for ensuring that those who attend the residential Defence T4 training course are at the required start state. DCTS will advise SCs on the start state standards. DCTS will RTU personnel who are not at the required start state and are the only authority able to grant the Defence T4 Phase 1 and 2 competence. DCTS also has the authority to decide if an individual can be exempt all, or part of, the residential Defence T4 training course.

²⁶³ 'Established' is a franchise that has been running for at least a year and has had a successful assurance visit. The assurance report will contain a sentence that states the franchise is one where shadowing and co-delivery can take place.

²⁶⁴ Exemption from this has been granted for those registered for a higher level qualification, e.g. PGCE. However, the time limit for this is 2 years.

²⁶⁵ Or contracted accreditation provider if SCs have chosen this route.

²⁶⁶ Those who are qualified to a higher standard, i.e. Defence T4 Phase 1 and 2, are automatically qualified as Defence T4 Phase 3.

²⁶⁷ Whilst TESRR has Lead TRA status, the requirements setting for DTC lies with the SC TRAs supported by the Lead TRA.

chaired by AHd Strat/H2A, TESRR, and comprises stakeholders from SC TRAs²⁶⁸. The Lead TRA, or their representative, is to:

- a. Undertake Lead TRA functions iaw JSP 822 for all DTC training²⁶⁹.
- b. Attend the Training Support Customer Board (Trg Spt CB) and the Trg Spt CB WG.
- c. Brief members of the DTPWG and the TESRR PAG on DTC matters in order to manage risk and endorse any changes.
- d. Examine the impact of external influences (such as Government Regulations/legislation) on this Direction.
- e. Review this Direction annually to ensure its continued relevance and effectiveness.
- f. Remove franchise licences if necessary.

22. **TDA.** Hd Tech School, DefAc, is the TDA for DTC training but the desk level point of contact is SO1 T&E Mgt, DefAc (DefAc Lead TDA). The TDA, or their representative, is to:

- a. Undertake TDA functions iaw JSP 822 for all DTC training specifically FTS creation delegated from the Lead TRA and the management of the SOTR and the SOTT.
- b. Attend the Trg Spt CB WG.
- c. Provide, at 1* level, the Chair of the Trg Spt CB (which considers DTC training as part of its agenda).
- d. Provide, through the JFC Individual Training Assurance Team (JITAT), support to the DCTS Franchise and Assurance Cell.
- e. On behalf of the Lead TRA, maintain and, if necessary, update the DTCF in accordance with the direction given by the Lead TRA.

23. **SC TRAs.** SC TRAs, or their representatives, are to:

- a. Undertake SC TRA functions iaw JSP 822 for all DTC training.
- b. Attend the Trg Spt CB and the Trg Spt CB WG.
- c. Determine annually, through their SOTRs, their demand for DTC training and, through the CB, manage any risk that arises from a difference between the SOTR and the SOTT²⁷⁰.
- d. Put processes in place to ensure that personnel selected for Defence Trainer duties with previous experience and equivalent, higher or legacy qualifications are assessed with a view to appropriate training interventions being selected for them if necessary.

²⁶⁸ SC TRAs are DGT for the RAF; SO1 Branch Manager Coherence (although FOST will carry out the function on SO1 Branch Manager Coherence's behalf) for the RN; I Dev for the Army and Hd T&E DefAc HQ for JFC. JFC will also act as co-ord for the DTC training requirement from Dstl, DE&S, DIO and HOCS TLBs.

²⁶⁹ Less certain WT training solutions owned and managed by the SCs.

²⁷⁰ SC SOTRs must include a breakdown of the contractor requirement for places required at either DCTS or within a franchise. Places for contractors that are not delivered as part of an existing SC contract are to be applied for through IDT (A).

- e. Direct that all JPA Numbers (JPANs) that require DTTT Phase 1 and 2, DTTT Phase 3 and DTM training are annotated with the correct competences²⁷¹.
- f. Contextualise training interventions for delivery within their own SC whilst still meeting the training standard as agreed in the FTS²⁷².
- g. Identify appropriate WT requirements from column 3 of Annex A.
- h. Contextualise, manage, deliver and assure DTTT (W) using the core materials provided by the Lead Training Provider (LTP).
- i. Manage, deliver and assure other WT training solutions for which DCTS is not the LTP.
- j. In the franchised delivery of DTTT Phase 1 and 2 and DTS training, ensure that 1st party audit functions are undertaken.
- k. In the franchised delivery of DTTT Phase 3, ensure 1st party audit is undertaken and, within resource, undertake 2nd party audit functions. The 2nd party activity should be risk-based. SCs are to work with DCTS to develop a 2nd party audit programme.
- l. Assure training delivery by HE Lecturers within their SC.
- m. Educate, where possible, SC Contracts Branches²⁷³, to ensure that the requirements within this Direction are met.
- n. Ensure that processes are in place within their SC for the recording of competences relating to this Direction. For Regular and Reserves, JPA is to be used. Competences for Civil Servants must be recorded on HRMS. For contractors, it is the role of the SC that has let the contract to ensure that a system is in place for the recording of contractor competences.

24. **LTP.** DCTS is the LTP for all DTC training less SC WT training solutions. The desk level POC is SO1 DCTS. DCTS will:

- a. Undertake LTP functions iaw JSP 822 for DTC training.
- b. Attend the Trg Spt CB.
- c. Provide, at OF 4 level, the Chair of the Trg Spt CB WG.
- d. Maintain and update course documentation for which they are the LTP or only TP²⁷⁴.
- e. Deliver DTC training that is not delivered under franchise.
- f. Assure, through the Franchise and Assurance Cell, the quality and standard of DTTT Phase 1 and 2 and DTS franchised courses.

²⁷¹ Whilst desirable, is not always possible to annotate a DTS and DWT competence to a JPAN because selection of personnel to fill these posts is often based on locally-assessed SQEP rather than the post itself.

²⁷² Where a SC is delivering to a Defence audience, contextualisation must not favour any particular SC.

²⁷³ Contract Managers for contracts already in place prior to the issue of this updated version of the policy should seek to bring contracted training into line with updated requirements as soon as possible where it is practicable to do so within resource. Contract Managers must be cognisant of these updates when existing contract reach renegotiation point and ensure that contracted staff are pre-qualified to the required standard. Queries and clarification on requirements should be addressed to the relevant SC TRA.

²⁷⁴ For DTTT (W) this means maintenance of the FTS, LSpecs and ASpecs.

- g. Assure, through the Franchise and Assurance Cell, DTTT Phase 3 franchises. This will be a collaborative risk-based effort between SCs and DCTS Franchise and Assurance Cell staffs as articulated in SC TRA responsibilities above. DCTS must, in liaison with the SCs, draw up an annual DTC Assurance Programme. The programme is to be presented at the Trg Spt CB WG and 1* CB in Apr/May for the current TY and a progress report given in the Sep/Oct WG/1*CB meetings.
- h. Maintain the accreditation of DTTT Phase 1 and 2 and Defence T4 Phase 1 and 2 to the RQF.
- i. Conduct the administration to ensure that military and Civil Service personnel completing the DTTT Phase 1 and 2 receive a Level 3 Award in E&T, the L4 Certificate in E&T (for T4) and, for T4, Assessing Vocationally Recognised Achievement (AVRA)²⁷⁵.
- j. On behalf of the TDA, compile and deliver the DCTS DTC SOTT, derived from the SC SOTRs. This includes all DTC courses but not DTTT (W) and other SC WT training solutions.
- k. Run an annual event to share good practice and to discuss the standardisation and assessment of DTC delivery with the DTC stakeholder community.

25. **Commanding Officers²⁷⁶/Heads of Training Establishments.** COs and Heads of Training Establishments will be held to account for ensuring that:

- a. The Direction and Guidance relating to Supervisory Care and Welfare are enforced including the development of a CRA, a SCD, a Unit Self-Assessment, and Quality Improvement Plan (QIP). The Training Quality Manual (TQM) must reflect the structure of the organisation and the monitoring and development procedures for Defence Trainers.
- b. People under their command who are engaged in training delivery or have contact with Trainees are appropriately trained and qualified in accordance with this Direction and also have any additional necessary competences.
- c. The number of DTSs and DTMs and the command structure within which they operate is to be configured to ensure that the requirements of this Direction are achieved.
- d. Their SC TRA is informed of any risks and/or issues relating to the DTC so that these can be raised at the appropriate governance meeting.

Assurance

26. The DTC delivery model is complex; accordingly, the assurance of it must be robust so that TDAs, SC TRAs and the Lead TRA are content that the training requirement is being delivered to the correct standard and that the requirement continues to meet Defence's needs. A matrix outlining DTC assurance responsibilities is at Annex D.

27. Statistics relating to training completion for those in roles covered by this Direction are to be reported in line with the requirements of SC Command Plans and the Defence Plan.

Franchises

28. DTTT Phase 1 and 2, DTTT Phase 3, COT and DTS training interventions can be delivered under franchise²⁷⁷. Franchising allows the content of DCTS courses to be delivered as

²⁷⁵ Unless this function has been contracted out by a SC.

²⁷⁶ 'Commanders' covers those commanding / in-charge of any form of Phase 1, 2 or 3 formal training organisation (including Training or Education Establishments, Defence Colleges, Training Schools and Training Units).

standalone training courses or to be embedded into a longer course, e.g. the Aircrew Instructor Course and the Section Commanders' Battle Course. The LTP awards franchise licences and also provides a full 2nd party assurance function. Further detail on how to apply for and manage a franchise is contained in the Franchise Protocols in JSP 822, Part 1, Chapter 4, Section 4.2. Training establishments are not to approach DCTS directly to ask for a franchise but should go through their SC POC listed at the end of this Direction. DCTS remain wholly responsible for setting up and licensing a franchise.

WTS completion

29. In order to transfer skills into the workplace, Defence Trainers (Phase 1 and 2) and DTS of Defence Trainers (Phase 1 and 2) have further training to complete which is articulated in the respective WTS. 1st and 2nd party audit/inspection teams are to confirm that robust systems are in place to support WT completion and the awarding of the JPA competences. Competence recording is to be administered by unit HR staff.

30. **Defence Trainers (Phase 1 or 2).** In order to satisfy the DTTT Phase 1 and 2 WTS, all Defence Trainers (Phase 1 or 2) are to complete, under the mentorship of the DTS, the Defence Phase 1 or 2 Trainer WT portfolio. The target for completion of the portfolio is 6 months (but no more than 9 months) from completion of the course or assumption of the training delivery appointment (whichever is later). A Defence Trainer (Phase 1 or 2) is only to be awarded the '*Defence Trainer (Ph 1 or 2) Level 2 Practitioner*' competence after the successful completion of the WT portfolio which is to be signed off by a DTS or nominated Training Management Specialist. More detail can be found in JSP 822, Part 2, Chapter 1, Section 1.4.

31. **Defence Trainers (Phase 3).** There is no WT portfolio or additional JPA competence for Defence Trainers (Phase 3).

32. **DTS.** DTSs of Defence Trainers (Phase 1 and 2) are to produce a portfolio of evidence in order to complete the WTS element of the DTS FTS. The DTS WT portfolio is to be signed off by an experienced DTS, a SQEP DTM or nominated Training Management Specialist. On successful completion of the WTS, DTSs are to be awarded the JPA '*DTS Level 2 Practitioner*' competence. Further details can be found in JSP 822, Part 2, Chapter 1, Section 1.4. SCs may choose to mandate completion of the DTS WT portfolio for those supervising Defence Trainers (Phase 3) or DWTs but this is not a Defence requirement.

CPD and Professional Recognition

33. Once qualified in accordance with this Direction, the development of training delivery staff is to be monitored.²⁷⁸ Individuals are to be monitored in line with the relevant MPD and/or unit performance appraisal and reporting procedures; minimum monitoring requirement is every six months for all Defence Trainers (Phase 1, 2 and 3). Training Providers are to have a process where auditable records of its training delivery staff's assessments are maintained. For training delivery staff already in post who are assessed as not meeting the standards for their training delivery role, the Chain of Command, in conjunction with MoD Civil Service managers or Heads of Profession (HoP), are to ensure that an action plan is agreed to bring the identified training delivery staff up to the levels outlined in this Direction.

34. In order to maintain and develop Defence Trainers (Phase 1, 2 and 3), DTSs, DTMs and T4 who deliver all types of DTC training, Training Providers are to facilitate a regular programme of CPD events and opportunities²⁷⁹. The minimum requirement is 5 hours' CPD per annum. This allows Defence Trainers (Phase 1, 2 and 3), DTSs, DTMs and T4 to remain current and

²⁷⁷ DTTT(W), which is delivered on units, is not a franchise controlled by DCTS. SCs will be responsible for promulgating instructions on the application, licensing, management and assurance processes of DTTT(W) franchises run in their SCs.

²⁷⁸ For civilian staff this is outlined in the relevant MPD.

²⁷⁹ JSP 822, Part 2, Chapter 1, Section 1.4 provides Guidance and ideas for best practice for CPD interventions. CPD is to be agreed and discussed as part of an individual's training and development plan.

competent in their subject specialisation and to develop their knowledge and skills as training deliverers, supervisors and managers.²⁸⁰ CPD for DWTs is also strongly encouraged. CPD activity could include evidence of professional/subject matter updating, including membership of appropriate professional bodies and awareness of legal and regulatory changes; development of training skills (for example, the effective application of learning technologies); appreciation of the wider issues relating to trainees (for example, the application of diversity and inclusivity principles); and the use of trainee feedback to improve performance.

35. Those Defence Trainers who have completed DTTT Phase 1 and 2 and have gained both the '*Defence Trainer (Phase 1 or 2) Level 1 Foundation*' and the '*Defence Trainer (Phase 1 and 2) Level 2 Practitioner*' competences have the opportunity to work towards the '*Defence Trainer (Phase 1 and 2) Level 3 Advanced Practitioner*' competence by engaging in CPD²⁸¹. For these personnel, CPD is mandated and must be focussed on being a Trainer rather than an SME. Evidence of completion is to be available for audit. Individuals following this pathway are advised to join a recognised institution²⁸² which provides a formal structure for CPD activity and recording. DTSS, SQEP DTMs or Training Management Specialists are permitted to sign personnel off as JPA Advanced Practitioners if sufficient CPD that is iaw the DTCF has been demonstrated.

36. A DTS who is working as a DTS Trainer at DCTS or in a DTS franchise must be JPA DTS Level 2 Practitioner qualified. They is also the opportunity to work towards the JPA '*DTS Level 3 Advanced Practitioner*' competence but this is not a Defence mandated requirement. Details on how to reach this standard can be found in JSP 822, Part 2, Chapter 1, Section 1.4. Only nominated DTSS, SQE DTMs or Training Management Specialists may sign DTSS off and award the JPA competence '*DTS Level 3 Advanced Practitioner*'.

37. Defence T4 Phase 1 and 2 must achieve a RQF Level 4 qualification, or higher, within 12 months²⁸³. All Defence T4 Phase 1 and 2 assessing Defence Trainers (Phase 1 or 2) and the Award in E&T Level 3 portfolios are also to be Assessing Vocationally Recognised Achievement (AVRA) qualified. Both of these qualifications are supported by the DAO, through DCTS, for all Defence T4 in franchises.²⁸⁴

38. **External Qualifications/Professional Recognition.** There are certain externally accredited opportunities which fall under the DTC and may form part of an individual's CPD:

a. **Level 3 Award in E&T.** The RQF Level 3 Award in E&T is awarded to all Defence Trainers (Phase 1 or 2) who successfully complete the DTTT Phase 1 and 2 course²⁸⁵. There is no professional recognition for completion of the DTTT Phase 3.

b. **ILM Level 3 Award in Coaching.** Evidence that is gathered through completion of the coaching questions on the DTTT Phase 1 and 2 course can be used to assist the achievement of the ILM L3 Award in Coaching; however, there is extra work required on completion of the DTTT Phase 1 and 2 course and the ILM Level 3 needs to be independently funded.

c. **Level 4 Certificate in E&T.** All Defence Trainers (Phase 1 or 2) are encouraged to work towards the RQF Level 4 Certificate in Education and Training²⁸⁶ or

²⁸⁰ On-going CPD accords with the spirit of the new Further Education Standards issued in May 2014. JSP 822, Part 2, Chapter 1, Section 1.4, details specific examples of CPD activities, where this should be recorded and links to the DTCF.

²⁸¹ All CPD will be linked to the Defence Trainer Competency Framework – guidance on how to achieve JPA Advanced Practitioner competence is contained in JSP 822, Part 2, Chapter 1, Section 1.4.

²⁸² For example, Society for Education and Training, Institute for Education.

²⁸³ Exemption from this has been granted for those registered for a higher level qualification. However, the time limit for this is 2 years.

²⁸⁴ Or contracted accreditation provider if SCs have chosen this route.

²⁸⁵ L3 E&T is the minimum standard for contractor staff who are Defence Trainers Phase 1 or 2.

²⁸⁶ This qualification replaces the QCF Level 3 Certificate in Teaching in the Lifelong Learning Sector and the Level 4 Certificate in Teaching in the Lifelong Learning Sector qualifications (CTLLS) introduced in 2007 and updated in 2011. The CTLLS qualification was previously awarded on completion of the DTTT course.

higher, after gaining the RQF Level 3 Award on completion of DTTT Phase 1 and 2. The L4 Cert in E&T is funded through the DAO for those delivering DTTT Phase 1 and 2 in franchises who complete the Defence T4 course. For all other Defence Trainers (Phase 1 or 2) completing the L4 as CPD has to be self/unit funded.²⁸⁷

Assessment of previous experience and equivalent, higher or legacy qualifications/competences

39. When DTTTv2²⁸⁸ was introduced in Jun 14, it adopted modern teaching methodologies and facilitation skills. A particular change was the move to incorporate Present, Apply, Review (PAR) as a key delivery model. It is critical, therefore, that the legacy Defence Trainer and DTS population, and those with recognised external equivalent or higher qualifications, are familiar with the new techniques in order to be able to deliver and supervise training appropriately. Equally, where there is a wealth of relevant and current expertise in the Defence training environment, Defence must recognise this and harness it whenever possible. Essentially, we must strike the right balance between recognising those with previous experience and qualifications and also providing the necessary up-skilling to refresh and professionalise them to deliver/supervise training in the way that Defence has deemed to be most effective. Assessment of personnel identified for the delivery or supervision of Defence training is key. It is the responsibility of DTSs or nominated Training Management Specialists to carry out such assessments and to ensure the completion of any necessary training interventions²⁸⁹. Annex C details the training interventions available to ensure an individual is fit to undertake their role outlined at Annex A and includes online PAR and 'Understanding DSAT' modules. Those who undertook DTC training iaw the DTC Policy issued in Jun 14 are deemed to be qualified iaw this policy. Note that those who are in Defence Trainer (Phase 3) roles and undertook DTTTv2 do not need to undertake DTTT Phase 3 training. Those who completed DWT do not need to undertake DTTT (W). For COT, the legacy assessment must consider an individual's employment history to ascertain whether re-training is required. The guiding principle is that if an individual moves out of a Phase 1 or 2 training appointment to be employed in a non-training appointment, and then subsequently returns to a Phase 1 or 2 training appointment, COT training must be repeated.

40. **Defence Trainers with recognised external equivalent or higher training delivery qualifications.** Defence Trainers holding a recognised external equivalent or higher qualification are to be assessed on arrival in post²⁹⁰ to ensure that they are competent. The DTS or nominated Training Management Specialist will carry out the assessment. If the individual's skill-set is below the standard required for the type of training they will be delivering, they are to complete the necessary training interventions iaw Annexes A and C. Even if they are assessed as competent, those Defence Trainers (Phase 1 and 2) with external qualifications are still to complete the WT portfolio. If delivering in Phase 1 or 2 they must also undertake COT.

41. **Defence Trainers with legacy Defence training delivery qualifications/competences.** Defence Trainers with legacy Defence training delivery qualifications/competences are to be assessed on arrival in post²⁹¹ to ascertain their level of competence. The DTS or nominated Training Management Specialist will carry out the assessment which must consider the qualifications held, when they were awarded and what experience the individual has had since. Qualifications/competences obtained prior to 2002 are not recognised²⁹². It is also recommended that the individual delivers a micro lesson of approximately 30 minutes' duration to demonstrate their level of competence. If the individual's skill-set is below the standard required for the type of training they will be delivering, they are to

²⁸⁷ SLC can be used to fund this opportunity. SCs may choose to centrally fund such opportunities if they so wish.

²⁸⁸ Now renamed DTTT Phase 1 and 2.

²⁸⁹ The DTS course has been updated to incorporate the legacy assessment responsibilities.

²⁹⁰ Or prior if there is an opportunity for a familiarisation visit prior to arriving in post.

²⁹¹ Or prior if there is the opportunity for a familiarisation visit prior to arriving in post.

²⁹² In exceptional circumstances, SCs have authority to grant a waiver for qualifications gained pre-2002 if the Trainer has been continuously employed in trainer duties and is assessed as competent by a DTS.

complete the necessary training intervention iaw Annexes A and C. Worked examples to assist in this assessment are at Annex E.

42. DTS with legacy Defence training supervision qualifications/competences. A nominated Training Management Specialist or experienced DTS/DTM will carry out an assessment which must consider the qualifications held, when they were awarded and what experience the individual has had since. If the individual's skill-set is below the standard required for the type of training they will be supervising, they are to complete the necessary training intervention iaw Annexes A and C. A worked example to assist in this assessment is at Annex E.

Training for contractors delivering, supervising or managing DTC training

43. As part of the Whole Force, contractor staff must be qualified, monitored and developed to the standards detailed in this Direction²⁹³. The majority of DTC training is not available outside MOD, therefore contractual arrangements must be put in place to ensure contractors are trained to the required standards. Part of DTTT Phase 1 and 2 is, however, mapped to L3 E&T and this is the minimum external qualification for contractor staff who are Defence Trainers Phase 1 or 2. In addition to contractors holding L3 E&T, COs must satisfy themselves that the contractor is qualified, at the appropriate level of competence, and has undertaken the required supervisory care training, i.e. COT. Contractors who are Defence Trainers (Phase 1, 2 or 3) who are qualified by virtue of a civilian qualification must also be inducted and socialised appropriately into the military environment and, if Defence Trainers (Phase 1 or 2), regardless of background, must complete the DTTT Phase 1 and 2 WT portfolio under the supervision of a DTS. If a SC wishes to demand a higher standard then they may do so and should articulate this in the contract.

44. DTC training links directly to the Defence Objective that requires the generation of sufficient and capable personnel; accordingly, where a contract exists to train MOD military or civilian personnel, Defence resource can be used to allow contractors to attend DTC training, either at DCTS or within a franchise, without charge, if this has been agreed in the original terms of the contract. In this case, each SC is to articulate their contractor requirement for DCTS and franchises in their annual SOTR. Agreements relating to the accreditation requirements and, where appropriate, the additional cost of accreditation, also need to be reached.

45. In cases where contracts do not include a contractor training requirement or an individual contractor needs 'one off' training at either DCTS or within a franchise, the training must be applied for through the SC TRAs and IDT (A)²⁹⁴ so that spare capacity can be confirmed and appropriate charging can be made. As the majority of DTC training is not available outside MOD, in accordance with JSP 462, full costs are to be applied. Where training is available outside MOD, then market rates are to be applied. The Lead TDA, DefAc, in its Income Generation role, is responsible for publishing the costs to be applied for all DTC training interventions and associated accreditation. SCs, when setting up contracts, and IDT (A), when charging for places offered through spare capacity, will require this information. Agreements relating to the accreditation requirements and, where appropriate, the additional cost of accreditation, also need to be reached.

46. Where contractors wish to run their own franchises to deliver DTC training to MOD military or civilian personnel, DCTS will mandate the same Franchise Trainer training requirements as for all other franchises and costs for training will be recovered iaw the costings published by DefAc. Agreements relating to the accreditation requirements and, where

²⁹³ Existing contracts are not required to be amended to reflect the changes to this DTC Direction. New contracts, or those undergoing significant contract amend, must reflect the current Direction.

²⁹⁴ IDT (A) undertakes the role of the booking and charging of DTC training for all SCs. POC: ARTD-TrgOps-IDTANEPSO3@mod.uk

appropriate, the additional cost of accreditation, also need to be reached. DCTS, as the only source of licensed DTC training, will assure the contractor franchise iaw this Direction.

Queries and requests for exceptions/waivers relating to this Direction

47. Experience has shown that units may require advice and guidance on the interpretation and implementation of this Direction. SC TRAs have produced separate policy documents to assist with the contextualisation of the policy in each of the SCs. Queries and requests for exceptions/waivers relating to this Direction should be addressed in the first instance to SC Training Policy POCs who are:

- a. RN – SO2 Nav Cap Ind Trg Assure: 93832 5876.
- b. Army – Army – SO2 Sldr Pol : 94393 7094.
- c. RAF – SO1 Trg Policy, 22 Trg Gp: 95221 6161.
- d. JFC – SO1 T&E Mgt, DefAc HQ: 96161 4143.

48. SC TRAs are to staff any requests for an exception or waiver to this Direction to the Lead TRA.

Annexes:

- A. DTC Model.
- B. Types of Personnel from the Whole Force employed as Defence Trainers.
- C. List of DTC Training Interventions.
- D. DTC Assurance Matrix.
- E. Worked Examples for the Assessment of Previous Experience and Equivalent, Higher of Legacy Qualifications for Defence Trainers and DTSS.

DEFENCE TRAINER CAPABILITY MODEL

Def Trainer (Phase 1 or 2) ¹	Def Trainer (Phase 3) ¹	Def Workplace Trainer ²	DTS ³	DTM ³
DTTT Phase 1 and 2 Foundation	DTTT Phase 3	DTTT Phase 1 and 2	DTS Foundation	DTM
<i>DTTT Phase 1 and 2 Practitioner</i>	DTTT Phase 1 and 2	DTTT Phase 3	<i>DTS Practitioner⁴</i>	
<i>DTTT Phase 1 and 2 Advanced Practitioner</i>		DTTT (W)	<i>DTS Advanced Practitioner</i>	
		Other SC Trg Solutions where required		
HE Lecturer Training ⁵ (and COT if in Phase 1 or 2)	HE Lecturer Training ⁵	HE Lecturer Training ⁵		

Key: Items in Red are mandated by Defence policy as is one training intervention from Column 3 for DWTs delivering WTS. Italicised boxes show evidence-based Workplace Training Statement and CPD iaw Defence Trainer Competency Framework.

1. Defence Trainers (Phase 1 or 2) and Defence Trainers (Phase 3) predominantly deliver Training Performance Statement (TPS) content.
2. Defence Workplace Trainers will be delivering either WTS training or other WT. Where WTS is being delivered, one of the 5 training interventions in column 3, as directed in SC Policy, must be undertaken.
3. DTSs and DTMs supervise and manage Defence Trainers (Phase 1, 2 and 3). They are not mandated to supervise and manage WT.
4. DTS Practitioner is mandated for Defence Trainers (Phase 1 or 2) only. SCs may mandate further professionalisation if they wish.
5. Higher Education Lecturer Training is delivered by SCs and replaces the Phase 1, 2 and 3 and DWT requirements.

TYPES OF PERSONNEL EMPLOYED AS DEFENCE TRAINERS

1. DTC Direction applies to all of the following who may be employed as Defence Trainers:
 - a. Military Regulars.
 - b. Military Reservists.²⁹⁵
 - c. Civil Servants:
 - (i) Includes all CS involved in delivering and managing training (e.g. DTS).
 - (ii) Specialist Instructional Officers
 - (iii) CS lecturers of all occupational groups, e.g. Burnham Lecturers.
 - d. Contractors²⁹⁶.
 - (i) Defence Contractors
 - (ii) Lecturer Contractors, e.g. at DefAc, RTS (Halton) and OACTU (Cranwell)²⁹⁷.
 - e. Other Trainers as directed by SCs, e.g. University Air Squadrons, Officers' Training Corps.

²⁹⁵ All types of Reservists including UTCs are in scope less Cadet Instructors.

²⁹⁶ Contractors employed locally in Educations Centres teaching GCSEs and A'Levels, for example, are not classified as Defence Trainers. Best practice dictates that they should be qualified at one level higher than the subject they are teaching. The local CRA must address Care and Welfare issues relating to their employment.

²⁹⁷ Currently deemed to be working in 'HE' not FE. DefAc do DHET and RTS/OACTU do Fellowship of the Higher Education Academy within 12 months of taking up employment. This is a condition of the contract of employment. Those working in Phase 1 or 2 must undertake COT.

LIST OF DTC TRAINING INTERVENTIONS

Defence Train The Trainer Phase 1 and 2 (DTTT Phase 1 and 2). Training delivered to Defence Trainers (Phase 1 or 2) delivering Phase 1 or 2 training.

Defence Train The Trainer Phase 3 (DTTT Phase 3). Training delivered to Defence Trainers (Phase 3) delivering Phase 3 training.

Defence Train The Trainer (Workplace) (DTTT (W)). Training delivered to staff delivering WT as articulated in the WTS or delivering other necessary training not derived through the formal DSAT process.

Defence Trainer Supervisor Training (DTS Training). Training delivered to staff carrying out a DTS role.

Defence Trainer Manager Training (DTM Training). Training delivered to staff carrying out a DTM role.

Care of Trainee (COT) Training (COT Training). Training delivered to staff working in Phase 1 and 2 training. Attendance is determined by the CRA and SCD. COT training is embedded in DTTT Phase 1 and 2 training and is also available as a standalone module.

Commanding Officers of Training Establishments (COTE). Training for COs of Phase 1, 2 or 3 training establishments.

Present, Apply, Review (PAR) Training. An online refresher training package for Defence Trainers who need to be up-skilled in order to deliver training using PAR methodology. PAR training is embedded in DTTT Phase 1 and 2 and DTTT Phase 3.

Understanding DSAT. An online individual training package for those who need a basic understanding of the principles of DSAT and the roles and responsibilities within it. It can be used for both ab initio and refresher training. Understanding DSAT training is embedded in DTTT Phase 1 and 2 and DTTT Phase 3.

Defence Higher Education Trainer (DHET). Trainer training for those, predominantly HE Lecturers, delivering training in the Defence Academy²⁹⁸.

Defence T4 Course. Training for Trainers delivering DTTT Phase 1 and 2.

Short Term Training Teams and Monitor, Mentor, Train (STTT/M2T). Training for those who are deployed in a STTT or M2T role.

²⁹⁸ Note that HE Lecturers in other parts of Defence undertake different training interventions as determined by the SC.

DTC ASSURANCE MATRIX

Ser	Course	1PA	2PA	3PA	InVal	ExVal ²⁹⁹
1	Franchised DTTT Phase 1 and 2	Unit	DCTS ²	Ofsted	Unit	TESRR
2	Franchised DTTT Phase 3	Unit	SC/DCTS ³⁰⁰	N/A	Unit	TESRR
3	Franchised DTS	Unit	DCTS ²	N/A	Unit	TESRR
4	Franchised COT	Unit	DCTS ²	Ofsted	Unit	TESRR
5	DTTT(W)	Unit	SC ³⁰¹	N/A	Unit	SC/TESRR
6	Other SC training solutions	Unit	SC	N/A	Unit	SC
7	DCTS DTC course at DCTS	DCTS	JITAT	Ofsted/N/A	DCTS	TESRR

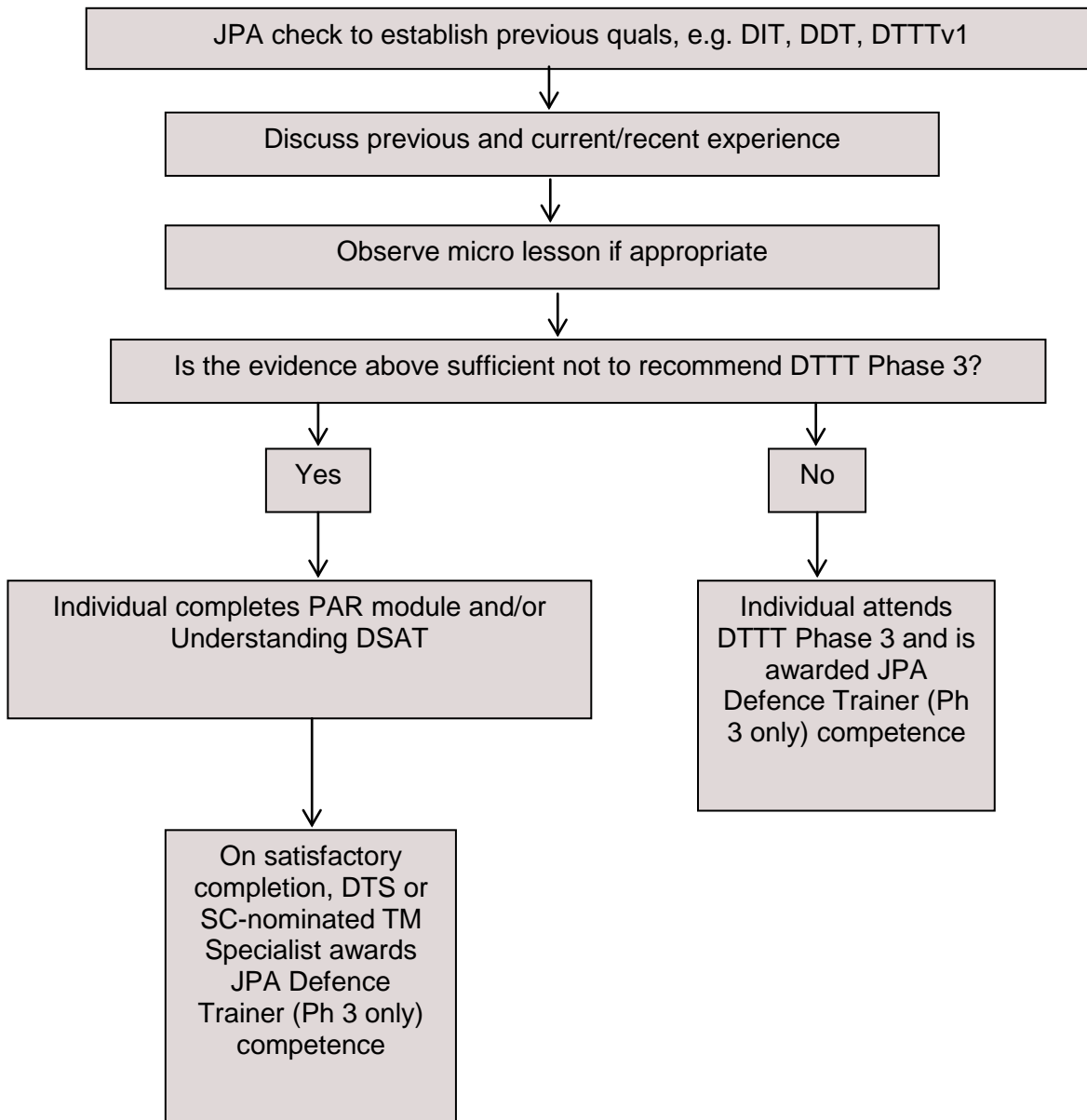
²⁹⁹ Whilst, as Lead TRA, TESRR has overall responsibility for ExVal, the activity itself is completed on behalf of TESRR by the SCs. The DTC ExVal Programme is agreed as part of Trg Spt CB.

³⁰⁰ The DCTS Franchise Cell is acting in a TDA role on behalf of JFC's Joint Individual Training Assurance Team (JITAT). The assurance of DTTT Phase 3 franchises is a collaborative effort between DCTS and SCs. Detail is contained in the MTS section of the DTC Direction. SCs will detail how assurance will be carried out in separate SC Direction.

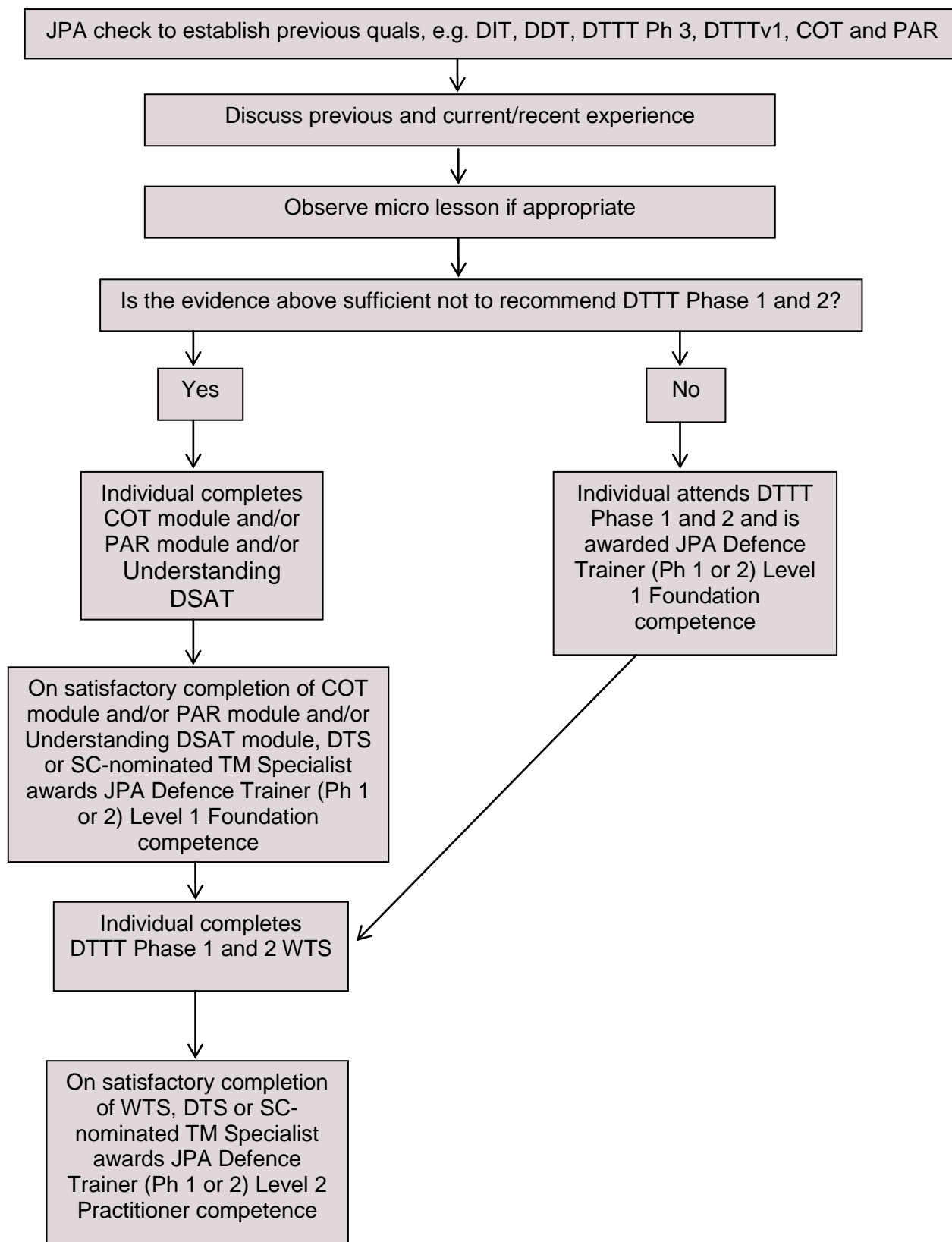
³⁰¹ SCs to assure where resources permit using a risk-based approach. FTS, LSpecs and ASpecs are maintained by DCTS.

WORKED EXAMPLES FOR THE LEGACY ASSESSMENT OF DEFENCE TRAINERS AND DTS

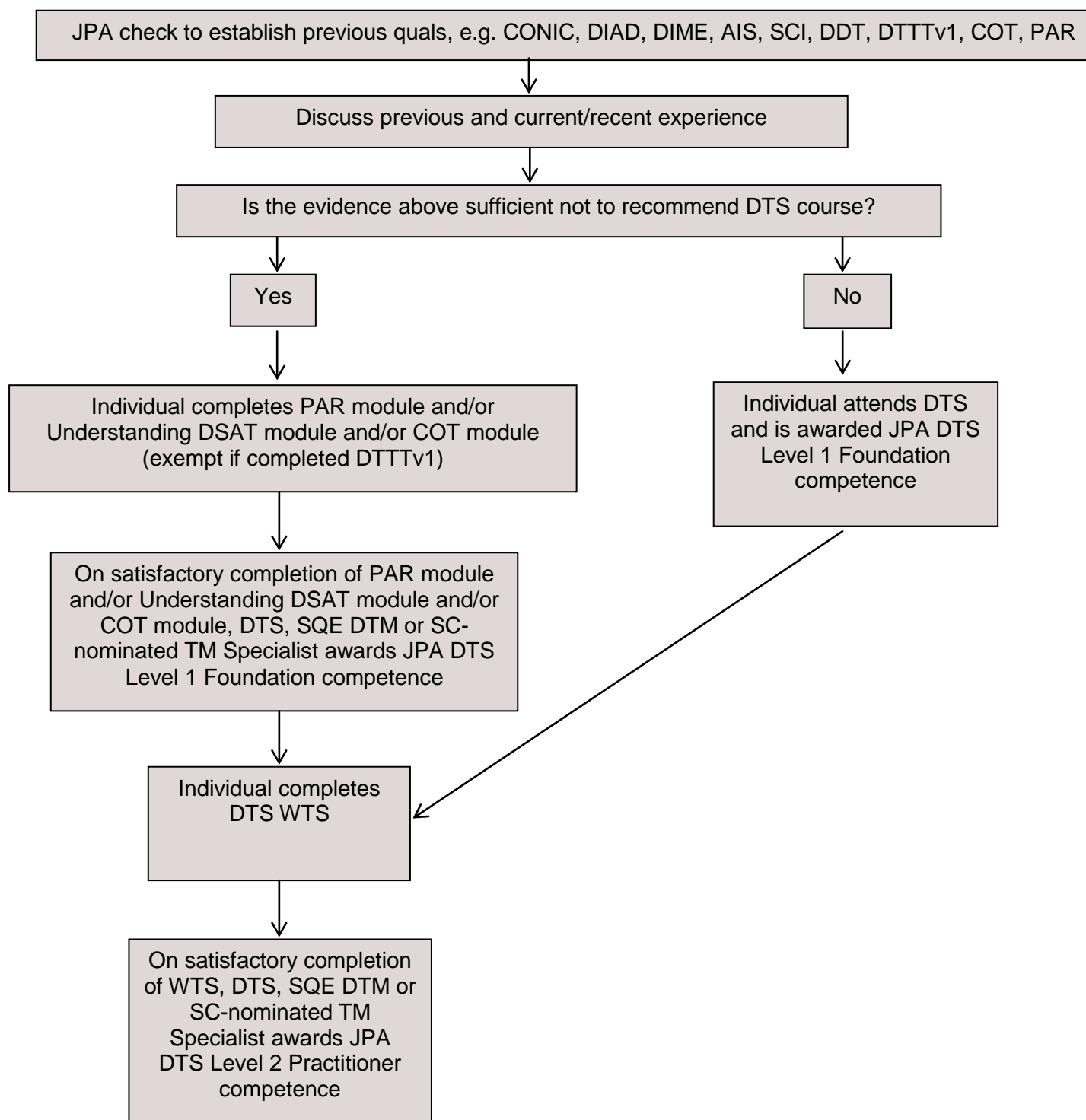
Example 1. Trainer assigned to Defence Trainer (Phase 3) Role. Legacy assessment to be undertaken by DTS or SC-nominated Training Management Specialist.



Example 2. Trainer assigned to Defence Trainer (Phase 1 or 2) Role. Legacy assessment to be undertaken by DTS or SC-nominated Training Management Specialist.



Example 3. Individual assigned to DTS Phase 1 or 2 training role. Legacy assessment to be undertaken by experienced DTS, DTM or SC-nominated Training Management Specialist.



4.2 Defence Trainer Capability Franchise Protocol

Direction Sponsor: TESRR, CDP³⁰²

The franchising of Defence Trainer Capability (DTC) training interventions is advantageous to Defence for 3 primary reasons:

- a. It relieves pressure on DCTS who are not resourced sufficiently to deliver the entire DTC SOTR.
- b. It creates Travel and Subsistence efficiencies by allowing DTC courses to be delivered in various geographical locations where currency and competence of Franchise Trainers can be sustained.
- c. It allows DTC training to be embedded within longer and specialised courses thus reaping the benefits of contextualised learning.

Franchised training can be a force multiplier and, as such, it is a delivery model that TESRR, the Lead TRA supports. Key to successful franchising are clearly defined management, governance and assurance processes, i.e. franchises must have a robust Management of Training System (MTS). TESRR, the Lead TDA (DefAc), the Service Commands (SCs) and DCTS each have their role to play in the Policy development, Analysis, Design, Delivery and MTS relating to DTC franchised training.

Overall responsibility for the policy and assurance governing DTC franchised training resides with TESRR and the requirement is managed at the Training Support Customer Executive Board Working Group (Trg Support CEB WG) and the Training Support 1* Customer Board (Trg Spt CB). The licensing of franchises is the responsibility of DCTS who carry this task out on behalf of the Lead TRA.

Scope

1. This protocol details how a DTC franchise is to be applied for; set up and licensed; managed; and assured. It should be read in conjunction with the DTC Direction, Part 1, Chapter 1, Section 4.1.
2. Training interventions that may be delivered under franchise³⁰³ are:
 - a. DTTT Phase 1 and 2.
 - b. DTTT Phase 3.
 - c. DTS training.
 - d. COT training.
3. A franchise licence is issued to an establishment and/or organisation³⁰⁴ for a specific training intervention.

³⁰² Training, Education, Skills, Recruiting and Resettlement, part of Chief of Defence People, 6th Floor, MoD Main Building.

³⁰³ DTTT(W), which is delivered on units, is not a franchise controlled by DCTS. SCs will be responsible for promulgating instructions on the application, licensing, management and assurance processes of DTTT(W) franchises run in their SCs.

³⁰⁴ An organisation may be awarded a franchise which does not tie it to a geographical location.

Applying for a DTC franchise

4. Units must not make a direct approach to DCTS to set up a franchise. They are to staff their application through the SC POC (detailed in JSP 822, Part 1, Chapter 4, Section 4.1). The application form and staffing route to request a franchise is at Annex A. The minimum rank required to submit a request to run a franchise and, therefore, to become a Franchise Holder is OF4.

Setting up and licensing a DTC franchise

5. Once an application has been approved as outlined at Annex A, the applying unit and the DCTS Franchise and Assurance Cell will be put in contact to proceed with setting up the franchise. The following areas are to be considered:

- a. **Qualifications for Franchise Trainers.** Trainers delivering within franchises must be qualified iaw the requirements set out in JSP 822, Part 2, Chapter 4, Section 4.1. In addition to these requirements, each franchise is required to have a nominated Franchise Director, appointed by the OF4 Franchise Holder, whose job it is to oversee all aspects of the organisation of franchise delivery³⁰⁵. There is further information for those involved in the provision of shadowing and co-delivery of DTTT Phase 1 and 2 at Annex B.
- b. **Accreditation.** DCTS will need to understand and determine whether accreditation services in terms of supporting the awarding of the Level 3 Award in Education & Training will be required for those students attending training in a franchise or whether this service is to be provided through an alternative recognised provider³⁰⁶.
- c. **Course delivery.** Prior to commencement of the training year (TY) each franchise will be required to forecast their student throughput based on historical trends and future requirement. Units will provide franchise SOTR figures to their SCs who will collate these for DCTS. These will then be presented as part of the normal DCTS SOTR process. The Franchise and Assurance Cell, as part of the Assurance Visit (AV) process, will take a view as to whether the course is being delivered regularly enough to merit the overhead of franchise support, Franchise Trainer training and assurance³⁰⁷. If necessary, the Lead TDA and Lead TRA will decide on the viability of a franchise taking all factors into consideration including the view of the SC TRA.
- d. **Consumables.** The delivery of training through franchise increases an establishment's usage of consumables and adjustments to appropriate budgets may have to be made.
- e. **Course documentation.** The current, endorsed course documentation issued by DCTS is the only version that is to be used to deliver and assure the DTC courses. DCTS are to provide Franchises with access to the documentation which is held on the DLE. This includes the Training Objectives, the Lesson Specifications (LSpecs) and the Assessment Specifications (ASpecs). The current versions of these documents are held on the DLE and should be checked prior to the commencement of every course. There are occasions when DTC training is embedded and then contextualised in longer courses. In these cases, the TOs must remain the same and any changes to the DTC course ASpecs and LSpecs must be approved by the Franchise and Assurance Cell in order to ensure Defence standards are maintained.

³⁰⁵ The Franchise Director must have sufficient authority to be able to liaise with other unit personnel regarding the prioritisation of bookings of classrooms, for example. It is recommended that the Franchise Director is a DTS but organisational structures may mean that this is not necessary.

³⁰⁶ For example, the Army have contracted this service out.

³⁰⁷ Franchises that have not delivered any training in 12 months (and, therefore, have not been assured), will also be reviewed as to their viability.

f. **Franchise Trainers/student ratios.** The maximum number of students on any course will be dictated by the size of classrooms, the number of Suitably Qualified and Experienced Personnel (SQEP) Franchise Trainers, the nature of the subject taught³⁰⁸ and the number of syndicate rooms available. Whilst the main delivery classroom Franchise Trainer to student ratio should not exceed 1:30, the syndicate sizes for the practical Teaching Practices should not exceed the following³⁰⁹:

- (1) **DTTT Phase 1 and 2.** 1:6
- (2) **DTTT Phase 3.** 1:6
- (3) **DTS.** 1:6
- (4) **COT.** 1:8

g. **Defence Learning Environment (DLE).** There is a pre-residential mandatory element to the DTTT (Phase 1 and 2), DTTT Phase 3 and DTS courses and students must have access the appropriate DTTT (Phase 1 and 2) courseware on the DLE. To that end, there is a requirement for Franchise Trainers to be conversant with the DLE and for someone in the establishment/organisation to be nominated as the DLE Administrator to confirm students have completed their pre-residential learning. Additionally, the requirement for completion of the post course Defence Trainer Portfolio (DTP) must be briefed on the course.

6. Once a full Assurance Visit (AV) has been conducted by DCTS and the above criteria have been satisfied, DCTS will issue a licence in hard copies. The licence is to be signed by SO1 DCTS and the CO of the Training Unit. In the case of DTTT Phase 3 franchises³¹⁰, a franchise may be authorised to start training before a full AV has taken place. DCTS will make this decision in conjunction with the SC TRAs.

Managing a DTC franchise

7. **Franchise Trainer register.** Establishments/organisations must maintain a register of qualified Franchise Trainers which must be submitted to the Qualifications Cell every 6 months in order to verify that the Trainers' qualifications meet the external accreditation requirements.

8. **Franchise Trainer monitoring.** Franchise Trainers are to be formally monitored and debriefed iaw the requirements of JSP 822, Part 1, Chapter 4, Section 4.1. Establishments/organisations are to maintain a Trainer Monitoring Log, detailing who has been monitored and when, which must be made available to DCTS staff during an Assurance Visit (AV).

9. **Post course administration.** The establishment/organisation should have procedures in place to ensure that on completion of a franchised course the following actions are carried out:

- a. InVal is to be carried out using the methods outlined in JSP 822. The abiding principle is one of reporting by exception whereby any concerns can be raised to the Franchise and Assurance Cell or the SC.
- b. A brief End of Course Report (EOCR) summarising the student throughput and the pass/fail rate is to be submitted within 2 weeks of the end of the course to the DCTS Franchise and Assurance Cell using the issued template at Annex C. A nominal roll is also to be forwarded for DTTT Phase 1 and 2 courses for accreditation purposes. The EOCR is

³⁰⁸ This is particularly relevant where the training is embedded.

³⁰⁹ Any requests for different ratios must be made by the unit to the SC TRA who will staff the request through the Lead TRA. For DTTT(W), the ratios are to be determined by the SC TRA.

³¹⁰ Or when DCTS cannot meet the SC SOTR for other courses, e.g. COT and DTS.

primarily used by DCTS to collate throughput numbers in order to monitor whether the SOTT is being delivered so that the CEB process can be supported. Understanding the throughput and pass/fail rates also assists DCTS in targeting their assurance resources. Note: the EOCR is not an InVal tool.

c. For DTTT Phase 1 and 2, where DCTS or the nominated accreditation provider are providing accreditation services to support the award of the L3 E&T, fully completed and signed DTTT course portfolios of evidence³¹¹, which comprise of the DTTT Phase 1 and 2 workbook and the Teaching Practice 2 and Teaching Practice 3 documentation, are to be sent to DCTS Qualifications Cell or accreditation provider within 2 weeks of the course end date³¹².

d. A certificate, using the issued template is to be generated for all students, within two weeks of the end of the course. DCTS are to provide Franchises with access to the certificate templates.

e. Individuals' JPA profiles are to be updated, awarding the relevant JPA competence³¹³. For DTTT Phase 1 or 2 Trainers, the competence must not be awarded before the DTTT Phase 1 and 2 course workbook has been signed off by a qualified DTTT Phase 1 and 2 assessor. If, following Internal Quality Assurance conducted by DCTS, an individual is found to be not at the required standard then the competence can be removed³¹⁴.

10. **Embedded DTC training.** Embedded DTC training may be delivered using DCTS produced material. The DCTS Franchise and Assurance Cell will assess that the Defence requirement and/or external standards are being met so that Defence competences and external qualifications can be awarded. In the case of DTTT Phase 1 and 2, Teaching Practices are to be assessed against the criteria stipulated in the appropriate DTTT Phase 1 and 2 Assessment Marking guide³¹⁵. While it is recommended that the actual DTTT Phase 1 and 2 Marking Guides are used, it is acceptable to extract the criteria from these guides and incorporate them into local, contextualised marking guides/checklists as long as these have been approved, in writing, by the Lead TDA prior to use.

Assuring a DTC franchise

11. DTC Franchises must be assured iaw JSP 822, Part 1, Chapter 1, Section 4.1, Annex D³¹⁶. to ensure standardisation of the delivery of Defence-owned training objectives) and to promote continuous improvement. Ultimate responsibility for the standard of DTC training resides with TESRR, the Lead TRA. DCTS, working on behalf of the JFC Individual Training Assurance Team (JITAT), provides support and guidance to all DTC franchises, retaining responsibility for the Quality Assurance and co-ordination of the annual DTC Assurance Programme. The DCTS Franchise and Assurance Cell will assure all DTTT Phase 1 and 2, COT and DTS franchises annually. This assurance requirement is above that mandated in JSP 822 but, for DTTT Phase 1 and 2, the annual assurance cycle is mandated by external accreditation IQA requirements. For COT and DTS, the Lead TRA has directed annual assurance because of the continued Ministerial interest in these training courses. Training establishments/organisations must contact DCTS immediately if they have any issues or problems with any aspect of the franchise which may benefit from an AV. DTTT Phase 3 franchises will be assured jointly by DCTS and the SCs using a risk-based and intelligence-led approach. All AVs are to be carried out whilst courses are being

³¹¹ Trainers are to supervise the completion and marking of student workbooks during the course.

³¹² For embedded training, this is 2 weeks from the point that the TOs have been achieved.

³¹³ The competence names for DTC training are listed in JSP 822, Part 1, Chapter 4, Section 4.1.

³¹⁴ Examples are when assessment criteria for the workbook have not been evidenced or plagiarism is identified. In the case of plagiarism, the SC TRA must be informed as wider administrative action may be necessary.

³¹⁵ The standards required are covered on the Defence T4 course.

³¹⁶ Whilst DCTS has specific assurance responsibilities for certain DTC franchised courses, the SCs also have their role to play, particularly in the assurance of DTTT Phase 3 and DTTT(W). The SCs may also assure other aspects of DTC training as they would any other Phase 3 Defence training.

delivered. All 2nd party audit reports, along with the completed Checklist at Annex D, are to be shared between the DCTS Franchise and Assurance Cell and SC TRAs.

12. For new DTTT Phase 1 and 2, DTS and COT franchises, DCTS will assure the whole course before a franchise licence is awarded in order to ensure that the training satisfies the FTS and Assessment Strategy³¹⁷. As DCTS assurance resources will be prioritised on DTTT Phase 1 and 2, DTS and COT, DTTT Phase 3 franchises may need to be taken at risk and delivered before they are assured. For those franchises with a current licence, the DCTS Franchise and Assurance Cell may only need to visit for a shorter period in order to assure whether the Defence standard and any accreditation requirements are being met. Annex D to JSP 822, Part 1, Chapter 4, Section 4.1, outlines the 1st, 2nd and 3rd party assurance responsibilities for DTC franchises.

13. Personnel undertaking AVs, be they from DCTS or the SCs, must be SQEP to undertake such an activity and must have attended the DCTS audit training or an external equivalent agreed by the Lead TRA.

14. Following a franchise AV, a written report will be provided by whoever has undertaken the assurance within two weeks and shared between DCTS and SCs. The report will list any non-conformities (NCs) and will also make Observations. A NC in the case of DTC franchises is the failure to deliver the TOs and the AStrat to the required standard in order to meet Defence and/or external accreditation requirements. Typical examples of NCs are: omission of KLPs/TOs; too much emphasis on the single Service context such that the Defence standard is eroded (e.g. focussing on the leadership code of a particular Service when the training audience is tri-Service); omitting aspects of assessment. These examples are not exhaustive. An Observation may detail practice which is particularly good and also practice that requires improvement. Practices that require improvement would be addressed as part of on-going CI.

15. The following outcomes are possible:

- a. **No non-conformities.** If the AV is successful with no NCs, the report will state that the franchise may continue training and its licence will be renewed. Such franchises will undoubtedly also have some areas in which they could improve and these will be listed as Observations. As part of on-going CI, it is recommended that the unit creates an action plan to address the Observations.
- b. **AV finds NCs.** If the AV visit finds NCs, the Assurer from the DCTS Franchise and Assurance Cell will, in the first instance, speak with the Trg CO (or OF4) of the franchise unit to discuss the AV findings. An Action Plan is to be drawn up by the franchise and a way ahead agreed. DCTS will plan and conduct a follow-up AV/meeting within 6 weeks³¹⁸ to ensure that actions to address the NCs have been put in place.
- c. **NCs not resolved within 6 weeks.** If the NCs have not be resolved within 6 weeks, CO DCTS will also speak to the Lead TDA (DefAc) and the SC TRA in order to agree a further action plan to bring the franchise delivery back up to the required standard ASAP. A judgement is to be made as to the impact of the NCs and any risk that is consequently being held by the SC and Defence. In most cases, training will be able to continue. DCTS is to then prioritise the franchise for a further AV to check that the non-conformities have been rectified.
- d. **Serious or continuing NCs.** If an AV finds serious or continuing NCs, during an AV or follow-up AV, which cannot be resolved and there is deemed by DCTS or the Lead TDA to be too much risk for training to continue, the SC TRA and Lead TRA is to be informed. The Lead TRA will assess the situation and, in consultation with the relevant SC,

³¹⁷ This assurance involves DCTS observing the first course and carrying out a full documentation check.

³¹⁸ If longer is required, this must be agreed between DCTS Franchise and Assurance Team and the Franchise.

make the final decision. It is only the Lead TRA that has the ability to remove a franchise licence and this will only be done in extremis.

16. A copy of the AV report, along with the completed checklist from Annex C, must be held by the DCTS Franchise and Assurance Cell for external audit purposes.

AV report documentation

17. The Franchise Assurance Document/Activity checklist at Annex D will assist the franchise unit in preparation for the AV itself and in the understanding of the AV report.

Annexes:

- A. Application Form and Staffing Route to Request a Franchise.
- B. Guidance on Supporting the Completion of the Shadowing and Co-Delivery Process for DTTT Phase 1 and 2 Delivery.
- C. Franchise End of Course Report Template.
- D. DTC Franchise Assurance Activity/Document Checklist With Success Indicators.

APPLICATION FORM AND STAFFING ROUTE TO REQUEST A DTC FRANCHISE

All requests for the franchising of DTC courses are to be made through the SC POCs listed in JSP 822, Part 1, Chapter 1, Section 4.1.

Please type your answers as fully as possible using as much space as you need:

1. What type of franchise do you wish to set up?

DTTT Phase 1 and 2/DTTT Phase 3/DTS/COT *[Please delete as applicable. If you are applying for more than one franchise please use a separate application form for each].*

Answer:

2. Why is the franchise is required, i.e. who will be in receipt of the training and why do they need it? Is it for geographical reasons? Is it to meet a SOTR/SOTT deficit? Is it to reduce T&S costs? Is it to provide contextualised training?

Answer:

3. Will the training be embedded in a longer course? If yes, please provide details of the longer course and how you see the delivery material being embedded.

Answer:

4. Why can demand not be met by other existing training providers in the local area?

Answer:

5. What is your desired start date for the delivery of franchised training?

Answer:

6. What is your estimated annual student throughput for the next 5 years?

Answer:

7. Who will be delivering the course? What are their qualifications?

Answer:

8. For DTTT Phase 1 and 2 franchises only, how many of your staff will require T4 training in order to deliver the training under franchise? For other franchises, what are the additional DCTS Trainer requirements?

Answer:

9. For DTTT Phase 1 and 2, DTTT Phase 3 and DTS franchises, who will be the DLE Administrator?

Answer:

10. Will DCTS be required to provide accreditation services to support your franchised delivery? If yes, what services are required?

Answer:

STAFFING ROUTE

OF4 TRG UNIT CO (or other OF4) OF POTENTIAL FRANCHISE HOLDER)

I support this application for the following reasons:

Comment:

Name and Rank:

Date:

E.Signature (via email)

[Application form to be staffed onwards to SC POC]

SC TRA POC

I approve/do not approve the application for the following reasons:

Comment:

Name and Rank:

Date:

E.Signature (via email)

[Application form to be staffed onwards to Lead TDA, Def Ac.]

LEAD TDA

I approve/do not approve the application for the following reasons:

Comment:

If approved: **Having liaised with DCTS, the likely date for the franchise to go live is:**

Answer:

Name and Rank:

Date:

E.Signature (via email)

[Application form to be staffed onwards to SC TRA.]

If the application is successful, SC POC is to inform applying unit to liaise with DCTS to obtain the necessary support to set up the franchise.

GUIDANCE ON SUPPORTING THE COMPLETION OF THE SHADOWING AND CO-DELIVERY PROCESS FOR DTTT PHASE 1 AND 2 DELIVERY

1. Those employed as Defence T4 Phase 1 and 2 have certain training requirements to complete before they can deliver DTTT Phase 1 and 2. A description of the necessary training can be found in JSP 822, Part 1, Chapter 4, Section 4.1.
2. The shadowing and co-delivery (ShaC-D) process is to be conducted at DCTS or within a licenced and established franchise³¹⁹. In all cases, a SQEP individual, e.g. a DTS or Training Management Specialist, will be responsible for determining the training requirement for the individual, supporting the individual and completing the sign-off process which states the individual is fit to proceed to the Defence T4 course.
 - a. If taking place at DCTS, individuals are to engage with the Franchise and Assurance Cell at DCTS to establish a date when suitable ShaC-D can take place. ShaC-D may also take place within a licensed and established franchise. In these instances, franchises are to contact DCTS to receive guidance on the ShaC-D process. SCs are responsible for ensuring the correct input standard prior to attendance on the Defence T4 course.
 - b. If ShaC-D is required, once a date has been confirmed, the course officer of that particular DTTT Phase 1 and 2 course is to make contact with the individual to establish:
 - (1) Proposed list of lessons to be co-delivered on the course (Min. of 3).
 - (2) Designated mentor (if different from the course officer).
 - (3) Accommodation and travel (Franchise Admin will complete for those attending DCTS).
 - (4) General Admin (Franchise Admin will complete for those attending DCTS).
 - c. It is recommended that the individual involved in the ShaC-D process is to be present for all lessons and Teaching Practices contained within the DTTT Phase 1 and 2 course programme.
 - d. **Lesson Preparation.** If required the co-deliverer is to be assisted/supervised/coached/mentored prior to all of the lessons they are required to teach. The Franchise Director/designated mentor must be confident that the learning experience of students on the DTTT Phase 1 and 2 course will not be disadvantaged.
 - e. **Assessment.** Each lesson that is taught by the co-deliverer is to be assessed by a SQEP³²⁰ who provides written and verbal feedback. The paperwork, which is the same as

³¹⁹ JSP 822, Part 1, Chapter 1, Section 4.1 states that ShaC-D is a mandated part of the Defence T4 Phase 1 and 2 training pipeline. ShaC-D ensures that potential Defence T4 Phase 1 or 2 are competent to both deliver and assess training. Critically, they must be able to assess to the L3 Award in E&T training delivery standards. Where an individual is currently employed, and performing exceptionally, as a Defence Trainer Phase 1 or 2, they may be considered suitable for exemption from the shadowing and co-delivery aspect of the Defence T4 training. In franchises, SCs can judge who is suitable for ShaC-D exemption but are responsible for ensuring that those who attend the residential Defence T4 training course are at the required start state. DCTS will advise SCs on the start state standards. DCTS will RTU personnel who are not at the required start state and are the only authority able to grant the Defence T4 Phase 1 and 2 competence. DCTS also has the authority to decide if an individual can be exempt all, or part of, the residential Defence T4 training course.

³²⁰ Normally a DTS or a nominated Training Management Specialist.

that used for qualified Defence Trainers, can be found at Appendices 1, 2 and 3 to this Annex B. Appendix 1, which is suitable for all types of lesson delivery, is the standard lesson observation form for Defence Trainers but, for ShaC-D purposes, it is used to aid feedback to the person who has co-delivered a lesson as part of ShaC-D. Appendix 2 is the aid to deliver the feedback from the observations recorded on Appendix 1.

f. **Co-assessment.** During co-delivery, the co-deliverer is to co-assess students' Teaching Practices, alongside qualified Defence T4 Phase 1 and 2. A mandated minimum of one assessment from each of the Teaching Practices 1, 2 and 3 (3 x assessments) is to be completed using the appropriate lesson assessment paperwork. Appendix 3 is the form used by the person undertaking ShaC-D to plan and deliver feedback to a trainee.

g. **DTTT Phase 1 and 2 student course workbook brief.** An appointment is to be made with the Qualifications Team at DCTS in order for the co-deliverer to be briefed on the Defence Trainer Phase 1 and 2 course workbook³²¹. This can be in the form of tele-conference for external units or in person for those at DCTS. For those on the DTTT Ph 1 and 2 T4 course, this is not required as it forms part of the course.

4. Once the ShaC-D process has been completed³²², individuals are eligible to apply for a Defence T4 Course at DCTS. Where ShaC-D has occurred at a franchise, copies of Appendices 1 to 3, which will have been used in the ShaC-D process, are to be forwarded to DCTS in order for DCTS to prepare for that individual's arrival on the Defence T4 course.

³²¹ Personnel whose SCs may have contracted this part of the process are still to attend the brief.

³²² Unless an individual was deemed to be at the required start state for T4.

LESSON OBSERVATION – MARKING GUIDE³²³

Defence

Trainer: _____ Lesson Title: _____

Lesson Structure	
Present	Assurer Comments
INTRO:	
Objectives/Aim:	
New material presented:	
Learning Strategy:	
Apply	Assurer Comments
Learning strategy:	
Review	Assurer Comments
Review carried out at start of lesson:	
Review carried out during the lesson:	

³²³ Appendix 1, which is suitable for all types of lesson delivery, is the standard lesson observation form for Defence Trainers but, for ShaC-D purposes, it is used to aid feedback to the person who has co-delivered a lesson as part of ShaC-D.

Review at the end of the lesson, a summary is carried out by the trainer to:	

Questioning Technique	
	Assurer Comments
Appropriate questioning technique used: <i>(may also be part of the learning strategy)</i>	

Layout/Resources/Training Aids	
	Assurer Comments
Classroom Layout:	
Relevant and Appropriate:	
Quality:	
Technique:	
Overall time management:	

Trainer Qualities	
	Assurer Comments
Vision:	
Support:	
Challenge:	

Lesson Effectiveness	
	Assurer Comments
Objectives:	
Check of progress:	

Defence Trainer: _____

Date: _____

DTS _____

Date: _____

LESSON OBSERVATION – FEEDBACK GUIDE³²⁴

Strengths	

Areas for Improvement	

Recommended Actions	
Overall Assessment	

Defence Trainer: _____

Date: _____

Defence Trainer
Supervisor: _____

Date: _____

³²⁴ Appendix 2 is the aid to deliver the feedback from the observations recorded on Appendix 1.

LESSON OBSERVATION CONCISE FEEDBACK FORM³²⁵

FEEDBACK FORM							
Establish Rapport (Set trainee at ease)							
Trainee Self-Analysis (A balanced view of how they thought the lesson went)							
Review Objectives/Aims (Refocus on the TO)							
Elicit Strengths³²⁶ (generate ownership)	1						
	2						
	3						
	4						
Elicit areas for improvement (GROW) Goal Reality Options Will							
Restate Strengths	4						
	3						
	2						
	1						
Elicit corrective action (so next time you deliver, what will your focus be?)							
Assess Progress Set or Review SMART(ER) Targets	Specific	Measurable	Achievable	Repeatable	Time based	Exciting	Recorded
Any Questions (Clarify any outstanding points)							
Encouragement (End on a positive note)							

³²⁵ Appendix 3 is the form used by the person undertaking ShaC-D to plan and deliver feedback to a trainee.

³²⁶ Was PAR used effectively (Present, APPLY, Review)?

FRANCHISE END OF COURSE REPORT TEMPLATE

The EOCR is primarily used by DCTS to collate throughput numbers in order to monitor whether the SOTT is being delivered so that the CEB process can be supported. Understanding the throughput and pass/fail rates also assists DCTS in targeting their assurance resources. Note: the EOCR is not an InVal tool.

Unit / Franchise		Date of Course	
Location		Other DS	
Lead DS			
No. of Students		No. of Syndicates	
Number of Passes			
Other Comments	(include comments of anything you wish to highlight to the DCTS Franchise Team)		
Details of next course	(include dates, lead instructor, likely numbers of students, location, proposed Franchise Trainers and any concerns)		

Actions on completion of the course

For all franchises, the EOCR must be completed and sent to the DCTS Franchise and Assurance Cell within 2 weeks of the course finishing.

For DTTT Phase 1 and 2 franchises, a nominal roll detailing each student's name, rank, Service number and unit should be attached to this form. Where applicable, student workbooks should be completed and signed and sent to DCTS Accreditation Cell.

JPA Competence Recording. All students are to be awarded the relevant JPA competence iaw JSP 822, Part 1, Chapter 4, Section 4.1. In the absence of an admin cell at the franchise unit, it should be annotated on the course report/certificate for attention of the individual's Line Manager.

DTC FRANCHISE ASSURANCE DOCUMENT/ACTIVITY CHECK LIST

Ser	Document/Activity	Seen		Remarks/Observations
		Yes	No	
(a)	(b)	(c)	(d)	(e)
1	Course Application Process			Franchises should ensure that all applications to undertake training at their unit are scrutinised to ensure that only eligible personnel who have met the entry criteria, are permitted to attend. If there is a pre-residential e-learning requirement, this must be completed.
2	Joining Instructions			Comprehensive, enabling students to arrive fully prepared for the course. Sent well in advance of course start date. Included in these must be the requirement to complete the pre-residential mandatory training on the DLE if relevant.
3	Course Documentation:			A check of current course documentation must be conducted, ensuring that the current, endorsed version issued by DCTS (this includes instances where the DCTS-endorsed courseware has been embedded in local documentation) is being used. This check should include: FTS/TOs/LSpecs/ASpecs.
4	Access to DTC Resources on the DLE			There must be at least one member of staff nominated as the DLE Administrator for the resources on the DLE (for access to on-line course materials, forums etc.)
	DLE Administration			Each unit must nominate an individual who is responsible for loading trainees onto the DLE to complete the mandatory pre-residential training.

Ser	Document/Activity	Seen		Remarks/Observations
		Yes	No	
(a)	(b)	(c)	(d)	(e)
5	Franchise Trainer Qualifications Log Nominated DLE Administrator			Each franchise establishment/organisation must maintain a register of Franchise Trainer qualifications.
6	Franchise Trainer Monitoring Log			Franchise Trainers are to be formally monitored iaw JSP 822. Units are to maintain a Trainer-monitoring log and copies of all monitoring sheets are to be made available during AVs.
7	Lesson Observation: Skills Knowledge			<p>Main Room lesson observations by the AV Assurer should be conducted using the marking guides at Appendices 1 and 2 to Annex B.</p> <p>Franchise Trainers should be given immediate feedback from the Assurer, where possible, and should be provided with a copy of the marking guides.</p>
8	Student Teaching Practice Assessment and Feedback Observation			<p>Observation of student Teaching Practice delivery/assessment should be conducted by the Assurer. The lesson should be co-marked by a Franchise Trainer using the appropriate marking guides at Appendices 1 and 2 to Annex B.</p> <p>Franchise Trainer marking guides should be checked to ensure that they are being completed iaw relevant ASpecs.</p> <p>Student trainers should be given immediate feedback from their Franchise Trainer. Completed marking guides are to be filed in the student profile record.</p> <p>Teaching Practice debriefs should be observed by the Assurer.</p>
9	Environment			The environment and resources should conform to the standard articulated in the DTC Training Courseware which is held on the DLE.

Ser	Document/Activity	Seen		Remarks/Observations
		Yes	No	
(a)	(b)	(c)	(d)	(e)
10	Course Workbooks			When conducting an AV of a DTTT Phase 1 and 2 franchise, a sample of completed course workbooks should be seen by the Assurer for comment on the AV Report.
11	Course Certificate and Record Keeping			A course certificate, using the issued template, is to be generated for all students. JPA competences accurately recorded.
12	InVal/Throughput Data			For each course all trainees must complete an end of course questionnaire. InVal conducted iaw JSP 822.
13	Summary of interviews held during AV: Course Manager Franchise Trainers			Information should be gathered from the Franchise Trainers either in one-to-one interviews, or if more convenient via discussion forums.

5 Defence Direction for Technology Enhanced Learning (TEL), the Defence Learning Environment (DLE) and Simulated Training

5.1 TEL

Policy Sponsor: DTEL, DefAc, and TESRR, CDP³²⁷

The TEL³²⁸ Direction contained within this Section provides Defence policy for anyone involved in developing or implementing TEL within Defence. Guidance is available in the Learning Technologies Handbook 2012 (held by DTEL, DefAc).

Defence has been using TEL applications for many years and examples of good practice have often been prevalent. This policy has been written in consultation with practitioners across Defence to share this good practice and provide a framework against which current and future TEL developments can be assured. The Defence Learning Environment (DLE) acts as a platform to support TEL and its enhanced capabilities will offer end users with improved opportunities to deliver training. The DLE acts as a key enabler to improve the ability of personnel to access Distance Learning and Distributed Training, enhance the home working experience and improve collaborative learning.

Target audience

1. Technology Enhanced Learning (TEL) seeks to improve the trainee learning experience by:
 - a. Aiding trainee engagement, satisfaction and retention.
 - b. Helping to produce trainees with the knowledge and skills required to operate within the MOD environment.
 - c. Encouraging inspirational and innovative training.
 - d. Personalising training (learning) that promotes reflection and CPD.

and includes learning technologies across a spectrum from interactive white boards, to the DLE and simulators.

2. The following groups of personnel are to follow the principles and framework within this policy:
 - a. TRAs and TDAs.
 - b. Project teams who have training responsibilities.

³²⁷ Training, Education, Skills, Recruiting and Resettlement, part of Chief of Defence People, 6th Floor, MoD Main Building.

³²⁸ TEL is defined as 'applications (software) used in training to improve the delivery of training in order to enhance learning'.

- c. Training activity/course managers.
- d. Training activity/course designers.
- e. Trainers, lecturers and teachers.
- f. Internal training consultants.
- g. Partners, contractors and suppliers involved in Defence TEL development and implementation.

Identifying the requirement for TEL

2. The use of technology to enhance training (learning) is one training delivery method and is to be considered as part of the DSAT process. The key to identifying the TEL requirement is to first analyse the most appropriate delivery Method (e.g. lecture, discussion, self-study) and then analyse the most suitable Media (which could be a classroom, a book or some form of TEL). For all TEL requirements across Defence, an analysis of the most suitable Methods & Media is to be undertaken and documented before procurement is recommended. Not all TEL are suitable for all training requirements. In order to select the most appropriate Media an analysis of suitable Methods is required first.

3. Before planning development and implementation of TEL, contact is to be made with sS Technology Enhanced Learning Working Group (TEL WG) representatives³²⁹ for advice or, for those Defence units without a sS lead, the Defence Technology Enhanced Learning (DTEL) Team staff at the Defence Academy (DefAc), Shrivenham. This is to avoid duplication of effort and wasting resources. Contact with sS leads will allow an oversight of current capabilities. The TEL WG is a forum through which sS leads can share and capture knowledge across Defence.

Principles for development and implementation of TEL (The TEL Ruleset)

4. These principles are to be followed when developing or procuring TEL for Defence³³⁰:
- a. **Reuse.** Existing TEL is to be used if it has been previously procured or designed. Procurement of new TEL should be justified via the submission of a Business Case. Many fully accredited TEL instances have been purchased for MoD use. These include DLE and VLE³³¹ instances as well as enterprise licenses for authoring tools and 3D simulations such as VBS2. Defence is also required to utilise Civil Service Learning products for generic learning requirements which are common across government.
 - b. **Interoperability.** New TEL systems should be interoperable where possible allowing the ability to create, share and adapt learning content and exchange data with other systems. Exceptions to this can only be approved through DTEC.

³²⁹ sS Learning Technology Representatives are: NAVY TRG HQ-SYNTH SO3 (RN), D Trg SO2 LT Pol or SO3 LT DD (Army), HQ No 22 (Trg) Gp SO2 LT (RAF), DLPO DefAc (Civil Service).

³³⁰ The TEL Ruleset does not apply to Simulation. For Simulation refer to the DTEC Ruleset in JSP 822 Part 2 Chapter 2, Section 2.1.

³³¹ The DLE is not the only VLE in Defence. All other VLEs should be approved by sS and DTEL staffs.

c. **Flexibility.** New TEL developments or procurements must clearly show a (documented) effort to meet wider Defence needs as well as sS or role-specific requirements. This is because new TEL must, wherever possible, include enough flexibility in order to meet the widest possible requirements across Defence.

d. **Availability.** New TEL solutions must aim to maximise the number of Defence people who can access the TEL. Value for Money (VfM) must always be preeminent when delivering a new TEL solution as there is likely to be Cabinet Office scrutiny where a digital spend is triggered.

e. **License-free Learning Technology applications.** If reuse is not possible, analysis of available license-free TEL must be evident when considering new TEL requirements. Licence free software such as Open Source (code which can be changed without restrictions) and Freeware, offer the opportunity for cost-effective TEL with no on-going license fees (some Freeware is only available for personal use); however, proper due consideration must be given to the security of MOD data.

f. **Commercial Off the Shelf (COTS).** If open source freeware does not meet the need then the next source of TEL, COTS and/or Government Off The Shelf (GOTS), is to be used bearing in mind that GOTS is not free and is often more expensive than COTS. The rationale supporting this is that COTS packages are normally robust, well supported and cost-effective therefore implying low risk for implementation. They will also be available immediately within commercial and accreditation time constraints. The MoD has several independent software preferred suppliers who can assist with the procurement of COTS packages. Information on the preferred suppliers is available from DTEL staffs.

g. **In-house development.** If a bespoke development is required (i.e. existing, GOTS or cost-effective COTS solutions are not available) then the default development Method, is to be in-house (assuming local resources are available). Many simple and rapid TEL authoring tools are now available which do not require programming skills. This supports the development of content by SMEs eliminating much of the communication, time and cost overheads associated with employing commercial developers. Advice can be sought from DTEL staff or sS DTEL WG representatives.

h. **Commercial development.** Commercial development of TEL must only be procured for those specific elements which cannot be cost-effectively developed in-house and are not already available within Defence (or via cost-effective GOTS/COTS products) A business case with evidence of prior investigation of options will be required in these cases. The justification for commercial development is that although far more development tools and expertise are now available in Defence, there will be exceptional circumstances when the requirements justify external development. These could include high fidelity TEL requirements using state of the art development techniques and technologies or the non-availability of in-house developers. Enabling agreements exist for the procurement of bespoke TEL³³².

³³² See para on Bespoke Procurement for more detail.

TEL constraints

5. **Security accreditation.** Appropriate Defence security accreditation agencies must be engaged **before** any planning or development work for unaccredited TEL has been started. Accreditation is a challenge with firm regulations which are not apparent to many TEL project members. Gaining Defence accreditation must be sought immediately after it has been identified that new TEL will meet the requirement. For local implementations of TEL, the unit CIS security representative will provide advice on how to proceed. For web-based solutions which are distributed across Defence, a DAIS³³³ accreditor must be appointed. In addition, with DII, if there is a requirement to load software on PCs, a long process of compliance testing and evaluation will be required.

6. **Technology limitations.** New TEL projects are to include relevant analysis of technology limitations which will constrain development and procurement options. Many previous Defence TEL projects have not achieved expected outcomes due to technology limitations. Defence has over 1000 different networks with many legacy systems and locked down applications. New TEL must be planned within tried and tested infrastructure and software applications using compressed and standardised Media which reduce bandwidth and processing overheads. Specific technical specifications are available on the DLE.

7. **Culture.** New TEL development and implementation planning must include management of the cultural change aspects inherent with any new TEL. The New Employment Model (NEM) recommended more stability for Service personnel through the delivery of greater Distributed Training which will reduce the time personnel spend away from home on residential courses³³⁴. There will, therefore, be an increase in the requirement to deliver content via the DLE.

In-house development

8. Acquisition of new development tools requires clear justification (such as inadequate infrastructure connectivity to web-based authoring tools). TEL development is to follow a flexible method which allows regular review between all stakeholders (such as managers, developers, sponsors, trainers, trainees etc.).

Bespoke procurement

9. The rules listed below apply when commercial companies are contracted to produce TEL for Defence. These companies must be made aware of this TEL Direction and their development methods should be transparent and coherent with it.

10. **Enabling agreements.** Government or Defence enabling agreements must be considered first for the procurement of TEL applications. Existing enabling agreements ensure that approved suppliers are used who satisfy government or Defence requirements. These agreements are managed and reviewed to ensure that VfM and quality are maintained. If existing agreements do not meet the requirement then the Acquisition System Guidance (ASG)³³⁵ for new contracts is to be followed. Procurement of bespoke e-learning can be accessed through the CCS Framework enabling agreement. If no enabling agreement exists for the TEL requirement, then users are to run their own commercial

³³³ Defence Assurance and Information Security (DAIS): contact details on Defence Intranet Team Site.

³³⁴ Also, through the expansion of the amount of career training that can be delivered at regional centres, home units, or via Distance Learning/e-learning.

³³⁵ Further details are available at <http://aof.uwh.dii.f.r.mil.uk/>.

competition as dictated by UK and EU law to ensure that MoD commercial and accreditation regulations are complied with.

11. **Contract specifications.** The following specifications are to be documented in all TEL contracts³³⁶:

- a. The MoD is to have full Intellectual Property Rights (IPR) for all content produced by the Suppliers including source files. Any exclusions (e.g. proprietary media players) must be explicitly stated.
- b. Suppliers are to be constrained to use development tools which are fully compatible with the tools that the MoD have already purchased.
- c. Content produced must be in a format which will enable maximum reuse and integration with existing Defence TEL Applications.
- d. Suppliers are required to make clear their development process to the Defence Customers. This will include design principles and techniques which can be learned and applied by in-house experts for future projects.
- e. Deliverables must be in a format which will enable maximum capability for Defence to update and reuse the content without recourse to further contractor involvement.
- f. Deliverables must be in a format which will enable the optimal distribution across Defence's infrastructure resulting in wide availability to the TEL using the maximum variety of media.
- g. Through-life funding and support agreements must be included if required.

12. Guidance and advice on procurement of TEL for the Maritime, Land and Air domains must be sought from the following organisations within DE&S:

- a. Maritime Training Acquisition Organisation (MTAO).
- b. Training and Simulation Systems Programme (TSSP).
- c. Flight Simulation and Synthetic Trainers (FsAST).

Benefits management and realisation

13. Benefits need to be identified and defined in advance. Clear planning is required to enable the easy identification of all benefits realised. Business cases for TEL must clearly list benefits and how successful achievement of these benefits will be measured after implementation. Assumptions and risks must also be included. The TEL checklist includes a list of possible benefits and metrics which must be considered for new TEL implementations. These are examples of possible benefits:

- a. Improved performance.

³³⁶ No one in the MoD shall enter into a commercial contract unless they are commercially trained. The advice of a MoD commercial officer must be sought at the earliest opportunity before entering into anything which could be construed as a contract.

- b. Reduced cost.
- c. Reduced time.
- d. More choices for trainees.
- e. Increased availability to learning.
- f. Availability to Reservists at the most appropriate time and place.

Culture

14. TEL is necessary to provide a more cost-effective manner of delivering some aspects of training and it must be considered as an integral part of all training activity design. Introduction to TEL at initial training and during career development is essential to create the right culture in all Defence staff, from new recruits to senior leaders. It will also be necessary to train trainers in maximising the effectiveness of TEL. The skills required of on-line tutors also need to be developed and training managers need to be trained to utilise new technologies to their best advantage. The DTC is evolving to include this.

15. Recognition by the Chain of Command for 'learning' as a fully supported workplace activity is fundamental to success. Therefore, creating the right environment for learning to take place, at work or elsewhere, must also be presented as part of the cultural message. Increased exposure to high quality learning technologies and courseware will reinforce a positive culture.

Governance

16. The Technology Enhanced Learning Working Group (TELWG) acts as the pan-Defence forum to discuss technological enhanced learning, coherence, co-ordination, research and policy recommendations. The TELWG's aim is to nurture a culture of continuous improvement and encourage best practice. The TELWG is accountable to Hd TESRR at the 1* Simulation Coherence Authority Group (S-CAG) through the JFC Training Education and Simulation Technical Authority (TE&S TA). TESRR provides the Head Office lead to drive coherence across the Department. TEL governance is also partly covered in Chapter 5, Section 5.2, the DLE, in that all approved VLE instances that are outwith the DLE are subject to scrutiny from the DLE Capability Board. Sponsors of such VLE instances may be invited to attend DLE Capability Board meetings.

Summary

19. Intelligent development, procurement and introduction of TEL supports the maximum reuse of learning material and capabilities. If these processes occur in isolation, the full potential for exploitation by Defence of TEL will never be maximised. Only by exposing and sharing development with all areas of Defence will cost-effectiveness be maximised and repurposing be realised. New TEL solutions must aim to maximise the number of Defence people who can access the TEL.

Contacts

20. For further information and contacts visit the DefAc DTELC website.

5.2 The Defence Learning Environment

Policy Sponsor: DTEL, DefAc³³⁷

The DLE is Defence's primary Virtual Learning Environment (VLE). In time, the DLE will become part of the Defence Learning and Management Capability (DL&MC). In addition to DLE hosting, the DL&MC will also incorporate an integrated training management information system akin to the current TAFMIS-T capability.

The DLE is able to deliver a variety of TEL such as e-learning, forums and Wikis. The DLE enables more effective access via both internet and intranet (DII) supporting trainees with the freedom to learn when they wish.

A VLE is a Course Management System that supports blended learning accessed via an Internet browser. A VLE typically contains a variety of tools to facilitate teaching and learning, in addition to management functions that enable monitoring of user access and progress. The functionality of a VLE supports conventional interactions between trainees, trainers and training support staff that are typically associated with a residential training establishment. Consequently VLEs are being used increasingly to augment traditional training and/or provide a portal for Distance Learning.

VLEs are used widely within mainstream education and, if employed appropriately, offer a number of advantages that can benefit both the trainee and the Training Provider. The ability for a trainee to 'pull' and a trainer to 'push' content from the platform, at the frequency, location and time of their choice, makes a VLE an optimum tool for blended learning and thereby provides an enhanced degree of flexibility in terms of learning delivery. This, combined with the effective management of learning content, enables version control of content within clearly defined course categories and provides trainees, trainers, facilitators, designers and support staff, with a catalogue of learning resources that are pertinent for their Roles.

The delivery of training and education using a VLE, as part of a blended learning solution, offers Defence significant flexibility in augmenting traditional face-to-face training. This includes greater opportunities for self-paced learning, a reduction in the amount of classroom-based learning and potentially more effective and efficient learning delivery. VLEs can also provide a record of individual learning thereby offering trainees 'reach-back' to content accessed previously.

Whilst there are many VLEs within Defence, the DLE is the primary VLE. Owners of VLE instances must, where practicable, migrate to the DLE in order to provide Value for Money (VfM) and greater coherence to blended learning in Defence. In the future, all VLE instances must migrate to the DL&MC.

Aim

1. To provide Defence Direction on the establishment and use of a single pan-Defence DLE for training and education as a part of a blended learning approach.

³³⁷ Defence TEL (DTEL), UK Defence Academy, Shrivenham (DII: DEFAC-HQ DTEL SO1).

Scope

2. This policy applies to all existing and future VLEs within Defence. It is incumbent upon SCs and TRAs to ensure that TDAs and Training Providers comply with this policy.

Current and future capabilities

3. Access to the DLE is via the Defence Gateway (DGW) and users will require a DGW account. The DLE consists of two main areas – ‘Defence Learn’, and ‘Schools’. ‘Defence Learn’ contains all mandatory and elective courses, such as Health & Safety and DII courses. ‘Schools’ contains audience-specific career courses and directed training, such as Military Knowledge (MK) and the Junior Officers Development Programme (JODP). The DLE is available at www.dle.mod.uk (via the Defence Gateway) and can be accessed on the internet, including from DII. The DLE will be accessible from Internet devices and with limited functionality from the Accredited LAN Intranet³³⁸.

4. The DLE allows learning resources to be shared and reused by Training Providers³³⁹. Owners of VLE instances must, where practicable, migrate to the DLE in order to provide Value VfM and greater coherence to blended learning in Defence. In the future, all VLE instances must migrate to the DL&MC. Migration to the DLE/DL&MC will be managed by the respective sS or Joint Forces Command (JFC) VLE policy leads, in conjunction with Defence Academy (DefAc) Defence TEL (DTEL) team, the owners of the DLE. Exemptions to this policy must be staffed by the appropriate TDA via the sS/JFC VLE Policy leads for endorsement by the DLE Capability Board.

Principal considerations

5. **Coherence.** Any TDA that has established the need for a VLE as part of their training and education delivery is to engage with their sS/JFC policy lead and DTEL in the first instance. Only if it can be shown that the DLE cannot meet their requirements will consideration be given to authorising the development of an independent environment subject to Defence Training and Education Coherence (DTEC)³⁴⁰ compliance³⁴¹ and endorsement by the DLE Capability Board. The DLE is the principal Defence VLE and will use a standard configuration to enable ease of access for trainees who may be required to use multiple areas.

6. **VfM/Funding.** The use of the DLE will reduce the resources and effort spent hosting and administering independent environments. The DLE is centrally funded through the DefAc budget contract providing access at nil charge to TDAs, Training Providers and users. All requests for changes or modifications to the DLE must be raised to DTEL in the first instance. Depending on the nature of the request, costs may be passed on to the proposer of the change. VLE instances outwith the DLE are to be funded by the respective TDA and must be achieved by the most cost-effective means and comply with the DTEC Rule Set³⁴².

7. **DLE access.** All Regular, Reserve and MoD Civil Service (MoD CS) personnel are entitled to a DLE account. Personnel working within Defence who are not paid directly

³³⁸ Previously called the Restricted LAN Interconnect (RLI).

³³⁹ This will also be the case for the DL&MC.

³⁴⁰ The DTEC rules specify how the SCs are to achieve coherence in the procurement of information systems, thereby leading to improvements in efficiency and effectiveness for T&E capability. The rules promote the sharing and re-use of assets across Defence and will establish an approved catalogue of services which can be drawn upon and reused in future projects.

³⁴¹ Part 2, Chapter 2, Section 2.1: DTEC Modelling and Simulation Rules.

³⁴² Part 2, Chapter 2, Section 2.1: DTEC Modelling and Simulation Rules.

through JPA or HRMS, including but not restricted to Defence contractors, locally employed civilians, foreign exchange officers and trainees, are entitled to DLE accounts. These accounts will require a Defence sponsor and be subject to annual renewal.

8. **DLE activity data limits.** The following Direction applies to all DLE training activities:

- a. DLE training activities are not to exceed 2.0 Giga Byte (GB). Should it be required that an activity is to be larger than 2.0 GB, but less than 5.0 GB, written authorisation is to be sought from SO2 DLE. Should the activity exceed 5.0 GB, written authorisation is to be sought from SO1 DTEL who is based at the DefAc.
- b. DLE training activities are to contain only learning content that is consumed by the trainee; non-learning content (such as, LSpecs, resource libraries, media stores) is not to be stored on the VLE. Other Defence Gateway Applications (e.g. Share Point) should be considered.
- c. Media (video, audio and images) is to be appropriately compressed prior to loading on to the VLE. Further details can be found in the Technology Enhanced Learning e-Learning Standards Profile (TELeLSP)³⁴³.
- d. Blended learning delivered through the DLE must be designed with the trainee in mind. Excessively large training activities can be daunting to the trainee and become counterproductive. The resources included in a DLE activity must meet the needs of the trainee both in terms of content and accessibility. Excessively large file sizes lead to oversized activities, which are difficult to access from mobile devices and consume unwarranted amounts of disk space which can affect the operation of the DLE itself. sS TEL leads and DTEL have experience of creating blended learning and can provide further advice on an individual basis.

9. **Security.** To maintain the security of Defence training data, the DLE is accessed from the authenticated users' page on the Defence Gateway. The DLE will host OFFICIAL content, in line with the revised Government Security Classification (GSC) system. Some other VLEs hold material of a higher classification and these must meet the required security accreditation standards.

10. **Accessibility.** The DLE and hosted content must meet accessibility guidelines and comply with the Equality Act 2010. In practice this means content must be compatible with screen readers and other assistive technologies. For legacy courseware that cannot be readily adapted to function with assistive technologies, the owner must be able to provide the content, if requested, in an alternative format in order to comply with the Equality Act 2010.

11. **Data protection and copyright.** All personal information on the DLE or any Defence VLE is to be dealt with in accordance with existing law on the subject of data protection. All content published on the DLE or any Defence VLE must be dealt with in accordance with existing law on the subject of copyright³⁴⁴. No content belonging to, or originating from, a 3rd party should be uploaded without first ensuring the correct rights are obtained. However, links to internet sites can be used freely.

³⁴³ Replaces the DTEC eLearning Standards Profile (DeLSP).

³⁴⁴ JSP 440: Defence Manual of Security.

12. **Quality assurance.** All courseware built and/or hosted on the DLE or any Defence VLE must have an identifiable TRA and TDA in accordance with the MTS³⁴⁵. The TDA is ultimately responsible for the accuracy of the content and the functionality of the courseware. Training design and training staff will be responsible for the day-to-day management of content and providing quality assurance of materials hosted on the DLE. Training Providers must appoint an individual who has overall responsibility for reviewing all published content to ensure classification of all materials remains at the correct security classification level and that it is current, consistent and adheres to copyright laws.

Governance

13. Governance of the DLE is vested with the DLE Capability Board, chaired by the Defence Academy Training and Education Deputy Head. The DLE Governance Structure is at Annex A.

14. In order to ensure coherence across Defence and pursue convergence of VLEs, all approved VLE instances that are outwith the DLE are subject to scrutiny from the DLE Capability Board. Sponsors of such VLE instances may be invited to attend DLE Capability Board meetings.

Key stakeholders

15. The key stakeholders and their responsibilities are:

- a. **TESRR.** The sponsor of this policy and related training and education policies.
- b. **DDC.** The sponsor of the web publishing policy³⁴⁶ and the approvals authority all new Defence sponsored websites.
- c. **DTEL.** To manage the day-to-day contracted provision for the DLE, provide systems assurance and DLE training in accordance with the endorsed SOTR.
- d. **CIO.** The provision of strategic Direction on Information and Communications Services (ICS) architecture to support DLE provision, and provide advice and guidance on ICS technology solutions.
- e. **sS and JFC Policy Leads.** To monitor and assure the DLE service contract as it pertains to their respective SCs and support the development of DLE policy.
- f. **People CivHR Strat.** To oversee the DLE service contract as it pertains to the MoD CS within Defence.
- g. **DLE Service Providers.** These are the 3rd party commercial bodies responsible for the provision of the DLE through contracted services.

³⁴⁵ See Part 1, Chapter 1, Section 1.1.

³⁴⁶ JSP 745: Ministry of Defence Web Publishing Policy.

Training

16. DTEL will provide DLE training to meet CEB-endorsed SOTR requirements that have been fully articulated by the TRAs, subject to appropriate resourcing from the sS Commands.

Evaluation and review

17. Routine evaluation and assurance of all VLE courseware is to be conducted by Training Providers, TDAs and TRAs in accordance with DSAT. The DLE Capability Board is responsible for ensuring that the DLE infrastructure and system meets Defence's requirements.

Annex:

A. DLE Governance Structure.

DLE GOVERNANCE STRUCTURE

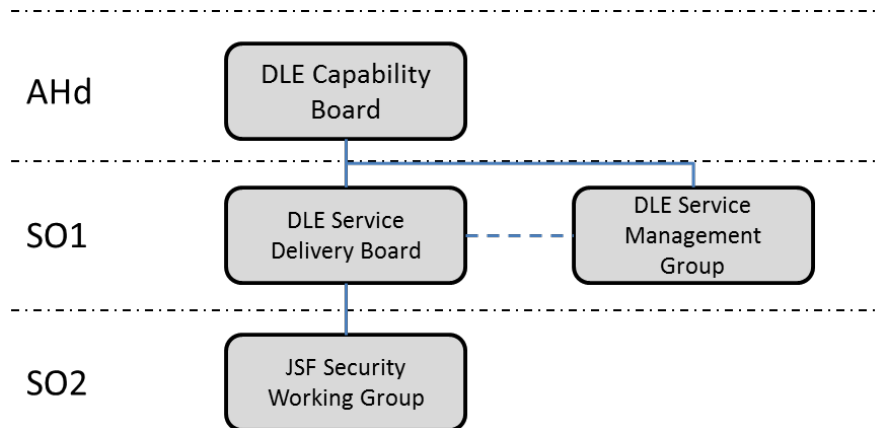


Figure 1. Governance Structure

- DLE Capability Board.** Meets biannually in April and October
 Chaired by TE DHd
 Attended by DTEL, Commercial Representative, DLE Service Providers, JFC, sS Comds, DCTT (OF4/5 level)
 Reports to SRO - DAOD
- DLE Service Delivery Board.** Meets monthly
 Chaired by SO1 DTEL
 Attended by DTEL, Commercial Representative, DLE Service Providers
 Reports to DLE Capability Board
- DLE Service Management Board.** Meets every 3 months
 Chaired by SO1 DTEL
 Attended by DTEL, Commercial Representative, DLE Service Providers, sS & TLB Representatives
 Reports to the DLE Capability Board and feeds into the DLE Service Delivery Board.

5.3 Simulated Training

Policy Sponsors: DCDS (MilCap) and TESRR, CDP³⁴⁷

Simulation³⁴⁸ is a key enabler for Defence. While there has previously been an emphasis on training and education, which will remain the principal user of simulation capability, simulation is increasingly embedded in operational systems and supporting decision making, mission rehearsal, acquisition³⁴⁹, operational analysis and experimentation. In the absence of a robust governance mechanism to assure coherence, there has been a bottom up approach to meet particular requirements sets, creating a plethora of discrete, standalone solutions that are limited in their application and interoperability. Improved direction, governance and co-ordination across Defence will yield a more flexible, coherent and affordable capability.

- Simulation is to be developed coherently across Defence and exploited to deliver the widest possible benefits to support Defence Final Outputs, wherever there is a clear Value for Money (VfM) and operational benefit in doing so.
- TLBs simulation strategies and supporting plans are to conform to this policy and are to be reflected in their respective annual Command Plans.
- Simulation capability change activity must be compliant with Training, Education and Simulation (TE&S) Technical Authority Direction and include engagement with the interim Defence Simulation Centre (iDSC- the current facility de-risking delivery of the Defence Training, Education and Simulation Centre (DTESC)).
- Owners of simulation must catalogue their applications and data, and map them against the Defence Information Reference Model (DIRM) to enable wider reuse and VfM.
- Simulation system interoperability is to be developed through a common architectural approach and exploited to support applicable Defence Operational Training Capability (DOTC) requirements to enable Joint and Coalition force preparation.

Scope

1. This policy covers all aspects of simulation used in Defence, including, but not limited to, operational support, training and education, experimentation, acquisition, evaluation and testing and warfare development.

Aim

2. To direct how simulation capability is developed to ensure and assure the coherent and effective use of synthetic capability in support of Defence Outputs.

³⁴⁷ Deputy Chief of Defence Staff (Military Capability) and Training, Education, Skills, Recruiting and Resettlement (part of Chief of Defence People), 6th Floor, MoD Main Building (DII: People-TESRR-TCFD SO1).

³⁴⁸ Simulation is the imitation of the operation of a real world system or process, exercising models over time. Throughout this paper, the term simulation should be considered to include modelling (a representation of an entity, phenomenon, system or process) and simulation activities that are either computer based or computer supported, including synthetics and synthetic environments (a computer-based representation of the real world, within which any combination of 'players' may interact).

³⁴⁹ Synthetic Environment based Acquisition, SEbA, allows the rapid prototyping and development of capabilities through the use of models in a synthetic environment.

Vision

3. By 2020, Defence will have a coherent framework of simulation capabilities that are cost effective, interoperable and rapidly reconfigurable. This will be supported by a DTESC that together will provide common, shared enablers in order to maximise the utility of simulation to enhance operational capability and use Defence resources efficiently.

Target audience

4. The Direction applies to personnel involved in Capability Planning and Management, Acquisition, Training and Education (T&E), Test and Evaluation, Experimentation and Operational Support.

Drivers

5. **National security context.** SDSR 2010 supporting work³⁵⁰ noted that Defence must cease considering simulation in a niche context and adopt a more mainstream approach. However, resource constraints have meant little progress has been made to date (See Annex A).

6. **Defence strategic context.** DSD13³⁵¹ identifies the optimisation of training and simulation as a strategic objective.

7. **Operational context.** Contingency will be addressed through the Joint Expeditionary Force (JEF³⁵²). Simulation will increasingly be used as an enabler on operations and timely delivery of the JEF will be a significant driver for improving Training System interoperability between environments and with key allies. The requirement for greater efficiency in the delivery of Defence outputs drives a more coherent use of simulation³⁵³.

Governance & approach

8. **Policy provenance.** This policy replaces the MoD Simulation Strategy (2009) and reflects the changes made under the Defence Operating Model. This is the source document for simulation and this should be reflected in Direction provided in future Defence Plans.

9. **Head Office roles and responsibilities.** DIRECT:

a. **DCDS (MilCap).** DCDS (MilCap) is the Defence Authority for Capability Coherence and will direct a coherent approach to simulation through the Defence Plan. Assurance will be provided through Holding to Account and periodic review at the Military Capabilities Board (MCB).

b. **CDP.** CDP is the Defence Authority for People which includes their training. Assurance will be provided through periodic review at the Defence People Training Board (DPTB).

³⁵⁰ SDSR Study 9.2 Simulation and Training.

³⁵¹ DSD 13 – Part 3, detailed Direction p26.

³⁵² CDS 10/14, 'CDS Op Dir (Cat 1) to Establish the JEF' dated 7 May 14, (SUKEO).

³⁵³ JCN 1/14 – Defence Joint Operational Concept.

10. **TLB roles and responsibilities.** DEVELOP, DELIVER, OPERATE:

a. **Lead Command status**³⁵⁴. JFC is the Lead Command (delivering capability) for joint training and simulation³⁵⁵. Within JFC, HoC C4ISR provides the TE&S Technical Authority, which supports, advises and assures coherence across all simulation development in Defence³⁵⁶.

b. **Command Plans.** Based on Direction provided within the annual Defence Plan, TLB Command Plans will outline how they will develop, deliver and operate simulation capabilities for which they are responsible. These Command Plans will be assured by FMC Cap Plans/Cap Jt Plans, as appropriate, with responsibility to assure affordability and coherence both within and across TLBs. TLB Command Plans should specify departmental leads for simulation to ensure that a pan-DLoD approach is taken so that the potential benefits of simulation (as outlined in Annex A) can be exploited.

11. **Governance structure.** The clear delineation of roles and responsibilities of Head Office and the TLBs as outlined above formalises the governance of simulation. The governance structure includes the following key components:

a. **3* oversight.** To assist DCDS (MilCap) and CDP in meeting their responsibilities as Defence Authority for Capability Coherence and Defence Authority for Training respectively, the following two boards will routinely consider appropriate elements of simulation:

(1) **MCB**³⁵⁷. With respect to the development of simulation, the MCB will provide prioritised, clear Direction and Guidance on capability coherence issues or technical compliance issues that cannot be resolved at the TE&S Technical Authority or Simulation Coherence Authority Group level.

(2) **DPTB**³⁵⁸. The DPTB meets quarterly to provide strategic Direction and Guidance on all Defence people and training matters, including the use of simulation, in accordance with Defence Board Direction.

b. **Key simulation forums.**

(1) **Simulation Coherence Authority Group (S-CAG).** Previously the DTEC Coherence Group, this has been renamed to reflect explicitly the wider applications of simulation and will be chaired in Head Office by Hd TESRR. The S-CAG is the 1* level forum responsible for driving coherence in the use of simulation and TEL. It will convene biannually (or quarterly if deemed necessary by stakeholders) and review reports from the SCs and the TE&S Technical Authority to focus specifically on opportunities for the collaborative

³⁵⁴ Lead Command is defined in the FMC Operating Model as: 'Where a capability is required by more than one Command, in agreement with Head Office and the Commands, a lead Command is appointed (through the TLB mandate in the DP) with responsibility for planning, delivering and generating that capability as part of its sub-portfolio. The Lead Command, by negotiating and agreeing with the other Commands (through a JBA), may then pass aspects of the delivery and generation of the capability to the appropriate Command.' Pg 33 and see: pp13-14.

³⁵⁵ FMC Operating Model, version 1, Annex A, specifies JFC as the Lead Command (developing capability) for Joint Training and Simulation.

³⁵⁶ The Technical Authority holds meetings with SC representatives quarterly and engages with projects directly as required.

³⁵⁷ Chaired by DCDS (MilCap) the MCB is attended by: Command and TLB capability management leads, ACDS (Mil Strat and Ops), ACDS (People & Dev), ACDS (Log Ops), DJW, DIO Strategic Asset-management and Programme Team – Director, DST Rep, DECS IP, DIO SAPT-Director.

³⁵⁸ Chaired by CDP the DPTB is attended by: the PPOs, JFC DG JFD and DEFAC, ACDS (C&FD).

development and reuse of simulation across all areas of application. The S-CAG will identify where pan Defence development initiatives deliver improved BOI. It will advise the MCB where significant opportunities may be missed.

(2) Training, Education & Simulation (TE&S) Technical Authority.

The TE&S Technical Authority replaces the previous DTEC Technical Authority. HoC C4ISR will identify which simulation standards Defence should follow, develop relevant architectures and assure systems compliance in order to ensure capability coherence. The Technical Authority will support the TLBs in making the most appropriate acquisition choices for Defence; where serious conflicts of interest arise, these will be referred to the MCB. A key output is the TE&S Technical Authority report (including input from the Interim Defence Simulation Centre, (iDSC), the TEL WG and the Defence Technology Enhanced Learning Centre (DELIC)).

(3) Joint Training & Simulation (JTS) CPG. Reporting into the JFC CMG, this forum is chaired by C4ISR with representatives from across the sS, MoD and Jt Warfare. It seeks to identify, rationalise and prioritise pan-Defence requirements for JTS capability. The JTS CPG sponsors both the JTS Capability Audit and research to inform future JTS capability.

(4) Live Virtual & Constructive (LVC) Research Steering Group.

Research supporting the TE&S Technical Authority will be driven and coordinated by the LVC Research SG. Chaired by C4ISR, within the JTS CPG construct, exploitation routes for this research will aid the cost effective delivery of simulation across all stake holders.

12. Ensuring coherence. Coherence is necessary both in the requirement for, and management of, capability change. This will be delivered in the following ways:

a. **Technical coherence.** When simulation capability is acquired, it is to be compliant with the TE&S Technical Authority Rule Set³⁵⁹ to ensure that it delivers broader VfM. The Rule Set embodies the principles of common standards, open architectures and reuse. Specific areas of concern that have been poorly served to date, such as: connectivity, interoperability, terrain database rationalisation and architecture will be a particular focus for the TE&S Technical Authority. The iDSC³⁶⁰ (and later eDSC and DTEC³⁶¹) will provide advice, guidance and support to all users of simulation. The DSC Industry Advisory Group provides an interface with the wider commercial sector consistent with development of the Whole Force Approach.

b. **Development coherence.** By fostering engagement across the simulation user community, the TE&S Technical Authority will expose common requirements and opportunities for collaboration between TLBs. This will allow the S-CAG to develop a pan Defence programmatic view regarding the development and delivery of simulation. Force generation of the JEF will be supported by DOTC which is likely to require synthetic enablers developed through collaboration between JFC and the sS³⁶², exploiting research undertaken in the LVC domain for the JTS CPG.

³⁵⁹ See JSP 822 Part 2, Chapter 2, Section 2.1.

³⁶⁰ The iDSC (Apr 14-16) currently provides a Customer facing 'Front Door' function at the Defence Academy, working in conjunction with the core QinetiQ DSC team and physical DSC facility at MoD Boscombe Down

³⁶¹ DTEC is a JFC funded Option that will develop out of the eDSC (subsuming the iDSC capability). IOC for the iDSC at the Defence Academy was Apr 2016. There will be a 3-year Concept and Assessment (C&A) for the DTEC, with delivery in 2019.

³⁶² Within DOTC, only DOTC (Air) is partially funded. Phase One to be in service late 2019. This will consist of Core Systems and Services, connecting Typhoon simulators (Lossiemouth and Coningsby) and E-3D simulator (Waddington). DOTC(M) and

c. **Enablers to coherence.** Improving Intelligent Customer capability in simulation through developing Suitably Qualified and Experienced Personnel (SQEP) is a TLB responsibility with T&E support provided by the Defence Academy. Simulation research coherence is currently assured by the TE&S Technical Authority within CSA's programme. Wider collaboration (with allies and industry) will be important supporting activities to the development of effective simulation capability. This is conducted by the SCs and DE&S through NATO and routine business but greater co-ordination is required with JFC and DE&S taking a joint lead.

Summary

13. Simulation has clear potential for greater utility across Defence. However, to exploit maximum benefit from investment in this area, better co-ordination of activity and spend is required. With the appropriate Direction, oversight and support from Head Office; clear governance structures and suitable mechanisms to resolve issues as set out in this Policy; the SCs will be able to develop and deliver simulation requirements in a coherent manner.

Authority

14. DCDS (MilCap) is the Defence Authority for Capability Coherence and CDP is the Defence Authority for People which includes their training. This policy will be reviewed in Jun 16.

Annex:

A. Governance and Coherence of Simulated Training in Defence.

DOTC(L) are unfunded. They are effectively a collection of current and future stand-alone capabilities within each SC. From a joint perspective, DOTC(J) is in pre-concept phase led by Jt Warfare.

- c. Dstl for Operational Analysis and experimentation.
- d. WECA for Evaluation and Testing.
- e. TESRR through the S-CAG and TE&S Technical Authority for the development and delivery of T&E.
- f. Defence Intelligence for authoritative threat models/data.
- g. Navy, Land, Air for environment specific applications.

3. **Use of the DSC/DTESC.** Each area of simulation use is to share the detail of their activities and compare requirements through the TE&S Technical Authority to promote collaboration and reuse. At a working level, the DSC capability will become the touch point between all simulation users³⁶³. Any Defence user seeking to develop or procure simulation solutions is to liaise with the DSC/DTESC. This will improve access to possible advice and support and increase situational awareness of simulation related activity across Defence.

4. **Role of the DTESC.** The DSC was established in 2012 as a key enabler for the DTEC Vision, to inform requirements for an enduring user-focussed hub for Defence simulation, to de-risk activity and secure funding. It was able to understand and address the wider requirements of the broader simulation community. Future DSC capability is funded by JFC through the DTESC Option. JFC will develop the DTESC in 2 distinct phases:

- a. **Enduring-DSC (eDSC): 2016-2019.** Transition from existing interim-DSC (iDSC) to enduring capability, and physical migration from MoD Boscombe Down to Defence Academy, Shrivenham. Simultaneous 3-year Concept and Assessment (C&A) for DTESC until 2019 comprising incremental trial of common services, as requirements are fully understood and defined.

- b. **DTESC: 2019-2026.** Future enhancement to provide core enabling systems and services to support Defence synthetics programmes (DOTC, MCTS etc) and simulation endeavours. Informed by Concept and Assessment undertaken through the eDSC 2016-19.

5. DTESC will deliver a centre of excellence and single-point of focus for Defence simulation. The core functions of the DSC and DTESC include: the provision of advice and guidance to simulation and Learning Technology users, acquisition staff and industry supporting MoD; the management of a DTEC Catalogue of Common Services, software, virtual terrains, models and tools; experimentation; and a Test and Reference capability. The DTESC will monitor the quality and value of the services that Customers receive to ensure the best deal for Defence, while also providing distributed simulation management functionality.

6. **DTESC services.** The scope of Common Services accessed through the DTESC is envisaged to include:

- a. **Terrain database generation.** The service will deliver to user specifications and provide maintenance (including Verification & Validation) with individual projects paying for their specific requirements to improve the global terrain dataset.

³⁶³ <http://www.da.mod.uk/dsc>

- b. **Computer Generated Forces (CGFs).** Around 20 independent applications are currently in use across Defence. Work is on-going to rationalise this grouping, whilst still meeting requirements, and pursue a common user control interface.
- c. **Weather services.** This will allow environmental effects to be co-ordinated and potentially delivered from a single coherent source.
- d. **Models.** The DTESC will provide a route to market for model development, including authoritative threat models verified by Defence Intelligence Capability
- e. **Assessment.** A key benefit of centralising this service through the DTESC will be to provide access to existing models and data packs through development of the DTEC catalogue.
- f. **Scenario development.** This service will deliver to user specifications, enabling operational training and mission rehearsal through simulation, by replicating the FOE in likely scenarios that coherently incorporate (amongst others) the services listed above.

7. **Defence Information Reference Model (DIRM).** The Defence ICT Strategy³⁶⁴ is developing the wider framework within which simulation sits. It provides the Guidance and a structured approach which must be followed for simulation users to benefit from operating within the Single Information Environment³⁶⁵. To improve coherence across ICT, the DIRM was created in 2011³⁶⁶. It provides a single governance framework to describe and link activities, process, policy and capability to enable them to be consumed and shared across Defence. Simulation applications, data and artefacts must be mapped to the DIRM to comply with the Defence architectural approach.

³⁶⁴ 'Defence Information and Communications Technology Strategy' October 2013.

³⁶⁵ The Single Information Environment is a logical construct whereby assured information can pass unhindered from point of origin to point of need.

³⁶⁶ DIRM Ver 1.0 dated 14 Apr 14 – accessed from CIO-CTO intranet homepage.

6 Defence Direction for Education and Development

6.1 Specific Learning Difficulties

Policy Sponsor: TESRR, CDP³⁶⁷

Specific Learning Difficulties (SpLD) is a term that is used to describe a range of learning difficulties that are inherent to an individual and which have the potential, to varying degrees, to affect an individual's ability to function effectively within the workplace. In essence, this neuro-diversity is centred on how the brain processes information. Such neuro-diversities³⁶⁸ can affect an individual's ability to function in a variety of ways, ranging from no discernable affect at all, through effective management via coping strategies, to support and assistance to recognise and manage the condition. SpLD are not always easy to identify and are sometimes confused with poor Skills for Life. SpLD can affect: organisation; sequencing; memory; auditory and/or visual perception; spoken language; motor skills; and time management.

SpLD management for the MOD Civil Service (CS) is covered by the Equality Act 2010 (EA10), which is the law that governs the management of learning difficulties; however Service personnel (SP) (including recruits and trainees) are exempt. This Direction therefore provides Defence Direction to all SP who have SpLD, and to line managers, trainers and commanders that are required to manage SP with SpLD. SpLD is not a medical condition and should not be treated as such, but are rather neuro-diversities that manifest as learning difficulties, which in the most part have no detrimental impact on a SP's daily life or work output. This Defence Direction seeks to ensure that SpLD is recognised as being an issue that is principally and proactively managed by the individual, supported where necessary by their Service Command (SC), and not a condition that should draw undue attention, impractical or unmanageable special measures or stigma. SpLD should not be treated as anything more than a naturally occurring difference to learning that, through targeted support and the implementation of coping strategies, can generally be successfully mitigated.

The earlier SpLD are identified the better the support that can be provided, with through career 'Learning Support' as the focus rather than 'testing/diagnosis/tracking'. SP need not be screened for SpLD during the recruitment process, nor is there a requirement to test for it during initial training (although there is no limitation where sS see a benefit). Difficulties relating to SpLD can manifest at any stage during a career. It is most likely that SpLD will become apparent at key career change points (such as promotion exams or during periods of stress).

³⁶⁷ Training, Education, Skills, Recruiting and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

³⁶⁸ Neuro-diversities encompass a number of specific learning difficulties, however, those applicable to military service and covered in this Direction are: Dyslexia, Dyspraxia, Dyscalculia and Scotopic Sensitivity Syndrome.

Scope

1. This Defence Direction provides policy for SP who are exempt from EA10. It provides a Learning Support framework for those identified with SpLD, ensuring that MOD meets its obligations as a responsible employer. Learning Support for MOD civilians is addressed in EA10. Reservists are eligible for SpLD support when formally mobilised. For non-mobilised reservists, the responsibility for SpLD support rests with the individual. MOD contractors are required to meet EA10 guidelines.

Aim

2. To ensure that SP with SpLD are provided with the Learning Support appropriate to their needs and that such support is consistent across Defence.

Principles

3. The Defence principles for SpLD are:

- a. The Armed Forces are exempt from the requirements of the EA10 but CS must comply in full.
- b. SpLDs are not a bar to recruitment or Service in the Armed Forces.
- c. Management of a SpLD is an individual's responsibility but Defence will provide assistance through reasonable and feasible support.
- d. Individuals may need support for their SpLD at any career stage, whether during initial training or in productive Service.
- e. Support will include specialist advice and guidance and other adjustments where feasible and reasonable within Service and resource constraints.
- f. Funding for specialist assessment may be provided. Individuals may use Learning Credits for additional personal support, or to provide specialist equipment specifically to help develop workplace coping strategies.
- g. SpLDs are recognised as part of a wider spectrum of neuro-diversity but the Armed Forces provide support for dyslexia, dyspraxia, dyscalculia and scotopic sensitivity only³⁶⁹. All other neuro-diversity issues are out of scope of this Direction and may require medical or psychological support.
- h. Training and Role Performance Statements are not to be varied to allow an individual with SpLD to complete a training event.
- i. Individuals who fail to achieve or maintain the standards required despite feasible and reasonable support may be moved to a more suitable role or dismissed from the Service.

³⁶⁹ A description of common SpLD can be found in JSP 822, Part 2, Chapter 1, Section 1.4, Delivery of Training.

Approach

4. SCs (3 x sS and JFC) are required to ensure that they maintain appropriately trained, qualified and placed SpLD Advisors throughout their Commands, who are capable of providing Learning Support specific to SP with SpLD.
5. The responsibility for managing SpLD, once it has manifested, lies principally with the SP. Where the SP has learning associated difficulties in the workplace they should make their line manager, trainer or commander aware so that appropriate Learning Support may be provided. Where the line manager, trainer or commander identify a SP who demonstrates learning difficulties, they should engage with the SP to identify the most appropriate Learning Support provision.
6. In exceptional circumstances a SP may, although selected for military Service, then fail to meet the minimum training standards required for that role. In these circumstances, sS may choose to move the SP to another role or discharge them from the Service.

Responsibilities

7. The responsibilities that rest with the individual, as well as the employer (MOD) are outlined in Annex A. Learning Support provision should be managed by and through the sS SpLD Advisor.
8. The **SpLD Advisor** should:
 - a. Meet with SP to identify what Learning Support can be provided. Early emphasis should be placed on counselling, coaching and development of coping strategies for the SP to implement and manage. The SpLD Advisor can monitor and assist as appropriate, but it should be emphasised that the responsibility for managing SpLD lies with the individual, with the SpLD Advisor in a supporting role only.
 - b. Where and if appropriate, and with the agreement of the SP, conduct a more formal assessment to ascertain if/what SpLD may be present, in order to better focus any Learning Support. Assessment should be conducted using the diagnostic tool, DAST³⁷⁰.
 - c. Where a SpLD is identified (due to severity or uncertainty of the learning difficulty as indicated by the DAST Score), an assessment (assisted by an Educational, or Occupational, Psychologist³⁷¹ if deemed necessary) may be conducted, leading to a formal statement of practical strategies to be adopted by the SP. In consultation with the SP and the agreement of the line manager, trainer or commander, the SpLD Advisor may then draw up an Individual Learning Plan (ILP) that provides an appropriate level of Learning Support, coaching and coping strategies.

³⁷⁰ The recognised Defence test for dyslexia is the Dyslexia Adult Screening Test (DAST). In addition, sS/SCs may choose to investigate the applicability of the LUCID LADS Plus and other appropriate tools. ARTD (Army) and the RAF screen for SpLD during initial training but in the context of 'Learning Support.' SP may wish, or be encouraged, to conduct online assessments to ascertain if/what SpLD may be present.

³⁷¹ A psychologist can examine the individual needs of SP in training, education or work and, through tests and interviews will establish a greater understanding of and individual's Learning Support requirements. The use of a psychologist should be considered as a last resort and a supporting activity to the SpLD Advisor.

d. Understand that it is the principal responsibility of the SP to proactively manage their SpLD, seeking support where appropriate. Learning Support that is offered should be done so at the earliest opportunity and at the most appropriate level, such as through counselling, coaching and coping strategies. More formalised assessments and support mechanisms (such as changes to the environment that may inadvertently stigmatise the SP) should be seen as escalatory measures rather than a start point, and only enacted if absolutely necessary.

8. **Defence responsibilities.** As the employer, the MOD, through SCs is to ensure that SP with SpLD needs are, where practicable, met. SP with SpLD have already passed the required minimum standards to enter service, meaning that SpLD should, in most cases, not prevent a SP from participating fully in training or productive Service. However, where flexibility exists, the needs of SP with SpLD should be accommodated, provided there is no detriment to the mandated training standards or operational effectiveness. The Learning Support or ILP agreed should take into consideration the practical implications of meeting these needs in a training or work environment and a balance, using military judgement, should be made, to ensure that both the needs of the individual and the Service are met. SpLD Advisors should provide advice and support to SP when asked to do so by the Chain of Command. All SP should be made aware of their SpLD Advisor so that informal advice may be sought.

9. **Individual responsibilities.** Individuals who enter service or join a new unit, station or ship, with a SpLD that requires some form of employer involvement, should inform their line manager, trainer or commander at the first opportunity; bringing to their attention any previously agreed Learning Support or ILP, for action, where appropriate. SP with SpLD that does not impact their working lives, or who have evolved coping strategies that do not require employer involvement, need not inform their line manager, trainer, or commander; although it may be prudent to do so. It is the primary responsibility of the individual to manage their SpLD, supported where and when appropriate by their SpLD Advisor. The individual is free to seek advice from their SpLD Advisor at any time, but any formal support must be provided in conjunction with the Chain of Command.

10. **Learning support.** SP with SpLD that require support should be provided with an appropriately tailored Learning Support framework³⁷² or ILP³⁷³. Appropriate strategies may include:

a. Advice by SpLD Advisor on sources of external and internal information, external bodies and assessment methods.

b. Assistance by SpLD Advisor to generate or adjust coping strategies.

c. Coaching by SpLD Advisor to develop learning strategies.

d. Where and only if appropriate, based upon the need of the individual and the judgement of the Chain of Command, formal assessment and diagnosis by the SpLD Advisor, supported by an Educational Psychologist³⁷⁴, in order to inform the development of an ILP.

³⁷² Broadly defined as a coping and coaching strategies agreed between the SpLD Advisor and the individual after discussion and, if necessary, assessment.

³⁷³ Broadly defined as a formalised plan that is put in place by the SpLD Advisor, often with Educational or Occupational Psychologist, after formal diagnosis.

³⁷⁴ Too early involvement of a Psychologist and 'over recommendation' should be avoided.

- e. Where practical and appropriate, review by the SpLD Advisor of SP's working or training practices with a view to adjustment that favours an improved Learning Support environment, but without detriment to others, training standards, or operational effectiveness or efficiency.
- f. Learning Support strategies and plans could include: extra time for written exams³⁷⁵; greater emphasis on oral, rather than written work; intelligent use of IT to mitigate the condition; allocated time for additional, specialist support; greater time to process and assimilate information; physical changes³⁷⁶ to the environment.

Governance

11. **Sponsor.** This Defence Direction is sponsored by TESRR who is responsible for maintaining the policy. The POC is C1 Personal Development and Education (People-TESRR-PersDevEdC1).

12. SC responsibilities:

- a. Develop sS SpLD policy and implementation plans in line with Defence Direction.
- b. Support SP with SpLD using internal and external resources.
- c. Within constraints, provide the Learning Support environment to meet the needs of SP with SpLD.
- d. Ensure quality, consistency and value of SpLD support for all SP under command.
- e. Record any active involvement with SpLD, such as the tasking of an Educational or Occupational Psychologist and the development of a formal ILP.

Funding

13. Responsibility for managing and mitigating SpLD lies with the individual SP³⁷⁷. This includes financial aspects that may be a consequence of such management or mitigation that falls outside reasonable employer responsibilities to provide suitable working conditions³⁷⁸, support and advice. Individuals may also choose to use their provision of Learning Credits to fund SpLD-specific assistance³⁷⁹. To support, advise and assist, SCs are required to fund through their TLB, the following provisions³⁸⁰:

- a. Establishment of trained, qualified and placed SpLD Advisors.

³⁷⁵ But only where this will not compromise the Training or Role Performance Statements.

³⁷⁶ Which would likely require funding.

³⁷⁷ In some cases sS may seek to meet work related disability needs through the 'Access to Work' scheme, but this is not an entitlement and remains a sS decision. After applying for the scheme through a Jobcentre Plus office, the individual will need to provide additional information such as job description and assessment report. The decision whether or not to allow access to this funding is a sS decision.

³⁷⁸ Excluding operational deployments if such accommodations cannot be reasonably met.

³⁷⁹ More detail is contained within the Defence Direction on Standard Learning Credit Scheme and Defence Direction on Enhanced Learning Credit Scheme and Further and Higher Education Support to Service Leavers, both contained within this JSP.

³⁸⁰ Funding from the Skills Funding Agency may be used in support of SpLD.

<https://www.gov.uk/government/organisations/skills-funding-agency>

- b. Specialist diagnosis, assessment and support through external professional assistance, such as psychologist assistance, if required.
- c. Practical and reasonable changes to the training and working environment (such as coloured overlays) that do not detrimentally affect others, erode training standards or threaten operational effectiveness.

Management

14. **Tracking and record keeping.** There is no requirement for SC to identify and track all SP with SpLD, as the responsibility for informing the Chain of Command of a SpLD condition that may affect training or work lies with the individual. SpLD Advisors may maintain records of Learning Support frameworks but the responsibility rests with the individual. Where an Educational or Occupational Psychologist has become involved in the diagnosis of a SP with a SpLD and developed an ILP to mitigate it, a record is to be kept for 10 years after the initial diagnosis and then archived. This is to ensure that the direct involvement of the SC and the actions taken to actively assist a SP with demonstrable difficulties is documented and recorded. Where records are kept, they should be passed, if it is beneficial to both the SP and the Service, from the losing to gaining unit on reassignment of the SP concerned. In essence, where Defence has taken a direct role in assisting and supporting a SP with their SpLD, a record should be kept. Tracking and record keeping is a sS decision based upon the needs of the individual and the respective Service.

15. **Confidentiality.** There is no requirement for SP with SpLD to inform their line manager, trainer or commander, if their condition does not affect their training or work. However, if they do, then that information may be retained, recorded and shared within the Chain of Command. SpLD is not a medical condition or welfare issue and therefore medical or welfare confidentiality rules do not apply. However, where records are kept, they should be treated sensitively (OFFICIAL SENSITIVE – PERSONAL) and in a manner that does not create a stigma around the condition or cause the SP to be treated differently.

16. **SpLD Advisor training.** sS SpLD Advisors are to have undertaken relevant specialist training and it is highly desirable that they are members of an appropriate professional association. There are several institutions which run courses for SpLD training and have British Dyslexia Association (BDA)³⁸¹ accreditation³⁸². The following list is not exhaustive and does not prevent sS from seeking training at any other suitable training establishment.

³⁸¹ <http://www.bdadyslexia.org.uk>

³⁸² Accredited courses and general information at: <http://www.bdadyslexia.org.uk/courses-and-events.html>

Academic Institution	Course and Accreditation Details	Website
Dyslexia Action	Runs a one Awareness and Screening training day for professionals. It also runs the Postgraduate Diploma in Dyslexia and Literacy Attendance. Qualified Teacher Status (QTS) and teaching experience is required	www.dyslexiaaction.org.uk
London South Bank University	Runs two, three-day courses to provide awareness of SpLD needs, develop strategies and make the workplace friendlier	www.lsbu.ac.uk
University of Bangor Dyslexia Unit	Bangor Miles Dyslexia Centre runs two professional development part-time courses of one or two year's duration. QTS and teaching experience are required	www.dyslexia.bangor.ac.uk
Dyscovery Centre, University of Wales	Regularly holds a one day conference on Dyspraxia and Development Co-ordination Disorder	http://dyscovery.southwales.ac.uk
University of Northampton	Offers an OCR Certificate in Specific Learning Difficulties/Dyslexia. There are two levels depending on the duration of the course and entry requirements. The Level 5 Certificate prepares trainers to deliver effective teaching and support to individuals with SpLD needs. The Level 7 Certificate and Diploma provides in-depth knowledge of SpLD, and training and managerial responsibilities	www.northampton.ac.uk
Helen Arkell Dyslexia Centre	Offers the same OCR level courses as the University of Northampton. All courses are linked to the DfE Special Educational Needs Specialist Standards	www.arkellcentre.org.uk

Annexes:

- A. Responsibilities Relating to SpLD.
- B. SpLD Points of Contact.

RESPONSIBILITIES RELATING TO SpLD

1. The individual should:
 - a. Take principal and primary responsibility for their SpLD.
 - b. Seek advice, counselling and assistance direct from their SpLD Advisor as and when required (Chain of Command permission is not required).
 - c. Identify themselves to their line manager, trainer or commander on arrival at a new unit, station or ship, if they wish to make their SpLD known, or if their SpLD affects their work or training and requires employer support, or if they have been formally assessed for SpLD and have a ILP in place, which must be monitored.
 - d. Action any Learning Support initiatives agreed with a SpLD Advisor or ILP directed by an Educational or Occupational Psychologist, as well as actively manage their SpLD condition, including implementation of agreed coping strategies.
 - e. Fund any personal supporting equipment, as necessary, that falls outwith that which will be funded by the SC. SP may choose to use their Learning Credits allocation to assist with their funding. Check Defence and sS policies for detail on funding support.
2. The SpLD Advisor must:
 - a. Ensure that they are appropriately trained and qualified.
 - b. Ensure that they are available to the SP for whom they have SpLD support responsibility and that their SP are aware of the role and responsibility.
 - c. Work within the Chain of Command to provide advice, support, counselling and coaching assistance as requested by the SP.
 - d. Assess SpLD displaying learning difficulties and, where necessary, mutually agree Learning Support initiatives that provide suitable coping strategies that will assist the SP in managing their difficulties. Liaise with the Chain of Command, if informed, to ensure the appropriate outcome for SP.
 - e. Advise the Chain of Command on any changes to the working or training environment that may reasonably be made to create a more suitable Learning Support environment.
 - f. Where and only if required and all other options have been exhausted, recommend and then manage the commission of an Educational or Occupational Psychologist to conduct formal assessment and drawing up of an ILP, where necessary. Assist in the process and implement the recommendations, in conjunction with the SP and the Chain of Command.

- g. Regularly review and update Learning Support initiatives and ILPs, in conjunction with the SP and the Chain of Command.
3. The Chain of Command – Line Managers, Trainers and Commanders must:
- a. Ensure suitably trained, qualified and placed SpLD Advisors throughout the SC.
 - b. Ensure that the Chain of Command, including training trainers are suitably educated as to the nature of SpLD and actions on a SP displaying learning difficulties.
 - c. Make all SP under command aware of their SpLD Advisor.
 - d. Direct a SP displaying learning difficulties or requiring learning assistance to the SpLD Advisor.
 - e. Monitor the development of a Learning Support initiative or ILP and provide such support that is appropriate and reasonably expected of a responsible employer.
 - f. Using military judgement, ensure that SP with SpLD are not stigmatised or treated detrimentally. Ensure wider education of SpLD if necessary.
 - g. Ensure that any work or training-based changes to support a Learning Support environment are not detrimental to others, erode mandated training standards, or adversely affect operational effectiveness.
 - h. Regularly review and update Learning Support initiatives and ILPs, in conjunction with the SP and the SpLD Advisor, and support any changes as necessary.
 - i. Where Defence funded support has been provided, record all externally directed ILPs, track, pass from losing to gaining unit on reassignment of SP concerned, and keep records for a minimum of 10 years before archiving.
 - j. Treat all records sensitively and mark as OFFICIAL SENSITIVE – PERSONAL.
 - k. Fund SpLD Advisor training, reasonable and feasible support for the SP, as well as changes to the working or training environment and external support, such as assessments or Psychologist assistance. Advise the SP on what sS funding support they can expect.
4. Commanding Officers of initial training (Phases 1 and 2) and Phase 3 establishments must, in addition to the responsibilities of the Chain of Command:
- a. Within resources and without compromising the mandated training performance standards, provide appropriate support for recruits, trainees or students with SpLD.
 - b. Ensure that trainers and staff involved in instruction and/or supervisory care are aware of SpLD and their recruits, trainees or students that have such conditions.

- c. Apply any appropriate exam concessions as suggested by DAST or other assessment tool outcome³⁸³.
- d. Ensure that recruits, trainees or students with SpLD are not stigmatised or, where possible, treated any differently to any other recruit, trainee or student.
- e. Ensure that Learning Support initiatives, ILPs and any other coping strategies are managed fairly and sensitively, particularly where the student body is young and a SP's standing can be eroded by being 'categorised' as different.
- f. Resource, where possible, one-to-one SpLD coaching of SP by trained SpLD Advisors during Phase 1 training, where recruits are more open to new ways of learning. Time and space should be created to allow such coaching, within resources and training standards, to take place.
- g. Deliver training without discriminating against SP with SpLD; therefore trainers must have an awareness of and be sensitive to SpLD³⁸⁴.
- h. Structure training formats and styles of delivery to accommodate, or at least not exacerbate, Defence recognised learning difficulties.

³⁸³ These concessions also apply to appropriate examinations taken by SP with identified SpLD needs at any Defence Training Establishment.

³⁸⁴ Specific SpLD awareness training for Defence Trainers is provided at the Defence Centre of Training Support (DCTS) as part of the Defence Trainer Capability suite of courses.

SpLD POINTS OF CONTACT

SERVICE	POLICY LEAD	POC
ROYAL NAVY	SO2 EL3R Navy Command HQ MP 3.3, Leach Building Whale Island Portsmouth PO2 8BY Mil: 93832 5807	SO2 EL3R Navy Command HQ MP 3.3, Leach Building Whale Island Portsmouth PO2 8BY Mil: 93832 5807
ARMY	SO2A Pol Skills Army HQ IDev Blenheim Building Marlborough Lines Andover SP11 8HJ Mil: 94393 6132	SO2 Skills Army HQ APSG Ed Branch Ramillies Building Marlborough Lines Andover SP11 8HJ Mil: 94391 2362
ROYAL AIR FORCE	SO2 Accreditation HQ 22(Trg)Gp Room 227 Trenchard Hall RAFC Cranwell Sleaford NG34 8HB Mil: 95751 6510	SO3 Accreditation HQ 22(Trg)Gp Room 227 Trenchard Hall RAFC Cranwell Sleaford NG34 8HB Mil: 95751 6888
JOINT FORCES COMMAND	SO1 Training & Education Policy Defence Academy Headquarters Greenhill House Shrivenham Swindon SN6 8LA Mil: 96161 4143	SO2 Training & Education LDA/Pol Defence Academy Headquarters Greenhill House Shrivenham Swindon SN6 8LA Mil: 96161 5894
CIVIL SERVICE	Team Leader, Diversity and Inclusion Policy Team CDP Pers Trg Sec Level 6, Zone N, Ministry of Defence Whitehall London SW1A 2HB Mil: 9621 82625	Team Leader, Diversity and Inclusion Policy Team CDP Pers Trg Sec Level 6, Zone N, Ministry of Defence Whitehall London SW1A 2HB Mil: 9621 82625
THE DYSPRAXIA FOUNDATION		Dyspraxia Foundation 8 West Alley Hitchin SG5 1EG www.dyspraxiafoundation.org.uk + 44 (0) 1462 455 016
THE BRITISH DYSLEXIA ASSOCIATION		Unit 8 Bracknell Beeches Old Bracknell Lane Bracknell RG12 7BW www.bdadyslexia.org.uk +44 (0)333 405 4555

6.2 Literacy and Numeracy (Functional Skills)

Policy Sponsor: TESRR, CDP³⁸⁵

The need to ensure acceptable levels of the Functional Skills³⁸⁶ (FS) of Service personnel (SP) is unequivocal. Sound FS enhance the ability of SP to assimilate training more effectively, cope with the demands of their increasingly technical roles more readily, and take full advantage of career opportunities, which all contribute to reduced wastage in training and improved retention. By addressing foundation level development needs 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. More specifically, it underpins the MOD's Skills strategy. Additionally, the improvement of English, mathematics and ICT skills are a key part of the Government's national skills strategy³⁸⁷ in which Defence must play its full part and be seen to be leading by example.

In Sep 10 the national FS qualifications in English, mathematics and ICT were introduced in England³⁸⁸. FS (English), FS (Mathematics) and FS (ICT) qualifications have brought a shift in emphasis from simply 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. Since Sep 12, Defence has adopted FS qualifications as the accredited measures of literacy and numeracy skills for all SP accessing in-Service literacy and numeracy provision.

Scope

1. 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 Direction³⁸⁹. 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 Dependants (not in full-time education and living with SP based 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.

³⁸⁵ Training Education, Skills, Recruiting and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

³⁸⁶ Literacy, numeracy and Information Communication Technology (ICT).

³⁸⁷ 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).

³⁸⁸ Full details of transition arrangements for adoption of FS within Apprenticeships are at Annex A.

³⁸⁹ 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.

- d. SP identified as having ESOL³⁹⁰ 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 Difficulties (SpLD) are addressed by separate Direction³⁹¹.

Aim

- 2. 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

- 3. The following definitions are used throughout this Direction:
 - a. **Basic Skills.** This term is no longer widely used³⁹². 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 Network³⁹³ 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 levels³⁹⁴ 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 A.
 - d. **Components of FS provision.** An outline of the components of FS provision is provided for reference at Annex B.

Approach

- 4. 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

³⁹⁰ 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 ESLO learners in work. Where ESOL programmes are conducted for SP, sS will be required to meet these programme costs.

³⁹¹ See Defence Direction on Specific Learning Difficulties contained within this JSP. 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.

³⁹² It is still used by the Army (Basic Skills Manager) as a legacy term.

³⁹³ <http://www.skillsforlifenetw.com/article/functional-skills/3946>

³⁹⁴ 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.

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 (SL) with FS needs should be given appropriate support, where practicable, prior to completing Service.

Principles

5. 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 Tool³⁹⁵, are to be used.
- (2) Appropriate screening tools for English S&L skills³⁹⁶ 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 used³⁹⁷.

³⁹⁵ 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.

³⁹⁶ 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>

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.

Governance

6. **Defence.** Defence will:

- a. Set the Defence FS Direction and manage accordingly³⁹⁸.
- b. Monitor, report and address strategic implementation issues through the DESPWG³⁹⁹.
- c. Provide the Departmental link with the Government's Skills Agenda through liaison with the Cabinet Office, Department for Education (DfE), Department for Business, Innovation and Skills (BIS), and other public bodies.

³⁹⁷ For example, the OCR Assessments for FS Levels 1 & 2: <http://www.ocr.org.uk/ocr-for/teachers/e-assessment/e-testing/functional-skills/>

³⁹⁸ Through TESRR, CDP.

³⁹⁹ The Defence Education, Skills, Policy Working Group; an OF5 TESRR led, biannual meeting.

d. Support implementation through liaison with DfE, BIS, Skills Funding Agency (SFA) and Education Funding Agency (EFA)⁴⁰⁰.

7. **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 TESRR.
- g. Liaise with Defence and other sS to ensure effective pan-Defence implementation of FS support.

Standards

8. The minimum FS standards to be achieved by SP across Defence are shown in the table below. 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 A. 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.
- b. Results of the FS IAs, where no FS qualifications are held or where valid qualification certificates are not available for authentication.

⁴⁰⁰ And their equivalent organisations in Wales, Scotland and Northern Ireland, as well as national bodies concerned with the delivery of FS provision and qualification.

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 ⁴⁰¹ .
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.

Management

9. **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.

10. **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.

11. **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.

12. **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.

13. **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 common assessment and testing tools. This is to be co-ordinated through the DESPWG.

⁴⁰¹ 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.

14. **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 processes⁴⁰².

15. **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.

Funding

16. **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 manpower.** Sufficient in-house specialist practitioners to meet the FS requirements that are not met from external or SFA/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.

17. **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 provision⁴⁰³. This should 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.

Points of contact

Defence	C1 Personal Development and Education (People-TESRR-PersDevEd)
RN	Navy Command HQ, Trg, EL3 (DII: NAVY TRG HQ-EL3 SO2)
Army	APSG Ed Branch SO2 Skills (DII: APSG-EdBr-Skills-SO2)
RAF	Air Command, 22 Trg Gp, Trg Pol (DII: 22TrgGp-TrgPolC SO2)

Annexes:

- A. FS and ESOL Qualifications Levels and Proxy Qualifications.
- B. Components of FS Provision.

⁴⁰² Plus requirements of SFA, where sS draw down public funding directly.

⁴⁰³ Through SFA and their equivalents in Northern Ireland, Scotland and Wales.

FS AND ESOL QUALIFICATION LEVELS AND PROXY QUALIFICATIONS

National FS and ESOL qualification levels⁴⁰⁴

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) qualifications⁴⁰⁵ 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 below⁴⁰⁶.

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
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

⁴⁰⁴ 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.

⁴⁰⁵ Other than GCSE English and mathematics.

⁴⁰⁶ 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 (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
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

FS (English) Level 2	FS (Mathematics) Level 2
	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 QCF⁴⁰⁷. The Frameworks have nine categories rising from Entry Level (expected primary school attainment – treated as a single pre-Level 1 category)⁴⁰⁸ through Level 1 (GCSE D-G) to Level 6 (Graduate) to Level 8 (Doctorate). See Figure 1, below.
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.

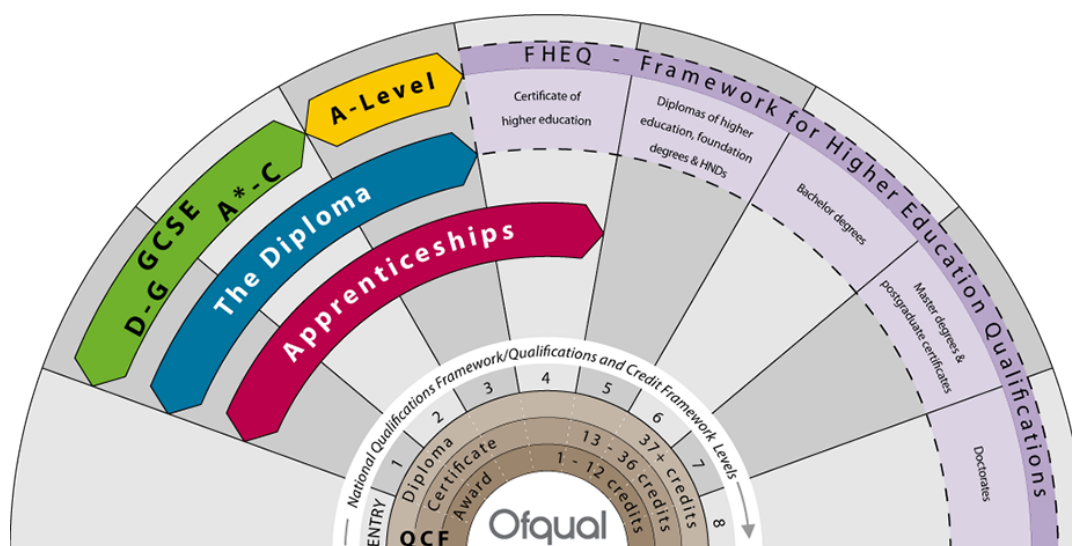


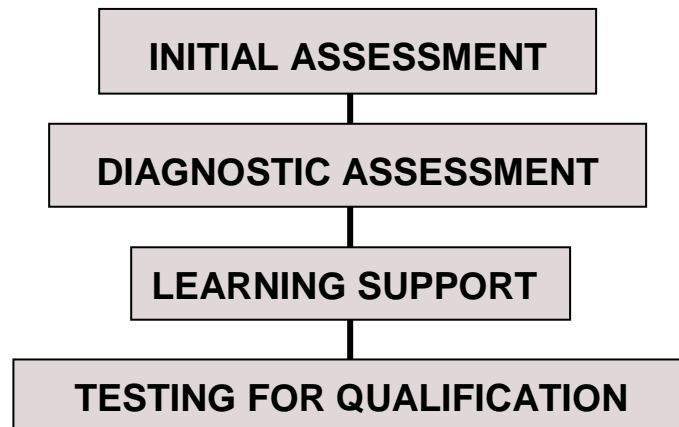
Figure 1

⁴⁰⁷ 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.

⁴⁰⁸ Comprising three sub categories: Entry Level (EL) 1, EL2 and EL3.

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).

6.3 Accreditation of Training, Education and Skills

Policy Sponsor: TESRR, CDP⁴⁰⁹

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, since they provide recruiting, developmental, retention and resettlement benefits. 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.

Scope

1. 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

2. 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

3. 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 education⁴¹⁰, 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 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 Profession⁴¹¹ (HoP), who have responsibility for the professional development of their people,

⁴⁰⁹ Training Education, Skills, Recruiting and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

⁴¹⁰ 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.

⁴¹¹ This role is undertaken specifically by the Branch Managers in the Royal Navy, the Capability Directors 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.

in conjunction with the appropriate Defence, CS⁴¹² and sS training establishments. The development of accreditation opportunities is to be pursued through a coherent governance process.

4. **Defence accreditation lead.** TESRR is the lead for the development of Defence Direction for accreditation, which is endorsed by the TESRRPAG⁴¹³. It will direct the implementation of this Direction through the DESPWG⁴¹⁴, which is attended by representatives of the Service Directors of Education (SDEs) and the CS HR Director. The Accreditation WG will sit, chaired by TESRR and with sS desk level attendance, prior to the DESPWG, in order to inform it. The role of the SDEs in the governance process is at Annex A.

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

Defence	C1 Personal Development and Education (People-TESRR-PersDevEd)
RN	Navy Command HQ, Trg, EL3 (DII: NAVY TRG HQ-EL3 SO2)
Army	IDev SO2b Pol Indiv (DII:ArmyIDev-Pol-IndB-SO2)
RAF	Air Command, 22 Trg Gp, Accreditation (DII: 22TrgGp-TP-ACCRED-SO2)
JFC	JFC, DefAc (DII: DEFAC-HQ-TEL AH)
CS	HRD, HR Strat (DII: HRD-HRStrat-31)

6. **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 A. Where a scheme is run on a pan-Defence or tri-Service basis, the most appropriate Accreditation Sponsor will be nominated through the DESPWG.

7. **Commanders**⁴¹⁵. The key accreditation responsibilities and tasks of Commanders of both training and non-training establishments and units are at Annex A.

Selection of accreditation schemes

8. **Wider employability skills.** The Government regards the achievement of a full Level 2 qualification as the platform for wider employability. Phase 2 training is accredited, either through the Defence Awarding Organisation (DAO), or an external Awarding Organisation, through the delivery of an Intermediate/Level 2 Apprenticeship⁴¹⁶ (and where appropriate at Level 3). Apprenticeship frameworks comprise Functional Skills (FS) qualifications, a Technical Certificate (demonstrating underpinning knowledge and skills) and a NVQ/QCF⁴¹⁷ (showing practical application of knowledge and skills in the workplace). The

⁴¹² 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.

⁴¹³ TESRR Policy and Assurance Group, a 1* level, biannual meeting.

⁴¹⁴ The Defence Education, Skills, Policy Working Group; an OF5 TESRR led, biannual meeting.

⁴¹⁵ Commandants, Commanding Officers and Heads of Establishments.

⁴¹⁶ There are 3 levels of Apprenticeship: Intermediate (Level 2), Advanced (Level 3) and Higher (Level 4).

⁴¹⁷ 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.

Government is committed to reform Apprenticeships so that technician level (Level 3)⁴¹⁸ becomes the level to which learners and employers aspire. To widen access, there is a clear progression route into Level 3 Apprenticeships, and onto higher level skills, including Level 4 Apprenticeships or Higher Education (HE). For many, the Advanced Apprenticeship will provide the most appropriate Level 3 qualification for work-based learning. Consequently:

a. **Regular SP.** New recruits are to be offered the opportunity to commence an appropriate Intermediate/Advanced Apprenticeship scheme in Phase 1 or 2 training and where a suitable framework exists or can be developed⁴¹⁹. Where it is not possible to offer a full Apprenticeship, an alternative minimum Level 2 qualification opportunity is to be sought in order to work towards the achievement of Defence's wider employability skills. Where the entry standard is already at Level 2, an Advanced Apprenticeship should be offered (instead of Intermediate), where suitable schemes exist or can be developed. Accreditation Sponsors should seek to develop (for those that already hold an Intermediate Apprenticeship) opportunities to progress to an Advanced Apprenticeship at a stage where this is appropriate and the necessary additional resources can be supported. Where this is not viable for particular career routes, then alternative Level 3 qualification opportunities should be sought to support continuing career development.

b. **Reserve SP.** The offer of a full Apprenticeship to members of the Reserve Forces is not possible because of the constraints of their TACOS. 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 employment 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.

c. **CS.** Defence runs a number of civilian apprenticeship schemes⁴²⁰. CS may consider applying for one of the local MOD apprenticeship programmes to support the development of their skills in line with the Skills Framework and where there is a required business need.

9. **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 honours⁴²¹ and postgraduate courses. Specifically:

a. **Regular SP.** Accreditation Sponsors should look to develop 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

⁴¹⁸ Nationally, it is estimated that by 2020 77% of adults will be qualified at least to Level 2, but only 58% to Level 3 and only 41% to Level 4 and above (extract from UK Commission for Employment and Skills *Ambition 2020: World Class Skills and Jobs for the UK*).

⁴¹⁹ Recruits may be offered an Advanced Apprenticeship where the level of their entry standard and trade training allows. FS (English) and FS (maths) are key elements of Apprenticeship schemes, making them an important contributor to sS training, education and skills strategies.

⁴²⁰ For example, the Fast Track Apprenticeship Scheme, DE&S Technician (Engineering) Apprenticeships, the DE&S Graduate Scheme (engineering), DE&S Commercial (Supply Chain Management), Defence Munitions Apprenticeships, Defence Support Group (DSG) Apprenticeships and Learn Direct Apprenticeships (in general subjects such as Business Management).

⁴²¹ 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.

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 these 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.

10. **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 B.

11. **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.

12. **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 process⁴²². Technical evaluation criteria are to be based upon the principles listed at Annex C. CS should follow the appropriate management, commercial and procurement approval routes, in line with Cabinet Office guidance on external training⁴²³.

13. **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 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.

Approach to accreditation

14. **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:

⁴²² See 2012DIN04-131.

⁴²³ See 2014DIN07-11, which describes the route to the market under the CS Learning Gateway process.

- (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 Sponsor⁴²⁴ 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.
- (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.

15. 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.

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

⁴²⁴ 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.

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

a. **External quality assurance standards.** All Skills Funding Agency (SFA)-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.

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.

Funding

18. 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.

19. **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.

20. **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 SFA and the individual learner⁴²⁵. 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.

⁴²⁵ Including SP access to the Defence Standard and Enhanced Learning Credit schemes, the Direction for which is contained within this JSP.

21. **SFA funds.** SFA funds are to be drawn upon and managed in accordance with SFA regulations and guidelines.

22. **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 Bodies. 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 schemes⁴²⁶. CS are able to apply for financial assistance as detailed in civilian training and development policy.

Monitoring and reporting

23. 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 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 SFA/Academic year).

Annexes:

- A. Responsibilities and Tasks for Defence Accreditation Activities.
- B. Principles Governing the Selection of Accredited Qualification.
- C. Direction for the Selection and Management of External Accreditation Scheme Providers.

⁴²⁶ Direction relating to Standard and Enhanced Learning Credits is contained within this JSP.

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. TESRR 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 SFA funding.** Draw down and allocate SFA funding, through a national contract, for eligible accreditation schemes for which the SDE is responsible. For SFA-funded schemes, assume responsibilities for their management in accordance with SFA requirements and Defence Direction. Report annually to sS PPO and TESRR PAG on the use of SFA 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 schemes⁴²⁷.

⁴²⁷ 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.

2. **Accreditation Sponsors** are to:

- 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 bodies 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 programme⁴²⁸. 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 scheme⁴²⁹.
- 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 trained⁴³⁰ 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.

⁴²⁸ For Level 2 Apprenticeships, the FS requirement is Level 1. For Level 3 Advanced Apprenticeships, the requirement is FS Level 2.

⁴²⁹ The SFA will fund additional learning hours to raise the FS levels of those starting (SFA funded) Apprenticeships to the appropriate entry standard.

⁴³⁰ 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.

6.4 Standard Learning Credit Scheme

Policy Sponsor: TESRR, CDP⁴³¹

The MOD promotes lifelong learning among members of the Armed Forces, and this is encouraged through the Learning Credit schemes. The Standard Learning Credit (SLC) scheme supplies financial support, throughout the career of Service personnel (SP), for multiple, small-scale Learning Purposes to further motivate Regular and Reserve SP to pursue personal development throughout their Service. All SP seeking SLC support are required to adhere to this Direction.

Scope

1. The generic use of the term SP throughout this Direction implicitly includes serving Regular and Reserve Armed Forces personnel who meet the eligibility criteria for this scheme. These definitions provide the scope for this Direction:
 - a. 'Ed Staff' refers to all RN/RM, Army and RAF education and resettlement staff, including: RN/RM Education and Resettlement Officers (EROs), Naval Resettlement Information Officers (NRIOs), Naval Education and Training Service Officers (NETSOs); Army Learning and Development Officers (LDOs) and Individual Education and Resettlement Officers (IEROs), and RAF Learning Centre and Education Staff.
 - b. The term 'Learning Provider' (LP) is used to describe those educational or training institutions that results in the award of a nationally recognised qualification.
 - c. The term 'Learning Purpose' is used to describe the reason or objective of learning, which must be in direct pursuit of a nationally recognised qualification in order to be eligible for SLC support.
 - d. The terms 'applicant,' 'claimant' and 'learner' describe individuals accessing this education support scheme. For ease, the term SP will be used throughout.

Aims

2. The aims of the SLC scheme are:
 - a. To provide funding support to SP who wish to enhance their educational or vocational achievements.
 - b. To enhance the reputation of the MOD, thereby encouraging the recruitment and retention of high quality SP.
 - c. To enable the MOD to participate in the Government's 'Rigour and Responsiveness in Skills' strategy.

⁴³¹ Training, Education, Skills, Recruiting and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

Features

3. SLC is a personal development refund scheme and operates as an annualised allowance, available each FY. It does not operate as an account in which the allowance can be carried forward from FY to FY, nor does the scheme permit retrospective payments from previous FY, except in exceptional operational or compassionate circumstances. SLC is paid, as a refund, to SP upon completion of a Learning Purpose⁴³².

4. SLC is not an entitlement. Provided SP fulfil the relevant criteria (set out below) they will be eligible to claim SLC support. Eligible SP may claim 80% of fees, up to a maximum of £175 per FY, paid to LPs for certain personal development courses, examinations and support. This support is provided on a 'burden sharing' basis reflecting the mutual benefit that personal development brings to the SP and the organisation. SP in receipt of funding are expected to make a personal contribution using their own funds, as well as using off-duty or leave periods for study. Undertaking SLC funded study does not confer duty status and does not count towards Reserve training commitments or bounty arrangements.

Eligibility criteria

5. Before embarking upon an activity for which SLC may be claimed, the SP is to be interviewed by Ed Staff. SP should consider:

- a. Relevance of the course or qualification to their personal development goals and choice of funding.
- b. Their ability to cope with the pressures of study (or provision of evidence for assessment), the flexibility of the study method and the risk of disruption, and loss of course fees, by exigencies of Service life.
- c. Furthermore, all of the following conditions must be satisfied:
 - (1) The SP must be authorised to undertake the activity and registered with Ed Staff in accordance with single Service (sS) instructions.
 - (2) The SP must be able to demonstrate that the activity will directly benefit the Service, unless the activity is being undertaken as preparation for resettlement.
 - (3) The proposed activity has a substantial developmental value or, where applicable, resettlement content, and is appropriate to the SP personal development needs and within their ability. Evidence that the activity is part of a Personal Development Plan (PDP) contained within a Personal Development Record (PDR) will assist in securing this support.
- d. SP who claim ELC support may not simultaneously claim SLC support (e.g. SLC may not be used to fund an exam for a course which has been supported by ELC funding).

⁴³² Where SLC courses are due to be completed after the FY end (March JPA Payroll) but before the end of the FY, claims are processed and applied to the next FY's entitlement. However, should SP wish to claim against their current FY SLC entitlement, they are to gain confirmation, in writing from the appropriate LP at the beginning of the FY, that they have been satisfactorily attending the course and will complete it prior to the end of the FY. The SP may then submit their claim, in advance of the FY end, to their Ed Staff, or Unit HR Administrator for processing within the current FY. The responsibility to obtain the LP's confirmation and submit the claim prior to the FY end date lies with the SP.

- e. For eligible courses it is permissible for Service Leavers (SL) undergoing resettlement to use the Individual Resettlement Training Cost (IRTC) grant, in addition to SLC. It is permitted, in these circumstances only, for SL to use the IRTC grant to offset, or pay in full, the 20% personal contribution required when using SLC. Allowing SL to use both funding streams ensures that they have the greatest level of flexibility when financing their preferred Learning Purpose.
- f. Claims for both SLC and IRTC to pay towards a single resettlement learning activity should continue to be submitted in accordance with each scheme's regulations. Any unspent IRTC may be directed towards another training activity. It is the SLs responsibility, using the advice and guidance from Ed Staff and Resettlement Advisers, to determine how best to optimise the funding support available when undertaking resettlement.
- g. Other than the use of SLC and IRTC when undertaking resettlement the SP must not be in receipt of any other funding from Service sources for the proposed activity, including ELC⁴³³.
- h. Any learning activity undertaken must be done so by the most cost-effective means.
- i. Proof that learning has taken place must be produced.

Eligibility to claim

6. Subject to the eligibility criteria above, where applicable, Regular and Reserve⁴³⁴ SP may be eligible to claim from SLC for the following:

a. **External courses and qualifications.**

- (1) Part-time academic and vocational courses at Further Education (FE) colleges and similar institutions.
- (2) Learning courses which require regular attendance at a local access centre.
- (3) Courses of individual tuition (including foreign language).

Leading to the contribution to, or award of, a nationally recognised qualification as defined at:

- (a) The National Data Base of Accredited Qualifications (NDAQ) website: www.accreditedqualifications.org.uk
- (b) The current edition of 'British Qualifications' or 'British Vocational Qualifications'.

⁴³³ SLC is not to be used to pay for Summer/Residential school fees.

⁴³⁴ From 1 Apr 2014, the following categories of Reserve personnel may be eligible to SLC:

- Volunteer Reserves – RN Reserve, RM Reserve, Army Reserve (excluding Reserves in category B), Royal Air Force Reserve.
- Full-Time Reserve Service (FTRS) (including personnel serving on Full Commitment, Limited Commitment, Home Commitment and Home Commitment Reserve Staff Group (RSG).
- Additional Duties Commitments (ADC).

(c) The National Academic Recognition Centre for the UK (UK NARIC): www.naric.org.uk.

(d) The Universities and Colleges Admissions Service (UCAS) Directory: www.ucas.com

b. **Scottish/National Vocational Qualifications (S/NVQs).** S/NVQs are recognised national qualifications designed to be gained in the workplace and are eligible. SLCs cannot be claimed for an S/NVQ gained only through submission of a portfolio of evidence; there must be evidence of fresh individual work (not merely work previously undertaken) leading to the completion of a portfolio of evidence. Accreditation of Prior Learning (APL) assessment fees leading to partial or complete qualifications are eligible⁴³⁵.

c. **Distance learning courses.** Distance learning is eligible, provided that Ed Staff, or appropriate sS Authority, approves it. Distance learning courses for resettlement during the last 24 months are administered under normal SLC arrangements.

d. **Resettlement preparation courses.** Resettlement activities are eligible once a SL has formally commenced their resettlement. Fees paid for courses which form part of a SL's resettlement strategy may be eligible for a full or partial refund:

Ser	Time period eligibility and admissibility	SLC for educational purposes (inc personal development, S/NVQ) ¹	SLC for resettlement purposes ²
1	Throughout career up to last 24 months	YES	NO
2	Last 2 years of Service - eligible for Graduated Resettlement Time ^{1, 3, 4}	YES	YES ⁴
3	Earlier than last 2 years of Service for those over 50 years of age or with 30 or more years' Service ^{1, 4}	YES	YES
4	Last 2 years of Service - ineligible for Graduated Resettlement Time	YES	YES

¹ S/NVQ - Individuals cannot claim SLC for an S/NVQ gained through witness testimony only. There must be evidence of fresh individual work, preferably in written format, although audio/video recording is an acceptable form of evidence of a professional discussion. Branch or trade training is not admissible.

² A course which supports an individual's approved resettlement strategy. Branch or trade training is not admissible. For resettlement purposes only, the course undertaken need not result in a nationally recognised qualification.

³ Agreed tri-Service resettlement preparatory phase normally the last 24 months.

⁴ For details of the Graduated Resettlement Time Scheme, see JSP 534: Tri-Service Resettlement Manual.

⁴³⁵ Applicants must prove to Ed Staff that they have undertaken a minimum of 30 hours new additional work.

e. **Deferred resettlement.** The use of SLC during deferred resettlement is subject to the scheme regulations that would have applied if the SLC had been used pre-discharge. Deferred SLC use is not permitted if SLC was drawn down in the last year of Service.

f. **External examinations.** Fees paid for examinations are eligible. This includes fees paid for examinations⁴³⁶ taken following an eligible resettlement training course, including those at Regional Resettlement Training Centres, which leads to a nationally recognised qualification. A refund is also admissible for the cost of an assessment, which leads to the award of a recognised qualification following a course for which no fees have been paid.

g. **Professional bodies and institutes.** Initial registration and accreditation fees paid to professional bodies and institutes expressly to gain qualifications (i.e. Certificates or Diplomas rather than categories of membership) are eligible.

h. **Specific Learning Difficulties (SpLD)**⁴³⁷. SP, identified by a SpLD Adviser as likely to have a SpLD, are eligible (post Phase 2 training) to claim SLC support for formal external assessment, in line with sS policies. Before such an external professional⁴³⁸ is engaged, clearance for funding must be sought in line with this Direction. The external professional must be made aware of the over-arching ethos behind the Defence approach to SpLD. Specialist tuition and support⁴³⁹ for a SP professionally diagnosed with a SpLD need can be funded through SLC, provided: the support has been recommended in the Individual Learning Plan (ILP) produced by the SpLD Adviser or the external professional's report; any software is bought in direct support of the SP's SpLD; and all other requirements for claiming SLC are observed.

i. **Credit transfer fees.** Fees charged by FE or Higher Education Institutions (HEIs) to calculate the amount of course credits which may be awarded to a SP based upon previous academic and vocational qualifications and experience are eligible.

j. **Coaching and management of sport and Adventurous Training (AT).** Courses and qualifications which are required for the coaching and management of sport or AT in the Services, provided that they are in support of a SP's PDP, and recorded, are eligible. There must be evidence of intellectual development. Cases of this kind are to be examined by Ed Staff and where there is any doubt, they should be referred to appropriate sS Authority. SP must prove either that the activity is not provided under the auspices of Joint Service Adventurous Training Schemes (JSAT) or that a place is not available on such a course⁴⁴⁰. In some cases, qualifications are available through courses sponsored and authorised by sS Sports Boards. Ed Staff should check availability before approving the use of SLC.

k. **Initial driver training courses.** For SP outside their resettlement phase, SLCs may be used to fund driving training in order to obtain a first driving licence. The use of SLCs to fund additional categories of licence or advanced driver training

⁴³⁶ SLC cannot be used to pay for an exam for a course which has been funded by ELC.

⁴³⁷ Defence Direction for SpLD is provided elsewhere in this JSP and is in line with sS policies.

⁴³⁸ Such as an Educational or Occupational Psychologist.

⁴³⁹ Such as assisted technology. Note this excludes tints/lenses for use by SP with dyslexia.

⁴⁴⁰ A list of JSAT courses can be found in JSP 419: Adventurous Training in the UK Armed Forces.

is not admissible. SP within their resettlement phase, however, may use SLC to fund additional driver training.

l. **Paid maternity/paternity leave** qualifies as eligible service as SLC use but not unpaid additional maternity/paternity leave.

7. The maximum proportion of any fee which may be refunded is 80%; the SP is responsible for the balance through a personal contribution. The total amount which may be refunded to an individual in respect of fees paid in any of the above categories in any FY is £175. The MOD forbids the acceptance of inducements or incentives from LP, including subsidies, free accommodation, travel, food and equipment. SP who breach these rules risk forfeiting their SLC support.

8. **Where SLC may not be claimed.** SLC may not be claimed for:

a. **Service training.** General Service training, courses or qualification undertaken for the benefit of a Service, branch, trade or specialism.

b. **Civilian accredited Service training.** The funding of qualifications and examinations of this kind is not within the spirit of SLC. The only case for authorising a refund under SLC in this area is where both criteria are met:

(1) A minimum of thirty hours of additional work, which is not an integral part of the Service course syllabus and is completed in the SP's own time⁴⁴¹.

(2) An examination, assessment or assignment which is not an integral part of the Service course syllabus, is assessed by an external assessor and is undertaken by the SP as an option.

c. **Professional bodies and institutes.** Annual membership fees for institutes or professional bodies⁴⁴².

d. **Course material.** Course material, for which there are additional charges⁴⁴³.

e. **Pure sport and AT.** All sporting and AT, or courses where the aim is solely to learn the sport or activity, or improve by undertaking that sport or activity.

f. **Battlefield tours.**

g. **City and Guilds Professional Recognition Awards scheme.** No additional study is undertaken towards this qualification.

9. **Transfer of eligibility to spouse or partner.** In the event of the death or medical discharge of a SP who are within their resettlement phase and whose condition renders them unable to utilise their SLC it may be permissible to transfer all remaining SLC payments to the individual's spouse, or nominated proxy. The eligibility to transfer SLC to a spouse or eligible partner is to be assessed using the qualifying criteria detailed JSP 534⁴⁴⁴.

⁴⁴¹ Applicants must prove to Ed Staff that they have undertaken a minimum of 30 hours new additional work.

⁴⁴² Membership fees and subscriptions to professional bodies may be reclaimed against income tax. Further details are at <http://www.hmrc.gov.uk/incometax/relief-subs.htm>

⁴⁴³ Textbooks may be obtainable on loan from the Joint Service Central Library through Education/Learning centres or via sS arrangements.

⁴⁴⁴ JSP 534: Tri-Service Resettlement Manual.

Once the resettlement phase has started, if an SLC is not drawn down during the last year of service, this single SLC allowance may be used up to 2 years post discharge, or longer at the discretion of sS.

10. **Authority for travel.** There is no entitlement to travel at public expense for SLC funded training purposes, unless the SLC is drawn for resettlement activities⁴⁴⁵.

Making a claim

11. **Making an application.** sS have procedures for processing and implementing SLC applications. Before embarking on a SLC funded course, SP must complete the tri-Service application form (MOD Form 1950 - at Annex A) and ensure it is signed by their Ed Staff and Line Manager. Without this SP will be ineligible for a refund. MOD F1950 can be obtained from all RN/RM, Army and RAF education and resettlement staff⁴⁴⁶.

12. **Submitting a claim.** The SLC claim submission process is:

a. **Courses up to 12 months.** The refund payment is to be made on completion of the course⁴⁴⁷. Only one payment may be made per course, even if it begins and ends in different FYs. The payment is normally to be made in the FY in which the course is completed. Where there are exceptional operational or compassionate circumstances that prevent the claim being made by FY end, a case should be presented to the relevant sS at the earliest opportunity, in accordance with JPA guidelines.

b. **Courses exceeding 12 months.** For courses lasting longer than 12 months, the refund payment may be paid at the end of each study year, on production of evidence of satisfactory attendance for that period. SP must complete the appropriate sS application form for each year of study for which they intend to claim a refund. Further claims may be made at 12 monthly intervals, and on completion, normally subject to a maximum of three refunds for any one course of study.

13. **Refund payments.** The SLC refund payment procedure is:

a. **Payment of refunds.** The authorisation and payment of refunds is to be carried out in accordance with sS procedures.

b. **Assignments and withdrawals.** If a SP is assigned during a course, the information on any refunds authorised or paid during the current FY is to be included with the SP's personnel records according to sS instructions. If, as a result of assignment, discharge or retirement, an SP has to withdraw from a course, or complete it after discharge, a refund of fees will not normally be admissible. However, if the assignment, discharge or retirement could not have been foreseen at the time of enrolment, a refund up to the full value of SLC may be authorised. A refund in excess of £175 will not be authorised.

c. **Refunds to members of other Services.** Refunds may be authorised within the scheme to members of other Services providing the above criteria are met and the SP cannot reasonably be expected to process a claim through their parent

⁴⁴⁵ In accordance with JSP 752: Tri-Service Regulations for Allowances.

⁴⁴⁶ RN Education and Resettlement Officers; Army Education Centres; RAF Learning Centres.

⁴⁴⁷ That is to say after the SP has taken the relevant examination or, for non-examination courses, on production of evidence of satisfactory attendance throughout, or of a certificate of course completion from the institute concerned.

Service. All such refunds are to be carried out in accordance with the instructions of the administering Service.

14. **Further Guidance.** Further sS Guidance is available from:

RN	RN/RM Education and Resettlement Officers (EROs), Naval Education and Training Support Officers (NETSOs) and Naval Resettlement Information Officers (NRIOs) at RN/RM Learning Centres. Education and Resettlement Staff seeking further clarification of sS instructions should contact SO3 EL3R, at DII: 'NAVY TRG HQ-EL3R RESET SO3C' (Mil: 93832 5954).
Army	Individual Education and Resettlement Officers (IERO), at Army Education Centres, which must be used by SL on resettlement. Education and Resettlement Staff seeking further clarification of sS instructions should contact the relevant SO2 Retention and Resettlement in Regional command(RC) : DII: RC-Pers-ETS-N-RetResSO2 or RC-Pers-ETS-S-RetResSO2
RAF	Personal Learning Advisors (PLAs), and Resettlement and Education Coordinators (REC) at RAF Learning Centres. Education and Resettlement Staff seeking further clarification of sS instructions should contact SO3 Accreditation and Education Wing at DII: '22TrgGp-CTS-AndEWg-SO2' (Mil: 95751 6888).

Annex:

A. Application for Standard Learning Credits (SLC) Funding. MOD Form 1950 (Revised 03/14).

APPLICATION FOR STANDARD LEARNING CREDITS (SLC) FUNDING

MOD Form 1950 (Revised 03/14)

SLC funding cannot be claimed retrospectively. Prior authorisation must be obtained or the application will be refused.

Part 1 Personal details (please use block capitals)

Rank/Rate:	Surname:
Initials:	Service Number:
TX/Discharge Date:	Ship/Station/Unit:
Section/Unit Address (in full)	
Tel:	Unit Identification Number (UIN):

Part 2 Course details

Course Title					
Qualification Gained		Awarding Body			
Name & Address of Learning Provider		Level of Qualification	SQL No. (Ed Staff use only)		
Start Date		End Date			
Total Cost of Course	£	SLC Amount	£	Applicant Contribution (min 20%)	£
Method of Study		Day/Shift Release	Yes	No	

Part 3 Reason for study/previous course details

Details of previous study/courses relevant to this application:
Reason for study:
What benefit will this course bring to the service?

Part 4 Undertaking by Applicant

I have read the relevant policy. This learning activity forms part of my Personal Development Plan. I agree to inform the relevant Ed Staff of any changes in circumstances that may affect my ability to complete my course of study.

Applicant's signature:	Date:
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Part 5 Action by Applicant's Line Manager

I have noted the details of the course at Part 2 and I **approve/do not approve** this application to study.

Name:	Signature:
Date:	Contact Tel:

Part 6 Action by the sS specific Education/Training/Learning/Resettlement Officer

*I have consulted the applicant and confirm that this course is eligible for SLC funding in accordance with the relevant policy.

*I have consulted the applicant and informed them that this course is ineligible for SLC funding.

* Delete as appropriate.

Ed Staff Name:	Contact Details
Ed Staff Signature:	Date:
Explanatory Notes (Ed Staff use only):	

RN	Education & Resettlement Officer (ERO) Naval Education and Training Service (Operations) Officers (NETSO) Naval Resettlement Information Officer (NRIO)
Army	Army Education Centre ETS Officers/Individual Education and Resettlement Officers (IEROs)
RAF	Personal Learning Adviser (PLA)

6.5 Enhanced Learning Credits Scheme

Policy Sponsor: TESRR, CDP⁴⁴⁸

The MOD promotes lifelong learning among members of the Armed Forces, and this is encouraged through the Learning Credit schemes. The Enhanced Learning Credit (ELC) scheme helps eligible Service personnel (SP) or Leavers (SL) with the cost of learning. The Scheme allows a single award in each of a maximum of three separate Financial Years, or a single aggregated lower tier award. ELCs may be claimed for learning which is an integral part, and results in the cost effective achievement, of a nationally recognised qualification at Level 3⁴⁴⁹ or above. The ELC scheme permits Regular SP to pursue their personal development, both during their Service and generally for 5 years after discharge⁴⁵⁰, subject to the eligibility criteria being met. This Defence Direction explains the rules of the ELC Scheme as it applies to SP. All SP eligible to receive ELC support are required to adhere to this Direction. The rules of the ELC Scheme are based on legislation⁴⁵¹.

Scope

1. The following terms, defined as below, are used in this Direction:
 - a. 'Ed Staff' refers to all RN/RM, Army and RAF education and resettlement staff, including: RN/RM Education and Resettlement Officers (EROs), Naval Resettlement Information Officers (NRIOs), Naval Education and Training Service Officers (NETSOs); Army Learning and Development Officers (LDOs) and Individual Education and Resettlement Officers (IEROs); and RAF Learning Centre and Education Staff.
 - b. The Designated Officer for the ELC scheme is 'People-TESRR-PersDev Ed C2' and works on the staff of TESRR, CDP in the MOD.
 - c. The contractor to administer the ELC scheme is G4S Assessment Services (branded the Enhanced Learning Credit Administration Service (ELCAS)) and known as the Customer Service Provider (CSP).
 - d. The term 'ELCAS website' means the website www.enhancedlearningcredits.com.
 - e. The term 'Learning Provider' (LP) is used to describe those educational or training institutions that are eligible to provide courses under the ELC scheme, and are properly registered and endorsed by the CSP.
 - f. The term 'Learning Purpose' is used to describe the reason or objective of learning, which must be in direct pursuit of a nationally recognised qualification at Level 3 or above in order to be eligible for ELC support.
 - g. The terms 'applicant,' 'claimant' and 'learner' describe individuals accessing the ELC scheme. For ease, the generic terms 'SP' and 'SL'⁴⁵² are used, and include

⁴⁴⁸ Training Education, Skills, Recruiting and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

⁴⁴⁹ (A level and equivalent) and above as defined by the Qualifications and Credit Framework (QCF) (England, Wales and Northern Ireland), a Level 6 or above on the Scottish Credit and Qualifications Framework (SCQF) or, if pursued overseas, an approved international equivalent higher level qualification. 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.

⁴⁵⁰ See paragraph 11.

⁴⁵¹ The Armed Forces (Enhanced Learning Credit Scheme and Further and Higher Education Commitment Scheme) Order 2012, S.I. 2012/1796 (as amended, most recently by S.I. 2016/310).

⁴⁵² SL in accordance with JSP 534: The Tri-Service Resettlement Manual

serving Regular and ex-Regular Armed Forces personnel who meet the eligibility criteria for this scheme.

- h. 'Date of enlistment' also includes date of commission (where relevant).

Aims

- 2. The aims of the ELC scheme are to:
 - a. Provide funding support to SP who wish to enhance their educational, academic, professional or vocational achievements by pursuing learning (Level 3 to 8) and;
 - b. Enhance the reputation of the MOD, thereby encouraging the recruitment and retention of high quality SP.

Features of the ELC Scheme

- 3. The features of the ELC scheme:
 - a. ELC is not an entitlement unless SP and SL fully satisfy the eligibility criteria of the scheme to claim ELC support.
 - b. ELC is not a refund scheme. Under no circumstances will MOD refund any SP or SL who pay for or commence their learning in advance and subsequently seek a retrospective ELC claim.
 - c. Prior to 1 Apr 16, SP were required to make a positive commitment to Level 3 to 8 lifelong learning by registering as a member of the ELC scheme to claim ELC support. From 1 Apr 16, those completing Phase 1 training, plus all currently serving SP who are not already members of the ELC scheme, will automatically become members of the scheme.
 - d. Three types of ELC award are available:
 - (1) The Lower Tier level provides funding for up to a maximum of 3 awards of up to £1k per FY. SP or SL must have completed either 4 or more years qualifying service completed before 1 Apr 17, or otherwise 6 or more years qualifying service completed on or after 1 Apr 17.
 - (2) From 1 Apr 16, a new type of award is available, called an Aggregated Lower Tier award, which provides a single award of up to £3k for SP who have completed 6 or more years qualifying service on or after 1 Apr 16. This type of award may not be taken by SP or SL who previously accessed a Lower Tier award or who qualify for Upper Tier awards.
 - (3) The Upper Tier level provides funding for up to a maximum of 3 awards of up to £2k per FY. SP or SL must have completed 8 or more years qualifying service.

Providing SP and SL meet all the eligibility criteria, they may make ELC claims in up to three separate FYs (which need not be consecutive and may be a combination of

Lower Tier and Upper Tier awards) either while in Service or generally for 5 years after discharge⁴⁵³. ELC funds may be directed at one Learning Purpose (such as successive years' study towards a particular qualification) or different Purposes in each of the 3 years. An Aggregated Lower Tier award replaces the 3 Lower Tier awards that could otherwise be made.

e. ELC is an individual award to assist in the personal development of eligible SP and SL. It cannot be transferred to any other individual except under the terms stated in Para 17.

f. This support is provided on a 'burden sharing' basis reflecting the mutual benefit that personal development brings to SP and the organisation. SP in receipt of ELC funding are expected to make a personal contribution of at least 20% of fees using their own funds, as well as using off-duty or leave periods for study. Undertaking ELC funded study does not confer duty status and sS regulations should provide further clarification, if required.

Membership

4. **Prior to 1 Apr 16** SP had to be in Service both when they applied and when they were registered as members of the ELC scheme. Acknowledgement letters for membership were forwarded to SP via Ed Staff, to be retained by the SP in their Personal Development Record (PDR). **On 1 Apr 16** all current SP who have completed Phase 1 training will be auto-enrolled in the scheme if they are not already members. **From 1 Apr 16** new SP will be auto-enrolled as members of the ELC scheme on completion of Phase 1 training. SP will no longer register as members on enlistment, during second registration opportunity or by late registration (see paragraphs 5 to 7).

5. **On enlistment.** All new recruits are to be made aware of the existence of ELC during the recruitment process. During Phase 1 (initial) training, recruits are to be briefed by the appropriate staff as to the detailed benefits of ELC.

6. **Second registration opportunity.** SL who chose not to register for the scheme in their 1st year of service may have registered as members of the ELC scheme before 1 Apr 16 by completing an ELC application form during a six month window between the 8 and 8½ year Service point, measured from their enlistment date. They may not make an ELC claim unless they have completed the required qualifying service, which is measured from: if the person left service before 1 Apr 16, the first day of the six month window; or in all other cases, whichever is the later of 1 Apr 2000 and the date of enlistment.

7. **Exceptional authorisation for late registration.** In exceptional cases, SL who failed to register during the initial or second registration opportunity periods could submit a request to their single Service (sS) Authority for exceptional authorisation for late registration. This request had to prove that the SL was, for Service reasons, unable to register in accordance with the existing scheme regulations while they were serving (such as, on operational deployment or due to administrative error by their Phase 1 unit) during the recognised registration periods.

⁴⁵³ See paragraph 9.

8. **SP on other engagements.** Full Time Reserve Service (FTRS), Military Provost Guard service (MPGS) and Non Regular Permanent Staff (NRPS)⁴⁵⁴ may have elected to join the ELC scheme in the expectation of meeting the eligibility requirements, noting:

- a. Eligible Service, for the purpose of calculating qualifying service as a requirement to establish eligibility, includes only that time on active service after 1 Apr 00.
- b. Qualifying Service may include a mix of periods of Regular and non-Regular service and need not be continuous. It should be recorded on the 'Interrupted Service' Form, available from the ELCAS website and should be submitted with the registration application and with each ELC claim.
- c. These SP, if still in service on 1 Apr 16, will also be auto-enrolled as members of the scheme on 1 Apr 16.

Eligibility criteria

9. In order to make ELC claims, scheme members must:

- a. Complete the required length of eligible service before submitting the ELC claim form and prior to commencing the course of study for which ELC support is being claimed; and
- b. The SP or SL must start the course in respect of which the claim is made before the end of their period of eligibility⁴⁵⁵.

10. **Length of eligible service requirement.** SP or SL must complete 'eligible service' (i.e. sufficient qualifying service⁴⁵⁶) to qualify for different levels of award:

- a. For lower tier claims, those who complete 4 years' qualifying service before 1 Apr 17 are eligible: for those who do not complete 4 years' qualifying service before 1 Apr 17, 6 years' qualifying service is needed.
- b. For aggregated lower tier claims, 6 years' qualifying service completed on or after 1 Apr 16 is required.
- c. For higher tier claims, 8 years' qualifying service is required.

11. 'Eligible service' commences as follows:

- a. For SL who were already serving before 1 Apr 03 and who registered on the scheme by 1 Apr 04, eligible service runs from 1 Apr 00 or date of enlistment, whichever is later.
- b. For SP and SL who entered Service on or after 1 Apr 03 and registered on the scheme during the initial registration opportunity (paragraph 5), eligible service runs from the date of enlistment.

⁴⁵⁴ All other Reserve engagement types are ineligible for this support.

⁴⁵⁵ See paragraph 11.

⁴⁵⁶ 'Qualifying service' means service in the armed forces and includes time spent on ordinary maternity leave, additional maternity leave, paternity leave, shared parental leave, additional paternity leave, ordinary adopting leave or additional adoption leave, but does not include time spent on any unpaid career break.

- c. For SP and SL who joined at the second registration opportunity (paragraph 6), eligible service runs: for a member who left service before 1 Apr 16, from the date of the 8 years' service point; and for SP and SL who were in service on 1 Apr 16, from 1 Apr 00 or date of enlistment, whichever is later .
 - d. For SP and SL who registered through late registration (paragraph 7): if the SP or SL was serving before 1 Apr 03, whichever is later of 1 Apr 00 and date of enlistment; and if the SP or SL was serving on or after 1 Apr 03, from the date of enlistment.
 - e. For SP and SL who were auto-enrolled while in service on 1 Apr 16, eligible service runs from 1 Apr 00 or date of enlistment, whichever is later.
12. Time spent on an unpaid career break does not count as qualifying service but an ELC claim can be submitted for learning to take place during a career break.
13. Paid maternity/paternity leave counts as qualifying service but not unpaid additional maternity/paternity leave.
14. **Period to use ELCs:** SP and SL must commence the course in relation to which they are claiming an ELC award before the end of the entitlement time limit, which is defined as follows:
- a. For SL who ceased to be members of the Armed Forces before 1 Apr 11, 10 years after discharge.
 - b. For SL who ceased to be members of the Armed Forces between 1 Apr 11 and 31 Mar 16, until 31 Mar 21.
 - c. For SL who ceased to be members of the Armed Forces on or after 1 Apr 16, 5 years after discharge.
 - d. Notwithstanding the above, for SL who is medically discharged on or after 1 Apr 11 and who receives a disablement pension under the War Pension Scheme or a guaranteed income payment under the Armed Forces Compensation Scheme, 10 years after discharge.
15. **Wounded Injured and Sick (WIS) SP.** SP who have completed initial (Phase 1 and 2) training and who are Scheme members, who become WIS before achieving the required ELC qualifying service, may be authorised to claim ELC at the lower tier rate. ELC use when WIS must be part of an Individual Recovery Plan (IRP) managed by sS recovery schemes. Specific regulations are:
- a. Must have registered to join the ELC scheme or been auto-enrolled prior to the date of the injury or commencement of the illness.
 - b. The injury or illness must be wholly or predominantly caused or worsened by Service⁴⁵⁷.
 - c. At the discretion of Ed Staff, the rules regarding direct benefit to the Service may be relaxed, and the WIS SP may in addition study at Level 2.

⁴⁵⁷ Injury or illness which is made worse by service is described in JSP 765: MOD Compensation Schemes.

d. SP must be briefed on, and agree, the implications of using a lower tier ELC claim at this stage of their career.

16. **Effects of attributable medical discharge on eligibility.** SL who have completed initial training and who are medically discharged from Service on or after 1 Nov 10 before achieving the required qualifying service, may be eligible to claim ELC at the Lower Tier. In such cases, the SL must already be a member of the ELC scheme⁴⁵⁸ and the injury or illness must be wholly or predominantly caused or predominantly worsened by Service. The period in which ELCs must be used is described in paragraph 14. If SL are in receipt of a disablement pension or a guaranteed income payment the period of eligibility is relaxed and they have 10 years after discharge to start their learning.

17. **Transfer of eligibility to eligible adult dependant.** In the event of the death of a SP or attributable medical discharge of a SP where their condition renders them unable to utilise their ELC, it may be permissible to transfer all remaining ELC awards to the SP's "eligible adult dependant". The "eligible adult dependant" is the SP's spouse, civil partner or "eligible partner" (or surviving spouse, civil partner or "eligible partner").

18. A person is an "eligible partner" if:

- a. the person and SP cohabit as partners in an exclusive and substantial relationship;
- b. the person and SP are not prevented from marrying or entering into a civil partnership; and
- c. the person is financially dependent on the SP, or the person and the SP are financially interdependent.

19. A person is a "surviving eligible partner" if they met the requirements of paragraph 18 at the date of the SP's death.

20. If the SP dies, the SP's eligible adult dependant will be eligible to use the SP's ELC in the following circumstances:

- a. The SP died on or after 1 Apr 04 and on the date of their death was a member of the ELC Scheme and had completed the eligible service described in paragraph 10 and calculated according to paragraph 11. This gives eligibility to a Lower Tier, Aggregated Lower Tier or Higher Tier award depending on the eligible service the SP completed; and
- b. The SP died on or after 1 Nov 10 and on the date of their death was a member of the ELC Scheme and had completed Phase 1 and Phase 2 training. This gives eligibility to Lower Tier awards.

21. If the SP has an attributable medical discharge and is unable due to the illness or injury to use the ELC, the SP's eligible adult dependant will be eligible to use the SP's ELC in the following circumstances:

- a. The discharge occurred on or after 1 Apr 04 and on that date the SP was a member of the ELC Scheme and had completed the eligible service described in

⁴⁵⁸ See para 11 on eligibility.

paragraph 10 and calculated according to paragraph 11. For attributable medical discharge on or after 1 Apr 17, the SP must also be in receipt of a disablement pension under the War Pension Scheme or a guaranteed income payment under the Armed Forces Compensation Scheme. This gives eligibility to a Lower Tier, Aggregated Lower Tier or Higher Tier award depending on the eligible service the SP completed; and

b. The discharge occurred on or after 1 Nov 10 and on that date the SP was a member of the ELC Scheme and had completed Phase 1 and Phase 2 training. For attributable medical discharge on or after 1 Apr 17, the SP must also be in receipt of a disablement pension under the War Pension Scheme or a guaranteed income payment under the Armed Forces Compensation Scheme. This gives eligibility to Lower Tier awards.

22. The eligible adult dependant must start learning before the tenth anniversary of the SP's death or attributable medical discharge.

23. In certain circumstances, SL may be able to transfer their entitlement to a Nominated Proxy (NP). This requires the NP to be providing ongoing care or financial support to the SL and for Service welfare agencies to approve the transfer. Full details are in JSP 534 para 0616.

24. **Effects of redundancy on eligibility.** SP who are made compulsorily redundant and who are ELC scheme members, will cease to accrue qualifying Service for ELC eligibility on the day they leave Service. Their entitlements to Lower Tier, Aggregated Lower Tier and Upper Tier awards are related to their length of qualifying service as for other SP.

Submitting a claim

25. **Eligibility of a claim.** Applicants for ELC awards must satisfy these conditions:

a. The Learning Purpose must be of direct benefit to the Service and have a substantial developmental value, appropriate to the SP's personal development goals. SP are required to demonstrate that their proposed course of study is derived from a process of careful planning. They must provide evidence of such planning (such as, from Personal Development Plans in their PDR) as a condition of claim approval.

b. An activity undertaken by WIS SP to achieve a qualification as part of a managed IRP, must demonstrate that it has substantial developmental value appropriate to their personal development needs, and ability. Exceptionally, this does not have to be of direct benefit to the Service.

c. SLC may not be used simultaneously to fund elements of a course of study which is supported by ELC funding.

d. SL undergoing resettlement may use their Individual Resettlement Training Cost (IRTC) grant, in addition to their ELC, to finance the undertaking of a nationally recognised higher level qualification⁴⁵⁹, of which at least 75% of the study must be a minimum of Level 3 and the remaining 25% must be Level 2. The qualification must

⁴⁵⁹ At QCF Level 3 or above.

be delivered by an approved ELC LP⁴⁶⁰. It is permitted, in these circumstances only, for SL to use their IRTC grant to offset, or pay in full, the 20% personal contribution required when using ELC⁴⁶¹. Allowing SL to use both funding streams ensures that they have the greatest level of flexibility when financing their preferred Learning Purpose. In addition, the costs of gaining a QCF Level 3 qualification or above will generally exceed the sum of ELC and IRTC, meaning that in the majority of cases the principle of a personal contribution (at the higher educational level) will continue.

e. ELC and IRTC may be put towards a single resettlement Learning Purpose should continue to be submitted in accordance with the individual scheme regulations, noting: the 20% minimum personal contribution will be paid on receipt of the Claims Authorisation Note (CAN) from ELCAS, and MOD will be invoiced separately by the LP to pay the difference. The SL may then submit a retrospective IRTC claim on completion of the course and claim back the difference up to the maximum of £534 or, alternatively, they may continue to routinely apply for pre-payment of IRTC⁴⁶². Any unspent IRTC may be directed towards another Learning Purpose. IRTC may be used to finance multiple Learning Purposes whilst ELC cannot. It is the SLs responsibility, with advice from Ed Staff, to determine how best to optimise the funding support available when undertaking resettlement.

f. SP/SL are not permitted to claim any other source of MOD funding related to any application made under this scheme. When using ELC and IRTC for specific resettlement activities, SP/SL must not be in receipt of any other Service funding for the proposed activity⁴⁶³.

g. Any Learning Purpose undertaken must be done so by the most cost-effective means available.

h. The LP must be an Approved Provider, which is administered by the CSP and their courses **must** be approved for participation in the scheme⁴⁶⁴. LPs who are also resettlement Preferred Suppliers who are suspended or removed from the Preferred Suppliers List will also be suspended or removed from the approved Learning Providers List.

i. All training must be delivered directly by the registered approved LP. Training delivered by associated third parties is not permissible and will result in the LP's immediate removal from the approved Learning Providers list.

j. The SP must be authorised to undertake the activity and registered in accordance with sS instructions.

k. For second and third claims, SP/SL must provide proof that they have completed their Learning Purpose and have completed the Electronic Course

⁴⁶⁰ Courses offered by publicly funded providers such as FE Colleges and Universities are accepted to offer their full range of publicly funded courses, subject to the requirements of the Level. Private providers must request and have each course approved.

⁴⁶¹ Noting that all other policy regarding the use of ELC remains extant, it is not permissible to use the ELC in concert with the IRTC for courses supplied by non-approved ELCAS LP.

⁴⁶² Using the procedure laid down in the SPVA Business Process Guide.

⁴⁶³ In this context, SL who are utilising the 'standby' place facility on Career Transition Partnership (CTP) contract funded courses may not claim ELC as the course is already subsidised by the MOD contract with CTP for the course. Also, ELC is not be used to pay for Summer/Residential school fees.

⁴⁶⁴ LP may be eligible to apply for inclusion on the list of Approved Providers by applying to the CSP on the ELC website. The application process includes the submission of course structures for approval and these may be added to by further submission.

Evaluation (ECE) on ELCAS website. A separate claim form must be submitted for each year of a course.

l. If a number of separate courses are undertaken but combine to form a discrete, single Learning Purpose, delivered by one LP, then ELC can fund the total cost. SP, with Ed Staff advice, must be able to prove the validity of the proposed combination of courses in contributing to the Learning Purpose. The PDR enables demonstration that a claim is part of a PDP.

m. Only one ELC claim is permitted per Financial Year (FY (1 Apr-31 Mar)) and must relate to learning that commences that FY. For longer courses, where the academic and FY are out of sync, it is permissible to use one claim for several modules that count towards a continuous block of study, which may extend into the subsequent FY. In all such cases, the start date of each course module must be within twelve months of the start date of the earliest.

n. ELC is based upon the principle that SP/SL will make a personal contribution. The ELC contribution will not exceed 80% of the gross course cost. This includes tuition fees and VAT but excludes food, accommodation, travel and subsistence (which may be claimed from other sources, based upon sS regulations, but is not covered by ELC) or course materials, which are the personal responsibility of the SP.

o. SP/SL will meet their 20% personal contribution from their own resources. The MOD forbids the acceptance of inducements or incentives from LP including subsidies, free accommodation, travel, food and equipment.

26. **Overseas Resettlement Training (ORT) Application Priority over ELC.** Where a Service Leaver (SL) intends to use their ELC entitlement with ORT, it is the SL's responsibility to ensure that they apply for and obtain the ORT authority **first**. Only on the receipt of a successful ORT approval authority may the SL make their ELC application. Under no circumstances may a SL make an ELC application for a non-UK based provider for resettlement purposes without having first obtained the ORT authority. Failure to follow this policy may result in the SL not being granted ORT approval with the outcome that they are unable to use their ELC.

27. **Making a claim.** Before applying, and having discussed their needs with their Ed Staff and Chain of Command, SP must consider:

a. Relevance of the course or qualification to their personal development goals and choice of funding; as well as resources in terms of time and money required.

b. Their ability to cope with the pressures of study (or provision of evidence for assessment), the risk of disruption due to Service life and the flexibility of the study method.

c. The time required to process the claim form. Claim forms must be received by Authorising Ed Staff a minimum of 25 clear working days prior to the course start date. Equally, SP must allow for the time it will take for a new LP to apply for ELCAS registration.

28. **Effect of assignment.** The effects of assignment and forced withdrawal from an ELC funded Learning Purpose, should be carefully understood by SP. Normally, failure to complete the course will result in further claims being denied. However, if failure to complete

is due to Service or compassionate reasons that could not have been foreseen at the time of enrolment, then this ruling will not apply.

29. **Importance of completion.** First applications for ELC funding will take account of the likelihood of completing the proposed course of study. Ed Staff will assess this through interview and any supporting evidence. Should a SP subsequently fail to complete a course of study, they may have to repay the subsidy. For subsequent claims, a SP's previous completion/non-completion will inform the decision as to whether to approve the claim. Electronic Course Evaluation for previous Learning Purposes is evidence to support subsequent claims.

30. **Admissibility of proposed study/course.** For SP, Ed Staff will provide advice as to whether or not a proposed course qualifies as appropriate use of ELC. If in doubt, Ed Staff should approach sS Authorities for assistance, who in cases of continuing doubt will seek direction from the Designated Officer. Where required the SP is responsible for providing proof that the qualification is at Level 3 or above (or equivalent).

31. **Purposes for which ELC may be claimed.** ELC may be claimed for part or full-time higher level study, whether conducted centrally, or through distribution learning. Study must result in the cost effective achievement of a nationally recognised Level 3 (or above) qualification⁴⁶⁵. Useful references are⁴⁶⁶:

- a. The list of Awarding Bodies approved to make awards accredited by the regulatory authorities in England, Wales and Northern Ireland as listed on the Register of Regulated Qualifications, <http://register.ofqual.gov.uk>
- b. The Scottish Qualifications Authority, <http://www.sqa.org.uk/sqa/41278.html>
- c. British Qualifications (a guide to educational, technical, professional and academic qualifications in Britain) and British Vocational Qualifications (a directory of vocational qualifications available in the United Kingdom).
- d. National Academic Recognition Centre for the UK (UK NARIC), www.naric.org.uk
- e. Universities and Colleges Admissions Service (UCAS) Directory, wwwucas.com
- f. Other national governing or regulatory bodies who recognise qualifications in their own right e.g. Civil Aircraft Authority (CAA) or the Health and Safety Executive (HSE).

32. **Study meriting ELC support:**

- a. Study towards first degrees (including Foundation Degrees).
- b. Study towards postgraduate qualifications, including teacher training.

⁴⁶⁵ As defined by the QCF (England, Wales and Northern Ireland), a Level 6 or above on the SCQF (Scotland) or, if pursued overseas, an approved international equivalent higher level qualification.

⁴⁶⁶ SP should be aware that the burden of proof of the Level of a course rests with them. They should seek proof from their LP.

- c. Other academic study, such as AS/A level study, Higher Educational Institute (HEI) access courses, or foreign language study.
- d. Professional self-development in addition to that provided in Service training.
- e. Accreditation of prior learning assessment fees, including accreditation of Service professional skills, leading to partial or complete qualifications providing there is evidence that the SP has produced new, original work.
- f. Vocational courses, providing there is direct benefit to the Service.
- g. Examination fees for qualifications that meet the ELC eligibility criteria.
- h. Initial registration fees and accreditation fees for professional bodies and institutes expressly to gain qualifications (such as certificates, diplomas or equivalent schemes of work rather than categories of membership)⁴⁶⁷.
- i. Refresher training, provided that training results in the re-qualification or re-award.
- j. Courses and qualifications which are required for the coaching and management of sport or Adventurous Training (AT) in the Services, provided that they are in support of a SPs PDP. There must be evidence of intellectual development. Cases of this kind are to be examined by Ed Staff and where there is any doubt, they should be referred to appropriate sS Authority. SP must prove either that the activity is not provided under the auspices of Joint Service Adventurous Training Schemes (JSAT) or that a place is not available on such a course⁴⁶⁸. In some cases, qualifications are available through courses authorised by sS Sports Boards. Ed Staff should check before approving the use of ELC.
- k. Some LP may offer discounts for certain qualifying courses to SP/SL. SP should ensure any such discounts are fully taken into account in calculating the course fee and their personal contribution before submitting their claim.
- l. Overseas courses and qualifications may be eligible for ELC support. However, the LP must be approved through the CSP, and the activities must lead to a qualification recognised by UK NARIC.
- m. Resettlement preparation courses. ELC can be used for resettlement purposes once a SL has formally commenced their resettlement. Fees for courses or training, which form part of a SLs resettlement strategy may be eligible for a partial refund as follows:

⁴⁶⁷ It may well be, however, that the modest scale of expenditure would make SLCs, together where appropriate with IRTC, a more useful vehicle, thus enabling SP/SL to reserve for future use the larger-scale support which ELCs provide.

⁴⁶⁸ A list of JSAT courses can be found in, JSP 419: Adventurous Training in the UK Armed Forces.

Ser	Time period eligibility & admissibility	ELC for educational purposes (including personal development)	ELC for resettlement purposes
1	Throughout career up to last 24 months	YES	NO
2	Last 2 years of Service	YES	YES ^{1, 2}
3	Earlier than last 2 years of Service for those over 50 years of age, or with 30 or more years' Service.	YES	YES ^{1, 2}
¹ Providing the SP meets the ELC qualifying criteria and has identified a higher level qualification. The course of study must be an integral part of, and result, in the cost effective achievement of a nationally recognised qualification at Level 3 (A level and equivalent) and above as defined by the NFQ; a Level 6 or above on the SCQF or, if pursued overseas, an approved international equivalent higher level qualification. ² The LP must be on the Approved Provider List held by the CSP.			

33. **Specific Learning Difficulties (SpLD)**⁴⁶⁹. SP with SpLD may be eligible for funding support under the ELC scheme. Funding arrangements for an assessment of SpLD are dealt with under separate sS funding arrangements or through the use of SLC. ELC may be used to support training designed to assist SP with SpLD⁴⁷⁰. The LP must be approved by the CSP. Where such training is considered to be essential for military Service, however, the costs should be met from sS training budgets, not through ELC.

34. **Where ELC may not be claimed.** ELC may not be claimed for:

- a. **Service training.** General Service training, courses or qualifications undertaken for the benefit of a Service branch, trade or specialism.
- b. **Civilian Accredited Service training.** The funding of qualifications and examinations of this kind is not permitted. The only case for authorising a partial refund under ELC in this area is where both these criteria are met:
 - (1) A minimum of thirty hours of additional work, which is not an integral part of the Service course syllabus and is completed in the SP's own time.
 - (2) An examination, assessment or assignment which is not an integral part of the Service course syllabus, is assessed by an external assessor and is undertaken by the SP electively.
- c. **Professional bodies and institutes.** Annual membership fees for professional bodies or institutes.
- d. **Course material.** Course material, for which there are additional charges⁴⁷¹.

⁴⁶⁹ As described in Defence Direction on Specific Learning Difficulties contained elsewhere within this JSP.

⁴⁷⁰ Where SpLD needs have been formally assessed and diagnosed (noting that assessment leading to a diagnosis comes under separate sS funding arrangements).

⁴⁷¹ Textbooks may be obtainable on loan from the Joint Service Central Library through Education/Learning centres or via sS arrangements.

- e. **Pure sport and AT.** All sporting and AT, or courses where the aim is solely to learn the sport or activity, or improve by undertaking that sport or activity.

Administration

35. **Procedure for submitting a claim.** Forms are available from the ELCAS website. SP are only to use the current version, which ELCAS has placed on the website. The procedure:

- a. Claim Forms must be completed by the SP and authorised by Ed Staff, with course attendance approved by the line manager, before electronic submission to the CSP database. A copy of all paperwork is held in the SP's PDR and personal records where appropriate. The claim process is explained at Annex A.
- b. Claim forms must be submitted to Ed Staff/sS Authority for approval at least 25 clear working days prior to the course start date. SP must ensure there is sufficient time to receive the CAN, in order to present to their LP before the course starts.
- c. Payments will be made direct to the LP on receipt of a correctly completed invoice on or after the course start date. LP invoices will be accepted by MOD (through ELCAS) no earlier than six weeks and no later than 9 months after the SL starts their course. LP must confirm that the SL has completed six weeks of study. The SP is responsible for meeting the personal contribution balance ensuring that the personal contribution is rounded up. Any calculation less than the 20% minimum will be rejected by Ed Staff.
- d. Retrospective claims will not be allowed under any circumstances if received after an agreed course/module start date. Any money paid to LP (as a deposit or to secure a place, for example) prior to receiving the CAN is paid purely at the personal risk of the SP. When making a claim, such an amount may count as part of the SPs personal contribution, but any money that exceeds this amount is not reclaimable under the Scheme. SP are not to commence a course without first receiving the CAN and presenting it to the approved LP. SP are not permitted to transfer the CAN to a different course or LP. SP may not pay a LP and then seek reimbursement directly from the LP on receipt of their CAN.
- e. On receipt of the CAN, the SP is to submit the CAN to the LP and pay the balance of the total cost of the course. Thereafter, LP will deal direct with the CSP.

Cancellation of CAN and reinstatement of ELC

36. **Cancellation.** SP may only cancel their place on a course by adhering to the scheme cancellation regulations. Under certain operational or compassionate circumstances, SP will be permitted to cancel their course, and their CAN, but only if the LP has not yet sent the invoice to the CSP. If the LP has sent the invoice, the CSP are obliged to honour it and the SP is then to follow sS ELC reinstatement regulations. Where approval is given for cancellation, then the ELC earmarked for the [cancelled] course will not be used. SP who do not follow the procedure become personally liable for the payment of all fees and other costs due to the LP, and risk forfeiting their ELC and membership of the scheme.

37. **Reinstatement.** SP may only withdraw from the course by adhering to the scheme regulations. Under certain operational or compassionate circumstances, SP will be permitted to withdraw from the course and have that particular ELC instalment reinstated. The procedure may well involve money being reimbursed both to MOD and the SP. The MOD will not be held liable for any losses incurred in the recovery of personal contributions previously made by the SP to the LP. SP should note that they may not be reimbursed to the full value of the personal contribution. SP who do not follow the procedure become personally liable for the payment of all fees and other costs due to the LP, and risk forfeiting their ELC and membership of the scheme.

38. **Amendment.** SP may amend their submitted application by adhering to the scheme regulations governing amendments. What constitutes an amendment can be found at the ELCAS website. Under certain operational and compassionate circumstances, SP may be able to arrange with their LP to extend the duration of their course dates, in order to complete their qualification. SP cannot transfer their CAN to a different course or start date, unless under exceptional circumstances, they are authorised to do so by their sS Authority.

39. **Service quality assurance process.** On completion of a course SP are required to evaluate their learning using the Electronic Course Evaluation form available via the ELCAS website. The CSP will collate evaluations and forward an annual summary report to the Designated Officer. Failure to complete the end of course evaluation will result in future claims being denied.

Second and third claims

40. Claims will not be approved without receipt of the required documentation. For SP see Para 25. For Claimants No Longer in Service, see Para 43.

41. LP may require SP to register prior to the onset of the FY in which the course is due to start. This is likely to affect SP whose course starts early in the FY (April and May) and those who may be progressing from one module or element of a course to the next. In such circumstances, SP may be permitted to submit a claim no more than 3 months before the FY in which the course is due to start. The Ed Staff will send the CAN, which SP can give to their LP, with the balance of payment (their personal contribution). SP are to ensure that the LP understands that the CAN cannot be honoured until after start of the relevant FY, for which the ELC instalment is being drawn. The CSP will not accept or authorise invoices before the course start date.

42. **Submitting a claim.** sS ELC claims should be submitted through:

RN	RN/RM Education and Resettlement Officers (EROs), Naval Education and Training Support Officers (NETSOs) and Naval Resettlement Information Officers (NRIOs) at RN/RM Learning Centres. Education and Resettlement Staff seeking further clarification of sS instructions should contact SO3 EL3R, at DII: 'NAVY TRG HQ-EL3R RESET SO3C' (Mil: 93832 5954 Civ: 02392 625954).
Army	Individual Education and Resettlement Officers (IERO), at Army Education Centres, which must be used by SL on resettlement. Education and Resettlement Staff seeking further clarification of sS instructions should contact the relevant SO2 Retention and Resettlement in Regional Command (RC) : DII: RC-Pers-ETS-N-RetResSO2 or RC-Pers-ETS-S-RetResSO2.

RAF	Personal Learning Advisors (PLAs), and Resettlement and Education Coordinators (REC) at RAF Learning Centres. Education and Resettlement Staff seeking further clarification of sS instructions should contact SO2 Accreditation at DII:'22TrgGp-CTS-AndEWg-SO2' (Mil:95751 6888 Civ: 01400 266888).
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43. **Procedure for Claimants no Longer in Service (CNLIS).** SL⁴⁷² may apply within their post service eligibility period. Forms are available at the ELCAS website and are to be submitted to sS for endorsement:

RN⁴⁷³	SO3C EL3R Resettlement NCHQ, Mailpoint 3.3, Leach Building, Whale Island, HMS Excellent, Portsmouth, PO2 8BY NAVY TRG HQ-EL3R RESET SO3C@mod.uk 02392 625954
Army	Learning Credit Scheme (LCS) Manager, Education Branch Zone 4, Floor 2, Army Personnel Services Group, Home Command Ramillies Building, Army HQ Monxton Road, Andover SP11 8HJ Tel: 01264 381580 Email: elc@detsa.co.uk
RAF⁴⁷⁴	Learning Credits Administrator No 22 (Trg) Gp, Rm 221b Trenchard Hall, RAFC Cranwell, Sleaford, Lincs, NG34 8HB 22TrgGp-CTS-AndEWg-LCA@mod.uk 01400 268183

44. SL claiming after they have been discharged from Service must submit all of the documents listed below:

- a. Claim Form.
- b. Information about the course.
- c. Copy of Service discharge document.
- d. Copy of utility bill (for address).

45. **Claims by eligible adult dependants.** Eligible adult dependants or nominated proxies may submit ELC claims to the sS Authorities utilising the same procedures as those detailed above for CNLIS.

46. **Payment approval.** Approval Authorities are:

RN: NCHQ, Training HQ, DACOS Trg.

Army: Army HQ, I Dev.

RAF: Air Command, 22 Trg Gp, Cmdt CTS.

⁴⁷² Who meet the eligibility criteria and have left Service.

⁴⁷³ SP still serving are not to use this POC but are to consult the staff in their local RN Education Centre.

⁴⁷⁴ SP still serving in the RAF are not to use this POC but are to consult the staff in their local Learning Centre. CNLIS are encouraged to refer to the RAF Learning Forces website for further information.

47. **Tax liability.** Most courses undertaken by SP will be exempt from taxation either as income or as a benefit in kind if they can be justified as being 'work related'. Evidence that the course has a demonstrable developmental value (e.g. within the PDR) will aid the justification of a course as 'work-related'. SP should be able to demonstrate that the Learning Purpose will directly benefit the Service in order to qualify as 'work-related'. However, if in doubt, a SP should always seek the advice of HMRC. With effect from 2 Sep 12, ELC awards for courses undertaken after leaving Service are unlikely to be chargeable to tax. However, if in doubt, a SL should always seek the advice of HMRC.

48. **Authority for travel and subsistence.** There is no entitlement to travel at public expense, or to claim subsistence allowance, for ELC Learning Purposes, unless the ELC is used by a SL as part of their resettlement⁴⁷⁵. Where ELC is being used in conjunction with IRTC and/or Graduated Resettlement Time, it may be permissible to claim both subsistence and travel⁴⁷⁶.

Annex:

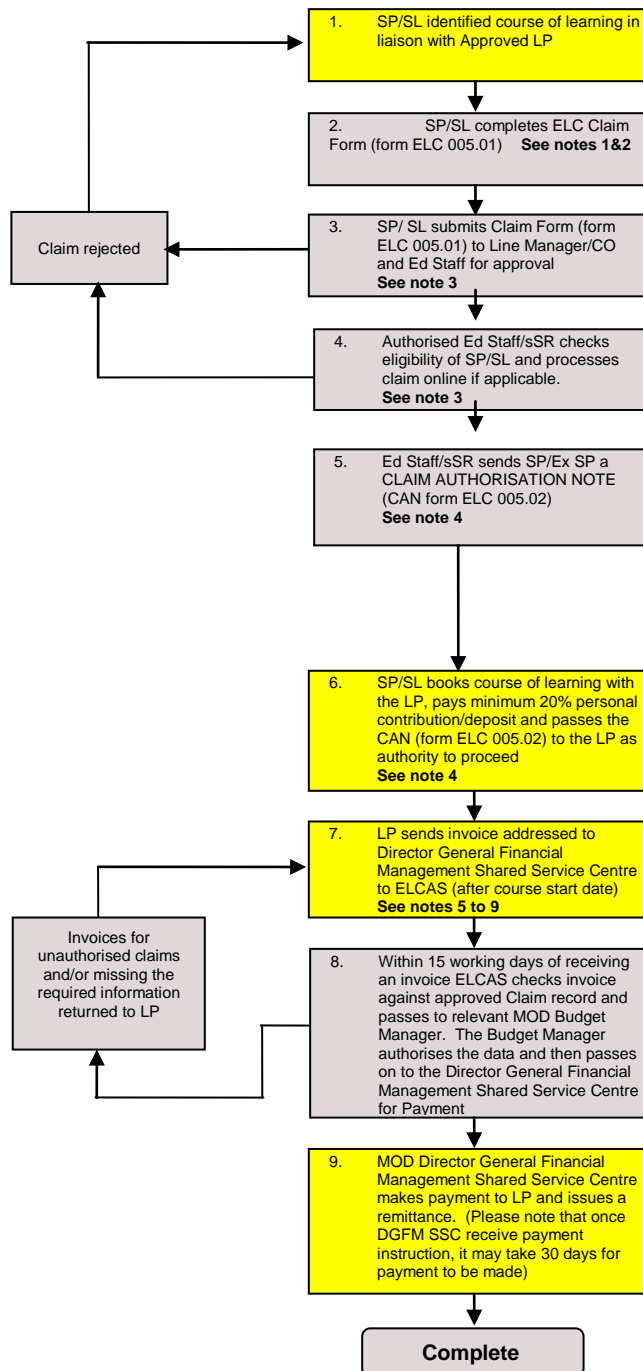
A. ELC Process for SP and LP.

⁴⁷⁵ In accordance with JSP 534: Tri-Service Resettlement Manual.

⁴⁷⁶ In accordance with JSP 752: Tri-Service Regulations for Allowances.

**Annex A to
JSP 822 Pt 1, Ch 6, Sect 6.5
Dated Mar 17**

ELC SCHEME PROCESS FOR SP AND LP



Key LP activities

Notes

1. All claims must meet the eligibility criteria as outlined in the current JSP and on the ELC website.
2. All forms required for the ELC process are available from the ELC website.
3. All claims must be received by Ed Staff/sSR, 25 clear working days prior to course start date.
4. The Claim Authorisation Note (CAN form ELC 005.02) confirms that the SP will receive ELC support to fund their chosen course with the identified LP. LPs should not accept confirmed bookings from SP unless they have received the original CAN (form ELC 005.02) and 20% personal contribution from the SP. LP should not accept a booking for a course, other than that detailed on the CAN (form ELC 005.02).

5. Invoices should be addressed to the MOD and must include:

- The Invoice Number
- The LP Number
- The unique number (Claim Number) shown on the CAN (form ELC 005.02)
- The SP Service Number
- The LP own course code
- Confirmation that the SP has paid the minimum of 20% of the course fee

6. Invoices must be received by ELCAS on or after the course start date and within nine months of the course start.

An example invoice is available from the ELC website.

7. The amount claimed should include VAT or indicate that VAT is not applicable, and should not exceed the value of the CAN.

8. The LP invoice number will be quoted as the bill reference on the remittance sent by MOD.

9. Where a SP withdraws from the course before a payment file has been generated to the LP, by ELCAS, then the cancellation process should be followed. Where a SP withdraws from a course after a payment file has been generated to the LP, by ELCAS, the reinstatements process should be followed. Both of these processes are outlined on the ELC website.

Glossary

ELC website refer to ELCAS = Enhanced Learning Credits Administration Service
 LP = Learning Provider
 sSR = Single Service Representative
 Ed Staff = Education Staff
 CAN = Claims Authorisation Note
 DGFM FM SSC = Director General Financial Management Shared Service Centre
 SL = Service Leaver

6.6 Further Education and Higher Education Scheme for Service Leavers

Policy Sponsor: TESRR, CDP⁴⁷⁷

The Government announced to Parliament on 17 Jul 08⁴⁷⁸ a package of cross-government support to Armed Forces personnel, their families and veterans⁴⁷⁹, which included a commitment to establish the Further Education and Higher Education Scheme to provide SL with access to a first full Level 3 (GCE A level or vocational equivalent), or a first higher education qualification (a foundation degree or a first undergraduate degree or vocational equivalent). Subsequently, the MOD engaged with Other Government Departments (OGDs)⁴⁸⁰ and Devolved Administrations (DA)⁴⁸¹ to define and agree the parameters of this support, develop the policy and implement the proposals.

The support has been reviewed by MOD and OGDs to ensure that it correctly meets the needs of SL. This Direction outlines the eligibility criteria for further education and higher education support ("FEHE support") under the scheme (pertinent to submissions after 6 Apr 11).

In addition to the Defence Direction regarding the ELC scheme, detailed in the previous Section 6.5, the following additional Direction applies to SL seeking to receive FEHE support using their enrolled ELC scheme entitlement. The rules of the FHEC Scheme set out in this JSP are based on legislation and apply to SL applying for FEHE support⁴⁸².

Aims

1. The aims of providing FEHE support for SL are:
 - a. To provide full state subsidised tuition fees for eligible SL undertaking their first FE or HE level qualification. This commitment comprises employer contributions to the Armed Forces ELC scheme, supplemented by resources made available by partner OGD/DA.
 - b. To build on the extensive range of professional and personal development opportunities made available to SL during a Service career and provide an incentive, especially to raise their skills levels in preparation for, and on returning to, civilian life.
 - c. To enhance the reputation of the Armed Forces by returning high quality SL to the UK skills pool, by providing the opportunity for them to raise their skill levels by achieving nationally recognised qualifications in economically viable skills which benefit the nation.

⁴⁷⁷ Training Education, Skills, Recruiting and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.
⁴⁷⁸ 2009DIN07-042 refers.

⁴⁷⁹ Cm 7424 dated Jul 08 - The Nation's Commitment: Cross-Government Support to our Armed Forces, their Families and Veterans.

⁴⁸⁰ Department for Business Innovation and Skills (BIS) and the Skills Funding Agency (SFA)

⁴⁸¹ Scottish Government (SG) and Welsh Assembly Government (WAG) and the Department for Employment and Learning (DELNI)

⁴⁸² The Armed Forces (Enhanced Learning Credit Scheme and Further and Higher Education Commitment Scheme) Order 2012, S.I. 2012/1796 (as amended most recently by S.I. 2016/310).

Supported qualification levels

2. **A first full Level 3 or a first HE qualification.** The scheme specifically supports the achievement of a **first qualification** at either Level 3 or HE⁴⁸³. If the scheme is used to achieve a Level 3 qualification, or the SL has achieved 120 credits at Level 4 in higher level studies, it cannot be used to achieve a HE qualification. Similarly, although the scheme supports the achievement of a HE qualification up to that of a full undergraduate degree, it cannot be used to achieve a degree if a lower level HE qualification such as a Higher National Diploma (HND) is already held or a higher level qualification at Level 5, 6, 7, or 8. It is, however, permissible for SL to use the scheme to extend their in-progress⁴⁸⁴ studies, for example, from foundation degree studies to a full degree, or if study is for a first undergraduate degree (including foundation degree or an integrated masters degree) as long as this intent is declared at the start of the study.

3. **Level 3 or national equivalent.** This refers to a full UK Level 3 qualification such as the achievement of two GCE A levels⁴⁸⁵ (A2) (passes at A-E) or vocational equivalent⁴⁸⁶.

4. **A foundation degree or full undergraduate degree or vocational equivalent.** This refers to a full UK Level 4-6 qualification based on the Framework for HE and Qualifications (FHEQ) in England, Wales and Northern Ireland and the Scottish Qualifications Authority (SQA) for Scotland; for example, a first undergraduate degree (including foundation degree) or Higher National Certificate (HNC) or Diploma for which the entry qualification is lower than a degree and which normally takes place at a publicly funded institution⁴⁸⁷. Individuals holding equivalent international higher level qualifications, such as an undergraduate degree, will not be eligible for support.

Features

5. The additional features of the FEHE scheme are:

- a. The FEHE scheme does not cover SL who left Service before 17 Jul 08. SP who left on or after 17 Jul 08⁴⁸⁸ are eligible, if they meet the qualifying criteria.
- b. If a SL's ELC has already been exhausted, or are used up during the course of supported studies, the commitment to fund the full tuition fees for eligible SL transfers to the relevant OGD/DA.
- c. Only publicly funded UK institutions delivering FE and HE qualifications may be approved LP for this scheme. If not already listed as an ELC approved LP, they must apply for ELC provider status and agree to work within the specific administrative requirements of the ELC scheme. Non-publicly funded UK based LPs delivering FE/HE qualifications are ineligible to be approved LP. In all cases, the final decision regarding eligibility for course funding rests with the relevant OGD/DA, with consultation by authorising Designated Officer or Ed Staff.

⁴⁸³ Learners are not permitted to take a Masters Degree (unless a Masters qualification is inherent to the initial (Level 4-6) qualification (Integrated Masters).

⁴⁸⁴ In-progress studies are defined as a continuous period of study within the initially named subject discipline, without a break.

⁴⁸⁵ Or in England, Wales and Northern Ireland the equivalent AS levels

⁴⁸⁶ As defined by the QCF (England, Wales and Northern Ireland); or in Scotland a Level 6 qualification (SVQ Level 3) on the SCQF.

⁴⁸⁷ In Scotland the equivalent qualification is a HNC, HND or a first undergraduate degree, undertaken at a FE college or HEI.

⁴⁸⁸ This includes if an SP has died or has an attributable medical discharge on or after this date, and FEHE support is transferred to the SP's eligible adult dependant

Eligibility criteria

6. In order to make claims for FEHE support, a SL must:
 - a. Be a member of the ELC scheme.
 - b. Have left Service on or after 17 Jul 08.
 - c. Complete the required eligible service before submitting the FEHE claim form and prior to commencing the course of study for which FEHE support is being claimed (see paragraphs 7 and 8); and
 - d. Be applying for payment of tuition fees to undertake at least half of a full-time course⁴⁸⁹ which is either a first full Level 3 or a first HE qualification (Level 4-6).
 - e. The course of study must be completed prior to the period of entitlement ending. The SL will be responsible for self-funding periods of study which extend beyond the period of entitlement (see paragraph 8).
 - f. Meet the residency requirements specified by the relevant OGD/DA.
7. **Length of eligible service requirement.** SL must complete 'eligible service' (i.e. sufficient qualifying service⁴⁹⁰):
 - a. For SL who complete 4 years' qualifying service before 1 Apr 17, at least 4 years' qualifying service; and
 - b. For SL who complete less than 4 years before 1 Apr 17, at least 6 years' qualifying service; and
 - c. For SL who became a member of the ELC Scheme on or after 1 Apr 16, at least 6 years' qualifying service.
 - d. For SL who have an attributable medical discharge⁴⁹¹, the completion of Phase 1 and Phase 2 training.
8. 'Eligible service' commences as follows:
 - a. For SL who were already serving before 1 Apr 03 and who registered on the ELC scheme by 1 Apr 04, eligible service runs from 1 Apr 00 or date of enlistment, whichever is later.

⁴⁸⁹ SL must be applying for an award to undertake at least the equivalent of half of a first full Level 3 (GCE A level or vocational equivalent), or a first higher education qualification (a foundation degree or a first undergraduate degree or vocational equivalent). If studying part time, SL must be studying at a minimum of 25% of the full time commitment and must allow sufficient time to complete a part-time degree within the remaining post-Service discharge period, or self-fund the remaining period of study.

⁴⁹⁰ 'Qualifying service' means service in the armed forces and includes time spent on ordinary maternity leave, additional maternity leave, paternity leave, shared parental leave, additional paternity leave, ordinary adopting leave or additional adoption leave, but does not include time spent on any unpaid career break.

⁴⁹¹ Medical discharge due to an injury or illness wholly or predominantly caused by or worsened by Service. An injury or illness which is made worse by service is described in JSP 765: Armed Forces Compensation Schemes.

- b. For SL who entered Service on or after 1 Apr 03 and registered on the ELC scheme during the initial registration opportunity (para 5 in ELC Direction), eligible service runs from the date of enlistment.
- c. For SL who joined at the second registration opportunity (paragraph 6 in ELC Direction), eligible service runs: for a member who left service before 1 Apr 16, from the date of the 8 years' service point; and for SL who were in service on 1 Apr 16, from 1 Apr 00 or date of enlistment, whichever is later.
- d. For SL who registered on the ELC scheme through late registration (paragraph 7 in ELC Direction): if the SL was serving before 1 Apr 03, whichever is later of 1 Apr 00 and date of enlistment; and if the SP or SL was serving on or after 1 Apr 03, from the date of enlistment.
- e. For SL who were auto-enrolled in the ELC scheme while in service on 1 Apr 16, eligible service runs from 1 Apr 00 or date of enlistment, whichever is later.

9. **Period to use FEHE support.** SP and SL must complete the course within the SL's period of entitlement, which is defined as follows:

- a. For SL who ceased to be members of the Armed Forces before 1 Apr 11, 10 years after discharge.
- b. For SL who ceased to be members of the Armed Forces between 1 Apr 11 and 31 Mar 16, until 31 Mar 21.
- c. For SL who ceased to be members of the Armed Forces on or after 1 Apr 16, 5 years after discharge.
- d. Notwithstanding the above, for SL who is medically discharged on or after 1 Apr 11 and who receives a disablement pension under the War Pension Scheme or a guaranteed income payment under the Armed Forces Compensation Scheme, 10 years after discharge.

10. **Transfer of eligibility to spouse or eligible partner.** In the event of the death of a SP on or after 17 Jul 08 which is caused by service, or the attributable medical discharge of a SP who cannot use FEHE support due to their injury or illness, FEHE support may be transferred to the SP's "eligible adult dependant"⁴⁹².

11. The eligible adult dependant can claim FEHE support if:

- a. The SP was a member of the ELC Scheme at the date of death or attributable medical discharge. For attributable medical discharge on or after 1 Apr 17, the SP must also be in receipt of a disablement pension under the War Pension Scheme or a guaranteed income payment under the Armed Forces Compensation Scheme.
- b. The SP had completed Phase 1 and Phase 2 training before that date.
- c. The eligible adult dependant meets the residency requirements specified by the relevant OGD/DA.

⁴⁹² See paragraphs 17 - 20 in ELC Direction.

12. The eligible adult dependant must start learning before the tenth anniversary of the SP's death or attributable medical discharge.

13. **Residency requirements.** FEHE support is available only to ELC members who reside in the UK. To qualify SL must have been resident in the UK for at least 3 years, prior to the start of the course and they must continue to remain in the UK until the qualification completes (overseas Service counts towards UK residency). Any period during which the SL served outside the UK as a member of the armed forces is treated as a period of ordinary residence in the UK. SL who reside outside the UK after leaving Service do not qualify for this UK based support. If, however, they return to reside in the UK they may be eligible for support within any remaining eligibility window but only after having first completed a minimum of 3 years residency. Funding responsibility lies with the OGD/DA region within which the SL has established their residential status. If an SL moves between regions (e.g. from England to Wales) funding responsibility remains with the initial department, until 3 years residence has been completed in the new location. It is also possible that some SL may have resided overseas in excess of 3 years whilst on Service duty prior to application.

14. **Foreign and Commonwealth personnel.** This support is available to eligible Foreign and Commonwealth (F&C) SL including Gurkha SL residing in the UK who must also meet the residency requirements. In addition, F&C personnel who have left Service will also be required to meet the relevant OGD/DA requirements in regard to settlement and citizenship in the UK to attract funding. The residency and citizenship rules for dependants are different. For further guidance, covering members of the Armed Forces and their dependants, see

www.bia.homeoffice.gov.uk/sitecontent/documents/policyandlaw/IDIs/idischapter15/

15. F&C SL who have been medically discharged prior to achieving sufficient qualifying service are still required to meet the residency requirements specified by the OGD/DA before they can apply to study using this support. Medically discharged F&C SL who have achieved eligibility to access the scheme and are remaining in UK may apply to commence studies after the required residency period has been achieved. In exceptional circumstances, it may be possible for a SL to submit a case to the relevant OGD/DA for exceptional treatment; with the decision resting with the OGD/DA, not the MOD.

Education provision attracting support for SL

16. This support is targeted at eligible SP during their last 2 years of service (their resettlement phase) or SL generally for 5 years after discharge⁴⁹³. Application may be made for payment of tuition fees to undertake at least half of a full-time course⁴⁹⁴ or full-time study and SL must have enrolled to undertake an eligible first full further or higher level course of study (level 4-6) or vocational equivalent (level 4-6) which results in the achievement of a nationally recognised qualification. Only qualifications listed on website links below are eligible for support:

a. **FE (Level 3 or national equivalent):**

(1) **England, Wales and Northern Ireland.** Learning Aims Database (<http://providers.SFA.gov.uk/>) for full Level 3 qualification, that is a qualification equivalent in size and breadth to two GCE A-Levels or vocational

⁴⁹³ See paragraph 9.

⁴⁹⁴ SL must be applying for an award to undertake at least the equivalent of half of a first full Level 3 (GCE A level or vocational equivalent), or a first higher education qualification (a foundation degree or a first undergraduate degree or vocational equivalent). If studying part time, SL must be studying at a minimum of 25% of the full time commitment.

equivalent, or a qualification that if achieved would mean the SL has reached the full Level 3 threshold. Full details at <http://register.ofqual.gov.uk/>. Additionally, for Wales, <http://wales.gov.uk/docs/dcells/publications/090115creditsleafleten.pdf>

(2) **Scotland.** Working towards a first Level 6 qualification (SVQ Level 3) within the Scottish Credit and Qualifications Framework (SCQF). The qualification must be delivered by a FE college, holding a valid registration with the National Learning Opportunities Database (NLOD). Full details at www.sqa.org.uk

b. **HE** (HND, foundation degree, full undergraduate degree (including integrated Masters degree) or national equivalent):

(1) **England and Wales.** Working towards a HE course at levels 4-6 on the FHEQ. Full details at <http://register.ofqual.gov.uk> and www.qaa.ac.uk

(2) **Scotland.** Working towards a HE course at levels 7-10 on the SCQF, holding a valid registration with NLOD. Full details at www.sqa.org.uk

c. **Private Pilot's Licence and courses not listed on the national databases.** Qualifications not included on the national databases do not attract support. These, for example, may include some categories of sport or outdoor skills, flying such as pursuit of a Private Pilot's Licence and the wider range of 'industry standard or vendor' qualifications which are not accredited by a UK nationally recognised Awarding Body.

17. **Accreditation of Service courses.** An SL who has attained a Level 4 (e.g. HNC) qualification purely by dint of completing Service training courses, and has undertaken no extra personal study in order to obtain the qualification which has been accredited by the relevant civilian awarding body, may still be eligible to apply for support. SL should note the FEHE Scheme aims to provide support for SL without a first HE qualification. MOD will confirm with BIS⁴⁹⁵, the status of these courses, on a case by case basis.

18. **Foundation/Introduction to HE courses.** SL who undertake a Foundation Year/Introduction to HE course will be allowed to continue with it through this support, provided that they give an undertaking that they are completing the foundation year/intro to HE course as preparatory work for a full degree to commence immediately after the end of their initial studies.

⁴⁹⁵ [UK Central Government] Department for Business, Innovation and Skills.

Approved LPs

19. LPs are limited to approved institutions in England, Wales, Scotland and Northern Ireland⁴⁹⁶. The relevant national bodies and websites⁴⁹⁷ are:

a. **FE:**

(1) England - The Skills Funding Agency (SFA). www.ukrlp.co.uk

(2) Wales - The Welsh Assembly Government (WAG) (DCELLS).
<http://new.wales.gov.uk/topics/educationandskills/?lang=en>

(3) Scotland - Scottish Funding Council (SFC). www.sfc.ac.uk.

b. **HE:**

(1) England - HE Funding Council of England (HEFCE). www.hefce.ac.uk
www.direct.gov.uk www.ucas.ac.uk

(2) Wales - HE Funding Council of Wales (HEFCW).
www.hefcw.ac.uk/index.htm

(3) Scotland - Student Awards Agency for Scotland (SAAS). www.saas.gov.uk

20. Having identified a LP, the onus is on the SL to first check that the provider is eligible to participate in the scheme. If the institution is not already listed on the ELC website as an approved publicly-funded LP, the institution may apply to join the scheme. This will require the LP completing an application and agreeing to participate within the rules of the ELC scheme. To comply with audit procedures a new LP's details will be referred by ELCAS to the relevant national education authority for verification. Full details of LP status can be obtained from ELCAS at the ELC website. New LPs will, therefore, be added progressively to the ELC approved database on evidence of student demand.

Administration

21. In the case of courses funded by BIS or DA, MOD (the relevant sS) will initially pay course fees up to £9000 for each FY. BIS or DA contribution will be refunded to MOD for reimbursement to sS TLBs. Tuition fees above the capped amount must be paid by the SL. However, the SFA will pay funds to cover course fees directly to the institutions for courses that they are supporting and no payment or refund action is necessary by MOD. Before applying, SL must consider:

- a. Relevance of the course or qualification to development goals and funding choice.
- b. Their ability to cope with the pressures of study (or provision of evidence for assessment), particularly during Resettlement, and the flexibility of the study method.

⁴⁹⁶ SL must use approved English, Scottish, Welsh or Northern Ireland based LPs delivering publicly-funded FE/HE qualifications listed on the national databases. If, for the purposes of this support, a LP is not already listed as approved ELC LP, the SL must first apply for approval through ELCAS.

⁴⁹⁷ The websites are not exclusively limited to publicly funded institutions; they also contain ineligible non-publicly funded LP.

c. The time to process the claim form as Ed Staffs may make enquiries about the Level of the proposed qualification and/or the LP may have to apply to ELCAS for registration. The ELCAS registration process is dependent on a range of external factors and therefore may take a significant length of time.

22. The effects of any assignment within the resettlement phase and withdrawals from the scheme should be carefully understood. Normally, failure to complete the activity or breaks in study outside of the usual term time breaks, will result in any further application being denied. A Gap year is not permitted under the Scheme unless this is integral to the course e.g. to undertake a work placement as part of a 'year in Industry' requirement. This must be declared at the outset otherwise no funding under the Scheme will be provided. If failure to complete the course of study is due to Service or compassionate reasons that could not have been foreseen, then this ruling will not apply. The single Service representatives will need to keep TESRR informed.

Making an application/claim

23 SL can apply on entering their resettlement phase⁴⁹⁸, or for up to 10 years after leaving Service⁴⁹⁹. Officers from the age of 50, or Other Ranks who have completed in excess of 30 years' Service may register for resettlement support prior to the 2 year point in accordance with ELC and resettlement policy.

24. Forms are available from the ELC website. Current forms (as published online) must be completed by the SL and countersigned by line managers and appropriate Ed Staff. Claims are **not** to be submitted directly to ELCAS. A copy of the form and interview record is to be held in the SL's Personal Development Record (PDR) and personal records where appropriate. **A separate claim must be submitted for each year of a course.** The application and claim process is described at Annex B.

25. The claim form must state the cost of the tuition fees to be paid; for longer courses this is to be calculated by each FY, so that the cost is evenly spread. The course fee must include any existing discounts or fee reductions. The claim form must state the MOD contribution (up to a maximum of £1k or £2k depending on tier eligibility) with the remaining balance (the amount which would have equated to the individual's personal contribution). The two amounts, when added together, should total the course fee quoted by the LP. As normal, the ELC contribution will in no case exceed 80% of the gross course cost (tuition fees only). This includes VAT but excludes payment for food, accommodation, travel, subsistence and course material, which are the SLs responsibility. The OGD/DA will meet the minimum 20% cost towards the tuition fees. Where all ELC has been exhausted but the SL still qualifies for full state subsidy then course tuition fees will be met in full by the OGD/DA with no MOD contribution.

26. On receipt of a properly completed and authorised application, the sS Authority will send a Claim Authorisation Note (CAN) to the SL. The CAN is effectively a promissory note to the LP that the SL is eligible to receive fully subsidised state support. All applications for study must be submitted at least 25 clear working days prior to start course date. The SL

⁴⁹⁸ Notwithstanding the general tenet that SL enter their resettlement phase at the start of their last 2 years of service, in many cases this is unlikely to align with the start date of courses. Therefore, SL may be authorised to commence a course under this scheme some months earlier if all other requirements are met. In these cases direction should be sought from the sS ELC managers and/or People-TESRR-PersDev Ed C2 in TESRR

⁴⁹⁹ For SL who ceased to be members of the Armed Forces before 1 Apr 11, 10 years after discharge.

For SL who ceased to be members of the Armed Forces between 1 Apr 11 and 31 Mar 16, until 31 Mar 21.

For SL who ceased to be members of the Armed Forces on or after 1 Apr 16, 5 years after discharge.

must ensure there is sufficient time to receive the CAN and present it to their chosen LP before the course starts, which, for many LPs, means the CAN must be submitted before final course registration date.

27. All payments will be made direct to the LP by MOD on receipt of a correctly completed invoice once the applicant commences the course. LP invoices will be accepted by MOD (through ELCAS) no earlier than six weeks and no later than 9 months after the SL starts their course. LP must confirm that the SL has completed six weeks of study.

28. SL will not be able to claim a refund for any money paid to a LP. SL are not to commence a course without first receiving their CAN and presenting it to their approved LP. Furthermore, SL are not permitted to transfer their CAN to a different course or LP. SL cannot pay upfront to a LP and subsequently seek reimbursement from MOD on receipt of their CAN. If SL do not complete the first six weeks of study, the OGD/DA will not fund any tuition fee costs owed to the LP and the payment of all costs become the responsibility of the SL.

29. sS points of contacts are in accordance with ELC Direction.

30. **Length of support.** Support will be available within the entitled period of eligibility. In some instances such as illness, compassionate circumstances or the SL being deployed during Resettlement or after Service (on transfer to the Reserves), it may be possible for the support to be made available beyond the normal length of the course of study.

31. **Evaluation and achievement tracking.** In accordance with MOD Direction, ELCAS will conduct an evaluation of LP training and support including site visits and student feedback.

32. **Self-declaration.** SL are required to complete the Self-declaration [on the application form] confirming that they are eligible to receive support⁵⁰⁰ and that by receiving the support it is their intention to complete the full qualification. They must also declare that they meet the residency and citizenship/settlement criteria. Ed Staffs are to advise the SL as appropriate on what constitutes eligibility but it will be the SL's ultimate responsibility to ensure they understand and fully comply with the scheme Direction. SL should also be able to provide documentary proof from JPA or through the Learner Records Service once in receipt of a Unique Learner Number.

33. **Cancellation and withdrawal procedures.** SL that have used up their ELC and are claiming full state subsidy and do not comply with cancellation and withdrawal regulations, risk forfeiting their membership of the ELC scheme and thus their access to the FEHE scheme. SL are also subject to the criteria laid down by the OGD/DA, who will not fund any tuition fee costs owed to the LP, by SL who does not complete the first six weeks of study. See Para 27.

34. **SL re-entering Full Time Service.** SL who take up FEHE support during their resettlement, and subsequently remain in or re-enter Service may, with the agreement of the OGD/DA, continue with their chosen qualification until completion without incurring any financial penalty⁵⁰¹. The sS Authority must take account of the study and its duration and be prepared to endorse and support its continuation to completion. However, such SL will

⁵⁰⁰ For their first full Level 3 or first HE qualification level 4-6.

⁵⁰¹ This may require the SL to change the course to a part-time/blended learning basis, possibly with an alternate provider transferring CAT points etc.

forego any further state support under this commitment on finally leaving Service, having used up their opportunity to draw down subsidised tuition fees. Alternately, the LP and OGD/DA may agree to defer the completion of the course, for which final authority rests with the OGD/DA. A record is to be retained by the CSP if such circumstances arise.

35. **Other funding streams.** SL are not permitted to claim any other source of MOD funding including the IRTC or SLC related to any application made under this scheme.

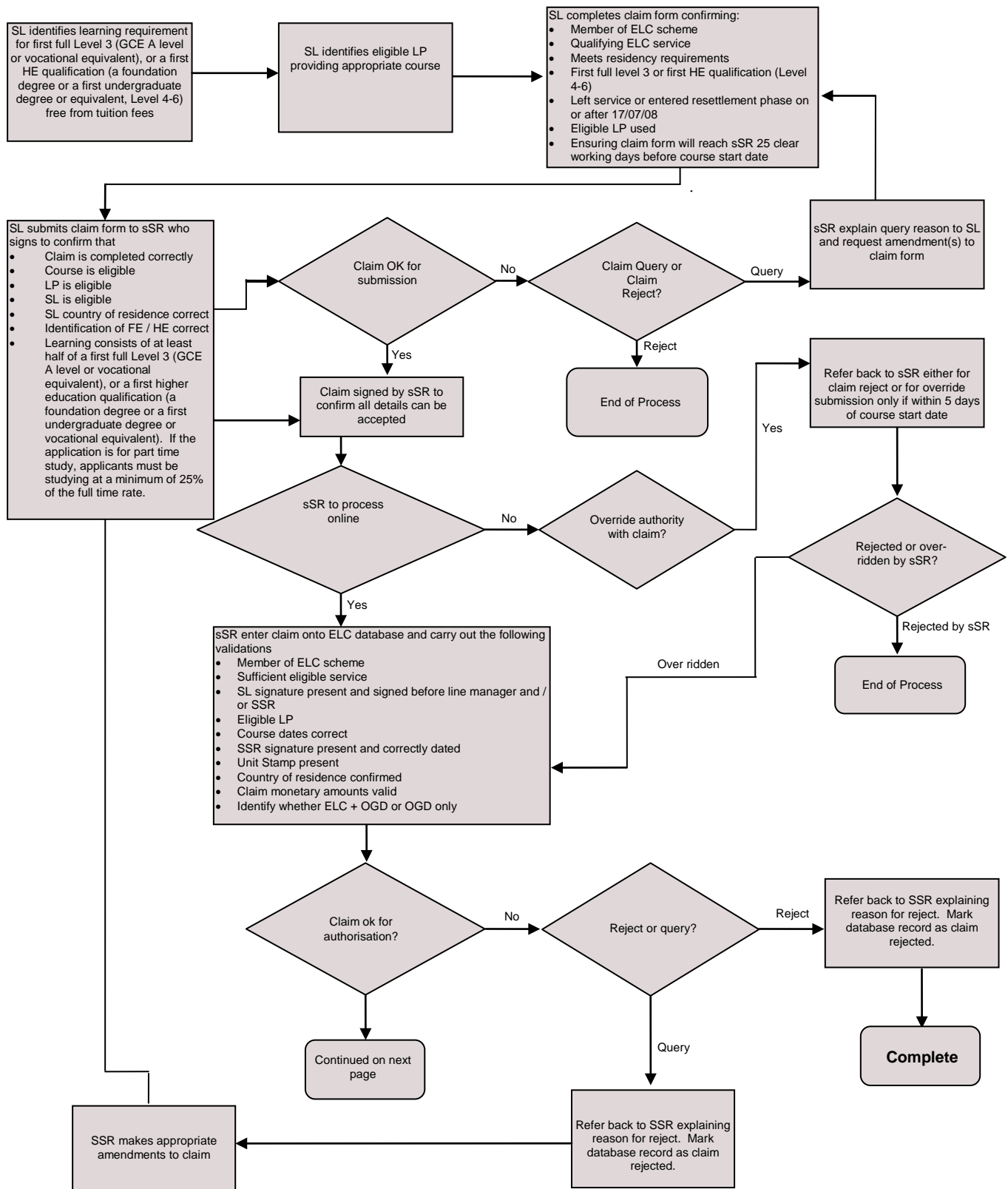
36. **Cost recovery process.** JSP 368⁵⁰² sets out the policy and process for TLBs to recover costs from OGD and Agencies in accordance with HM Treasury guidelines, 'Managing Public Money'. ELCAS will provide a quarterly report to sS TLB budget managers, copied to OGD/DA, to enable recovery action between OGD/DA and MOD.

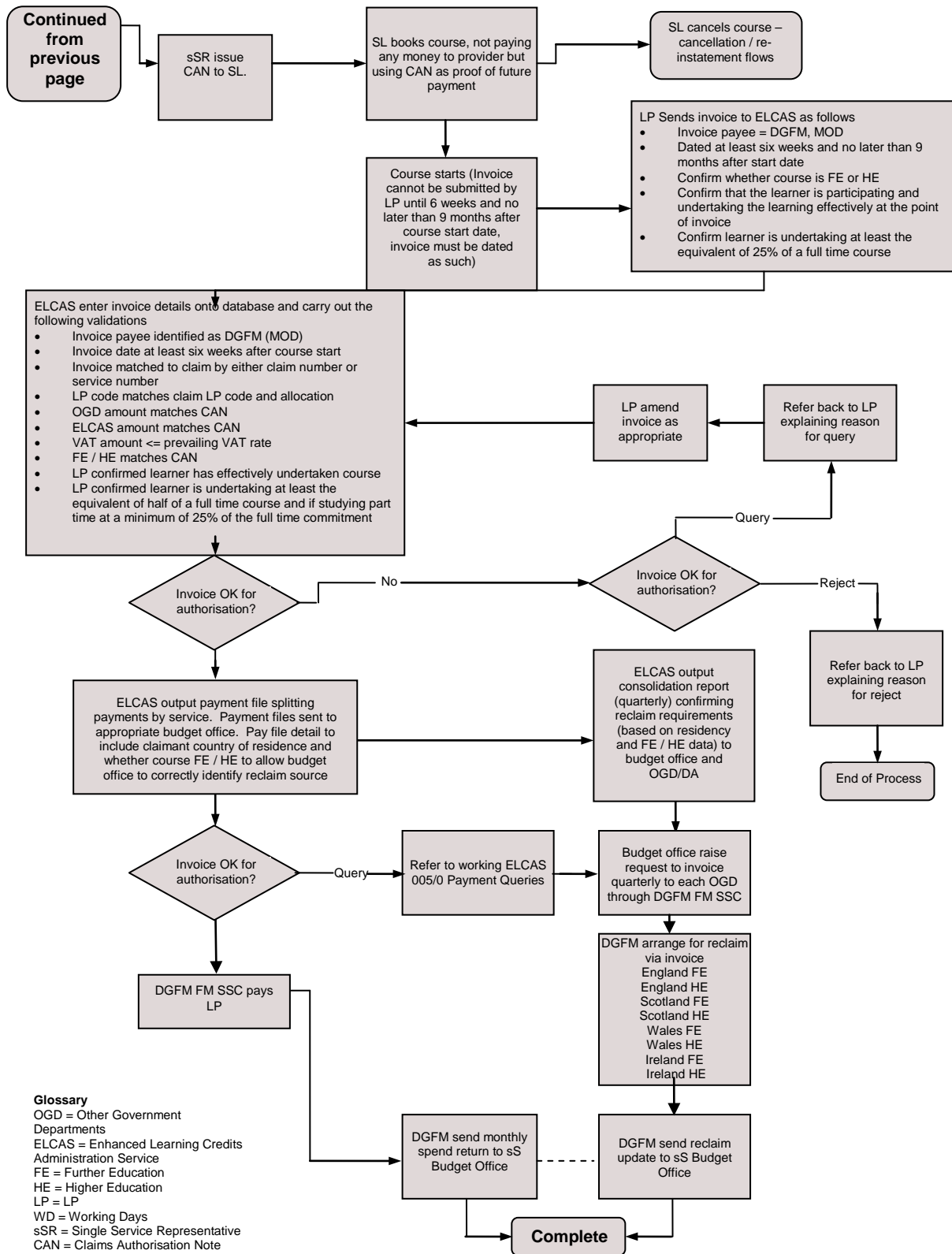
Annex:

A. FE/HE Support Scheme Process for SL and LP.

⁵⁰² JSP 368: The MOD Guide to Repayment.

ANNEX A TO PT 1, 3.5.3: FE/HE SUPPORT SCHEME PROCESS FOR SL AND LP





7 Relocated Policies

Where appropriate, policies and guidance that were contained within the previous version of this JSP and JSP 898 but are better retained and maintained by the policy owners (for continued reference) have been relocated. They are listed here.

7.1 Management Practices Document - Specialist Instructional Officers

(formerly JSP 822, Part 3, Chapter 4)

This policy document has been removed from this JSP and retained by the owner, Head of Profession (HoP) for Training and Education (policy sponsor is DII:ArmyTrg-CapDev-TrgResearch@mod.uk).

7.2 Management Practices Document - Burnham Lecturers

(formerly JSP 822, Part 3, Chapter 4)

This policy document has been removed from this JSP and retained by the owner, Head of Profession (HoP) for Training and Education (policy sponsor is DII JITG-RSMS-HQ-Principal@mod.uk).

7.3 Learning Technologies Handbook

(formerly JSP 822, Part 5, Chapter 5, DTSM 5)

This Guidance document has been removed from this JSP and retained, for reference, by the owner, Defence TEL (DTEL), HQ Defence Academy (policy sponsor is email:DEFAC-HQ-DTELDLEProjSO2@mod.uk).

7.4 First & Second Party Audit of Defence Individual Training (Section 7, Annex C: Defence Training Audit Checklist)

(formerly JSP 822, Part 5, Chapter 6, DTSM 6)

The Defence Training Audit Checklist only has been removed from this JSP and is no longer in use. Audit teams are to develop their own checklists using the mandated activities listed in Part 1, Chapter 1, Section 1.1 and Part 1, Chapter 2, Section 2.1.

7.5 Methods and Media Selection Tool User Manual

(formerly JSP 822, Part 5, Chapter 7, DTSM 7)

This Guidance document has been removed from this JSP and retained, for reference, by the owner, Defence TEL (DTEL), HQ Defence Academy (policy sponsor is email: DEFAC-HQ-DTELDLEProjSO2@mod.uk).

7.6 The Delivery of Training (Defence Trainer Capability)

(formerly JSP 822, Part 5, Chapter 8, DTSM 8)

This Guidance document is being amended and will be subsumed into Part 2 of this JSP later in 2017.

7.7 Defence Language and Cultural Awareness Training Policy (formerly JSP 898, Part 3, Chapter 10)

Reference to this policy, which remains extant in 2014DIN03-008, has been removed from this JSP.

The DIN is at:

<http://defenceintranet.diif.r.mil.uk/libraries/corporate/DINSdefencePol/2014/2014DIN03-008.pdf>

(The Sponsor is Director JW and the POC is DEFAC-HQ-TEC DOLSU SO2)

7.8 Defence Logistics Training Policy (formerly JSP 898, Part 3, Chapter 15)

Reference to this policy, which resides in JSP 896: The Defence Logistics Training and Education Handbook, has been removed from this JSP.

7.9 Guidance in Initial Action to be Taken when Discovering Incident involving Death or Serious Injury (formerly JSP 898, Part 5, Chapter 2)

Reference to this policy, which remains extant in 2010DIN02-023, has been removed from this JSP.

The DIN is at:

<http://defenceintranet.diif.r.mil.uk/libraries/corporate/DINS%20Archive/2010/2010DIN02-023.pdf>

(The Sponsor is DBR Def Sy and the POC is DBR-DefSy-Policing Pol 3)

7.10 Criminal Records Bureau (CRB) Employment Checks and Checks on Personnel Working Children and Vulnerable Adults (formerly JSP 898, Part 5, Chapter 3)

Reference to this policy, which resides within JSP 893: Policy on Safeguarding Vulnerable Groups, has been removed from this JSP.

7.11 Harassment Complaints Procedure (formerly JSP 898, Part 5, Chapter 4)

Reference to this policy, which resides within JSP 763: MOD Bullying, Harassment and Complaints Procedures, has been removed from this JSP.

7.12 Tri Service Operational and Non Operational Welfare Policy (formerly JSP 898, Part 5, Chapter 7)

Reference to this policy, which is JSP 770: Tri Service Operational and Non Operational Welfare Policy, has been removed from this JSP.