



**Ministry
of Defence**

**JSP 898
Defence Direction and Guidance on Training,
Education and Skills**

Part 1: Directive

Foreword

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.

JSP 898 is the authoritative policy and guidance on training, education and skills, which will allow Commanders and their staff across Defence to ensure that there is a coherent and balanced approach to the training of our people. The Directive is split into 3 broad subject areas: initial training; mandated training; and education and skills. Training, education and skills not only make a critical contribution to Defence outputs, but are also a fundamental part of the offer that motivates our people and provides them with satisfaction, a sense of achievement and equips them for transition to life beyond their service.

CHIEF OF DEFENCE PEOPLE
Defence Authority for People

Preface

How to use this JSP

1. JSP 898 is intended as a collection of individual, stand-alone policies that provide direction for the delivery of training, education and skills across Defence. It is designed to be used by staff responsible for training, education and skills. This JSP contains the policy and direction on training, education and skills, and guidance on the processes involved and best practice to apply a coherent, efficient and effective approach to this critical Defence output: the training, education and skills of our people. This JSP will be reviewed at least annually.
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 Directive(s) detailed in Part 1.

Coherence with other Defence Authority Policy and Guidance

3. 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.

Related JSPs	Title
JSP 368	The MOD Guide to Repayment
JSP 375	MOD Health and Safety Handbook
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	Joint Service Adventurous Training (JSAT) Scheme
JSP 440	Defence Manual of Security
JSP 456	The Defence Catering Manual
JSP 462	Financial Management Policy Manual
JSP 534	Tri-Service Resettlement Manual
JSP 541	MOD Information Security and Computer Network Defence
JSP 567	Contractor Support to Operations (CSO)
JSP 740	Acceptable Use Policy for Users of MOD IT and Telecoms
JSP 747	Information Policy
JSP 752	Tri-Service Regulations for Allowances
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 822	Governance and Management of Defence Individual Training and Education
JSP 830	Manual of Service Law (MSL)
JSP 831	Redress of Individual Grievance: Service Complaints
JSP 835	Alcohol and Substance Misuse and Testing
JSP 887	Defence Strategy and Social Conduct Code to Meet Public Sector Equality Duties
JSP 893	Policy on Safeguarding Vulnerable Groups
JSP 896	The Defence Logistics Training and Education Handbook
JSP 950	Medical Policy

Training

4. There is no specific training requirement to make use of the contents of this JSP, however, it is expected that staff will have received formal staff training and therefore the JSP has been written with a staff trained audience in mind.

Further Advice and Feedback- Contacts

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

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SO1 Policy (People-TESRR-Policy SO1)	Training, Education, Skills	96 21 87224
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1 Defence Direction for Initial Training

1.1 Supervisory Care for Phase 1 Recruits and Phase 2 Trainees

Policy Sponsor: TESRR, CDP¹

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 civilian to trained military people and youth to adult. Commanding Officers (COs) of training establishments are directly responsible and accountable for ensuring an effective Supervisory Care regime is established for the recruits, trainees, cadets, Under 18s (U18s) and other students within their establishments. Such regimes must be all-embracing and should include core training as well as all other activities.²

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.³ This policy builds on previous Direction and Guidance, bringing together feedback received from relevant parties to ensure currency and spread good practice.

Scope

1. This Direction applies to all Defence people and contractors 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 welfare⁴ 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, instructional and recreational areas is an essential element of this regimen. The Supervisory Care regime is to be based on the 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

¹ Training Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

² Examples of people and activities include potential recruits, holdovers, those awaiting trade training, transfer or discharge, U18s engaged in Ph 3 training, those undertaking rehabilitation, temporary out-placements, Adventure Training, acquaint activities and the hosting of cadet camps.

³ JSP 822: Governance and Management of Defence Individual Training and Education, Pt 3, Ch 3 and Pt 5, Ch 6.

⁴ 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.

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 Safeguarding Vulnerable Groups Act 2006 defines two groups of people within its scope; children, and vulnerable adults.

a. **Child.** 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.

b. **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.

Discipline

5. It should be noted that all Service People (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 ethos⁵ when dealing with those in Initial training. In addition, recruits and trainees can be subject remedial training, including verbal rebuke and minor sanctions.⁶

⁵ Defence Direction on Values, Standards and Ethos Training are contained within this JSP.

⁶ Defence Direction on Remedial Training in Initial Training is contained within this JSP.

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 and trainees. 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 and so forth) 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 375.⁷ The template provided in JSP 375 is not well-suited to the training environment and should not be used in this context.

Supervisory Care Directive

8. The Supervisory Care Directive, which follows on from the CRA, must be a living, practical document that provides instructional 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, not only during training, but also out-of-hours, 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 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

⁷ JSP 375: MOD Health and Safety Handbook.

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 fora, their interrelationship, 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 fora 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. Supporting definitions are at Annex C.

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)⁸ prior to assuming Command.⁹ 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 and the Continuous Improvement¹⁰ agenda to improve the learning experience and addresses the challenges specific to commanding a training establishment. The Defence Train the Trainer Course (DTTTv2), delivered by DCTS (and its franchises across Defence), is the minimum training qualification expected of any trainer in the Initial training environment. Supervisory staff fulfilling care and welfare roles must also attend the Care of Trainees Course (held at either DCTS or within the training establishment).

Governance

12. **Policy sponsorship.** The sponsor branch is TESRR. Governance is exercised through sS 2nd party assurance, on behalf of the TESRR Policy Assurance Group (TESRRPAG).

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.
- C. Supervisory Care Directive – Supporting Definitions.

⁸ Based at RAF Halton, forms part of DefAc, which lies within JFC.

⁹ Or as soon as practicable on arrival in the assignment.

¹⁰ Continuous improvement (including self assessment) in initial training establishments to ensure the Department moves enduringly 'beyond DHALI/B.'

Annex A to Pt 1, 1.1: Risk Assessment - Factors for Consideration

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

A potentially Low Risk environment:

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

A potentially High Risk environment:

- Evidence or history of bullying/harassment within the establishment.
- A fluctuating and/or diverse recruit/trainee population and typology.
- A low level of training and experience of recruits/trainees.
- A lack of bonding within recruit/trainee cohorts.
- A high proportion of recruits/trainees on holdover/awaiting training or discharge.
- A low educational attainment / low academic level among recruits/trainees.
- Mixed gender training and the mixing of trained and untrained people.
- A lack of available or proximate recreational facilities (other than bars etc).
- A lack of welfare support.
- High turnover of training staff.
- A significant number of gapped training (and appropriate support) posts.
- Staff who have not completed mandatory training as appropriate.

Factors to determine the level of supervisory care during Out-of-Hours Periods:

- Available direction/guidance on alcohol consumption.
- The proximity of the duty supervisor (e.g. living in the same block, on the base, or outside the establishment on a mobile phone).
- Weekends and leave policy, which may increase or reduce the requirement for supervisory staff.
- The unit's guard structure and duties, which may allow staff are on guard duty to take on limited supervisory activities.
- 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.
- The nature and distribution of the accommodation (e.g. single, multi, or barrack style, the standard of furnishing).
- 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.

¹ Additional factors, if identified, should be passed to TESRR in order to share good practice across Defence.

- The ease of contact with families and friends (e.g. mobile phone policy, telephone availability and internet access).
- The 48-hour limit on weekly working time in the Working Time Regulations, which may restrict the use of trainers for out-of-hours supervision.²

Specific factors for consideration:

- Self-harm and suicide.
- Alcohol and drug abuse or addiction.
- Bullying, harassment, inappropriate behaviour.
- Homesickness.
- Access to telephones / use of mobile phones.
- Compassionate leave.
- Engagement with parents/guardians.
- Recruits/trainees on holdover/awaiting training or discharge. To include procedures for informing them of progress.
- Financial awareness.
- Basic skills.
- Inculcation of core values.
- Access to weapons and ammunition.
- Recruits/trainees U18.
- Mental health and other medical problems.
- Recreational facilities including access to alcohol and gambling.
- Bounds (restrictions on recruits/trainees).
- Tracking vulnerable individuals – ‘At Risk Register.’

Current good practice:

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

² 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.

Annex B to Pt 1, 1.1: The Supervisory Care Directive - Factors¹ for Consideration

Arrival and induction procedures:²

- New recruits/trainees to be met on arrival and escorted to accommodation.
- Process in place for early arrivals and courses commencing after leave periods.
- Induction briefing to include, as a minimum, and at an appropriate level:
 - Explanation of the Supervisory Care Regime, to both staff and recruits/trainees.
 - The need for all staff and recruits/trainees to be aware of 'At Risk' behaviour and the mechanism for reporting such behaviour.
 - 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.
 - 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.
 - Explanation of the provisions of the 'training covenant'³ to all staff and recruits/trainees.
 - 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.
 - How recruits/trainees may raise training or other personal concerns.
 - Procedure for nominating NoK, including the requirement to address potentially complex family arrangements.
 - Unacceptable behaviour, and the complaints process (both informal and formal).

Monitoring of recruits/trainees:

- 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.
- Delegation of authority to NCOs should not take place without appropriate and responsible officers maintaining proper oversight and accountability.
- 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 processes training design as laid out in JSP 822.⁴

Maintenance of discipline/Service standards:

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

Training and supervisory staff:

- Ensure that the need for DBS checks has been correctly identified.
- Monitor the completion of DBS checks for all relevant people.

¹ These factors should be considered in conjunction with the Care of Service People Under the Age of 18 contained within this JSP.

² COs should implement appropriate follow-up sessions to ensure a thorough understanding of supervisory care issues.

³ For example, the ARTD Code of Conduct and Behaviour for Recruits.

⁴ JSP 822: Governance and Management of Defence Individual Training and Education.

- Ensure that staff are adequately trained, assessed and monitored in the training and, where appropriate, supervisory care of trainees.⁵
- Ensure sufficient, qualified staff are available, commensurate with the activity risk, in accordance with Risk Assessments and Training Documentation.
- Ensure that appropriately trained people (e.g. Chaplains/Padres, medical staff) are available to assist any trainee in need of counselling.
- Allow recruits/trainees to have access to a supervisor of their own sex.
- Ensure these tasks are maintained whilst recruits/trainees are training away from the unit, such as during AT.
- Consider the fitness of staff to provide appropriate supervisory care if they are also under other pressures (workload, domestic etc).

Specific factors for consideration:

- Self-harm and suicide.
- Alcohol and drug abuse or addiction.
- Bullying, harassment, inappropriate behaviour.
- Homesickness.
- Access to telephones / use of mobile phones.
- Compassionate leave.
- Engagement with parents/guardians.
- Recruits/trainees on holdover/awaiting training or discharge. To include procedures for informing them of progress.
- Financial awareness.
- Basic skills.
- Inculcation of core values.
- Access to weapons and ammunition.
- Recruits/trainees U18.
- Mental health and other medical problems.
- Recreational facilities including access to alcohol and gambling.
- Bounds (restrictions on recruits/trainees).
- Tracking vulnerable individuals – ‘At Risk Register.’

Current good practice:

- Write as a Directive.
- Avoid being descriptive.
- Specify:
 - What is to happen, when and how.
 - Set standards to be achieved.
 - Identify who is to do what.
 - Outline the organisations’ welfare structure.
- Keep it short – do not replicate Standing Orders.
- Consider pocket Aide Memoire for trainers.
- Have an effective feedback loop.
- Consider the use of table-top exercises to validate procedures.
- Conduct post-incident analysis.
- Review regularly.

⁵ In particular, ensure that the requirements of the Defence Direction for staff delivering formal training are met (JSP 822 Pt 3, Ch 4).

Framework¹ 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.
- 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.
- Basic skills deficiencies.

Staff training and validation

- Mandatory training.
- Optional training.
- Trainer validation.

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.

¹ Variations to this framework should be considered by the relevant training command and passed to TESRR if considered good practice.

Annex C to Pt 1, 1.1: Supervisory Care Directive – Supporting Definitions

Care and welfare: MOD's legal and moral obligation to care for the wellbeing of recruits/trainees.

Training: Formal training derived from the design process within the DSAT QS¹ and delivered by an appropriately trained trainer or training medium. This includes exercises that continue outside normal working hours.

Trainer: The term 'trainer' refers to any person (military, civilian or contractor) engaged in regularly teaching, tutoring, training, mentoring, coaching, facilitating the learning of or instructing recruits/trainees/students in a formal setting for more than 5 hours per week.

Initial Training: Training delivered at Phase 1 and Phase 2.

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.

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 required.² 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.

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.

Out-of-hours (off duty): The time spent outside Normal Working or Silent Hours; typically:

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/instruction taking place.

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

¹ JSP 822: Governance and Management of Defence Individual Training and Education.

² 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.

1.2 Weapon Safety and Security in Initial Training

Policy Sponsor: TESRR, CDP¹

Effective, thorough and consistent weapon handling training for the purposes of inculcating a culture of personal responsibility in recruits and trainees for any all and all weapons for which they are given responsibility for is a fundamental aspect of Initial training and central to military life and operational effectiveness. Weapon safety and security is equally applicable across the single Services (sS) and common approach to, with common standards for, weapon safety and security is vital to ensure the professionalism of the Armed Forces. This Defence Guidance has been developed to ensure the delivery of effective, safe weapon training and provide security procedures that will:

- Aid the Service Person (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, including maintenance, guarding, ranges, live fire exercises (both in the UK and overseas), and when operationally deployed.
- Minimise the associated firearms risk with inexperienced recruits and trainees operating with weapons during Initial training.

This Guidance should be read in conjunction with the Defence Direction on Personal Weapon Handling and Shooting Training, contained within this JSP, as well as JSP 440,² the Infantry Training Volume IV, Pamphlet 21,³ and appropriate sS weapon safety and security policies.⁴

Scope

1. This Guidance considers access to personal and light support weapon systems⁵ by Phase 1 recruits and Phase 2 trainees during their Initial training. Due to the lethal nature of a weapon system, this Guidance will consider the risk of 'suicide' but not 'self harm' when setting out principles and procedures. This Guidance 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 Guidance 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 process⁶ or where trainees are used as armed guards.⁷

Aim

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

Principles

¹ Training Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

² JSP 440 - The Defence Manual of Security, version 5.0, Apr 14.

³ Inf Trg Vol IV Pam 21 – Regulations for the Planning, Conduct & Supervision of Firing & Training with Infantry Weapon Systems & Pyrotechnics 2014.

⁴ 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.

⁵ Including LMG. A weapon system is defined as the weapon, its ancillaries, sighting system and all associated ammunition types.

⁶ Such as JSP 822: Governance and Management of Defence Individual Training and Education.

⁷ 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.

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, both during formal and informal 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 Guidance 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 MDP.⁸ Defence Initial training establishments and sS are responsible for the implementation of this Guidance.

⁸ Terms of Reference for the PWHSP WG are at Annex A of the Defence Direction on Personal Weapon Handling and Shooting Training, contained within this JSP.

Risks

9. **Physical security.** JSP 440 details the provision for the physical security of weapons.
10. **Accident prevention.** Inf Trg Vol IV Pam 21⁹ 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.'¹⁰
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 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 less 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 NCOs 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.

⁹ Inf Trg Vol IV Pam 21 – Regulations for the Planning, Conduct & Supervision of Firing & Training with Infantry Weapon Systems & Pyrotechnics 2014.

¹⁰ Post Phase 2 training, RN SP require a further period of training if duties involve the handling of personal firearms.

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 NCOs 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 skills 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)/001/01.¹¹ 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:

c. They are not awaiting discharge from the Service.

d. They are at least 17 yrs of age.

e. They have been assessed such that the Commanding Officer is satisfied that each trainee is suitable and prepared for armed guarding duties.¹²

f. They have successfully completed the requisite weapons training.

g. They are supervised when undertaking armed guard duties.

h. They do not perform armed guarding duties alone.

i. Where a detachment, comprising armed trainees, is isolated from the main guard, it is to be commanded by an NCO or equivalent.

¹¹ 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.

¹² No trainee on the 'At Risk' register, as required by the Defence Direction on Supervisory Care, is to undertake armed guard duties.

j. Where trainees are used as armed guards, an assessment of the risks must be made, in line with Defence Guidance.¹³

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)

¹³ Defence Guidance on Supervisory Care for Phase 1 Recruits and Phase 2 Trainees contained within this JSP.

1.3 Remedial Training in Initial Training

Policy Sponsor: TESRR, CDP¹

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 People (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, in order to achieve the Training Performance Statement (TPS) 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 Operational Performance Statement (OPS). 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.

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.

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

¹ Training Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

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 below par performance should include consideration as to whether the individual has Specific Learning Difficulties (SpLD)² 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 day,³ although it can be undertaken out of instructional hours or at weekends, if appropriate and authorised by the training establishment Chain of Command.⁴ 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.

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 will rely 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 such.⁵ 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:

² 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.

³ 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.

⁴ Of commissioned rank.

⁵ 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.

(1) **Verbal rebuke.** A short, sharp verbal rebuke by the trainer to highlight the attitudinal or behavioural shortcomings.⁶

(2) **'Wake up' exercises.** These are short, sharp exercises. Each Training Requirements Authority (TRA) is 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 right.⁷

(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 behaviour,⁸ which must be undertaken immediately and without interruption to the training programme.

b. **Tier 2 measures.** Training establishments are to issue instructions defining the nature and scope of Tier 2 measures and the procedures for managing them, including who can authorise such 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. The only Tier 2 measures are:

(1) **Additional training event.**

(2) **Additional duties.**⁹

(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 harassment.¹⁰ There is clear distinction between bullying and/or harassing behaviour and RT measures.¹¹

⁶ Prolonged verbal rebukes (in effect verbal abuse) or dramatic actions aimed at publicly humiliating recruits or trainees are not acceptable. Such actions amount to bully and abuse of position, are disciplinary matters, and are contrary to military ethos, values and standards.

⁷ 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 instructional technique or defective timetabling. These factors should be investigated and rectified.

⁸ An example would be ordering a trainee to clear rubbish having observed them dropping litter.

⁹ 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).

¹⁰ As defined in JSP 763: The MOD Bullying and Harassment Complaints Procedures.

¹¹ Delivered as part of the DTTT Course, at DCTS.

- f. Designed to avoid causing injury or psychological damage to the recruit or trainee where this is reasonably foreseeable¹² (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, 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 group,¹³ 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 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 met.¹⁴

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 nor sanction.¹⁵ 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 formal process of warning, extension of training or ultimately withdrawing an 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 the issue becomes serious (for example, 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 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.

¹³ TOs requiring group achievement are to be clearly identified. This may require Training Design input.

¹⁴ Pre-emptive action on the part of the trainer may be necessary to avoid an individual or small number of individuals being blamed by the other members of the group.

¹⁵ Punishment or sanctions can only be awarded following a legal process which will include investigation, trial (or determination) and right of appeal, following an alleged offence or misdemeanour and in line with legislation and, Defence and sS policies.

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.
- 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 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 DESPWG.¹⁶

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. TRAs are to ensure:

- a. Publish instructions on the scale and type of 'wake-up' exercises that can be awarded and supervised by non-PT qualified trainers.
- b. Have oversight of instructions issued by Initial training establishment (through Training Delivery Authorities (TDAs)) that implements this Direction, specifically for their purposes.
- c. Ensure that Initial training establishments that are similar in nature (Army Training Regiments, for example) apply this Direction consistently.
- d. Ensure that all Initial training establishments and TDAs have an appropriate recording system.

17. **TDAs.** TRAs, through their TDAs, are to ensure that a consistent approach to RT is applied across all subordinate Defence training establishments.

¹⁶ The Defence Education, Skills, Policy Working Group; an OF5 TESRR led, biannual meeting.

18. Training Establishments. All training establishments are to publish, for trainers and staff, details of the RT measures authorised for managing substandard performance. This direction 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 process,¹⁷ 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.

Training of trainers

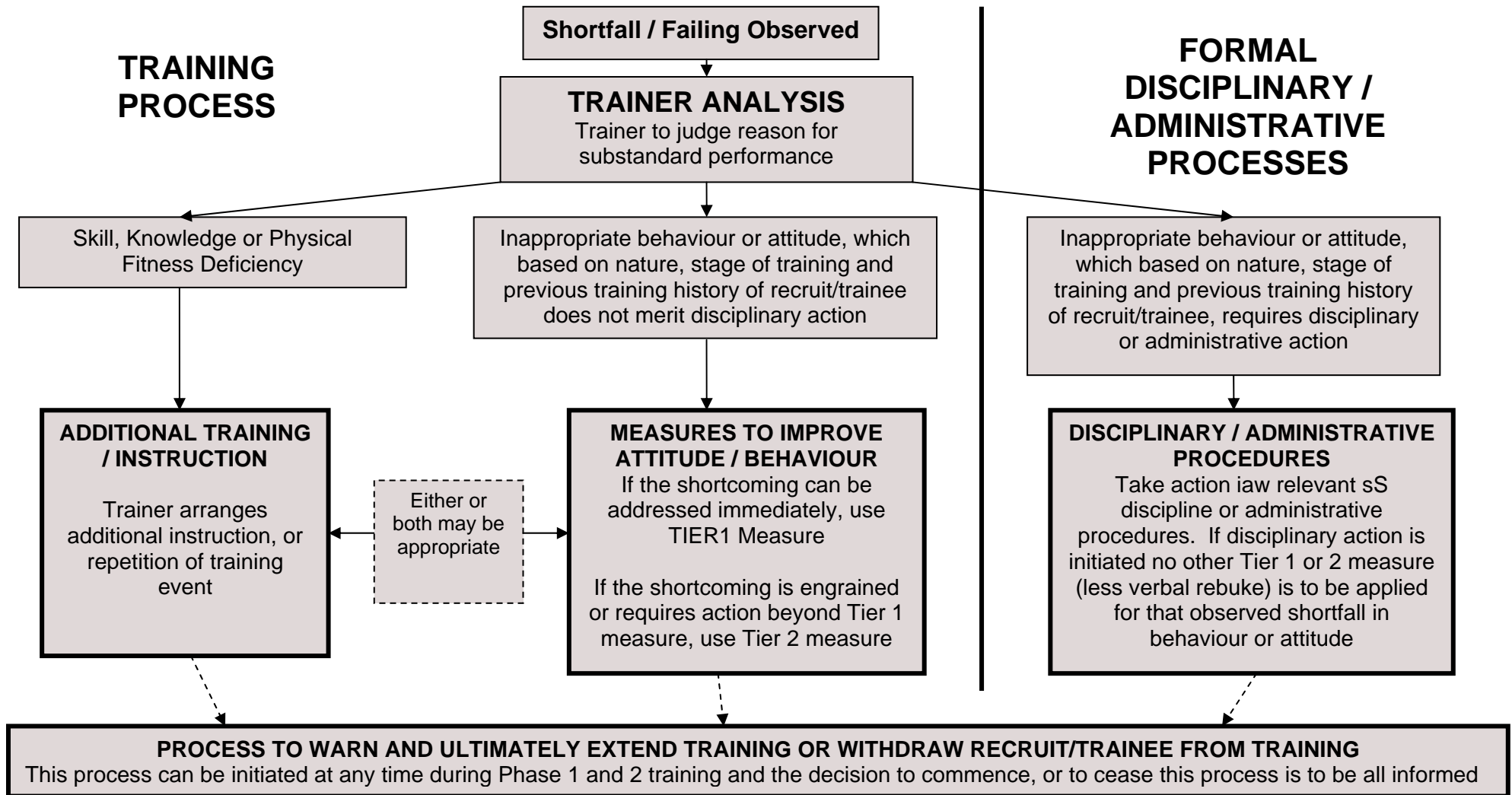
19. The key elements of this Direction are included in the DCTS Defence Train the Trainer (DTTTv2) course mandated for Defence. In addition, induction courses at Initial training establishments are to brief the local instructions that seek to implement this direction. Equally, COs are to ensure that all people (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.

¹⁷ Including briefs on the supervisory care regime and how to make a complaint.

Annex A to Pt 1, 1.3: Application and Implementation of Remedial Training



2 Defence Direction for Mandated Training

2.1 Individual Pre-Deployment Training

Policy Sponsor: JFC JW¹

Defence Direction states that there shall be a comprehensive pan-theatre and pan-Defence approach to Individual Pre-Deployment Training (IPDT).

The principles of IPDT are:

- The risk-specific training required to deliver the minimum personal military skills to allow Service People (SP) and certain MOD Civil Servants (CS) to maintain their own Force Protection (FP) and to contribute to the FP of others, enabling them to deliver specific operational outputs of their role.
- IPDT sits as part of a continuum of training beginning with development of core military skills, delivered by the single Services (sS), which might include collective training and, when necessary, training delivered on arrival in-theatre. IPDT should not be confused with Pre-Employment Training (PET); IPDT is designed to prepare SP and CS for the theatre in which they will be working and not for their specific employment. IPDT is to be afforded priority above all non-operational training and tasks, and alongside all other forms of operational training.

Scope

1. IPDT is delivered, primarily in the UK, and is mandatory for all SP and CS who are deploying as an Individual Augmentee (IA) / Individual Reinforcement (IR) or who have not been able to attend theatre-specific training within formed units. JFC JW in consultation with the HQ owning the operation lays down the training requirements, in the form of overarching Joint Training Requirements (JTRs). When designing an IPDT package, it is the responsibility of the relevant Service Command (SC) to develop an Operational Performance Statement (OPS). The resultant OPS will reflect the sub-sections of the specified JTRs, while remaining appropriate considering the risk, threat, operational environment and Service need. Moreover SCs and Defence Organisations are to ensure that their SP achieve the training requirements stipulated. Tenets of the policy will also apply to UK Special Forces (SF) on operations under the OPCOM of CJO.

2. JSP 567² (and 2012DIN07-135) provide the overarching IPDT direction for CS and Contractor Support to Operations (CSO). To ensure parity across military and civilian IPDT, CSO will be represented at the IPDT Steering/Working Group (SG/WG), which provides and updates the detailed Operational IPDT policy.

Aim

3. To provide Defence Direction to formalise the principles and processes governing IPDT.

¹ Joint Forces Command, Joint Warfare, Policy & Plans, Northwood (DII: JFC-JW-MST-SO1 PolPlans).

² JSP 567: Contractor Support to Operations (CSO) (Incorporating Sponsored Reserve, Contractors on Deployed Operations and Private Military and Security Companies): Policy Overview.

Definitions

4. **Pre-Deployment Training (PDT).** Develops skills for individual, team, unit or formation in preparation for deploying to operations in a specific theatre, role or environment or to be an assigned reserve. PDT should always be delivered before deployment but, by exception, may be completed on arrival in-theatre.
5. **Pre-Employment Training (PET).** The specific skill set, based upon Job Specifications (JS), which equips the individual for his/her primary post/appointment. Specific PET requirements are identified on the JSs owned by the in theatre J1/Administrative representative, copies are held by PJHQ J1.
6. **Reception, Staging, Onward Movement and Integration (RSOI).** RSOI will include a mix of training and orientation activities. The key drivers for RSOI are local acclimatisation and the Relief in Place (RiP). RSOI should be considered as complementary to PDT / IPDT, and only ever delivered in lieu of such training, under exceptional circumstances.
7. **In-Theatre Training (ITT).** ITT is generated by the in-theatre force in order to: create or develop skills required by an evolving mission, conduct a specific mission rehearsal, refresh troops at intervals throughout the tour or support a change in the task organisation.

Governance

8. The following govern the pan-Defence provision of IPDT:
 - a. **Training requirement.** Comd JFC, through JFC JW, owns IPDT policy and JTRs relating to operations for which he is responsible and therefore sets the training requirement. Organisations with OPCOM³ will define, with JW endorsement, the theatre / operation specific JTRs based on risk and mission direction. The SC training delivery organisations train to that standard via an OPS. Where UK people are deployed to support other operations, Comd JFC will make a recommendation to the sS as to the minimum IPDT requirement that should be applied.
 - b. **IPDT SG/WG.** Responsibility for setting joint training requirement for IPDT for the sS rests with Comd JFC, who fulfils this responsibility through the IPDT SG/WG. The Terms of Reference for which are at Annex A. The IPDT SG/WG has the responsibility for agreeing and promulgating IPDT policy and the overarching JTRs encompassed within it. It is the principal forum for addressing IPDT related issues. In setting the overarching IPDT policy, requirement and JTRs, the IPDT SG/WG ensures a coherent approach and standardisation of training delivery across Defence in the provision of IPDT requirements.
 - c. **Training delivery.** The sS are to fully resource the delivery of IPDT, ensuring that SP and CS receive the required training, including the opportunity to conduct relevant practical drills.⁴ Responsibility for ensuring the delivery of the relevant IPDT, developed in accordance with this Direction, is delegated to each SC and Defence training establishments, and the delivery authorities, as follows:

- | | |
|-----------------|------------------|
| (1) NCHQ | ACMP. |
| (2) Army HQ | DTrg(A), I Trg. |
| (3) HQ Air Comd | HQ 2 Gp, FP Trg. |

³ Eg. PJHQ J3 FP, JFHQ, IPP, JSSO, JFlogC.

⁴ Some critical survival skills covered in IPDT are not taught elsewhere in routine military training. This is particularly relevant in relation to Aircrew who undertake SERE training vice OPTAG. It is imperative that SP conduct sufficient practical training in such areas to instil confidence in their abilities throughout their operational deployment.

(4) DSF	PJHQ J3 SF Cell (SO2 Plans)
(5) HQ SG	Hd Med Op Cap (SO1 Trg Req)
(6) MOD CS	HRD HRBP JFC CM
(7) CONDO	PJHQ J4 (SO1 CSO)
(8) JCTTAT	CO JCTTAT

Joint Training Requirements (JTRs)

9. The JTRs are derived from an analysis of individual tactical tasks required in the conditions of the contemporary operating environment. JTRs 1 – 9 are loosely based around fundamental core Service skills whereas JTRs 10 – 15 aim to further enhance the IPDT required to safely and competently deploy. Training for these tasks will be conducted to established standards, laid down in Joint and sS tactical doctrine and training publications. Development and maintenance of the JTRs lies with JFC JW.

10. The JTRs only provide an overview of the training required, therefore in conjunction with the OPS, training deliverers will produce a Formal Training Statement (FTS) describing the training to be delivered for a specific theatre, to take SP and CS from a sS start state to achievement of a common output standard. The identified JTRs will also form the Theatre Entry Standard (TES) for an individual deploying to a specific Area of Operation (AO). For CJO operations, a full list of JTRs will be held within the PJHQ Theatre Reference Document (TRD). The overarching JTRs are encompassed and broken down within the detailed Operational IPDT policy provided by the IPDT SG/WG.

UK people deployed on operations with other nations' forces

11. CDS has issued Direction⁵ for Defence people appointed to operational posts that fall outside the normal command and control arrangements for UK Forces including UK SP serving under NATO, EU, UN or US command; UK Exchange Officers serving with other forces on operations; and UK SP serving in Multi-National Force HQs. When so deployed, SP remain under full command and remain subject to UK law and military jurisdiction. In accordance with CDS's Direction, all SP who deploy on operations under the C2 of other nations are to receive UK legal, targeting and administrative briefs prior to deployment as part of their IPDT/PET. These briefs will be arranged by sS and delivered by PJHQ J3, J9 or HQ DSF as appropriate. Embedded UK SP are also to ensure that they prepare for operational duty in accordance with the specific UK Operation's Mounting Order. In the event that the UK does not have an equivalent operation, SP should seek advice from PJHQ J3 or HQ DSF in the first instance.

Exceptions

12. Notwithstanding the absolute requirement for SP and CS to be properly trained before deploying to an operational theatre, it is accepted that there may be exceptions⁶. Regardless of the cause, a pan-Defence risk management audit trail, owned by CJO, must exist to enable the necessary decisions to be made and recorded.

Recording of training

13. It is a requirement that the Chain of Command ensures that the level, extent and date of IPDT are recorded against the individual, on either JPA or HRMS.

⁵ CDS 46/11 – Operational Directive to UK People Deployed on Operations with other Nations' Forces dated 16 Dec 14.

⁶ For example, short notice replacement of casualties, compassionate cases, engineering support for vital systems and SP with unique skills required at no notice.

Evaluation of training

14. The evaluation of IPDT is part of a wider defence assurance regime that includes both audit and inspection activity. Those activities lie outside of the remit of this Direction and are a sS and JFC responsibility to adhere to.

Points of contact

Defence	JFC, JW (DII: JFC-JW-MST-SO1 PoIPlans)
RN	NCHQ, ACMP (DII: NAVY PERS-ACMP SO1)
Army	Army HQ, DTrg(A) ITrg, DTrg(A) (DII: Army Trg-ITrg-OpsReqs-SO1)
RAF	HQ 2 Gp FP Trg, (DII: Air-2Gp FP Trg SO1)
MOD CS	HRD HRBP (DII: HRD-HRBP-JFC-CM-C1)

Annex:

A. IPDT SG/WG Terms of Reference.

Annex A to Pt 1, 2.1: IPDT SG/WG Terms of Reference

Terms of reference. The IPDT SG/WG is the forum for all Defence IPDT matters. Comd JFC is the Joint Training Requirements Authority for IPDT and, as such, exercises his responsibilities through DDJW, who is the nominated Chair of the IPDT SG, and JW SO1 Policy & Plans as the nominated Chair of the IPDT WG.

Tasking authority. JFC JW (DDJW) is the tasking authority.

IPDT SG & SG/WG membership. IPDT SG/WG membership includes:

Chair	DDJW / JW SO1 Req & Stds
PJHQ Divs	PJHQ OF5 / J4 Med and J3 FP
NCHQ	Navy Pers Plans SO1 (interim – SO1 ACMP)
Army HQ	DTrg, Ops Reqts (Army Trg-ITrg-OpsReqs-SO1)
HQ Air Comd	HQ 2 Gp FP (SO1 FP Trg)
DSF	PJHQ J3 SF Cell (SO2 Plans)
MOD Civil Service	DGHRCS-S2O-Training Dev
CONDO	PJHQ J4 (SO1 CSO)
JCTTAT	CO JCTTAT
JFC GSO	Comd GSO / SO1 GSO
Defence Training Establishments	WG only – (JCTTAT / RN Mounting Centre / OPTAG / OPTAS / RTMC / CPU Longmoor)
Secretary	JW SO1 Jt Req & Std / SO2 Jt Req & Std

Meeting frequency. The SG will meet when required and the WG will meet biannually, or more frequently, if required, to determine IPDT requirements for new operations or emerging issues.

SG/WG responsibilities. The SG/WG is to:

- Develop and maintain Defence IPDT policies which take account of the differing demands of the Maritime, Land and Air operational environments. To be promulgated via the Defence Operational IPDT Policy document.
- Define and develop the IPDT JTRs. To be incorporated into the Defence operational IPDT Policy document.
- Endorse sS IPDT FTS, developed from the OPS.
- Examine continually the scope for further alignment and harmonisation of IPDT training across Defence.
- Act as a forum for the development of "best practice" in all IPDT matters across Defence.
- Review the effectiveness of IPDT policy based on feedback from Commanders of British Forces in-theatre and the sS.

- Be cognisant of external evaluation activity to confirm that SCs are meeting the defined requirement and that SP are performing in accordance with the requirement.
- SCs are to maintain an IPDT Risk Register in order to inform CJO of IPDT risks being carried into theatre. The SC IPDT Residual Training Gap Statements play an important role in identifying areas of risk.
- The IPDT SG is to report to the Joint Warfare Development Board as required. The IPDT WG is to report to the IPDT SG through JW AH Msn Spt & Trg.

2.2 Survival, Evasion, Resistance and Extraction (SERE) Training

Policy Sponsor: JFC, JW¹

Global Terrorism and the stabilisation of failing states have been recognised as key defence challenges and have led to an increased requirement to deploy forces overseas to engage terrorist organisations and those that support them. UK military forces face increased risk of capture by individuals or groups that are unlikely to adhere to the principles of the Third Geneva Convention 1949. Recent experiences have highlighted the need to consider the dilemma facing Service People (SP) held as hostages in situations far different from those facing traditional POWs. Capture of the most junior SP can have iconic value, and thus requires a systematic training system that treats SERE training, particularly the resistance element, as a core skill common to all SP across the single Services (sS).

Scope

1. This Direction applies to all SP including the Reserve. Where MOD Civil Servants (CS) are assigned to operational theatres PJHQ is to ensure that they have received Level A training as described below as part of their individual pre-deployment training. There are some people who, because of their trade or the environment in which they operate, require specialist training that is outside the scope of this Direction; this is covered in the DSTO Training Programme, published separately.

2. SERE is defined as *“the set of tactics, techniques, and procedures that will give isolated people the tools to survive in any environment and to evade capture where such a threat exists. Failing that, to resist exploitation by captors and, if the situation permits, escape captivity to finally support their own or assisted recovery and return with dignity.”*

3. Whilst Service Commands (SC) and Joint Forces Command (JFC) retain individual requirements for SERE training, the RAF has overall responsibility for the delivery of this training on behalf of Defence through the Defence SERE Training Organisation (DSTO). SERE policy² reflects this joint rationalisation of UK SERE and provides the future Requirements and Standards for UK SERE to ensure coherence, assurance and management of risk.

Aim

4. To set out the requirements for SERE training to meet sS minimum mandated training standards and operational requirements.

Principles

5. SERE training requirements have a wide spectrum from the baseline knowledge expected of all SP through to enhanced training for those deemed more Prone to Capture and Exploitation (PTCE).³ SERE training is separated into 3 levels:

- a. **Level A.**⁴ Basic distributed training in the form of a DVD presentation.
- b. **Level B.**⁵ Enhanced theoretical training provided to those SP who are placed on the PJHQ Prone to Capture and Exploitation (PTCE) List.

¹ Joint forces Command, Joint Warfare Directorate, Northwood (DII: JFC-JW-JU-SO2 AirMobility).

² JFC/JW/Contingency/4/4: Policy for UK Survival Evasion Resistance and Extraction (SERE), dated 17 Oct 12.

³ SP deemed PTCE are identified by PJHQ and DJtCap, in conjunction with the sS.

⁴ A SERE DVD – British Defence Film Library Ref D044/08 including elements of Conduct after Capture.

⁵ Level B subdivided into 2 categories: Level B CSAR for SP equipped with a CSAR Beacon/Radio; Level B CR for SP with no CSAR equipment. Level B CSAR training also includes practical technical training with the relevant Beacon/Radio but no practical resistance training.

- c. **Level C.** Extensive practical evasion, resistance and extraction training provided to SP classified as being at greatest risk of both capture and exploitation.

Training requirements and responsibilities

6. SERE training is to take place at key stages of Initial training, annually and prior to deployment:

a. **Phase 1.** The sS are responsible for providing SERE Level A training as an element of all Phase 1 training within Initial training establishments.

b. **Phase 2.** There is no absolute requirement for SERE Level A training to be repeated in Phase 2. However, sS are to ensure that no SP joins a front-line unit without having completed SERE Level A training within the preceding 12 months.

c. **Productive Service.** During productive Service, SC and JFC are responsible for ensuring SP receive annual SERE Level A training. SC and JFC are responsible for making Level A training available either through residential or blended learning, (such as through access to the Defence Learning Environment (DLE)). sS responsibility for SERE training is delegated to:

RN. NCHQ, Trg Pol Strat.

Army. Army HQ, DTrg(A) ITrg Pol/Plans.

RAF. No 22 (Trg) Gp, Trg Pol.

d. **Level B & C training.** JFC JW, in conjunction with PJHQ J3, are to determine the operational requirements for SERE Level B or C training for a given JOA.

e. **Individual Pre-Deployment Training (IPDT).**

(1) **SP.** A theatre-specific Pre-Deployment Resistance Brief (PDRB) is to be delivered during IPDT.⁶

(2) **CS and MOD-Sponsored Civilians.** Civilians are required to complete a DSTO-assured, DLE-delivered Civilian Hostage Brief⁷ during MST at RTMC, Chilwell. This brief is valid for 12 months⁸ and must remain valid for the entire period of deployment.

7. **Minimum mandated training standards.**⁹ SP across Defence are required to maintain a minimum standard of SERE Level A training. It is not tested, but periodic training is a mandated requirement, in line with sS training standards:

a. **RN Core Maritime Skill (CMS) 8.** SERE Level A refresher training (DVD) annually for all RN people.

b. **Army Military Annual Training Test (MATT) 8.** Army people operating at Level 1 – SERE Level A refresher training (DVD) annually.

⁶ DSTO delivers a Train-the-Trainer course that allows units to qualify themselves to deliver the PDRB ('PDRB Trainers') and the Level B (CR) 2-day course ('Unit SERE Trainers') 2011 DIN07-177 refers. The PDRB PowerPoint brief is available via the DSTO website.

⁷ DLE Civilian Hostage Brief: SCP A1CC/SCORM.

⁸ DIN 2011DIN01-071: MOD Civilian Visit and Deployment Process refers.

⁹ In accordance with sS minimum mandated training policies. RN: Core Maritime Skills (CMS) Continuation Training Requirements – 2014. Army: Military Annual Training Tests (MATT) Policy – 2014. RAF: Individual Readiness Training (IRT) Policy – 2014.

- c. **RAF Individual Readiness Training (IRT).** SERE Level A refresher training (DVD) annually for all RAF People.

Governance

8. The governance of SERE training is:
 - a. **Training Requirements Authority (TRA).** The TRA for SERE is Director General Joint Force Development. The TRA will liaise with all isolation risk owners/JPR requirement authorities, ie MOD (IPP/NEP); NCHQ; Army HQ; HQ Air; JFC; PJHQ; DSF; ICG; JCOS; JHC.
 - b. **Training Delivery Authority (TDA).** Air No 22 (Trg) Gp, exercised through DSTO, is the Training Delivery Authority (TDA) and is to provide a Defence SERE Training Directive to dictate content and delivery of training.
9. SERE training is managed through the following formal biannual structure:
 - a. **SERE Customer Executive Board (CEB).** The SERE CEB is chaired by the 1* Jt TRA. The CEB ensures that the required outputs for SERE training, as determined by the Steering Group, are being met by the TDA on behalf of Defence. The Board's output is an endorsed Statement of Training Requirement (SOTR) for DSTO.
 - b. **SERE Steering Group (SERE SG).** The SERE SG is chaired by the Jt TRA at SO1/OF5 level. The SERE SG manages the tactical level delivery of training and prioritises the training against the PTCE list. sS and JFC are to coordinate individual SERE issues prior to the SERE SG. Its outputs are a Draft SOTR and a list of any training capability gaps.
 - c. **SERE Working Group (SERE WG).** The SERE WG is chaired by the DSTO Chief Trainer and provides SME advice to the SERE WG. The SERE WG is tasked to debate specific content of training and make recommendations to the SERE SG for inclusion in future training.
 - d. **Operational Requirements for SERE training (ORST) WG.**¹⁰ The ORST WG is chaired by PJHQ SO1 J3 FP and open to all sS. Routinely, it comprises representation from sS, JFC,¹¹ JHC, MOD civilians (PJHQ J8 S2O) and DSTO. This WG reviews and prioritises the units on the PTCE list against the operational requirements. Its output is an endorsed PTCE List.
 - e. **SERE Medical Psychological and Legal Working Group (MPLWG).**¹² The SERE MPLWG is chaired by Air No 22 (Trg) Gp COS. The MPLWG meets prior to the CEB to provide assurance to No 22 (Trg) Gp that appropriate medical provision is available for planned practical CAC training and for the continued psychological support of CAC trainers and students. Legal representation is required to ensure medical and psychological support is adequate to maintain legal defensibility of all aspects of SERE training.
10. **Role of DSTO.** Under the command of AOC No 22 (Trg) Gp, the DSTO is the Lead Training Establishment for SERE training. As such, it is responsible for the development, maintenance and management of blended SERE training, as well as the delivery of specialist, residential training.

¹⁰ Formerly known as the ORRT – Operational Requirements for Resistance Training.

¹¹ Currently only DSF, JFLogC, JFHQ, JCTTAT and DHO receive SERE training above Level A.

¹² Directed by ACDS(Health) Jun 2010.

11. **Training objectives and evaluation.** SERE training objectives are to be delivered by DSTO (in conjunction with the SC and JFC for Level A) and endorsed by the TRA, which will review the effectiveness of the SERE training, based on feedback from sS, JFC and 1st, 2nd and 3rd Party assurance activities. Amendments to the training objectives are to be co-ordinated by the DSTO, in conjunction with the TDA.

Training staff for Level A training

12. No SERE specific training is required for trainers facilitating Level A training, but all trainers must comply with JSP 822.¹³

Training facilities

13. There are no SERE specific training facilities required other than classrooms/lecture theatres for Level A training. The SERE Level A training package consists of the SERE Level A training DVD. The complete training package is available from HQ DSTO, HMS SULTAN. It is also hosted on the DLE. Level B and C training is conducted as residential learning on DTSO run courses.

Points of contact

Defence	JFC, JW (DII: JFC-JW-JU-SO2 AirMobility)
RN	NCHQ, Trg Pol Strat (DII: NAVY TRG HQ-POLSTRAT SO1)
Army	Army HQ, DTrg(A) ITrg Pol/Plans (DII: Army Trg-ITrg-PolPlans-SO1)
RAF	HQ 22 Trg Gp, SERE (DII: 22TrgGp-SERE RAF SO2)
DSTO	CO (DII: SMG-DSTO CO)

¹³ JSP 822: Governance and Management of Defence Individual Training and Education.

2.3 Combat First Aid Training

Policy Sponsor: SG¹

Combat First Aid provides an initial rapid response to a health emergency, providing protective and life saving measures to minimise the impact of the situation until the affected person's condition is stabilised, remedied or professional help is obtained. Consequently, Combat First Aid aims to preserve life, prevent further injury or casualties and promote recovery. The skills employed delivering Combat First Aid need to be regularly reinforced and should follow set parameters, which may be adapted to the particular needs and attributes of a situation both in operational theatres and peacetime scenarios.

All Service People (SP) in Defence must know how and when to render Combat First Aid and be prepared to provide competent assistance to the sick and injured in all circumstances. This is particularly pertinent to SP, based upon the hazardous nature of military service, often conducted in austere environments, with limited or remote medical support.

Scope

1. This Defence direction applies to all SP, who are to undertake Combat First Aid training appropriate for their rank and duties. The single Service (sS) minimum mandated training standards set out in this Direction are to be achieved. This Direction should be implemented in conjunction with and in support of JSP 950,² JSP 375³ and sS medical training policies.

Aim

2. The aim of this Direction is to set out the responsibilities for the management and delivery of Combat First Aid training for SP.

Frequency of training

3. **Phase 1.** By the end of Phase 1 training, and before entering productive Service, recruits are to have achieved the standards of Combat First Aid training as set out in sS Initial training policies.

4. **Phase 2.** During Phase 2 training, continuation training is to be provided if the overall course length exceeds 6 months. This is to ensure that trainees are at the defined sS Combat First Aid training standards when entering productive Service.

5. **Productive Service.** Continuation training in productive Service is a sS responsibility, in line with their mandated training policies and Defence Direction, ensuring that SP maintain the standards set and at a level appropriate to their role, location, environment and so forth. Furthermore, sS are to ensure that SP meet JFC defined standards for Combat First Aid prior to any pre-deployment training. Where deployment is to be in support of a different Service, the minimum Combat First Aid requirements for that environment must be met prior to deployment.

6. **Minimum mandated training standards.**⁴ The methods of training SP to the minimum mandated training standards differ across the sS, but the requirement to meet and maintain these standards do not. Consequently, SP are required to meet these minimum standards and pass periodic sS Combat First Aid training-based tests:

¹ HQ Surgeon General, Medical Strategy and Policy, Coltman House, DMS Whittington, Lichfield.

² JSP 950: Medical Policy, notably Pt 4, Training Policy.

³ JSP 375: MOD Health and Safety Handbook Vol 2, Leaflet 27: First Aid at Work - Provision and Management (Amd 4 - Jul 2014).

⁴ In accordance with sS minimum mandated training policies. RN: Core Maritime Skills (CMS) Continuation Training Requirements – 2014. Army: Military Annual Training Tests (MATT) Policy – 2014. RAF: Individual Readiness Training Policy – 2014.

- a. **RN Core Maritime Skill (CMS) 3.**
 - (1) All RN people – a Defence Learning Environment (DLE), theory-based revision and test, annually.
 - (2) All RN people at R5 and above – DLE revision, followed by practical instruction and assessment, annually.

- b. **Army Military Annual Training Test (MATT) 3.**
 - (1) Army people operating at Level 1 – Conduct Operational Battlefield Casualty Drills (Training Objective (TO) 3.1) and pass practical test, annually.
 - (2) Army people operating at Level 2 – Conduct Intermediate Battlefield Casualty Drills (TO 3.2) and Conduct Basic Battlefield Casualty Drills (TO 3.3) and pass practical test, annually.

- c. **RAF Individual Reinforcement Training (IRT).**
 - (1) IRT Module 1 - Demonstrate basic First Aid at Work and an introduction to basic Combat First Aid, revision and practical skills carried out biennially or annual if held @ readiness.
 - (2) IRT Module 2 - Conduct Battlefield Casualty Drills, revision and practical skills carried out by RAF people deploying on operations or held @ readiness annually.

Governance

7. **HQ SG.** HQ SG will develop and maintain guidelines, based on existing policy, legislative requirements and on recognised evidence-based international treatment standards, for the content and conduct of Combat First Aid (also referred to as Battlefield Casualty Drills). This training requirement is subject to constant change which may arise from the introduction of new procedures, the revision of existing procedures, the introduction of new equipment, changes in legislation or clinical policy. Therefore, HQ SG will act as the focal point for Combat First Aid Training. It is responsible for ensuring that any changes are agreed by the sS and TESRR⁵ before they are introduced. HQ SG, through the Defence College of Healthcare Education and Training (DCHET) is also responsible for providing training for SP employed as Combat First Aid Trainers.⁶ The HQ SG POC for Combat first Aid is DII: SG ACDS StratPol-Med Pol SO1.

8. **Training responsibilities.** Defence Initial training establishments are responsible for providing Combat First Aid training during Phase 1 and 2 training. Thereafter, the sS are responsible for:

- a. Implementing the education and training objectives in compliance with both Defence Direction and Defence Systems Approach to Training (Quality Standard) processes.⁷
- b. Reporting on sS issues concerning delivery and policy compliance.

9. This responsibility is delegated to:

⁵ Training, Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, MOD Main building.

⁶ The Joint Medical Services (JMC) Schedule of Courses details both joint and sS courses required to train Combat First Aid across the sS and joint spaces. JMC homepage (<http://defenceintranet.diif.r.mil.uk/Organisations/Orgs/JFC/Organisations/Orgs/SG/JMC/Pages/JMCHome.aspx>) under 'JMC Documents / JMC Schedule of Courses'.

⁷ JSP 822: Governance and Management of Defence Individual Training and Education.

RN. NCHQ, Trg Assurance.

Army. Army HQ, AMS Trg.

RAF. HQ 2 Gp, FP RAF Regt Trg.

10. **Performance statements.** Tasks, Performance, Conditions, Standards and TOs common to all SP, and others applicable to particular ranks or roles are determined by HQ SG, in concert with sS. These are to be incorporated into relevant Formal Training Statements (FTS) and Operational Performance Statements (OPS) as appropriate.

11. **Testing.** Achievement of the standard defined in the OPS is to be tested during Phase 1 training. Where Phase 2 training is 6 months or longer, trainees should be tested to ensure that they are at the standard defined as they enter productive Service. It is a sS responsibility to test SP in productive Service to ensure that they maintain the required level of knowledge and skill.

12. **Evaluation of training.** In accordance with DSAT (QS) HQ SG is to review the effectiveness of the Combat First Aid training policy based on feedback from the sS and 1st, 2nd and 3rd Party assurance. Amendments to the training tasks and objectives are to be coordinated and endorsed by HQ SG.

13. **Training staff.** SP are to hold the SG endorsed Combat First Aid trainer's qualification prior to being employed to teach Combat First Aid.⁸

14. **Training facilities.** No specific training facilities are required to teach Combat First Aid, although specialist equipment and consumables are required when conducting practical training and testing.

Points of contact

Defence	JFC, SG Strat Pol, Med Pol (DII: SG ACDS StratPol-Med Pol SO1)
RN	NCHQ, Trg Assurance (DII: NAVY TRG HQ-ASSURANCE DEF)
Army	Army HQ, AMS Trg (DII: Army Med-Trg-Indv-SO2)
RAF	HQ 2 Gp, FP RAF Regt Trg (DII: Air-2Gp FP Trg RAF SO2)

⁸ As detailed on the JMC Homepage under JMC Documents / JMC Schedule of Courses (provided by DCHET, managed by HQ JMC).

2.4 Security Training, Education and Awareness

Policy Sponsor: DBR Def Sy¹

As security is an integral part of, and a key enabler to, effective Defence business, fostering effective security behaviours and developing a positive attitude toward security is critical. It is essential that all Defence people are properly trained to recognise the threats to Defence security and are capable of responding appropriately in all environments to protect national security, Defence and themselves.

Scope

1. This Direction is applicable to all Defence people, including Service People (SP) and MOD Civil Servants (CS). It relates to the D within the Defence Manual of Security² and lays out Direction for generic security training, education and awareness.

Aims

2. The aim of Security Training is to ensure that those who have specific security responsibilities are properly trained via formal training courses (i.e. a course that has been developed through the DSAT³ process against a properly articulated training need).

3. The aim of Security Education is an improved security culture by ensuring that all Defence people understand the threat to security and their responsibilities for countering it. This may be achieved through training courses, verbal/written briefings and posters/aide memoires.

4. The aim of Security Awareness is to increase the level of consciousness of security amongst Defence People through the use of posters/aide memoirs etc.

Training requirements

5. The requirements set out below are mandated within JSP 440 to ensure that all Defence people, irrespective of rank, specialism or profession are appropriately trained to recognise threats to Defence security, and have the capability to respond effectively:

- a. All Defence people, Service and Civilian, regular and part-time, directly employed and contracted, are to receive security training and education appropriate for their rank or grade and their appointment, in accordance with the requirements directed in JSP 440.
- b. All Defence people that have specific security responsibilities associated with their post or career field are to receive security training of appropriate length and content, as directed in JSP 440, by PSyAs⁴ or relevant single Service (sS).
- c. All Defence people called upon to carry out secondary duties with specific security responsibilities are to receive formal security training, of appropriate length and content, as directed in JSP 440.
- d. Attendance at all Security Training and Security Education events are to be recorded on HRMS (for CS) or JPA (for SP).

¹ Directorate of Business Resilience, Defence Security. 1st Floor, MOD Main Building (DII: DefSy-DBR-SRM-PolicyTrg SO1).

² JSP 440: The Defence Manual of Security – Version 5, 2014.

³ JSP 822: Governance and Management of Defence Individual Training and Education.

⁴ Principal Security Advisor.

Mandatory minimum training standards

6. Security training, education and awareness are mandatory requirements for all Defence people. More detail on pan-Defence mandatory minimum training standards is contained within JSP 440.⁵ The level, frequency and delivery method depends on the appointment of the individual, but is broadly broken down into 3 categories:

- a. **All MOD staff.** Including generic threat, information and document handling training, delivered through blended learning.
- b. **Mandatory training for MOD staff with Specific Security Duties.** Including USyO and ITSO⁶ courses and STRAPSO, delivered by residential learning.
- c. **MOD staff with Security Secondary Duties.** Including USyO and ITSO courses and STRAPSO, delivered by residential learning.

Governance

7. The following roles have been identified as central to effective governance of generic security education and training:

- a. **Head of Defence Security (Hd of DefSy).** Hd of DefSy is responsible to the Departmental Security Officer for the formulation of Defence Direction on security training, education and awareness.
- b. **Head of Training, Education, Skills, Recruiting and Resettlement (Hd TESRR).** Responsible for providing DBR with advice relating to the development and maintenance of training and education policy, which is achieved through TESRR's policy desk⁷ and where appropriate the DTPWG.⁸
- c. **sS, JFC, TLB and Trading Fund (TF).** Responsible for ensuring that Defence Direction on security training, education and awareness is implemented across their Commands/organisations; and invest in the necessary activities to ensure that all staff are briefed on their security responsibilities so that they are adequately trained to the mandated minimum standards and display good security behaviour.
- d. **Head of Establishment (HoE).** Responsible for ensuring that all staff are briefed on their security responsibilities and have access to regular refresher training, awareness programmes and security briefings.
- e. **Customer Executive Board (Security) (CEB(Sy)).** Responsible for co-ordinating the provision of training and education in accordance with the Direction from Def Sy.

Points of contact

Defence	DBR Defence Sy (DII: DBR-DefSy-SRM-PolicyTrg SO1)
RN	NCHQ, IS (DII: NAVY IS-DATA SY)
Army	Army HQ, Cap Info, Trg Pol (DII: Army CapInfo-Trg-Pol-SO1)
RAF	Air Command, No 22 Trg Gp, GETC (DII: 22TrgGp-GETC-Requirements-SO2)
MOD CS	HRD Strat (DII: HRD-HRStrat Skills)

⁵ JSP 440: The Defence Manual of Security, Pt 1, Sect 6, Ch 1, Management of Security Culture, Education, Training and Awareness for Defence, Annex A.

⁶ Unit Security Officer (USyO) and IT Security Officer (ITSO).

⁷ TESRR SO1 Policy (DII: Pers Trg-tesrr-policy SO1).

⁸ The Defence Training Policy Working Group; an OF5 TESRR led, biannual meeting.

2.5 Cyber Security Awareness Education and Training

Policy Sponsor: DCI3, JFC¹

Cyber is recognised as a high priority by the UK National Security Council and as a Tier One threat in the National Security Strategy. At the MOD level, incident statistics show that Service People (SP) not demonstrating 'good cyber hygiene' and are placing our information systems at risk. This demonstrates a clear requirement to improve cyber awareness across Defence and to deliver a baseline understanding of the cyber environment to all Defence people irrespective of their position, trade or branch.

Scope

1. This Direction is applicable to all Defence people who utilise MOD information systems during their duties, including Reserve Forces. This Direction also encompasses other workers, including contractors working with the MOD, irrespective of their working pattern.

Aim

2. The aim of this Direction is to set out the responsibilities for the management and delivery of Cyber Security Awareness Education and Training across Defence.

Governance

3. Responsibility for the formulation and promulgation of Defence Direction on Cyber Security Awareness Education and Training rest with JFC C4ISTAR Joint User. Close liaison must take place with the single Services (sS) to cater for their differences under the umbrella of a joint approach. To ensure this close liaison the following governance structure (see Annex A) is in place:

- a. **Customer Executive Board (CEB).** The CEB for cyber awareness education and training is the Cyber Education and Training Working Group (CETSG), chaired by Cyber Joint User OF5.
- b. **Training Requirements Authority (TRA).** Cyber Joint User OF5 is the delegated TRA for all aspects of cyber training, including awareness, operational and specialist skills. The Cyber Education and Training Integration Cell (CETIC) within the Cyber Joint User area acts on behalf of the Cyber Joint User OF5 as TRA agent for cyber awareness education and training.
- c. **Training Delivery Authority (TDA).** Information Capability (IC) within the Defence Academy (DefAc) is the TDA for cyber awareness education and training. SO1 IC within DefAc chairs the Cyber Security Education & Training Working Group (CSETWG), which informs the CETSG.
- d. **sS Cyber Training Authorities.** Each of the sS is to establish their own point of contact (POC) who acts as a focal point for cyber awareness education and training within their sS. Internal governance within each sS is defined by the relevant POC. Each sS is represented on both the CSETWG and CETSG.

¹ Director of Cyber Intelligence and Information Integration, Joint Force Command. Author: JFC Joint User SO2 CETIC (DII: JFC-C4ISR/JtUser-Cyber CETIC).

Training responsibilities

4. Either sS acting directly (the Naval Service for RN/RM) or their TRAs (for example, Arms & Service Directorates) are responsible for providing training during Initial Training (Phase 1). Thereafter, the sS and TLBs are responsible for:

a. Implementing the training objectives for cyber skills awareness education and training in compliance with both this direction and the Defence Systems Approach to Training (Quality Standard) (DSAT (QS) processes.²

b. Reporting on issues concerning delivery and training policy compliance.

5. This responsibility is delegated to:

RN. NCHQ, IS.

Army. Army HQ, Cap Info, ISTAR.

RAF. HQ 22 Trg Gp, GETC.

MOD CS. HRD Strat.

Operational Performance Statement (OPS)

6. The OPS detailing the training objectives for Cyber Security Awareness Education and Training is controlled by the TRA and is available on their MOSS site.

Frequency of training

7. **Initial training.**

a. **SP.** All SP are to undertake cyber awareness education and training at an early part of Phase 1 Training which is applicable to all, irrespective of rank.

b. **MOD Civil Servants (CS) and Contractors.** All CS and Contractors are to undertake cyber awareness education and training during their initial induction training. This is to be completed within 3 months of joining the MOD.

Refresher training

8. **Refresher training (SP, CS and Contractors).** All people must undertake refresher cyber awareness education and training on a 3-yearly basis. The mandated Defence Information Management Passport meets the requirements for this training (DLP course name: INFO MATTERS).

Training records

9. **SP.** Recording of training and the date of completion is to be recorded on JPA using the competence '**Information Skills | Basic Cyber Awareness | Joint**'.

10. **CS.** Recording of training and the date of completion is to be recorded on HRMS under '**Mandated Trg (Universal) Information**'. The HRMS course name is **INFO M**.

² As laid out in JSP 822: Governance and Management of Defence Individual Training and Education.

Reporting

11. Figures for completion of cyber skills education awareness and training during Phase 1 training will be compiled by sS reps and reported to the CSTEWG. Figures for completion of DIMP will be compiled by ISS SPP- Skills 2 and reported to the CSTEWG.

Evaluation of training

12. In accordance with DSAT (QS) the CSTEWG is to review the effectiveness of the training based on feedback from sS and 1st, 2nd and 3rd party audits. Amendments to the training levels, tasks or objectives are to be coordinated by the CSTEWG.

Training facilities

13. **Initial training.** There are no specific training facilities required other than classrooms/lecture theatres with standard DVD/Video facilities.

14. **Refresher training.** If refresher training is to be conducted using the Defence Information Management Passport, computers with access to the Defence Learning Portal are required.

Documents

Cyber

MOD Cyber Primer
JSP 440: Defence Manual of Security
JSP 541: MoD Information Security and Computer Network Defence – Organisation and Reporting Procedures
JSP 740 – Acceptable Use Policy
JSP 747: Information Management Policy and Protocols
EGS SyOps
Defence Security Handbook
Cyber Awareness Training – HLLOs dated 30 Jul 12

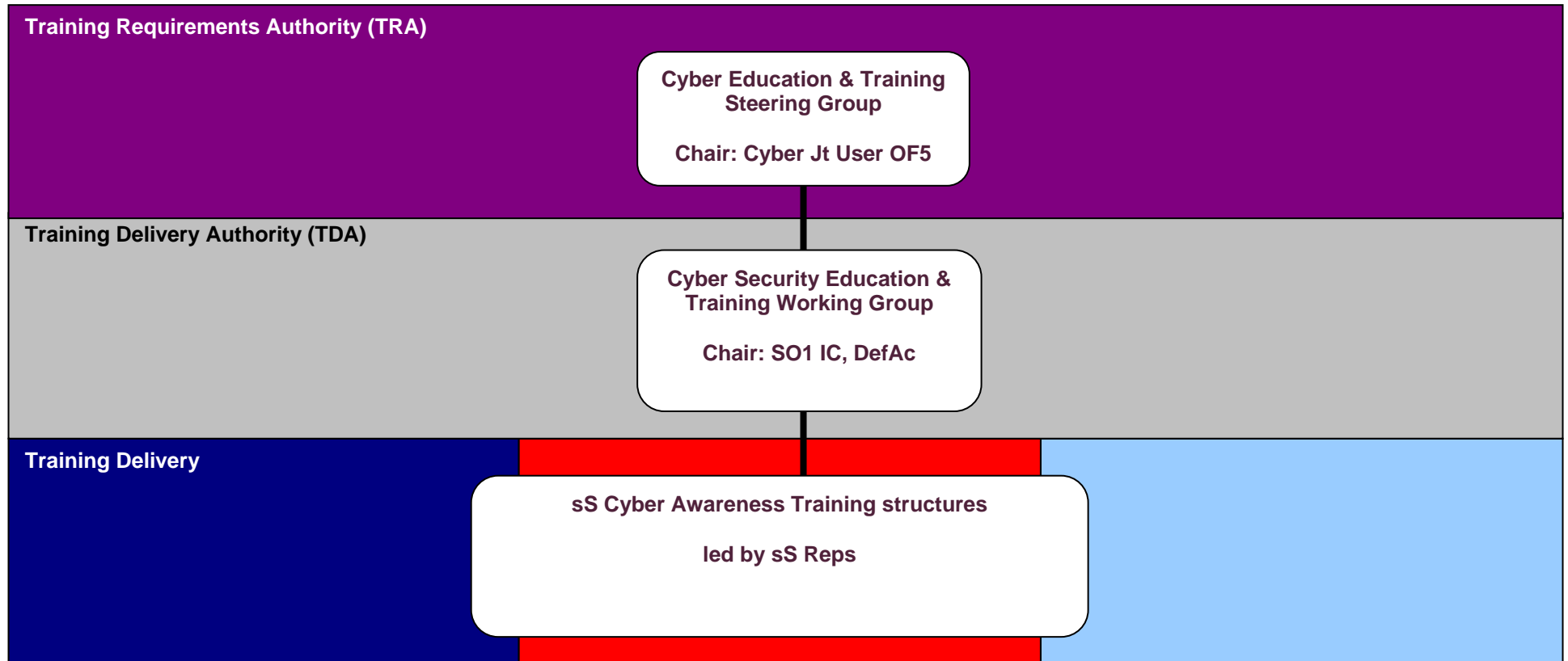
Points of contact

Defence	JFC C4ISR (DII: JFC-C4ISRJtUser-Cyber CETIC)
RN	NCHQ, IS (DII: NAVY IS-CYBER SO2)
Army	Army HQ, Cap Info, ISTAR (DII: Army CapInfo-ISTAR-Cyber-SO2)
RAF	Air Command, No 22 Trg Gp, GETC (DII: 22TrgGp-GETC-Requirements-SO2)
MOD CS	HRD Strat (DII: HRD-HRStrat Skills)

Annex:

A. Cyber Awareness Education and Training Governance Structure.

Annex A to Pt 1, 2.5: Cyber Awareness Education and Training Governance



2.6 Personal Weapon Handling and Shooting Training

Policy Sponsor: CD Cbt¹

There is a minimum standard of both weapon handling and shooting that accompanies the dual requirements of operational effectiveness and safety. Service People (SP) are required to use personal weapons need the expertise to handle a loaded weapon safely and fire it effectively in an operational environment. This Direction outlines the minimum training requirement for weapon handling and training across the Armed Forces and MOD Police (MDP), and allocates responsibilities for ensuring that the standards are achieved and validated.

Scope

1. This Defence Direction applies to all SP and MDP that are required to be armed with a personal weapon system. Due prominence is to be given to the training requirements for SP about to be deployed on operations to an environment that differs from that normally associated with their single Service (sS) or primary role. MDP firearms training is directed to meet the current threat assessment and GSSOR² for each location.

Aim

2. To direct a standardised structure for training (and governance) in weapon handling and shooting for the Armed Forces and MDP to meet safety, firearms training and live firing requirements.

Principles

3. The concept and application of personal weapon training and testing within Defence is underpinned by the following principles:

- a. All SP required to use personal weapons are to be capable of handling a loaded weapon safely.
- b. All SP required to use personal weapons are to be capable of firing the weapon correctly and to a performance standard defined by their operational role.
- c. All MDP will train in accordance with the National Police Firearms Training Curriculum (NPFTC), ensuring they are suitably trained to meet their operational role.

Governance

4. **Director Combat (D Cbt).** D Cbt in his role as Army Competent Advisor and Inspectorate (ACA&I) has responsibility for Defence Personal Weapon Handling and Operational Shooting Policy as the Defence Training Sponsor. MDP must demonstrate annually that they remain competent in the delivery Firearms Training in line with the Licence issued by the College of Policing (COP).

5. **Personal Weapon Handling and Shooting Policy Working Group (PWHSP WG) Responsibilities.** The PWHSP WG reports to the Defence Training Sponsor, and is responsible for co-ordinating common issues on Personal Weapon Handling and Shooting, including training and testing. The Working Group is also responsible for the development of Tri-Service Personal Weapon Handling and Shooting policies and the spreading of 'best practice' across the sS and MDP. The PWHSP WG's TORs are at Annex A.

¹ Capability Directorate Combat, Army HQ, managed by SO2 SASC (DII Army CapCbt-SASC-SO2).

² Guarding Security Statement of Requirement.

6. **Training responsibilities.** The Training Agencies are responsible for providing weapon handling and shooting training during Phase 1 and 2. Thereafter, sS and MDP³ are responsible for:

- a. Implementing weapon handling and shooting training objectives in compliance with both this Direction and Defence Systems Approach to Training (Quality Management Standard) (DSAT (QMS))⁴ processes.
- b. Reporting on issues concerning delivery and policy compliance.

Training requirements

7. The RM, the Army and RAF Regt have training which is based on the permanent allocation of a personal weapon and its sighting system to an individual. RM, Army Infantry and RAF Regt people must be able to react quickly and to fire accurately to kill or suppress an enemy to the limits of the battle range of the personal weapon, or at close quarters, from different static positions, on the move and from cover. Four-man fire teams must be able to kill or suppress an enemy in defence and in offensive operations at battle ranges out to 600 metres.

8. The RN (other than RM) and RAF (other than RAF Regt) training is based on the issue of a personal weapon to an individual for a specific task (e.g. ship's protection, station guard or an operational tour). These, plus Army people other than Infantry, must be able to fire accurately to kill or suppress an enemy as an individual or as a member of a four-man fire team, primarily in defence, out to a distance determined by sS operational requirements.

9. The MDP training is designed to meet their operational commitments role and enables people to protect themselves or others from a person who is in possession of a firearm, has immediate access to a firearm or who otherwise threatens life such that an armed response is required.

10. The training task is defined in terms of Performance, Conditions and Standards, which are held by D Cbt, Army HQ. Whilst the task is common, some conditions are applicable to particular ranks or roles. In support of these tasks, also held by D Cbt, are the Training Objectives and are to be incorporated into relevant Formal Training Statements (FTS). It is imperative that the currency of training materials is reviewed regularly and, in doing so, advice is sought from sS or Defence staff as appropriate; in particular the PWHSP WG members.

Frequency of training

11. **Phase 1.** During Phase 1⁵ all SP are to undertake sufficient weapons training to achieve the Training Performance Statement (TPS) for their role in productive Service. During initial training the weapon instruction is designed to enable a recruit to handle their personal weapon safely. The Live Firing lessons are progressive and by achieving the required shooting standard proves the individual's ability to apply fire correctly to the centre of the target. The TPS weapon handling practice periods and preparatory live firing lessons are mandatory.

12. **Phase 2.** Continuation training is to be provided in Phase 2 training if the overall length exceeds 6 months in order to ensure that trainees are at the TPS standard when they enter productive Service. Wherever practicable during Phase 2, opportunities should be taken to build upon Phase 1 weapons training by applying realistic practical scenarios within the training context. MDP are trained as detailed in NPFTC and their SOPs.

³ MDP deliver initial and continuation Firearms Training as detailed in NPFTC and Firearms Training SOPs.

⁴ JSP 822: Governance and Management of Defence Individual Training and Education.

⁵ For people where Phase 1 and Phase 2 Training is combined (e.g. RM, Army Infantry, RAF Regt and MOD Police) TPS does not have to be achieved until completion of this combined training.

13. **Productive Service.** Training in productive Service is a sS responsibility. sS's are to ensure that SP receive weapons training at a level and frequency that is appropriate for their rank, responsibility and force readiness status. sS's are to ensure that all SP notified for deployment, where they may be required to be armed, are at the Phase 1 TPS before embarking on any theatre-specific Individual Pre-Deployment Training (IPDT).

14. **Individual Pre-Deployment weapons training.** The testing of Weapon Handling and Operational Shooting as part of IPDT packages is mandatory. sS's have a particular responsibility to their SP who are about to deploy in a maritime, land, air environment or role that differs from that normally expected. All SP are to receive Mission Specific Training (MST) in weapon handling and shooting that is appropriate to the theatre and the nature of the operation on which they are to deploy. PJHQ is responsible for determining the training standards for IPDT through the IPDT WG chaired by ACOS J3. Where a significant gap is identified between the entry standard (Phase 1 TPS) and the required output standards of IPDT, such that the shortfall cannot be rectified within the time available, PJHQ must be informed and the training shortfall identified as a training risk.

Testing and training records

15. **Testing.** Achievement of TPS is to be tested during Phase 1 training. Where Phase 2 training is 6 months or longer, trainees should be tested to ensure that they remain at the TPS standard as they enter productive Service. It is a sS responsibility to test SP throughout productive Service to ensure that they maintain the required level of weapon handling and shooting skills and that there is confidence that SP can apply their skills safely and effectively. MDP are assessed as detailed in their SOPs.

16. **Training records.** The results of Weapon Handling and Shooting Tests, together with the standard achieved, are to be recorded on existing systems, with MDP using their Chronicle firearms training database.

Minimum mandated training standards⁶

17. SP are required, not only, to achieve and maintain a minimum standard of personal weapon handling skills, but also pass periodic sS personal Weapon Handling Tests (WHTs) and marksmanship tests:

a. **RN Core Maritime Skill (CMS) 1.**

(1) RN people in deployable units and HQs expected to carry weapons – WHT biannually; Annual Combat Marksmanship Test (ACMT), annually.

(2) RN people in deployable units and HQs who are not realistically expected to carry weapons – WHT biannually.

(3) All other RN people – WHT annually.

b. **Army Military Annual Training Test (MATT) 1.**

(1) Army people operating at Level 1 – WHT biannually (up to and including Lt Col) on personal, individual and support weapons; ACMT (including preparatory live firing) annually.

⁶ In accordance with sS minimum mandated training policies. RN: Core Maritime Skills (CMS) Continuation Training Requirements – 2014. Army: Military Annual Training Tests (MATT) Policy – 2014. RAF: Individual Readiness Training (IRT) Policy – 2014.

(2) Army people operating at Level 2 – WHT annually (up to and including Lt Col) on personal, individual and support weapons; Live Firing Practice 3 (LF 3) on the 25m Range annually.

c. **RAF Individual Readiness Training (IRT) Module 1.**

(1) **Module 1.** RAF aircrew not deploying on operations – WHT; Pistol LF 2, biennially.

(2) **Module 1.** RAF people not deploying on operations – WHT; RAF ACMT; DCCT, biennially.

(3) **Module 1.** RAF aircrew deploying on operations or held at Readiness – WHT; Pistol LF 2, annually.

(4) **Module 3.** RAF people deploying on operations or held at Readiness – WHT; RAF ACMT; LF 2, annually.

Evaluation of training

18. In accordance with DSAT (QS) the PWHSP WG is to review the effectiveness of the Weapon Handling and Operational Shooting Policy based on feedback from the sS and 1st, 2nd and 3rd party assurance. MDP conduct 1st party assurance only. Amendments to the training tasks and objectives and best practice are to be conducted through the PWHSP WG.

Instructional staff

19. Training and testing with weapons may only be conducted by a qualified Skill at Arms Instructor, Small Arms Instructor or MDP Firearms Instructor and live firing is only to be conducted by qualified range management staff.⁷

Training facilities

20. The facilities and equipment required to conduct personal weapon training and tests are:

- a. Personal weapon and associated equipment and suitable venue.
- b. Weapon Handling Test stores:
 - (1) Drill rounds.
 - (2) Representative targets.
- c. Dismounted Close Combat Trainer (DCCT).
- d. Live firing ranges (ETR, CGR or Gallery).
- e. Ammunition.

⁷ As directed by Capability Directorate Combat, Dismounted Close Combat Training – Volume IV Ranges. Pamphlet No 21, Training Regulations for Armoured Fighting Vehicles, Infantry Weapon Systems and Pyrotechnics - 2014.

Documents

Defence	AC 71855 Capability Directorate Combat, Dismounted Close Combat Training – Volume IV Ranges. Pamphlet No 21, Training Regulations for Armoured Fighting Vehicles, Infantry Weapon Systems and Pyrotechnics – 2014
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	Ground Defence Training Publications AP3242 Series RAF Force Protection Shooting Directive - Personal Weapons - 2012
MDP	MDP Firearms Training Standard Operating Procedures - 2014

Points of contact

Defence	Army HQ, CD Cbt, SASC (DII: Army CapCbt-SASC-CO)
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)
MDP	Chief Firearms Instructor MDP (DII: MDP-HQ CFI)

Annexes:

- A. Personal Weapon Handling and Shooting Policy Working Group – Terms of Reference.

Annex A to Pt 1, 2.6: Personal Weapon Handling and Shooting Policy Working Group

Terms of Reference. The Personal Weapon Handling and Shooting Policy Working Group (PWHSP WG) is an MOD, Tri-Service working group and is the senior forum for Personal Weapon Handling and Shooting matters in the Armed Forces and MDP.

Tasking Authority. Director Combat is the Tasking Authority.

Membership. Membership of the PWHSP WG includes:

Chair	CO SASC, HQ SASC, LWC
RN	SO1 SW AW SSM, Navy HQ
Army	CO SASC, HQ SASC, LWC
RAF	SO2 FP Trg (RAF) HQ 2 GP, Air Command
MDP	Chief Firearms Instructor MDP, Wethersfield
Secretary	SO2 SASC, HQ SASC, LWC

Meeting frequency. The PWHSP WG will communicate via email when required.

Responsibilities. The PWHSP WG is to:

- Develop and maintain Tri-Service Personal Weapon Handling and Shooting policies which take account of the differing demands of the maritime, land and air operational environments.
- Examine the potential for alignment of testing between the sS's.
- Act as a forum for the development of 'best practice' in all Personal Weapon Handling and Shooting matters across the sS's and MDP.
- Take forward issues and actions pertinent to Personal Weapon Handling and Shooting arising from studies and reviews.

2.7 Law of Armed Conflict Training

Policy Sponsor: DCDC¹

The UK is required by international law to ensure that the Law of Armed Conflict (LOAC) is disseminated widely, in particular to include the study of LOAC in the programme of military instruction.² There is, therefore, a fundamental training requirement to ensure that LOAC is taught effectively to all Service People (SP) throughout Defence Training Establishments and to all of those involved in the conduct of armed conflict. As all SP, and certain MOD civilians, must comply with LOAC during armed conflict situations, commanders have a further duty to ensure compliance with LOAC by exercising command authority over their subordinates (e.g. to ensure that SP receive LOAC training and adhere to LOAC during operations). Commanders who fail to exercise this authority properly, or who fail to take reasonable steps to prevent, discover or investigate LOAC violations, may be held criminally responsible for those failings under the principle of 'command responsibility.' All suspected violations of LOAC will be investigated; and where criminal activity is uncovered, SP may be prosecuted and, if convicted, punished.³

Within the context of this Defence Direction: *"The purpose of LOAC is to limit the suffering caused by war by protecting and assisting its victims to the extent possible. LOAC addresses the reality of armed conflict without considering the reasons for or legality of the initial resort to force. It regulates only those aspects of the conflict which are of humanitarian concern. Its provisions apply to the warring parties irrespective of the reasons for the conflict and whether or not the cause upheld by either party is just."*⁴

LOAC derives from a variety of legal sources. It is not limited to the Geneva Conventions and the Additional Protocols, but includes customary international law and treaties to which the UK is a party (e.g. the European Convention on Human Rights, the UN Convention Against Torture, etc) as well as UK domestic law (e.g. the Human Rights Act 1998). Furthermore, LOAC will also be influenced by the relevant provisions of certain United Nations Security Council Resolutions (UNSCRs) which have wide ranging application (e.g. UNSCR 1325 on Women, Peace & Security).

Scope

1. The legal obligations regarding LOAC apply to all those involved in the conduct of armed conflict including all regular and reserve forces. All SP are therefore required to be trained to achieve and maintain a common baseline of knowledge about LOAC. LOAC training is to be included as part of Initial (Phase 1 and 2) Training and thereafter annual refresher and additional training will be required to supplement the common baseline (e.g. prior to a mission specific deployment and at certain key stages as SP progress through their career). NATO STANAG 2449, 'Training in the Law of Armed Conflict', provides guidance on the minimum standard of training in the LOAC, and sets out LOAC training programmes for all people, providing bespoke packages for different ranks and specialisations.⁵

Aim

2. The aim of this Defence Direction is to ensure that mandated LOAC training standards for SP across Defence are being met and maintained, in order to ensure that the UK meets its international obligations and that the UK Armed Forces continue to operate within the law.

¹ Development Concepts and Doctrine Centre, UK Defence Academy, Shrivenham (DII: DCDC-AH Legal).

² Protocol 1 Additional to the Geneva Conventions 1949, Article 83.

³ Grave breaches of the Geneva Conventions have been punishable under UK *domestic* law since the Geneva Conventions Act 1957. The creation of *international* enforcement measures for breaches of LOAC (e.g. certain international tribunals, including the International Criminal Court), have served to heighten the awareness of the legal parameters within which military operations must be conducted.

⁴ NATO STANAG 2449 Training in The Law of Armed Conflict, Edition A Version 1, page F-15.

⁵ NATO STANAG 2449 Training in The Law of Armed Conflict, Edition A Version 1.

The law

3. The most significant treaty provisions requiring incorporation into LOAC training include, but are not restricted to: the Geneva Conventions I-IV 1949; 1977 Protocols I and II Additional to the Four Geneva Conventions of 1949 (API and II). These, and other convention rights and obligations as ratified by the UK, are binding upon the UK under international law.

Frequency of training

4. **Phase 1.** By the end of Phase 1 training, and before joining the trained strength, recruits are to have achieved the standards of LOAC training as set out in sS Initial training policies.

5. **Phase 2.** During Phase 2 training, continuation training is to be provided if the overall course length exceeds 6 months. This is to ensure that SP undertaking the course are at the defined sS LOAC training standards when entering productive Service.

6. **Productive Service.** Continuation training is a sS responsibility, in line with their mandated training policies and Defence Direction to ensure that SP maintain the standards set and at a level appropriate to their role, location, environment and so forth. Furthermore, sS are to ensure that SP meet appropriate standards of LOAC training as part of any pre-deployment training. Where deployment is to be in support of a different Service, the appropriate LOAC requirements for that environment must be met prior to deployment.

7. **Minimum mandated training standards.**⁶ The methods of training SP to the minimum mandated training standards differ across the sS, but the requirement to meet and maintain these standards do not. Consequently, SP are required to meet these minimum standards and pass periodic sS LOAC training-based tests:

a. **RN Core Maritime Skill (CMS) 7.** Operational Law. LOAC: trainer facilitated presentation and test. Operational Detention: trainer facilitated presentation and test. Use of Force: guidance in JSP 398.⁷ For all RN people, annually.

b. **Army Military Annual Training Test (MATT) 7.** Operational Law. LOAC, the Use of Force and Captured Persons.

(1) Army people operating at Level 1 – Conduct all Operational Law training and pass tests, annually.

(2) Army people operating at Levels 2 and 3 – Conduct LOAC training only and pass test, annually.

c. **RAF Individual Reinforcement Training (IRT).** LOAC training is delivered within Module 2 of IRT mandated training for all RAF people deploying on operations. LOAC is also included in the Military Skills pillar of the Generic Education and Training Requirement which is delivered as part of the residential element of Professional Military Development (Air) to all RAF people on progression to each rank.

Governance

8. **Development, Concepts and Doctrine Centre (DCDC).** DCDC is the Defence Training Requirements Authority (TRA), responsible for setting training policy for the LOAC across Defence. DCDC fulfils this responsibility through its Chair of the LOAC Training Steering Group.

⁶ In accordance with sS minimum mandated training policies. RN: Core Maritime Skills (CMS) Continuation Training Requirements – 2014. Army: Military Annual Training Tests (MATT) Policy – 2014. RAF: Individual Readiness Training Policy – 2014.

⁷ JSP 398: United Kingdom Manual of National Rules of Engagement.

9. **LOAC Training Steering Group (LOAC Trg SG).** The LOAC Trg SG is responsible for establishing the Defence LOAC training requirement by setting and maintaining the Operational Performance Statement (OPS).⁸

10. **Training delivery.** sS, suitably supported and advised by the Training Delivery Authorities (TDAs),⁹ and the sS Legal Directors¹⁰ are responsible for:

a. Satisfying the LOAC training requirement as set out in the OPS, by setting and implementing LOAC training objectives in compliance with Defence Direction, sS policies and the Defence Systems Approach to Training (DSAT) Quality Standard (QS) process.¹¹ They are accordingly responsible for development, design, delivery, and internal evaluation of LOAC training to the mandated training standards.

b. Periodic reporting to the Steering Group on training delivery and policy compliance.

11. The detail of the Formal Training Statement (FTS)¹² and the subsequent development, design, and delivery of LOAC training is a matter for the sS. However, sS must make provision for LOAC training to a mandated standard to be provided to all ranks in Initial (Phase 1 and 2) Training and SP must possess sufficient comprehension of the rules of LOAC to be able to comply with them in the performance of their duties. It is important to note that knowledge of the LOAC required by NCOs and officers will be higher than other ranks and that therefore additional instruction and training will be necessary.

12. **Command responsibilities.** Notwithstanding, and without prejudice to, the responsibilities and duties detailed elsewhere, it should be noted that it is a command responsibility to ensure that all SP are aware of their obligations and the legal limitations which apply under LOAC. At key stages during a Service career¹³ additional command, leadership and management training is to be provided to prepare the individual for new/increased responsibilities. sS are to determine which of these courses must include appropriate LOAC training.

13. **Pre-deployment LOAC training.** The provision of LOAC training as part of pre-deployment training is mandatory for those deploying to a theatre in which LOAC may apply. All SP are to receive training in the application of LOAC appropriate to the theatre and the nature of the operation into which they are to deploy.¹⁴ JFC is responsible for determining the training requirement for Individual Pre-Deployment Training (IPDT) through the IPDT Working Group. Whenever possible, matters involving LOAC should be incorporated into practical training serials.

Performance statements

14. Some operational tasks (Performance, Conditions and Standard) are common in that they apply to all SP; others are applicable to particular ranks or roles. Training Objectives (TOs) to meet the LOAC Training Requirement are to be incorporated by sS into relevant FTS. The proposed FTS for each Service is to be submitted for authorisation by LOAC Trg SG. It is imperative that the currency of training materials is reviewed regularly; advice in this regard should be sought from sS or DCDC legal staff as appropriate, through LOAC Trg SG. The OPS for LOAC training is at Annex A.

⁸ In line with JSP 822: Governance and Management of Defence Individual Training and Education.

⁹ The TDA is the organisation responsible for the provision of individual training or education, to agreed standards and in accordance with extant and funded Defence and sS policies, on behalf of the customer(s).

¹⁰ This responsibility is delegated to: DNLS SO1 International Law for the Royal Navy, Colonel Op Law Branch, Land Warfare Centre (LWC) for the Army, and SO1 Legal Air Warfare Centre (AWC) for the RAF.

¹¹ JSP 822: Governance and Management of Defence Individual Training and Education.

¹² Subject to approval by the LOAC Trg SG.

¹³ Applicable to both officers and non-commissioned officers.

¹⁴ IPDT policy is owned by JFC JW. The IPDT requirements for non-JFC sponsored deployments is covered under Defence direction of Non-JFC sponsored Deployments, contained within this JSP.

Training staff

15. Training may be delivered by qualified lawyers or by suitably trained trainers.¹⁵

Documents

Defence	JSP 383 Joint Service Manual on LOAC JSP 381 Aide Memoire on LOAC JSP 398 UK Manual of National Rules of Engagement JDP 1-10 Captured Persons (CPERS) Geneva Conventions and Additional Protocols JWP 3-46 Legal Support to Joint Operations JDP 1-10 Captured Persons (CPERS) (2 nd Edition) NATO STANAG 2449
RN	BR 3012 Handbook on the Law of Maritime Operations CMS 7
Army	AC71130 A Guide to LOAC Geneva Conventions and Additional Protocols MATT 7
RAF	AP 3002 Air and Space Warfare

Point of contact

JFC	DefAc, DCDC, Legal (DII: DCDC-AH Legal)
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Annex:

A. Operational Performance Statement to Support Initial and Continuation Training.

¹⁵ Such as those who have completed the Defence Train The Trainer Course, DCTS, RAF Halton.

Annex A to Pt 1, 2.7: Operational Performance Statement¹ to Support Initial and Continuation Training

Task	Performance	Conditions	Standard	Trg Category ²	Notes
01	Act in accordance with the Laws of Armed Conflict.	<ul style="list-style-type: none"> With regard to rank and responsibility of individual. As an individual or as a member of a team. Supervised and unsupervised. In and out of working hours. On or off duty. In all environments. 	In accordance with the following Joint and sS procedures: Joint: JSP 381 JSP 383 JSP 398 JDP 1-10 RN: BR 3012 Army: MATT 7 AC 71130 RAF: AP 3002	4	All ranks
02	Know the situations when LOAC applies.	As above	As above	4	All ranks
03	Recognise the following: <ul style="list-style-type: none"> Difference between combatants & non-combatants. Difference between military objectives and civilian objects. And comply with the relevant combat rules.	As above	As above	4	All ranks
04	Recognise the status of, and deal appropriately with: <ul style="list-style-type: none"> Spies. Mercenaries. Guerillas. Irregular Forces. 	As above	As above	4	All ranks
05	Apply the Principles of military necessity, proportionality, distinction/discrimination and humanity appropriately.	As above	As above	4	All ranks
06	Medical and Religious people act appropriately in accordance with their special status.	As above	As above	4	Medical & Religious people – all ranks

¹ Currently under review. Due to be completed by Spring 2015. The OPS will be removed from JSP 898, once appropriate governance processes are in place. The TRA will maintain and retain the OPS.

² As defined in JSP 822: Governance and Management of Defence Individual Training and Education, Pt 5, Ch 1.

07	Recognise and protect the following persons in the appropriate manner: <ul style="list-style-type: none"> • Civilians. • Wounded, sick and shipwrecked. • Medical people. • Religious people. • Persons hors de combat. • Prisoners of War (PW). • Civil Defence people. • Civilians accompanying the armed forces. 	As above	As above		All ranks
08	Treat Captured persons humanely and in accordance with extant rules.	As above	As above	4	All ranks
09	Recognise and protect the following types of objects appropriately: <ul style="list-style-type: none"> • Civilian objects. • Specially protected objects and locations. • Cultural property. • The flag of Truce. 	As above	As above	4	All ranks
10	Recognise Internationally acknowledged protective emblems and symbols.	As above	As above	4	All ranks
11	Apply the principles of Targeting as follows: <ul style="list-style-type: none"> • Application of LOAC to sS aspects of targeting. • Application of Rules of Engagement (ROE). 	As above	As above	4	All ranks
12	Recognise and apply the principles for conduct of attack: <ul style="list-style-type: none"> • Precautions in attack. • Application of Rules of Engagement (ROE). • Application of LOAC principles in targeting process. 	As above	As above	4	All ranks
13	Do not use prohibited weapons, or means or methods of warfare.	As above	As above	4	All ranks

	<p>Recognise individual responsibilities and accountability for:</p> <ul style="list-style-type: none"> • LOAC violations. • The repression/ concealment of LOAC violations. <p>Do not commit LOAC violations, and recognize and report violations in the appropriate manner.</p>	As above	As above	4	All ranks
15	<p>Recognise and apply command responsibilities for the enforcement of LOAC:</p> <ul style="list-style-type: none"> • Recognise, prevent, investigate and report war crimes. • Appropriately involve and assist external enforcement mechanisms (through domestic law, military law, ad hoc tribunals and the International Criminal Court). 	As above	As above	4	NCOs & officers
16	<p>Understand and operate within the legal framework for Operations, notably:</p> <ul style="list-style-type: none"> • The mandate for a specific mission or operation (e.g. UN Security Council Resolutions). • Invitation of Host Nation, including effect of Status of Forces Agreements (SOFAs), Memoranda of Understanding (MOUs) and Military Technical Agreements (MTAs). • Human Rights law and its relationship with LOAC. • National Self-Defence. • Humanitarian Intervention. 	As above	As above	4	Officers

<p>17</p>	<p>Recognise and take account of the impact of LOAC and international law, generally, when undertaking operational planning. To include:</p> <ul style="list-style-type: none"> • The legal considerations involved in the planning of operations. • The interaction of legal and political considerations at all planning levels. • The higher command responsibilities regarding LOAC in planning combined operations. • The adopting of a targeting process 	<p>As above</p>	<p>As above</p>	<p>4</p>	<p>officers</p>
<p>18</p>	<p>Recognise and take account of the impact of legal issues on conducting joint/combined and multinational/coalition-based operations. To include:</p> <ul style="list-style-type: none"> • The effect on the mission or operation of differing treaty obligations between troop contributing nations. • The interaction of law and policy. To cover: <ul style="list-style-type: none"> ○ The effect at the tactical, operational and strategic levels. ○ The principles of targeting in the context of joint and combined operations. ○ Command responsibilities in the context of joint and combined operations. 	<p>As above</p>	<p>As above</p>	<p>4</p>	<p>officers</p>

2.8 Physical Training

Policy Sponsor: TESRR, CDP¹

The implementation of systematic Physical Training (PT) addresses the core requirement for appropriate military physical fitness standards for all Service People (SP) and promotes a life-long exercise habit and healthy lifestyle. The military context for physical fitness aims to ensure that SP are physically equipped to operate effectively in both physically and mentally challenging environments. This in turn assures the continued delivery of Defence outputs and the maintenance of operational effectiveness, which is of paramount importance. The purpose of this Direction is to direct the Chain of Command to ensure SP are afforded the time to develop and maintain military physical fitness in order to withstand the physical rigours of Service life and imbue them with a winning war-fighting spirit.

Scope

1. This Defence Direction applies to all SP, regular and reserve, irrespective of their rank and duties. The sS minimum mandated PT standards set out in this Direction are to be achieved.

Aim

2. The aim of this Defence Direction is to set out the requirement and delivery of PT for SP.

3. **Minimum standards in training.** Formal PT is to be delivered to all ranks throughout formal training courses, in the form of set periods, run by trained PT staff. A 'period' in this context is defined as the standard time taken to deliver training, a lesson, practice or revision (typically from a minimum of 40 minutes to a maximum of 2 hours). It will be specific to each training establishment and programmed as part of the normal training day. It may be delivered through a mix of single and double period allocations, as appropriate to the need of the training establishment. The mandated minimum number of PT periods to be conducted per week are:²

a. **Phase 1.** 5 periods per week.

b. **Phase 2.** 5 periods per week for all ground-based training. For flying training establishments, 5 periods per week during the ground training phase, reducing to 2 periods per week during the flying training phase.

c. **Phase 3.** 3 periods per week for courses in excess of 4 weeks duration.

4. **Minimum standards in Service.** In productive Service the expected minimum is 3 periods per week, through participation in organised, structured and supervised physical and role conditioning training programmes. This may be as simple as a personal fitness regime organised between Physical Training Instructors (PTIs) and SP, structured to ensure that the individual is able to demonstrate the minimum fitness level required to pass the relevant single Service (sS) fitness test or assessment. The Chain of Command is responsible for ensuring that PT is appropriately programmed and attended, at the minimum standard and the fitness levels of SP are monitored, reported (directly or by exception, through appraisal and other mechanisms) and managed.

5. **sS minimum mandated tests and assessments.**³ SP across Defence are required, not only, to maintain their fitness to prescribed minimum standards and to pass periodic sS physical fitness tests and assessments:

¹ Training Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

² By training phase and with specialist training caveats.

³ In accordance with sS minimum mandated training policies. RN: Core Maritime Skills (CMS) Continuation Training Requirements – 2014. Army: Military Annual Training Tests (MATT) Policy – 2014. RAF: AP3342 RAF Fitness Test – 2014.

- a. **RN Core Maritime Skill (CMS) 2.** Royal Naval Fitness Test (RNFT) annually for all RN people.
 - b. **Army Military Annual Training Test (MATT) 2.**
 - (1) Army people operating at Level 1 – Personal Fitness Assessment (PFA) biannually; Annual Fitness Test (AFT) annually.
 - (2) Army people operating at Level 2 – Regular - PFA biannually, AFT annually; Reserve – PFA annually, AFT annually.
 - (3) Army people operating at Level 3 – PFA biannually.
 - c. **RAF Fitness Test (RAFFT).** RAFFT biannually for all RAF people; or annually if ‘very good’ or ‘excellent’ grading is achieved.
6. **Reconditioning training.** SP who fail to meet sS minimum mandated physical fitness standards are to be given structured, programmed and reconditioning fitness training, which is to continue until they pass the relevant sS tests and assessments. Policies that govern such training are laid out in sS policies.⁴
7. **Rehabilitation.** SP undergoing rehabilitation care, which is medically governed, are subject to the Direction laid out in JSP 950.⁵
8. **Medical downgrading.** SP that have been medically assessed and downgraded are subject to the Direction laid out in JSP 950.⁶ SP can be downgraded, using the Joint Medical Employment Standard, permanently, or temporarily, both of which can effect future employability and deployability.
9. **Governance.** The Physical Training Executive Committee (PTEC) and the Clothing and Equipment Working Group (CEWG) is the tri-Service forum for all Defence PT matters. Terms of Reference are at Annex A.
10. **Exclusions to this Direction.** The PT standards for specialist capabilities (RM Cdo, Para, MDP, UK SF Gp etc), as well as PT instructors and staff are not covered in this Direction.

Documents

RN	BRd 51 Physical Development Manual (RNFT – BRd 51 Vol 2, Ch 2) – 2014
Army	AGAI Vol 1, Ch 7, Physical Training – 2014. MATT 2 Fitness, Issue 6 – 2014
RAF	AP3342, Sect 4, Leaflet 402, RAFFT – 2014

Points of contact

Defence	TESRR, CDP, MOD (DII: People-tesrr-policy SO1)
RN	Navy Command HQ, Pers, PDev (DII: NAVY PERS-TEMAIRE SO1PDev)
Army	Army HQ, DTrg(A), PD, (DII: Army Trg-ITrg-PhysDev-SO1)
RAF	Air Command, 22 Trg Gp, Human Performance (DII: 22TrgGp-SO1 Human Performance)

⁴ RN: BRd 51, Vol 2, Chap 2, Para 0220. Army: AGAI Vol 1, Chap 7, Para 7.020. RAF: AP3342, Sect 4, Leaflet 403.

⁵ JSP 950: Medical Policy, Leaflet 2-22-1 - Defence Medical Rehabilitation Programme (DMRP).

⁶ JSP 950: Medical Policy, Pt 6, Ch7, Leaflet 6-7-2 (formerly JSP 346 Ch 5), The Joint Medical Employment Standard.

Annex:

A. The PTEC and the CEWG Terms of Reference.

Annex A to Pt 1, 2.8: The PTEC and the CEWG Terms of Reference

General. The Physical Training Executive Committee (PTEC) and the Clothing and Equipment Working Group (CEWG) is the tri-Service forum for all pan-Defence PT matters. It is established in order to provide sS representatives the opportunity to consider and advise on a range of diverse PT-related issues from across the RN, Army and RAF. The PTEC & CEWG is an amalgam of the former Service Heads of Physical Education (PEd) Committee and the subordinate Service Heads of PEd Working Group. Changes in the organisation of the PT hierarchy in the RN and the RAF precipitated the change to single committee status and the authority previously invested in the Service Heads of PEd Committee remains extant.

Aim. The aim of the PTEC & CEWG is to support sS CinCs in the development of PT matters in the interest and direct support of Service Commands (SCs) and Defence training establishments.

Membership. SO1 and SO2 membership is drawn from each sS and across Defence to ensure that both PT TRA and TDA views are represented. Desk level staff officers working alongside or in support of PTEC & CEWG members are entitled to attend as deemed necessary by the agenda. The Chair of this committee rotates between the sS the tenure of each Chair is routinely two calendar years. The PTEC & CEWG has the following members:

Defence	SO1 or SO2 Policy TESRR, MOD SO2 Defence Rehab, DMRC (Headley Court) SO2 DC Workwear RMPAT, DE&S
RN	SO1 PDev, NCHQ SO2 PEd, NCHQ CTCRM-PT-IPTRM
Army	SO1 PDev DTrg(A), Army HQ SO2 PT DTrg(A), Army HQ SO2 Trg Dev, HQ RAPTC SO2 PD, HQ ARTD
RAF	SO1 Human Performance, No 22 Trg Gp, Air Command SO2 PEd Human Perf Support & Regulation, No 22 Trg Gp, Air Command SO2 PEd Human Perf Cap & Trade Sponsor, No 22 Trg Gp, Air Command SO2 PEd Human Perf Cap Dev, No 22 Trg Gp, Air Command

Co-opted members will be called as required.

Meeting frequency. Normally biannually but can be arranged more frequently if required.

Responsibilities:

- Develop tri-Service PT policies, which take account of the differing demands of the maritime, land and air operational environments.
- Review sS policies that affect, or are likely to affect, the delivery of PT and agree pan-Defence Direction and Guidance pertinent to PT.
- Monitor the potential for alignment of physical fitness testing and assessment between the sS.

- Support the delivery of effective Defence Rehabilitation by providing appropriate SP for training.
- Support Health and Wellbeing policies across Defence.
- Act as a forum for the development of good practice in all PT matters across Defence.
- Take forward issues of mutual interest regarding the recruitment, training, career development, equipping and training of PT staff.
- Take forward issues and actions pertinent to PT that arise from studies and reviews.
- Consider and take forward issues regarding PT Equipment (PTE), Operational Fitness Equipment (OFE) and PT clothing.

2.9 Chemical, Biological, Radiological and Nuclear (CBRN) Training

Policy Sponsor: TESRR, CDP¹

All Service People (SP) require individual Force Protection skills in Chemical Biological Radiological and Nuclear (CBRN) survival techniques, including the fitting and use of the General Service Respirator (GSR), to operate effectively during operations. Individual procedures must be correctly carried out without supervision in order to survive both deliberate attack and the unintentional release of industrial hazards. Training is to be undertaken regularly by all SP in accordance with single Service (sS) training policies.

Scope

1. This Defence Direction applies to all SP, who are to undertake CBRN training specific to their sS, irrespective of their rank and duties. The sS minimum mandated CBRN training standards set out in this Direction are to be achieved.

Aim

2. The aim of this Defence Direction is to set out the requirement and the delivery of CBRN training for SP.

Frequency of training²

3. **Initial training.** All trainees are to have, on completion of Initial training and before entering productive Service, achieved the standards of CBRN training, as set out in sS Initial training policies.

4. **Productive Service.** Continuation training in productive Service is a sS responsibility, in line with their mandated training policies and Defence Direction, ensuring that SP maintain the standards set.

5. **Minimum mandated training standards.**³ The methods of training SP to the minimum mandated training standards differ across the sS, but the requirement to meet and maintain these standards do not. Consequently, SP are required to meet these minimum standards and conduct periodic sS CBRN training:

a. **RN Core Maritime Skill (CMS) 4.** CBRN continuation training for: RN people after 4 years of their last sea going assignment; or annually for RN people in a non-sea going assignment. Annual GSR testing for all RN people at R4 and above, or when deploying East of Suez.

b. **Army Military Annual Training Test (MATT) 4.**

(1) Army people operating at Level 1 – (Training Objective (TO) 4.1 and 4.2) CBRN practical revision training, including passing practical tests, annually.

(2) Army people operating at Level 2 – (TO 4.2) CBRN practical training, including passing a practical test, annually.

¹ Training Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

² A prerequisite of annual CBRN training is that SP must have been fully converted to the GSR, ie fitted, tested and trained in its use and maintenance by a qualified CBRN trainer. This is to avoid the issue of people having been issued with a GSR but not formally fitted for it or trained in its use.

³ In accordance with sS minimum mandated training policies. RN: Core Maritime Skills (CMS) Continuation Training Requirements – 2014. Army: Military Annual Training Tests (MATT) Policy – 2014. RAF Individual Reinforcement Training Policy – 2014.

c. **RAF Individual Reinforcement Training.**

(1) IRT Module 1 - Demonstrate basic CBRN drills, revision and practical skills undertaken in the Confidence Test Facility, carried out biennially or annually if held @ readiness.

(2) IRT Module 2 - Demonstrate intermediate CBRN drills incorporating Contamination Control Area Procedures, carried out biennially or annually if held @ readiness.

6. **Governance.** sS are to set their Service-specific CBRN training requirement and deliver the training in line with their sS policies. HQ Air (No 2 Gp) is the proponent for CBRN across Defence. Queries regarding CBRN training requirements, standards and so forth, should be directed to No 2 Gp in the first instance. The No 2 Gp POC is DII: Air-2Gp FP C CBRN Spec SO2.

Points of contact

Defence	HQ No 2 Gp, FP, CBRN (DII: Air-2Gp FP C CBRN Spec SO2)
RN	NCHQ, Trg Ind Pol (DII: NAVY TRG HQ-INDPOL SO2)
Army	Army HQ, CD Cbt, MCC (DII: Army CapCbt-MCC-CBRN-SO2)
RAF	Air Command, No 2 Gp, FP (DII: Air-2Gp FP Trg SO1)

2.10 Counter Explosive Ordnance (C-EO) Training

Policy Sponsor: TESRR, CDP¹

With the return to contingent operations there is a requirement to reset from a focus on Countering Improvised Explosive Devices (C-IED), to include the threat posed by: mines; unexploded ordnance; booby-traps and legacy remnants of war. These can cause a high level of casualties and restrict friendly forces ability to manoeuvre at the tactical level, while also having a disproportionate effect on the conduct of operations at the operational and strategic levels. Moreover, they are often cheap, relatively easy to produce and available in quantity. Their use is not confined to irregular, terrorist or insurgent forces and their impact may be found across the spectrum of conflict. The development and sustainment of Counter Explosive Ordnance (C-EO) skills are vital in returning to contingent operations, and therefore training to support it is a critical single Service (sS) Force Protection measure. C-EO activity enables freedom of action, and is therefore a mandatory training requirement. Individual C-EO awareness and practical skills are a vital part of Service People (SP) individual force protection measures.

Scope

1. This Defence Direction applies to all SP, who are to undertake C-EO training specific to their sS, irrespective of their rank and duties. The sS minimum mandated C-EO training standards set out in this Direction are to be achieved.

Aim

2. The aim of this Defence Direction is to set out the requirement and the delivery of C-EO training for SP.

Frequency of training

3. **Initial training.** It is advisable that all trainees have, on completion of Initial training and before entering productive Service, have achieved a good understanding of C-EO training, as set out in sS Initial training policies.

4. **Productive Service.** Continuation training in productive Service is a sS responsibility, in line with their mandated training policies and Defence Direction, ensuring that SP maintain the standards set.

5. **Minimum mandated training standards.**² The methods of training SP to the minimum mandated training standards differ across the sS, but the requirement to meet and maintain these standards do not. Consequently, SP are required to meet these minimum standards and conduct periodic sS C-EO training:

a. **RN Core Maritime Skill (CMS) 9.** C-EO continuation training for all RN people, using Defence Learning Environment (DLE) training aids, annually

b. **Army Military Annual Training Test (MATT) 9.**

(1) Army people operating at Level 1 (including all Phase 1 recruits) – C-EO introduction and operational uplift package, including theory and practical tests, annually.

¹ Training Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

² In accordance with sS minimum mandated training policies. RN: Core Maritime Skills (CMS) Continuation Training Requirements – 2014. Army: Military Annual Training Tests (MATT) Policy – 2014. RAF Individual Reinforcement Training Policy – 2014.

(2) Army people operating at Level 2 – C-EO introduction package only, annually.

c. **RAF Individual Reinforcement Training.** IRT Module 2 - Revision presentation on C-EO component parts, identification and operation, carried out biennially or annually if held @ readiness.

6. **Governance.** sS are to set their Service-specific C-EO training requirement and deliver the training in line with their sS policies. DG Capability, Army HQ is the proponent for C-IED vice C-EO across Defence. Queries regarding C-EO training requirements, standards and so forth, should be directed to Army HQ, DG Capability in the first instance.

Points of contact

Defence	Army HQ, Cap LCMB (DII: Army Cap-LCMB-CIED-ReqMgrSO2)
RN	NCHQ, Trg Ind Pol (DII: NAVY TRG HQ-INDPOL SO2)
Army	Army HQ, LCMB (DII: Army Cap-LCMB-CIED-ReqMgrSO2)
RAF	Air Command, No 2 Gp, FP (DII: Air-2Gp FP Trg SO1)

2.11 Navigation Training

Policy Sponsor: TESRR, CDP¹

The need for Service People (SP) to be able to navigate, over Land, by Sea or Air is a fundamental skill, irrespective of rank, role, experience or Service. In addition, recent advances in technology, such as GPS navigation systems, requires a greater level of training and understanding of practical navigation skills and effective use of both technological and regressive navigation methodologies.

As navigation is geographical in nature with each Service principally operating in a different (Land, Maritime or Air) space, single Service (sS) navigation training needs differ. However, all SP should have a basic understanding of Land navigation, in addition to sS specialisation.

Scope

1. This Defence Direction applies to all SP, who are to undertake navigation training specific to their sS, irrespective of their rank and duties. The sS minimum mandated navigation training standards set out in this Direction are to be achieved.

Aim

2. The aim of this Defence Direction is to set out the requirement and the delivery of navigation training for SP.

Frequency of training

3. **Initial training.** By the end of Initial training, and before entering productive Service, trainees are to have achieved a basic level of navigation training, including some Land navigation, as set out in sS Initial training policies.

4. **Productive Service.** Continuation training in productive Service is a sS responsibility, in line with their mandated training policies and Defence Direction, ensuring that SP maintain the standards set.

5. **Minimum mandated training standards.**² The methods of training SP to the minimum mandated training standards differ across the sS, but the requirement to meet and maintain these standards do not. Consequently, SP are required to meet these minimum standards and conduct periodic sS navigation training:

a. **RN Core Maritime Skill (CMS) 5.** Navigation and Sea Sense continuation training for: RN people after 6 months of completion of Phase 2 training if they are not in a sea going assignment; or RN people after 5 years of their last sea going assignment.

b. **Army Military Annual Training Test (MATT) 5.** All Army people operating at Level 1 and 2 are to conduct Map Reading and Navigation training, including theory and practical (day and night navigation) tests annually.

c. **RAF Individual Reinforcement Training.** IRT Module 2 - Revision presentation on basic navigation skills associated with Airfield Crash Maps, carried out biennially or annually if held @ readiness.

¹ Training Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

² In accordance with sS minimum mandated training policies. RN: Core Maritime Skills (CMS) Continuation Training Requirements – 2014. Army: Military Annual Training Tests (MATT) Policy – 2014. RAF Individual Reinforcement Training Policy – 2014.

6. **Governance.** sS are to set their Service-specific navigation training requirement and deliver the training in line with their sS policies. sS should include some Land-based navigation skills in their overall navigation training policies. JFIG³ is the proponent for Land Navigation across Defence. Queries regarding Land Navigation training requirements, standards and so forth, should be directed to JFIG Plans in the first instance.

Points of contact

Defence	JFC, JFIG (DII: JFIG PlansFDT-CRE Geo SO2)
RN	NCHQ, Trg Ind Pol (DII: NAVY TRG HQ-INDPOL SO2)
Army	Army HQ, DTrg(A) (DII: Army Trg-ITrg-PolPlans-SO1)
RAF	Air Command, No 2 Gp, FP (DII: Air-2Gp FP Trg SO1)

³ Joint Forces Intelligence Group, RAF Wyton.

2.12 Values, Standards and Ethos Training

Policy Sponsor: TESRR, CDP¹

Military service is unique. As a consequence, military culture is different to that of wider society and is underpinned by carefully articulated Values, Standards and Ethos. In turn, the single Services (sS) are different to each other, with separate roles and tasks, requiring different values, standards and ethos. Service People (SP) across Defence and irrespective of Service, rank or role, must understand the need for and adhere to the values, standards and ethos that are unique and distinct to their Service. Not only will SP work more efficiently as a team, but operational effectiveness is improved, Defence reputation is enhanced and individual value and self-worth are developed.

Joint Defence Publication 04 describes military ethos as: *“the characteristic spirit of an organisation generated by a sense of community, [as demonstrated by] the people within that community and the way in which they operate.”*² The British Armed Forces’ ethos centres on 4 tenets: vision (how we see ourselves and our purpose); the desire to achieve operational excellence (professionalism); our values (what we stand for); and our traditions (character). Internalising these factors and communicating them effectively not only influences how we see ourselves, but also how others perceive us. This underpins our credibility on the global stage. We communicate our ethos in our philosophy, more often referred to as the moral component of fighting power.”

Thus the need to inculcate the values, standards and ethos of each Service within their SP, particularly during Initial training, but also continually during their productive Service is a critical aspect of Service life, military professionalism and serves as the moral cornerstone to military capability.

Scope

1. This Defence Direction applies to all SP, who are to undertake values, standards and ethos training irrespective of their rank and duties. The single Service (sS) minimum mandated training standards set out in this Direction are to be achieved.

Aim

2. The aim of this Defence Direction is to set out the requirement and the delivery of values, standards and ethos training for SP.

Frequency of training

3. **Phase 1.** As recruits are inducted into the military culture it is essential that they are imbued with the values, standards and ethos of their Service. Values, standards and ethos training is therefore an essential component of Phase 1 training. By the end of Phase 1 training, and before entering productive Service, recruits are to have achieved the standards of values, standards and ethos training as set out in sS Initial training policies.

4. **Phase 2.** During Phase 2 training, continuation training is to be provided if the overall course length exceeds 6 months. This is to ensure that trainees are at the defined sS values, standards and ethos training standards when entering productive Service.

5. **Productive Service.** Continuation training in productive Service is a sS responsibility, in line with their mandated training policies and Defence Direction, ensuring that SP maintain the standards set.

¹ Training Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

² Concise Oxford English Dictionary, 11th Edition.

6. **Minimum mandated training standards.**³ The methods of training SP to the minimum mandated training standards differ across the sS, but the requirement to meet and maintain these standards do not. Consequently, SP are required to meet these minimum standards and conduct periodic sS values, standards and ethos training:

- a. **RN Core Maritime Skill (CMS) 6.** Values and standards training for all RN people under 30 years old, annually; and every 3 years for all RN people over 30 years old. Assessment is conducted through the annual appraisal system.
- b. **Army Military Annual Training Test (MATT) 6.** Values and standards training, including testing annually, for all Army people.
- c. **RAF Beliefs and Values Training.** Beliefs and Values training for all RAF recruits during Phase 1 training and trainees during Phase 2 training.

7. **Governance.** Values, standards and ethos are specific and unique to each Service, therefore sS are to set the training requirement and deliver the training in line with their sS policies.

Documents

RN	RN Ethos: The Spirit to Fight & Win. ⁴
Army	Values and Standards of the British Army. ⁵
RAF	AP1:RAF Ethos, Core Values and Standards, 2 nd Edition. ⁶

Points of contact

Defence	TESRR, CDP, MOD (DII: People-TESRR-Policy SO1)
RN	NCHQ, CNPS, Exec Pol (DII: NAVY PERS-CNPS EXEC POL SO1)
Army	Army HQ, DPS(A) (DII: Army PersSvcs-PS2-SLWS-Oftrs-SO2)
RAF	Air Command, Pers Pol Strat (DII: Air-COSPers-Pol PersStratPIC SO1)

³ In accordance with sS minimum mandated training policies. RN: Core Maritime Skills (CMS) Continuation Training Requirements – 2014. Army: Military Annual Training Tests (MATT) Policy – 2014. RAF Ethos, Core Values and Standards publication.

⁴ <http://defenceintranet.diif.r.mil.uk/libraries/4/Docs2/20140628.3/20130523-4-VT-RN%20Ethos%20Booklet-U.pdf>

⁵ <http://defenceintranet.diif.r.mil.uk/libraries/1/Docs1/20140802.12/20130114-V%20and%20S%20Red-U.pdf>

⁶ <http://cui5-uk.diif.r.mil.uk/r/392/ethher/Ethos%20and%20Heritage%20Information/AP1-2nd-Edition-Jan-2008.pdf>

2.13 Stress Management and Resilience Training

Policy Sponsor: SVW HW, CDP¹

Defence people need some degree of motivation or stimulation to achieve best performance, but when this becomes excessive for the individual, work performance and health can be adversely affected. The Health & Safety Executive (HSE) has defined stress at work as “*The adverse reaction an individual has to excessive pressure or demands placed upon them.*” It is natural for individuals to feel stressed at times; particularly when they feel that they cannot cope. There is no simple way of predicting what will cause harmful levels of pressure and who will be affected. Personality, levels of health, fitness, experience, training, motivational factors, and the support available from work colleagues, families and friends will have an impact on an individual’s ability to deal with stressful situations. Moreover, stress can manifest itself in physical, behavioural, mental or emotional effects, or as a combination of these. These effects are normally short-lived and they cause no lasting harm (i.e. when pressures recede there is a quick return to the individual’s own perceived level of normality). Stress is not, therefore, the same as ill-health. It is only when pressures are intense or prolonged and individuals are not adequately supported that the effects of stress can become more sustained and damaging, leading to psychological problems and physical ill-health.

Defence has a moral imperative and legal duty to protect the health, safety and welfare of all of its employees, military and civilian, including from the risks arising from stress. Although some factors are beyond the MOD’s responsibilities or control, it is incumbent on commanders, line managers and individuals to be aware of them as these factors can make individuals more vulnerable to stress at work, as well as affecting performance and judgement. The risk faced can be exacerbated by external pressures from family life and occupational, operational and traumatic stressors. The basis of managing any health and safety issue, stress included, is to assess the risk and introduce appropriate control and mitigation measures. To mitigate, commanders and line managers are required to look for the signs and symptoms of stress amongst people and then take action to help alleviate them. Individuals are to be educated in recognising the signs of stress in themselves and others and to know from where to seek help. More importantly however, for controlling the risk, Defence requires individuals to undergo Stress and Resilience Training throughout their careers to build resilience and improve their ability to manage stress through increasing their psychological fitness and well-being.

In order to be able to carry out these responsibilities, Stress Management and Resilience Training (SMRT) is to be provided to educate Defence people in the ways that stress can be managed, to prepare individuals for the rigours of operations, improve departmental outputs and promote self-awareness and effective working practices. Certain training is mandatory for all Defence people and some is targeted at commanders and line managers (as in the case of TRiM² and unit delivered SMRT). The intention is to equip Defence people to be resilient in stressful situations and remove the perception of stigma.³

Scope

1. This Direction is applicable to all Defence people, Regular and Reserve, and the MOD Civil Service (CS). Contractors deployed on Operations (CONDO) will be provided with SMRT during their pre-deployment training.⁴

¹ Service and Veterans Welfare, Health and Wellbeing, part of Chief of Defence People, 6th Floor, MOD Main Building. This policy has been checked and is extant as at Nov 14. In early 2015, this policy will be formally reviewed in conjunction with all welfare, health and wellbeing policies, including JSP 375 (Health and Safety Handbook), and reissued, merged, or withdrawn at that time.

² Trauma Risk Management (Specialist SMRT).

³ Research evidence has shown that delays in the treatment of stress often arise as a direct result of the perceived stigma which individuals suffering from stress associate with acceptance of the need to seek help and that, indeed, such stigma is experienced more by those who are distressed; the result is that those who most need help are the least likely to ask for it.

⁴ The delivery of SMRT to CONDO is outside the scope of this policy, and the arrangements for this are referenced in the Direction for Individual Pre-Deployment Training, contained within this JSP.

Aim

2. The aim of this Direction is to set out the responsibilities for the management and delivery of SMRT across Defence.

Principles

3. SMRT is aligned to operational and occupational minimum requirements and referenced in JSP 375.⁵ The principles are that:

a. SMRT is to be progressively administered throughout an individual's career, within command or supervisory responsibilities. It must emphasise the vital role of the Chain of Command and support and welfare services available. Thus, SMRT features in Initial training and builds, at regular intervals, through incorporation in key career courses that are supplemented with specifically-focused training when necessary.

b. SMRT is to be responsive to both general HSE guidance, requirements set by Defence to succeed on operations and manage better departmental output and, where appropriate specific mission factors as defined in Commanders' risk assessments. Training is also to be responsive to changes in requirement, feedback from operational lessons identified, single Service (sS) Inquiry findings, clinical and occupational psychologists' recommendations and Direction received from relevant Defence committees/stress-related committees.

c. SMRT is to be integrated into the operational cycle, as it contributes to operational capability, by preparing Defence people for the realities of operations and assisting them to manage the potential consequences of chronic and traumatic stress.

d. SMRT is to be integrated across Defence with the Defence Academy, Centre for Defence Leadership and Management's, Joint Stress and Resilience Centre (JSARC) as the Training Delivery Authority (TDA) for Defence chronic SMRT, and as the Agent for specialist training (such as TRiM), to promote a common understanding of nomenclature and avoid duplication of effort.

Governance

4. **Responsibility.** SVW HW, CDP provides Defence Direction on SMRT for SP (supported by HRD, HRBP (HOCS), for CS). Staffs from both organisations work together to ensure consistency of Direction across the Defence. Together they are responsible for setting the SMRT objectives and setting the annual Statement of Training Requirement (SOTR) in consultation with the sS and HRD. The SOTR is then fed by JSARC into the 1* Customer Executive Board (CEB). Joint Warfare (JW), JFC is the Training Requirements Authority (TRA) for SMRT across Defence, with JSARC (the TDA).

5. **Armed Forces Mental Well-being Steering Group (AFMWSG).** The AFMWSG assures that the overall provision of SMRT accords with the Direction laid down. The composition of the AFMWSG is held by the Secretary to the AFMWSG. While the AFMWSG has a predominantly military focus for SMRT matters, it has representation from HRD to ensure consistency of approach across Defence. The AFMWSG meets biennially, Training and Education a standing agenda item.

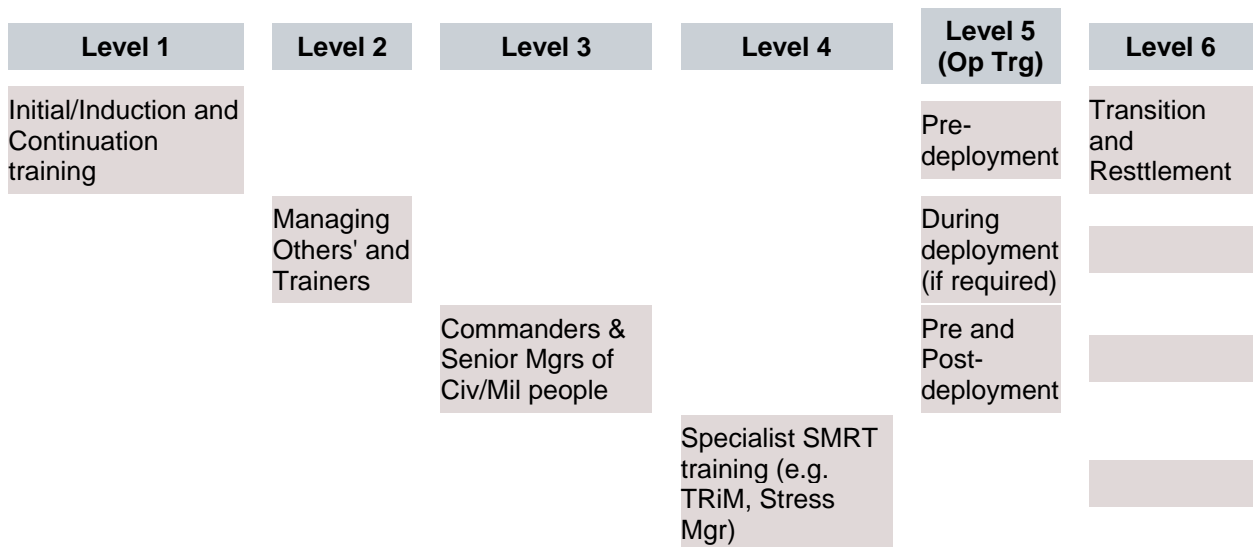
6. **Training responsibilities.** sS and HRD, in conjunction with and supported by JSARC, are responsible for:

⁵ JSP 375: MOD Health and Safety Handbook, Leaflet 25: Stress Management in the Workplace.

- a. SMRT during Phase 1 and subsequent career courses and appropriate military/CS training.
- b. Implementing the training objectives in compliance with both the Direction and the Defence Systems Approach to Training (Quality Standard) (DSAT(QS))⁶ processes.
- c. Reporting issues concerning delivery and training policy compliance to the AFMWSG.

Performance statements

7. **Training levels.** SMRT has been categorised into 6 levels appropriate to the appointment and specific responsibilities or needs of the individual. In addition, deployment training may be required at any level subject to employment in an operational environment.



Frequency of training

8. **Initial training (Level 1).** All newly recruited Defence people are to be trained in the requisite SMRT skills, knowledge and behaviours to understand the indicators and effects of stress and enable them to take control of their own stress levels where possible. Level 1 introduces effective tools for coping with stress and increasing psychological resilience, complementing the resilience built up from physical fitness training. This training is called the START Taking Control Foundation Course.

- a. **Military.** During Initial training, recruits and trainees will be taught to recognise that certain feelings, thoughts and behaviours may reasonably be expected to be generated by the pressures inherent in Initial training and that there are a number of ways that this can be managed. SMRT during Initial training is to ensure that recruits and trainees recognise signs of pressure and stress in themselves and others and are taught to use appropriate physiological and psychological tools to help manage them; and are made aware of local support measures and how to access them. Additionally, training in self-help and 'buddy' support techniques is to be delivered to assist recruits and trainees to deal with pressure during their Initial training. By the end of Initial training, SP are to have completed Level 1. This puts into context the relevance of stress management to operational effectiveness, begins to prepare SP for the realities of operations and seeks to reduce any perceived stigma. In addition to Level 1 training, officer training should include SMRT to Level 2 (for junior command roles).

⁶ As laid out in JSP 822: Governance and Management of Defence Individual Training and Education.

b. **MOD CS.** All new members to the MOD CS are to undertake Level 1 SMRT as part of the mandatory MOD induction module within 6 months of joining the Department.

9. **Continuation training.** The requirement for Level 1 continuation training into productive Service is a sS and CS responsibility, delivered by qualified Defence people.⁷ The need for continuation training will be identified in local Stress Management Audits, as stated in JSP 375.⁸ Defence people responsible for running local Stress Management training should receive Level 4 specialist SMRT.⁹

10. **Career development.** Whilst in productive Service, Defence people are to receive SMRT at appropriate career points. sS and CS, in conjunction with and supported by the TDA, are responsible for ensuring that Defence people receive SMRT that is appropriate for their rank/grade and level of responsibility. There are 2 SMRT levels that reflect the distinction between managing others (such as an immediate line manager/reporting officer) and those with a wider duty of care throughout an organisation (such as a function of unit/formation command or departmental responsibility).

a. **Managing others (Level 2).** Level 2 SMRT is to ensure that those who manage others¹⁰ are able to recognise signs of pressure and stress in themselves and their subordinates and enable them to offer support and advice. Measures to mitigate stress as an individual are to be included including the management of traumatic stress¹¹ and supervision of those at risk of Deliberate Self-Harm (DSH) and suicide. The training is also to include non-medical procedures to alleviate stress and how to access specialist medical assistance when that is required. Level 2 Chronic Stress and Resilience training is delivered by the START Taking Control Practitioners' Course.¹² TRiM training is delivered by sS delivery units.

b. **Command/Senior management (Level 3).** Level 3 SMRT is training for commanders and senior management with responsibility for managing stress at an organisational level in order to maintain operational and/or business effectiveness. It covers the management of the "pressure" needed to maintain operational and occupational performance, the use of organisational strategies to alleviate stress which include interventions away from the workplace, "duty of care" responsibilities for the management of post-operational and traumatic stress, and procedures for those at risk of DSH and suicide. This training is delivered on Command, Leadership and Management (CLM) courses and senior officers' courses and will enable commanders to understand their obligations for Stress and Resilience Management within the organisation.¹³

11. **Specialist SMRT (Level 4).** Level 4 SMRT covers the requirement for selected Defence people to undertake specialised training in order to support commanders in the management both Chronic and Traumatic Stress. It consists of TRiM Practitioner, Team Leader and Trainer training, and START Taking Control Advanced Practitioner and Stress Manager training. It is delivered to Defence people directly responsible for stress and resilience management within their organisation, and those required to deliver Foundation and Practitioner SMRT.¹⁴

⁷ Having completed, as a minimum, the START Taking Control Advanced Practitioner course and assessments and supported by JSARC.

⁸ JSP 375: MOD Health and Safety Handbook, Vol 2 - Leaflet 25.

⁹ Having completed, as a minimum, the START Taking Control Advanced Practitioner course and assessments and supported by JSARC.

¹⁰ This can be a person of any rank/grade who manages, leads or trains others, but with the emphasis of SMRT at this level being on managing individuals. It could be seen to be a function of junior command/low-level line management.

¹¹ As delivered by the TRiM Practitioner and Team Leader courses.

¹² This course will be available from Feb 15 through the JSARC.

¹³ *ibid.*

¹⁴ The START Taking Control Advanced Practitioners' Course will be available in Sep 15 through the JSARC and the START Taking Control Stress Managers' course in early 2016.

12. **Operational SMRT (Level 5).** Prior to undertaking an operational deployment, Defence people are to undertake reinforcement SMRT tailored to their requirement as defined in their Commander's Risk Assessment (CRA).

a. **Pre-deployment training.** Pre-deployment SMRT focuses on how to recognise chronic and traumatic stress, as well as making Defence people aware of the resources and facilities available to those identified as needing support within an operational context. A key aim is to prepare people at all levels to carry out their duties under all circumstances. The specific content of pre-deployment training will be tailored to meet the nature of operations faced by the deploying force as identified in commanders' estimates and risk assessments. JSARC, in support of the Chain of Command, should take account of prior training and experience when determining training content. Stress Managers should consult with JSARC to assist in the development of stress and resilience-related elements of the CRA, appropriate operational situation. Commanders are to have an effective and exercised TRiM organisation in place to support those at risk from a post-traumatic reaction. In the case of returning Formed Units, Commanders should ensure that they have the necessary Stress Management team trained and in place at the receiving unit and within the redeploying FU to process the FU post-deployment and advise the Commander on any issues associated within post-deployment organisational stress concerns. Commanders should also be aware of, and have a policy in place to address the requirements of Individual Augmentees (IAs), especially those joining a new unit post-deployment.

b. **Through-deployment training.** It is not intended that formal training would continue once Defence people are deployed on operations. This would only take place in extremis. Mission-specific briefings or aide-memoirs prepared to assist Defence people may be provided if the commander, advised by the Stress Manager, deems them necessary.

c. **Post-deployment.** The specific stresses related to homecoming are to be addressed post-deployment. Appropriate education should be provided as part of the Post Operational Stress Management (POSM) package for sS, including Individual Augmentees (IAs) and their families. Following recovery to the home base, intervention strategies may be deemed appropriate as part of force recovery mechanisms and readjustment/normalisation processes. Commanders should ensure that they have the necessary Stress Management team trained and in place at the receiving unit, and who can advise the Commander on any issues associated within post-deployment organisational stress concerns. Commanders should also be aware of, and have a policy in place to address the requirements of IAs, especially those joining a new unit post-deployment.

13. **Resettlement (Level 6).** Prior to leaving the Armed Forces, SP should be given a targeted brief as part of resettlement by JSARC or approved unit SMRT trainers to equip them to cope with any problems connected with chronic or delayed traumatic stress, or other forms of stress which may arise once they have returned to civilian life and signpost individuals to NHS provision and other agencies.¹⁵

Training records

14. **Training records.** For the maintenance of training records, all SMRT will generate a; JPA competency for SP, and an HMRS competency for CS.

¹⁵ The Royal British Legion and Combat Stress are two examples of voluntary organisations that provide assistance to veterans.

Evaluation of training

15. In accordance with DSAT(QS), the AFMWSG, advised and supported by JSARC, is to review the effectiveness of Defence SMRT Direction, based on feedback from learners, sS and CS, and 1st, 2nd and 3rd party audits. ExEval will be carried out by the TRA (for TRiM, this will be carried out by the TDA). Amendments to training objectives are to be managed through the AFMWSG, by the TRA, advised and supported by the TDA.

Trainers

16. The delivery of military SMRT instruction at Levels 1 and 2 is to be carried out by JSARC, or trainers qualified to Level 4 SMRT. Where TRiM is taught at Level 4, training staff are to have completed the TRiM Trainers' Course.

Documents

Defence	JSP 375 Vol 2, Leaflet 25 Stress Management in the Workplace - 2012 JSP 770, Pt 2, Ch 2 Trauma Risk Management (TRiM) Policy
SG	JSP 950 Ch 7, Leaflet 2-7-1 The Prevention and Management of Traumatic Stress Related Disorders in Armed Forces People Deployed on Operations - 2010
RN	BR 3 Pt 4, Ch 35 The Management of Operational Stress for Members of The Naval Service and Royal Fleet Auxiliary (RFA)
Army	LFSO 3209 Post-Operational Stress Management (POSM) – 2014 LFSO 3217 Trauma Risk Management (TRiM) – 2011 LFSO 3218 Army Stress Management Training Policy – 2010
RAF	AP 9012 RAF Stress Management and Resilience Policy – 2012
MOD CS	JSP 375 Vol 2, Leaflet 25

Points of contact

Defence	MOD, CDP, SVW, HW (DII: People-SVW-HW) JFC, DefAc, CDLM, JSARC (DEFAC-CMT-CDLM JSARC OC) (ATN: 96 161 4856)
SG	SG, Strat Pol (DII: SG ACDS StratPol-Med Pol SO2)
RN	Navy Command HQ, Pers (DII: NAVY PERS-PFCS NSCC SO1)
Army	Army HQ, DPS(A), PS4, Health (DII: Army PersSvcs-PS4-HealthSO1)
RAF	Air Command, Pers Recovery (DII: Air-COSPers-Pol CSpt Rcvry SO1)
MOD CS	MOD, CDP, HRD, HR Strat (DII: HRD-HRStrat-35)

2.14 Substance Misuse Training

Policy Sponsor: TESRR, DCL¹

Substance misuse within the Defence threatens efficiency, where individual responsibility and teamwork are essential to operating effectively in hostile, hazardous and challenging environments across the globe. Furthermore, substance misuse impairs judgement, can be addictive and may well place Service People (SP), and others, at risk. Single Service (sS) values, standards and ethos reinforce this very real threat to the operational effectiveness of the Armed Forces, as well as the reputational damage associated with any lack of discipline or self-restraint, and any unlawful or selfish act, whether real, or perceived.

Substances include, but are not restricted to excessive or misuse of alcohol and drugs, both legal and illegal. Changes to society's attitude towards substance misuse mean that a proportion of recruits have had some experience of substance misuse prior to joining the Armed Forces. Moreover, alcohol is part of the social life of the majority of SP. To reinforce the maintenance of operational effectiveness and to reduce the risk of accident or incident, a coherent substance misuse education and training programme is a mandated requirement.

Scope

1. This Defence Direction applies to all SP, who are to undertake substance misuse training specific to their sS, irrespective of their rank and duties. The sS minimum mandated substance misuse training standards set out how this Direction is to be achieved. The Compulsory Drugs Testing (CDT) programme, to which all SP are subject to, is not referred to in this Direction.

Aim

2. The aim of this Defence Direction is to set out the requirement and the delivery of substance misuse training for SP.

Frequency of training

3. **Initial training.** By the end of Initial training, and before entering productive Service, trainees are to have achieved a basic level of substance misuse education and training, as set out in sS Initial training policies.

4. **Productive Service.** Continuation training in productive Service is a sS responsibility, in line with their mandated training policies and Defence Direction, ensuring that SP maintain the standards set.

5. **Minimum mandated training standards.**² The methods of training SP to the minimum mandated training standards differ across the sS, but the requirement to meet and maintain these standards do not. Consequently, SP are required to meet these minimum standards and conduct periodic sS substance misuse training:

- a. **RN Core Maritime Skill (CMS) 6.** Values and standards training, including alcohol and substance misuse for all RN people under 30 years old, annually; and every three years for all RN people over 30 years old.
- b. **Army Military Annual Training Test (MATT) 6.** Values and standards training, including substance misuse, with test, annually, for all Army people.

¹ Discipline, Conduct and Legislation, part of Chief of Defence People, 6th Floor, MOD Main Building (DII: Pers Trg-Sec-DCL Con SO2).

² In accordance with sS minimum mandated training policies. RN: Core Maritime Skills (CMS) Continuation Training Requirements – 2014. Army: Military Annual Training Tests (MATT) Policy – 2014. RAF Individual Reinforcement Training Policy – 2014.

c. **RAF Alcohol and Substance Misuse training.** Included in the Ethos, Core Values and Standards pillar of the Generic Education and Training Requirement which is delivered as part of the residential element of Professional Military Development (Air) to all RAF people on progression to each rank.

6. **Governance.** sS are to set their Service-specific substance misuse training requirement and deliver the training in line with their sS policies and Defence Direction. CDP DCL set the Defence Direction for substance misuse training, which is contained within JSP 835.³

Points of contact

Defence	MOD, CDP, DCL, Pers Trg Sec (DII: People-Sec-DCL Con SO2)
RN	NCHQ, CNPS, Exec Pol (DII: NAVY PERS-CNPS EXEC POL SO1)
Army	Army HQ, DPS(A) (DII: Army PersSvcs-PS2-SLWS-Oftrs-SO2)
RAF	Air Command, Pers Pol Strat (DII: Air-COSPers-Pol PersStratPIC SO1)

³ JSP 835: Alcohol and Substance Misuse and Testing, Pt 1, Ch 4.

2.15 Equality, Diversity and Inclusion Training and Education

Policy Sponsor: CDP Pers Trg Sec¹

This Defence Direction seeks to ensure a continuously improving level of understanding and awareness of Equality, Diversity and Inclusion (ED&I), as a function of Command, Leadership and Management. ED&I contributes significantly to both the Physical and Moral components of operational capability and is enshrined in Defence Core Values. Defence needs to be able to recruit sufficient, motivated and capable people and to do this it must be able to attract Service People (SP) from across a demographically changing society.

As a consequence, “Diversity for Defence” the MOD’s Unified Diversity Strategy, visualises a culture where all people are able to make their distinctive contributions and achieve their full potential. It states that: *“Our vision is a workforce, uniformed and civilian, that is drawn from the breadth of the society we defend, that gains strength from that society’s range of knowledge, experience and talent and that welcomes, respects and values the unique contribution of every individual”*.

Bullying, harassment and discrimination brought about by a lack of ED&I erodes trust and damages operational effectiveness. In addition, it damages team cohesion and the welfare of Defence people, resulting in disciplinary action and damage to Defence’s reputation as a fair and caring employer. Consequently, no form of intimidation, humiliation, harassment, bullying or abuse will be tolerated. All Defence people (military or civilian) will be treated fairly, with dignity and respect. Therefore, there are clear benefits to the effective implementation of an ED&I Education and Training strategy, with ED&I training a mandatory requirement across Defence.

Scope

1. This Direction is applicable to all Defence people, including Reserve Forces, MOD Civil Servants (CS) and civilian contractors irrespective of working pattern.

Aim

2. The aim of this Direction is to set out the requirements and responsibilities for the delivery of ED&I training and education² for all Defence people.

Principle

3. The MOD is subject to prevailing UK and European ED&I legislation which cover the 9 strands of diversity.³ The Armed Forces currently have exemptions from the age and disability regulations. These exemptions have been captured in the Equality Act 2010 (EA10) which supersedes previous legislation. Notwithstanding these exemptions, SP who manage civilian staff are required to comply with prevailing ED&I legislation in their dealings with CS and contractors and will therefore require training in these areas.

Governance

4. **Training Requirements Authority (TRA).** Responsibility for the formulation and promulgation of Defence Direction on ED&I rests with the Diversity and Inclusion Team in CDP Secretariat, who are the policy lead. The team works to ensure consistency of Direction across the Department and are the TRA, and as such are responsible for setting the generic Operational Performance Statement (OPS) and Training Objectives (TOs) for ED&I training.

¹ ED&I Team, part of Chief of Defence People, 6th Floor, MOD Main Building (DII: Pers Trg-Sec-Diversity C1).

² For reasons of brevity the term 'training' is used from here on to cover both education and training.

³ Namely: age, disability, race and ethnicity, religion or belief, sex, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity – known as the protected characteristics.

5. **Training Delivery Authorities (TDAs).** The Diversity and Inclusion Policy Team will advise and liaise with HRD, the single Services (sS) and other TLBs including Joint Forces Command (JFC), who command the TDAs, and who are required to ensure that all Defence people are suitably trained in line with this Direction, both initially and throughout productive Service.⁴ Thereafter, the TDAs are responsible for:

- a. Implementing the generic OPS and TOs in compliance with the Defence Systems Approach to Training (Quality Standard) (DSAT (QS)) processes.⁵
- b. Reporting on issues concerning delivery and training policy compliance to the TRA and where appropriate TESRR.⁶ This responsibility is delegated to:

RN. NCHQ, Pers CNPS, DandI.

Army. Army HQ, DM(A).

RAF. Air Command, Pers E&D.

MOD CS. HRD, HR Strat.

Training requirements⁷

6. **Training levels.** ED&I training is categorised into 4 levels appropriate to the seniority and specific responsibilities of those receiving the training.

SP

Level 1		Level 2			Level 3	Level 4
Core Training		Advanced Training				Equality & Diversity Advisors Course (4 day course)
Initial training	Routine ED&I training delivered by the CofC	Routine ED&I training delivered by the CofC	ED&I training as part of CLM	ED&I training as part of other key courses	Equality and Diversity Training for Senior Civilian and SP	Assistant Equality & Diversity Advisors (EDA) Course (3 day course)
Initial Training + AB/Pte/SAC		Service above AB/Pte/SAC			1* and above (or OF5s as required)	EDA Refresher Course (3 day course)
						EDAs

7. **Initial training level 1 – Core training.** SP are to undertake mandatory ED&I training and education during Initial training, irrespective of rank.⁸ Thereafter, once in productive Service, SP are to remain in-date for appropriate ED&I training in accordance with the periodicity set by their respective Service (as a minimum, subject to sS regulations), with training to be delivered, normally within the Unit, by Commanding Officers (COs) and/or EDAs, in line with sS policy. Such training may be delivered in conjunction with Unit Level 2 Advanced training (see below).

⁴ Training governance is to be routinely executed through the Equality and Diversity Customer Working Group (EDCWG).
⁵ The Defence Direction governing the Assurance of Individual Training and Education is set out in JSP 822, Pt 3, Ch 3.
⁶ Training, Education, Skills, Recruitment and Resettlement, part of CDP.
⁷ It is fully expected that SP will complete the military training and CS the civilian training outlined at Levels 1 and 2. SP should not complete the civilian training and likewise. These separate training activities will however, cover both Service and CS for working with and managing each other.
⁸ The frequency of Core training is the responsibility of the sS.

8. **Level 2 – Advanced training.** SP who exercise authority/command⁹ are to undertake Level 2 ED&I training. This mandatory training (whether delivered in the workplace or a training establishment) must be completed in accordance with the periodicity set by each Service (as a minimum, subject to sS regulations) and should be delivered by COs and/or EDAs.

9. Supporting training documentation for each of the Core and Advanced levels, an OPS, Training Performance Statement (TPS) and a Workplace Training Statement can be requested from the TRA, if required. The TOs are defined, in terms of the Performance, Conditions and Standards that Defence people need to achieve at each level. Some of these tasks are common to all Defence people and others are applicable to particular ranks or roles. Training Categories¹⁰ indicate the level of competence Defence people have to achieve before arrival in the work place.

CS and civilian workers

Level 1 & Level 2	Level 3	Level 4
Equality and Diversity Awareness courses offered through Civil Service Learning	Equality and Diversity Training for Senior Civilian and SP	Equality and Diversity Advisors Course (4 day course) EDA Refresher Course (3 day course)
Initial & Continuation Training	1* and above	Civilians appointed as EDAs in military units

10. **Level 1 & 2: Equality and Diversity awareness (Initial and continuation training).** CS (irrespective of working pattern) will undertake mandatory Level 1 and 2 training (Civil Service Learning: Equality and Diversity Essentials; and Unconscious Bias), refreshed, as a minimum, every 3 years. This is mandatory for all CS, as well as SP who have line management responsibilities.

SP and CS

11. **Level 3: Equality and Diversity training (for senior military and civilian people).** To enable senior Defence people (1* and above) to execute their leadership role in promoting ED&I across Defence, they are to attend a mandatory course, run by the Joint Equality and Diversity Training Centre (JEDTC) at the Defence Academy. This course is also essential attendance for OF5 officers in Command and for other appointments as appropriate. The course is also open to CS at Band B1 level. It is current for 3 years.

12. **Level 4: Equality and Diversity Advisors Course (EDAs) and Assistant Equality and Diversity Advisors Course (Asst EDAs).** Defence people in assignments with specific ED&I responsibilities in relation to SP (i.e. either EDAs or Asst EDAs¹¹), must complete the appropriate specialist, Level 4 training provided by JEDTC. The EDA course, for SNCOs/CS equivalent and above, is 4 days duration and results in a JPA (and HRMS) competency which is valid for 3 years, after which Defence people must re-qualify as an EDA by attending the JEDTC EDA Refresher course (3 days). Successful students also gain the DAO¹² Level 4 Award in Defence Equality and Diversity Management, a nationally-recognised civilian qualification, as well as having the opportunity to self-fund additional accreditation routes with both the Chartered Management Institute (CMI) and the Institute of Leadership and Management (ILM). JNCO Asst EDAs attend the 3-day AEDA course at JEDTC, for which

⁹ All ranks, from LCpl or equivalent, upwards.

¹⁰ The definition of training categories are set out in JSP 822, Pt 5 Ch 1, Defence Training Support Manual 1 – The Analysis, Design and Development of Training. The Training Category sets out the level of performance in relation to the task, that the trainee is required to achieve during training.

¹¹ For the Terms of Reference of both EDAs and Asst EDAs, refer to JSP 763 Annex D.

¹² Defence Awarding Organisation, which accredits military training and education with a civilian qualification.

there is currently no competency expiry time limit. It should be the intention for SNCOs who were Asst EDAs, then undertake the EDA course to become fully qualified EDAs.

Evaluation

13. In accordance with DSAT (QS), the TRA in conjunction with the TDAs are to review the effectiveness of the ED&I training based on external evaluation and 1st, 2nd and 3rd-party audits. Amendments to the training levels, tasks or objectives are to be coordinated by the TRA.

14. The effectiveness of ED&I training can only be assessed by noting trends of behaviour and perceptions of the ED&I climate assessed through climate assessments of military units, Command advisory visits, people area-related inspection/audit visits, attitude surveys and monitoring the numbers of complaints over time, amongst others

15. **Training records.** For all Defence people, the level and date of training achieved is to be recorded on either JPA or HRMS. For CS, this involves individuals ensuring that their Personal Training Plan on HRMS is updated to reflect the course(s) completed and the date of completion.

ED&I training

16. The delivery of ED&I training should normally be provided by a combination of COs or Sub-unit Commanders and qualified EDAs.¹³ All Defence people delivering formal career (Phase 1-3) training must be qualified as a Defence Trainer to at least DTTTv2 standard, with those delivering Unit continuation training qualified to the Defence Workplace Trainer (DWT) standard, as a minimum.¹⁴ Some courses (predominantly for CS) are also delivered on-line via Civil Service Learning.

17. Within Joint Units, SP should undertake their respective sS training package unless the sS population is insufficiently large for delivery of their respective training to be practical, and there are no other establishments nearby which can combine to create a quorum audience.

Documents

Defence	Civil Service Talent Action Plan MOD Unified Diversity Strategy Defence People and Training Strategy MOD Strategic Equality Objectives The Armed Forces Overarching People Strategy – PSG 15 JSP 763: The MOD Bullying and Harassment Complaints Procedure JSP 831: Redress of Individual Grievance: Service Complaints JSP 887: Defence Strategy and Social Conduct Code to Meet Public Sector Equality Duties
RN	Strategic Diversity Action Plan; 1SL ED&I Directive; BR3 Ch 30
Army	AGAI Vol 2, Ch 75; The Army ED&I Directive; Respect for Others; Unit Commanders’ ED&I Guide; CGS E&D Directive
RAF	RAF AP 3392 Vol 5, Leaflets 110 and 119

¹³ Defined as Defence people having completed the EDA course at the JEDTC.
¹⁴ For trainer qualification standards, refer to JSP 822 Pt 3 Ch 4: Defence Training Management Policy – Defence Trainer Capability

Points of contact

Defence	MOD, CDP, ED&I, Pers Trg Sec (DII: People-Sec-Diversity C1)
RN	NCHQ, Pers CNPS, DandI (DII: NAVY PERS-CNPS DANDI SO1)
Army	Army HQ, DM(A) (DII: Army Manning-Empl-E&D-SO1)
RAF	Air Command, Pers E&D (DII: Air-COSPers-Pol E&D SO2)
MOD CS	HRD, HR Strat (DII: HRD-HRStrat-31)

3 Defence Direction for Education and Skills

3.1 Specific Learning Difficulties

Policy Sponsor: TESRR, CDP¹

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-diversities² 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 basic skills, which 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 People (SP) (including recruits and trainees) are exempt. This Direction therefore provides Defence Direction to all SP that either, have SpLD, or 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 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).

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.

¹ Training Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

² 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.

Principles

3. The Defence principles for SpLD are:
 - a. The Armed Forces are exempt from the requirements of the EA10 (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 only. All other neuro-diversity issues are out of scope of this Direction and may require medical or psychological support.
 - h. Training and Operational 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.

Approach

4. SCs (including 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.
7. **Responsibilities.** 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. 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, DAST.³
- c. Where a SpLD is identified (due to severity or uncertainty of the learning difficulty as indicated by the DAST Score), conduct an assessment (assisted by a by an Educational, or Occupational, Psychologist⁴ 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.
- d. 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.
- e. **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.
- f. **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.

³ The recognised Defence test for dyslexia is the Dyslexia Adult Screening Test (DAST). In addition, sS 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.

⁴ 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.

8. **Learning support.** SP with SpLD that require support should be provided with an appropriately tailored Learning Support framework⁵ or ILP.⁶ 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 Psychologist,⁷ in order to inform the development of an ILP.
 - 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 efficiency.
 - f. Learning Support strategies and plans could include: extra time for written exams;⁸ 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 changes⁹ to the environment.

Governance

9. **Sponsor.** This Defence Direction is sponsored by TESRR, who is responsible for maintaining the policy.

10. **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

11. Responsibility for managing and mitigating SpLD lies with the individual SP.¹⁰ This includes financial aspects that may be a consequence of such management or mitigation that

⁵ Broadly defined as a coping and coaching strategies agreed between the SpLD Advisor and the individual after discussion and, if necessary, assessment.

⁶ Broadly defined as a formalised plan that is put in place by the SpLD Advisor, often with Educational or Occupational Psychologist, after formal diagnosis.

⁷ Too early involvement of a Physiologist and 'over recommendation' should be avoided.

⁸ But only where this will not compromise the Training or Operational Performance Statements.

⁹ Which would likely require funding.

¹⁰ In some cases sS may seek to meet work related disability needs through the 'Access to Work' scheme, but 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.

falls outside reasonable employer responsibilities to provide suitable working conditions,¹¹ support and advice. Individuals may also choose to use their provision of Learning Credits to fund SpLD-specific assistance.¹² SpLD is not a medical condition but can in specific cases draw on medical funding.¹³ To support, advise and assist, SCs are required to fund through their TLB, the following provisions:¹⁴

- a. Establishment of trained, qualified and placed SpLD Advisors.
- 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

12. **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 must be 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.

13. **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.

14. **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)¹⁵ accreditation.¹⁶ This list is not exhaustive and does not prevent sS from seeking training at any other suitable training establishment.

¹¹ Excluding operational deployments if such accommodations cannot be reasonably met.

¹² 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.

¹³ JSP 375: MOD Health and Safety Handbook, Vol 2, Leaflet 24, Para 6.3.3, states that the MOD will not pay for “the cost of tinted lenses or special coatings (unless prescribed to alleviate a condition – e.g. tint for dyslexics).”

¹⁴ Funding from the Skills Funding Agency may be used in support of SpLD. <https://www.gov.uk/government/organisations/skills-funding-agency>

¹⁵ <http://www.bdadyslexia.org.uk>

¹⁶ 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 ¹⁷ 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 ¹⁸ Special Educational Needs Specialist Standards	www.arkellcentre.org.uk

Annexes:

- A. Responsibilities Relating to SpLD.
- B. Description of Common SpLD.
- C. SpLD Points of Contact.

¹⁷ A Qualifications awards body. <http://www.ocr.org.uk>

¹⁸ <https://www.gov.uk/browse/education>

Annex A to Pt 1, 3.1: Responsibilities Relating to SpLD

The Individual

- Take principal and primary responsibility for their SpLD.
- Seek advice, counselling and assistance direct from their SpLD Advisor as and when required (Chain of Command permission is not required).
- 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.
- 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.
- Fund any personal supporting equipment as necessary, that fall outwith that which will be funded by the SC. SP may choose to use their Learning Credit allocation to assist with their funding. Check sS policies for funding support.

The SpLD Advisor

- Ensure that they are appropriately trained and qualified.
- 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.
- Work within the Chain of Command to provide advice, support, counselling and coaching assistance as requested by the SP.
- 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 informed to ensure the appropriate outcome for SP.
- 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.
- 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.
- Regularly review and update Learning Support initiatives and ILPs, in conjunction with the SP and the Chain of Command.

The Chain of Command – Line Managers, Trainers and Commanders

- Ensure suitably trained, qualified and placed SpLD Advisors throughout the SC.
- 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.
- Make all SP under command aware of their SpLD Advisor.
- Direct a SP displaying learning difficulties or requiring learning assistance to the SpLD Advisor.
- Monitor the development of a Learning Support initiative or ILP and provide such support that is appropriate and reasonably expected of a responsible employer.
- Using military judgement, ensure that SP with SpLD are not stigmatised or treated detrimentally. Ensure wider education of SpLD if necessary.
- 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.
- Regularly review and update Learning Support initiatives and ILPs, in conjunction with the SP and the SpLD Advisor, and support any changes as necessary.

- 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.
- Treat all records sensitively and mark as OFFICIAL SENSITIVE – PERSONAL.
- 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.

Commanding Officers of Initial training (Phases 1 and 2) and Phase 3 establishments

In addition to the responsibilities of the Chain of Command:

- Within resources and without compromising the mandated training performance standards, provide appropriate support for recruits, trainees or students with SpLD.
- 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.
- Apply any appropriate exam concessions as suggested by DAST or other assessment tool outcome.¹⁹
- Ensure that recruits, trainees or students with SpLD are not stigmatised or, where possible, treated any differently to any other recruit, trainee or student.
- 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.
- One-to-one SpLD coaching of SP by trained SpLD Advisors is highly recommended 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.
- Training is to be delivered without discriminating against SP with SpLD, therefore trainers must have an awareness of and be sensitive to SpLD.²⁰
- Training formats and styles of delivery should be structured to accommodate, or at least not exacerbate, Defence recognised learning difficulties.

¹⁹ These concessions also apply to appropriate examinations taken by SP with identified SpLD needs at any Defence Training Establishment.

²⁰ Specific SpLD awareness training for Defence Trainers is provided at the Defence Centre for Training Support (DCTS) as part of the 'Defence Train The Trainer' (DTTTv2) course.

Annex B to Pt 1, 3.1: Description of Common SpLD

It is recognised that there is a considerable overlap between the characteristics of neuro-diverse SpLD, particularly, dyslexia and dyspraxia which will sometimes co-exist in the same individual and manifest as similar symptoms. Particular difficulties include: spelling; acquiring fluent reading and writing skills; manipulating numbers; working memory; organisational skills; receptive and expressive language; oral and auditory skills; maintaining concentration and coordination. SpLDs covered in this Direction are:²¹

- Dyslexia
- Scotopic Sensitivity Syndrome
- Dyspraxia
- Dyscalculia

Dyslexia relates to the development of literacy and language related skills. It is likely to be present at birth and to be life-long in its effects. It is characterised by difficulties with phonological processing, rapid naming, working memory, processing speed, and the automatic development of skills that may not match up to an individual's other cognitive abilities. It tends to be resistant to conventional teaching methods, but its effect can be mitigated by appropriately specific intervention, including the application of information technology and supportive counseling. Dyslexia can be screened for and diagnosed using Dyslexic Adult Screening Test (DAST).²²

Scotopic Sensitivity Syndrome is a broadly defined visual perceptual disorder affecting primarily reading and writing activities. Because of this, it is sometimes categorised as a form of dyslexia. Individuals will experience distortions when they look at certain materials, particularly text. The distortion of text includes: blurring; movement of letters; words doubling; shadowy lines; shapes or colours on the page; and flickering. These symptoms are alleviated, by using individually prescribed coloured filters and/or lenses. Intuitive Colorimeter testing by qualified opticians can determine the presence of Scotopic Sensitivity Syndrome.

Dyspraxia is a form of Developmental Coordination Disorder (DCD) commonly affecting fine and/or gross motor coordination. While DCD is often regarded as an umbrella term to cover motor coordination difficulties, dyspraxia refers to those people who have additional problems in planning, organising and carrying out movements in the right order in everyday situations. Dyspraxia can also affect articulation and speech, perception and thought. Although Dyspraxia may occur in isolation, it frequently coexists with other conditions such as Attention Deficit Hyperactive Disorder (ADHD) and dyslexia. Testing for dyspraxia, particularly where it affects fitness can be conducted using the Rockport Walk.²³

Dyscalculia is a condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and arithmetic. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence. Dyscalculia is like dyslexia for numbers. But unlike dyslexia, very little is known about its prevalence, causes or treatment.²⁴

²¹ The conditions are interrelated and often show as, or are related to, dyslexia.

²² More information at <http://www.dast.co.uk>

²³ More information at <http://www.dyspraxiafoundation.org.uk/dyspraxia-adults> and <http://www.brianmac.co.uk/rockport.htm>

²⁴ More information at <http://www.dyscalculia.me.uk/testing.html> and <http://www.bdadyslexia.org.uk/about-dyslexia/schools-colleges-and-universities/dyscalculia.html#1>

Annex C to Pt 1, 3.1: 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	SO2 Learning Development Army HQ D Ed Cap IDL 430 Ramillies Building Marlborough Lines Andover SP11 8HJ Mil: 94391 7818	SO1 Skills Development Army HQ D Ed Cap IDL 430 Ramillies Building Marlborough Lines Andover SP11 8HJ Mil: 94391 7577
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 K, Desk 30 Ministry of Defence Whitehall London SW1A 2HB Mil: 9621 82625	Team Leader, Diversity and Inclusion Policy Team CDP Pers Trg Sec Level 6, Zone K, Desk 30 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

3.2 Literacy and Numeracy (Functional Skills)

Policy Sponsor: TESRR, CDP¹

The need to ensure acceptable levels of the Functional Skills² (FS) of Service People (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 people 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 strategy,³ 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 England.⁴ 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 Direction.⁵ 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.
- d. SP identified as having ESOL⁶ 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 Direction.⁷

¹ Training Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

² Literacy, numeracy and Information Communication Technology (ICT).

³ Government Skills with Sustainable Growth (2010) and Investing in Skills for sustainable Growth (2010), most recently reinforced by the Skills Funding Statement 2013-16 (2014).

⁴ Full details of transition arrangements for adoption of FS within Apprenticeships are at Annex A.

⁵ This is currently under review and it is anticipated that ICT will be fully incorporated into the Defence approach to FS in due course. 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.

⁶ 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 publically 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.

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 to exploit professional development opportunities.

Definitions

3. The following definitions are used throughout this Direction:

- a. **Basic Skills.** This term is no longer widely used.⁸ 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 Network⁹ 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 levels¹⁰ 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 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.

⁷ See Defence Direction on Specific Learning Difficulties contained within this JSP. SpLD is recognised and addressed through this Defence Direction. 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.

⁸ It is still used by the Army (Basic Skills Manager), as a legacy term.

⁹ <http://www.skillsforlifework.com/article/functional-skills/3946>

¹⁰ 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.

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 Tool,¹¹ are to be used.

(2) Appropriate screening tools for English S&L skills¹² are to be used.

(3) When measuring an SPs attainment of FS standards, assessments tools used by the relevant Awarding Organisation (AO) (that lead to nationally recognised FS qualifications) are to be used.¹³

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 (eg. 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

¹¹ 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.

¹² 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>

¹³ For example, the OCR Assessments for FS Levels 1 & 2: <http://www.ocr.org.uk/ocr-for/teachers/e-assessment/e-testing/functional-skills/>

do so. FS support and accreditation are to be free (publically 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 SPs 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 as part of the Defence Systems Approach to Training¹⁴ arrangements for new and revised training.

Governance

6. **Defence.** Defence will:

a. Set the Defence FS Direction and manage accordingly.¹⁵

b. Monitor, report and address strategic implementation issues through the DESPWG.¹⁶

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.

d. Support implementation through liaison with DfE, BIS, Skills Funding Agency (SFA) and Education Funding Agency (EFA).¹⁷

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

¹⁴ JSP 822: The Governance and Management of Defence Individual Training & Education.

¹⁵ Through TESRR, CDP.

¹⁶ The Defence Education, Skills, Policy Working Group; an OF5 TESRR led, biannual meeting.

¹⁷ And their equivalent organisations in Wales, Scotland and Northern Ireland, as well as national bodies concerned with the delivery of FS provision and qualification.

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.

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. ¹⁸
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. Teaching staff should be provided with the opportunity to gain relevant professional qualification(s) free at the point of delivery. 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.

¹⁸ 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 processes.¹⁹

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 provision.²⁰ 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	MOD, CDP, TESRR (DII: People- TESRR-Ext Effect SO1)
RN	Navy Command HQ, Trg, EL3 (DII: NAVY TRG HQ-EL3 SO2)
Army	Army HQ, DEd Cap (DII: Army EdCap-LearnDev-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.

¹⁹ Plus requirements of SFA, where sS draw down public funding directly.

²⁰ Through SFA and their equivalents in Northern Ireland, Scotland and Wales.

Annex A to Pt 1, 3.2: FS and ESOL Qualification Levels and Proxy Qualifications

National FS and ESOL qualification levels

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) qualifications¹ 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 below.²

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

FS (English) Level 1	FS (Mathematics) Level 1
GCSE English – Grades A* to G	GCSE Mathematics – Grades A* to G
GCSE English Literature – Grades A* to G	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
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

¹ Other than GCSE English and mathematics.

² 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
GCE AS Level English Language and Literature Grade A to E
GCE A Level English Language Grade A to E
GCE A Level English Literature Grade A to E
Certificate in Adult Literacy – Level 1
Certificate in Skills for Life ESOL - Level 1
Certificate in Adult Literacy – Level 2
Certificate in Skills for Life ESOL - Level 2

FS (Mathematics) Level 1
GCE AS Level Further Mathematics Grade A to E
GCE AS Level Statistics Grade A to E
GCE AS Mechanics Grade A to E
GCE AS Discrete Mathematics Grade A to E
GCE AS Applied 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 1
Certificate in Adult Numeracy – Level 2

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

FS (English) Level 2
GCSE English – Grades A* to C
GCSE English Literature – Grades A* to C
AQA GCSE General Studies – Grades A* to C
Standard Grade English – Credit
English and Communication – Intermediate 2
English and Communication – Higher
English – Advanced Higher
Leaving Certificate English (Higher) Grade A1 - C2
Leaving Certificate English (Ordinary) Grade A1 - B3
GCE English Language and Literature Grade A to E
GCE AS Level English Language Grade A to E
GCE AS Level English Literature Grade A to E
GCE AS Level English Language and Literature Grade A to E
GCE A Level English Language Grade A to E
GCE A Level English Literature Grade A to E
Certificate in Adult Literacy – Level 2
Certificate in Skills for Life ESOL – Level 2

FS (Mathematics) Level 2
GCSE Mathematics – Grades A* to C
Standard Grade Mathematics – Credit
Mathematics – Intermediate 2
Mathematics – Higher
Mathematics – Advanced Higher
Applied Mathematics – Advanced Higher
Leaving Certificate Mathematics (Higher) Grade A1 - C2
Leaving Certificate Mathematics (Ordinary) Grade A1 - B3
GCE Mathematics Grade A to E
GCE AS Use of Mathematics Grade A to E
GCE AS Level Mathematics Grade A to E
GCE AS Level Pure Mathematics Grade A to E
GCE AS Level Further Mathematics Grade A to E
GCE AS Level Statistics Grade A to E
GCE AS Mechanics Grade A to E
GCE AS Discrete Mathematics Grade A to E
GCE AS Applied Mathematics Grade A to E
GCE AS Level Mathematics Grade A to E
GCE A Level Mathematics Grade A to E
GCE A Level Pure Mathematics Grade A to E
GCE A Level Further Mathematics Grade A to E
GCE A Level Statistics Grade A to E

Notes

1. All publicly funded, national qualifications must be aligned to the QCF.³ The Frameworks have nine categories rising from Entry Level (expected primary school attainment – treated as a single pre-Level 1 category)⁴ 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.

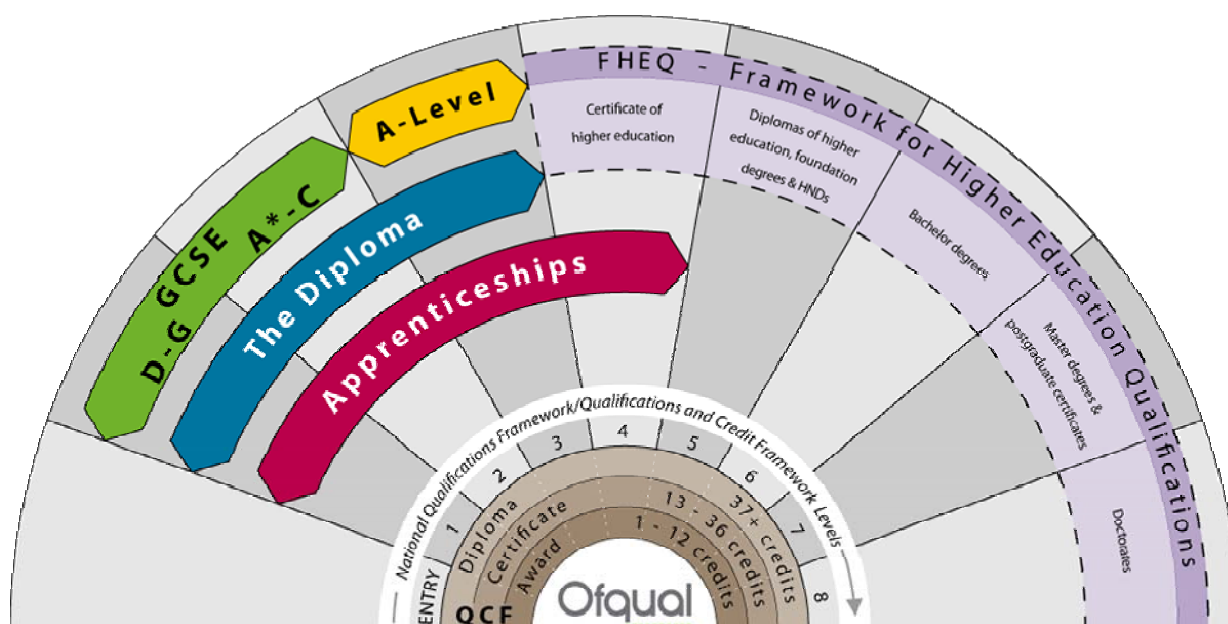


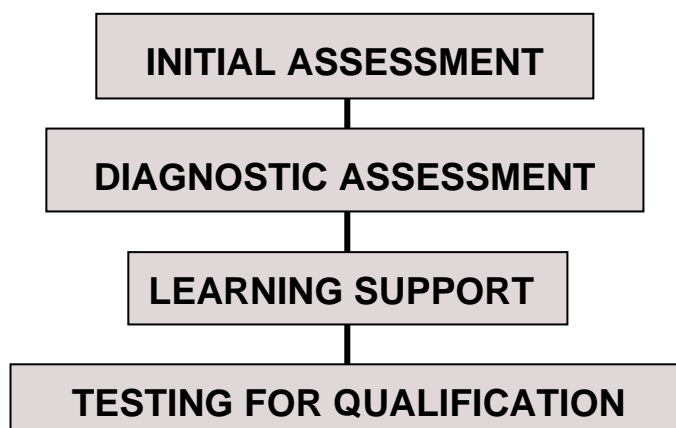
Figure 1

³ 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).

⁴ Comprising three sub categories: Entry Level (EL) 1, EL2 and EL3.

Annex B to Pt 1, 3.2: Components of FS Provision

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



- **Initial assessment (IA).** IA gives an indication of the general level of a SPs 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 SPs 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.
- **Diagnostic assessment (DAss).** DAss identifies a SPs 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.
- **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.
- **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).

3.3 Accreditation of Training, Education and Skills

Policy Sponsor: TESRR, CDP¹

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 people 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 people 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 People (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 education,² 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 Profession³ (HoP), who have responsibility for the professional development of their people, in conjunction with the appropriate Defence, CS⁴ and sS training establishments. The development of accreditation opportunities is to be pursued through a coherent governance process.

4. **Defence accreditation lead.** TESRR is the lead for the development of Defence Direction for accreditation, which is endorsed by the TESRRPAG.⁵ It will direct the

¹ Training Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

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

³ 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.

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

⁵ TESRR Policy Assurance Group, a 1* level, quarterly meeting.

implementation of this Direction through the DESPWG,⁶ 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	MOD, CDP, TESRR (DII: People- TESRR-Ext Effect SO1)
RN	Navy Command HQ, Trg, EL3 (DII: NAVY TRG HQ-EL3 SO2)
Army	Army HQ, Ed Cap Quals (DII: Army EdCap-Quals-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.**⁷ 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 Apprenticeship⁸ (and where appropriate at Level 3). Apprenticeship frameworks comprise Functional Skills (FS) qualifications, a Technical Certificate (demonstrating underpinning knowledge and skills) and a NVQ / QCF (showing practical application of knowledge and skills in the workplace). The Government is committed to reshape Apprenticeships so that technician level (Level 3)⁹ becomes the level to which learners and employers aspire. To widen access, there is a clear progression routes 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 developed.¹⁰ 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 that already hold an

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

⁷ Commandants, Commanding Officers and Heads of Establishments.

⁸ There are 3 levels of Apprenticeship: Intermediate (Level 2), Advanced (Level 3) and Higher (Level 4).

⁹ 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*).

¹⁰ 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.

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 schemes.¹¹ 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 honours¹² and postgraduate courses. Specifically:

a. **Regular SP.** Accreditation Sponsors should look to develop for people in all career groups the opportunity to enter HE through the Foundation Degree route, at an appropriate career development point. This may be through a trade specialism or through a more general scheme linked to broader generic competences such as management.

b. **Reserve SP.** Opportunities should be developed by Accreditation Sponsors, where possible, for members of the Reserves within the constraints of their TACOS to gain credits from appropriate military training and experience that could be counted towards a HE qualification that will progress their development in the Reserves.

c. **CS.** CS may undertake Degrees where 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 should 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 publically funded, external providers are to be selected in accordance with MOD commercial process.¹³ Technical evaluation criteria should 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 training.¹⁴

¹¹ 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).

¹² 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.

¹³ See 2012DIN04-131.

¹⁴ See 2014DIN07-11, which describes the route to the market under the CS Learning Gateway process.

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:

- (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 Sponsor¹⁵ 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

¹⁵ 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.

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.

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 learner.¹⁶ 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.

¹⁶ Including SP access to the Defence Standard and Enhanced Learning Credit schemes, the policy 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 schemes.¹⁷ 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 should 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. Advice for the Selection and Management of External Accreditation Scheme Providers.

¹⁷ *ibid.*

Annex A to Pt 1, 3.3: Responsibilities and Tasks for Defence Accreditation Activities

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

- **Existing accreditation schemes.**
 - **Within own Service.** SDEs are to review and maintain existing accreditation qualifications in accordance with this Direction.
 - **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.
- **New accreditation schemes.** SDEs are to approve all new accreditation proposals within their Service. Before doing so, each SDE is to:
 - Review the proposal against existing schemes across their Service. Appropriate existing schemes should first be considered for expansion to incorporate the new proposal.
 - 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. TESRRPAG endorsement must be given before proceeding further.
 - Designate an appropriate Accreditation Sponsor and that the scheme complies with the principles regarding the selection of qualifications, awarding organisations and providers.
- **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 TESRRPAG on the use of SFA funding.
- **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.
- **CS activities.** Ensure that CS HR team or line managers have access to appropriate advice and guidance accreditation schemes.¹

Accreditation Sponsors.

- **Sponsorship of accreditation schemes.** Sponsor appropriate accreditation schemes and seek approval from the SDE and make adjustments where necessary.
- **Lead the development of accreditation schemes.** Co-ordinate the work of course sponsors, training deliverers, accreditation providers and awarding bodies to develop approved schemes.

¹ 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.

- **Support and guide.** Provide support and guidance to training establishments in the development and delivery of accreditation schemes.
- **Promote and update.** Promote accreditation and promulgate updates and policy developments to all stakeholders within own Services.
- **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.
- **Ensure relevance.** Ensure that existing accreditation schemes remain relevant to Service and individual needs.

Commanders.

- **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.
- **Promote schemes.** Promote elective accreditation schemes to encourage maximum uptake.
- **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.
- **Support learners.** Provide support and mentorship to students pursuing accreditation activities. Ensure facilities are adequate to support study requirements.
- **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.
- **Maintenance and transfer learner records.** Ensure that schemes commenced elsewhere are documented and recorded when people arrive or return to their unit or establishment. Maintain documentation learners progress and ensure records are forwarded on assignment.
- **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 people.
- **Pursuit of 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.
- **Access to learner resources.** Provide learners with access to ICT, including the Internet, and study facilities for legitimate accreditation-related activities.
- **Provision of support staff.** Trained people providing support as internal verifiers and assessors of accredited schemes.

- **Accreditation activities brought 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.
- **Management information.** Provide management information to the Accreditation Sponsor, as required. Actively monitor and take management action to maximise completion.
- **Supportive learning environment.** Promote accreditation schemes and ensure a supportive learning environment is maintained. Consider the use of mentor schemes to support completion.
- **Recognition of achievement.** Ensure that all learner achievement is given due recognition.

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.

Annex B to Pt 1, 3.3: Principles Governing the Selection of Accredited Qualification

These principles are to be applied to the selection of the most appropriate accredited qualification:

- **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 programme.¹ 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 scheme.²
- **Recognition by UK Qualification Frameworks.** Accredited qualifications should sit within the existing frameworks for England, Scotland, Wales and Northern Ireland.
- **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.
- **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.
- **Provision of assessor and verifier support.** There must be appropriately trained³ assessors and internal verifiers in place to support all learners undertaking schemes before they commence.
- **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.

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

² The SFA will fund additional learning hours to raise the FS levels of those starting (SFA funded) Apprenticeships to the appropriate entry standard.

³ Meaning holding the appropriate assessor or verifier qualifications and meeting any other requirements specified by the respective Awarding Organisation.

Annex C to Pt 1, 3.3: Advice for the Selection and Management of External Accreditation Scheme Providers

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.

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.

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.

Learner support. There must be adequate support to the learner at all stages of the accreditation scheme.

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.

Delivery in isolated locations. The provider must demonstrate the ability to support and assess learners effectively when completing schemes in remote locations.

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.

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.

Maximisation of completion rates. Providers are expected to demonstrate that they can achieve a minimum of 75% learning completion rates.

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.

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.

3.4 Postgraduate Education

Policy Sponsor: TESRR, CDP¹

Postgraduate Education (PGE) direction was revised in consultation with sS and MOD Civil Service (CS), in order to provide a pan-Defence policy to formalise the principles and processes which govern PGE. This direction was endorsed at the Defence Training Board on 15 Mar 12. The Terms of Reference (TORs) and Membership for the PGE Working Group can be found at Annex A. The Working Principles to support the PGE Evaluation Process – The Defence Academy's (DefAc) Approach, can be found at Annex B.

MOD has a requirement to train and educate its military and civilian people for specified posts and/or roles at postgraduate level, either at universities or through professional bodies. The Doc Audit² report and the subsequent Postgraduate Education Delivery Paper³ outlined a requirement for a common policy for PGE. There is a requirement to scrutinise PGE to ensure that those people who require PGE are correctly identified and are getting the appropriate training whilst maintaining a balance of investment for MOD.

DCDS (Pers&Trg) directed⁴ that a new MOD PGE policy, which gives clear guidance on requirement and delivery options, was to be developed. All TLBs⁵ are to continue to fund PGE and play an active role in selecting delivery options, using DefAc as both an advisory body⁶ and a delivery body where appropriate. However, there must be an equitable and fair approach across Defence and only essential PGE is to be funded.

Scope

1. PGE is, for the purpose of this document, referred to as: *Masters or doctoral studies leading to a full or partial qualification ie all education at Level 7 or above on the Quality Assurance Agency (QAA)⁷ Framework for Higher Education Qualifications in England, Wales and Northern Ireland*, but it also can include certificates and diplomas which are taught to a more academically demanding standard than undergraduate certificates and diplomas.
2. This PGE Direction applies to all members of the Armed Forces (Regular and including Reservists undertaking PGE as part of their military commitment) and MOD CS for whom PGE is required. The provision of PGE, which meets the criteria set out in this paper, is the responsibility of the sponsors. PGE funded through Enhanced Learning Credits is out of scope.
3. This paper does not cover activities sponsored by the Defence Science and Technology (DST) programme, designed to deliver MOD's research requirements and support the development of appropriate expertise for the future. Direction for DST is provided by the Chief Scientific Adviser, supported by the Research and Development Board and DST Strategy, with the Defence Science and Technology Research Programme Office leading on formulation and procurement of the programme, including that delivered via the university sector.

Aim

4. To provide a Defence Direction to formalise the principles and processes which govern PGE.

¹ Training Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building.

² DOC Audit 2/10.

³ Postgraduate Education Delivery Paper 20110727.

⁴ D/TESR/01.06.03.06 20110901. Now known as CDP.

⁵ JFC TLB may delegate this responsibility to HLBs as appropriate.

⁶ 2nd DTB (22 Mar 11) and the DOC Audit 2/10 both stated that DA should: *...fill an essential role as broker in sourcing delivery options for PGE...*

⁷ http://www.qaa.ac.uk/academic_infrastructure/FHEQ/EWNI08/default.asp

Role

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

Requirement

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

- a. **Essential skills or knowledge.** Skills and or knowledge that are required for the post which is most effectively (VfM) delivered by a PGE intervention. This includes those roles where a qualification is required as a licence to practice, for legal reasons or where no other training exists. Where PGE is essential it should be annotated on the job specification and considered as PET.
- b. **Essential Attributes.** Where there are key benefits to Defence Outputs in developing attributes through PGE under one or more of the following categories:
 - (1) PGE to enable support to the Defence contribution to UK influence to help deliver the Government's Foreign Policy and Defence Goals.
 - (2) To develop specialist business knowledge/skills required within Defence and sS cadres to create and sustain its 'agile edge' and underpin current and future capability delivery.
 - (3) To develop the ability to critically appraise and analyse problems to create innovative solutions and maintain the Intellectual Edge.
 - (4) Where in house development cannot provide the required level of Continuous Professional Development¹⁰ for that career field or specialism.

Governance

7. The following MOD organisations have responsibility for PGE:
- a. **TESRR.** The responsibility for the ownership and maintenance of PGE Direction resides with TESRR.
 - b. **Sponsors.** The sponsors of military PGE requirements should be identified by sS Commands. PGE relating to professional skills will be sponsored by MOD Skills Champion for that professional area. The TESRR Policy and Assurance Group (TESRRPAG) is to be kept informed of any change in this requirement.

⁸ Individuals must be able to work within Defence, Government and the International Community. There is also a need to be able to network intellectually at the higher level, with colleagues across Government or in civil industry and internationally in Defence - *Enhancing Strategic Capability Study Final Report (Revised) – 25 Aug 11*

⁹ www.hepi.ac.uk

¹⁰ For some specialism's, the criteria will be set by the professional body.

c. **DefAc.** DefAc is a main provider of PGE and has significant expertise in delivery option development, which should be exploited when considering T&E options that may be delivered by a PGE route. DefAc is also a Training Delivery Authority in its own right for certain types of PGE.

d. **The Surgeon General (SG).** Due to the unique training requirements for Defence Medical Services (DMS) people, in terms of mandated professional standards and qualifications, SG, through the Defence Postgraduate Medical Deanery (DPMD), will advise on the requirement and delivery options for healthcare¹¹ related PGE courses.

e. **Postgraduate Education Working Group.** A PGE Working Group, chaired by DefAc and its members comprising, sS Commands, JFC, DE&S and SG will convene bi-annually or more often if required, to progress PGE. DefAc will undertake the Secretariat role and act in an advisory capacity. With greater PGE visibility, DefAc will be able to give advice and offer suggestions for alternative provision where overlap exists for better VfM/VfT within current training provision. Terms of Reference are at Annex A.

Sourcing PGE

8. DefAc should be engaged as part of the development of a cost effective and coherent delivery solution. Where sponsors believe DefAc cannot provide T&E, they should consult DefAc for guidance on options for the most cost effective delivery option.¹² As per para 7d, SG will determine this for healthcare T&E. In consultation with TLBs, where there is overlap or replication in training and where there is scope for greater efficiency in provision, opportunities to reduce costs should be taken. DefAc will provide a forum to enhance provision to suit Defence's needs and is to provide the following support to PGE:

a. To enhance visibility of all Defence PGE, DefAc should have an overview of all PGE. TLBs are to maintain up to date PGE supplier lists to which DefAc is to have access.

b. Once a requirement for PGE has been established, DefAc is to be engaged to ascertain whether they can contribute to the Sponsors' Option Analysis. DefAc considers a new requirement to be the development of a new course or an addition to an existing DefAc delivered course such as a part-time option that is not currently available. Delaying the provision of a delivery intervention can be costly, hence DefAc should be consulted early and aim to respond within four working weeks.

c. DefAc is to identify a range of possible PGE suppliers and advise a recommended option for each proposed PGE occurrence.

d. A list of those institutions currently being used for courses will be reviewed annually and amended as the requirement changes. This list may be managed through a preferred suppliers list, admission onto which will be subject to Defence Contractual Policies.

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

- a. Quality of the intervention.
- b. Opportunities for customer leverage.
- c. Economies of scale.
- d. Exploit VfT and VfM for Defence principles.

¹¹ Healthcare is defined as medical, dental, AHP and veterinary.

¹² PGE Delivery Paper 20112707.

Management

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

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

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

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

Individual

- e. In agreement with the sponsor, individuals selected for PGE should be aware of the requirement for the potential to specialise in the field with which the qualification is linked, in line with Service needs.
- f. Individuals identified for PGE should have their careers managed and guided to gain maximum benefit from the PGE. Considerations for career management of specialisations should be made on selection of PGE candidates, with a preference to maintain specialist skills in particular career streams, where allowed, by sS career management policies. The intended career plan may subsequently be changed to accommodate the needs of the Service.
- g. DMS people will be advised by their career managers and SMEs. Application is to be in accordance with DPMD policy for PGE.¹³

Return of Service

- h. Sponsors and MOD Skills Champions should determine the criteria for the completion of the qualification. This will include time frames for completion of modules

¹³ JSP 950: Medical Policy, Leaflet 4-6-3.

and any dissertation or research work. The individual should be conversant with these criteria.

i. There should be an emphasis on making better long term use of PGE training to reduce costs and the Return of Service (RoS) should be maximised. The Sponsor or MOD Skills Champion must stipulate the RoS required to amortise the cost of training taking account of and updated in the tri-Service policy on RoS¹⁴ and MOD CS policy;¹⁵ this will normally be 18 months for a part-time course and three years for a full-time Masters course.

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

13. **Point of contact.** For routine queries and assistance regarding this Direction, contact:

**Defence
Academy**

Registrar Postgraduate Programmes, Training & Education
Rm 13
Greenhill House
Defence Academy Headquarters
Defence Academy, Shrivenham
SN6 8LA
Tel: (Mil) 96161 5922 (Civ) 01793 785922
PGProgs.hq@defenceacademy.mod.uk

Annexes:

- A. Postgraduate Education (PGE) Working Group – Terms of Reference and Membership.
- B. Working Principles to Support PGE Evaluation Process – DefAc Approach.

¹⁴ 2013DIN01-219 – Tri-Service Policy for Training Return of Service (RoS).

¹⁵ 2013DIN01-098 – Undertaking to repay expenses incurred during external training or adult further education courses.

Annex A to Pt 1, 3.4: Postgraduate Education Working Group – Terms of Reference and Membership

Terms of Reference. The PGE Working Group (WG) is the forum for sS and MOD CS to review and progress Higher Education engagement across Defence. It will provide the forum for stakeholders to discuss the delivery of Postgraduate Education with DefAc acting as the Intelligent Provider providing an overview, advice and guidance. It will provide a mechanism to ensure that PGE interventions meet business requirements and are consistent with Defence policies.

Tasking Authority. The PGE WG will report to TESRRPAG.

Membership. Membership of the WG includes:

Chair	Dep Hd TE&C, DefAc
NCHQ	Representative
Army HQ	Representative
Air Command	Representative
JFC	Representative, plus SG representative
MOD CS (HRD)	Representative
DE&S	Representative
Secretary	DefAc

Meeting Frequency. The WG will meet bi-annually and the majority of work will be completed out of committee.

Responsibilities. The WG is to:

- Advise and assist in maintaining PGE policies which take into account the differing demands of the Maritime, Land, Air and CS environments.
- Examine the opportunity for improved VfM through alignment of PGE between the Commands/TLBs.
- Act as a forum for advice and guidance on PGE, and where necessary, forward any issues that cannot be dealt with at this meeting to TESRRPAG.
- Provide an annual progress report to the spring meeting of TESRRPAG.
- Act as a forum for the development of best practice to meet the needs of the Commands/TLBs.
- Inform considerations on whether the current methods of delivery for external PGE offer the best VfM to the Customer and Defence.
- Where necessary, re-focus the delivery of PGE to better align with Defence needs.
- With advice from DefAc as the Intelligent Provider, inform the coordination of PGE to avoid duplication and gaps in capability.
- Sponsor the development of PGE Direction to meet customer requirements.

Annex B to Pt 1, 3.4: Working Principles to Support PGE Evaluation Process – DefAc Approach

Key Principles

The Principles for Higher Education (HE) Engagement by MOD were agreed by the DTB in March 2012. The aim of the Principles was to drive greater coherence in MOD's engagement with the HE Sector with a view to realising better value for Defence. Two of the key principles are that:

- DefAc should coordinate and review Defence engagement with external HE providers, including individual Higher Education Institutions (HEIs).
- Defence should maximise the return on MOD's investment in KCL and Cranfield University partnerships to avoid 'paying twice' by sending people for PGE at other institutions (unless KCL/CU cannot provide or there are other tangible benefits).

In taking on this coordination role for Defence, DefAc adopts the following principles to underpin its approach:

- DefAc recognises that sS and SG already have in place specific arrangements/contracts with HEIs which work well and meet their needs.
- It is not DefAc's intention to interfere with these arrangements where they continue to meet that need and offer VfM.
- Where an enabling contract with an HEI comes up for renewal and requires Cabinet Office approval beforehand, DefAc should be consulted about whether their internal providers (Cranfield and KCL) or another HEI can offer PGE that matches the requirement at better value.
- Where DefAc believes that an alternative arrangement (provided through KCL, Cranfield or another HEI) may offer a solution which matches the requirement and is better value for Defence, it will offer the proposal for consideration, although sS will be under no obligation to accept the proposal, but they should provide a clear reason for not doing so.
- Where sS or MOD CS wish DefAc to consider putting a new PGE course onto DefAc's portfolio, they should complete an Adoption Proforma, and provide a Statement of Training Requirement in accordance with the guidance at: [How do Customers request New Training and Education Requirements? — Defence Academy of the United Kingdom¹](#)
- DefAc will oversee MOD engagement with HEIs through:
 - Maintaining the PGE Supplier list;
 - Monitoring developments in respect of new/emerging PGE opportunities and liaising with HEIs as appropriate;
 - Working closely with Cranfield & KCL to assess options for meeting any future PGE requirements;
 - Maintaining close liaison with sS through face-to-face meetings, phone calls and email.

¹How do Customers request New Training and Education Requirements?

- Chair and undertake the Secretariat role to the PGE Working Group comprising sS Commands, JFC, DE&S and SG, to review HE engagement across Defence and discuss options for developing and delivering effective solutions for meeting PGE requirements.

The PGE Evaluation Process

The PGE Evaluation process relating to a new PGE opportunity will work as follows:

- DefAc receives details about a new PGE opportunity (whether as a result of a direct approach from an HEI or via Head Office, sS or MOD CS).
- DefAc conducts an assessment of the new PGE opportunity by reviewing it against a comparative course at other HEIs (including KCL/Cranfield) using the following criteria:
 - Course objectives/Learning Outcomes.
 - Location.
 - Cost.
 - Delivery method (full-time/part-time/blended learning).
 - Scope for Assessments and Dissertation topic to be linked to work undertaken in MOD.
 - Faculty and Advisory Board members.
 - Research – the University’s reputation for research excellence amongst its peers.
 - International outlook – staff and students.
 - Citations – research influence.
- DefAc report findings to the PGE Working Group members out of committee.
- sS and MOD CS review new PGE opportunity and identify whether they have a requirement, and advise DefAc, through PGE Working Group forum on how they wish to proceed.
- No action required or new requirement taken forward by the New Requirements Cell through Commercial, DefAc.

3.5 Learning Credit Schemes and Support to Service Leavers

Policy Sponsor: TESRR, CDP¹

3.5.1 Standard Learning Credit Scheme

The MOD promotes lifelong learning among members of the Armed Forces, and this is encouraged through the Learning Credits schemes. The Standard Learning Credit (SLC) scheme supplies financial support, throughout the Service Person's (SPs) career, for multiple, small-scale Learning Purposes to further motivate regular and reserve SP to pursue personal development throughout their Service. The Enhanced Learning Credit (ELC) scheme is designed to complement the SLC scheme. 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 people 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.

¹ Training Education, Skills, Recruitment 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 Purpose.²

4. SLC are 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, as far as can be judged, 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 claiming ELC support may not simultaneously claim SLC support (for example, SLC may not be used to fund an exam for a course which has been supported by ELC funding).

e. For eligible courses it will be permissible for Service Leavers (SL) undergoing resettlement to use their Individual Resettlement Training Cost (IRTC) grant, in addition to their SLC. 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 SLC. Allowing SL

² 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 FYs 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 LPs confirmation and submit the claim prior to the FY end date lies with the SP.

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 Learning Purposes, the SP must not be in receipt of any other funding from Service sources for the proposed activity, including ELC.³

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 Reserve⁴ SP may be eligible to claim from SLC for the following:

a. **External courses and qualifications:**

(1) Part-time academic and vocational courses at FE (Further Education) colleges and similar institutions.

(2) Open learning courses which require regular attendance at a local access centre.

(3) Courses of individual tuition (including foreign language), from recognised LPs.

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'.

(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 are eligible. However,

³ SLC is not to be used to pay for Summer/Residential school fees. SP should use sS sponsorship schemes.

⁴ From 1 Apr 2014, the following categories of Reserve people may be eligible to SLC:

- Volunteer Reserves – RN Reserve, RM Reserve, Army Reserve, Royal Air Force Reserve.
- Full-Time Reserve Service (FTRS) (including people serving on Full Commitment, Limited Commitment, Home Commitment and Home Commitment Reserve Staff Group (RSG).
- Additional Duties Commitments (ADC).

SLCs cannot be claimed for an S/NVQ gained through witness testimony only. 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 eligible.

c. **Distance learning courses.** Distance learning is eligible, provided that Ed Staff, or appropriate sS Authority, approves it. Open/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 SLs 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.

e. **Deferred resettlement.** Deferred resettlement is eligible provided the SL did not draw down the SLC in their last year of Service. 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.

f. **External examinations.** Fees paid for examinations are eligible. This includes fees paid for examinations⁵ taken following an eligible resettlement training course, including those at Service 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.

⁵ SLC cannot be used to pay for an exam for a course which has been funded by ELC.

h. **Specific Learning Difficulties (SpLD).**⁶ 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 professional⁷ is engaged, clearance for funding must be sought in line with this Direction. The psychologist must be made aware of the over-arching ethos behind the Defence approach to SpLD. Specialist tuition and computer⁸ support for a SP professionally diagnosed with a SpLD need can be funded through SLC, provided: the software has been recommended in the Individual Learning Plan (ILP) produced by the SpLD Adviser or the Educational/Occupational Psychologist's report; the software is bought in direct support of the SPs 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 SPs 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 course.⁹ 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 is not admissible. SP within their resettlement phase, however, may use SLC to fund additional driver training.

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 (a figure is subject to periodic review). The figure to be used in calculating the refund is that which falls within the FY. 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.** Accrediting Service¹⁰ courses by external awarding bodies with a view to gaining an external training qualification is of great benefit to SP and assists them on a through-career basis. However, 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 these criteria are met:

⁶ Defence Direction for SpLD is provided in this JSP.

⁷ Such as an Educational or Occupational Psychologist.

⁸ Such as assisted technology and ophthalmic diagnosis for Scotopic sensitivity.

⁹ A list of JSAT courses can be found in, JSP 419: Joint Services Adventure Training Scheme.

¹⁰ Refer to Defence Direction on Accreditation, Education and Skills, contained within this JSP.

(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 SPs own time.¹¹

(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 bodies.¹²

d. **Course material.** Course material, for which there are additional charges.¹³

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 534.¹⁴ 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 activities.¹⁵

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 staff.¹⁶

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 course.¹⁷ 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

¹¹ The 30 hours minimum is for guidance purposes. Applicants must prove to Ed Staff that they have undertaken substantial additional work.

¹² 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>

¹³ Textbooks may be obtainable on loan from the Joint Service Central Library through Education/Learning centres or via sS arrangements.

¹⁴ JSP 534: Tri-Service Resettlement Manual.

¹⁵ in accordance with JSP 752: Tri-Service Regulations for Allowances.

¹⁶ RN Education and Resettlement Officers; Army Education Centres; RAF Learning Centres.

¹⁷ 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.

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 SPs people records according to sS instructions. If, as a result of assignment, discharge or retirement, a 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 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
RN/RM Learning Centres. Education and Resettlement Staff seeking further

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 SO3 Pers Ed, at DII: 'Army EdCap-PersEd-SO3' (Mil: 94391 7565).

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 at DII: '22TrgGp-TSU-PDAS-SO3' (Mil: 95751 6888).

Annex:

A. Application for Standard Learning Credits (SLC) Funding. MOD Form 1950 (Revised 03/14).

Annex A to Pt 1, 3.5.1: 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:
------------------------	-------

Name:	Signature:
Date:	Contact Tel:

3.5.2 Enhanced Learning Credits Scheme

The MOD promotes lifelong learning among members of the Armed Forces, and this is encouraged through the Learning Credits schemes. The Enhanced Learning Credit (ELC) scheme is designed to complement the Standard Learning Credit (SLC) scheme by providing larger scale help to Service People (SP) or Leavers (SL) who qualify, with a single payment in each of a maximum of three separate FYs, to help pay towards the cost of learning. ELCs may be claimed for learning which is an integral part of, and results in the cost effective achievement of a nationally recognised qualification at Level 3 (A level and equivalent) and above as defined by the Qualifications and Credit Framework (QCF) (England and Wales), 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 ELC scheme complements the SLC scheme to further motivate regular SP to pursue their personal development, both during their Service and for up to 10 years after discharge, subject to the qualifying criteria being met. This Defence Direction explains the benefits and regulations of the ELC Scheme. All SP eligible to receive ELC support are required to adhere to this Direction.

Scope

1. The generic use of the terms SP or SL throughout this Direction implicitly includes serving regular and ex-regular Armed Forces people who meet the eligibility criteria for this scheme.¹ The ELC (and ECLAS) website is: www.enhancedlearningcredits.com 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 Designated Officer for the ELC scheme is 'People-TESRR-Skills,' and works on the staff of TESRR, CDP in the MOD.

c. The contractor, G4S Assessment Services (branded the Enhanced Learning Credit Administration Service (ELCAS)) and known as the Customer Service Provider (CSP).

d. 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.

e. 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.

f. The terms 'applicant,' 'claimant' and 'learner' describe individuals accessing this education support scheme. For ease, the terms SP or SL will be used throughout.²

Aims

2. The aims of the ELC scheme are:

¹ 4 or 8 years eligible Service / within 10 years after discharge.

² SL in accordance with JSP 534: The Tri-Service Resettlement Manual.

- 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 who face substantial financial expenditure to do so.
- b. Enhance the reputation of the MOD, thereby encouraging the recruitment and retention of high quality SP.
- c. Enable the MOD to participate more fully in the Government's Lifelong Learning initiative.

Features

3. The main features of the ELC scheme are:
 - a. ELC is not an entitlement. Provided SP fulfil all the relevant criteria of the scheme they may be eligible to claim ELC support.
 - b. ELC is not a refund scheme and does not operate in the same manner as SLC. Under no circumstances will MOD refund any SP who pay for their learning in advance and subsequently seek a retrospective ELC claim.
 - c. As ELC is a substantial award, the scheme is subject to strict entry criteria. Unlike SLCs, SP are required to make a positive commitment to Level 3 to 8 lifelong learning by becoming a member of the ELC scheme.
 - d. ELC awards are available in two tiers (based upon years of Service):
 - (1) The Lower Tier level provides funding for up to £1k per FY for those with 4 or more years eligible service;
 - (2) The Upper Tier level provides funding for up to £2k per FY for those with 8 or more years eligible service.

Providing SP meet all the 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 funds) either while in Service or for up to 10 years after discharge. 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.

- e. ELC is an individual award to assist in the personal development of eligible SP. It cannot be transferred to any other individual except under the specific terms stated below.
- 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 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. SP must be in Service, both when they apply and when they are accepted for membership of the ELC Scheme. Application forms are available from the Ed Staff, Learning/Education Centres and from the ELC website. These completed forms are to be forwarded to the CSP, via Ed Staff, to be processed within 10 working days of receipt. Acknowledgement letters will be forwarded to SP via Ed Staff, to be retained by the SP in their Personal Development Record (PDR).

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 and must then complete and sign an ELC application form on which they can elect to join the scheme or opt out. Phase 1 training establishments must ensure that SP are given the opportunity to complete this process not later than twelve calendar months after enlistment (see also the second registration opportunity, below). Phase 1 Staff are to ensure that the signed ELC application form is submitted to the CSP for registration purposes, to arrive no later than one calendar month after the end of the initial 12 month entry window.

6. **Second registration opportunity.** Some recruits may opt out of the ELC scheme in their 1st year of service. These SP may elect to join the ELC scheme (by completing an ELC application form as described above) 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 until they have then, subsequently, met the eligible Service requirement, which is taken from the start of this joining window, that is, at the 8 year Service point and not the date of enlistment.

7. **Exceptional authorisation for late registration.** SP who failed to register during the initial or second registration opportunity periods forgo their eligibility. However, in exceptional cases, SP may submit a request to their single Service (sS) Authority for exceptional authorisation for late registration. This request must prove that the SP was, for Service reasons, unable to register in accordance with the scheme regulations (such as, on operational deployment or administrative error by Phase 1 unit) during the recognised registration periods. There is also a requirement for the SP to demonstrate why they did not take advantage of the streamlined late application process to apply for ELC membership. If approved by their sS, the SP is to complete and send an ELC application to the CSP with a covering letter authorising registration.

8. **SP on other engagements.** Full Time Reserve Service (FTRS), Military Provost Guard service (MPGS) and Non Regular Permanent Staff (NRPS)³ may elect 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 application or the ELC claim form.

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. For claims in the final (10th) year, must be submitted and courses must start before the 10th anniversary of discharge.
10. **The length of eligible service requirement as it applies to making claims.** Before being eligible to make an ELC claim at the Lower Tier, SP must have completed not less than 4 years eligible service. In order to claim at the Upper Tier (up to £2k per FY), they must have completed not less than 8 years eligible service.

³ All other Reserve engagement types are ineligible for this support.

- a. For SP 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 joining on enlistment and who enter Service on or after 1 Apr 03, eligible service is taken from the date from the date of enlistment, regardless of when in the twelve month window they apply.
- c. For SP joining at the second registration opportunity, eligible service is taken from the date from the start of the window, that is, at the 8 years service point, regardless of when in that six month window they apply.
- d. Time spent on an unpaid break in career does not count as eligible service but an ELC claim can be submitted for learning to take place during a career break.
- e. Paid maternity/paternity leave qualifies as eligible service but not unpaid additional maternity/paternity Leave.
- f. Those who were already at or beyond their 8½ career point on 31 Mar 04 have no second window to join the scheme.

11. **Wounded Injured and Sick (WIS) SP.** SP who have completed Initial (Phase 1 and 2) training, who become WIS before achieving the required 4 years eligible 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. SP who are expected to be medically discharged from Service, ELC may be claimed.
- b. SP who are expected to return to duty:
 - (1) Must have registered to join the ELC scheme prior to the date of the injury or commencement of the illness.
 - (2) The injury or illness must be caused or significantly worsened, wholly or predominantly by Service.⁴
 - (3) At the discretion of Ed Staff, the rules regarding direct benefit to the Service may be relaxed.
 - (4) SP must be briefed on, and agree, the implications of using a lower tier ELC claim at this stage of their career.

12. **Effects of medical discharge on eligibility.** SP who have completed Initial training and who are to be medically discharged from Service before achieving the required 4 years service, may be eligible to claim ELC at the lower tier rate if they are discharged on or after 1 Nov 10. In such cases, the SP must already be a member of the ELC scheme and the injury or illness must be caused or significantly worsened, wholly or predominantly, by Service.⁵

13. **Transfer of eligibility to spouse or nominated proxy.** In the event of the death or medical discharge of a SP whose condition renders them unable to utilise their ELC, it may be permissible to transfer all remaining ELC payments to the SPs spouse or nominated proxy. The eligibility to transfer ELC to a spouse or eligible partner is to be assessed using the qualifying criteria detailed JSP 534.⁶

⁴ as defined by JSP 765: Armed Forces Compensation Scheme.

⁵ *ibid.*

⁶ JSP 534: Tri-Service Resettlement Manual.

14. **Effects of redundancy on eligibility.** SP who are made compulsorily redundant and who have registered with ELC, will cease to accrue qualifying Service for ELC eligibility on the day they leave Service. Specific regulations are:

- a. SP who have accrued 4 or more (but less than 8) years eligible Service by the date of their discharge will be eligible to claim ELC at the lower tier rate, subject to meeting all other criteria. This entitlement can be claimed for up to 10 years after discharge. SP made redundant before they accrue the 8 years eligible Service are not entitled to the Upper Tier rate.
- b. People who have accrued less than 4 years eligible Service by the date of their discharge will not be eligible for ELC funding.

Submitting a claim

15. **Eligibility of a claim.** SP must satisfy these conditions:

- a. The Learning Purpose must be of direct benefit to the Service and have a substantial developmental value, as far as can be judged, appropriate to the SPs personal development goals and within their ability. 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 qualification,⁷ of which at least 75% of the study must be of that level. The qualification must be delivered by an approved ELC LP.⁸ 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 ELC.⁹ 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 IRTC.¹⁰ 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

⁷ at QCF Level 3 or above.

⁸ Courses offered by publically funded providers such as FE Colleges and Universities are accepted to offer their full range of publically funded courses, subject to the requirements of the Level. Private providers must request and have each course approved.

⁹ 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.

¹⁰ using the procedure laid down in the SPVA Business Process Guide.

Staff, to determine how best to optimise the funding support available when undertaking resettlement.

f. When using ELC and IRTC for specific resettlement activities, SP/SL must not be in receipt of any other Service funding for the proposed activity.¹¹

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 may required to be approved for participation in the scheme.¹²

i. The SP must be authorised to undertake the activity and registered in accordance with sS instructions.

j. For second and third claims, SP must provide proof that they have completed their Learning Purpose and have submitted either a Course Evaluation Form (CEF) or Electronic Course Evaluation (ECE) to ELCAS. A separate claim form must be submitted for each year of a course.

k. 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.

l. 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.

m. As with SLC, ELC is based upon the principle that SP will make a personal contribution. The ELC contribution will in no case 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.

n. SP will meet their 20% personal contribution from their own resources. SL undergoing resettlement may opt to retrospectively offset part or all of this cost using their IRTC. The MOD forbids the acceptance of inducements or incentives from LP including subsidies, free accommodation, travel, food and equipment.

16. 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.

¹¹ 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. SP should use sS sponsorship schemes.

¹² 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.

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, the time it will take for a new LP to apply for ELCAS registration.

17. **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.

18. **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 SPs previous completion/non-completion will inform the decision as to whether to approve the claim. CEF/ECE for previous Learning Purposes is evidence to support subsequent claims.

19. **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).

20. **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 qualification.¹³ Useful references are:¹⁴

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, www.ucas.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).

21. **Study meriting ELC support:**

a. Study towards first degrees (including Foundation Degrees).

b. Study towards postgraduate qualifications, including teacher training.

¹³ as defined by the QCF (England and Wales), a Level 6 or above on the SCQF (Scotland) or, if pursued overseas, an approved international equivalent higher level qualification

¹⁴ 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).¹⁵
- 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 course.¹⁶ 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:

Ser	Time period eligibility &	ELC for educational	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}

¹⁵ 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 preserve for future use the larger-scale support which ELCs provide.

¹⁶ A list of JSAT courses can be found in, JSP 419: Joint Services Adventure Training Scheme.

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.

22. **Specific Learning Difficulties (SpLD).**¹⁷ 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 SpLD.¹⁸ 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.

23. **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.** Accrediting Service courses by external awarding bodies with a view to gaining an external training qualification is of great benefit to SP and assists them on a through-career basis. However, funding of qualifications and examinations of this kind is not within the spirit of ELC. 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 SPs own time.¹⁹

(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 professional bodies or institutes.

d. **Course material.** Course material, for which there are additional charges.²⁰

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

24. **Procedure for submitting a claim.** Forms are available from the ELC 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 countersigned by the line manager and Ed Staff before forwarding to the CSP. A copy is to be held in the SPs 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. Approved applications will be submitted

¹⁷ as described in Defence Direction on Specific Learning Difficulties contained within this JSP.

¹⁸ such as dyslexia, where SpLD needs have been formally assessed and diagnosed (noting that assessment leading to a diagnosis comes under separate sS funding arrangements or through the use of SLC).

¹⁹ The 30 hours minimum is for guidance purposes. Applicants must prove to Ed Staff that they have undertaken substantial additional work.

²⁰ Textbooks may be obtainable on loan from the Joint Service Central Library through Education/Learning centres or via sS arrangements.

on to ELCAS. 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. The SP is responsible for meeting the balance of payment incurred (the minimum 20% personal contribution), paid directly to the LP, ensuring that the personal contribution is rounded up. Any calculation less than the 20% minimum will be rejected by ELCAS.

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 (from the CSP) 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 from ELC. 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, and may not pay a LP and then seek reimbursement directly from the LP on receipt of their CAN.

e. The CSP will process claims from Ed Staff and sS Authorities. 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 (and submit invoices to MOD).

Cancellation of CAN and reinstatement of ELC

25. **Cancellation.** SP may only cancel their place on a course by adhering to sS 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 SL 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.

26. **Reinstatement.** SP may only withdraw from the course by adhering to sS regulations. Under certain operational or compassionate circumstances, SP will be permitted to withdraw from the course and have the particular ELC instalment used for that [withdrawn from] course, 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.

27. **Amendment.** SP may amend their submitted application by adhering to sS regulations governing amendments. What constitutes an amendment can be found at the ELC 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.

28. **Service quality assurance process.** When CAN is dispatched to a SP, the CSP will require either a CEF/ECE.²¹ This evaluation must be completed and submitted to ELCAS on completion of the course. The CSP will collate evaluations and forward an annual summary report to the Designated Officer. A copy of the completed form is to be retained in the SPs PDR,

²¹ Although SP are encouraged to use on-line submission procedures, it is acknowledged that this is not always possible.

and by Ed Staff in personal records, where appropriate. Failure to complete and return the end of course evaluation will result in future claims being denied.

Second and third claims

29. SP who make a second and a third ELC claim are to provide proof from their LP that they have completed the course and have completed and returned a CEF/ECE to the CSP. Claims will not be approved without receipt of these documents.

30. 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. ELCAS 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. SP who submit early claims are to provide proof that their ongoing course is progressing satisfactorily. SP are also to retain proof that they have submitted a CEF/ECE.

31. **Submitting a claim.** sS ELC claims should be submitted through:

RN RN/RM Education and Resettlement Officers (EROs), Naval Education and Training
RN/RM Learning Centres. Education and Resettlement Staff seeking further

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 SO3 Pers Ed, at DII: 'Army EdCap-PersEd-SO3' or Civ: 'elc@detsa.co.uk' (Mil: 94391 7580 Civ: 01264 381580).

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 at DII: '22TrgGp-TSU-PDAS-SO3' (Mil: 95751 6888 Civ: 01400 266888).

32. **Procedure for Claimants no Longer in Service (CNLIS).** SL²² may apply within 10 years of their date of discharge. Form are available at the ELC website and is to be submitted to sS for endorsement:

RN²³ 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

²² Who meet the eligibility criteria and left Service.

²³ SP still serving are not to use this POC but are to consult the staff in their local RN Education Centre.

Army
SO3 Pers Ed
D Ed Cap, Army HQ, Ramillies Building, Marlborough Lines, Andover, SP11 8HJ
elc@detsa.co.uk
01264 381565 / 381580

RAF²⁴
Learning Credits Administrator
No 22 (Trg) Gp, Rm 227 Trenchard Hall, RAFC Cranwell, Sleaford, Lincs, NG34
8HB
22TrgGp-TSU-PDAS-LCA@mod.uk
01400 266183

33. SL claiming after they have been discharged from Service must submit all of the documents listed below:

- Claim Form.
- Information about the course.
- A plan of your personal development.
- Copy of passport or driving licence (with photograph).
- Copy of Service discharge document.
- Copy of utility bill (for address).
- Proof of ELC Scheme Membership.

34. **Claims by eligible partners.** Eligible partners may submit ELC claims to the sS Authorities utilising the same procedures as those detailed above for CNLIS.

35. **Payment approval.** Approval Authorities are:

RN: NCHQ, Training HQ, DACOS Trg.

Army: Army HQ, D Ed Cap.

RAF: Air Command, 22 Trg Gp, COS Trg Pol.

36. **Tax liability.** Taxation is a matter between individual SP and the HM Revenue and Customs (HMRC) who take into consideration (for tax purposes) all monies granted by employers to employees and assess whether a tax liability exists. SP should take into account:

a. 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 (for example, within the PDR) will aid the establishment 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'.

b. wef 2 Sep12, ELC payments for courses undertaken in the 10 years after leaving Service will also be exempt from taxation. However, if in doubt, a SL should always seek the advice of HMRC.

37. **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 resettlement.²⁵ Where ELC is being used in conjunction with IRTC and/or Graduated Resettlement Time, it may be permissible to claim both subsistence and travel.²⁶

²⁴ 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.

²⁵ in accordance with JSP 534: Tri-Service Resettlement Manual.

²⁶ in accordance with JSP 752: Tri-Service Regulations for Allowances.

3.5.3 Further and Higher Education Support for Service Leavers

The Government announced to Parliament on 17 Jul 08²⁷ a package of cross-government support to Armed Forces people, their families and veterans,²⁸ which included a commitment to providing 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 equivalent) free from tuition fees. Subsequently, the MOD engaged with Other Government Departments (OGD)²⁹ and Devolved Administrations (DA)³⁰ to define and agree the parameters of this additional Further Education (FE) and Higher Education (HE) support, develop the policy and implement the proposals.

This scheme has been reviewed by MOD and OGDs to ensure that it correctly meets the needs of SL. It details revised criteria governing claims for FE/HE support under the auspices of the scheme (pertinent to submissions after 6 Apr 11) and replaces 2009DIN07-042.

In addition to the Defence Direction regarding the ELC scheme, given above, the following additional Direction applies to SL seeking to receive FE or HE support using their enrolled ELC scheme entitlement.

Aims

38. The aims of the Government's commitment to FE/HE 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 the educationally disadvantaged, 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.

Supported qualification levels

39. **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 HE.³¹ If the scheme is used to achieve a Level 3 qualification, or 120 credits have been achieved towards higher level studies, it cannot be used again 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. It is, however, permissible for SL to use the scheme to extend their in-progress studies, for example, from foundation degree studies to a full degree, or if study is for first undergraduate degree (including foundation degree or an integrated masters degree).

40. **Level 3 or national equivalent.** This refers to a full UK Level 3 qualification such as the achievement of two GCE A levels³² (A2) (passes at A-E) or vocational equivalent.³³

²⁷ 2009DIN07-042 refers.

²⁸ Cm 7424 dated Jul 08 - The Nation's Commitment: Cross-Government Support to our Armed Forces, their Families and Veterans.

²⁹ Department for Business Innovation and Skills (BIS) and the Skills Funding Agency (SFA).

³⁰ Scottish Government (SG) and Welsh Assembly Government WAG).

³¹ Learners are not permitted to take a Masters Degree (unless a Masters qualification is inherent to the initial (Level 4/5) qualification.

³² Or in England and Wales the equivalent AS levels.

³³ As defined by the QCF (England and Wales); or in Scotland a Level 6 qualification (SVQ Level 3) on the SCQF.

41. **A foundation degree or full undergraduate degree or national equivalent.** This refers to a full UK Level 4-6 qualification based on the Framework for HE and Qualifications in England, Wales and Northern Ireland (FHEQ); 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 institution.³⁴ Individuals holding equivalent international higher level qualifications, such as an undergraduate degree, will not be eligible for support.

Features

42. The additional features of the FE/HE support scheme are:

- a. If a SLs 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.
- b. Only UK institutions delivering publicly-funded FE/HE qualifications can 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. UK based LPs delivering non-publicly funded FE/HE qualifications are ineligible. 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.
- c. This provision will not be retrospectively applied to SL who left Service before 17 Jul 08. SP who left on or after 17 Jul 08³⁵ are eligible, if they meet the qualifying criteria.

Eligibility criteria

43. In addition to eligibility for the ELC scheme and in order to take up this support, a SL must:

- a. Have left Service on or after 17 Jul 08.
- b. Only apply for either a first full Level 3 or a first HE qualification.
- c. Meet the residency requirements specified by the relevant OGD/DA.
- d. Be in Resettlement, or no longer in Service.

44. **Transfer of eligibility to spouse or eligible partner.** In addition to the criteria for ELC already stated, a spouse or eligible partner must:

- a. Be in a position to benefit from the support.
- b. Meet the residency requirements specified by the relevant OGD/DA.

45. **Residency requirements.** This full state subsidy is available only to eligible 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). 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 10 year window but only 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

³⁴ In Scotland the equivalent qualification is a HNC, HND or a first undergraduate degree, undertaken at a FE college or HEI.

³⁵ Includes death or confirmation of Medical Discharge and any subsequent decision to transfer the support to eligible spouse, civil or entitled partner on or after this date.

between regions (for example, 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 overseas³⁶ in excess of 3 years whilst on Service duty prior to application.

46. **Foreign and Commonwealth people.** This support is available to eligible Foreign and Commonwealth (F&C) SL including Gurkha SL residing in the UK and who must meet the residency requirements. In addition, F&C people 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/

47. F&C SL who have been medically discharged prior to achieving 4 years 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 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

48. This support is targeted at eligible SL who will derive the most benefit either during their last 2 years of service (their resettlement phase) or for up to 10 years after discharge. Application may be made for either part-time³⁷ or full-time study and SL must have enrolled to undertake an eligible first full further or higher level course of study 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 and Wales.** 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 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/090115creditsleaflet.pdf>

(2) **Scotland.** Working towards a first Level 6 qualification (SVQ Level 3) within the Scottish Credit and Qualifications Framework (SCQF). The qualification must normally 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

49. **Accreditation of Service courses.** SP who have attained Level 4+ qualifications purely by dint of completing Service training courses, which have been accredited by the relevant

³⁶ In this instance 'overseas location' also includes Northern Ireland which is not part of the scheme.

³⁷ SL must undertake at least the equivalent of 25% of a full time course.

civilian awarding body, may still be eligible to apply for support. MOD will confirm with BIS,³⁸ the status of these courses, on a case by case basis.

50. **Foundation/Introduction to HE courses.** SP who undertakes 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.

Approved LPs

51. LPs are limited to approved publicly funded institutions in England, Wales and Scotland.³⁹ The relevant national bodies and websites⁴⁰ 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

52. 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 FE/HE Institute (HEI) is not already listed on the ELCAS website as an approved publicly-funded LP, the institution may apply to join the scheme. This will require the LP completing a concise on-line application process and agree 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

53. ELCAS administers all applications. In the case of courses funded by BIS or DA, MOD (the relevant sS) will initially pay the course fees in full for each FY. BIS or DA contribution will be refunded to MOD for reimbursement to sS TLBs. 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.

³⁸ [UK Central Government] Department for Business, Innovation and Skills.

³⁹ SL must use approved English, Scottish or Welsh 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.

⁴⁰ These potential LP are not exclusively limited to publicly funded institutions; they also contain ineligible non-publicly funded LP.

c. The time to process the claim form. Ed Staffs may make enquiries about the Level of the proposed qualification. And, the time taken to apply for ELCAS registration.

54. The effects of any assignment within the resettlement phase and withdrawals from the scheme should be carefully understood. Normally, failure to complete the activity will result in any further application being denied. However, if failure to complete is due to Service or compassionate reasons that could not have been foreseen, then this ruling will not apply.

Making an application / claim

55. SL can apply on entering their resettlement phase,⁴¹ or for up to 10 years after leaving Service. 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. **A separate claim must be submitted for each year of a course.**

56. 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 before forwarding to the CSP. Claims are **not** to be submitted direct to ELCAS. A copy of the form and interview record is to be held in the SLs Personal Development Record (PDR) and personal records where appropriate. The application and claim process is described at Annex B.

57. 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 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.

58. On receipt of a properly completed and authorised application, ELCAS will send a Claim Authorisation Note (CAN) to the SL through the sS Authority / Ed Staff. 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 course date. All approved applications must be received by ELCAS, via sS Authority / Ed Staff. SL must ensure there is sufficient time to receive the CAN and present to their chosen LP before the course starts, which, for many LPs, means the CAN must be submitted before final course registration date.

59. 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 after SL starts their course and must confirm that the SL has completed six weeks of study.

60. Under no circumstances are SL to pay towards the cost of their tuition, including deposit or registration fee. 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.

⁴¹ 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 Pers Trg-TESRR-Skills in TESRR.

If SL do not complete the initial 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.

61. On receipt of the CAN, the SL is to submit the CAN to the LP and confirm that they are eligible for state support.

62. sS points of contacts are in accordance with ELC Direction

63. **Length of support.** Support will be made available until normal completion date of the course of study. In some instances such as illness, compassionate circumstances or the SL being deployed during resettlement or after Service (on transfer to the reserve), it may be possible for the support to be made available beyond the normal length of the course of study.

64. **Evaluation and achievement tracking.** In accordance with ELC Direction, ELCAS will conduct an evaluation of LP training and support including site visits and student feedback.

65. **Self-declaration.** SL are required to complete the Self-declaration [on the form] confirming that they are eligible to receive support⁴² and that by receiving the state 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 SL as appropriate on what constitutes eligibility but it will be the SLs 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.

66. **Cancellation and withdrawal procedures.** SL that have used up their ELC and are claiming full state subsidy and do not comply with sS cancellation and withdrawal regulations, risk forfeiting their membership of the ELC scheme and thus their access to the FE/HE support 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 do not complete the first six weeks of study. In such circumstances, the costs become the personal responsibility of the SL.

67. **SL re-entering Full Time Service.** SL who take up the FE/HE Support scheme offer 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 penalty.⁴³ sS must take account of the study and its duration and be prepared to endorse and support its continuation to completion. However, such SL will forego any further state support under this commitment on finally leaving Service, having used up their opportunity to draw down fully 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.

68. **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.

69. **Cost recovery process.** JSP 368⁴⁴ 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.

Annexes:

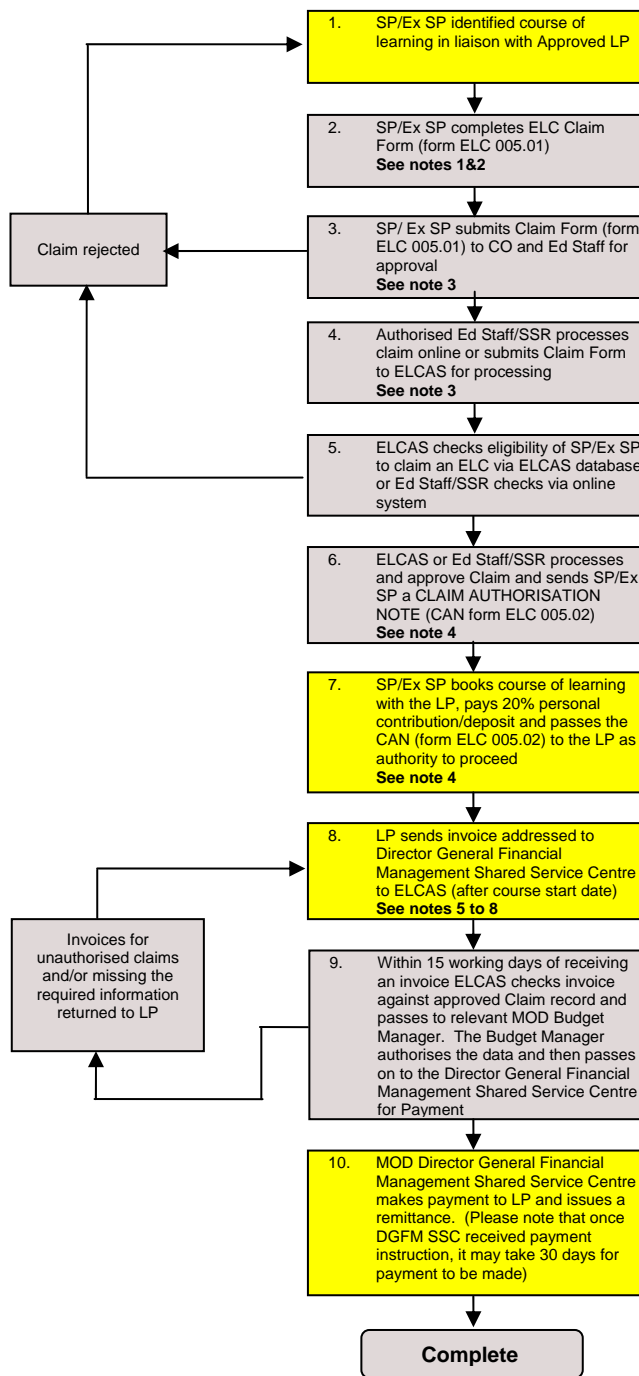
- A. ELC Scheme Process for SP and LP.
- B. FE/HE Support Scheme Process for SL and LP.

⁴² For their first full Level 3 or first HE qualification.

⁴³ This may require the SL to change the course to a part-time/blended learning basis, possibly with an alternate provider transferring CAT points and so forth.

⁴⁴ JSP 368: The MOD Guide to Repayment.

Annex A to Pt 1, 3.5.2: ELC Scheme Process for SP and LP

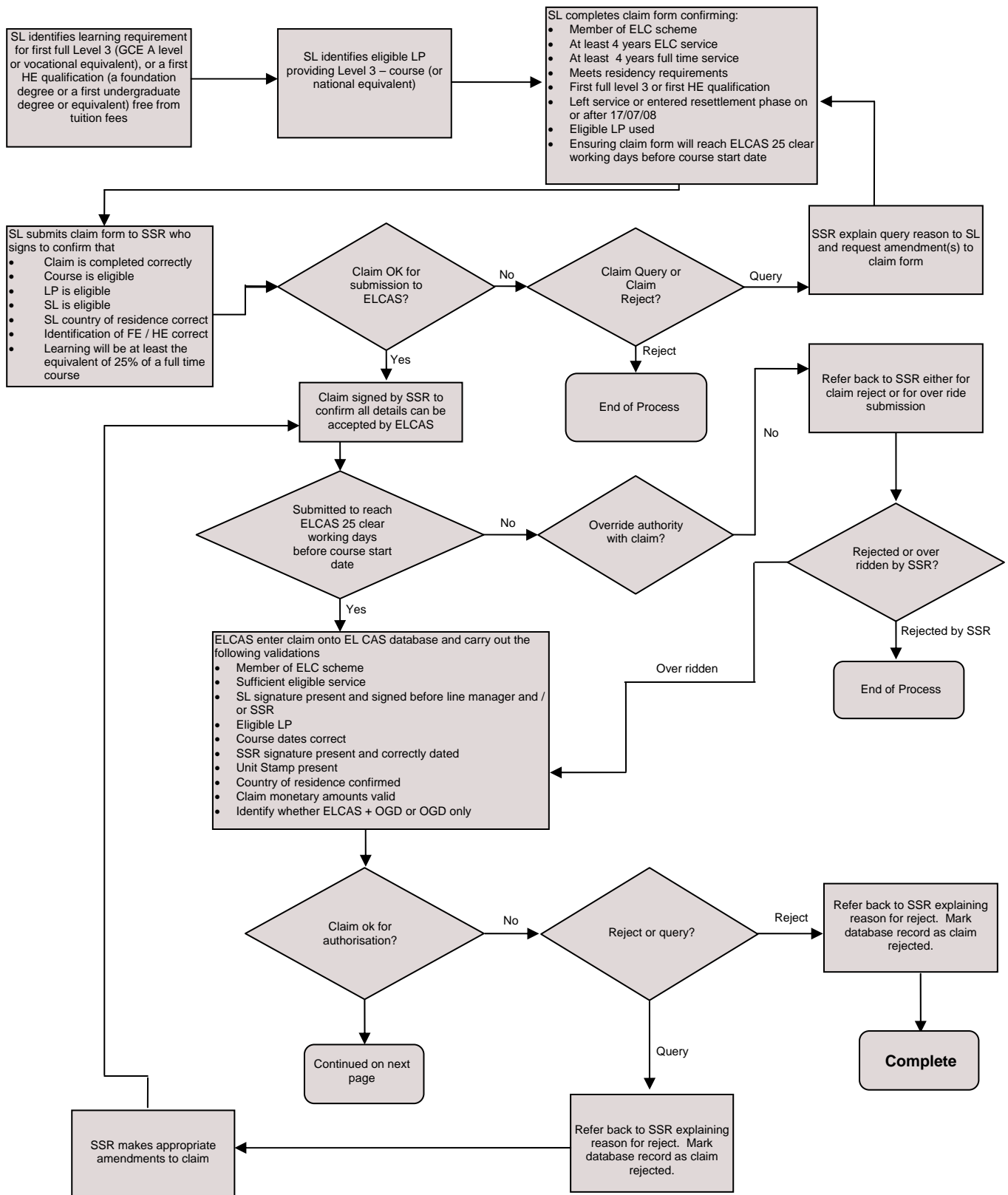


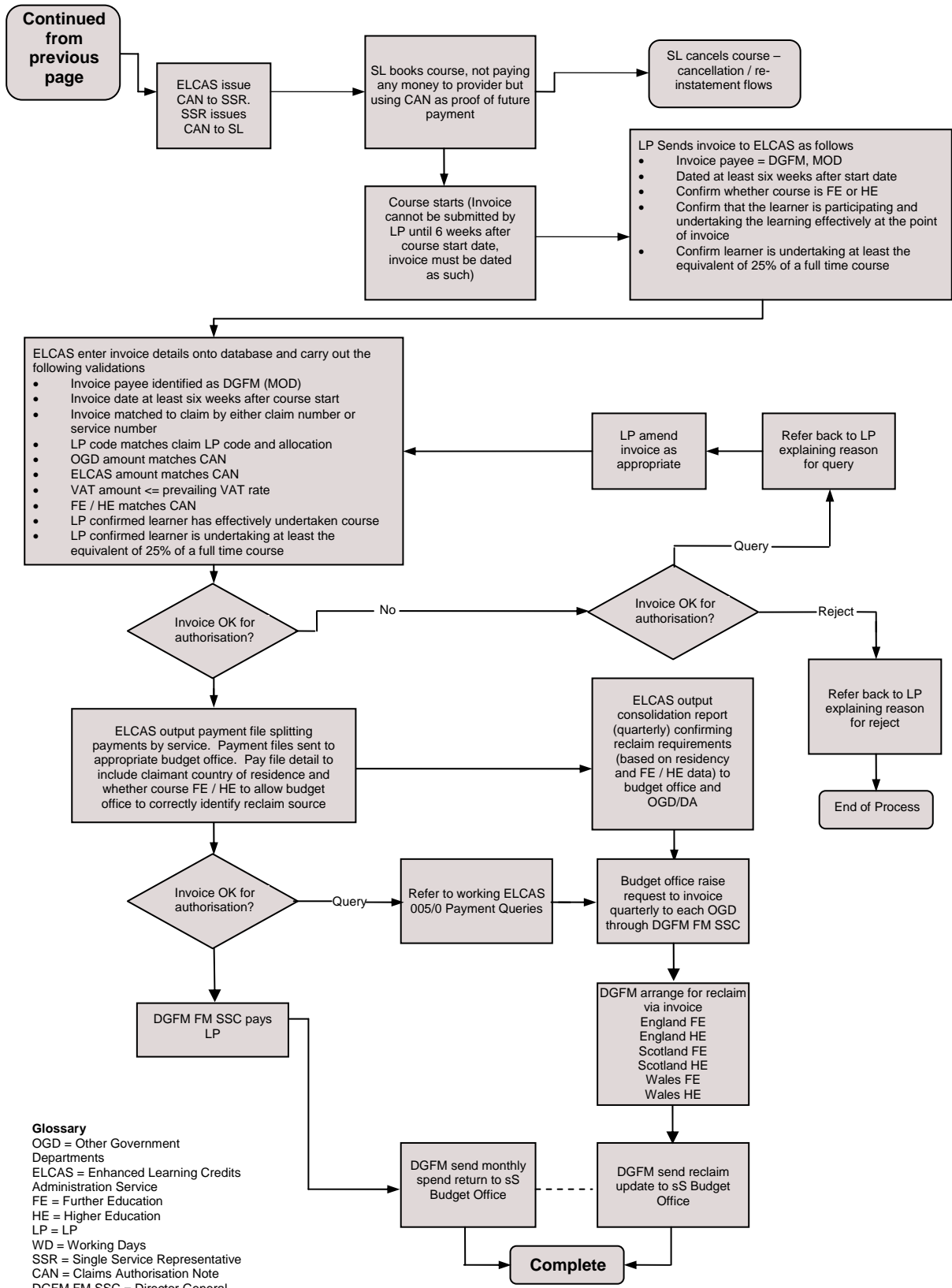
Key LP activities

Notes

1. All claims must meet the eligibility criteria as outlined in the current JSP and on the ELCAS website.
2. All forms required for the ELC process are available from the ELCAS (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 ELCAS 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 ELCAS website.

Annex B to Pt 1, 3.5.3: FE/HE Support Scheme Process for SL and LP





3.6 The Personal Development Record

Policy Sponsor: TESRR, CDP¹

Lifelong Learning is designed to improve access to learning opportunities (both formal and informal) and encourage people to take greater responsibility for, and interest in, their own learning. Learning records are a low cost, high value demonstration of an organisation's commitment to Lifelong Learning but to be effective Personal Development Records (PDRs) need ongoing support. The successful use of PDRs by the single Services (sS) and MOD Civil Service (CS) complements existing personal development plans, facilitates career progression and motivates, giving the individual a sense of value and inculcating pride in their achievements.

The Defence intention is, *“to strongly encourage all staff to maximise their personal development potential and complete and maintain a Personal Development Record which is a useful tool to help assist with personal development planning. Where there is a requirement to provide an evidence based audit of continuing development through membership of professional external institutions or where there is draw down of Government funding, a Personal Development Plan (PDP) must be completed. The PDP or equivalent (where it serves the same purpose) must also be completed where it is a requirement of the single Service/civilian appraisal procedures.”*

Aim

1. Aid personal development by providing Defence Direction for the use of an individual PDR, as part of Defence Lifelong Learning.

Personal development

2. There are many differing interpretations of personal development used within Defence and the wider profession of training and development. The agreed definition for Defence describes personal development as, *“the individual improvement which results from a personally tailored programme of education, training and experience.”* Personal development is:

- a. Personal development required within an individual's present job;
- b. Personal development required for their longer term career;
- c. Personal development required for, or identified by, the individual to support their wider interests.

3. Lifelong Learning is, therefore, a process of nurturing, shaping and improving an individual's skills, knowledge and competences to ensure their maximum effectiveness and adaptability, and to minimise the obsolescence of skills. It does not necessarily imply upward movement; rather, it is about enabling individuals to improve and use their full potential at each career stage. Development goes beyond formal education and training to embrace any activity that helps an individual develop in line with their personal and professional goals.

Personal development record

4. The PDR is a tool to encourage individuals to take greater responsibility for their personal and professional development. PDRs allow Defence people to record achievements, qualifications and experience. They also help individuals track their progress, review and plan development and assist with identifying learning, training, goals and aspirations both within and beyond a career in Defence. A PDR is a personal document, owned and maintained by the

¹ Training Education, Skills, Recruitment and Resettlement, part of Chief of Defence People, 6th Floor, MOD Main Building. PDR policy is being re-examined as part of the New Employment Model (NEM). Once complete, new Defence Direction will be issued; likely in summer 2015.

individual. However, line managers and commanders have an important role to play in supporting individual's completion of the record. They will often be in a better position to make objective assessment of an individual's capabilities and competences and identify training and development needs, particularly for the current post.

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

- a. All Defence people have the right to use and maintain a PDR and should be encouraged to do so.
- b. It is best practice to use and maintain a PDR and therefore all Defence people are entitled to be provided with a PDR in both hard copy and/or electronic format.
- c. PDRs become the personal property of the document owner. They are maintained by the owner and it is entirely the choice of the owner whether information is made available to anyone else with the following exceptions:
 - (1) It is a requirement for members of a wide range of professional organisations to use and maintain a PDR. A PDR either in whole or in part may be required for assessment purposes;
 - (2) A PDR can be a requirement for audit purposes where Government funding is drawn down for a training or education development activity;
 - (3) A PDR should include a PDP, which may be required for assessment purposes;
 - (4) In accordance with sS and CS policies, Defence people are encouraged to complete a Personal Development/Training Plan associated with their own appraisal process. CS are also required to identify and report against 3 development objectives as part of their performance appraisal process;
 - (5) Completion of PDR elements covering an individual's post, trade or branch specialism may be mandated and inspected by the Chain of Command.
- d. Where appropriate, Defence people are to be given time at work to maintain their PDRs.
- e. The Chain of Command is to ensure that support is available and given where requested to assist Defence people in the use and maintenance of their PDR.
- f. Whilst Defence people are responsible for their own development, line managers and commanders have a role to develop the people who work for them. Career managers must do all they can to provide development opportunities for subordinates and, as part of that, encourage and promote the use of PDRs, and discuss personal development during the appraisal process.

Generic PDR structure

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

- a. **General introduction.** An overview of PDR features, benefits and contents.
- b. **Personal profile.** Collate personal details, qualifications, employment details, training and development records and curriculum vitae.

c. **Personal development plan.** Show how to prepare a PDP. It may for example, contain simple analytical tools to help to identify personal development goals and plan how to achieve them.

d. **Branch/Trade/Specialism.** Sponsored by the relevant branch or trade and issued separately as required. For recording branch/trade/specific training and development activities. It may for example, include a generic career template for the branch or trade showing opportunities for civilian accreditation or details of training and development showing knowledge, skills and competences gained.

e. **Current employment.** Collate data relevant to current job. It should contain a job description, terms of reference, job objectives, job skills and competences, unit training and development, and so forth.

f. **Certificates and personal records.** Archive documents such as qualifications, appraisal reports, interview notes and course reports, and so forth.

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

Responsibilities

8. sS are to:

a. Implement Defence Direction on the use of PDRs.

b. Provide additional guidance and support to assist people in the use and maintenance of their PDR.

c. Evaluate the effectiveness of the PDR to ensure a realistic return on investment.

d. Funding PDRs.

4 Relocated Legacy Policies

Where appropriate, legacy policies, direction and guidance that were contained within JSP 898, but were either only references to other JSPs or DINs, or have been relocated to more appropriate JSPs or DINs, are listed here.

4.1 Defence Language and Cultural Awareness Training Policy (formerly 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)

4.2 Defence Logistics Training Policy (formerly 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.

4.3 Guidance in Initial Action to be Taken when Discovering Incident involving Death or Serious Injury (formerly 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)

4.4 Criminal Records Bureau (CRB) Employment Checks and Checks on Personnel Working Children and Vulnerable Adults (formerly Part 5, Chapter 3)

Reference to this policy, which resides within JSP 893: Policy on Safeguarding Vulnerable Groups, has been removed from this JSP.

4.5 Harassment Complaints Procedure (formerly 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.

4.6 Tri Service Operational and Non Operational Welfare Policy (formerly 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.