# Chapter 5: Apprenticeships and Accreditation

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# 1 Preface

## 1.1 Introduction

1.1.1 This Policy has been developed in in accordance with legislation and trusted sources of information, primarily the GOV.UK and ACAS websites.

1.1.2 JSP 822 Chapter 5 sets out Defence policy for the governance, management, assurance and funding of apprenticeships and accreditation. It provides direction to sS and Defence organisations on selecting the most appropriate route, ensuring public value, maintaining quality and maximising the professional and operational benefits derived from Defence investment in training and education. The single Services (sS) are to consider apprenticeships and accreditation as part of a coherent skills and qualifications development pathway rather than isolated activities. Where suitable apprenticeship standards exist, they should normally be utilised to maximise the benefits of nationally recognised qualifications, access to external funding and workforce development.

1.1.3 Defence invests significantly in the development of its people through education, training and professional development. The Armed Forces is unique across UK employers in providing a learning and development offer that provides accreditation from Level 1 to Level 8 on the Regulated Qualifications Framework and funds the resulting qualifications. The Leadership and Management accreditation pathway begins in Phase 1 training and maps the mandatory career management training that a SP undertakes as part of their career advancement. Phase 2 training through Apprenticeships is the starting point for enlisted SP trade accreditation pathways that maps the mandatory trade training that a SP undertakes as part of their trade progression. A third strand to the Armed Forces learning and development offer is funded post graduate education that SP may require for their role along with elective full and part-funded education and training opportunities. These accreditation pathways simultaneously enable the knowledge, skills, experience and behaviours gained through military service to be recognised against nationally and professionally accepted standards while enhancing operational capability, strengthening professional credibility, supporting career development and improving the transferability of Defence learning.

## 2 Apprenticeship Policy

**Policy Sponsor: TSLD, MSHQ**

### 2.1 Introduction

2.1.1 Apprenticeships are workplace learning programmes that combine practical on-the-job training with structured study, with a minimum of 20% completed as off-the-job learning. They provide a nationally recognised qualification at no cost to the individual and represent a practical route into higher education and professional accreditation. The Ministry of Defence is the largest apprenticeship employer in England[1].

2.1.2 Apprenticeships are a core element of the Defence offer and make a significant contribution to skills development and accreditation. TSLD is responsible for the Armed Forces Apprenticeship Programme while the sS deliver and assure their own schemes. This policy sets direction for the governance and management of apprenticeships in accordance with Department for Education funding rules and Ofsted inspection requirements

### 2.2 Principles

2.2.1 The Armed Forces Apprenticeship Programme supports Defence Tasks by accrediting Phase 2 training, developing workplace competence through trade appropriate apprenticeships. New recruits should be offered an appropriate apprenticeship at a minimum of Level 2 where a suitable standard exists or can be developed; where a suitable apprenticeship standard does not exist, sS should seek to accredit the training through an appropriate Regulated Qualification where this is operationally, educationally and financially viable. In accordance with the Department for Education's funding rules, apprenticeships must have a minimum duration of 8 months.

2.2.2 Progression apprenticeship[2] may be offered throughout an individual's career, where appropriate, and must be mapped to role requirements. A minimum of 20% off-the-job training must be completed during working time and accurately recorded through the chain of command and training providers; this may be delivered flexibly. Apprenticeships are available at different levels as detailed in Table 1.

1 Scotland has their own apprenticeship provision, due to MOD PAYE Govt direction being all armed forces apprentices to be under the English provision irrespective of base location.

2 Progression apprenticeships are intended to support continued professional development throughout a Service Person's career and normally build upon prior trade training, professional competence or apprenticeship achievement.

| Name | Level Equivalent Educational Level |
|---|---|
| Intermediate 2 | 5 GCSE passes at grades A* to C (grades 9-4 from Sep 17) |
| Advanced 3 | 2 A Level passes |
| Higher 4,5 | Foundation Degree and above |

*Table 1: Apprenticeship Levels*

### 2.3 Governance

2.3.1 TSLD provides overarching direction and guidance, coherence and communication for the Armed Forces Apprenticeship Programme, while sS are responsible for setting requirements for, and delivering, their own apprenticeship programmes. TSLD is the Defence lead for engagement with Other Government Departments (OGD), the Department for Education and the Cabinet Office, sS must notify TSLD of any engagement with OGD. Key external organisations include:

- Department for Education (DfE). Leads national skills and apprenticeship policy, including the funding rules, and the overall apprenticeships system in England.
- Department for Work and Pensions (DWP). Supports skills development and employment initiatives that complement apprenticeship provision and workforce development across the UK.
- Skills England (SE). Provides strategic oversight of skills requirements, development of apprenticeship standards, and helping to align apprenticeship provision with current and future workforce needs.
- Office for Standards in Education (Ofsted). Inspects and regulates apprenticeship training providers to ensure the quality and effectiveness of apprenticeship delivery.
- Office for Qualifications (Ofqual). Regulates qualifications and awarding organisations to ensure apprenticeship-related qualifications are valid, reliable, and fit for purpose.
- Quality Assurance Agency for Higher Education (QAA). Safeguards and enhances academic quality standards within higher education institutions involved in the delivery of higher and degree apprenticeships.
- Office for Students (OfS). Regulates higher education providers in England, ensuring that higher and degree apprenticeship provision delivers positive outcomes for learners and employers.

2.3.2 Apprenticeship governance meetings are structured to ensure issues are considered at the correct level and escalated only where wider Defence direction, risk ownership or senior decision is required. Routine policy, delivery, assurance,

funding and stakeholder issues are managed through the Apprenticeship Stakeholder Working Group (ASWG), chaired by SO1 Skills Strategy and attended by empowered single Service and relevant MOD representatives. Matters that require cross-Defence coherence, resolution between Services, or direction beyond the apprenticeship community are escalated by SO1 Skills Strategy to the Defence Through Life Development Steering Group (DTLDSG). Where issues have strategic People, Training or Education implications, or require senior endorsement, DTLDSG may refer them to the 1* Training and Education Steering Group (TESG). This provides a clear route from working-level apprenticeship management, through Defence policy governance, to senior strategic oversight.

2.3.3 **Apprenticeship standards** define the knowledge, skills and behaviours required of competent tradespeople. Apprenticeships standards are defined by Skills England. sS are encouraged to support Occupational Groups with suitably qualified personnel where appropriate and must inform TSLD of such participation (more information is at Annex A). All apprenticeship standards must include an Apprenticeship Assessment to evaluate occupational competence, conducted by an organisation listed on the Apprenticeship Providers and Assessment Register[3] (APAR).

## 2.4 Eligibility

2.4.1 Personnel must be employed in a role that supports apprenticeship delivery. Apprenticeships for FTRS personnel are at single-Service discretion and must take account of the individual's ability to complete the programme within their contract period.

2.4.2 Full apprenticeships are not currently available to Reserve Forces due to TACOS and in line with Department for Education policy; specifically, because Defence is not their primary employer. Accreditation Sponsors should instead develop vocational or transferable skills through accreditation[4], such as leadership and management, to demonstrate the civilian value of skills gained through military service.

## 2.5 Elective Apprenticeships

2.5.1 All apprenticeship requirements for Defence trades and professions must be identified by Heads of Profession and submitted to sS apprenticeship teams who will manage all contractual and administrative requirements. They must be role-related and employer-led; they are not to be used for elective personal development, and ad hoc arrangements with external providers are not permitted. New apprenticeship requirements must be authorised by the appropriate sS lead.

3 APAR lists training provider organisations who are eligible for government funding to train apprentices:
Apprenticeship provider and assessment register (APAR)

### 2.6 Recording of Apprenticeships on JPA

2.6.1 Recording of apprenticeships on JPA is at the discretion of the sS and must use the approved standard template and reporting format. Apprenticeship completion may be linked to career progression and provides assurance for audit purposes. On completion, the pass certificate must be submitted to the applicable organisation for recording on JPA in accordance with the relevant Business Process Guide, ensuring the correct apprenticeship level descriptor and full qualification details, including the Skills England standard code, are entered in the appropriate fields.

2.6.2 The Name Field should be populated with the following and only the Level should be changed depending on the level of apprenticeship attained:

"Educational|Apprenticeship L2-5|Joint".

**Inspections and Assurance**

### 2.7 Safeguarding

2.7.1 All apprentices, irrespective of age, rank or working environment, are subject to safeguarding requirements. All personnel carrying Chain of Command responsibilities for apprentices are to comply with JSP 834 and any sS safeguarding policy.

2.7.2 Training providers must have appropriate safeguarding arrangements in place and comply with Department for Education safeguarding requirements applicable to apprenticeship provision. Concerns relating to the welfare or safety of apprentices are to be managed in accordance with JSP 834 and local safeguarding procedures.

2.7.3 External inspection, audit or assurance of apprenticeship provision, including by Ofsted, provides independent scrutiny of safeguarding arrangements but does not transfer safeguarding responsibility from Defence. The Chain of Command remains responsible for the welfare, safety and wellbeing of apprentices and is to discharge those responsibilities in accordance with JSP 834 and relevant single-Service policies.

### 2.8 Training Assurance

2.8.1 **1 LoDA.** Apprenticeship training delivered by Defence is subject to the normal assurance and governance arrangements detailed in JSP 822 Chapter 1. Training Providers (TPs) are responsible for assuring the quality and effectiveness of apprenticeship delivery within their area of responsibility.

2.8.2 **2 LoDA.** The Service Duty Holder for Education and Skills (SDE) is responsible for assuring the quality of externally delivered apprenticeship provision and for

ensuring that contractual, performance and compliance requirements are met by training providers.

2.8.3 Apprenticeship Self-Assessment Reports, Quality Improvement Plans and learner feedback mechanisms are to be maintained in accordance with single-Service direction and be available for scrutiny during assurance activity and inspection.

## 2.9 External Assurance and Inspection

2.9.1 Defence apprenticeship provision will be subject to external assurance, inspection or audit by a range of independent organisations, depending on the nature of the provision.

### a. Ofsted

- Inspects the quality of apprenticeship education and training delivered by training providers.
- Evaluates the effectiveness of teaching, learning, leadership and learner outcomes against the Education Inspection Framework (EIF)[4].
- Ofsted's remit generally applies where apprentices undertake on-the-job and off-the-job training delivered by an Ofsted-inspectable provider.

### b. Ofqual

- Regulates qualifications and awarding organisations in England.
- Provides assurance that regulated qualifications delivered as part of an apprenticeship remain valid, reliable and aligned to national standards.

### c. Awarding Organisations (AOs)

- Quality assure the delivery, assessment and certification of regulated qualifications.
- Conduct assurance activity to confirm that assessment decisions are valid, consistent and meet awarding body requirements.

### d. External Quality Assurance Organisations (EQAs)

- Provide independent assurance that End-Point Assessment (EPA) organisations are operating in accordance with statutory requirements and approved assessment plans.

[4] Education inspection framework (EIF) - GOV.UK

- Confirm that apprenticeship assessments are conducted fairly, consistently and to the required occupational standard.

**e. Government Internal Audit Agency (GIAA)**

- Conducts independent audits of Defence apprenticeship activity, funding compliance and governance arrangements.
- May review the management of apprenticeship funding, learner eligibility, evidence retention and subcontracted training arrangements to provide assurance that public funds are being used appropriately.

**f. Subcontractor Assurance**

- Where Defence or its training providers subcontract elements of apprenticeship delivery, those arrangements may be subject to external audit and funding assurance activity.
- Assurance activity focuses on compliance with DfE funding rules, contractual obligations, learner outcomes and value for money.

2.9.2 **Ofsted Inspection.** Where apprenticeship provision falls within Ofsted's remit, Defence training providers and apprenticeship delivery partners may be inspected against the current Ofsted Education Inspection Framework (EIF). Ofsted inspections assess the quality of apprenticeship training, including curriculum design, leadership and management, teaching, learner progress, achievement and the effectiveness of both on-the-job and off-the-job training.

## 2.10 Financial Assurance

2.10.1 sS must maintain accurate and robust costing evidence for each apprentice that they are claiming for and make it available during funding assurance, audit or review activity by the DfE.

2.10.2 Where Defence acts as the contracted employer-provider the financial assurance requirements mandated by the DfE are to be met. Any required assurance reports, compliance certificates or audit returns are to be submitted in accordance with prevailing DfE funding rules.

2.10.3 Each apprenticeship standard remains subject to a funding band maximum[5]. The evidenced total negotiated price must not exceed that maximum.

2.10.4 The SDE is responsible for ensuring appropriate stewardship of apprenticeship funding.

[5] Apprenticeship funding - GOV.UK

### 2.11 Audit and Inspection Reports

2.11.1 Audit reports, inspection reports and financial assurance findings are to be retained by the relevant sS and copies forwarded to TSLD for information and cross-Defence assurance purposes.

### 2.12 Funding

2.12.1 The Armed Forces pay the apprenticeship levy bill into a government centralised Growth and Skills Levy (GSL) pot. External training providers and the sS then draw down apprenticeship levy funding when the appropriate training is provided. The MOD, like all employers with a pay bill of over £3M, pays 0.5% of their pay bill into the GSL. Like all apprenticeship employer providers, the MOD has been able to apply for additional funds from the GSL - for which we pay a co-investment fee.

- With effect from 1 Aug 26, there is no co-investment fee for apprentices aged under 25, while those aged 25+ attract a 25% co-investment fee.

2.12.2 Government Apprenticeship Service employer accounts are used to fund and manage military apprenticeship programmes. Each Service must nominate an accountable individual to control user access, ensuring access is granted only where required and removed when no longer needed. Should the military or CS be running an underspend the military/CS are encouraged to transfer levy to each other to support the whole force. Apprenticeship levy underspend remaining for one year will be returned to the Treasury. Options to reallocate levy funding, including transfer from other organisations or use within a central pot, will be managed by TSLD with support from the sS and CS.

2.12.3 Accurate evidence must be maintained to demonstrate that each apprenticeship is delivered and funded in accordance with Department for Education funding rules. As a minimum, evidence must demonstrate:

- The planned and actual apprenticeship training hours attributable to the programme, including both on-the-job and off-the-job training.
- Compliance with the minimum apprenticeship duration requirements.
- Delivery of the mandatory off-the-job training requirement within working hours.
- Assessment of prior qualifications, education, training and relevant work experience to determine recognition of prior learning (RPL).
- The apprentice's eligibility for funding and participation in the programme.
- Continuous learning and participation throughout the apprenticeship.

- Completion and retention of an apprenticeship evidence pack, as determined by the relevant single-Service (sS) lead, which documents the learner's apprenticeship journey from enrolment to completion.

2.12.4 Where evidence is incomplete, inconsistent, or fails to demonstrate compliance with Department for Education funding rules, continuous learning, or funding eligibility, funding for the affected learner or period of delivery may be recovered.

2.12.5 Funding data must be recorded and retained on a Department for Education approved learner management system that is managed by sS leads/contractor.

### 2.13 Care Leavers Bursary

2.13.1 Government funding[6] is available to support apprentices who have previously been in the care of a local authority and their employers or training providers. Service personnel who meet the care leaver eligibility criteria may access this support, which includes financial assistance for the apprentice and an additional payment to the employer to aid successful participation and completion of the apprenticeship.

2.13.2 The authoritative source for eligibility, funding values, payment arrangements, and compliance requirements is the Department for Education Apprenticeship Funding Rules for Employer-Providers (England), which should be applied in all cases. The policy and application for Care Leavers Bursary can be found at Annex B.

### 2.14 Joint Trade Training

2.14.1 Where apprenticeships are delivered to more than one service, the lead service will conduct the funding, assurance and governance of that programme.

### 2.15 Military Provost Guard Service (MPGS)

2.15.1 In accordance with AGAI Vol 2, Ch 043, Pt 9, MPGS forms part of the Provost Branch under the Provost Marshal (Army) as Head of Capability. As MPGS personnel are Regular Army soldiers regardless of originating Service or funding FLC, the Army Apprenticeship Management team manages their apprenticeships and, where appropriate, draws down the associated levy funding.

2.15.2 Any apprenticeship requests or enquiries by MPGS personnel should be referred to Army Pers-Pol-AAP-WO App.

### 2.16 Royal Fleet Auxiliary (RFA)

2.16.1 The Royal Fleet Auxiliary forms part of the Ministry of Defence Civil Service workforce. Apprenticeship provision for RFA personnel is managed by the Royal Navy Apprenticeship Management team and, where appropriate, the associated

6 The Care Leaver Bursary became available for all new apprentices from 1 Aug 18. This instruction comes from the Department for Education (DfE) Apprenticeship funding rules August 2025 to July 2026 (Paragraph 104 – 111), and covers payments to both employers and care leaver apprentices.

apprenticeship funding is drawn from the Ministry of Defence Growth and Skills Levy account.

2.16.2 Any apprenticeship requests or enquiries by RFA personnel should be referred to: WO APP RN

### 2.17 English and Mathematics

2.17.1 It is at the discretion of the sS whether 19+ undertake functional skills. sS must comply with DfE Functional Skills requirements and the direction set out in this JSP; where Level 2 cannot be achieved during the apprenticeship, Level 1 is the minimum acceptable standard.

### 2.18 Points of Contact

| | |
|---|---|
| **Defence** | SO1 Skills Strategy TSLD (People-TSLD-Skills Strat SO1) |
| **RN** | Head of Royal Navy Apprenticeships (NAVY PEOPLE-TMG PACC SO1) |
| **Army** | SO1 Apprenticeships (Army LFC-G7-L&D-AAPpGP&C-SO1) |
| **RAF** | Head of Apprenticeships (22Gp-APP-SO1) |
| **CS** | AHd Civ HR (People-CivHR-Strat AppsOR AHd) |

## 3 Accreditation Policy

**Policy Sponsor: TSLD, MSHQ**

### 3.1 Introduction

3.1.1 The 2024 Defence Accreditation Review identified that accreditation of professional upskilling is now the norm expected by employees across all sectors. Well-evidenced benefits include recruiting, retention, reputation, validation, social mobility and transition.

3.1.2 The Defence People plan SO 2: 'Maximise Talent' build…skills and capability through a range of formal training courses, on-the-job learning**, professional qualifications and accreditations**, apprenticeships and talent management programmes'.

3.1.3 The 2025 SDR states that along with appropriately increasing use of civilian providers, Defence training should align with civilian qualifications and standards to *"improve skills development and the entire people ecosystem: recruitment and retention; employment for veterans; zig-zag careers between Defence and other sectors; integration with industry; and mobilisation of the Reserves in the event of war."*

3.1.4 Previous Defence Accreditation policy has required that all military training courses should be accredited with recognised qualifications. This revision aims to build on this requirement with simplified policy including underpinning principles, governance structures, an expanded definition and supporting tools to assist MC to further develop their Accreditation portfolios in line with the SDR direction.

3.1.5 **Scope.** This Defence Direction applies to all Regular and Reserve Service personnel (SP), as well as MOD Civil Servants (CS) where they attend military training.[7]

### 3.2 Definition

3.2.1 Accreditation in Defence is defined as official external recognition of an individual's professional KSE, achieved via:

- the award of a certificate or qualification by regulated educational institutions or industry / professional awarding organisations,[8] mapped whole or in part to Defence training.

- achievement of a designated status (typically a benchmarked membership level) by recognised external industry professional bodies,[9] linked to Defence training and professional progression.

### 3.3 Principles

3.3.1 All military Training and Education should be accredited; training design and delivery must include an accreditation plan. Course designers are to articulate Training Objectives in civilian language to facilitate and maximise accreditation opportunities.

3.3.2 Qualifications/certifications should form part of progression pathways e.g. professions and/or further education, unless there is justification for stand-alone opportunities.

3.3.3 Where training is already incorporated into Apprenticeships, further or additional Accreditation options should only be developed where there is a clear gap and/or benefit, such as accrediting additional learning material within training that is not covered by the Apprenticeship (e.g. coaching qualifications) or through professional industry body membership opportunities that can be continued beyond the specific Apprenticeship to support professional development pathways.

3.3.4 Resources should be prioritised on (not in particular order):

7 CS accreditation is CS owned and directed

8 Including the Ofqual regulated Defence Awarding Organisation

9 If not a regulated body, this would typically be the recognised leading industry body

- early career upskilling[10]
- ensuring that specialist military career pathway accreditation opportunities meet or are close to generalist pathways (using the DAO as required)
- enabling equity of opportunity across MC as appropriate
- opportunities with additional retention value/pinch point
- facilitating development of professions and education pathways.

### 3.4 Funding

3.4.1 **Mandatory accreditation.** Where accreditation (qualification, certification or professional industry body membership) forms a mandatory legal/professional license-to-practice in Service, it should be publicly funded. MC Accreditation Leads can advise. JSP752, Chp 13 Section 1 refers.

3.4.2 **Elective accreditation**. Public funds may not be used for elective professional industry body membership for military personnel[11] When there is direct benefit to Defence, and where resources permit, public funds may be used for mapping and / or qualifications on the RQF or equivalent professional benchmarked certificates e.g. Project Management. Where resources do not permit, or the benefit to Defence is less evident, information should be provided to SP about self-funding. For military personnel, this includes use of Standard or Enhanced Learning Credits (SLC/ELC), subject to all requirements and rules of those programmes (noting that two sources of public funds cannot be used for the same accreditation e.g. unit subsidy and SLC).

### 3.5 Selection of Accreditation

3.5.1 **Commercial considerations.** Any accreditation that attracts public funds or consumes/accesses Defence resources including infrastructure must seek Commercial Branch advice. Where opportunities are signposted only, it is good practice to seek advice.

3.5.2 **Evaluation of value.** There are multiple types of accreditation (vocational, academic, memberships) and often multiple providers (awarding bodies, colleges, universities, training partners) of each. Selection of the most appropriate should be a careful balance of factors including:

- total costs (including mapping, certification, Quality Assurance and resource costs);
- level/assessed value to priority stakeholders;

10 Focus on first 6 years OR and OF; Government agenda of Level 2+ for wider employability.

11 Although may be claimable on Self-Assessment Tax Returns in line with HMRC rules. CS have CS funding.

- linking to PDSF/skills evidencing;
- quantity of any extra work required;
- likely achievement rates;
- access to further development/learning pathways;
- access to CPD opportunities;
- individual organisation priorities e.g. pinch point retention.

Further advice should be sought from MC Accreditation leads.

3.5.3 The Ofqual-regulated Defence Awarding Organisation (DAO) may be available for bespoke/niche accreditation. Requests for Accreditation Process is at Annex C. Requests will be considered at the Defence Accreditation Working Group (DAWG).

### 3.6 Governance

3.6.1 **Defence.** TSLD will chair the DAWG, feeding into the Through Life Development (TLD) SG.

3.6.2 **Responsibilities**. TSLD own the Defence Skills Strategy and Accreditation policy; they should develop a cohered Defence accreditation matrix, maintain oversight of / H2A Defence Accreditation delivery; collate data and report into the Training Education Steering Group (TESG).

3.6.3 **Roles.** AH TLD is the Defence Accreditation lead and Chair of Governance for the Defence Awarding Organisation Board and Chair of the TLD SG, reporting into the 1* Training & Education Steering Group (TESG) and 2* Integrated Individual Training & Education Board (IITEB). SO1 Pers Dev Ed, TLD chairs the quarterly DAWG reporting into the TLD SG.

3.6.4 **Military Commands (MC).** There must be a clear MC governance chain using WG/SGs or equivalents from training point of delivery up to HQs and into the DAWG.

3.6.5 **Responsibilities.** MC must: develop a MC Accreditation plan and policy; designate roles and responsibilities; maintain a coherent governance chain and a full matrix of accreditation opportunities across professions/trades/cap-badges; report accreditation metrics; identify opportunities/gaps.

| **MC Accreditation Leads** | |
|---|---|
| **Navy** | **NAVY PEOPLE-TMG PACC SO1** |
| **Army** | **Army LFC-G7-L&D-PolSkills-SO2c** |
| **RAF** | **SO2 Accreditation, A&E Wg, 22 Gp** |
| **CSOC** | **tbc** |

3.6.6 **Roles.** Service Directors of Education are MC Accreditation Heads; Leads, subordinate roles and delegations are to be stipulated in MC policy. The SDE or empowered OF5 must attend the TLD SG; OF4/3 empowered SQEP must represent MC at the DAWG.

### 3.7 Quality Assurance

3.7.1 All accreditation schemes are to include internal and external quality assurance (IQA/EQA) arrangements that ensure the validity, reliability and comparability of assessment outcomes, in accordance with the regulatory framework applicable to the awarding organisation (e.g Ofqual). As a minimum, IQA is to be delivered in accordance with Defence Systems Approach to Training (DSAT) requirements, and EQA activity is to be supported effectively. However, regulatory interpretation can vary between awarding bodies; where a particular awarding organisation IQA or EQA requirements create significant additional burden on resources then advice should be taken from the MC Accreditation lead.

3.7.2 **DAO Assurance of Qualification-Bearing Training**. To award qualifications, the DAO must use Defence System Approach to Training (DSAT) Quality Assurance policy to Holding to Account (H2A) training providers, ensuring assessments and assurance are valid, reliable, and consistent with regulatory requirements.

## 4 Post Graduate Education

**Policy Sponsor: TSLD, MSHQ**

### 4.1 Overview

4.1.1 Defence requires postgraduate education (PGE) where it delivers a clearly defined Defence requirement and demonstrable organisational benefit, rather than simply providing an individual qualification. PGE enables Defence personnel to develop the advanced knowledge, analytical capability and professional currency needed to operate in increasingly complex national and international environments. It strengthens Defence's ability to engage credibly with industry, academia, allies and partners; supports professional upskilling linked directly to capability outcomes; and provides routes for role-specific education, research, fellowships and other approved academic pathways. Where used appropriately, PGE should improve organisational performance, support future capability, enhance value for money through coherent provision, and ensure that the knowledge, skills and professional networks gained are applied in support of Defence outputs.

4.1.2 Where PGE is funded, sponsored or substantially supported by Defence, the sponsoring organisation must consider whether a Return of Service (RoS) is required in accordance with extant MOD and single Service regulations, including JSP 754 where applicable. Any RoS requirement must be proportionate to the cost, duration and Defence benefit of the PGE intervention, recorded before commencement, and made clear to the individual as part of the approval process. Sponsors should seek advice from their single Service education, career management or personnel policy authority where Service-specific RoS provisions apply.

4.1.3 The POCs for all the sS are listed below:

| **Post Graduate Education Leads** | |
|---|---|
| **Navy** | **NAVY PEOPLE-PSP LDPol ElectSO2** |
| **Army** | **LEDG-EdBr-PersDev-SO2b** |
| **RAF** | **22Gp-AandEWg-SO2-FEHE** |
| **DEFAC** | **DEFAC-DCMCI-HQ SO2PGEd** |

## 5 Annexes

A. Guidance for Armed Forces Representation on Apprenticeship Occupational Groups
B. Care Leaver's Bursary – Application Form
C. Request for Accreditation Process

**Annex A to**
**JSP 822 Ch 5**
**Dated Oct 26**

## A - Guidance for Armed Forces Representation on Apprenticeship Occupational Groups

### Introduction

1. Apprenticeship Standards are articulated by employer led Occupational Groups[12] which form part of the wider Expert Networks. It remains in the MoD's best interest to participate in any Occupational Groups which may impact upon apprenticeship schemes we deliver now and in the future.

### Aim

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

### Scope

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

    a. Guidance for identifying a requirement for Occupational Groups participation and selecting an appropriate Armed Forces representative.

    b. Specific responsibilities of representatives.

    c. Knowledge and experience required for Occupational Group participation.

    d. The key stakeholders involved with apprenticeship and Occupational Group activity.

### Guidance For Armed Forces Participation In Occupational Groups

4. With very few exceptions, Occupational Groups are composed of employers drawn from the same industry sector and include both small and large employers. They are chaired and coordinated by the Skills England product manager. They may include other co-opted members from interested organisations (professional bodies, awarding organisations and training providers) but the emphasis remains on the employer requirement. Skills England will decide when to engage with Occupational Groups[13]. The end-to-end process for establishing an Apprenticeship Standard, estimated to take 12-15 months.

12 Occupational Groups has been previously been referred to as Trailblazer Groups and Interest Groups.

13 There could be rare occasions when Skills England make changes to apprenticeships without consulting.

5. Delivering an Apprenticeship Standard will follow these principles:

    a. Skills England will decide when to develop or revise a skills product; including foundation apprenticeships, apprenticeship units and apprenticeships.
    b. Changes are driven by Government priorities.
    c. Skills England will engage with Occupational Groups throughout the process.

6. All approved Standards are reviewed depending on what will have the most impact. Skills England identify Standards for review which potentially require updating or amending to bring them in line with industry requirements and current Skills England legislation. It is imperative that the AF are represented on any Occupational group which may impact upon apprenticeship schemes we currently deliver or may deliver in the future. The process for reviewing/revising a standard is the same as the process for creating a Standard.

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

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

9. During the peak times of development of a new apprenticeship standard, the workload for a member of an Occupational Group may consume as much as 15% of the working time available. Skills England retains ownership of apprenticeship standard development and will seek Armed Forces input where Defence expertise is required.

**Responsibilities Of Armed Forces Occupational Group Representative**

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

    a. Attend Occupational Group meetings on behalf of the other Services.

    b. Participate in Occupational Group discussions and represent Tri-Service views.

    c. Circulate, for comment, draft standards, draft assessment plans and other documents produced by the Occupational Group, to all interested parties throughout the MoD.

d. Consult with other stakeholders and incorporate their views into proposals for amendment of Apprenticeship Standards or Assessment Plans.

e. Sign off, on behalf of the MoD, any new or revised standards and the associated assessment methodology, having discussed them with the associated AF stakeholder group.

f. Agree, on behalf of the MoD, the assignment to the Crown, of any Intellectual Property Rights and copyright generated by the work of the Occupational Groups.

**Knowledge And Experience**

11. Anyone acting as a MoD representative on an Occupational Group must have the following knowledge/experience:

    a. Thorough understanding of the professional knowledge of the employment trade being represented and a high level of experience of that trade.

    b. A practitioners' understanding of the process for military training requirement setting and of the trade Phase 2 and Phase 3 training that would contribute to the successful achievement of the apprenticeship programme.

    c. A good understanding of any plans for re-organisation of the trade or changes to Phase 2/3 training.

12. An Occupational Group representative will also have a good understanding of the professional progression/accreditation already available to any trade being represented on the Occupational group.

**Stakeholder Groups**

13. Occupational Group representatives should consult, as necessary, with the following stakeholders:

    a. Own Service Head of Profession.

    b. The lead for the trade being represented from Defence T&E establishments.

    c. Other single Service Heads of Profession or other stakeholders who have identified themselves as having an interest.

    d. Other single Service apprenticeship lead organisations.

    e. MoD apprenticeship team in TSLD.

14. Representatives should raise any issues or risks that cannot easily be resolved to single Service apprenticeship leads or to Apprenticeship Stakeholder Working Group.

**Annex B to**
**JSP 822 Ch 5**
**Dated Oct 26**

**B - Care Leavers' Bursary – Application Form**

1. This form is to be completed to trigger the payment of the Care Leavers' Bursary for eligible apprentices and the associated additional payment for employers. Once complete the original copy is to be uploaded onto the Apprenticeship Management Information System (MIS) and kept available for audit purposes. This form is to be accompanied by an official signed correspondence from the Care Leavers Local Authority confirming the individual is eligible for the Apprenticeship Care Leavers Bursary.

2. Apprentices are eligible to receive a £3,000[14] payment, split into three £1000 instalments over the course of the first year of their apprenticeship, if they are:
    a. **An eligible child** – a young person who is 16 or 17 and who has been looked after by the local authority/health and social care trust for at least a period of 13 weeks since the age of 14, and who is still looked after.

    b. **A relevant child** – a young person who is 16 or 17 who has left care after their 16th birthday and before leaving care was an eligible child.

    c. **A former relevant child** – a young person who is under the age of 25 who, before turning 18, was either an eligible or a relevant child.

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

| **Apprentice Declaration:** | | | |
|---|---|---|---|
| I confirm that:<br><br>• I have read and understood the eligibility criteria described at Paragraph 2 and consider myself eligible for a care leaver's bursary.<br>• I would like to receive a £3000[15] care leaver's bursary.<br>• I understand that this is a one-off Care Leaver's Bursary payment of £3000 and confirm I have not received a Care Leaver's Bursary payment previously, including from a previous apprenticeship (this only includes the care leavers' bursary provided by DfE/DWP; other local incentives do not apply).<br>• If I am found to have accepted the payment incorrectly or if I am ineligible, then the money must be repaid and disciplinary action may be taken – if I am found to have made a fraudulent claim.<br>• I have provided my Chain of Command with a signed letter from my local authority appointed Personal Advisor confirming that I am a care leaver and meet the criteria to receive a bursary.<br>• I understand and agree that my application and associated paperwork will be retained for audit purposes. | | | |
| **Surname:** | | **Initials:** | |
| **Rank:** | | **Service Number:** | |
| **Signature:** | | **Date:** | |
| **Title of apprenticeship:** | | **Unique Learner Number (ULN):** | |
| **Apprenticeship Start Date:** | | **Age at start of apprenticeship:** | |

15 Dependent on eligibility, see para 2 of Annex B.

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

| | | | | | |
|---|---|---|---|---|---|
| **Rank/Title:** | | **Name:** | | **Signature:** | |
| **Appointment:** | | **Unit/ Company:** | | **Date:** | |

**Annex C to**
**JSP 822 Ch 5**
**Dated Oct 26**

## C – Request for Approval Process

### Introduction

1. Heads of Profession (HoP) and sS training establishments have the responsibility for professionally developing their people; this includes the identification of accreditation opportunities. Any Defence training delivery organisation that seeks accreditation from the DAO is to follow the process outlined below. Accreditation policy will be updated with the process below in due course.

### Process

2. Access the DAO page at the follow location Defence Awarding Organisation - GOV.UK. Review the qualifications that are part of the DAO portfolio by accessing 'Qualification specification' and decide whether these provide suitable accreditation for the training delivered or whether a new qualification is required.

3. Seek authorisation from the Chain of Command and the Military Command (MC) Accreditation lead to submit a Request for Accreditation (RfA), noting that both funded and unfunded RfAs must both be authorised by the MC Accreditation lead.

4. An existing DAO Centre should select the appropriate form on the DAO Quality Management System (QMS) and complete the specified sections. A non-DAO Centre should seek approval through the Defence Accreditation Working Group (DAWG_ before they are loaded onto the DAO QMS, where they will gain access to the following forms:

a) Expression of Interest form – for a qualification that is listed on the DAO page.

b) Qualification Proposal form – for a new qualification.

5. The relevant data captured by DAO is then to be sent to the MC Accreditation Lead for approval and verification of any available funding.

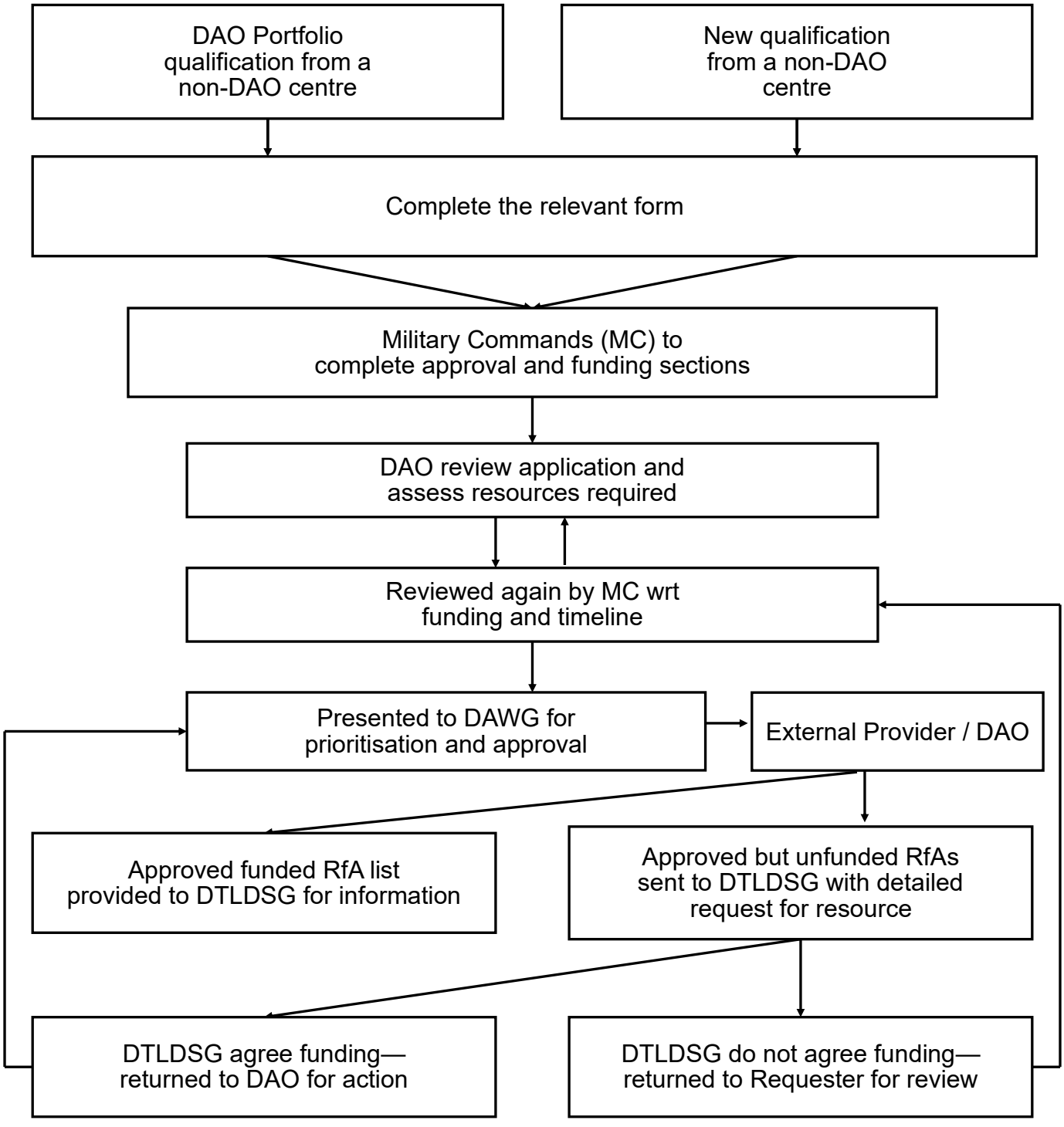
6. The MC Accreditation lead submits the RfA to the DAO who will scope the requirement and engage with the MC lead and if required, directly with the requester.

7. On receiving confirmation from the MC lead, the proposal will be presented to the Defence Accreditation Working Group (DAWG) for prioritisation and approval.

8. Defence Through Life Development Steering Group (DTLDSG) will be notified of DAWG approved funded proposals.

9. DAWG approved but unfunded proposals will be highlighted at the DTLDSG with a request for funding. Where funding is agreed the RfA will be returned to DAO for action. Those where no funding is available will be returned to the requester.

## Request for Accreditation Process



## 6 Document Information

### 6.1 Document Coverage

This Policy supersedes all previous MOD Policy on Skills and Accreditation. The totality of documents included in this Policy Suite are listed in the Policy and Guidance Portal.

### 6.2 Document Information

| | |
|---|---|
| Filename: | Apprenticeships and Accreditation Policy |
| Document ID: | JSP 822, Chapter 5 |
| Owning Function / Team: | Talent, Skills, Learning and Development (TSLD) |
| Service Owner (1*): | People-TSLD-Hd OF6 |
| Approving Authority: | 1* TSLD Training and Education Steering Group (TSLD TESG) |

### 6.3 Document Versions

| Version | Pub. Date | Revised pages |
|---|---|---|
| 5.0 | October 2026 | New Structure |
| 4.0 | December 2024 | 2 – 14 (Skills approach in the context of PDSF) – Changes highlighted blue. |
| 3.0 | February 2024 | Press here |
| 2.0 | October 2023 | Press here |
| 1.0 | September 2022 | Press here |

### 6.4 Linked JSPs

| JSP Number | JSP Name |
|---|---|
| 752 | Tri-Service Regulations for Expenses and Allowances |
| 834 | Safeguarding |

## 7 Applicability

The policy contained in this Volume applies to the Whole Force which encompasses Regular and Reserve personnel[16], MOD Civil Servants, and civilians, including the Ministry of Defence Police and contractors. It is noted that training sourced through the pan-Governmental 'Civil Service Learning / Government Campus' is not subject to the policies in this document.

The policy in this document does not apply to training deemed 'Informal' or 'On-the-Job'. Organisational Learning is captured under the Defence Organisational Learning Strategy (DOLS) Framework owned by Joint Warfare in UKStratCom and is not within the scope of JSP 822.

## 8 Glossary

The Glossary of Definitions, Terms and Acronyms can be found in JSP822 V8.1 Preface.

16 This includes UTCs, and military personnel (Regular & FTRS) that instruct Cadets and CFAVs. This does not include non-military personnel that instruct Cadets and CFAVs.