Table of Contents

1 Preface 2
1.1 How to use this Chapter 2
2 Specific Learning Differences (SpLD) 3
2.2 Governance 9
2.3 Funding 9
2.4 Management 10
2.5 SpLD Advisor Training 10
3 Annexes 12
A - SpLD Points of Contact 13
B - MOD Specific Learning Differences Assessor's Requirements and Guidelines 14
4 Document Information 18
4.1 Document Coverage 18
4.2 Document Information 18
4.3 Document Versions 18
5 Applicability 19
6 Glossary 19

1 Preface

1.1 How to use this Chapter

1.1.1 JSP 822, Chapter 7 sets out Defence Policy on Specific Learning Differences (SpLDs) in training within Defence[1]. The chapter contains the majority of Defence Learning and Development policies for SpLDs in training within Defence; where Defence Learning and Development policy sits outside of chapter, it is clearly referenced throughout.

1.1.2 The chapter is made up of Direction and Guidance:

- Policy Directives provides the Direction that must be followed in accordance with statute or policy mandated by Defence or on Defence by Central Government.
- Policy Guidance provides the Guidance and best practice that will assist the user to comply with the Directives.

1.1.3 The volume employs 'must', 'should' and 'could' language in accordance with JSP 822 Preface.

1.1.4 JSP 822 is the authoritative policy that directs and guides Defence people to ensure that Defence Learning (training and education) is appropriate, efficient, effective and, most importantly, safe. Organisations across Defence have their own policy documents which local policy teams populate and manage, based on their interpretation of the policy contained within JSP 822.

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

1.1.6 **MOD External stakeholders and contractors accessing internal hyperlinks referenced within JSP 822**. JSP 822 is published on gov.uk. If the Authority (customer) requires a supplier to have access to additional documentation that is not available on gov.uk, this should be captured within the contract and the onus is with the Authority to ensure that the provider has access to that documentation in accordance with the Information Security policy in JSP 440. If in doubt as to whether documents can be shared with external audiences, the owner of the document must be consulted.

1 Note that Organisational Learning is captured under the Defence Organisational Learning Structure (DOLS) Framework owned by Joint Warfare in CSOC and is not within the scope of JSP 822.

2 Specific Learning Differences (SpLD)

Policy Sponsor: TSLD, MSHQ

2.1.1 Specific Learning Differences (SpLD) is a term that is used to describe a range of learning differences that are inherent to an individual and which have the potential, to varying degrees, to impact on an individual's ability to undertake learning and complete tasks within the workplace. Those personnel who may have a SpLD, as part of the wider neurodiversity piece, may bring unique and valuable strengths to their work[2], which should be harnessed and embraced by any organisation. SpLDs (Specific Learning Differences), which include Dyslexia, Dyspraxia and Dyscalculia, sit under the neurodiversity umbrella and are part of a wider spectrum of neurodiverse conditions. The term neurodiversity[3] describes the range of differences in individual brain function and behavioural traits, regarded as part of normal variation in the human population.

2.1.2 SpLDs are not always easy to identify and are sometimes interpreted as poor Skills for Life[4]. A SpLD can impact on an individual's: organisation; sequencing; memory; auditory and/or visual perception; spoken language; motor skills; and time management. 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 during initial training (although there is no limitation where single Service (sS) see a benefit). Differences relating to SpLD can manifest at any stage during a career. It is likely SpLD will become apparent at key career change points such as promotion exams or during periods of stress.

2.1.3 The Defence Direction contained within this volume, seeks to ensure that SpLD is principally and proactively managed by the individual, supported where possible by their sS and not a condition that should draw undue attention, impractical or unmanageable special measures. SpLD is a naturally occurring difference to learning that, through targeted support and the implementation of coping strategies, can be successfully mitigated.

2 Chartered Institute of Personnel and Development 'Neurodiversity at Work Guide' dated February 2018.

3 Oxford Dictionary 2019 definition.

4 As per the Scottish Qualifications Authority Skills Framework - Skills for Life are Literacy, Numeracy, Health and Wellbeing, Employability, Enterprise and Citizenship and Thinking Skills.

Scope

2.1.4 This Defence Direction is the SpLD policy for Service Personnel (SP) only. It provides a Learning Support framework for those identified with a SpLD. Reservists should be offered support for their SpLD in the following circumstances (when they are subject to Service Law)5.

- During permanent Service on call-out (either by virtue of the statutory requirement under the Reserve Forces Act 1980 or the Reserve Forces Act 1996 or any other call-out obligation of an officer).
- During home Defence Service on call-out.
- When engaged in a full-time Service commitment.
- When undertaking any duty or training (whether in pursuance of an obligation). This includes any additional duties commitment undertaken.
- When serving on the permanent staff of a reserve force.

2.1.5 Outside of these circumstances, the onus is on the Reservist to identify support or obtain it from their civilian employer. Ministry of Defence (MOD) Civil Servants and contractors are outside the scope of this policy. Civil Servants with SpLD are to refer to the contents of the Disability Toolkit[6]

Aim

2.1.6 To ensure that SP with SpLD are provided with support appropriate to their needs, where feasible within Service and resource constraints. This support should be provided if it does not detrimentally affect others, erode mandated training standards, or threaten operational effectiveness. Such support is to be consistent with this policy and individuals may access support for their SpLD at any career stage, whether during initial training or in productive Service.

Principles

2.1.7 The Defence principles for SpLD are:

- The Armed Forces are exempt from the work provisions relating to protection against disability discrimination in the Equality Act 2010[7].
- SpLDs are not in themselves a bar to recruitment or Service in the Armed Forces if the required standards are met. Individuals who fail to achieve or

5 An analogy can reasonably be drawn when Reservists are subject to Service law (see JSP 830 MSL Version 2.0 Ch 3 para 11).

6 A link to the Civilian Disability Toolkit can be found here.

7 EA10 Schedule 9 Work Exceptions, Part 1 paragraph 4(3).

maintain the standards required for Service, despite feasible support, may be moved to a more suitable role or discharged from the Service.

- SpLDs are recognised as part of a wider spectrum of neurodivergent differences. The Armed Forces can provide screening and assessments for Dyslexia, Dyspraxia[8] and Dyscalculia only. Where visual stress is suspected, screening is to be conducted in accordance with *A Guide for Assessors and SpLD Practitioners*[9]. Should the screening outcomes indicate a requirement for further assessment, the Service Person is to be referred to an appropriately qualified optometrist. Any recommendations resulting from that assessment are to be considered and, where appropriate, implemented to support the individual, including the provision of coloured overlays, filters, or other evidence-based adjustments. Screening or assessment, including support, for all other neurodiversity issues are outside of the scope of this Direction and may require clinical or psychological diagnosis[10].

- Where appropriate, support may include specialist advice, guidance, occupational adjustments, and other reasonable accommodations. Such support is to be provided, where feasible, within Service and resource constraints, provided that it does not disadvantage others, undermine mandated training requirements, or adversely impact operational capability and effectiveness.

- Training objectives, Operational Performance Statements and Competency Frameworks are not to be varied to allow an individual with a SpLD to complete a training event.

- Management of a SpLD is an individual's responsibility but Defence may help through appropriate and feasible support, which should be supported by the Chain of Command.

- Funding for specialist assessment may be provided (refer to paragraph 2.1.12).

- When undertaking elective learning, individuals may use Enhanced Learning Credits (ELC) or Standard Learning Credits (SLC)[11] for additional personal support, or to provide specialist software or equipment specifically to help develop workplace coping strategies.

8 Also referred to as Developmental Co-ordination Disorder (DCD).

9 Specialist guidance on screening and subsequent referral, if necessary, for Visual Difficulties can be found at the link here: SASC Working Group 2018 - SpLD and Visual Difficulties. Screening Protocol Jun 19: link.

10 JSP 950 Medical Policy.

11 More information can be found in JSP 822 Chapter 9. Support can include Formal External Assessment by an Educational or Occupational Psychologist, Specialist Tuition, Assisted Technology (Software) and training designed to assist SP with SpLD. Note this excludes tints/lenses for use by SP.

Approach

2.1.8 Single Services and Cyber and Specialist Operations Command (CSOC) should ensure that they maintain appropriately trained, qualified, and placed SpLD Advisors throughout their Commands, who can provide Learning Support specific to SP with SpLD. The level of SpLD qualification Advisors should hold is to be in line with that recommended by the SpLD Assessment Standards Committee (SASC), British Dyslexia Association (BDA) and the Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS). Detailed below are the levels of qualification SpLD Advisors must hold depending on the role they are performing:

- **Screening, Classroom and Trainer Support**: Should currently hold, or be working towards gaining a Level 4 SpLD qualification.

- **For Specialist One to One Support**: SpLD Level 5 (current Approved Teacher status (ATS)/Teaching Practicing Certificate (TPC)).

- **For the Assessment, diagnosis, and One to One Support**: SpLD Level 7 (current Approved Teacher Status (ATS), Teaching Practicing Certificate (TPC), Assessment Practising Certificate (APC) or be a qualified Educational/Occupational Psychologist).

- **For Joint Council for Qualifications (JCQ) Form 8 Access Arrangements:** Level 7 Assessment Practising Certificate (APC) status.

2.1.9 The responsibility for managing SpLD, once it has identified, lies with the SP. Where the SP has SpLD that impacts on their work, training, or requires Defence involvement they are advised to make their line manager, trainer, or commander aware so that appropriate support may be either signposted or provided. Where the line manager, trainer, or commander suspects that a SP is displaying signs of a SpLD, they should engage with the SP to jointly identify the most appropriate type of support or intervention, if that is what is necessary, working closely with the SpLD Advisor.

Responsibilities

2.1.10 The responsibilities that rest with the individual, as well as Defence are outlined below. Learning Support provision should be co-ordinated by and through the sS SpLD Advisor.

2.1.11 **Defence.** The MOD, through the Military Commands (MC) should ensure that the needs of SP with SpLD should, where practicable and subject to this Direction, be 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 fulfilling productive Service. However, where flexibility exists, and resources allow the needs of SP with SpLD may be accommodated, provided there is no detriment to others, or to the mandated

training standards or operational effectiveness. The Specialist Report or Individual Learning Plan (ILP)[12] agreed should take into consideration the practical implications of meeting these needs in a training or work environment. All SP should be made aware of their SpLD Advisor so that informal advice may be sought when required.

2.1.12 **Single Services (sS)** should:

- ensure that there are suitably trained, qualified, and placed SpLD Advisors throughout the SCs. This includes making provision for ongoing SpLD Advisor training and Continuous Professional Development (CPD)

- ensure that the Chain of Command, including trainers are, suitably educated as to the nature of SpLD and emphasize the necessity to take appropriate action early but sensitively when a SP displays signs of a learning difficulty / difference.

- treat all records with care, obtaining a MOD Consent to Share SpLD Information and Data form when required, marking up any documentation as OFFICIAL SENSITIVE – PERSONAL[13] (refer to the requirements at paragraph 2.4.2).

- fund appropriate and feasible support for the SP, as well as making changes to the working or training environment, which may also need external support, such as assessments by a Specialist Teacher or Psychologist. Advise the SP on what funding support they may expect.

2.1.13 **Chain of Command** should:

- make all SP under command aware of their SpLD Advisor.

- monitor the development of any tailored support initiative or ILP and should provide such support that is appropriate and within resource constraints. Should ensure that any work or training-based changes to support a SP do not detrimentally affect others, erode mandated training standards, or threaten operational effectiveness.

- instill a culture of wider understanding, awareness, and education around the subject of SpLD.

2.1.14 **Commanding Officers** of initial training (Phases 1 and 2) and Phase 3 establishments should, in addition to the responsibilities of the Chain of Command:

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

13 MOD Privacy notice: https://www.gov.uk/government/publications/ministry-of-defence-privacynotice/mod-privacy-notice

- within resources and without compromising the mandated training performance standards, or operational effectiveness, or causing a detriment to others, provide appropriate support for recruits, trainees, or students with SpLD.

- ensure that trainers and staff involved in supervisory care are aware of SpLD and their recruits, trainees or students that have such conditions are signposted to the right support and their SpLD Advisor.

- resource, where possible, appropriate support by trained SpLD Advisors during Phase 1, 2 and 3 training. Time and space should be created to allow such support to take place, within resources and training standards.

2.1.15 **The SpLD Advisor** should:

- be appropriately trained and qualified at, or formally working towards, the levels stipulated at paragraph 2.1.5. Additionally, undertaking personal CPD to maintain and enhance their current working level, including professional accreditation, working within the boundaries of their qualifications.

- be available to the SP with SpLD and ensure that their SP is aware of their role and responsibilities, working within the Chain of Command to provide guidance, advice, and support, together with coaching assistance as required by the SP. Additionally, to liaise with the Chain of Command on any changes to the working or training environment that may appropriately be made to create a more suitable environment.

- offer advice on what support may be available to those SP requiring it. Early emphasis should be placed on coaching and the 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 and with the SpLD Advisor in a supporting role only.

- if appropriate and with the agreement of the SP, conduct screening to ascertain if/what SpLD may be present to better focus support. Screening should be conducted using an approved SpLD Adult Screening tool. A SpLD Assessors' Requirements and Guidelines can be found at Annex B.

- where a SpLD is suspected, an assessment assisted by an Educational, Occupational Psychologist[14] or Specialist Teacher may be conducted if the severity or uncertainty of the learning difference indicated by the SpLD Adult Screening Tool result suggests that this would be desirable. This should lead 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 ILP that provides an appropriate level of support, coaching and coping

14 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. Too early involvement of a psychologist and 'over recommendation' should be avoided.

strategies. On posting, the ILP should be communicated to the individual's new establishment (refer to paragraph 2.4.2 for guidance on confidentiality and handling of personal data).

- where Defence-funded support has been provided, sS are encouraged to record all externally directed ILPs (Individual Learning Plans), track and pass from losing to gaining unit on reassignment of SP concerned and keep records for a minimum of 7 years before archiving (refer to paragraph 2.4.2 for guidance on confidentiality and handling of personal data).

- understand that it is the responsibility of the SP to proactively manage their SpLD, seeking support where appropriate. Any support that is offered should be provided at the earliest opportunity and at the most appropriate level, such as through coaching and the provision of guidance on coping strategies. More formalised assessments and support mechanisms should be viewed as escalatory measures rather than a start point and enacted only if necessary.

- apply any appropriate assessment access arrangements as recommended by a Specialist Teacher or Psychologist, which should be managed and recorded by using the Joint Council for Qualifications (JCQ) Form 8 process[15].

2.1.16 **Individual responsibilities**. Individuals who enter service or join a new unit, station, or ship, with an identified SpLD that impacts on their work or training or requires some form of Defence involvement, are advised to inform their line manager, trainer, or commander at the first opportunity; bringing to their attention any previously agreed form of support, or ILP, for action where appropriate. SP with SpLD that does not impact on their working lives, or who have evolved coping strategies that do not require Defence 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 should be provided in conjunction with the Chain of Command.

2.2 Governance

2.2.1 Sponsor. This Defence Direction is sponsored by TSLD who is responsible for maintaining the policy. The POC (Point of Contact) is People-TSLD-Skills Policy SO2.

2.3 Funding

2.3.1 Responsibility for managing and mitigating SpLD lies with the individual SP. This includes financial aspects that may be a consequence of such management or mitigation that falls outside the MOD's responsibilities to provide suitable working

15 These assessment access arrangements also apply to appropriate examinations taken by SP with identified SpLD needs at any Defence Training Establishment. The JCQ Form 8 process should be adopted within 15 working days of notification.https://www.jcq.org.uk/wp-content/uploads/2020/09/Form-8_2020-1.pdf?ki-cf-botcl=1

conditions. To support, advise and assist, SCs are required to fund through their Top-Level Budget, the following provisions:

- Establishment of trained, qualified, and placed SpLD Advisors.
- Specialist diagnosis, assessment, and support through external professional assistance, such as psychologist assistance, if required.
- Practical and appropriate changes to the training and working environment (such as coloured overlays) where feasible within resource constraints, that do not adversely affect others, erode mandated training standards, or threaten operational effectiveness.
- When undertaking elective learning, Individuals may also choose to use their Standard Learning Credits[16] for certain types of additional support i.e., Specialist Tuition or assisted technology.

2.4 Management

2.4.1 Tracking and record keeping. There is no requirement for sS 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. However, sS are encouraged to make SpLD documentation available when required (subject to paragraph 2.4.2).

2.4.2 **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 notify their line manager, that information is to be treated with care and a MOD Consent to Share SpLD Information and Data form must be completed when required, marking up any documentation as OFFICIAL SENSITIVE – PERSONAL. If consent has been given, that information may be retained, recorded, and shared within the Chain of Command. Processing SPs' SpLD information will enable MOD to offer an effective SpLD support service and to meet its obligations to its personnel[17]. Any processing should be conducted in accordance with the Data Protection Principles.

2.5 SpLD Advisor Training

2.5.1 SpLD Advisor training. sS SpLD Advisors are encouraged to be members of professional institutions which run courses for SpLD training. The following list is not exhaustive and does not prevent sS from seeking training at any other suitable training establishment or alternative organisation.

16 Funding policy relating to SpLD support via the SLC is contained in JSP 822, Chapter 9.

17 The lawful bases under Article 6 General Data Protection Regulation (GDPR) justifying the processing of SPs' SpLD information will therefore be: Article 6(1)(e) (Public task); Article 6(1)(c) (Legal obligation) and/or Article 6(1)(b) (Contract). The lawful bases under Article 9 GDPR justifying the processing of SPs' SpLD information (where this constitutes special category personal data) will be: Article 9(2)(g) (Substantial public interest); and/or Article 9(2)(h) (Assessment of the working capacity of the employee).

Key Organisations	Course, Accreditation and Other Details	Website
British Dyslexia Association (BDA)	Provides information on Continuous Professional Development, Training, Assessment, Resources, Tutor, and Assessor Directory. BDA also has webinars and train the trainer material for Neurodiversity awareness training.	https://www.bdadyslexia.org.uk/services Telephone Number: (0333) 4054555
SpLD Assessment Standards Committee (SASC)	Offers a wealth of information on Learning Providers offering SpLD training courses. Additionally, this website has other useful guidance, resources, and links.	http://www.sasc.org.uk Telephone Number: (01386) 712740
The Professional Association of Teachers of Students with SpLD (PATOSS)	For all those concerned with the teaching and support of pupils with SpLD, for example: dyslexia, dyspraxia, dyscalculia. Membership is open to qualified teachers in SpLD and those studying for either the certificate or the diploma in SpLD.	https://www.patoss-dyslexia.org/ Telephone Number: (01386) 712650

3 Annexes

a. SpLD Points of Contact

b. MOD Specific Learning Differences Assessor's Requirements and Guidelines

Annex A to
JSP 822 Ch 7
Dated Oct 26

A - SpLD Points of Contact

Service / Organisation	Point of Contact
Royal Navy	Individual L&D Elective Pol SO2 Navy Command HQ MP 3.3 Leach Building Whale Island Portsmouth PO2 8BY
Army	SO2 Skills Army HQ APSG Ed Branch Ramillies Building Marlborough Lines Andover SP11 8HJ Mil: 94391 2362
Royal Air Forces	SO3 A&E Wing 22Gp Central Training School A&E Wg Room 221B Trenchard Hall RAFC Cranwell Sleaford NG34 8HB Mil: 95751 6888
Defence Academy	SO2 LCaDGP Compliance Defence Academy Shrivenham Swindon SN6 8LA Mil: 96161 8287

Annex B to
JSP 822 Ch 7
Dated Oct 26

B - MOD Specific Learning Differences Assessor's Requirements and Guidelines

Purpose of Assessment

3.1.1 Assessment within the Ministry of Defence (MOD) workplace should support an understanding of any inconsistencies between what is expected of an individual during training, and for their role in the workplace. The main purpose of assessment is to develop contextual understanding and should promote an insight for the organisation to appropriately and better support the person enabling them to flourish in their career.

Assessor qualifications

3.1.2 Extracted from the Specific Learning Difficulties Assessment Standards Committee (SASC) Guidelines[18]:

"Specialist teachers must hold a current practising certificate in assessing specific learning difficulties issued by their relevant professional association, for example, PATOSS (the Professional Association of Teachers of Students with Specific Learning Difficulties), Dyslexia Action or the British Dyslexia Association."

Psychologists must be registered with the Health Care and Professions Council [HCPC, mandatory from July 2012]. Before July 2012 psychologists were required to hold a current practising certificate issued by their relevant professional association, for example, the British Psychological Association. [The British Psychological Society has now ceased issuing practising certificates.] See news item on this site: http://www.sasc.org.uk/NewsItem.aspx?id=33.

MOD requirements

3.1.3 For a MOD-funded Assessment, there should be focus on the gap between the skills an individual has and those they need to be able to undertake effective day-to-day work and to be operationally effective. The results of an assessment should always lead to an explanation which addresses the issue of why the individual sought advice or was referred for an assessment in the first place. The MOD will provide a general operational performance statement, associated with the branch, trade or stream of work, and relevant job specifications or operational requirements for the individual. The assessment process is to be directly associated with this information and should use an integrated approach.

18 http://www.sasc.org.uk/SASC_Default.aspx?id=5.

Individual needs

3.1.4 The assessment and the subsequent written report are a form of advocacy that should lead the person, those working with them and the organisation, to being better informed as a result. The information discussed and generated during the process should be communicated in clear, straightforward language. The person should be given opportunities throughout to clarify and check understanding of contextual implications. All tests, checklists and questionnaires used should be valid for the individual and clearly relate to explanations for any identified challenges. Every aspect of the assessment is to be focussed on providing advice on the development of strategies which are directly applicable to the individual's role, workplace, operational requirements, and wider life. The use of feedback alongside normal distributions curve graphs or other visual aids is essential to allay concerns and worries about how the test is progressing. This is to be used to support the individual to develop a better understanding of what the results mean for them. Many people worry that the assessment will reveal stigmatizing information, so the assessor must provide reassurance about the positive aspects of having an assessment at the earliest possible opportunity in the process.

Considerations

3.1.5 The assessment is to be structured in the context of the MOD and the individual's needs. There will be unique demands on education and training as well as MOD operational needs. Professional judgement should be used regarding which battery of tests are useful for each assessment using the SASC guidelines for Adult Assessment and are to be appropriately selected to meet the requirement, rather than simply following a sequence of testing.

Holistic Approach

3.1.6 Acceptance and understanding are essential factors in determining whether an individual can move forward and usefully develop strategies as the results of an assessment. Factors such as: family background; educational background and aspirations; cultural influences; appropriate physical and psychological health aspects; and employment history should be comprehensively explored. There should be clear benefit from the assessment process to support a wider understanding of the balance between the output of the MOD and the individual's performance in their role.

Work and Training Focus

3.1.7 The assessment process in this context is one situated in the broader MOD remit, and this must be kept in mind when planning, conducting, providing feedback and reporting on an individual. The MOD has some unique ways of training and working with operational considerations to manage. The differences in team working, individual roles and wider cultural norms (including frequent transition between jobs and locations) must be fully researched based on the information provided by the MOD prior to conducting an assessment. These aspects are all to be commented on in the final report where appropriate.

Adult Assessment in the MOD

3.1.8 Assessors should maintain an open-minded approach and avoid approaching the process as a labelling exercise. The assessment is a process of explanation in which underlying cognitive abilities and inconsistencies are highlighted in an informative and constructive way for the person within their role in the MOD and their wider life. A thorough assessment ought to identify a person's abilities, strengths, and existing ways of working so that future strategies and recommendations can be insightful and take appropriate consideration of balancing work-based contextual requirements and the individual's normal ways of learning or working.

Boundaries and Referral

3.1.9 The assessor is to be clear about diagnosis boundaries within their qualifications and abilities. Inclusion of comments on Visual Stress require a professional optometry qualification and diagnosis of conditions such as Autistic Spectrum Disorders needs a clinical qualification. The boundaries of qualification level are to be explicitly explained to the MOD and the individual prior to assessment. Within the SASC guidelines, due comment can be made on additional factors, when disclosed by the individual, such as physical illness, medication, and mental health-related considerations (such as low mood, persistent worry, or a diagnosed condition). The assessor must always defer to a qualified professional in the appropriate area when further information is required, or concerns are raised during the assessment process.

Feedback and Disclosure

3.1.10 A tripartite reporting system is to be used so that the diagnostic section can be kept private if the individual feels that they do not want to share the details of the background interview and test results. The summary of the report and the recommendations must be shared with the MOD. Disclosure for this is to be done at the assessment and a signed agreement must be provided by the individual using the MOD Consent to Share SpLD Information and Data form. The reason for asking for disclosure of these elements must be discussed so that the individual can make an informed decision about the positive impact in context for development, compensations, and adjustments. It is also to be made clear that the individual can opt out of the test process at any time and only the aspects which are relevant to the MOD will be shared, with consent, unless the person wishes to disclose more fully.

Lawful basis for processing SpLD information

3.1.11 Processing SPs' SpLD information will enable MOD to offer an effective SpLD support service and to meet its obligations to its personnel. The lawful bases under Article 6 GDPR (General Data Protection Regulations) justifying the processing of SPs' SpLD information will therefore be: Article 6(1)(e) (Public task); Article 6(1)(c) (Legal obligation) and/or Article 6(1)(b) (Contract). The lawful bases under Article 9 GDPR justifying the processing of SPs' SpLD information (where this constitutes special category personal data) will be: Article 9(2)(g) (Substantial public interest); and/or Article 9(2)(h) (Assessment of the working

capacity of the employee). Any processing should be conducted in accordance with the Data Protection Principles.

SUMMARY

3.1.12 Underlying all these guidelines would be the experience and professionalism of the assessor. This document sets out the requirement and standards for effective assessment reports within the MOD. The need for contextual understanding and constructive feedback to the individual and organisation is critical to supporting our people and maintaining the effectiveness of our organisation

4 Document Information

4.1 Document Coverage

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

4.2 Document Information

Filename:	Specific Learning Differences
Document ID:	JSP 822, Chapter 7
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)

4.3 Document Versions

Version	Pub. Date	Revised pages
4.0	Oct 26	Document Restructure
3.0	February 2024	Press here
2.0	October 2023	Press here
1.0	September 2022	Press here

MOD will review this Policy in three years, or when changes to legislation or best practice dictates.

5 Applicability

The policy contained in this Chapter applies to the Service Personnel only[19]. MOD Civil Servants, and civilians, including the Ministry of Defence Police and contractors come under different TACOS. It is noted that training sourced through the pan-Governmental 'Civil Service Learning / Government Campus' is not subject to the policies in this document. Any other Civil Service training must be compliant with 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 CSOC and is not within the scope of JSP 822.

6 Glossary

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

19 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.