

## CHAPTER 96

### LEARNING AND DEVELOPMENT IN THE NAVAL SERVICE

#### CONTENTS

##### SECTION 1 - NAVAL SERVICE LEARNING AND DEVELOPMENT

**Para**

- 9601. Introduction
- 9602. Responsibilities
- 9603. Learning and Development Organisation Assurance Visits

##### SECTION 2 - LEARNING AND DEVELOPMENT IN THE NAVAL SERVICE

- 9604. Organisation
- 9605. Ashore Support
- 9606. Operational Support
- 9607. Education and Resettlement Officer
- 9608. Education and Resettlement Officer's Assistant
- 9609. Part Time Service Instructors
- 9610. Libraries
- 9611. British Defence Film Library (BDFL)

##### SECTION 3 - EDUCATION FOR PROMOTION

- 9612. Defence Literacy and Numeracy Direction
- 9613. Education For Promotion
- 9614. Access to English and Mathematics Support and Testing Provision
- 9615. English and Mathematics Programme
- 9616. Educational Qualification for Promotion, Branch Transfer or Specialist Qualification Selection
- 9617. Educational Criteria for Upper Yardman and Senior Upper Yardman
- 9618. Additional Educational Criteria for Upper Yardman and Senior Upper Yardman

##### SECTION 4 - ACCREDITATION

- 9619. Accreditation of Naval Training and Experience
- 9620. Overarching Principles
- 9621. Accreditation Sponsors
- 9622. Accreditation Categories
- 9623. Accrediting Bodies
- 9624. Governance
- 9625. Funding
- 9626. Responsibilities

**SECTION 5 - APPRENTICESHIPS**

- 9627. Background
- 9628. Apprenticeship Governance
- 9629. Apprenticeship Delivery
- 9630. Apprenticeship Learning Cycle
- 9631. Higher Level Apprenticeships
- 9632. Audits and Inspections – Ofsted
- 9633. Management and Governance of Apprenticeship Funding

**SECTION 6 - NAVAL SERVICE THROUGH LIFE EDUCATION PATHWAY**

- 9634. Aim
- 9635. TLEP (O)
- 9636. TLEP(O) Regulations
- 9637. TLEP(O) JPA Recording
- 9638. Personal Development Record
- 9639. PDR Ownership and Upkeep
- 9640. Structure and Content
- 9641. Support
- 9642. Educational Prizes
- 9643. Lieutenant Commander Hooper Prize
- 9644. Association of Royal Naval Officers Essay Competition

**SECTION 7 - ELECTIVE LEARNING AND DEVELOPMENT**

- 9645. Introduction
- 9646. Funding
- 9647. Centrally Funded Elective GCSE/GCE Courses
- 9648. In-Service Degree Schemes - Officers
- 9649. Progression to Honours Degree
- 9650. Post-graduate Studies – Fellowships, Masters and Part-time Doctorates
- 9651. University Short Course Programme
- 9652. Further Education Concessions to Entitled Personnel Overseas
- 9653. Professional Membership
- 9654. Level of Professional Membership
- 9655. Naval Policy Regarding Professional Memberships
- 9656. Corporate Membership Schemes

**SECTION 8 - INSTRUCTIONS FOR THE MANAGEMENT AND INVIGILATION OF EXAMINATIONS**

- 9657. Introduction
- 9658. Instructions for Commanding Officers
- 9659. Instructions for Supervising Officers
- 9660. Instructions for Invigilating Officers

## SECTION 9 - SPECIFIC LEARNING DIFFICULTIES

- 9661. Background
- 9662. Application
- 9663. Naval Service Responsibilities
- 9664. Training Delivery Standards
- 9665. The Individual's Responsibilities
- 9666. Responsibilities of Phase 1 and Phase 2 Training Schools
- 9667. Management Responsibilities
- 9668. Learning & Development Advisor (LDA), English and Mathematics Tutors (EMT) and Specific Learning Difficulties Advisor (SpLDA) Responsibilities
- 9669. Procedures
- 9670. Tracking
- 9671. Funding

## SECTION 10 - RESETTLEMENT POLICY

- 9672. Naval Resettlement Policy
- 9673. Early Service Leaver Policy
- 9674. Naval Service Medical Discharge Resettlement Policy

## ANNEXES

- Annex 96A** Learning and Development Organisation Points of Contact
- Annex 96B** Duties of the Education and Resettlement Officer
- Annex 96C** Part Time Service Instruction Request
- Annex 96D** English and Mathematics Qualifications, Levels and Proxy Qualifications
- Annex 96E** NCHQ Apprenticeship Fund Grant Application
- Annex 96F** RN Officer - Throughlife Education Pathway (Officer) (TLEP(O)) Schematic
- Annex 96G** Application to Sit an Examination
- Annex 96H** Early Service Leaver – Future Horizons Programme Opt-in Agreement

## CHAPTER 96

## EDUCATION, LIFELONG LEARNING AND RESETTLEMENT

## SECTION 1 - NAVAL SERVICE LEARNING AND DEVELOPMENT

## 9601. Introduction

a. The Naval Service (NS) recognises Learning and Development as the golden thread to the through-life development of personnel. Through education we can develop agile and adaptive thinkers who can operate in complex environments and who can provide the 'edge' in future operations, where technological and equipment superiority may no longer guarantee success; through the apprenticeship programme we can meet the NS critical skills requirement; through accreditation we can ensure that personnel gain nationally recognised qualifications whether that be from functional skills to Master Degrees; and in providing through-life development our personnel are suitably prepared for transition and resettlement into the civilian workforce. The Learning and Development Organisation was formed in May 18 to bring greater cohesion to the various strands – education, lifelong learning, accreditation, apprenticeships and resettlement.

b. It is a command responsibility to ensure that personnel have the opportunity to access L&D opportunities and that 'time for learning' is given serious consideration. Any individual who is engaged in L&D activity should be recognised within the reporting system for their educational endeavour. There is a significant L&D offer within the NS and all personnel, regardless of rank or rate, should aim to learn and develop through career and inspire those around them to develop themselves.

c. This Chapter outlines the responsibilities and opportunities for Learning and Development (L&D) within the NS. Strategic direction for the delivery of education services is provided by the Education Steering Group (Ed SG), which is accountable to the Naval Service People Board.

d. The purpose of the Naval Service Learning & Development Organisation (LDO) is: **"to support 2SL, ACNS(T) and Commanding Officers to develop the intellectual potential of their people to maximise Operational Capability (OC) and ultimately prepare them for return to the national workforce"**. The endorsed L&D requirement is outlined in the following sub paragraphs:

e. Deliver L&D outputs mandated by Government and MOD:

(1) English and Mathematics tuition, support and recording in accordance with JSP 822 Pt 1, 6.2;

(2) Provide a system for recording personal development in accordance with JSP 822 Pt 2, 6.1;

(3) Administer Standard Learning Credits (SLC), Enhanced Learning Credits (ELC) and the Further Education/Higher Education (FE/HE) schemes in accordance with JSP 822 Pt 1, 6.4 – 6.6;

- (4) Provide opportunities for the civilian accreditation of Naval training, education and experience in accordance with JSP 822 Pt 1, 6.3;
  - (5) Provide support and guidance, and assessment where appropriate, for personnel with Specific Learning Difficulties in accordance with JSP 822 Pt 1, 6.1;
  - (6) Resettlement training, support and guidance in accordance with JSP 534;
  - (7) Resettlement signposting/referral for Early Service Leavers in accordance with JSP 534;
  - (8) Provide feedback to MOD in accordance with JSP 822 and as required.
- f. Provide relevant L&D feedback to Commanding Officers, ACNS(T) and 2SL<sup>1</sup>.
  - g. Contribute to MOD L&D policy and develop NS policy.
  - h. Provide support, guidance and learning opportunities for personnel to gain qualifications required by the Service for them to be qualified educationally for promotion<sup>2</sup>.
  - i. Provide support, guidance and learning opportunities for personnel, throughout their career, to enable them to develop agile and adaptive thinking to better contribute to OC.

## 9602. Responsibilities

- a. Assistant Chief of Staff (Training) (ACOS(T)) is the Service Director of Education (SDE). The SDE is responsible to 2SL, through ACNS(T), for directing the formulation of, and overseeing the implementation of policy for, L&D in the NS. The SDE is also responsible to ACNS (Pers)/NAVSEC for the provision of advice to ACOS(PCap) (including Branch and Career Managers) for the setting of educational standards both for initial entry into the NS<sup>3</sup> and for personnel once in-Service. ACOS(T) delegates day to day authority for the implementation of L&D policy and delivery matters to Cdr LDO through DACOS(T).
- b. On behalf of ACNS(T), Cdr LDO has functional authority over all L&D provision provided through L&D Hubs and operational units<sup>4</sup>.
- c. While under the line authority of the Naval Staff in MoD, Director Naval Studies reports to the SDE in an advisory capacity.
- d. The Naval Tutor has functional responsibility to DACOS(T) for the policy and delivery of the RN Through Life Education Policy (Officer) programme.

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1. This is achieved using a number of mechanisms from PFS returns, QPRR and L&D (Ops) verbal debriefs. .

2. Currently English and Mathematics requirements iaw Education For Promotion (EFP); GCSEs for UY and SUY.

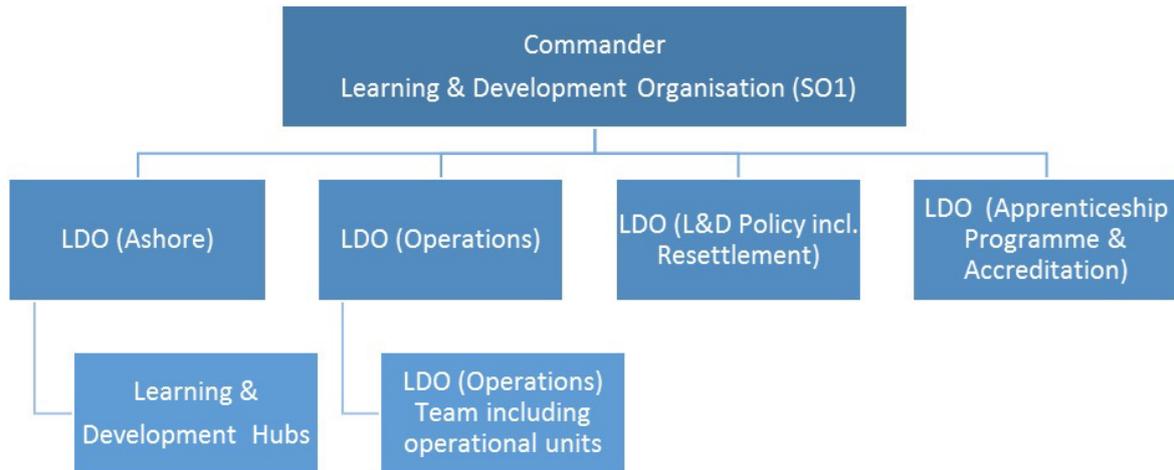
3. Note however that ACOS(PCap) retains responsibility for setting and reviewing the educational standards for entry. BRd 3(1) Part 4 Chapter 7 outlines full details of entry standards.

4. All operational units (RM/Fleet/RFA) are part of the Learning & Development Organisation and are subject to L&D assurance. They have access to the L&D support network (Hub & Spoke) provided through the LDO HQ.

e. The assurance of L&D policy and provision will be undertaken as part of ACNS(T)'s rolling programme of L&D assurance coordinated through the LDO HQ (HMNB Portsmouth).

f. Within the NS, the LDO is structured as follows:

**Fig 96-1. Learning and Development Organisation**



### 9603. Learning and Development Organisation Assurance Visits

The LDO's assurance process aims to drive continuous improvement by providing an objective, evidence based judgement on the extent to which L&D providers are complying with mandated policies and achieving principal outputs and effects. The assurance process uses the fundamentals of Ofsted's Common Inspection Framework (CIF), aligned with BRd 3(1) and JSPs 534 and 822.

## SECTION 2 - LEARNING AND DEVELOPMENT IN THE NAVAL SERVICE

### 9604. Organisation

a. Learning and Development (L&D) is delivered by the Learning & Development Organisation (LDO) and comprises:

- (1) LDO HQ (Waterfront, HMNB Portsmouth)
- (2) Learning & Development Policy (NCHQ).
- (3) Learning & Development Hubs (L&D Hubs) across the Naval Service (NS) including NRIOS.
- (4) Deployed Learning & Development Organisation (Operations) Officers, (LDO (Ops)).
- (5) Unit Education and Resettlement Officers (EROs).
- (6) NS Apprenticeship Programme<sup>5</sup>.

b. The Organisation of the ashore and operation element of the LDO is given below.

### 9605. Ashore Support

a. **Learning and Development Hubs (L&D Hubs).** There are 18 L&D Hubs across the UK and the contact details can be found at [Annex 96A](#). Each L&D Hub is able to offer support or signpost Service personnel to the following:

- (1) Access to a trained Learning & Development Advisor (LDA) for a Learning & Development Interview (LDI) Individuals may choose whether to move to a different LDA or to retain the relationship with their current LDA when being reassigned.
- (2) Support and information on learning opportunities for personnel to gain qualifications required by the Service for them to be qualified educationally for promotion.
- (3) Learning, training and study skills support.
- (4) Assessment facilities for those with Specific Learning Difficulties (SpLD), eg. dyslexia.
- (5) Advice on the Standard Learning Credits (SLC), Enhanced Learning Credits (ELC) and Further Education/Higher Education (FE/HE) schemes and process applications for SLCs and ELCs.

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5. Apprenticeship HQ is based in Ramsay Building, HMS COLLINGWOOD. Apprenticeship teams are located in the relevant training establishments.

- (6) Access to recreation and reference libraries.
  - (7) Advice and access to MoD sponsored courses including the Tri-Service University Short Course Programme (USCP).
  - (8) Advice and access to external learning suppliers.
  - (9) Access to e-Learning.
  - (10) Access to language learning and language aptitude tests (MLAT).
  - (11) Advice on membership of professional bodies.
  - (12) Access to information on education and accreditation schemes offered.
  - (13) Access to a trained Resettlement Officer, resettlement provision and resources.
- b. L&D Hubs are able to provide Units with:
- (1) Learning & Development briefs.
  - (2) Monitoring and support for Part-time Service Instructors.
  - (3) Advice and support to develop a learning and/or coaching culture.
  - (4) L&D Hubs are to comply with the Learning & Development Charter.
- c. The NRIOs (including the Corps Resettlement Officer (RM RIO)) also form part of the LDO shore-side support team within L&D Hubs.

#### **9606. Operational Support**

- a. For deployed/operational units, LDO (Ops) will:
- (1) Work with Flotillas and Units in order to construct a programme of visits to ensure that each ship and submarine will be visited at least once in an 18-month period. This programme is tailored around individual Units' requirements and their operational posture as described in the Fleet Operating Schedule.
  - (2) Priority of visits will be assigned as follows:
    - (a) Units within the FGEN cycle working up to Operational Sea Training (OST).
    - (b) Deployed Units.
    - (c) All other units.

- (3) Stimulate, promote and encourage L&D by assisting all operational units in developing a self-sustaining educational system. In addition, LDO (Ops) will support units to improve and enhance operational L&D facilities.
  - (4) Periodically join a platform or unit during deployment for an appropriate period<sup>6</sup> and within a suitable time frame for the platform/unit concerned, in order to conduct LDIs and Group Briefing and Training.
  - (5) Deliver an alongside education and resettlement service for Units without access to an L&D Hub or L&D advice, including delivery of Functional Skills (FS) education and assessment.
  - (6) Provide operational Unit commands with Command, Leadership and Management support and coaching services.
  - (7) Undertake quality assurance of Part Time Service Instructors' (PTSI) delivery of instruction (see [Section 7](#) on Elective Learning & Development).
  - (8) Mentor, support, standardise and enhance performance of Unit EROs and act as the designated lead for the delivery of the ERO Brief.
  - (9) Encourage and collect feedback in support of the external validation (EXVAL) of individual training.
  - (10) Support the RN Leadership Academy (RNLA) to deliver the 2SL endorsed Coaching Workshops to deployed Units.
- b. Support additional Education and Training initiatives as directed by ACOS(T) and NCHQ in furtherance of published policy and strategy.

#### 9607. Education and Resettlement Officer

a. **Introduction.** BRd 2 (Queen's Regulations for the Royal Navy) stipulates (at Article 3101) that each unit is to appoint an ERO. It is important that the Commanding Officer selects an individual with the appropriate skills and personal attributes to undertake this role. The responsibilities of the ERO are at [Annex 96B](#). The ERO's primary role is to provide information and support to facilitate personal and professional development to the Ship's Company to the standards laid down in this BR by ACOS(T). In so doing, the ERO will contribute directly to the following:

- (1) OC by meeting the Service's requirement for educated manpower.
- (2) The retention of trained manpower.
- (3) The Government's Skills agenda.

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6. A planning figure of 1 day per 8 members of the Ship's Company is to be used as a guideline.

- b. **Sources of Support and Advice.** It is recognised that most EROs in the NS will be given this role as a secondary duty and they will probably be relatively inexperienced in delivering education and resettlement advice. Hence they will need support from the LDO (see [Annex 96A](#) for points of contact including L&D Hubs).
- c. **Initial Actions.** On assuming ERO duties, the following initial actions are to be completed:
- (1) **ERO Handover.** Contact the LDO (Ops) OC (see [Annex 96A](#)) to update the ERO contact details and to arrange for an ERO Brief
  - (2) **ERO Brief and Resource Pack.** Arrange to receive the ERO Brief at the earliest opportunity. In addition, obtain an up-to-date ERO resource pack from the LDO (Ops) team and join the RN Education and Resettlement Officers Group on Defence Connect. These actions are to be completed within their first two months of assuming the role.
  - (3) **Resettlement Brief.** Although a Resettlement Brief is provided as part of the ERO Brief, it is recommended that EROs make contact with the regional NRIO (details at [Annex 96A](#)) within first two months of accepting the role of ERO.

#### 9608. Education and Resettlement Officer's Assistant

- a. The following arrangements are to be made to provide assistance for EROs in those Units for which the Unit Establish List (UEL) authorise an ERO's Assistant (EROA):
- (1) **Seagoing Ships (MCMVs and above).** A part-time volunteer may be drawn from the Ship's Company for duty as the EROA.
  - (2) **Royal Marines Establishments and Commando Units.** Where the complement includes a full time ERO, it will also normally include a Royal Marines Clerk for duty as the EROA.
  - (3) **Shore Establishments.** Where the complement includes a full-time ERO, it will also normally include a rating for duties as the EROA.
- b. **Duties of the EROA.** The duties of the EROA will include the following:
- (1) Custody and issue of all accountable equipment, materials, books, stores and stationery.
  - (2) Detailed arrangements for classes, maintenance of records and the display of relevant information.
  - (3) Administration, including correspondence, liaising with L&D staff over the recording of qualifications, examination schedules, maintenance of a Unit Education and Resettlement (E&R) database and provision of data returns as and when required to LDO COS.

**9609. Part Time Service Instructors**

- a. Policy for awarding PTSIA is laid down in JSP 752 (Part 2). This gives full details of the levels of allowance that can be claimed and the process for its authorisation. However, it must be highlighted that while PTSIA provides a mechanism for the delivery of structured education programmes leading to examination in deployed units, it is not intended to fund courses of education in shore establishments.
- b. Instructors should hold a qualification in the subject to be instructed of at least one level higher than the level being taught. For example, to instruct GCSE Mathematics an instructor should hold at least an AS Level/Scottish Higher in that subject.
- c. PTSIs must also hold a Service or civilian teaching qualification. The lowest level of teaching qualification is either the Defence Instructional Techniques (DIT) course or the civilian Level 3 Award in Education and Training (AET). Individuals without such a recognised teaching qualification should contact LDO (Ops) for further advice on routes and funding.
- d. Any delivery attracting PTSI funding must be delivered as part of a programme leading to examination. The LDO (Ops) or (ERO must assess all prospective PTSI candidates and be confident in their ability (academic level, instructional ability). The plans for this delivery are to be submitted for approval to LDO Policy staff for all PTSIs, making use of the application form at [Annex 96C](#). LDO staff will conduct a biannual audit of PTSIA from NAVY FIN data to ensure these rules are adhered to.
- e. The PTSIA will be funded from the Unit's budget (ie. the unit where the pay account of the instructor is held), recommended by the ERO and authorised by the Commanding Officer.
- f. The ERO must ensure that the quality and frequency of instruction delivered under PTSI is in accord with the plans and expectations which led to the initial recommendation. In deployed units, delivery using PTSIs will be subject assessed by the NETS organisation.
- g. Advice on award of PTSIA is available from LDO (Ops).

**9610. Libraries**

- a. The responsibility for advice to EROs and supply of educational and recreational books lies with the Ships' Libraries Officer (SLO) whose address is as follows:

Learning & Development Hub  
Rodney Block  
HMS NELSON  
PORTSMOUTH  
Hants  
PO1 3HH

BT: 02392 725986  
Mil: 9380 25986  
Email: NAVYTRGHQ-LDOSLO@mod.uk

- b. Ship's Libraries should comprise separate Recreational and Reference Sections. The ERO or Library Officer in a ship/unit/establishment is responsible for the care of the books, for their proper issue and for their return by borrowers. Arrangements should be made for the library to be open at such times and on such days as will enable the maximum use to be made of the facility.
- c. It is the responsibility of the ship or establishment to demand books. Demands should be forwarded as early as possible to the SLO, stating the reason for the demand and the number of entitled personnel. Recreational books will be replenished periodically throughout each year automatically, via the SLO. This should be sufficient to replace all losses and books discarded due to fair wear and tear. New title replenishments for Reference books are also made from time to time. SLO should be informed in good time when, for any reason, replenishments are either no longer required or need to be resumed.
- d. Accounting for ship's library books has been minimised but this does not remove the responsibility for good and careful housekeeping. Recreational books are regarded as consumable items but should be properly looked after, securely stored and issued on loan against a signature. On paying off or entering major refit, Reference Sections are to be forwarded to the SLO. Library books are not to be offered for sale or auction under any circumstances.
- e. The Ship's Core Professional Academic Library is specifically issued to all major ships and units within the RN in support of the Naval Service Education Strategy, covering a broad spectrum of security and leadership issues. As texts are relatively expensive there will be a requirement to manage and account for the collection. It is suggested that responsibility for this will fall to the Ship's Education Officer/Library Officer. Whilst the temptation may be for them to be placed on a shelf in the Wardroom, it must be stressed that the intent is to provide access for all.

f. **GCSE/A Level Textbooks.** Ships will be supplied with study/revision guide books, in support of GCSE and A level classes being taught on board, on demand by the ERO. Sufficient numbers will be allocated to allow each student adequate access to the books. These books are accountable and as such, strict records should be kept of issue. At the end of the course or period of study, they must be returned to the ERO. For accounting purposes, the books should be classified as Reference Books. The cost of these items is significant and therefore the appropriate action for lost or damaged books must be considered.

g. **Access to Other Libraries.** Use may be made of the considerable non-fiction stock at the Joint Services Central Library and the wider MOD library network – details on MODNET or via the SLO.

**9611. British Defence Film Library (BDFL)**

a. The British Defence Film Library (BDFL) catalogue lists all Defence training material available in video format. It has now converted to a digital video and download site, allowing anybody with a Defence Gateway login to view training content at the point of need, or to create a link for students to view content.

b. The BDFL catalogue is available online at <http://www.bdf.mod.uk>

### SECTION 3 - EDUCATION FOR PROMOTION

#### 9612. Defence Literacy and Numeracy Direction

For all Full and Part-Time members of the Armed Forces, the English and Mathematics requirement is encapsulated in the Literacy and Numeracy Direction, details of which are contained in JSP 822 Part 1, 6.2. This policy aims to ensure that the Functional Skills (FS) needs of Armed Forces personnel are addressed at the earliest opportunity in order to enhance their operational effectiveness, and potential for personal and career development.

#### 9613. Education For Promotion

a. The Education for Promotion (EFP) framework builds on the Defence Literacy and Numeracy Direction and is the collective term used to describe how the Naval Service (NS) will deliver FS in English and Mathematics. The framework is not a qualification in itself but is the collective term used to describe how the NS sets out the educational standards that ratings/other ranks are required to achieve within specified timescales (or prior) to substantive promotion. The EFP requirement is:

(1) Personnel who do not hold GCSE Grade A\* - C, (9 – 4 for Summer examinations 2017 onwards), Level 2 or equivalent qualifications in English Language and Mathematics are required to undertake a FS Initial Assessment to establish their current operating level in English and Mathematics<sup>7</sup>. See [Annex 96D](#) for a list of MOD approved proxy qualifications that give equivalence to Functional Skills.

(2) All personnel must attain a Level 1 FS qualification<sup>8</sup> in English and Mathematics in order to be educationally qualified for promotion to LH/Cpl. At the very least, they should attain Level 1 within three years of joining the RN or RM<sup>9</sup>. All Ratings/OR will undertake and be tested at Level 2 for FS English and Mathematics during their Intermediate Apprenticeship programme. Level 2 should be achieved by the end of the apprenticeship. Those who cannot achieve this standard can receive support from the LDO either through Hubs or by the LDO (Ops) teams. There is a command responsibility to ensure that time is provided for undertaking FS to Level 2.

(3) All personnel without Level 2 qualifications are to achieve Level 2 FS in English and Mathematics within eight years of joining the RN/RM or prior to promotion to substantive Petty Officer (PO)/Sergeant (Sgt), whichever is earlier; Level 2 is the minimum FS qualification required for promotion to PO/Sgt.

(4) There is no educational requirement for promotion to Chief Petty Officer/ Colour Sergeant.

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7. Operating levels are assessed as Entry Level 1, Entry Level 2, Entry Level 3, Level 1 and Level 2.

8. Under EFP GCSE Grade D - G (3-1 for Summer examinations 2017 onwards) in English Language/Literature and Mathematics will be accepted as Level 1.

9. Promotion Regulations (see BRd 3(1) Part 8) are to be consulted for specific branch selection criteria.

(5) A review of the through career education requirement identified that the Qualified Educationally Warrant Officer (QEWO) competence is no longer valid/required. This is due to there being no additional qualification over and above that required for PO/Sgt for promotion to WO. There will be no legacy rights and individuals will require English and Mathematics competences at Level 2 to be annotated on their JPA competence profile, these can be obtained from the various competences listed below:

Educational|RN/RM Basic Skills Numeracy Level 2|Navy|  
Educational|RN/RM Basic Skills Literacy Level 2|Navy|  
Educational|RN/RM Key Skills AON Level 2|Navy|  
Educational|RN/RM Key Skills Communication Level 2|Navy|  
Educational|RN/RM Functional Skills Mathematics Level 2|Navy|  
Educational|RN/RM Mathematics Level 2|Navy|  
Educational|RN/RM Functional Skills English Level 2|Navy|  
Educational|RN/RM English Level 2|Navy|  
Educational|RN/RM English Proxy A\*- C|Navy|Navy|  
Educational|RN/RM Mathematics Proxy A\*- C|Navy|  
Educational|RN/RM Basic Skills Proxy Numeracy Level 2|Navy|  
Educational|RN/RM Basic Skills Proxy Literacy Level 2|Navy|

Where a competence is not annotated but an appropriate qualification is held, it is the individual's responsibility to provide evidence that they are educationally qualified. Requests for changes to educational status are to be either submitted to NAVY TRG HQ-EL3 E1A together with certified true copies of the relevant certificates, or taken to the nearest Learning & Development Hub (L&D Hub), Education and Resettlement Officer (ERO)/Unit Education Officer (UEO) or Learning & Development(Operations) (LDO (Ops)). Once qualifications are confirmed as suitable, the new educational status will be entered directly onto JPA.

b. **Legacy Personnel who joined the Naval Service before 1 Apr 06<sup>10</sup>**

(1) NAMET scores of 5:5 and above will remain extant for the purposes of promotion to LH/Cpl and for BT and SQ selection<sup>11</sup>. NAMET scores will not be taken into consideration when assessing whether an individual is at the correct educational standard for promotion to PO/Sgt.

(2) Personnel who do not hold a FS at Level 2 or a proxy qualification will need to attain the requisite FS qualifications in English and Mathematics prior to promotion to PO/Sgt.

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10. Individuals who rejoin the Service have legacy rights if their initial date of entry was prior to 1 Apr 06.

11. Results can be split eg. NAMET for one element and Functional Skills for the other, in order to be most beneficial for the individual.

**9614. Access to English and Mathematics Support and Testing Provision**

a. Opportunities to achieve the pre-requisite level of FS certification for promotion is available through accredited training, such as the Apprenticeship Programmes associated with Phase 2 Training and the Advanced Apprenticeship Schemes associated with career courses. These schemes enable achievement of FS Level 1 and 2 qualifications through the completion of nationally recognised assessments in English and Mathematics. Personnel registered on the Apprenticeship and Advanced Apprenticeship Schemes who successfully complete the FS tests at the appropriate level will qualify educationally for promotion.

b. Where personnel need to achieve FS outside of the formal training system, opportunities exist through the network of L&D Hubs. The programmes offered in the Hubs are tailored to suit the individual's current knowledge, circumstances and abilities. Usually, most of the programme is delivered via an e-learning medium with assistance from an E-Learning Advisor (ELA) or equivalent. Such programmes are supplemented with 1:1 tuition from the English or Mathematics Tutor and, where tutors are not available, EROs, LDO (Ops) and UEOs or equivalent should be able to assist. If needed, the help of Specific Learning Difficulties Advisors (SpLDA) can also be accessed. When e-learning is deemed to be unsuitable for an individual, face to face tuition will be offered. A choice of electronic or paper based examination is also available.

c. Onboard a ship, individuals can achieve FS qualifications if help is available from a LDO (Ops) officer or an ERO. Offline learning materials and 1:1 or small group tuition is usually used, leading to a paper based test. The test must be invigilated by a LDO (Ops) officer or trained ERO.

**9615. English and Mathematics Programme Stages**

The sequence of FS provision may be summarised as follows:

a. **Initial Assessment.** Initial assessment (IA) establishes an individual's English or Mathematics skill level in terms of the Regulated Qualifications Framework (RQF) levels (from Entry Level 1 to Level 2).



**Note.** *IA is not a qualification and cannot be used to qualify an individual for promotion*

b. **Diagnostic Assessment.** Diagnostic Assessment identifies an individual's specific ability and highlights areas of weakness. This provides a description of learning needs and assists the FS specialists in the compilation of a learner's programme planner, also known as an Individual Learning Plan (ILP). The ILP outlines short and longer term learning targets, a detailed programme to address the FS needs and a record of progress and achievement.

- c. **Learning Support.** Learning Support is the programme of support developed by the FS specialist for the learner. It may comprise 1:1 or classroom tuition, group work, intensive courses, e-learning based programmes and distance learning.
- d. **Mock Assessment(s).** Mock assessments would usually resemble the 'life' examination and are offered to the learner as an exam preparation tool.
- e. **Testing For Qualification.** All FS programmes offered to Service personnel lead to a nationally recognised qualification that is awarded on successful completion of the final assessment(s).
- f. **JPA.** It is the responsibility of individuals, Divisional Officers/Troop Commanders to ensure that JPA is updated with any other qualifications (JSP 794 refers).
- g. **Tracking.** Accurate recording of FS information is critical in support of the personal development of the individual. It is therefore important that data on FS achievement by the individual follows that individual through their training and once on the trained strength, through their career.

#### **9616. Educational Qualification for Promotion, Branch Transfer or Specialist Qualification Selection**

- a. EFP does not affect the education requirements of those branches with a requirement for specific GCSE qualifications for entry.
- b. NAMET scores achieved by personnel for the purposes of selection for BT and SQ will remain extant for the service lifetime of the individual. Personnel who wish to be considered for BT and SQ selection and have not achieved the relevant NAMET will be required to achieve FS in English and Mathematics.

#### **9617. Educational Criteria for Upper Yardman and Senior Upper Yardman**

- a. Commissions and Warrant (CW) papers should be raised only for Upper Yardman/Corps Commission (UY/CC) candidates who meet, or expect to meet, the educational criteria of five GCSE grades A\*-C<sup>12</sup> (or equivalent) in non-overlapping subjects, including Mathematics and English Language.
- b. The educational requirement for Senior Upper Yardman/Senior Corps Commission (SUY/SCC) candidates to have CW papers raised is two GCSEs Grade A\*-C (or equivalent), one of which must be Mathematics or English Language (see Footnote 14). To be eligible for the Final Selection Board, SUY and SCC candidates are required to have GCSE Grade A\*-C in Mathematics, English Language and two other non-overlapping subjects (or equivalent), a total of four GCSEs.
- c. Common equivalent qualifications that are accepted in lieu of the GCSE are as follows:

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12. From Summer 2017 the GCSE grading system is being progressively reformed, English and Mathematics GCSEs being the first: Grades 9 – 4 equate to A\* - C, Grades 3 – 1 equate to D – G.

- (1) Scottish Intermediate 2.
- (2) GCE Ordinary Level (Grade A, B or C).
- (3) Certificate of Secondary Education (CSE) (Grade 1).

d. The qualifications above (and at [Annex 96D](#)) are by no means exhaustive and, in cases of doubt regarding the acceptability of qualifications or subjects, NAVY TRG HQ-EL3 E1A will evaluate academic/vocational qualifications upon submission of certified true copies of certificates and, where applicable, transcripts.

e. A pass at the Admiralty Interview Board (AIB) will not negate the requirement to meet the educational criteria; consequently, candidates who fail to obtain the required educational standards will not be considered by the Final Selection Board (FSB) and will need to re-submit their application for the UY or RM CC scheme once they are educationally qualified. In circumstances where a candidate's education results are due after their attendance at the AIB but before their appearance at the FSB they may, depending on the results, be considered by the FSB.

f. Requests for changes to educational status are to be submitted to NAVY TRG HQ-EL3 E1A with certified true copies of the qualification certificates. Once qualifications are confirmed as suitable, NAVY TRG HQ-EL3 E1A will enter the new educational status directly onto JPA. The authority for recording on JPA the competence Qualified Educationally for UY/SUY rests solely with NAVY TRG HQ-EL3 E1A.

#### **9618. Additional Educational Criteria for Upper Yardman and Senior Upper Yardman**

a. **Upper Yardman.** Candidates for Engineering specialisations are required to have additional qualifications over and above the basic requirement of five Grade C GCSE passes (or equivalent). These additional requirements are as follows:

- (1) **Candidates for Upper Yardman Engineer Officer (UY(E)).** Engineer Officers commissioned under the UY(E) scheme are required to have successfully completed degree study leading to the award of an appropriate engineering degree which is accredited to Incorporated Engineer level by the Engineering Council. SUY Engineer Officer candidates are subject to different requirements, as detailed in Chapter 50. The Service has two routes available to enable candidates to achieve the UY(E) requirement: UY(E) University of Portsmouth Degree Scheme (UY(E) UoPDS) or the Defence Technical Undergraduate Scheme (DTUS). The former is the Service's preferred option. Selection to the DTUS will be limited to those candidates who display outstanding officer and academic potential early in their Service career and who achieve an AIB Final Board Score of at least 250 marks, commensurate with that of a potential University Cadet Entry (UCE) candidate. Detailed pre-educational requirements can be found in Chapter 50 for both DTUS candidates and UY(E) UoPDS candidates.



**Note.** Reporting Officers are advised to discuss a potential UY(E) candidate's current academic achievement and any study being undertaken with the appropriate Upper Yardman Recording Authority (UYRA) before commencement of CW papers. Such action will avoid nugatory reporting for ratings who are unlikely to meet the educational standard required to study for an Engineering degree.

b. **Upper Yardman/Senior Upper Yardman.** Those qualifications required for entry into specialisations, over and above the basic requirement, are as follows:

(1) **Candidates for Training Manager (TM).** Candidates for TM must have gained, or be in the process of gaining, a degree that is recognised within the UK. Candidates will not normally be able to attend the AIB until they have received their degree results in writing. Only in exceptional circumstances, and with the approval of AIB Cdr(E), will candidates be permitted to attend the AIB without written evidence of their degree results. It should be noted that entry into the Officer Corps will be on production of either the degree certificate or a document containing the candidate's final results.

(2) **Candidates for QARNNS.** In-Service candidates for QARNNS must be registered with the Nursing and Midwifery Council (NMC). At the discretion of the QARNNS Recording Authority (RA), candidates may be deferred when there are already too many nominations or when, in the Recording Authority's judgement, and with the agreement of the Commanding Officer, a candidate is not yet ready to attend the AIB.

c. **Recording of Results.** Results should be recorded by following the guidelines below:

(1) **Data Capture.** Accurate recording of FS information is critical in support of the personal development of the individual, as such details of FS assessments and qualifications need to be captured at the earliest opportunity on JPA as a competence. Initial training establishments are to ensure that the appropriate results are recorded on entry to the Service. Phase 2 training establishments are to update records to reflect any improvement in an individual's qualifications generated by successful completion of FS elements of the relevant Apprenticeship Programmes.

(2) For any subsequent changes, NAVY TRG HQ-EL3 E1A is the central point of contact and competence recording authority for FS qualifications, English and Mathematics GCSEs<sup>13</sup> and educational equivalencies. Verification of education equivalences remains the sole responsibility of EL3 E1A.

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13. Authority for updating English and Mathematics competences to JPA has been delegated to authorised personnel within L&D Hubs.

## SECTION 4 - ACCREDITATION

### 9619. Accreditation of Naval Training and Experience

- a. Accreditation of training and experience is a key component of the Royal Navy People Strategy (RNPS). The Naval Service (NS) is fully committed to the overarching Defence Direction for accreditation, which is contained within JSP 822, Part 1, 6.3.
- b. Accreditation is the gaining of a whole or partial civilian qualification through the recognition of training and experience. Where accreditation does not meet the requirements for the full national qualification, schemes should provide opportunities for individuals to 'top-up' their learning to enable them to achieve that full qualification.
- c. The purpose of this section is to:
  - (1) Provide an overview of the principles of accreditation.
  - (2) Identify NS specific issues.

### 9620. Overarching Principles

- a. Accreditation is to be sought for all mandatory training, subject to it being able to meet the policy criteria and the necessary resources being available<sup>14</sup>.
- b. The NS will facilitate and fund accreditation in accordance with the following principles:
  - (1) Negotiate, with civilian Awarding Bodies, the highest level of recognition of all NS, Training and Experience which contributes towards a Role Performance Statement (RPS) or educational outcomes. The choice of accreditation to be pursued will depend upon the following:
    - (a) An assessment of the value of the qualification in the current and future civilian employment market and its associated value to recruitment and retention. Particular attention should be given to the likely completion rates of the chosen route.
    - (b) The nature and scale of the gap between RPS and the standard required by the civilian qualification.
    - (c) The availability of resources to bridge the gap to a higher civilian standard.
    - (d) The value (skills, professional contacts) that may benefit the NS as a result of holding that award whilst the individual remains in Service.
    - (e) Government policies and the related ability to access Education and Skills Funding Agency (ESFA) funding to support any additional training or

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14. JSP 822, Part 1, 6.3 para 3.

administrative effort, over and above the RPS, that is required to facilitate accreditation.

- (2) Provide opportunities for Service personnel to gain civilian accreditation in a structured and cost-effective manner, on a through career basis.
- (3) Provide qualifications and accreditation mandated by national legislation.
- (4) Allow an increase in training time, training design or quality control in order to achieve or maintain civilian accreditation, subject to resource availability. A maximum of 10% of training time/resources may be added in order to achieve accreditation. This 10% will not include any element of elective activity carried out by the student or training necessary to provide a sustainable network of qualified assessors. In accordance with JSP 822 Pt1 6.3, any accreditation which requires a course extension must be approved by ACOS(T).
- (5) Not permit core military requirements to be compromised by accreditation schemes.
- (6) Accreditation costs money through the extension of the training pipeline, registration/administration fees and the maintenance of Accreditation Cells, and is therefore to be pursued as efficiently as possible, within the constraints set by this policy.

#### **9621. Accreditation Sponsors**

The responsibility for accreditation within the NS falls to either ACOS(T) for pan-Naval training or Branch Managers for branch specific training.

- a. **Pan-Naval Training.** Pan-Naval training comprises principally generic training, eg. Command, Leadership and Management (CLM) training, LRLC, ICSC(M), JCC etc. Overall responsibility for the accreditation of these courses lies with ACOS(T), delegated to Cdr LDO, working in conjunction with the appropriate lead schools.
- b. **Branch Specific Training.** Branch Specific Training is the responsibility of lead schools/heads of profession who will liaise directly with the appropriate accreditation bodies within the rules laid down in JSP 822 Pt1 6.3. ACOS(T) provides an advice/consultancy service in these cases.

#### **9622. Accreditation Categories**

Accreditation falls into one of two broad categories:

- a. **Professional.** Professional accreditation is accreditation which is derived from a service funded course and which an individual is required to attend for reasons of career progression in a specific job.
- b. **Elective.** Elective accreditation (eg. non career courses) is additional top-up training designed to complement a career course, or extension of a Foundation Degree to an honours degree.

**9623. Accrediting Bodies**

Accreditation is to be sought for all mandatory training, as follows:

- a. In the first instance, accreditation to a nationally recognised civilian awarding body this should include the Defence Awarding Organisation.
- b. At the highest possible level as measured on the Regulated Qualification Framework (RQF).

**9624. Governance**

- a. As the Service Director of Education (SDE), ACOS(T) is the lead for accreditation within the NS and is represented on the Defence Education and Skills Policy Working Group (DESPWG) by Cdr LDO.
- b. Naval accreditation policy will adhere to the principles as set out in the Defence Direction (JSP 822, Part 1, 6.3.). Cdr LDO has the executive authority for enforcing, amending or amplifying NS accreditation policy.
- c. To ensure economies of scale and that policy guidelines are being adhered to, all potential accreditation routes must be endorsed by Cdr LDO/C2 Accred.
- d. In order to take advantage of best practice, a biannual Accreditation Working Group will meet with accreditation sponsors, Branch Managers Lead School accreditation experts; it will be chaired by C2 Accred.

**9625. Funding**

- a. Accreditation can be either funded by the Service or by individuals, depending on the type of course. The availability of financial resources must be carefully considered prior to commitment to a given accreditation scheme. Particular note must be taken of any restrictions in force.
- b. Potential funding routes include the following:
  - (1) **NCHQ Funding.** For accreditation derived wholly from generic NS career courses, for example CLM courses, Service funding will be provided by ACOS(T) from a central budget.
  - (2) **Other Service Funding.** For accreditation derived wholly from Branch specific career courses, Service funding will be provided by the requirements desk/lead school in question. C2 Accred (NCHQ) must be informed of all intended accreditation including costs. Desk officers must seek advice from C2 Accred before embarking on an accreditation route. Apprenticeships must be considered.
  - (3) **Individual Funding.** For accreditation derived from courses which are not part of an individual's career requirement, or from personal elective education and training (eg. the extension to a full honours degree for PO/CPOETs), the individual will be expected to fund the accreditation.

- (4) **Learning Credits.** Regular Service personnel may be able to utilise Standard Learning Credits and Enhanced Learning Credits to fund accreditation provided that the qualification falls within the scope of the regulations at [Section 7](#).

#### 9626. Responsibilities

- a. Cdr LDO/C2 Accred is to:
- (1) Set single Service policy.
  - (2) Provide advice on funding priorities and development.
  - (3) Be responsible for the accreditation of pan-NS or generic initiatives.
  - (4) Manage the NS overview on accreditation, ensuring an accurate reflection of the level of accreditation activity is maintained and providing Management Information.
  - (5) Maintain close working relationships with Branch/Career Managers and Accreditation Cells regarding NS Accreditation.
  - (6) Ensure Career Templates are maintained with correct information.
  - (7) Manage contracts associated with generic NS courses eg CLM courses.
- b. Accreditation Sponsors are to:
- (1) Identify training that may attract civilian recognition and liaise with Awarding Bodies for the accreditation of branch specific training.
  - (2) Ensure that, when considering new accreditation initiatives, thought is given to accrediting the course to an Apprenticeship Scheme, thus taking full advantage of Levy funding from the Education, Skills Funding Agency (ESFA).
  - (3) Co-ordinate activity with other Accreditation Sponsors where required.
  - (4) Within Lead Schools, maintain Accreditation Cells with sufficient staff and expertise to implement this policy.
  - (5) Provide adequately trained assessors to support/undertake workplace assessments. Where practicable, assessments are to be based upon existing task book regimes.
  - (6) Ensure that, on request from L&D Policy, annual accreditation returns are completed in a timely manner.

## SECTION 5 - APPRENTICESHIPS

### 9627. Background

a. The Naval Service (NS) has been engaged in delivering National Vocational Qualifications (NVQs) since Sep 96, broadening into the Apprenticeship programme in Feb 02. The commitment to Apprenticeship Schemes has been endorsed by the MoD Department for Training, Education, Skills, Recruitment and Resettlement (TESRR).

*“New recruits are to be offered the opportunity to commence an appropriate Apprenticeship Scheme in Phase 1 or Phase 2 Training and where a suitable framework exists or can be developed.”<sup>15</sup>*

b. Gaining appropriate civilian accreditation accords with Government policy in lifelong learning and contributes to our compliance to Accreditation Policy as directed in JSP 822, and the NS delivers a comprehensive Apprenticeship Programme which benefits all New Entry personnel and the progression for NS ratings to an Advanced Apprenticeship (Level 3) where appropriate.

### 9628. Apprenticeship Governance

a. **Government.** The Department for Education (DfE), the sub elements of the Education, Skills Funding Agency (ESFA) and the Institute for Apprenticeships (IfA) provide the guidelines, rules and processes for Apprenticeship delivery.

b. **MOD - Training, Education, Skills, Recruitment and Resettlement (TESRR).** TESRR, based in MOD Main Building, oversees the Apprenticeship Programme across the Ministry of Defence.

c. **Navy Command Headquarters (NCHQ).** Assistant Chief of Naval Staff (Training) (ACNS(T)) is the 2\* single Service lead and ACOS(T) is designated the Service Director of Education (SDE).

d. **Commander Learning and Development Organisation (Cdr LDO).** Cdr LDO is responsible for the education, skills and resettlement policy, and the delivery of education and resettlement provision within the NS, including deployed units. Cdr LDO is the RN Apprenticeship Contract Manager and directs the NS Apprenticeship Programme (NSAP). As head of NS Apprenticeships, Cdr LDO is also the Chairman of the Naval Service Apprenticeship Managers Group (NSAMG) and the Sub-Nominee Apprenticeship Working Group (SNAWG). All new Apprenticeship opportunities must be communicated to Cdr LDO in the first instance.

e. **SO2 Apprenticeships (SO2 Apps).** SO2 Apps is responsible for the effective management of the NSAP on behalf of Cdr LDO and ensures that all government regulations are met.

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15. JSP 822 Part 1, 6.3 Defence Direction for the Accreditation of Training, Education, and Skills.

- f. **Naval Apprenticeships Warrant Officer (AppWO).** The AppWO supports the development and implementation of Apprenticeship Policy across the NS, including liaising with other services, TESRR and skills/education organisations as required. The AppWO is the NS PoC for all Trailblazer (TB) activity.
- g. **Branch Managers (BMs).** BMs are an integral element in the development of appropriate Apprenticeships and attend termly working groups chaired by Cdr LDO.
- h. **Royal Marines Civilian Accreditation Advisor (RMCAA).** The RMCAA is responsible to SO2 Apps to support the implementation of the HM Forces (Service Person) Apprenticeship Standard and for the development of RM apprenticeship routes.
- i. **Establishment Naval Service Sub-Nominees.** Sub-Nominees are the NS representatives within each Training Establishment and are responsible to Cdr LDO for ensuring that the Establishment is ready for any Apprenticeship Assurance visit, namely Ofsted. The sub-nominee from each establishment will be required to attend the SNAWG on a bi-annual basis. The sub-Nominee is to chair an 'Apprenticeship Working Improvement Group' (AWIG), or equivalent, with the relevant Apprenticeship Manager and key personnel on a termly basis in order to review and update the establishment Apprenticeship Self-Assessment Review (SAR) and Quality Improvement Plan (QIP). Care and Welfare Apprenticeship SAR and QIPs should be combined where appropriate. At the least, these documents must be cross-referenced to ensure coherence across the two areas.
- j. **Babcock Flagship Ltd (BfL).** BfL is the training provider contracted by the RN under the Fleet Outsourced Activities Project (Training) (FOAP(T)) to deliver large elements of the training overseen by ACNS(T), and all training support (training design, planning, assurance etc). On behalf of the NS, it also manages the delivery and management of the Apprenticeship programmes in establishments. The Babcock Training Apprenticeship Manager (TAM) is functionally answerable to Cdr LDO.
- k. **Establishment Apprenticeship Cells/Teams.** Establishments conducting Apprenticeships and NVQ (QCF) qualifications manage their own schemes on a day to day basis. Line management of all Apprenticeship staff is held within each establishment and report to TAM.

Fig 96-2a. The Naval Service Apprenticeship Organisation

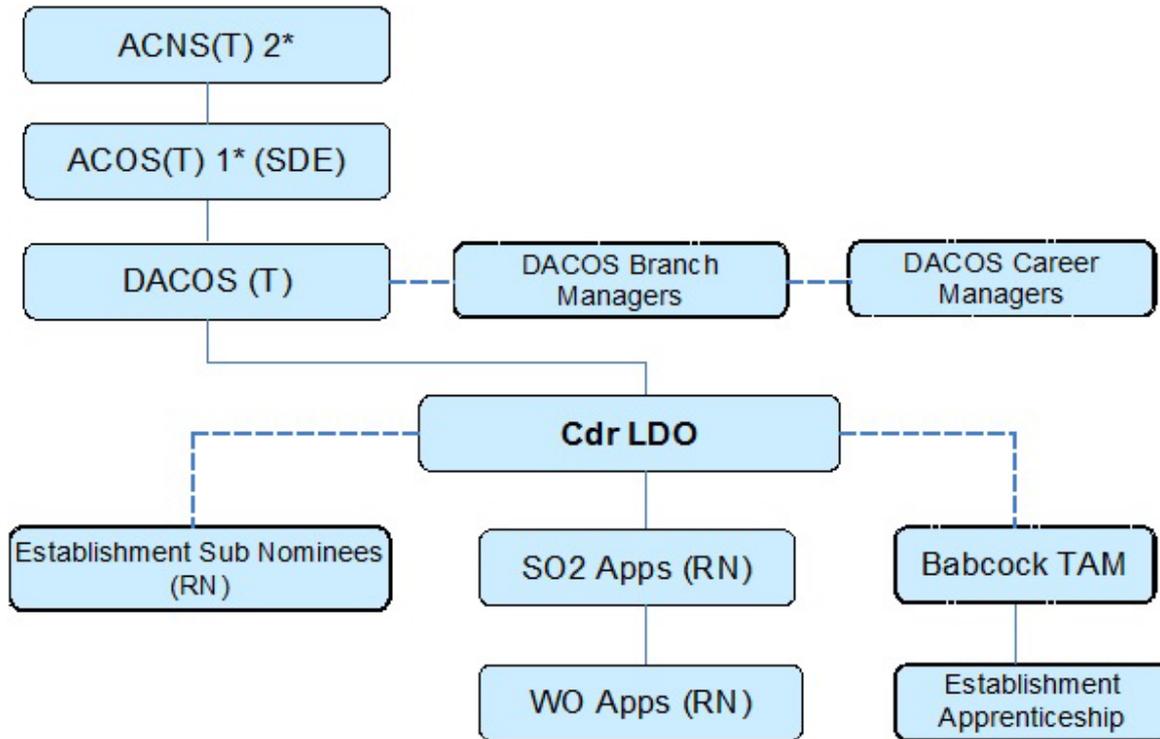
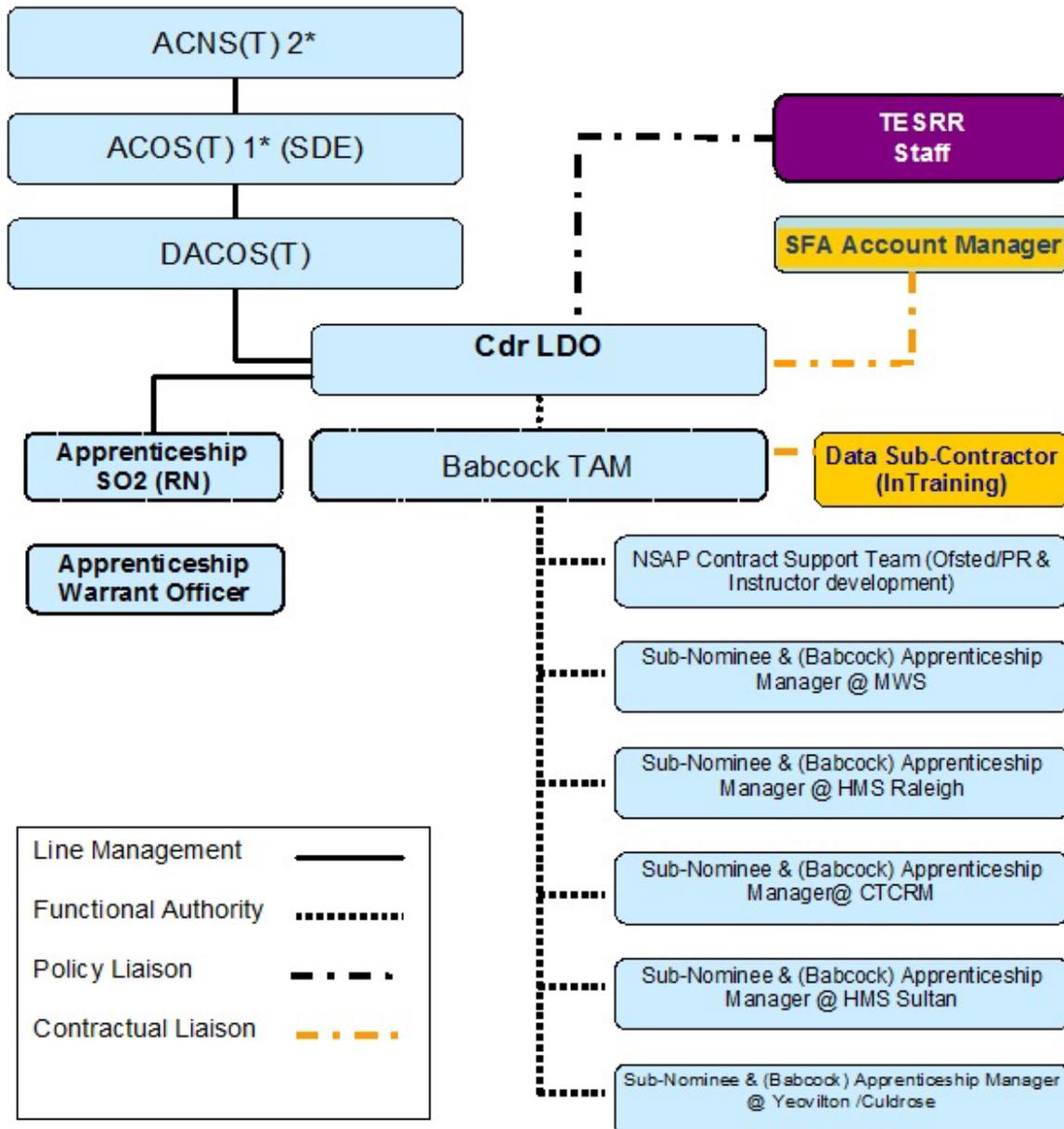


Fig 96-2b. The Naval Service Apprenticeship Organisation



**9629. Apprenticeship Delivery**

a. The NS currently offers Apprenticeship frameworks corresponding to employment areas and specialist skills. Frameworks have started to be superseded by Apprenticeship Standards. The table at Para 9629.[sub para d](#) details current courses.

b. Apprenticeship completion time is linked to the occupational sector and can take up to 36 months. Personnel progress from a Level 2 Apprenticeship scheme, undertaken during their initial training (Phase 2), onto the Level 3 Advanced Apprenticeship Scheme during later career training and beyond if applicable.

c. Apprenticeship Standards have a new format delivery with a greater emphasis on consolidation training and include an End Point Assessment (EPA). Standards are also tied to a **job role** and generally do not include any external qualification.<sup>16</sup> There are 3 distinct phases to the completion to an Apprenticeship Standard:

- (1) **Foundation:** Training delivery within a Phase 2 Establishment.
- (2) **Development:** Consolidation of training within a Unit.
- (3) **End Point Assessment:** Independent assessment conducted within Unit.

d. It is important to note that all apprenticeship programmes embedded or associated with training are subject to the DSAT processes laid down in JSP 822. The training is therefore subject to internal establishment quality assurance (QA) as well as second party assurance by the ACNS(T) QA team based in NCHQ. Additionally, all training is delivered within each establishment by a 'naval school' which is under RN/RM uniformed management.

### NS Apprenticeships Level 2-3

Level 2 Apprenticeship	Level 3 Advanced Apprenticeship	Location
Performing Engineering Operations (ET WE/CIS)	Engineering Maintenance (LET WE/ CIS)	MWS
Aircraft Engineering Maintenance (ET AE)	Foundation Degree modules (LET AE)	HMS SULTAN
Engineering Maintenance and Installation (ET ME/RFA)	Engineering Maintenance (LET ME/ RFA)	HMS SULTAN
Aviation Ground (Operative) (AH)	Aviation Ground Specialist (LACMN/ LAC & LA(AH))	RNAS Yeovilton, RNAS Culdrose
HM Forces (Service Person) (RM) Public Services (RN Diver, HM)	Level 3 Leadership and Management Level 4 Music	CTCRM MWS HMS RALEIGH RMSoM MWS
Diploma in Professional Competence for IT & Telecoms Professionals (CT, Warfare)	Level 3 Leadership & Management (Elective Learning)	MWS HMS RALEIGH
Business & Administration (Logs Writers)	Level 3 NVQ Certificate in Business & Administration (Leading Writers)	HMS RALEIGH
NA	Level 3 NVQ Certificate in Management (Warfare)	MWS
Professional Cookery (Chefs/RFA) (Changing Apr 18)	Level 3 NVQ Certificate in Business & Administration (Leading Chefs)	HMS RALEIGH
Hospitality Team Member	Level 3 NVQ Certificate in Business & Administration (Leading Stewards)	HMS RALEIGH

16. There are exceptions to this, which are decided by the whole industry sector and ratified by the IfA.

Warehousing and Storage (Supply Chain)	Level 3 NVQ Certificate in Business & Administration (Leading Supply Chain)	HMS RALEIGH
N/A	Personal Training Level 3 NVQ Diploma & Level 3 Certificate in Personal Training (PTI)	MWS HMS TEMERAIRE

**9630. Apprenticeship Learning Cycle**

Each trainee will undergo the following process as part of the Apprenticeship Learning Cycle:

- a. **Initial Assessment/Programme Choice.** Trainees will be assessed to ensure their suitability for the selected Learning Programme and occupational sector. This includes a numeracy and literacy Initial Assessment. Trainees assessed as suitable for an Apprenticeship, but exhibiting Specific Learning Difficulties (SpLD), are to receive support in accordance with JSP 822 Pt 1 6.1 and [Section 9](#).
- b. **Induction and Training.** All NS trainees will be given an Apprenticeship brief at HMS RALEIGH and CTCRM that explains the Apprenticeship Scheme.
- c. **Reviewing Progress.** Regular learner reviews will be carried out at a minimum of every 12 weeks in order to evidence learner's active involvement in learning progression and the processes in support of those learner progressions. This is measured by Provide Financial Assurance (PFA) auditors (financial equivalent of Ofsted) for any Government money drawn to support funded education. This process involves the learner and employer in setting realistic targets, mentoring and updating the Individual Learning Plan (ILP), and providing support and assistance as appropriate. The ILP has been mapped to the content of the training pipeline which clearly defines what the learner will achieve during their Apprenticeship programme.
- d. **NVQ/(QCF) Assessment (where applicable).** All personnel conducting Apprenticeships are tracked, with the NVQ(QCF) being assessed by formally qualified NVQ assessors or SMEs. The outcome of the assessment and verification process ensures that qualification learning outcomes are met. For personnel completing Apprenticeship frameworks within a Phase 1 or Phase 2 Naval Training Establishment or CTCRM, assessment will be via a dedicated team. Tracking and assessment in the wider Fleet will include visiting Quality Assurers. Units must recognise the importance of these visits and acknowledge that a completed NVQ/QCF task book must be forwarded to their registering establishment in order to claim the NVQ/QCF and subsequent Apprenticeship Framework. Tracking of learning also continues via JPA reports once the trainee is in the Fleet, to verify work placements for consolidation purposes in support of Learner reviews.

e. **Apprenticeship Encouragement.** Trainees who have yet to achieve the appropriate grade in Functional Skills (FS) are to be encouraged and, where possible, given maximum access to Naval education facilities Learning & Development Hubs (L&D Hubs) and Learning & Development Organisation (Operations) (LDO(Ops)) in order to complete the grade. Certified copies of FS certificates should be sent to the lead school in order to claim the Apprenticeship.

#### 9631. Higher Level Apprenticeships

a. Higher Level Apprenticeships (Level 4-7) are increasing in availability and delivery with a number of Higher Education Establishments, including universities, offering them. If an opportunity is identified as feasible for any number of NS personnel then SO2 Apps should be contacted in the first instance.

b. The Civil Service (CS) has its own Apprenticeship offering and there maybe opportunities for NS personnel to utilise this offering. SO2 Apps is the point of contact for enquiries.

#### 9632. Audits and Inspections – Ofsted

All RN/RM Phase 2 and a high proportion of Phase 3 training has Apprenticeship qualifications mapped to the training delivered. Any MoD training that receives such civilian recognised qualifications, and attracts government support funding, is liable to be inspected by Ofsted.

a. As the Ofsted nominee, Cdr LDO will receive the notification of an inspection with 48 hours warning. This will be communicated to all appropriate stakeholders and Training Establishments. The inspection will be managed centrally by Apprenticeship HQ with assistance from establishment Sub-nominees and BfL Apprenticeship Managers. Cdr LDO is the owner of the NS Apprenticeship SAR and QIP.

b. **Internal Apprenticeship Reviews within Training Schools (Common Inspection Framework).** In addition to the QA processes delivered as part of JSP 822, the Babcock Apprenticeship Team is contracted to deliver an annual programme of internal Apprenticeship assessment reviews by the Apprenticeship Contract Support Team, supported as required by other delivery centre managers. To avoid duplication and provide full scope and range of assessments, these reviews are likely to be linked or amalgamated with ACNS(T) second party audits. These assessment reviews are based on the Ofsted Common Inspection Framework (CIF).

c. **Provider Financial Assurance Audits (PFA).** PFA audits are conducted by ESFA to ensure eligibility and authenticity of funding claims and correct contractual adherence to funding rules and regulations. The ESFA will provide Cdr LDO with a date when the financial audit team will visit. During the visit they will inspect a sample of learner files against their records and the Training Provider's records. They expect to find, or be provided with, evidence that the records meet contractual regulations of continuous learning for the periods of funding (learner reviews etc). Where records do not concur, or if evidence cannot be provided to demonstrate an individual was in continuous learning, the funds provided for those Learners/periods will be reclaimed by the ESFA.

### 9633. Management and Governance of Apprenticeship Funding

a. All companies with an annual PAYE bill in excess of £3 million pay a 0.5% levy to pay for Apprenticeships. As part of MOD, the NS pays into the Levy. When learners are registered onto the digital Apprenticeship Service (AS), money is drawn back into a bank account held by ACNS(T) and managed by Cdr LDO on behalf of ACOS(T). Money received via the AS and ESFA is managed in accordance with funding rules and costing models.

b. If an Establishment/Unit identifies an area where the facilities or opportunities for Apprenticeship delivery could be improved, then an application can be made to utilise funds.

c. All applications from unit sponsors for Apprenticeship Grants should be sent to/ via the relevant Apprenticeship Manager, or SO2 Apps, using the Grant Application Form at [Annex 96E](#). Completed forms should be sent to the Contract Support Team (based at HMS COLLINGWOOD) where they will be processed and the approval route will commence. A business case appropriate to the value of the project will be required to justify the request.

d. In the case of equipment with maintenance requirements and/or limited life, a clear statement of how the sponsor intends to meet those requirements/replacements is required. This funding does support through-life aspects of a project.

e. Grants will remain valid for 12 months from approval and progress will be monitored against the business case and MoD policy/procedures by the Contract Support Team. Grants remain the responsibility of the Grant Application Sponsor. If the project is not brought to fruition or item is not procured after 12 months then approval will no longer be extant.

#### f. Financial Authority

(1) **Apprenticeship Delivery Areas.** There is a single GPC card holder (SFA Coord) at HMS COLLINGWOOD who coordinates all local purchase requirements for delivery areas. This post also manages the Central Payment System of apprenticeship certification credits.

(2) **Cdr LDO.** Cdr LDO may authorise expenditure to a maximum of £100K and will ensure ESFA compliance, but financial authorisation will be by NCHQ.

(3) **The Naval Command Apprenticeship Expenditure Approvals Committee (NCAEAC).** The NCAEAC shall meet as required to consider proposals in excess of £100k. Composition of the NCAEAC is as follows:

Chairman	-	DACOS(T)
Secretary	-	SO2 Apps
Member	-	Cdr LDO (Hd Apprenticeship Programme)
Member	-	COMCORE COS or Business Manager (as required)
Member	-	COMOT COS or Business Manager (as required)

Associate Member	-	Babcock Training Apprenticeship Manager (TAM)/Representative
Advisor	-	Fleet Financial Rep Advisor (as required)
Advisor	-	Fleet Commercial Rep adviser (as required)
Advisor	-	FOST HQ Business Manager

g. **Financial Propriety.** Cdr LDO and the NCAEAC are accountable to their Chain of Command for the proper management and expenditure of Apprenticeship funding drawn down through national contracts. In addition, the following must be adhered to:

- (1) Expenditure and accounting procedures must be in accordance with departmental policy and procedures for MOD funds. Accounts may also be subjected to scrutiny by Defence Internal Audit and the National Audit Office.
- (2) Funding shall not directly underpin core NS training.
- (3) Minimal business processes shall be employed to authorise the commitment of Apprenticeship derived funds.
- (4) Double funding (the use of Apprenticeship funding for activities, supporting personnel or resources already paid for within the MOD budget) is to be avoided.
- (5) Equipment is to be considered MoD property and be entered into a Fixed Asset Register, created by the receiving establishment for each permanent item of expenditure. In the case of new/additional IT equipment directly relating to FOAP(T) and requiring BFL maintenance support, the sponsor will need to engage with the Authority contract management to establish approval to add equipment to the Schedule 10 Equipment Log within the FOAP(T) contract.
- (6) Disposal and write off will be in accordance with normal business guidelines, ensuring that efficiency and effectiveness of delivery is maintained.

## SECTION 6 - NAVAL SERVICE THROUGH LIFE EDUCATION PATHWAY

### 9634. Aim

- a. The aim of the Through Life Education Pathway is to ensure the ongoing educational development of the Royal Navy in order to ensure each individual can operate to the best of their ability within the increasingly complicated, multi-layered and ambiguous security environment. In accordance with the overarching direction given in the RN Education Strategy; Fighting and Winning Starts with Thinking (2016DIN07-144).
- b. Regulations for the governance of Through Life Education Pathway (Ratings) (TLEP(R)) will be ratified and published in the next issue of BRd 3(1).
- c. These regulations below pertain to all RN Officers; consideration is currently being given to developing a similar programme for RNR Officers, further detail will be published in due course.
- d. The regulations pertaining to the RM Officer Career Development (RMOCD) are published in BRd 8374 (RN and RM Officer Training Regulations) and 2018DIN07-009.

### 9635. TLEP (O)

- a. The current programme for TLEP (O) (illustrated at [Annex 96F](#)) consists of the following elements:

Course	Related documentation
Stage 1 - Association Of RN Officers Essay Competition (ARNO EC)	2017DIN07-106
Stage 2 - Junior Officer Leadership Course 1 (JOLC1)	RNTM 07-040/17 RNTM 07-022/18
Stage 3 -Junior Officer Leadership Course 2 (JOLC 2)	RNTM 07-038/17
Stage 4 - Naval Analysis Course (NAC)	2018DIN07-038
Stage 5 - Intermediate Command and Staff Course (Maritime) (ICSC(M))	2016DIN07-099
Pre ACSC Critical Thinking Skills Course (CTSC).	

As TLEP(O) develops, additional elements will be added with detailed regulations being published accordingly; this is likely to include an online Naval Knowledge Package.

- b. Additionally, the Maritime Warfare Centre (MWC) runs a suite of courses, including the Initial Maritime Warfare Course (IMWarC) and the Maritime Warfare Course (MWarC), which focus on war-fighting within the maritime environment. As this forms the core of the RN's output, attendance is strongly recommended for all NS Officers including RM, RFA, RNR and RMR. For certain specialisations and posts, these courses form integral elements of broader training/education packages.

c. **In-Service Degree Schemes.** In addition to the above programme, for non-graduate entrants (Direct Entrant RN, Direct Entrant RM, Upper Yardman, Senior Upper Yardman, Corps Commission and Senior Corps Commission) there is a range of In-Service degree programmes, the regulations for which are laid out in [Para 9648](#).

### 9636. TLEP(O) Regulations

The regulations relating to attendance on the separate elements of the TLEP(O) are as follows:

Course	Regulations	Comment
ARNO EC	Mandatory prerequisite for NAC for those who commissioned post Sep 14	Mandatory for all DE and SUY officers commissioning post Sep 14. Submission dates for those commissioned between Sep 14 and Apr 17 are promulgated in 2017DIN07-106. For those commissioning post Apr 17 the time allowed to complete the essay is 1 year post- commissioning.
JOLC 1	Prerequisite for JOLC2	To be attended prior to completion of Phase 2 Training. As a result of their naval career, SUY officers have acquired considerable management and leadership experience in comparison to Direct Entry officers. As a consequence, it has been decided SUY officers who have successfully completed the SRLC are no longer required to attend JOLC1. The requirement to attend JOLC1 remains for those SUY officers who have only completed LRLC.
JOLC2	Prerequisite for ICSC(M)	To be completed prior to selection/ attendance for ICSC(M).
NAC	Prerequisite for ICSC(M)	To be completed prior to selection/ attendance for ICSC(M).
ICSC(M)	Aspirational prerequisite for Full Commission Stage (FCS) transfer	Those officers who have not successfully completed ICSC(M) maybe considered less favourably by transfer selection boards. Noting that it is highly unlikely that an individual will be selected for ACSC who is not Full Commission Stage (FCS).
CTSC	Aspirational requirement, to be completed post selection for ACSC (but prior to the start of ACSC)	

### **9637. TLEP(O) JPA Recording**

Course managers/administrators are to ensure that the appropriate competences are recorded on JPA in a timely manner. However, noting that transfer promotion boards will draw the required management information from JPA, individuals are responsible for ensuring that their records are up to date.

### **9638. Personal Development Record**

The Personal Development Record (PDR) supports individuals during their service career, as it provides an excellent means of helping them make the transition back into civilian life. The PDR Concept is used today throughout organisations in the public, private and voluntary sectors and is regarded as 'good practice'. It supports both TLEP(R) and TLEP(O) and its use should be actively encouraged. It should be distributed at the following opportunities;

- a. New entrants to the NS are issued their PDR during initial training, through the appropriate new entry training establishment.
- b. The PDR is available to reservists, via parent units. Reserve units' requirements are co-ordinated by the appropriate reserves authority.
- c. For those who have lost their PDR and wish to replace it, the local Learning & Development Hub (L&D Hub) should be the first point of contact. A limited number are held in stock and further supplies may be ordered if required.

### **9639. PDR Ownership and Upkeep**

The PDR is owned and maintained by the individual. Only the owner has 'right of access'. It is an organisational responsibility, however, to inform individuals that to gain full benefit from their PDR, they will need to discuss it with those in a position to help and advise. This will certainly include Divisional Officers/Line Managers. In reviewing the PDR;

- a. Individuals should be encouraged to review their PDRs on the following occasions:
  - (1) Shortly after starting a new assignment, or on arrival at a new unit.
  - (2) Shortly before and after appraisal interviews, when training and development needs are identified.
  - (3) Shortly before and after any educational career or professional training course.
- b. Personnel leaving the Service for civilian employment will often need to compose a CV, write letters of application and attend interviews. This means gathering details of work history, training and development, qualifications and achievements. The PDR provides an excellent means of doing this.
- c. Personnel should be encouraged by DOs and Line Management to complete their PDRs, primarily by example. Line Management's familiarity with the concept, and support for it, is essential to success.

- d. The PDR is voluntary. Individuals should be encouraged to use their PDR by stressing its benefits and showing a real interest in its development.

#### **9640. Structure and Content**

The PDR comprises a binder with inserts grouped into six sections, outlined below, including space to hold reports, certificates, appraisals, digital media etc. It enables individuals to record, review, and plan their personal development and can be used to keep evidence for civilian accreditation, promote through-career development and provide source material to support CVs, job applications and interviews.

- a. **Section 1 - Introduction.** The introduction welcomes the user to the PDR and gives them an overview of its features, benefits and contents.

- b. **Section 2 - Personal Profile.** The Personal Profile assists individuals to collate their personal details, qualifications, employment details, training and development records and curriculum vitae.

- c. **Section 3 - Branch/Trade Development.** The Branch/Trade Development section of the PDR is sponsored by the relevant branch. It should be used to record branch/trade-specific training and development activities. It should contain the following:

- (1) A generic career template for the branch or trade, showing opportunities for civilian accreditation.

- (2) Amplifying details for each training/development module, showing knowledge, skills and competences gained.

- d. **Section 4 - Current Employment.** The Current Employment section is used to collate data relevant to the individual's current job. In most cases this will simply mean the individual placing a copy of their Terms of Reference or SJAR Roles and Responsibilities in this section. It should contain the following:

- (1) Job Description.

- (2) Terms of Reference.

- (3) Job Objectives.

- (4) Job Skills.

- (5) Unit Training and Development.

- e. **Section 5 - Personal Development Plan.** The Personal Development Plan (PDP) section shows an individual how to prepare a PDP. It contains simple analytical tools to help individuals to carry out the following:

- (1) Identify their personal goals.

- (2) Plan how to achieve them.

f. **Section 6 - Certificates and Personal Records.** The Certificates and Personal Records section should be used as an archive for documents. It will need to be updated from time to time to ensure that only the most relevant material is included, otherwise the PDR will become just a storage folder.

#### 9641. **Support**

Support for PDR is provided at 3 levels:

a. **Department.** At Unit Departmental level, first line advice and guidance is provided by the individual's Divisional Officer/Line Manager. The Divisional Officer/Line Manager will help the individual to identify the following:

- (1) The vision, aim and objectives of the organisation.
- (2) The individual's role and responsibilities.
- (3) Key work objectives and how they will be measured/monitored.
- (4) Training and development needed to help achieve them.

b. **Unit.** At unit level, staff advice and expertise is provided by the unit Education and Resettlement Officer (ERO). Advice can be provided in the following areas:

- (1) Educational, vocational and extra-mural courses.
- (2) Membership of Professional Bodies.
- (3) Accreditation requirements.
- (4) Resettlement provision.

c. **Headquarters.** At the policy level, the L&D Policy team manages implementation of NS PDR policy.

d. Divisional Officers/Line Managers requiring advice on any aspect of the PDR should initially contact their local L&D Hub.

#### 9642. **Educational Prizes**

Each year, educational prizes are awarded to Junior Ratings, Senior Ratings and Officers. The competitions involve either writing an essay or completion of exams. The details of eligibility, subjects and entry requirements are announced annually by DIN.

#### 9643. **Lieutenant Commander Hooper Prize**

a. The Lt Cdr Hooper Prize is an essay writing competition that was founded in 1952 in memory of the late Lt Cdr G W W Hooper OBE RN.

b. **Eligibility.** The competition is open to Junior Ratings/Other Ranks in the Naval Service (NS) including those holding acting higher rank (ie. substantive Leading Hand/Corporal and below).

- c. **Prizes.** Prizes will be awarded as follows:
- (1) First Prize - £300.
  - (2) Second Prize - £150.
  - (3) Third Prize - £100.
- d. This competition is sponsored by ACOS(T), who reserves the right to increase the value and number of prizes, to withhold the award of some or all of the prizes if essays are of insufficient merit, and to combine prizes and divide them equally where prize-winning essays are of equal merit. No competitor may submit more than one essay for each competition.
- e. **Essay Titles.** Essay titles will be promulgated annually via DINs. Essays must be on one of the stipulated subjects, be in English, and be of no more than 1,500 words. The DIN will also outline details of the submission procedure.

#### 9644. Association of Royal Naval Officers Essay Competition

- a. **Introduction.** The Association of Royal Naval Officers Essay Competition (ARNOEC) is an annual, 2,500 word research based essay competition aimed at developing the underpinning analytical, cognitive and communication skills required of a junior officer. All RN officers are required to successfully enter the competition.
- b. Whilst noting the mandatory nature of the competition, to help incentivise the process the Association of Royal Naval Officers (ARNO) has generously volunteered to sponsor a number of prizes. Information about ARNO can be found at [www.arno.org.uk](http://www.arno.org.uk).
- c. In accordance with the RN Education Strategy, the objective of the ARNOEC is to practice and develop the thinking skills required by officers in the RN whilst also reinforcing their understanding of broader maritime concepts and issues. It will build upon the academic and knowledge base developed during INT(O).
- d. **Essay Titles.** Essay titles will be promulgated annually via DIN. Essays must be on one of the stipulated subjects, be in English, and be of no more than 2,500 words. The DIN will also outline details of the submission procedure.
- e. **Prizes.** The following prizes will be awarded:
- (1) First Prize – iPad.
  - (2) Second Prize – £200.
  - (3) Third Prize - £100.
- f. **Participation.** All Direct Entry, UY and SUY RN officers completing INT(O) after 30 Sep 14 are required to enter the competition within one year of finishing

INT(O). All other RN and RNR officers below the seniority of Lt (on the closing date) are welcome to participate on a voluntary basis.

g. Whilst the primary aim of this competition is developmental, by its competitive nature it will incorporate an element of independent academic assessment. Additionally, successful completion of the competition will reflect favourably on an individual's motivation and ability to work independently, contributing to the evidence base upon which reporting officers draw when writing OJARS and making recommendations on suitability for promotion, branch transfers, selection for specialist training etc.

## SECTION 7 - ELECTIVE LEARNING AND DEVELOPMENT

### 9645. Introduction

a. The Naval Service (NS) places great importance on improving the general standard of education and life-long learning of its personnel. The ability of our people to think in an agile and adaptive manner is an important force multiplier and contributor to operational capability. Education, in its broadest sense, is how mental agility can be developed and therefore personnel should be given the opportunity and encouragement to take full advantage of the diverse educational provision that is available.

b. Elective education is defined as that which is undertaken at the behest of an individual, and not required for career or professional reasons. Notwithstanding this, elective education is supported by the NS. The benefits to the service and individual include the following:

- (1) Improvement of the overall skill-base of Naval personnel, which will provide a more flexible workforce better able to absorb professional training as required.
- (2) Preparation for transition to civilian life which is not only to the benefit of the individual but to the greater UK skills base.

### 9646. Funding

a. In general, elective education is self-funded. The NS does, however, fund a limited number of programmes, details of which are contained below. Self-funded elective education routes include:

- (1) Entirely self-funded, using the individual's own monies.
- (2) Utilising Standard Learning Credits (SLC). JSP 822, Part 1, 6.4 provides full details of this scheme.
- (3) Utilising Enhanced Learning Credits (ELC). JSP 822, Part 1, 6.5 provides full details of this scheme.
- (4) For personnel in resettlement, JSP 822, Part 1, 6.6 and JSP 534 contain details of additional funding options.

#### b. **Standard Learning Credits**

(1) The MOD promotes lifelong learning among members of the Armed Forces (including Reserves), and this is encouraged through the Learning Credits schemes. The Standard Learning Credit (SLC) scheme supplies financial support throughout the individual's career for multiple, small-scale learning activities.

(2) The SLC scheme includes Maritime Reserves and personnel should submit SLC paperwork in accordance with JSP 822 Part 1, 6.4 through the local Learning & Development Hub (L&D Hub).

c. **Enhanced Learning Credits**

(1) The Enhanced Learning Credit (ELC) scheme is designed to complement the SLC scheme by providing personnel who qualify with larger scale help ie. a single payment in each of a maximum of three separate financial years, to assist in the cost of higher level learning.

(2) 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 Regulated Qualifications Framework (RQF) (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 full-time members of the Armed Forces to pursue their personal development, both during their Service and for a period of time afterwards, subject to the qualifying criteria being met.

d. **The Further Education/Higher Education Scheme**

(1) The principal aim of the Further Education/Higher Education (FE/HE) Scheme is to provide state subsidised tuition fees for eligible personnel entering the two years of their resettlement phase and who do not possess a full Level 3 or first higher education qualification. Individuals must be eligible for and enrolled with the ELC scheme.

(2) The rules and regulations governing the FE/HE scheme are contained in JSP 822 Part 1, 6.6 and should be read in conjunction with the ELC rules and regulations, JSP 822 Part 1, 6.5.

**9647. Centrally Funded Elective GCSE/GCE Courses**

a. University of Cambridge International Examinations administered through Defence Examination Centre. The MoD has an arrangement with the University of Cambridge International Examination Board for the delivery of examinations within MoD Units; this includes NS Learning & Development Hubs (L&D Hubs) and Deployed Units.

(1) The core requirement for the NS is the delivery of English and Mathematics GCSEs. Details of courses delivered through L&D Hubs are published annually via DINs and local notices. Personnel wishing to undertake either English Language or Mathematics GCSEs at public expense must first demonstrate they are working at the relevant Level in English and/or Mathematics by undertaking, or proving they have already achieved, a Level 2 Functional Skills in the appropriate subject.

(2) Other subjects may be examined under this scheme where the Education and Resettlement Officer (ERO) is assured that the candidate has sufficient chance of success to justify the investment of public funds. In reaching a decision, the ERO should consider that the chances of success are much greater through a structured and supported programme than by self-study. There are a variety of distance learning providers and those serving in shore establishments or units should utilise local education providers.

(3) Personnel wishing to sit a GCSE/GCE at public expense are to complete the application form at [Annex 96G](#). Individuals are to ensure that their line manager completes the relevant section of the form.

b. **Part Time Service Instructors.** The use of Part Time Service Instructors (PTSI) provides a mechanism for the delivery of education in deployed units, following the regulations in [Para 9657](#). Formal teaching of elective education should not be undertaken by Service personnel outside the PTSI scheme.

#### **9648. In-Service Degree Schemes - Officers**

Where an In-Service degree scheme is in place it is mandated that all non-graduate officers will be registered for the In-Service degree.

a. **Warfare Branch.** In 2003, the 'Foundation for the Future' (F3) scheme was introduced to provide a valuable civilian qualification that recognises officer training from the start of Initial Naval Training (Officer) (INT(O)) to the end of professional training and prior to first assignment.

(1) On joining BRNC, all Warfare Branch Naval College Entrants (NCE) who have not previously attained a first degree will be registered on a Foundation Degree programme. Achievement of the degree will require no additional work other than that required to complete the appropriate Branch professional course; registration is mandatory, there are no costs to the individual.

(2) Those not meeting the criteria but undertaking the full Warfare training pipeline (eg. Direct Graduate Entrants (DGEs)), and hence achieving all the learning outcomes for the Foundation Degree, will be entitled to register for the scheme at their own expense. To register they should contact the Degree Registration Manager at BRNC; contact details are at (3) below.

(3) The F3 scheme is managed by a Board of Study and is under the overall supervision of the BRNC Director of Training. Registration/queries for the FdSc elements of the scheme will be administered by the BRNC Degree Registration Manager, address as follows:

Degree Registration Manager  
Britannia Royal Naval College  
Dartmouth  
TOTNES  
Devon  
TQ6 0HJ

Telephone: 93749 7110 (01803 677110)  
E-mail: brnc-drm@fleetfost.mod.uk\_

(4) **Certificate of Higher Education (CertHE).** Officers who, for whatever reason, fail to complete their training pipeline will be awarded Credit Accumulation and Transfer Scheme (CATS) points for all modules completed successfully. Where the total number of CATS points is equal to, or greater than 120, the individual will be awarded a Certificate of Higher Education (CertHE). Where the total is less than 120, the individual will be provided with a transcript of the modules completed successfully and the points awarded. This transcript may then be presented to any higher education institution that recognises the CATS scheme and may be transferred to a new programme of study.

b. **Logistics Branch.** Until 2013, non-graduate Logistics Officers were awarded the same Foundation Degree as their Warfare counterparts. Changes in elements of the Logs INT(O) programme made this no longer viable, however accreditation to a BSc Logistics Management from Initial Logistics Officer Course (ILOC) is in place. Details are available from the Defence Maritime Logistics School (DMLS) or NAVY TRG HQ-EL3 SO3C.

c. **Non-Graduate Senior Upper Yardman.** Non-graduate SUYs should contact the scheme manager (NAVY TRG HQ-EL3 SO3C) to explore degree options that may be available to them.

d. **Fleet Air Arm.** In 2007, the FAA was accredited as a Military Aviation Academy (FAAMAA), in partnership with the Open University and under the regulatory umbrella of the Quality Assurance Agency for Higher Education (QAA(HE)). This authorised the FAAMAA to accredit flying training and deliver it as a Foundation Degree (FD) in Aviation Systems Management, awarded on completion of operational flying training.

(1) The entry level for the FAAMAA requires aircrew students to join the Armed Forces and pass INT(O), aircrew selection and grading before progressing to complete Elementary Flying Training at RAF Cranwell. Once this has been completed, pilots enter the FAAMAA at the Defence Helicopter Flying School, RAF Shawbury for Basic Flying Training, whilst observers are assigned to RNAS Culdrose for Basic Observer Course.

(2) **Study Programme.** The Military Aviation Systems Management FD has three modules; all must be successfully passed for the individual to qualify for the award:

- (a) Basic Flying Training (BFT).
- (b) Aircraft Conversion Phase (ACP).
- (c) Operational Conversion Phase (OCP).



**Note.** *No further study is required for achievement of the FD.*

(3) Registration is mandatory for all NCE personnel, who will be automatically registered for the fully funded FD. For those individuals who, on entry to the RN already have a first degree, but wish to take the opportunity of being awarded the FD, there will be a registration fee. .

(4) In late 2015 the programme was revalidated and upgraded to include, in addition to the FD, the award of a BSc in Aviation Systems Management on successful completion of Certificate of Competence. This element is not mandatory, and NCE Pilots or Observers who hold the FD may instead wish to take an alternative Route to Honours (see [Para 9649](#)).

(5) Further validation of the FAAMAA has, from 1 Jan 18 and on successful completion of relevant training, seen a FD in Airspace Management being awarded for AirTraffic Control Officers.

(6) Further information can be obtained by contacting the FAAMAA Programme Manager by email: NAVY CU-FAA-MAA-PM or Tel: 01326 552352 Mil: 93781 2352.

e. **Royal Marines.** The In-service Degree scheme was introduced for the Royal Marines to accredit officer training.

(1) On joining CTCRM, all Royal Marine Young Officers (RMYOs) who have not previously attained a first degree are registered for a FD. The FD is based on successful completion of the training pipeline from entry to completion of the Walcheren Essay. The content of each stage of training has been assessed and awarded 240 CATS points. No further study is required to achieve the 240 CAT points required for the FD and the individual will incur no costs. As with other In-Service degree schemes, registration for non-graduate RMYOs is mandatory.

(2) The costs of registration for the FD will be funded for eligible officers.

(3) Those not meeting the criteria but undertaking the training pipeline (eg. Graduate Entrants), and hence achieving all the learning outcomes for a FD, will be entitled to register for the scheme at their own expense.

(4) Further information is available from the Corps Tutors at CTCRM: Email: NAVY TRG CTCRM-CW CORPSTUTOR01 Tel: 01392 414595 Mil: 93785 4595.

#### 9649. Progression to Honours Degree

a. FDs are stand-alone qualifications with considerable value in their own right. Although it is not compulsory for FD graduates to proceed to an Honours Degree, one of the criteria stipulated by the Government is that FD students must have access to a viable route to completion of a full Honours Degree. There is a number of Route to Honours (R2H) options available:

(1) **Warfare Officers, Plymouth University – BSc(Hons) in Defence Studies.** Plymouth University (BRNC) offers a BSc (Hons) in Defence Studies comprising of three distance learning modules: Britain and International Security, Environment and Naval Warfare, Defence Studies Dissertation. Candidates attend a five day residential course to initiate the honours programme and a further two day residential course to consolidate. The programme is to be completed within three years from the date of commencement. Enrolments are once a year in September.

(2) **Other Degree Routes.** Individuals should contact their nearest Learning & Development L&D Hub or the scheme manager NAVY TRG HQ-EL3 SO3C to identify which route best suits them. Individuals are likely to gain full credit for the FD, but will need to clarify this with the particular Institution.

b. Completion of an Honours Degree will predominantly be by distance learning, a demanding prospect for those in challenging appointments. The Sub Navy Board Committee (SNBC) therefore, has agreed a CAT B PFS, which gives Officers studying for Honours under this scheme the opportunity to take up to a maximum of six weeks (30 working days) study time in any one academic year. This is at the discretion of line managers who are advised to keep a record of time taken.

c. Those officers wishing to embark on the R2H will need to register with NAVY TRG HQ-EL3 SO3C. Funding is available to support this scheme but there is an upper cap. All personnel are to liaise with NAVY TRG HQ-EL3 SO3C prior to making any commitment with a University/Institution.

d. Currently funding to a R2H is only available for non-graduate officers who entered BRNC post 1 Jan 03.

**9650. Post-graduate Studies – Fellowships, Masters and Part-time Doctorates**

a. In addition to staff training and career-mandatory post graduate courses, the NS offers a range of opportunities for fully funded elective postgraduate study which benefits both the Service and individual needs. Individuals should discuss the timing and nature of such education, which will need to be tailored to personal circumstances and aspirations, and their overall career management, with their Career Managers (CM). Traditionally, the following full, part-time and distance learning study courses have been available through a number of schemes:

- (1) Contracted places on a range of courses run at DA-CMT by Cranfield University, funded by the Defence Academy.
- (2) Fellowships at the University of Oxford, funded by the Hudson Trust.
- (3) MPhils in International Relations at the University of Cambridge, funded by ACOS (PCap).
- (4) Various full-time Masters' courses at other UK universities, funded by ACOS (PCap).
- (5) Part-time Doctorates, funded by ACOS(PCap).
- (6) Master's level e-learning distance courses, funded by ACOS(PCap).

b. The exact details of the courses and application process are promulgated annually by DIN.

c. Selection of individuals will be made at the NCHQ Academic Scrutiny Board, where candidates will be required to present an academic reference, an academic CV and a 1,500 words (maximum) proposal that includes the research aim and thesis structure, the benefit to Defence and the individual, and the intended research techniques. The onus will be on the individual to demonstrate sufficient intellectual stamina and lifestyle capacity (including career plans) to complete the research programme. As the volume of research is likely to impact on work-life balance, candidates must include written endorsement from their 2RO when applying to the Board.

d. Successful candidates will be matched to a relevant Defence 1\* for additional research guidance, although supervision and editorial rights remain with the academic supervisor and University. ACOS(PCap) will review study progress annually, based upon the chosen University's in-house review procedures and the continuing relevance of the research to Defence. ACOS(PCap) reserves the right to withdraw funding at any stage should the sponsoring University consider that commitment and progress is not being maintained without good reason.

### 9651. University Short Course Programme

a. The University Short Course Programme (USCP) is a tri-Service scheme of courses arranged to meet the broader educational and personal development needs of Service personnel. Based upon the philosophy of Lifelong Learning, the USCP intends to help Service personnel make a more effective contribution to Service life by developing their knowledge and personal skills. The courses are residential, held at various universities throughout the UK, and cater for subjects not normally available from Service sources. The USCP is not intended for resettlement purposes or to supplement formal training.

b. The USCP offers courses in the following categories: Command, Leadership and Management, Regional and Strategic Studies, Science Technology Engineering and Mathematics (STEM) and Languages. The majority of courses within these categories are relevant to current issues of importance and have a potential application in the military environment.

c. Courses are designed and delivered by university departments that have a recognised standing in the subject field. Although qualifications are not awarded for courses, the content may contribute towards a portfolio of evidence and the Personal Development Record. Certificates of attendance are issued for some courses. Other courses gain an award of CATS points if students are prepared to undertake an additional assignment. This may attract an additional fee payable by the student, part of which may be reclaimed using SLCs.

d. Further details about courses and the application process are promulgated annually via DIN. The point of contact for further enquiries about administration arrangements for the USCP is:

LDO Co-ordinator  
LDO HQ  
Waterfront Learning & Development Hub  
154 Building  
HM Naval Base  
Portsmouth  
PO1 3NH

Tel: 023 92 727933 or 9380 247933  
Fax: 023 92 724498 or 9380 24498  
E-mail: NAVYTRGHQ-LDOCOORD@mod.gov.uk  
DII(F): NAVY TRG HQ-LDO COORD

e. All applications are to be made on the tri-Service USCP Application Form, Fed 1011, contained within the DIN.

**9652. Further Education Concessions to Entitled Personnel Overseas**

- a. **Entitled Personnel.** Service dependants and UK-based Service Department civilians and their dependants are entitled to join part-time 'Further Education' classes provided for Service personnel and will count towards the minimum number of six needed to set up a class (ie. a mixed Service/Civilian class).
- b. **Classes.** Classes may be established for entitled civilians in the absence of any initial demand from Service personnel, subject to the following requirements:
- (1) A prior application must be made in each case to NAVY TRG HQ-EL3 SO2 where new classes are set up as a direct result of this concession.
  - (2) Part-time classes set up as a result of this regulation should take place in existing educational premises (including Service children's schools), or in other suitable Service accommodation which may be available without incurring additional expense to public funds.
  - (3) Expenditure from public funds is permissible for incidental expenses, such as lighting, heating, and cleaning, arising from this concession, and for also for additional equipment, provided expenditure on this item is of a minor nature.
  - (4) Local instructors must be used.
  - (5) All classes must be equally available to Service personnel of all Services and their dependants and to UK-based Service Department civilians and their dependants.
  - (6) Applications to establish a class should not be made unless minimum numbers are at least six and are likely to remain at or above that level for at least one term. The class is to be discontinued if numbers fall permanently below three.
  - (7) Course fees should not be charged to students who attend courses run through the Part Time Service Instructor scheme. However, a small charge may be levied if there is a need to provide specialist materials for the course.
  - (8) Textbooks, stationery and material for civilian students will not be supplied at public expense, except where textbooks are available from Service libraries.
  - (9) When classes close after having run for more than three consecutive meetings, the current term's fee will be charged, but any fees paid to cover consequent terms will be refunded. Where classes close after not more than three consecutive meetings, tuition fees should be refunded in full, but not the cost of textbooks, stationery or materials.
  - (10) The following qualifications must be met in order to employ an individual as a part time teacher:

(a) **A Level Qualifications and Equivalent.** Applicants should be a qualified teacher, and have an honours degree in the subject, or one closely related to the one they wish to teach.

(b) **GCSE Qualification and Equivalent.** Applicants should have a minimum of an A level in the subject and preferably experience of teaching at a similar level.

(c) **Vocational/Recreational.** Applicants should provide an outline of the intended course prior to commencement, unless a syllabus exists eg. from bodies such as City and Guilds.

c. Hourly rates of pay for part-time teachers are detailed in the tri-Service Regulations for Allowances JSP 752.

### 9653. Professional Membership

Professional Bodies are typically non-profit making organisations which seek to further a particular profession, the interests of the individuals engaged in that profession and the public interest in general. Membership of a professional body indicates a level of competence within a particular field and is normally accompanied by post-nominal letters (eg. MIEE, CEng, etc). From a Naval perspective, professional bodies can be seen as falling into one of two categories:

a. **Branch Specific.** Certain branches or trades will have an obvious linkage to a particular professional body, for example, the various engineering branches.

b. **Generic.** In addition to branch specific skills all Naval personnel will, throughout their career, build up expertise in leadership and management. These skill sets can also be mapped across to professional bodies.

### 9654. Level of Professional Membership

Each professional body will have its own rules of admission and criteria for membership, but as a guideline the following are the levels that commonly exist:

a. **Associate/Affiliate.** The lowest grade of membership, normally offered to those who have either recently qualified at the graduate level and have little or no practical experience, or those with experience but a level of achievement deemed to be lower than graduate level (typically junior officers and LH/PO).

b. **Full Membership.** Typically offered to those with qualifications at a graduate level and/or significant experience at working in a responsible position within their field of expertise (typically senior Lt/Lt Cdr and CPO/WO2/WO1).

c. **Fellow.** Normally only offered to those in more senior positions with a wealth of experience and/or knowledge at a Master's degree level (normally Cdr+, sometimes senior Lt Cdr/WO1).

d. **Chartered Status.** An additional level of professional competence can be indicated by achieving Chartered Status. This indicates a range of relevant professional skills as well as technical and commercial leadership, interpersonal skills and commitment to professional development.

#### 9655. Naval Policy Regarding Professional Memberships

a. **Mandated Membership.** In general, the Naval Service (NS)<sup>17</sup> does not require personnel to be a member of any professional body, and thus does not mandate or centrally fund any schemes. In exceptional cases, if a particular assignment requires membership then it may be funded by the organisation which sets the requirement for the membership, but only for the duration of that assignment.

b. **Elective Membership.** Naval personnel may elect to join any professional body for which they are qualified.

c. The rules governing membership are those of the professional body in question and not of the NS.

d. Standard and Enhanced Learning Credits cannot be used to pay for membership fees<sup>18</sup>. The only exception may be where both substantial additional work and an examination, assessment or assignment which is not an integral part of the service course syllabus, is undertaken. Each case will be examined on its merits.

#### 9656. Corporate Membership Schemes

a. A number of professional bodies offer corporate membership schemes to NS personnel. In each case certain elements of Naval training and experience will have been mapped onto the membership criteria of the body in question, and this mapping exercise is normally in lieu of the portfolio of evidence that a professional body would typically require for membership.

b. It must be emphasised that the rules and regulations of each corporate scheme are dictated by the relevant professional body, not by the NS. It is entirely possible therefore that the levels of membership offered to naval personnel will vary, depending on the rules of the body in question. All fees associated with these membership schemes are paid directly to the professional bodies, although in some cases the NS may collect the fees to simplify administration.

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17. Special rules may apply to Engineering and Medical Branches.

18. By definition, these schemes are intended to fund Learning. Full details of both schemes in JSP 822 Part 1 6.4 and 6.5.

## SECTION 8 - INSTRUCTIONS FOR THE MANAGEMENT AND INVIGILATION OF EXAMINATIONS

### 9657. Introduction

The following generic instructions detail the processes to be followed by Commanding Officers (COs) and those officers nominated as Supervising or Invigilating Officers for academic examinations, which include GCSEs and Functional Skills. Those nominated to invigilate examinations **must** also fully adhere to the instructions supplied by the Awarding Body for the specific examination; those instructions take precedence over the instructions detailed below. For examinations centrally funded through the Defence Examinations Centre, the Handbook available on the website must be followed by Exams Officers. For the Functional Skills and BCS qualifications delivered in the Learning & Development Hubs (L&D Hubs) and onboard ship, SOP Q3 published on the MOSS LDO website must be followed.

### 9658. Instructions for Commanding Officers

- a. It is the responsibility of the CO to see that examinations are held on the occasions required. The CO is responsible for the safe custody of examination papers, which are to be locked away on receipt and not handed to the Supervising Officer until the day of the examination.
- b. Examinations are to be held on the date and at the time specified, although it is recognised that operational requirements are paramount. Should COs of operational units wish to change either the date or time of an examination, then prior permission **must** be sought from the Examining Authority in question. The risk of compromising the examination is to be minimised.
- c. The CO is to ensure that the individual selected to act as the Supervising Officer/ Invigilating Officer meets the criteria below and fully understands the responsibility of the role.

### 9659. Instructions for Supervising Officers

- a. Each examination held in a Unit or establishment is to be supervised by an officer not below the rank of Warrant Officer or, exceptionally, by a Chief Petty Officer when specifically authorised by the CO to do so. The Supervising Officer is responsible for the proper conduct of the examination. The Supervising Officer is to be present throughout the examination. Where the Supervising Officer is not the Invigilating Officer then he/she is to be present at the beginning and at the finish of each paper.
- b. The Supervising Officer is to arrange the space allocated for any examination such that candidates can be seated at a satisfactory distance apart (minimum 1.25 metres) and can be properly invigilated.

**9660. Instructions for Invigilating Officers**

- a. Supervising Officers may call upon Invigilating Officers to assist them. Invigilating Officers are not to be below the rank of Warrant Officer, although COs may, exceptionally, specifically authorise a Chief Petty Officer to perform these duties. Invigilating Officers are to be fully briefed before an examination about their duties, which are summarised as follows:
- b. Under no circumstances during an examination are Invigilating Officers to take any action which:
- (1) Could distract or divert their attention as invigilators.
  - (2) Could cause a distraction for the candidates.
  - (3) Causes them to leave the examination room/compartment.
  - (4) Could create an opportunity for candidates to cheat.
- c. A seating plan showing the names of candidates is to be produced by the Supervising Officer. This plan is to be retained by the Unit Education Officer (UEO) for a period of six months after the date of the examination.
- d. At least one Invigilating Officer is always to be present in the examination room. If the number of candidates for an examination exceeds 30, a second Invigilating Officer is to be appointed and situated at the back of the examination room. Where any room has only one Invigilating Officer, another Invigilating Officer should be on standby.
- e. The sealed envelopes containing the question papers are to be opened only by the Supervising Officer, at the time of the examination and in the presence of the candidates.
- f. Candidates are not allowed to bring into the examination room any books, notes or personal belongings which may prejudice the conduct of the examination, unless specifically authorised to do so in the particular instructions for the examination in question. All wall posters etc. or other matter in the room which could be of any help to candidates must be removed before the examination commences.
- g. Candidates are to provide pencils, rubbers and mathematical instruments as appropriate. They are required to write their answers in black or blue ink.
- h. Where possible, candidates from the same ship, and candidates who have been working together in courses leading up to the examination, should be separated by random seating arrangements.
- i. Before sitting each paper, candidates are to be reminded that in answering questions they cannot be absolved from the Armed Services security regulations.

- j. No candidate may enter the examination room once 30 minutes have elapsed from the beginning of an examination.
- k. No candidate may leave the examination room within the first 30 minutes of an examination.
- l. A candidate who leaves the examination room intending to return is to be accompanied by an Invigilating Officer throughout his/her absence from the room.
- m. Candidates found giving or receiving assistance are to be dismissed from the examination room and reported to the CO of the ship or establishment in which the examination is taking place.
- n. All examination material, including answer books, rough working sheets etc. and question papers are to be collected before candidates leave their desks. Specific examination instructions as stipulated by the examining authority are also to be followed.
- o. Scripts must be sent onwards using a traceable postal service, such as Royal Mail 'Signed For' delivery. Examinations Officers are to ensure that receipt of postage is retained until arrival of candidates' certificates.

**SECTION 9 - SPECIFIC LEARNING DIFFICULTIES****9661. Background**

The Naval Service (NS) provides support for personnel deemed to have Specific Learning Difficulties (SpLDs), in accordance with Defence direction<sup>19</sup>, in order to maximise their learning, training and productive service. The term SpLD encompasses a range of learning difficulties which may affect an individual in their daily life. For the purposes of this policy the term SpLD encompasses the following learning difficulties: Dyslexia; Scotopic Sensitivity; Dyscalculia; and Dyspraxia. This policy encompasses JSP 822 and builds on it based on the following principles:

- a. Learning support is not a binary issue; great differentiation between individuals' needs should be exercised, especially regarding SpLDs.
- b. Managers and instructional staff play an important role in detecting SpLDs, acting on suspicions where performance consistently falls below requirement. An individual will not always recognise poor performance as being caused by a SpLD, and therefore may not seek help. The responsibility for engaging with the learning support process, however, lies with the individual concerned.
- c. The spirit of partnership between the line manager and the individual is imperative if use of available support is to be optimised.
- d. NS personnel should be equipped with 'learning skills' through the delivery of formal training sessions within the first four weeks of Initial Naval Training (Ratings)/ (Officer) (INT(R)/(O)) or Foundation Phase of initial training<sup>20</sup>.
- e. Funding for learning support should be available throughout an individual's career; not only during Phase 1 and 2 Training<sup>21</sup>.

**9662. Application**

The Armed Forces are exempt from disability discrimination legislation under the Equality Act 2010; however, this policy document serves as a framework for meeting the spirit of the legislation and goes further by actively promoting equality of opportunity, thus enabling every member of the NS to maximise his or her talent and contribution. It applies to all full-time personnel (regular and full-time Reserve Service) identified as having learning support needs. Ex-regular personnel with a Reserve liability and volunteer Reservists attending for obligatory training or voluntary duties will be eligible only for support when mobilised into service as the result of a call-out notice. For non-mobilised Reservists responsibility for learning support rests with the individual and is not covered by this policy.

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19. JSP 822 Part 1, 6.2.

20. Formal learning skills sessions take place during Phase 1 Training at CTCRM and RALEIGH.

21. This recognises the effect professional context has on learning differences and the fact that for many, issues may only arise later in a career where the individual is employed in administrative and management roles.

### **9663. Naval Service Responsibilities**

a. The NS approach is designed to be comprehensive and coherent throughout the span of an individual's career. Those individuals identified with SpLD needs must receive appropriate support and reasonable remediation at the relevant time in their training and careers. This should be delivered irrespective of rank, location and job responsibilities subject to the individual being able to achieve Operational Performance Statement (OPS). The NS primary mechanism for support is the line manager/Divisional Officer who may call upon Coaching Advisory Teams (CATs)<sup>22</sup>, Learning & Development Organisation Advisors (LDAs), Specific Learning Difficulty Advisors (SpLDAs) or English and Mathematics Tutors (EMTs)<sup>23</sup> to provide specialist support for those personnel identified with a specific learning need.

b. There is the need to consider SpLDs within the workplace and, where practicable and when OPS permits, a review of working practices should be undertaken to identify reasonable remediation to improve effectiveness. Such methods may include: changes to the working environment, balance between written and non-written communication, time available to assimilate information processing, and appropriate use of information technology.

### **9664. Training Delivery Standards**

Training for Naval Service personnel is to be delivered without discriminating against those with learning support needs and, therefore, those individuals delivering training must have an awareness of, and be sensitive to, such issues. Course format and style of delivery should be structured accordingly, to accommodate specific learning needs. Training delivery standards are to be reviewed on a regular basis and modified where necessary to achieve maximum effectiveness.

### **9665. The Individual's Responsibilities**

Although this policy provides details of specific support provided to NS personnel with learning support needs, individuals are primarily responsible for addressing their own needs. Individuals with a learning support need should identify themselves to their line managers/Divisional Officers/Instructors/EMT on arrival at a new establishment/Unit prior to commencing duties/training in order to facilitate the provision of any necessary remediation and the updating of their Individual Learning Plan (ILP). Individuals are to employ all reasonable remediation recommended by their formal assessment report and/or CAT/EMT.

### **9666. Responsibilities of Phase 1 and Phase 2 Training Schools**

Comdts and COs of initial training (Phases 1 and 2) establishments have specific responsibilities, as follows:

a. Within resources and without compromising the agreed Training Performance Statement (TPS), to provide appropriate support for students identified with learning support needs.

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22. HMS RALEIGH and BRNC provide support via coaching networks. INT(R) at RALEIGH has a dedicated Phase 1 CLD cell. HMS COLLINGWOOD, HMS SULTAN and CTCRM are NS establishments with CATs. See Chapter 21.

23. EMTs predominantly work out of Learning and Development Hubs (LDCs).

- b. All Phase 1 and 2 recruits should be briefed on the NS through career learning support within the first 3 weeks of arrival.
- c. Equip Phase 1 recruits with 'learning skills' through the delivery of formal training sessions<sup>24</sup> within the first 4 weeks of INT(R)/(O) or Foundation Phase of initial training. Due to skill fade, these may need to be repeated near the start of Phase 2 or academic training.
- d. Ensure that instructors and staff involved in student management are aware of the learning needs of students.<sup>25</sup>
- e. Apply any appropriate exam concessions<sup>26</sup>. These allowances apply only to assessments which are explicitly dependent on information processing, knowledge-based or written examinations. They do not apply to skills-based examinations. For externally moderated exams, authorisation to grant extra time needs approval by the appropriate examining authority. Removal of training professional warnings (see Chapter 57) could be considered if an individual has been assessed as requiring learning support after failing modular written exams. This must not, however, compromise the attainment of TPS or pass training risk to another part of the training pipeline.
- f. Ensure that the learning support needs of students and details of support provided to individuals are documented within an ILP and, with the agreement of the individual, when students leave the training establishments are forwarded promptly to the receiving/parent unit EMT (under appropriate protective markings).
- g. Alternative methodologies and approaches to training delivery should be actively sought and promoted, subject to the individual still meeting the conditions and standards set within the Formal Training Statement.
- h. Where students with a learning support need are, after suitable remediation, unable to achieve the OPS for their Trade or Branch, the chain of command may, in the interest of the individual or the Service, seek advice from the Trade/Branch Sponsor on the possible re-allocation of the individual to another Trade Branch (see Chapter 51). Where there is evidence that the individual's learning support needs are so severe that they are unlikely to achieve OPS in any other Specialisation or Branch, then a case may be made for discharge from the Service (see Chapter 54).

#### **9667. Management Responsibilities**

The following principles apply to the management of a learning support case:

- a. Create a culture of declaration that allows a partnership between the line manager and the individual to be developed in order to optimise available support.
- b. Recognise Workplace difficulties associated with SpLDs:

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24. Memory techniques, mind mapping, sequencing, state and time management.

25. Poor performance in training should not automatically be attributed to a learning difficulty but may be due to another problem such as poor basic skills, poor memory, or lack of training in revision techniques.

26. JSP 822 Part 1, 6.1 Para 10f.

- (1) Poor time management.
  - (2) Continually disorganised.
  - (3) An inability to prioritise tasks effectively.
  - (4) Difficulty following verbal instructions.
  - (5) Poor short term memory.
  - (6) Inability to take notes or write reports.
- c. Reports, ILPs and learning support programmes that are produced on individuals with learning support needs are to be treated as 'OFFICIAL-SENSITIVE' and are to be held by the EMT.
- d. Reports should identify learning and coping strategies (reasonable remediation) that will assist the individual but not compromise the TPS. These strategies, but not the full report, should be provided to the individual's line manager or Divisional staff and to the individual's instructors and are to be treated as 'OFFICIAL-SENSITIVE'.
- e. If appropriate, line managers may re-assign such individuals to other tasks, subject to the demands of operational need and effectiveness, if this is indicated as desirable within the strategies developed by the education specialist. Individuals must demonstrate, however, that they have achieved full competence across the entire OPS.
- f. After the individual has been provided with learning or workplace support recorded in an ILP, his/her case is to be reviewed regularly with the line manager and EMT to assess the effectiveness of this support.
- g. The SpLD needs of an individual are not to be mentioned, whether positive or negative<sup>27</sup>, in annual appraisal reports.

#### **9668. Learning & Development Advisor (LDA), English and Mathematics Tutors (EMT) and Specific Learning Difficulties Advisor (SpLDA) Responsibilities**

All LDAs and EMTs are to have undertaken relevant specialist training<sup>28</sup>. SpLDAs are to be qualified and experienced in order to support LDAs and EMTs, who should be involved in the following:

- a. Promoting an understanding of SpLD issues within the establishment.
- b. Undertaking interviews of the individual and line manager to scope the workplace need.

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27. JSP 757 Part 1 Para 15 Guidance for reporting Officers, Inappropriate Comments.

28. Level 4 FE teaching qualification or equivalent Specialist Level 5 or equivalent qualification in supporting learners with SpLD.

- c. Carrying out an initial assessment and recommending further action based on the results.
- d. Interpreting Educational/Occupational Psychologists reports on behalf of the individual.
- e. Creating an ILP with the individual, line manager and or instructor.
- f. Reviewing support regularly and updating the ILP with the individual and the line manager or instructor as and when necessary.
- g. Liaising closely with both losing and receiving units to ensure that suitable provision is available for the individual to continue training and/or productive service.

### 9669. Procedures

The NS will provide support to those individuals who have voluntarily come forward or have been identified by their line manager or instructors as possibly having learning support needs in accordance with JSP 822 Part 1, 6.1. To ensure consistency, reliability and validity in the process, the following procedures apply:

- a. Line managers and Divisional Staff become responsible for initially counselling individuals with training or duty issues in line with current Naval Service Coaching policy (see Chapter 21). In the majority of situations a simple discussion will resolve the issue. Where the issue is complex, the line manager should refer the individual to the establishment's CAT, LDA or EMT.
- b. The CAT, LDA or EMT should interview the individual to identify barriers to learning and scope their learning support needs. This may need to address psychological barriers to learning and ensure that the individual knows how to learn and cope under pressure. Only if required should individuals be referred for further assessment.
- c. The EMT, LDA or SpLDA carries out an assessment using the appropriate diagnostic tool<sup>29</sup>. If an individual is identified with learning support needs, the EMT, LDA or SpLDA draws up an Individual Learning Plan (ILP) and, working with the line manager and relevant instructors, provides the support that has been agreed between EMT, LDA or SpLDA and the individual.
- d. The ILP will list coping strategies and remediation recognised as reasonable. Only coping strategies and reasonable remediation deliverable within the scope of OPS will be permissible.
- e. Where supported by diagnostic results, a full assessment by an Educational<sup>30</sup> or Occupational Psychologist leading to a formal statement of needs can be obtained. Approval to spend requires authorisation by NAVY TRG HQ-EL3 SO3C.

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29. EMTs have access to a number of tools, DAST, BKSB, Dyscalculium.

30. If appropriate, a specialist teacher registered with PATOSS may be utilised.

### 9670. Tracking

On identifying an individual with a potential learning support need, clear and concise individual records, marked appropriately (OFFICIAL-SENSITIVE) are to be kept. If appropriate, there must be prompt transfer of individual records when an individual is posted or detached. Records will be sent to the relevant line manager or training establishment. There must also be close liaison between losing and receiving units to ensure that adequate provisions are in place for any learning support requirements.

### 9671. Funding

a. Public funding for the provision of learning support will be provided by NAVY TRG HQ-EL3, applications should be made by e-mail to NAVY TRG HQ-EL3 SO3C. This includes:

- (1) Specialist assessment for NS personnel<sup>31</sup>.
- (2) Where appropriate, specialist training for NS Advisors.
- (3) The supply of initial screening and assessment kits to appropriately qualified staff.

b. Spending will be approved against a list of approved educational products and professionals held by the LDO staff.

c. **Standard Learning Credit (SLC).** NS personnel, diagnosed and found to be 'at risk of having a severe form of SpLD', are eligible (post Phase 2 Training) to claim SLC support for Specialist tuition, recognised SpLD products (such as a Colorimeter diagnostician/optometrist's assessment) and computer software support, provided that the following provisions are met:

- (1) The product or software has been recommended in the ILP or in the Educational/Occupational Psychologist's report.
- (2) The product or software is bought in direct support of the individual's SpLD. The individual's line manager is also required to provide a report, via the unit SpLDA.
- (3) All other requirements for claiming SLC are observed.

d. **Enhanced Learning Credit (ELC).** Financial support for personnel with SpLD may be eligible for funding support under the ELC scheme, where SpLD needs have been diagnosed by an Educational/Occupational Psychologist. Such support can be class delivered or in 'one-to-one' tuition. In accordance with JSP 822, Part 1, 6.5 para 33, the course provider must be an 'Approved ELC Provider'.

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31. This includes personnel at any stage within in their career, not only during Phases 1 & 2.

## SECTION 10 - RESETTLEMENT POLICY

### 9672. Naval Resettlement Policy

a. **General.** The Naval Service (NS) adheres to the tri-Service resettlement policy, which is underpinned by the following principles:

- (1) To provide all Armed Forces personnel with access to timely and accurate resettlement information and advice.
- (2) To provide Service Leavers (SL) with access to resettlement provision based on best practice, which meets individual needs.
- (3) To provide resettlement assistance on a graduated basis, both in terms of provision and time available, according to length of service.
- (4) To provide contracted resettlement services, which include advice, workshops, training and job finding, which are flexible, responsive and effective in order to meet the individual needs of Service personnel, both in terms of accessibility and content. Where these meet the appropriate training outcomes, these should be considered as courses of first choice.
- (5) To provide resettlement assistance to all SL.
- (6) To make available appropriate resettlement allowances to assist SL.
- (7) To ensure that resettlement training, as long as it meets the appropriate training outcomes and contractual policy in JSP 534, is undertaken locally to SL home base or available Service accommodation in order to reduce expenditure on T&S budgets. Non-local or overseas training should only be agreed as an exception and to meet training outcomes not available locally in the UK.

b. Tri-Service Resettlement policy is set out in JSP 534.

c. **Points of Contact.** Each unit should have either an NRIO/RMRIO or an Education and Resettlement Officer who should act as the initial point of contact for all resettlement queries. Any outstanding queries should be directed, via the ERO, to the NS Resettlement policy desk officer, NAVY TRG HQ EL3R RESET, 93832 5954.

### 9673. Early Service Leaver Policy

a. **Scope.** JSP 534 outlines the issues and to provide guidance to units and individuals on what provision should be in place in order to assist Early Service Leavers (ESL) in their transition to civilian life. The aim of this section is to communicate how this policy is implemented in the NS.

b. **Definition.** An ESL is defined as a SL who is discharged<sup>32</sup>:

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32. JSP 534, Section 3, Para 0302 provides the full definition.

- (1) Compulsorily from the trained strength or untrained strength.
- (2) At their own request from the trained or untrained strength, having completed less than 4 years' service.

c. **Provision.** ESLs are entitled to a reduced provision of resettlement support as detailed in JSP 534. As a minimum, they are to receive a mandatory resettlement brief and a one-to-one resettlement interview given at unit level<sup>33</sup>. The support provision has been enhanced to include a more focussed intervention and this will be delivered through the Future Horizons programme (FHP)<sup>34</sup>. The programme will have the following deliverables:

- (1) ESL Support Service.
- (2) Tracking.
- (3) Specialist Employment Consultant Support.
- (4) Referral to specialist partner organisations.

d. **Structure of Provision.** The NS will operate a hub and spoke structure to deliver this service. The NS 'hub' will be collocated with the Career Transition Partnership (CTP) in HM Naval Base Devonport. Contact details are as follows:

Telephone Number: 01752 557635 or 07794 656862

Fax Number: 01752 557611

E-mail: Tmurphy@futurehorizons.uk.com

This structure will give Units in the Southwest (Raleigh, BRNC, and CTCRM) direct access to the enhanced support, with all other Units having 'remote' access.

e. **Process.** The process will be as follows:

- (1) Units are required to conduct an ESL brief in the normal way **including** information on the support available from the Future Horizon scheme.
- (2) The ERO/NRIO/PSO will interview the ESL and raise a manual Form 1173A.
- (3) As part of this interview, the ESL is to be briefed on the FHP programme and the ESL given the opportunity to 'opt-in' to the scheme. The Unit is to retain a copy of the F1173A.

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33. Guidance on who should deliver these activities and the content of the briefing and interview is contained in JSP 534.

34. The Future Horizons Programme is delivered through the RFEA.

- (4) A copy of the F1173A is to be passed with the FHP 'opt-in' form ([Annex 96H](#)) to the FHP Employment Consultant. For 'spoke' Units, a copy of the F1173A is to be **faxed**, accompanied by the FHP 'opt-in' form, to the NS FHP Hub at Devonport<sup>35</sup>.
- (5) If appropriate, ensure the ESL is seen by the Employment Consultant who will register the ESL on the CTP database (ADAPT). Alternatively, the ESL will be registered on the CTP database remotely following receipt of the 'opt-in' form.
- (6) It is incumbent upon the NRIO/EROs to ensure that all ESL (from both trained and untrained strength) are made aware of the enhanced provision and are processed in a timely manner so that the CTP/FHP staff can interview the ESL and determine level of transition support.
- (7) It is incumbent upon the NRIO/EROs to ensure that JPA is updated with details for ESL within 14 working days.

#### **9674. Naval Service Medical Discharge Resettlement Policy**

The Defence resettlement policy that applies to all personnel who are subject to Medical Discharge (MD) is outlined in JSP 534, Section 6. This policy acknowledges that there are different levels of support required dependent on the need of the individual and personnel should be given the opportunity to access resettlement activities in a timely manner. The process for NS personnel to access resettlement is outlined in the JSP.

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35. The Devonport hub will also deal with Army and RAF ESLs. ERO/NRIOs registering Army/RAF ESLs remotely should forward 1173/Opt-in forms to the appropriate FHP hub – contact details in JSP 534.

**ANNEX 96A**

**LEARNING AND DEVELOPMENT ORGANISATION POINTS OF CONTACT**

**Learning and Development Centres – General Enquiries**

Portsmouth Naval Base – NETS (East)	9380 25292
Devonport Naval Base – NETS (West)	9375 65362
Clyde Naval Base – NETS (North)	93255 3641
HMS SULTAN	93843 2675
HMS COLLINGWOOD	93825 2747
HMS RALEIGH	9375 41509
BRNC Dartmouth	93749 7086
RNAS Culdrose	93781 2381/2147
RNAS Yeovilton	93510 5451/5232
CTCRM Lympstone	93785 4204
RM Poole	93884 2314
RMB Stonehouse	9375 36288
RM Chivenor	93779 7200/7417
40 Cdo	93780 4398
42 Cdo	93788 7026
45 Cdo	93387 2037
JSU Northwood	9360 57825
JSU Gibraltar	94110 3461/3370

**Naval Resettlement and Information Officers**

NRIO East	9380 24254/24127
NRIO West	9375 67668
NRIO North	93255 3241
NRIO Fleet Air Arm: Culdrose	93781 2381
NRIO Fleet Air Arm: Yeovilton	93510 5073
RMRIO Royal Marines Lympstone	93785 4109
INM – NRIO Medical Services only	9380 68060

**Learning and Development Organisation (Operational)**

LDO (Ops) OC	9380 24470
LDO (Ops) East SO3	9380 24482
LDO (Ops) West SO3	9375 67722
LDO (Ops) North SO3	93255 3644
ERO Course Information	9380 24482

**Ships Library/Language Library/RN Film Library Requests**

Ships' Libraries Officer	9380 25986
RN Film and Language Library	9380 27872

## ANNEX 96B

### DUTIES OF THE EDUCATION AND RESETTLEMENT OFFICER

1. The purpose of the Naval Service Learning and Development Organisation is: "to support 2SL, ACNS(T) and Commanding Officers to develop the intellectual potential of their people to maximise Operational Capability (OC) and ultimately prepare them for return to the national workforce". The Education and Resettlement Officer's primary role is to provide information and support to facilitate personal and professional development to the Unit.
2. The specific education duties include:
  - a. Liaising with the LDO(Ops) Officer assigned to the Unit for all L&D queries and for relevant information.
  - b. Participating in the RN Education and Resettlement Officers group on Defence Connect to obtain the latest EL3R information and share good practice among EROs.
  - c. Maintaining the Cat A PFS requirement of access to an educational professional by arranging NETS (Ops) visits at least once in every 18 month period: alongside before deployment, during deployments and when in long refit.
  - d. Receiving the Education and Resettlement Officer Brief within two months of assuming the role.
  - e. Arranging deployed visits by LDO (Ops) and acting as host during that visit.
  - f. Maintaining an Education for Promotion (EFP) record based upon JPA-extracted data (provided by LDO (Ops)), and liaising with Divisional Staff to ensure personnel are aware of their EFP requirements.
  - g. Liaising with LDO (Ops) and L&D Policy E1A to ensure accurate recording of EFP qualifications and Upper Yardman/Senior Upper Yardman competences.
  - h. Supervising and maintaining the Ship's Library and SCPAL.
  - i. Providing information on Service Academic Qualifications:
    - (1) EFP Maths and English.
      - (a) Act as or nominate a unit Functional Skills mentor.
      - (b) Refer learner to English and Mathematics Tutor or LDO (Ops).
      - (c) Advise on EFP Examinations and reporting procedures.
    - (2) University Short Course Programme.
    - (3) Route to Honours for Officers.

- (4) Sponsored Post-Graduate Study opportunities.
- j. Providing Access to Non-Service Academic Qualifications:
  - (1) GCSEs and A Levels:
    - (a) Advise on provision by distance learning providers.
    - (b) Act as Exams Officer for Unit through Defence Examinations Centre.
    - (c) Ensure that candidates have sufficient chance of passing the examination to justify the spending of Service funds.
    - (d) Arrange tuition onboard or at Learning and Development Hubs (LDH).
    - (e) Act as Invigilating Officer, or delegate appropriately.
  - (2) Degree or other academic examinations:
    - (a) Liaise with LDO and appropriate bodies to provide access to non-DEC examinations should they be requested by learners.
- k. Providing advice on Educational Allowances:
  - (1) Standard Learning Credits (SLCs):

Act as signatory for SLC Claims and maintain records.
  - (2) Enhanced Learning Credits (ELC):

Refer ELC claims to NETS (Ops) or LDC.
- l. Supervising Part Time Service Instructors (PTSI), ensuring provision is in accordance with BRd 3(1) [Chapter 96](#) and JSP 752.
- m. Direct personnel to regional LDCs for advice on Specific Learning Difficulties (SpLD).
- n. Maintaining relevant Temporary Memoranda, noticeboards and personal development areas on the shared computer drives pertaining to EL3R, including (but not limited to) information on:
  - (1) Elective Education.
  - (2) Language learning and testing.
  - (3) Royal Navy Through Life Education Pathway.
  - (4) Royal Marine Officer Career Development Programme.

- 3.** Specific resettlement duties include:
  - a. Directing Service Leavers to NRIO for mandatory resettlement interview.
  - b. Advising personnel on core resettlement entitlement:
    - (1) Advise on GRT.
    - (2) Advise on IRTC.
    - (3) Advise on support available from NRIO.
    - (4) Advise on support available from CTP.

**ANNEX 96C**

**PART TIME SERVICE INSTRUCTION (PTSI) - REQUEST FORM**

1. This request form is mandatory for all planned PTSI and must be submitted for signature by the Unit Education and Resettlement Officer (ERO). It must then be forwarded to L&D Policy Section for final approval before instruction commences.

**Part 1 - For completion by the PTSI**

<b>Name and rank of PTSI</b>	
<b>Course to be taught</b>	
<b>Academic qualification of PTSI</b>	
<b>Teaching or coaching qualification held by PTSI</b>	
<b>Date of attainment of teaching or coaching qualification</b>	
<b>Will you be available to complete all requisite periods of instruction prior to the examination?</b>	
<b>Do you agree to give all PTSI out of core working hours?</b>	
<b>Do you acknowledge that PTSI should cease as soon as the course number drops below the minimum stipulated?</b>	
<b>Do you agree to liaise with the ERO in the formal maintenance of education records, data and statistics?</b>	
<b>Signature of PTSI requesting authorisation</b>	
<b>Date</b>	

**Part 2 - For completion by the Unit ERO/NETS (Ops)**

<b>Ship/Unit and address</b>	
<b>Do you consider the PTSI competent to deliver the course?</b>	
<b>Has the PTSI outlined his plan for delivering the course and is this plan viable given operational constraints?</b>	
<b>Signature of Unit ERO/NETS (Ops)</b>	
<b>Date</b>	

2. When completed, send this form to L&D Policy, ACNS(T), MPO 3.3, NCHQ, Leach Building, Whale Island, Portsmouth, PO2 8BY. **Instruction is permitted only after ACNS(T) approval has been returned to the Unit.**

**Part 3 - For completion by L&D Policy**

<b>Signature of L&amp;D Policy</b>	
<b>Date</b>	

ANNEX 96D

ENGLISH AND MATHEMATICS - QUALIFICATIONS, LEVELS AND PROXY  
QUALIFICATIONS

1. Certificates in Adult English and Mathematics Qualification Levels.

Adult English and Mathematics Level	Attainment Equivalence
Level 2	GCSE A* - C (see <a href="#">Note.</a> )
Level 1	GCSE D - G (see <a href="#">Note.</a> )
Entry Level 3	Entry levels are intended specifically for adults with limited Basic Skills to enable them to return to learning. Consequently, they do not have qualification equivalents.
Entry Level 2	
Entry Level 1	



**Note.** From Summer 2017 the GCSE grading system was progressively reformed, English and Mathematics GCSEs being the first to be changed: grades 9 - 4 equate to A\* - C, grades 3 - 1 equate to D - G.

2. FS sit at either Level 1 or 2 on the NQF.

3. MOD Approved Proxy Qualifications For Functional Skills Qualifications

Where a FS is required to meet a statutory requirement, e.g. for completion of an Apprenticeship, only FS are acceptable; HM Government has directed that there are to be no proxy qualifications for FS. However, MOD is free to determine its own range of proxies for FS. Therefore the UK qualifications that are acceptable by the Naval Service as proxies to the Level 1 and 2 Functional Skills Qualifications are shown below<sup>1</sup>:

a. Level 1

Functional Skills Qualification in English – Level 1	Functional Skills Qualification in Mathematics – Level 1
GCSE English – Grades A* - G (see <a href="#">Note.</a> )	GCSE Mathematics – Grades A* - G (see <a href="#">Note.</a> )
GCSE English Literature – Grades A* - G (see <a href="#">Note.</a> )	Standard Grade Mathematics – Credit
AQA GCSE General Studies – Grades A* - G (see <a href="#">Note.</a> )	Standard Grade Mathematics – General
Standard Grade English – Credit	Mathematics – Intermediate 1
Standard Grade English – General	Mathematics – Intermediate 2
English and Communication – Intermediate 1	Mathematics – Higher
English and Communication – Intermediate 2	Mathematics – Advanced Higher

1. Qualifications table is extracted from JSP822 Part 1, 6.2 Armed Forces Literacy and Numeracy direction. This list is not exhaustive and confirmation of proxy qualifications or education equivalencies can be sought from NAVY TRG HQ-EL3 E1A (Leach Building 93832 5684).

<b>Functional Skills Qualification in English – Level 1</b>	<b>Functional Skills Qualification in Mathematics – Level 1</b>
English and Communication – Higher	Applied Mathematics – Advanced Higher
English – Advanced Higher	Maths (Higher Level) Grade A1 – C2
Leaving Certificate English (Higher Level) Grade A1 – C2	Leaving Certificate Maths (Ordinary Level) Grade A1 – B3
Leaving Certificate English (Ordinary Level) Grade A1 – B3	Leaving Certificate Maths (Ordinary Level) C1 – D3
Leaving Certificate English (Ordinary Level) Grade C1 – D3	Key Skills (Application of Number) Test Pass or Full Qualification Levels 1 - 5
Key Skills (Communication Skills) Test Pass or Full Qualification Levels 1 - 5	GCE Mathematics Grade A* - E
GCE English Language and Literature Grade A* - E	GCE AS Use of Mathematics Grade A - E
GCE AS Level English Language Grade A - E	GCE AS Level Mathematics Grade A - E
GCE AS Level English Literature Grade A - E	GCE AS Level Pure Mathematics Grade A - E
GCE AS Level English Language and Literature Grade A - E	GCE AS Level Further Mathematics Grade A - E
GCE A Level English Language Grade A* - E	GCE AS Level Statistics Grade A - E
GCE A Level English Literature Grade A* - E	GCE AS Discrete Mathematics Grade A - E
Certificate in Adult Literacy - Level 1	GCE AS Applied Mathematics Grade A - E
Certificate in Adult Literacy - Level 2	GCE A Level Mathematics Grade A* - E
Certificate in Skills for Life English for Speakers of Other Languages (ESOL) Level 1	GCE A Level Pure Mathematics Grade A* - E
Certificate in Skills for Life English for Speakers of Other Languages (ESOL) Level 2	GCE A Level Further Mathematics Grade A* - E
	GCE A Level Statistics Grade A* - E
	Certificate in Adult Numeracy - Level 1
	Certificate in Adult Numeracy - Level 2

b. **Level 2**

<b>Functional Skills Qualification in English - Level 2</b>	<b>Functional Skills Qualification in Mathematics – Level 2</b>
GCSE English – Grades A* - C (see <a href="#">Note.</a> )	GCSE Mathematics – Grades A* - C (see <a href="#">Note.</a> )
GCSE English Literature – Grades A* - C (see <a href="#">Note.</a> )	Standard Grade Mathematics – Credit
AQA GCSE General Studies – Grades A* - C (see <a href="#">Note.</a> )	Mathematics – Intermediate 2
Standard Grade English – Credit	Mathematics – Higher
English and Communication – Intermediate 2	Mathematics – Advanced Higher

<b>Functional Skills Qualification in English - Level 2</b>	<b>Functional Skills Qualification in Mathematics – Level 2</b>
English and Communication – Higher	Applied Mathematics – Advanced Higher
English – Advanced Higher	Leaving Certificate Maths (Higher Level) Grade A1 – C2
Leaving Certificate English (Higher Level) Grade A1 – C2	Leaving Certificate Maths (Ordinary Level) Grade A1 – B3
Leaving Certificate English (Ordinary Level) Grade A1 – B3	Key Skills (Application of Number) Test Pass or Full Qualification Levels 2 - 5
Key Skills (Communication Skills) Test Pass or Full Qualification Levels 2 – 5	GCE Mathematics Grade A* - E
GCE English Language and Literature Grade A* - E	GCE AS Use of Mathematics Grade A - E
GCE AS Level English Language Grade A – E	GCE AS Level Mathematics Grade A - E
GCE AS Level English Literature Grade A – E	GCE AS Level Pure Mathematics Grade A - E
GCE AS Level English Language and Literature Grade A – E	GCE AS Level Further Mathematics Grade A - E
GCE A Level English Language Grade A* – E	GCE AS Level Statistics Grade A - E
GCE A Level English Literature Grade A* – E	GCE AS Discrete Mathematics Grade A - E
Certificate in Adult Literacy - Level 2	GCE AS Level Applied Mathematics Grade A - E
Certificate in Skills for Life English for Speakers of Other Languages (ESOL) Level 2	GCE A Level Mathematics Grade A* - E
	GCE A Level Pure Mathematics Grade A* – E
	GCE A Level Further Mathematics Grade A* - E
	GCE A Level Statistics Grade A* - E
	Certificate in Adult Numeracy - Level 2

**ANNEX 96E**

**NCHQ APPRENTICESHIP FUND GRANT APPLICATION**

<b>Ship / Establishment / Unit</b>	
<b>Sponsor Details</b>	Name:
	Rank/Title
	Tel No:
	e-mail:

Project Title:
Project Priority ( CONOPS paragraph 28):
Project Detail: (Attach a business case appropriate to overall cost of the project. As guidance, this must include the requirements, options, through life support costs, timeline for completion, interim payments and meet all current MOD (N) and Commercial Policy and Procedures. All establishments conform to MoD procurement protocols so ensure that you have investigated how goods for the project will be purchased. The local Supply Chain/Finance office will advise how items can be procured via Low Value Purchase Orders, using MoD preferred suppliers who have already passed a due diligence process. Local establishment Projects Teams will advise on larger projects and may be able to state if there is a MOD enabling contract already in existence. Utilising CP&F or using an existing Enabling Contract could enable seamless procurement of goods. Attach any evidence that may support this application. Grant applications should not be used to cover the costs normally associated with core training requirements. You should supply evidence that other MoD funding routes have been exhausted - this could be an email confirming that no other budget is available to draw upon. Attach 3 quotes by VAT registered companies if not using a MoD supplier).
Estimated Project Start/Completion dates:
Cost Requirement including VAT: <b>Procurement Route.</b> (to be fully investigated in line with establishment process CP&F etc. including any enabling contract that may be in place.

Disclaimer: This project complies with due financial propriety (CONOPS Para 30)
Project Officer Signature.....Date

- To be forwarded to Establishment Apprenticeship Manager (CONOPS Para 31)

	<b>Comments/Signatures/Date</b>
Apprenticeship Manager: Establishments only	(Ensure that a valid statement and explanation is given as to how the grant will benefit the apprentices.
SFA Co-ordinator	
Cdr LDO/SO2 Apps (for projects less than £100K)	
Chair of the NCAEAC (for projects more than £100K)	

**PROJECT REJECTED:**

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This project has been rejected for the following reasons:

SO1 Ed&App/Jane Burgess

Name.....Signature.....Date.....

**PROJECT CONTROL FORM**

**PROJECT FINANCIAL COMPLIANCE**

<p>This project complies with due financial propriety (CONOPS Para 30) and I confirm that SFA Funding can be used for this project.</p> <p>SO1 Ed&amp;App</p> <p>Name.....Signature.....Date .....</p>
--

**PROJECT CRITERIA**

<p>PROJECT FINANCE FUNDING : £ <i>SFA grant figures including VAT</i></p> <p>PROJECT ESTIMATED START/COMPLETION DATES:</p>
--

<p>A copy of this form must be sent to: an appropriate Apprenticeship Manager who should then define support to apprentices and forward to:</p> <p>SFA Co-ordinator Ramsay Building HMS Collingwood Fareham PO14 1AS</p> <p>Email: <a href="mailto:contract.support@rnac.co.uk">contract.support@rnac.co.uk</a> Tel: 01329 333283/ 01329 333533</p>
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**ANNEX 96F**

**RN OFFICER - THROUGHLIFE EDUCATION PATHWAY (OFFICER) (TLEP(O)) SCHEMATIC**

	<b>Course</b>		<b>Description</b>	<b>MWC (Strongly Recommended)</b>
Lt Cdr/Cdr	ACSC		New structure in place, link to selection for OF4 being established (at present there is no provision for the non-ACSC community)	
Lt Cdr	CTSC (On selection for ACSC)		1 week residential at BRNC to practice and develop cognitive and analytical skills in preparation for attendance on ACSC	
Lt/Lt Cdr	ICSC(M)		10 week residential course at JSCSC	MWarC  IMWarC
Lt	Naval Analysis		1 week residential course at BRNC aimed at developing cognitive and analytical skills	
	JOLC2		2 week residential leadership packaged run by the RNLA	
	Naval Knowledge (Under development)		Online Learning package to develop and reinforce knowledge	
SLt	Essay Stage 1 (ARNO Sponsored)		2500 word research essay competition, sponsored by ARNO, to be completed within 3 years of commissioning (for those commissioning post Apr 17 reduced to 1 year)	
	JOLC1		1 week residential leadership package run by the RNLA	
Mid	INT(O)		New elements introduced to INT(O) including, Critical Thinking skills week, Battlefield Study Period	







**Effective  
June 2018**

**BRd 3(1)**



**Effective  
June 2018**

**BRd 3(1)**



**ANNEX 96G**

**APPLICATION TO SIT AN EXAMINATION**

**Complete all sections in BLOCK CAPITALS**

Surname: \_\_\_\_\_ Rank/Rate: \_\_\_\_\_

Forenames: \_\_\_\_\_

Service No: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Current Place of Work: \_\_\_\_\_

Internal e-mail address: \_\_\_\_\_ Work Tel No: \_\_\_\_\_

Civilian e-mail address: \_\_\_\_\_ Mobile Tel No: \_\_\_\_\_

Exam Subject/s: 1. \_\_\_ IGCSE FIRST LANGUAGE ENGLISH (Extended) \_\_\_\_\_

*(Delete as necessary)*

2. \_\_\_ IGCSE MATHEMATICS (Core) \_\_\_\_\_

3. \_\_\_ Other \_\_\_\_\_

Relevant Work Undertaken for Examination:  
\_\_\_\_\_

Is this a re-sit? If so, enter your previous Candidate Number \_\_\_\_\_ Centre Number \_\_\_\_\_

When was the exam? May/Jun or Oct / Nov 20 \_\_\_\_

-----  
Students must have undertaken an Initial Assessment demonstrating they are working at Functional Skills Level 2 under the EFP Scheme prior to undertaking a course.

Students requiring special arrangements (eg. dyslexia, impaired vision) need to provide supporting evidence by the following deadlines: 21 Jan for the Summer and 1 May for the Winter examinations.

Examination results take approximately 3 months: the Summer session certificates will be issued mid-Oct and the Winter session certificates will be issued mid-Mar of the following year. If you are due reassignment after taking the examination please include a forwarding address where you wish the results/certificates to be forwarded.

Examination Fees: IGCSE £40.95. Civilian candidates should make cheques payable to "The Accounting Officer, Ministry of Defence" and submit with their application form.

-----  
**Instructions to Candidates**

Students are reminded that they are on duty whilst sitting the examination: late arrivals and other irregularities will not be tolerated and could result in disqualification. The exams are publicly funded and failure to attend, without a valid service reason, will result in Minor Administrative Action being taken to recover examination costs.

I confirm & attach evidence (copy of certificate/JPA screenshot) that I have undertaken an Initial Assessment/hold a Functional Skills Level 2 in Literacy / Numeracy *(delete as necessary)*.

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Divisional Officer's/Line Manager's Approval**

The above named individual will be released for the examination.

Name (Print) \_\_\_\_\_ Rank: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ANNEX 96H**

**EARLY SERVICE LEAVER – FUTURE HORIZONS PROGRAMME OPT-IN AGREEMENT**

The Future Horizons Programme has been developed in response to the recognition and commitment from The Ministry of Defence, to improve resettlement provision to Early Service Leavers (ESLs). Future Horizons believes that everyone who has served in the services, even for a short period of time, is entitled to this support and recognise for many, moving back into civilian life is a critical point in their lives. The main aim of the programme is to assist and support ESLs with that transition and help them find and remain in appropriate employment once they leave. Practical support is also available if the ESL has more immediate needs, for example finding accommodation, support with debt issues or health concerns.

**If you wish to join the Future Horizons Programme, please complete the following information in full.**

**Along with a copy of the front page of the MOD Form 1173A, please fax this form to 01752 557611**

Title: \_\_\_\_\_ Surname: \_\_\_\_\_ First Name: \_\_\_\_\_ Ethnicity: \_\_\_\_\_

DOB: \_\_\_\_\_ Service Number: \_\_\_\_\_ Rank / Rating: \_\_\_\_\_

NI Number: \_\_\_\_\_ Do you have a Driving Licence? (Please circle): Yes / No / Provisional

Service Type (Please circle): RN / RM / Army / RAF / Reserves / FTRS

Enlistment Date: \_\_\_\_\_ Discharge Date & Category: \_\_\_\_\_

Discharged From (Please circle): Trained Strength / Untrained Strength

Current Unit Name: \_\_\_\_\_ Location: \_\_\_\_\_

Home Address: \_\_\_\_\_

Post Code: \_\_\_\_\_

Telephone No: \_\_\_\_\_ Mobile: \_\_\_\_\_

Email Address: \_\_\_\_\_

**1.** I understand that the Future Horizons Programme (FHP), or its partners, may use the information I have provided to register me on their database in order to access their services in the future.

**2.** Department for Work & Pensions (DWP) are a partner in this project. If you agree, FHP will pass your NINO, name, address, sex and DOB to the DWP who may use this information for research and statistical purposes. They will match these details to your benefit and employment records. This will allow them to understand the impact this project has on your employment and benefit outcomes. DWP may then use the details we pass to contact you for future research related to employment experiences. Your personal details will, of course, be kept completely confidential and secure. Your dealings with DWP will not be affected in any way. Your details will be destroyed 12 months after the FHP has ended. No personal information will be passed to anyone who is not a partner in the FHP.

**3.** The MOD is not responsible or liable for any aspect of the programme or actions resulting from it.

**4.** I also understand I have the right at any time to ask to see the information held about me from any partner organisation involved in the programme, or the right to withdraw my consent for any partner to use this information. This can be obtained by contacting the FHP on 0121 2360058.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_