apprenticeship
FRAMEWORK

HM Forces (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 6 APRIL 2015

Modifications to SASE came into effect on 6th April 2015. These changes **ONLY** relate to the Transferable Skills requirements of a framework and they **ONLY** apply to **new Apprenticeship starts on, or after, 6th April 2015**. Apprenticeships starts before this date must continue to meet the 2013 SASE requirements for Transferable Skills. For more details of the changes and how they will affect new Apprenticeship starts, please read the following preface page to the framework document.

NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR02016

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Skills for Justice (central government and armed forces)

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Apprenticeships

CHANGES TO TRANSFERABLE SKILLS REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 6TH APRIL 2015

Modifications to SASE came into effect on 6th April 2015. The changes ONLY relate to the Transferable Skills requirements of a framework and they ONLY apply to new Apprenticeship starts on, or after, 6th April 2015. Apprenticeships started before this date must continue to meet the 2013 SASE requirements for Transferable Skills.

The modifications removed the "5 year rule", meaning that acceptable qualifications, achieved before September 2012, are now in scope. This includes iGCSEs, A and AS Levels, O Levels and Key Skills. However, there are still minimum grade/level requirements that need to be achieved, depending on the level of Apprenticeship being undertaken. There have also been some changes to the minimum grade/level requirements which, in summary are:

Intermediate Apprenticeship:	GCSE/iGCSE/A and AS Levels - minimum acceptable grade is now E, irrespective of achievement date (for ALL acceptable GCSEs/iGCSEs/A/AS Levels)
	Key Skills - minimum acceptable is Level 1, irrespective of achievement date
	O Levels – minimum acceptable grade is C, irrespective of achievement date
Advanced Apprenticeship:	GCSE/iGCSE - minimum acceptable grade is now C, irrespective of achievement date (for ALL acceptable GCSEs/iGCSEs)
	A/AS Level - minimum acceptable is grade E, irrespective of achievement date
	Key Skills - minimum acceptable is Level 2, irrespective of achievement date
	O Levels - minimum acceptable grade is C, irrespective of achievement date
Higher Apprenticeship:	There remains no mandatory requirement for Transferable Skills qualifications to be achieved.

Please note that some frameworks may have grade/level requirements that are above the SASE minimum requirements. Please check the framework to ascertain where this is the case and/or check directly with the specific Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here: http://afo.sscalliance.org/SASE

PLEASE NOTE THAT THAT THE NEW REQUIREMENTS FOR TRANSFERABLE SKILLS, AS DETAILED ABOVE, OVERRIDE THE NOTES AND GRADES/LEVELS ASSOCIATED WITH THE TRANSFERABLE SKILLS TABLES, WITHIN THIS DOCUMENT. Until the Transferable Skills tables can be updated, any references to "**achieved before Sept 2012 and within 5 years of starting Apprenticeship**" or "**achieved before September 2012, otherwise at any time prior to starting Apprenticeship**" can now be ignored.

Over the next few months, the Transferable Skills section within AFO will be amended to reflect the SASE modifications and all current frameworks will be updated and reissued to incorporate these changes. In the meantime, if you are in any doubt as to the requirements of any framework then please contact the relevant Issuing Authority.

HM Forces (England)

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Framework summary

HM Forces

Intermediate Level Apprenticeship in HM Forces

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: HM Forces

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed) (QCF)

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Skills for Justice (central government and armed forces)

The Apprenticeship sector for central Government and the armed forces.

Issue number: 4	**This framework includes:**
Framework ID: FR02016	Level 2
Date this framework is to be reviewed by: 04/01/2017	This framework is for use in: **England**

Short description

Recruitment to the three services: Royal Navy (including Royal Marines), Army and Royal Air Force, is a systematic, methodical and highly structured process. Each year large numbers of new recruits enter the Armed Forces undertaking programmes of training and skills development necessary to work in highly demanding and potentially dangerous situations and environments. While many of these young people move into specialist areas (e.g. administration, catering, engineering, logistics) where qualifications are readily available, many remain in the category identified as 'general duties' relatively commonly identified with being a Sailor/Marine, Soldier or Airman.

This Apprenticeship replaces the Apprenticeship in HM Forces (Issue 2) and provides the skills and knowledge to enable Apprentices to carry out their role in the Armed Forces. The Apprenticeship also provides a good basis for progression through their military careers.

Contact information

Proposer of this framework

This framework was originally proposed by the Ministry of Defence (MoD). Employer input was collected through employer engagement meetings and activities which were conducted internally within the Royal Navy (including Royal Marines), Army and Royal Air Force. The results of the combined consultation informed the content and structure of this framework. The combined qualification in this framework isunderpinned by National Occupational Standards (NOS).

Developer of this framework

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Revising a framework

Contact details

Who is making this revision:	Peter Taylor
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Why this framework is being revised

The framework is being revised to provide additional information in the framework description and to add OCNSWR to the awarding organisations offering the mandatory qualification.

Summary of changes made to this framework

Credit value totals added to show relationship of knowledge to competence. OCNSWR version of the mandatory qualification added to the available qualifications.

Qualifications removed

- 600/2643/1 NCFE Level 2 NVQ Diploma in Public Services - Operational Delivery (Uniformed)
- 600/2644/3 City & Guilds Level 2 NVQ Diploma in Public Services - Operational Delivery (Uniformed)
- 600/2501/3 EDEXCEL Level 2 NVQ Diploma in Public Services - Operational Delivery (Uniformed)

Qualifications added

- 600/7059/6 City & Guilds Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed)
- 600/7938/1 EDEXCEL Level 2 NVQ Diploma in Public Services - Operational Delivery (Uniformed)
- 600/8278/1 OCNSWR Level 2 NVQ Diploma in Public Services - Operational Delivery (Uniformed)

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

"Definition of Apprenticeships"

1. An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.
2. On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

HM Forces (England)

This framework provides a nationally agreed Apprenticeship framework for a work based learning route into employment to HM Forces, using qualifications that combine both skills and knowledge.

With an increasing number of young people interested in joining HM Forces, the Intermediate Level Apprenticeship provides a quality work based learning route to students keen to progress their careers whilst achieving a Level 2 NVQ Diploma, Functional Skills and Personal Learning and Thinking Skills.

HM Forces continually recruit young people from all walks of life who are interested in securing a career within the Forces and improving their educational standing.

Prior to the development of this framework, those wanting to work as a member of HM Forces had little or no opportunity to gain a Level 2 qualification during their initial military training. The framework adds rigour to initial military training and allows learners the opportunity to progress through a work based learning model to ultimately achieve a Level 2 Intermediate Apprenticeship and gain the skills and knowledge to be effective in their role as a member of HM Forces. This achievement in turn enhances the individual's career prospects and academic skill set. Progression from Level 2 is then achievable through the successful completion of command and leadership courses which attract Level 3 and above command and leadership qualifications.

Learners completing the apprenticeship will undertake roles such as:

Naval Warfare Rating, Royal Marines General Duties Rifleman, Army Infantryman and an RAF Regiment Gunner.

Aims and objectives of this framework (England)

- to provide a structured learning programme that meets the needs of the employer and employees
- to provide learners with the skills needed to become a more rounded professional within the HM Forces
- to enable learners to fully understand reasoning behind why they should conduct themselves in a professional and safe manner, have a clear understanding of how their performance is directly related to the success of the business output and their own remuneration
- to increase the level of employer involvement in the training and development of their staff with a view securing their future careers both within the HM Forces and other sectors after termination of service.

This framework will contribute to the Business, Innovation and Skills Priorities set out in the Skills for Sustainable Growth (2010) and Governments plans to reform adult learning and skills. It will specifically address:

Fairness
Supporting learners who have not achieved basic skills during their schooling to obtain literacy and numeracy skills, through either Key Skills or Functional Skills accreditation. This will reduce the % of adults and school leavers who do not currently posses Level 1 literacy and numeracy skills and provide them with a platform to progress their skill set to Level 3 and above.

Responsibility
Requiring apprentices to understand their employment rights and responsibilities and to obtain an understanding of the sector and its career pathways so they can make informed choices about their future.

Freedom
Providing clear information for learners about the Apprenticeship as a pathway to career and academic progression. Ensuring the learner understands that this qualification and training is available to them and that because this framework complies with the latest Specification for Apprenticeship Standards in England and includes the latest qualifications from the Qualification and Credit Framework for England that it is valued by wider business communities.

Skills for Growth
Providing a comprehensive suite of apprenticeship frameworks, of which this one, covers the general duties occupations in HM Forces.

Contributing to the growth of apprentices to over 9,000 starts per year by 2014-15 and increased completions. By expanding the numbers within HM Forces to include all three services we can contribute further to the investment by employers and individuals in skills.

The sector regards the Intermediate Level as an initial educational starting block for their learners to achieve and afford them the opportunity to progress both professionally and academically within their sector.

There is no opportunity for learners to progress to a Level 3 framework without specialising in another aspect of the work of the uniformed services. The most natural learner progression route is in leadership and management linked to promotion through the ranks.

Entry conditions for this framework

Learners must have successfully completed the recruitment process for Royal Navy/Royal Marines, Army or Royal Air Force and must be have been accepted to undertake initial military training and have been attested as a member of HM Forces.

Due to the nature of work within HM Forces there are a number of entry restrictions relating to age, nationality, residency, gender, medical and physical fitness. Requirements vary between and within the single services and are at times subject to change.

It may be advantageous to have had previous experience working within HM Forces, reserves or cadets but this is not essential.

All military induction and assessments are to be conducted within recognised recruit training establishments by qualified staff employed by or contracted through the MoD.

You are advised to check current entry requirements on the weblinks below:

- Royal Navy (including Royal Marines) - www.royal navy.mod.uk/
- Army - www.armyjobs.mod.uk/
- Royal Air Force - www.raf.mod.uk/

Additional information can be found in this document under the section entitled How Equality and Diversity can be Met.

If you are interested in a career in the Armed Forces you should follow the guidance on the relevant website above or visit your local Armed Forces Careers Office.

Level 2

Title for this framework at level 2

Intermediate Level Apprenticeship in HM Forces

Pathways for this framework at level 2

Pathway 1:	HM Forces

Level 2, Pathway 1: HM Forces

Description of this pathway

This pathway develops skills to intermediate level for Warfare Ratings, Royal Marine Rifleman, Army Infantryman and RAF Regiment Gunner recruits.

The HM Forces pathway develops skills to intermediate level and is available to learners in the Royal Navy (including Royal Marines), Army and Royal Air Force. Learners will complete the Level 2 NVQ Diploma in Public Services - Operational Delivery (Uniformed). The qualification includes 10 mandatory and 4 optional units based on activities carried out within each of the single services (for full details see the 'Combined qualifications available to this pathway' section). The framework covers work based learning activities encapsulating a range of knowledge and skills needed to be competent as a Sailor/Marine, Soldier or Airman; examples include physical fitness, first aid, navigation, operating weapons systems, ceremonial duties, combat preparation and damage control onboard HM Ships. Other units within the pathway are designed to develop wider skills such as team work and effective participation. These wider skills are envisaged to improve the learners competences and equip them for future career progression.

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for this pathway is: **60** credits.

The credit values are broken down as follows:

50 credits combined qualification of which:

- competence = 32 credits
- knowledge = 18 credits

10 credits functional skills in maths and English

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional entry requirements for this pathway.

Job title(s)	Job role(s)
Sailor (Royal Naval Service)	Carry out maritime, land and general warfare duties including force protection, overt and covert missions which can be in aggressive, peacekeeping or humanitarian roles and other UK Government determined roles when required.
Marine (Royal Naval Service)	Marines carry out maritime, air and land general infantry duties including force protection, overt and covert missions which can be in aggressive, peacekeeping or humanitarian roles and other UK Government determined roles when required.
Combat Infantryman (CI) (Army)	Soldiers are expected to partake in high risk combat operations. Operations may include overt and covert missions. CI can also expect to undertake peace keeping and humanitarian roles and other UK Government determined roles when required.
Airman (RAF Regiment)	Carry out air and land general infantry duties including airfield force protection, overt and covert missions which can be in aggressive, peacekeeping or humanitarian roles and other UK Government determined roles when required.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed) (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	600/7059/6	City & Guilds	50	353	N/A
B1b	600/7938/1	Edexcel	50	353	N/A
B1c	600/8278/1	Open College Network South West Region	50	353	N/A

Relationship between competence and knowledge qualifications

LEGAL REQUIREMENT

An Intermediate Level Apprenticeship framework must identify:
An integrated qualification at Level 2 which combines competence and technical knowledge elements in which each element is separately assessed and in which each element carries at least 10 credits on the QCF.

The information below refers to the combined qualification listed in B1 - Level 2 NVQ Diploma in Public Services - Operational Delivery (Uniformed) (QCF) and will ensure that the qualification carries a minimum of 10 credits for each element.

To achieve this qualification candidates must complete 10 mandatory units totalling 42 credits plus optional units to a minimum credit value of 8 and a maximum of 14, making a total minimum credit value of 50 and a maximum of 56.

MANDATORY UNITS – total competence credits 26; total knowledge credits 16

- **Y/601/3074**: Maintain competence, knowledge and standards of conduct in public service – 7 Credits (5 Competence 2 Knowledge)
- **R/601/3087**: Work safely in public service - 2 Credits (1 Competence 1 Knowledge)
- **K/601/3094**: Work as a team member to deliver public service - 4 credits (3 Competence 1
- Knowledge)
- **T/601/3096**: Administer first aid - 1 credits (0 Competence 1 Knowledge)
- **F/601/3098**: Use and maintain physical resources - 6 credits (4 Competence 2 Knowledge)
- **K/601/2754**: Use communication systems in working contexts - 3 credits (2 Competence 1 Knowledge)

- **M/601/2755**: Meet physical fitness requirements - 4 credits (3 Competence 1 Knowledge)
- **A/601/2757**: Plan and navigate a cross country route - 4 credits (2 Competence 2 Knowledge)
- **F/601/2758**: Operate and maintain small arms and team weapons - 6 credits (3 Competence 3 Knowledge)
- **A/601/2760**: Perform ceremonial duties – 5 credits (3 Competence 2 Knowledge)

OPTIONAL UNITS - to achieve minimum 6 competence credits; minimum 2 knowledge credits

- **T/601/2756**: Conduct damage control activities on board ships - 4 credits (3 Competence 1 Knowledge)
- **T/601/3115**: Participate in combat operations preparation - 8 credits (6 Competence 2 Knowledge)
- **F/601/2761**: Participate in adventurous activities - 4 credits (3 Competence 1 Knowledge)
- **H/504/4396**: Preparation for Maritime Operations - 6 credits (4 Competence 2 Knowledge)

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

Not all roles likely to be undertaken by learners within HM Forces require ICT Functional Skills, therefore ICT is NOT a requirement for this Apprenticeship.

For roles where ICT is essential, ICT Functional Skills may be completed in addition to the Apprenticeship.

Progression routes into and from this pathway

The Armed Forces recruit from a wide range of backgrounds and there are no specific qualification requirements for progression onto this pathway.

Progression opportunities within HM Forces

Following the Apprenticeship and having gained further experience within HM Forces individuals are strongly encouraged to progress through the rank system. In order to gain promotion individuals must attend and successfully pass specific command and leadership courses. Each of the single services command and leadership courses attract recognised Qualifications and Credit Framework (QCF) qualifications at Level 3 and above in Line Management and Leadership & Management.

As the largest provider of apprenticeships in the public sector the MoD is committed to offering progression opportunities to its personnel. Learners completing this framework may, with the correct work experience, progress on to Advanced Apprenticeships in areas such as marine, mechanical and aeronautical engineering, photo imaging, business and administration, information and communications technologies, construction, driving and policing. To further encourage and assist learners in achieving Advanced and Higher Level Apprenticeships or any relevant Level 3+ qualification they are offered funding through standard and enhanced learning credits which currently amounts to:

- Standard Learning Credits - up to £175 per person per Financial Year
- Enhanced Learning Credits - After 4 years of service up to £3,000 and, if not used, after 8 years service up to £6,000

Learners completing the HM Forces Apprenticeship may progress to specialised roles within HM Forces which also attract accredited training such as a Level 3 Award in Dental Nursing, a Level 3 Certificate in Engineering or a Level 3 Award in Preparing to Teach in the Lifelong Learning Sector. Examples of specialist roles can be found by following the links below:

ROYAL NAVY (including Royal Marines)
Career progression opportunities exist in:
• Engineering
• Combat
• Logistics and Support
• Intelligence, IT and Communications
• HR & Finance
• Medical
• Music and Ceremonial

For more information see:
http://ww w.royalnavy.mod.uk/Careers/Explore-Opportunities/Job-Finder/

ARMY
Career progression opportunities exist in:
• Engineering
• Combat
• Logistics and Support
• Intelligence, IT and Communications
• HR & Finance
• Medical
• Music and Ceremonial

For more information see:
www.armyjobs.mod.uk/jobs/

ROYAL AIR FORCE
Career progression opportunities exist in:
• Air Operations Support
• Aircrew
• Communications and intelligence
• Logistics
• Medical and medical support
• Personnel support
• Security and defence
• Technical and engineering

Areas for further training to specialise include: Paratrooper, Chemical Biological Radiological Nuclear, Mortar, Pistol, Heavy Machine Gun, Sharpshooter, Sniper, Javelin and Forward Air Controller.

For more information see:
www.raf.mod.uk/careers/jobs/

Careers and qualifications progression outside HM Forces

The Apprenticeship in HM Forces also prepares learners for a wide range of career opportunities outside of the Armed Forces including other uniformed services, security roles, various management & leadership roles and teaching & assessment roles which are relevant to their skills, knowledge and experience.

This framework will also enable apprentices to progress into qualifications in other sectors and

areas.

Further training and qualifications may include:

- Level 3 Diploma in Leadership and Management
- Advanced Level Apprenticeship in Leadership and Management
- Various Level 3 Awards, Certificates and Diplomas in Public Sector Practice
- Various teaching qualifications such as PTLLS, CTLLS, DTLLS
- Various Assessor and Verifier qualifications

Employee rights and responsibilities

Employee Rights and Responsibilities are delivered within basic training induction for HM Forces as part of this Apprenticeship. Apprentices attend a group workshop and use a workbook developed for this Apprenticeship which covers the nine criteria areas:

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. understands the role played by their occupation within their organisation and industry
5. has an informed view of the types of career pathways that are open to them
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. knows where and how to get information and advice on their industry, occupation, training and career
8. can describe and work within their organisation's principles of conduct and codes of practice
9. recognises and can form a view on issues of public concern that affect their organisation and industry

Understanding is demonstrated through the completion of questions within the workbook and is audited by internal quality assurance procedures within each organisation.

Providers must provide evidence of ERR completion before the issue of an Apprenticeship certificate. Evidence will be in the form of a declaration which confirms that the requirements above have been met as part of this Apprenticeship.

For a copy of the *HM Forces Declaration* see the following link:www.skillsforjustice .com/Apprenticeships/HM-Forces

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

Equality and inclusion within and throughout the Armed Forces is strictly governed by legislation and regulation (The Equality Act 2010) influencing practice in the wider public service and applies to the framework.

To ensure MoD employees are thoroughly compliant and aware of the legislative requirements a large number of sources of information, advice and guidance are available. Quality assurance is endorsed by the Cabinet Office through their assessment of the MoD Action Plan formed as a consequence of the MoDs Diversity Strategy below:

MINISTRY OF DEFENCE UNIFIED DIVERSITY STRATEGY
"Diversity for Defence"

1. Introduction
The Ministry of Defence recognises that the people we employ are the most important factor in fulfilling its mission to defend the United Kingdom and its interests. The United Kingdom is a rich and diverse place. It embraces a huge variety of people from stimulating cultures and backgrounds. A diverse workforce enhances our capability to adapt continuously to a rapidly changing global context. We need a shared focus in this area which the unified strategy will provide.

2. Diversity Vision
Our vision is a workforce, uniformed and civilian, that is drawn from the breadth of the society we defend, that gains strength from that society's range of knowledge, experience and talent and that welcomes, respects and values the unique contribution of every individual.

3. Diversity Mission
We will create a culture that encourages people throughout society to join us, and remain with us, to make their distinctive contributions and achieve their full potential, and that does not tolerate any form of intimidation, humiliation, harassment, bullying or abuse and will ensure each individual is treated fairly, with dignity and respect. Our mission is to break down all barriers of discrimination, prejudice, fear or misunderstanding, which can damage operational effectiveness.

4. Objectives

- Provide information and participate in the HR Transformation Programme.
- Maintain links and take forward work on diversity focus groups and EDO network.

- Keep abreast of legislation, give advice and be involved in the consultation process on Diversity and Work Life Balance issues.
- Produce an MoD communications strategy to ensure stakeholder involvement.
- Identify gaps in present diversity strategy, identify changes necessary and produce action plans.

The Armed Forces have had success in increasing the diversity of the workforce in recent years in the areas covered by The Equality Act 2010:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex or sexual orientation

www.proud2serve.net is an online network supporting Gay, Lesbian, Bisexual and Transgender Armed Forces personnel. The Armed Forces also have links with a number of organisations representing groups affected by equality and diversity issues, eg. A:Gender, Stonewall, Race for Opportunity, Opportunity Now.

On and off the job guided learning (England)

Total GLH for each pathway

The total amount of Guided Learning Hours (GLH) which includes both on and off the job guided learning is 568 GLH. For a typical learner this will take a minimum of 12 months. The following rules apply to delivery of the learning in this pathway:

1. To comply with Skills Funding Agency requirements, learners aged 16-18 must spend a minimum of 12 months on this Apprenticeship programme. Learners aged 19+ must also spend a minimum of 12 months on this Apprenticeship programme, unless they have documented evidence of accredited or recognised prior learning. Where documented evidence of accredited or recognised prior learning is provided, learners aged 19+ must still spend a minimum of six months on this apprenticeship.

2. Please note, to comply with the Apprenticeship, Skills, Children and Learning Act 2010, a minimum of 280 Guided Learning Hours within the first year of the Apprenticeship and at least 280 Guided Learning Hours (pro rata) in each subsequent year must be completed.

Minimum off-the-job guided learning hours

A learner will need to complete a minimum of 338 GLH off the job (59% of the total GLH) over the minimum 12 months for this framework.

How this requirement will be met

The requirement for off the job guided learning is calculated as follows:

- 123 GLH Level 2 NVQ Diploma in Public Services Operational Delivery Uniformed (this relates to the knowledge element of the qualification)
- 45 GLH Functional Skills Maths
- 45 GLH Functional Skills English
- 25 GLH ERR and Induction
- 100 GLH Appraisals and Mentoring

GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited

elements of the framework
- be planned, reviewed and evaluated jointly between the learner and a tutor, teacher, mentor or manager
- allow access as and when required by the learner either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers and guided study
- be recorded e.g. in a log book or diary

Evidence for off the job GLH

- Certificate for combined competence/knowledge qualification (NVQ)
- Certification of Functional Skills Maths (See Transferable Skills section)
- Certification of Functional Skills English (See Transferable Skills section)
- Certificate of completion of Employee Rights and Responsibilities

The *HM Forces Declaration* should also be signed to confirm that GLH requirements for this framework have been met. The declaration can be found atthe following link: www.skillsforjustice .com/Apprenticeships/HM-Forces

Minimum on-the-job guided learning hours

For this framework a learner will need to complete a total of 230 GLH on the job.

How this requirement will be met

The requirement for on the job learning is calculated as follows:

- 230 GLH Level 2 NVQ Diploma in Public Services Operational Delivery Uniformed (this relates to the competence element of the qualification)

On the job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the learner and a tutor, teacher, mentor or manager
- allow access as and when required by the learner either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group

teaching, coaching, mentoring

Evidence for on the job GLH

- Certificate for combined competence/knowledge qualification (NVQ)

Providers will be responsible for ensuring that the minimum on the job GLH has been met when applying for Apprenticeship certificates. The *HM Forces Declaration* should be signed to confirm that GLH requirements for this framework have been met. The declaration can be found on the following link: www.skillsforjustice .com/Apprenticeships/HM-Forces

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Personal Learning and Thinking Skills (PLTS) are demonstrated, assessed and recognised as part of the combined qualification:

- Level 2 NVQ Diploma in Public Services Operational Delivery (Uniformed)

Detailed assessment guidance is provided within individual units. PLTS are clearly identified within the learners' record of evidence developed for this framework; this allows learners to recognise opportunities to develop, demonstrate and reflect on their skills.

Apprentices should be introduced to PLTS as part of their induction process. This will allow them to begin to recognise where they are demonstrating each of the skills.

Providers will be required to evidence the acheivement of PLTS by signing the *HM Forces Declaration*. This form will be needed for certification of the Apprenticeship. It can be found at the following link: [www.skillsforjustice .com/Apprenticeships/HM-Forces]

Creative thinking

Creative Thinking involves:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways
- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change

Creative Thinking is delivered holistically and evidenced within the following units:

F/601/3098 - Use and maintain physical resources
H/504/4396 - Preparation for maritime operations

Independent enquiry

Independent Enquiry involves:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence

Independent Enquiry is delivered holistically and evidenced within the following units:

A/601/2757 - Plan and navigate a cross country route

Reflective learning

Reflective Learning involves:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences

Reflective Learning is delivered holistically and evidenced within the following units:

Y/601/3074 - Maintain competence, knowledge and standards of conduct in public service
M/601/2755 - Meet physical fitness requirements
H/504/4396 - Preparation for maritime operations

Team working

Team Working involves:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others

Team Working is delivered holistically and evidenced within the following units:

Y/601/3074 - Maintain competence, knowledge and standards of conduct in public service
R/601/3087 - Work safely in public services

K/601/3094 - Work as a team member to deliver public service
M/601/2755 - Meet physical fitness requirements
A/601/2757 - Plan and navigate a cross country route
T/601/3115 - Participate in combat operations preparation
H/504/4396 - Preparation for maritime operations

Self management

Self Management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions, and building and maintaining relationships

Self Management is delivered holistically and evidenced within the following units:

Y/601/3074 - Maintain competence, knowledge and standards of conduct in public service
K/601/3094 - Work as a team member to deliver public service
A/601/2757 - Plan and navigate a cross country route
T/601/3115 - Participate in combat operations preparation

Effective participation

Effective Participation involves:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well as yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own

Effective Participation is delivered holistically and evidenced within the following units:

Y/601/3074 - Maintain competence, knowledge and standards of conduct in public service
K/601/3094 - Work as a team member to deliver public service
A/601/2757 - Plan and navigate a cross country route

F/601/2758 - Operate and maintain small arms and team weapons
T/601/3115 - Participate in combat operations preparation
F/601/2761 - Paticipate in adventurous activities
H/504/4396 - Preparation for maritime operations

Additional employer requirements

There are no additional employer requirements.

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org