

DEFENCE INSTRUCTIONS AND NOTICES

(Not to be communicated to anyone outside HM Service without authority)

Title: Armed Forces Basic Skills Policy.

Audience: All full-time Armed Forces personnel

Applies: Immediately

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Content: Strategies to address the Basic Skills needs of full-time Armed Forces personnel.

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ARMED FORCES BASIC SKILLS POLICY

BACKGROUND

1. The case for pursuing improvements to the Basic Skills of our personnel is unequivocal. Firstly, the improvement of literacy and numeracy is a key part of the Government's Skills Strategy, as reflected in the 2005 "Skills" and "14-19" White Papers and the Public Sector Agreement Targets for Education and Skills. There is a requirement for Government Departments to play their part in implementing these strategies and they are to demonstrate how they will support Basic Skills in their annual Departmental Skills Development Plans. Secondly, Min AF is personally driving the Departmental responses to the recommendations made in the DHALI¹ reports and expects early and tangible improvements in the areas targeted for improvement. Consequently, the Basic Skills requirement is to achieve early assessment and systematic support to those personnel with identified needs. Thirdly, in the longer-term the Government expects improvements in the Basic Skills of school leavers. However, even then, it is likely that some of the MOD's employment groups will need to continue to recruit personnel with poor Basic Skills. There is no doubt that the offer of Basic Skills support enhances the recruitment package.

2. Improved Basic Skills will enhance the ability of Service personnel to cope with work pressures and increase their potential for career progression, thereby improving retention. Moreover, good Basic Skills improve the ability of personnel to absorb training. This underpins both the effectiveness and efficiency of training. Improvements to the Basic Skills of trainees should contribute to reduced wastage and improve the overall output to the trained strength. Trained personnel that have improved their Basic Skills during training will enter their front-line units with enhanced operational effectiveness and trainability. In addition, further improvement of the Basic Skills of personnel within their front-line units will increase both operational effectiveness and retention by ensuring that individuals are equipped with the Basic Skills needed to support their specific roles; their potential for career development is not constrained by poor Basic Skills; and they are better able to respond to change and innovation. Finally, by addressing individual development needs and contributing to the recruiting, retention and resettlement of personnel, the improvement of Basic Skills makes a significant contribution to Service personnel strategies. More specifically, it underpins the Department's Investors in People initiative.

TERMINOLOGY

3. The following definitions are used in this policy:

- a. Basic Skills. The term "Basic Skills" is defined by the Basic Skills Agency as "the ability to read, write, and speak in English and use mathematics at a level necessary to function and progress at work and society in general"².

¹ Directorate of Operational Capability Report, October 2004, House of Commons Defence Committee Report, March 2005 and Adult Learning Inspectorate Report, March 2005.

² The Government has referred to Information and Communication Technology (ICT) skills as the third Basic Skill. However, the MOD will address ICT separately and this is outside the scope of this policy. The Government has latterly rebranded Basic Skills as "Skills for Life". However, it is the MOD's judgement that the term "Basic Skills" will continue to be used at present to avoid confusion. It should be noted, however, that Government and Government Agencies, including the Learning and Skills Council, have adopted the term "Skills for Life". In addition, English for Speakers of Other Languages (ESOL) qualifications are included in the "Skills for Life" agenda.

- b. Qualifications. Details of Basic Skills qualifications levels and a list of acceptable proxy qualifications are at Annex A.
- c. Elements of Basic Skills Provision. An outline of the elements of Basic Skills provision is provided for reference at Annex B.

SCOPE

- 4. This policy applies to the following:
 - a. All full-time (Regular and Full Time Reserve Service) personnel in the three Armed Services.
 - b. The policy does not apply directly to reserve forces not serving on a full-time basis, because additional work is needed to take account of their differing circumstances. The single Services, however, will be tasked separately to examine how the intent of this policy should be applied to them and then produce their own supporting policies accordingly.
 - c. The Basic Skills needs of MOD Civil Service and dependents not in full-time education, living with Service personnel based overseas, will not be addressed in this iteration of the policy, but will be incorporated into the Defence Basic Skills Policy in due course.
 - d. MOD contractors are responsible for identifying and addressing the needs of their own personnel and this should be reflected in contractual arrangements.
 - e. Specific Learning Difficulties, including Dyslexia, are covered by a DIN, reference 2007DIN06-036.

AIM

- 5. To ensure that the Basic Skills needs of Armed Forces personnel are addressed at the earliest opportunity in order to enhance their trainability, operational effectiveness and potential for personal and career development.

GENERAL APPROACH

- 6. The aim is to address the Basic Skills needs of Service personnel as early in their careers as possible to maximise the benefit to both the individual and the organisation. However, the needs of both new entrants to the Armed Services and the significant legacy needs within the trained strength must be addressed. While parallel approaches will be taken for each group, the intention is to assess individuals and, as a result, provide systematic support to achieve agreed Performance Indicators (PI).
- 7. New entrants will face training that places immediate demands on their literacy and numeracy abilities, particularly during Phase 2. It is essential, therefore, that they are operating at an appropriate level before this stage of training. Moreover, all new entrants must have suitable speaking and listening abilities in order to cope safely with training and, therefore, these will be assessed during the recruiting phase.

8. For those already serving, the intention is to address their needs at the earliest opportunity, but within timescales that take account of: the considerable legacy, particularly within the Army; its high concentration within certain units; the continuing high level of operational commitments; and the need to generate capacity to meet the scale of need.

GENERAL PRINCIPLES

9. The Single Services are to apply the following principles to the implementation of the policy:

a. Assessment. Each Service must undertake Basic Skills assessment of its personnel and assessment of new entrants' speaking and listening skills. To ensure consistency, reliability and validity:

(1) Those, without a Level 2 qualification in literacy or numeracy, are to be assessed using the nationally recognised DfES Initial Assessment Tool.

(2) When assessing the speaking and listening skills of new entrants, all Services are to use the MOD endorsed Speaking and Listening Screening Tool.

b. Systematic Support. Each Service must provide appropriate systematic support to ensure that the Basic Skills needs of its personnel are met, namely:

(1) Single Services are to ensure that their personnel in all permanent locations have access to Basic Skills advice and provision, including support for Speaking and Listening Skills. The full range of delivery methods (individual and group tuition, mentor support and ICT-based support) should be utilised to achieve this.

(2) Where the tempo of activity allows, personnel deployed on long training periods or operations should be provided with appropriate support to meet their needs.

(3) Single Services should offer Basic Skills services to collocated personnel from other Services at a level agreed locally.

c. Service and Individual Responsibilities. Individual personnel have a responsibility to address their Basic Skills weaknesses. The Services, however, must ensure that they have appropriate support and work time available to do so. Support, testing and Basic Skills qualifications gained are to be free to Service personnel.

d. Qualification Imperative. The key Basic Skills output is the achievement of a nationally recognised qualification. All Basic Skills support must be geared towards achieving this.

GOVERNANCE

10. MOD. Is to:

- a. Set the Defence Basic Skills Policy.
- b. Determine single Service reporting requirements.
- c. Report progress to the Government through the MOD Skills Strategy Plan.
- d. Monitor and address strategic implementation issues through the Defence Adult Basic Skills Working Group (DABSWG); Its Terms of Reference are at Annex C.
- e. Provide the Departmental link with the Government's Basic Skills agenda through liaison with the Cabinet Office, DfES and other public bodies.
- f. Support implementation through liaison with DfES, the Learning and Skills Council (LSC) and national bodies concerned with the delivery of Basic Skills.

11. Single Services. Are to:

- a. Identify a Single Service lead for Basic Skills.
- b. Develop implementation plans to support this policy.
- c. Manage the supply of support to meet their Basic Skills needs, using internal and external resources.
- d. Resource their supporting Basic Skills infrastructure.
- e. Ensure quality assurance of Basic Skills support provided to their personnel.
- f. Capture management information and monitor implementation.
- g. Report progress to the MOD.
- h. Liaise with MOD, the TLBs, and the other Services to ensure effective implementation for all of their personnel.

PERFORMANCE INDICATORS

12. The following PIs are to apply:

Ser No	<u>PERFORMANCE INDICATORS</u>
NEW ENTRANTS (FROM 1 APR 06)	
1.	<p><u>Assessment.</u></p> <p>a. All potential recruits without a Level 2 qualification in literacy and/or numeracy are to be given the relevant Initial Assessment, using the nationally recognised DfES Initial Assessment Tool:</p> <ul style="list-style-type: none"> • Either during the formal recruiting process, or • Only for those already holding a Level 1 qualification in numeracy or literacy³, the relevant assessment can be delayed, but must be completed within 10 working days of commencing Phase1 training to determine their current operating level. <p>No one is to start Phase 1 training with an assessment below Entry Level 2⁴.</p> <p>b. Using the MOD endorsed Speaking & Listening Screening Tool all potential recruits are to be screened for their speaking and listening ability at the formal interview stage in recruiting offices. No one is to start Phase1 training until their speaking and listening ability is screened at Level 1⁵.</p>
2.	<p><u>Attainment.</u></p> <p>a. All must achieve an operating level of at least Entry Level 3 in both literacy and numeracy by the start of Phase 2 training.</p> <p>b. All⁶ without proxy qualifications are to gain a Level 1 qualification in both literacy and numeracy within 3 years of entry.</p> <p>c. All without proxy qualifications are to gain a Level 2 qualification in both literacy and numeracy within 8 years of entry or on promotion to substantive SNCO rank. (Single Services⁷ to determine the preferred option for their Service).</p>

³ This is to reflect the RAF policy that from 1 Oct 06 no one is to be recruited without Level 1 qualifications in both literacy and numeracy.

⁴ It is good practice to refer individuals with Basic Skills assessments below Entry Level 2, who are not immediately recruited, to a local college for support.

⁵ Those screened at below Level 1 should also be referred to a local college for a full assessment and subsequent support as required.

⁶ For the Army, where commitments prevent this, then by no later than promotion to Cpl wef from 1 Apr 09. This PI also applies to all those who have entered the Army since 1 Aug 03.

⁷ For the Army, subject to confirmation in the Army's Review of Soldier Career Training & Education.

Ser No	<u>PERFORMANCE INDICATORS</u>
TRAINED STRENGTH AND THOSE UNDER TRAINING (AS AT 1 APR 06)	
3.	<p><u>Assessment (Establishing a Baseline).</u></p> <p>Each Service is to establish a baseline of the literacy and numeracy levels of all its personnel serving on 1 Apr 06 by 1 Mar 07.</p>
4.	<p><u>Attainment.</u></p> <p><u>Those in Phase 1 or Phase 2 on 1 Apr 06.</u></p> <p>a. All without proxy qualifications are to gain a Level 1 qualification in both literacy and numeracy within 3 years of entry.</p> <p>b. All without proxy qualifications are to gain a Level 2 qualification in both literacy and numeracy either:</p> <ul style="list-style-type: none"> • within 8 years of entry or • on promotion to substantive SNCO rank with effect from 1 Apr 12 (Single Services⁷ to determine the preferred option for their Service). <p><u>Members of Trained Strength on 1 Apr 06.</u></p> <p>c. Each Service to establish its own annual numbers from 1 Apr 07 of:</p> <ul style="list-style-type: none"> • Level 1 literacy qualifications to be achieved. • Level 1 numeracy qualifications to be achieved. <p>and then reports against them 12 months later.</p> <p>d. Each Service to establish its own annual numbers from 1 Apr 07 of:</p> <ul style="list-style-type: none"> • Level 2 literacy qualifications to be achieved. • Level 2 numeracy qualifications to be achieved. <p>and then reports against them 12 months later.</p>

MANAGEMENT

13. There are a number of management issues that will need to be addressed in single Service implementation plans. These are highlighted in the paragraphs below.

14. Single Service Implementation in Joint Commands or Defence Establishments. Single Services must ensure that the Armed Forces Basic Skills Policy is applied to their personnel that are serving in Joint Commands or Defence Establishments. These should be engaged accordingly by their respective Basic Skills policy leads and agreed

arrangements reflected in their implementation plans. Where issues that have pan-Defence implications arise, they should be raised initially through the DABSWG.

15. Data Capture. Single Services must ensure that details of Basic Skills assessments and qualifications are captured at the earliest opportunity on appropriate Management Information Systems (MIS). For new entrants, these details should be captured on the respective training MIS to ensure that training establishments are able to identify where support is needed. The intention is that the Joint Personnel Administration System will record Basic Skills information on an individual's record. In the interim, Services should ensure that they develop procedures to capture and collate Basic Skills data for reporting purposes.

16. Tracking. Services must ensure that captured Basic Skills data for individual personnel is transferred with them as they move location. In addition, they should ensure that Individual Learning Plans are transferred with other documentation when an individual moves location and that there is appropriate liaison between losing and receiving units to ensure that any programme of support is re-commenced as soon as possible.

17. Professional Standards for Basic Skills Support Staff. Single Services are to ensure that both MOD and non-MOD staff employed in the formal delivery of Basic Skills assessment and provision to their personnel hold the appropriate professional qualifications. Where Service personnel are used in a supporting role they should be provided with the opportunity to gain an appropriate qualification in learning support at no cost to them. This should be regarded as a requirement for those personnel that undertake this supporting role formally. The specific qualification requirements will be confirmed through the DABSWG.

18. Basic Skills Assessment and Testing Tools. Only DfES-approved assessment and testing tools that are validated against the national standards for numeracy and literacy are to be used. For the purposes of commonality, particularly in Tri-Service environments, the Services have moved to the adoption of common assessment and testing tools. This is to be co-ordinated through the DABSWG.

19. Quality Assurance. Services are to ensure that all internally and externally delivered Basic Skills provision is quality assured in accordance with the Common Inspection Framework.

20. Advice and Guidance. Services should ensure that Basic Skills advice is available at unit level and that all have access to second-line specialists that can assess their needs and determine the best support options.

FUNDING

21. MOD Funding. The Services are to fund the following:

a. Specialist Manpower. Sufficient specialist Basic Skills Tutors to meet Basic Skills requirements that cannot be met from external LSC-funded providers and to co-ordinate the delivery across their Service.

b. Training of Basic Skills Staff. Training of specialist and support staff to meet the required professional standards where this is not DfES/LSC funded.

c. Trainee Costs. All direct and indirect costs incurred in Training Agencies where training has to be extended to cover Basic Skills provision to meet the Entry Level 3 target.

d. Basic Skills Resources. All costs for Basic Skills support materials, essential ICT and audio-visual hardware and associated consumables, and any other essential resource costs.

22. LSC Funding. The Services are not able to draw down LSC funding⁸ directly to pay for Basic Skills support from external college-based or private sector Basic Skills provision. However, LSC-approved providers can draw down funding themselves to provide specified support to meet agreed levels of support to Service personnel. The Services should continue to utilise this LSC-funded provision as long as it remains available (in accordance with Government policy), but should be aware of the need to seek levels of commitment from providers in advance, to allow them to bid within the LSC funding cycle. This applies particularly to circumstances when new or significant increases in provision are being sought from existing or new providers. In addition, the University for Industry (Ufi) provides LSC-funded Basic Skills provision through the Single Service's network of Learndirect Learning Centres. Any profit generated by the Services from the utilisation of funded Basic Skills programmes or testing through their Learndirect Centres should be utilised to support the needs of their Basic Skills learners.

REPORTING

23. It is essential that the Services and the MOD gather periodic management information against which progress against the performance indicators and associated targets can be evaluated. Reporting requirements for the MOD, fed through the Service Personnel Plan, are at Annex D. They are only required once per annum at the end of each reporting year.

Annexes:

- A. Basic Skills Qualifications Levels and Proxy Qualifications.
- B. Elements of Basic Skills Provision.
- C. DABSWG Terms of Reference.
- D. Basic Skills Performance Indicators, Targets and Reporting Table.

⁸ Or equivalents in Northern Ireland, Scotland and Wales (respectively: Department for Employment and Learning, the Scottish Executive and ELWa).

BASIC SKILLS QUALIFICATIONS LEVELS AND PROXY QUALIFICATIONS

1. **Basic Skills (Literacy and Numeracy) Qualifications Levels**

Basic Skills Level	Attainment Equivalence
Level 2	GCSE A*-C
Level 1	GCSE D-G
Entry Level 3	Level of attainment expected of an 11 year old.
Entry Level 2	Level of attainment expected of a 7 year old.
Entry Level 1	Level of attainment expected of a 5 year old.

Notes:

- a. Key Skills (KS) qualifications are available in Communication Skills and in Application of Number at Levels 1 – 5 in the National Qualification Framework. The literacy and numeracy standards that are required for KS qualifications at Levels 1 and 2 are exactly the same as those for the Basic Skills (BS) qualifications at Levels 1 and 2. Each KS and BS qualification at these levels is awarded through the use of the same external national tests. As a vocational qualification, a KS award demands an additional portfolio of evidence to demonstrate that the learner is able to apply the literacy/numeracy skills practically within the workplace.
- b. Whilst both literacy and numeracy qualifications extend higher than Level 2, the Basic Skills levels are regarded as ending at Level 2.
- c. Entry levels are intended specifically for adults with poor Basic Skills to enable them to get back into learning. Consequently, they do not have qualification equivalents.

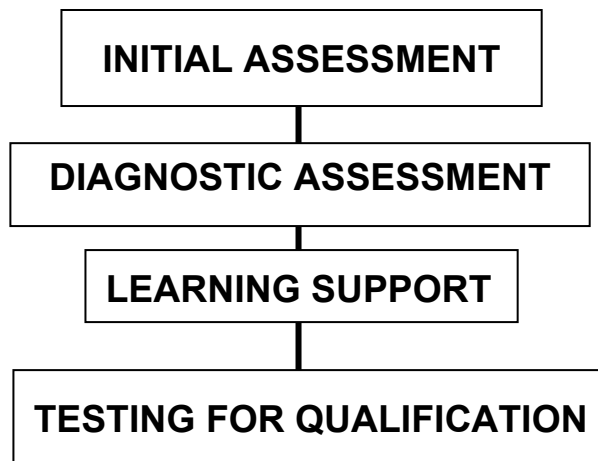
2. Basic Skills Proxy Qualifications. The UK qualifications that are acceptable proxies to the Level 1 and 2 Certificate in Adult Literacy and Certificate in Adult Numeracy are shown below:

Certificate in Adult Literacy – Level 1	Certificate in Adult Numeracy – Level 1
GCSE English – Grades A* - G	GCSE Mathematics – Grades A* - G
GCSE English Literature – Grades A* - G	Standard Grade Mathematics – Credit
AQA GCSE General Studies – Grades A* - G	Standard Grade Mathematics – General
Standard Grade English - Credit	Mathematics – Intermediate 1
Standard Grade English - General	Mathematics – Intermediate 2
English and Communication – Intermediate 2	Mathematics – Higher
English and Communication – Intermediate 1	Mathematics – Advanced Higher
English and Communication – Higher	Applied Mathematics – Advanced Higher
English – Advanced Higher	Leaving Certificate 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 AS Use of Mathematics Grade A - E
GCE A Level English Language Grade A - E	GCE A Level Mathematics Grade A - E
GCE A Level English Literature Grade A - E	GCE A Level Pure Mathematics Grade A - E
GCE English Language and Literature Grade A - E	GCE A Level Further Mathematics Grade A - E
GCE AS Level English Language Grade A - E	GCE A Level Statistics Grade A - E
GCE AS Level English Literature Grade A - E	GCE AS Level Mathematics Grade A - E
GCE AS Level English Language and Literature Grade A - E	GCE AS Level Pure Mathematics Grade A - E
ESOL Level 1 Equivalent	GCE AS Level Further Mathematics Grade A - E
	GCE AS Level Statistics Grade A - E
	GCE AS Mechanics Grade A - E
	GCE AS Discrete Mathematics Grade A - E
	GCE AS Applied Mathematics Grade A - E

Certificate in Adult Literacy – Level 2	Certificate in Adult Numeracy – Level 2
GCSE English – Grades A* - C	GCSE Mathematics – Grades A* - C
GCSE English Literature – Grades A* - C	Standard Grade Mathematics – Credit
AQA GCSE General Studies – Grades A* - C	Mathematics – Intermediate 2
Standard Grade English – Credit	Mathematics – Higher
English and Communication – Intermediate 2	Mathematics – Advanced Higher
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 AS Use of Mathematics Grade A - E
GCE A Level English Language Grade A - E	GCE A Level Mathematics Grade A - E
GCE A Level English Literature Grade A - E	GCE A Level Pure Mathematics Grade A - E
GCE English Language and Literature Grade A - E	GCE A Level Further Mathematics Grade A - E
GCE AS Level English Language Grade A - E	GCE A Level Statistics Grade A - E
GCE AS Level English Literature Grade A - E	GCE AS Level Mathematics Grade A - E
GCE AS Level English Language and Literature Grade A - E	GCE AS Level Pure Mathematics Grade A - E
ESOL Level 2 equivalent	GCE AS Level Further Mathematics Grade A - E
	GCE AS Level Statistics Grade A - E
	GCE AS Mechanics Grade A - E
	GCE AS Discrete Mathematics Grade A - E
	GCE AS Applied Mathematics Grade A - E

ELEMENTS OF BASIC SKILLS PROVISION

The full range of Basic Skills (BS) provision may be summarised as four broad categories:



- a. Initial Assessment. Initial assessment establishes an individual's literacy or numeracy skills level in terms of the National Qualification Framework levels (from Entry Level 1 up to Level 2). Prior to full Initial Assessment it may be desirable to conduct a quicker, but less reliable screening, to identify if a person is likely to have a problem. The results of screenings should only be used to identify those that may have Basic Skills(BS) needs and therefore are in need of a full Initial Assessment, rather than to determine an individual's level of ability.
- b. Diagnostic Assessment. Diagnostic Assessment identifies an individual's specific ability profile and highlights areas of weakness. This provides a description of learning needs and assists the Basic Skills (BS) specialist in the compilation of a learner's Individual Learning Plan (ILP). The ILP outlines short and longer term learning targets, and the tailored programme to address the BS needs as well as a record of progress and achievement.
- c. Learning Support. This is the programme of support developed by the BS specialist for the individual learner. It may comprise 1:1 tuition, group work, intensive courses, ICT-based programmes and distance learning. For some, this support may be a week's intensive course to brush up skills forgotten since school. For others with significant BS difficulties (Entry Level 1 and Entry Level 2 learners), this may require much longer term (and perhaps 1:1) support.
- d. Testing For Qualification. All Basic Skills programmes offered to Service personnel must lead to a nationally recognised qualification. This will require a tutor-based assessment, an external test or a mix of both.

DEFENCE ADULT BASIC SKILLS WORKING GROUP (DABSWG) – TERMS OF REFERENCE

1. Remit. The DABSWG will support the implementation of the Basic Skills and Specific Learning Difficulties (SpLD) policies in order to ensure effective and efficient activities to improve the Basic Skills and the Specific Learning Difficulties of personnel across the Ministry of Defence.

2. Membership.

DGTE – Ed Pol 1 (OF4, Chair)

DGTE – Ed Pol 1b (OF 3)

DNTE – OF3/4 representative

HQ DETS(A) – OF 3/4 representative

HQ PTC – OF 3/4 representative

DGCP Strat– C1/C2 representative

DfES – Skills Group representative*

Cabinet Office – “Government Skills” Sector Skills Council representative*

Basic Skills Agency – representative*

DGTE – Ed Pol 1c (C2, Secretary)

*** as required**

3. Reporting. The DABSWG will report progress and issues to meetings of the Defence Education Strategy Group.

4. Secretariat. The Secretariat for the DABSWG will be provided by the Education Policy team within DGTE.

5. Location and Frequency of Meetings. To be held biannually in the MOD Main Building.

6. Tasks.

a. Inform policy development. Provide input to the review and development of the MOD Basic Skills and SpLD policies in order to ensure that it addresses needs effectively and will lead to efficient implementation.

b. Support implementation.

(1) Review progress against targets and take action accordingly.

(2) Identify opportunities for enhancing the delivery of Basic Skills, drawing on Government initiatives and existing best practice both internal and external to the MOD.

(3) Identify obstacles to implementation and determine appropriate responses to overcome them.

- (4) Identify opportunities to share resources and adopt common approaches across the Services that improve the overall efficiency and effectiveness of Basic Skills delivery within the MOD.
 - (5) Address strategic funding issues and opportunities.
- c. Address targets and reporting requirements.
- (1) Review Basic Skills reporting requirements for the annual MOD Skills Development Plan (which includes a standing requirement to include progress against the MOD Adult Basic Skills Action Plan from 2005) and support the production of appropriate single Service input.
 - (2) Review MOD Basic Skills targets and provide recommendations for further development as appropriate.
- d. Provide updates on the development of the Government's Basic Skills agenda and related issues.
- (1) Provide the Group with back-briefs from meetings of the Skills for Life Inter-Departmental Group.
 - (2) Provide the Group with relevant updates on Adult Basic Skills/Skills for Life developments and initiatives from DfES, the Cabinet Office and the Basic Skills Agency.
 - (3) Provide the Group with updates on DfES/LSC funding issues as appropriate.

BASIC SKILLS PERFORMANCE INDICATORS, TARGETS AND REPORTING TABLE

Performance Indicators (PIs) and Targets.

These PIs and targets need to be read in conjunction with the footnotes to the various PIs listed at para 12 of the main policy document.

Ser	PI	Targets			
		06/07 ¹	07/08 ¹	08/09 ¹	09/10 ¹
1.	% of potential recruits/new entrants without Level 2 Literacy qualification, who are given an Initial Assessment (PI 1a).	80	95	100	100
2.	% of potential recruits/new entrants without Level 2 Numeracy qualification, who are given an Initial Assessment (PI 1a).	80	95	100	100
3.	% of potential applicants screened for speaking and listening abilities (PI 1b).	80	95	100	100
4.	% of recruits initially assessed as below Entry Level 3 in literacy, then achieving Entry Level 3 before starting Phase 2 training (PI 2a).	Note 2	70	85	100
5.	% of recruits initially assessed as below Entry Level 3 in numeracy, achieving Entry Level 3 before starting Phase 2 training (PI 2a).	Note 2	70	85	100
6.	<p>For those in Phase 1 or 2 Training on 1 Apr 06 and for subsequent new entrants that do not hold a Level 1 qualification (or higher) in literacy and numeracy on entry, % that has achieved Level 1 qualifications in literacy and numeracy (PI 4a &PI 2b). Report by annual intake using Reporting Table shown below. Targets by intake are as follows:</p> <p style="text-align: center;">Intake: In Phase1 or 2 Training on 1 Apr 06 1 Apr 06 – 31 Mar 07 (100% at L1 in both by no later than 10/11) 1 Apr 07 – 31 Mar 08 (100% at L1 in both by no later than 11/12)</p> <p>NB: Reporting Table also begins to capture information to inform against progress towards PI 2c and PI 4b.</p>	Note 2 Note 2 NA	Note 2 Note 2 Note 2	Note 2 Note 2 Note 2	100 at L1 Note 2 Note 2

Ser	PI	Targets			
		06/07 ¹	07/08 ¹	08/09 ¹	09/10 ¹
7.	For those members who on the trained strength on 1 Apr 06:				
	a. Single Service to estimate numbers expected to gain Level 1 qualification in literacy in next year (PI4c). Report against that expected figure in subsequent annual report.	NA NA	Note 3 NA	Note 3 Report	Note 3 Report
	b. Single Service to estimate numbers expected to gain Level 1 qualification in numeracy in next year (PI4c). Report against that expected figure in subsequent annual report.	NA NA	Note 3 NA	Note 3 Report	Note 3 Report
	c. Single Service to estimate numbers expected to gain Level 2 qualification in literacy in next year (PI4d). Report against that expected figure in subsequent annual report.	NA NA	Note 3 NA	Note 3 Report	Note 3 Report
	d. Single Service to estimate numbers expected to gain Level 2 qualification in numeracy in next year (PI4d). Report against that expected figure in subsequent annual report.	NA NA	Note 3 NA	Note 3 Report	Note 3 Report

Notes:

1. Reporting only required once per annum at end-of-year.
2. Report achievement within current resources. Where there are specific targets for Years 2007/08 onwards, these are subject to the necessary resources being secured. If necessary resources are not secured, then targets in Ser No 4&5 for Years 2007/08 onwards will revert to reporting achievement within existing resources.
3. Single Services to estimate these targets on 1 Apr and report against them as at 31 Mar the following year.

Reporting Table.

While most of the targets can be reported against the table above, the following would capture the necessary data to report to cover Ser No 6. There are clear advantages in capturing data in a standardised format that allows analysis at Defence level, firstly, to support Departmental reporting and the brokering of strategic funding arrangements with DfES and the LSC and, secondly, to inform management action at Single Service level.

	In Phase 1 or 2 Trg on 1 Apr 06	Recruited in Yr 06/07	Recruited in Yr 07/08	Recruited in Yr 08/09	Recruited in Yr 09/10
<u>Basic Skills Qualification Levels</u>					
Numbers originally recruited					
Numbers remaining in the Service					
Literacy					
No qualification currently held (but assessed at Entry Level 2)					
No qualification currently held (but assessed at Entry Level 3 or higher)					
Level 1 Basic Skills or proxy qualification currently held					
Level 2 Basic Skills or proxy qualification currently held					
Numeracy					
No qualification currently held (but assessed at Entry Level 2)					
No qualification currently held (but assessed at Entry Level 3 or higher)					
Level 1 Basic Skills or proxy qualification currently held					
Level 2 Basic Skills or proxy qualification currently held					