



# Welfare and duty of care in Armed Forces initial training

Ofsted's report to the Minister for Defence  
Personnel, Welfare and Veterans





# Contents

|   |           |
|---|-----------|
| <b>Ministerial foreword</b>   | <b>3</b>  |
| <b>Preface</b>  | <b>4</b>  |
| <b>Background</b>   | <b>6</b>  |
| <b>Key findings</b>   | <b>7</b>  |
| <b>Key recommendations for improvement</b>                                  | <b>9</b>  |
| <b>Detailed findings</b>  | <b>10</b> |
| The progress made by each establishment since its previous inspection       | 10        |
| Impact and effectiveness of the arrangements for welfare and duty of care   | 10        |
| Impact and effectiveness of management systems for welfare and duty of care | 13        |
| The development and impact of self-assessment                               | 17        |
| <b>Summary reports in date order</b>  | <b>18</b> |
| Royal Armoured Corps Training Regiment, Bovington                           | 18        |
| HMS Raleigh   | 20        |
| The Officer and Aircrew Cadet Training Unit                                 | 22        |
| 14th Regiment Royal Artillery (RA), 24 (Irish) Battery                      | 24        |
| Defence Medical Services Training Group                                     | 26        |
| Royal Air Force (RAF) Cosford   | 28        |
| 2 (Training) Regiment, Army Air Corps                                       | 30        |
| 3 Royal School of Military Engineering (RSME) Regiment                      | 32        |
| Infantry Training Centre, Catterick   | 34        |
| RAF Honington (RAF Regiment)  | 36        |
| Armed Forces Careers Offices  | 38        |
| <b>Annex A: Summary of overall inspection judgements</b>                    | <b>40</b> |
| <b>Annex B: Inspection dates</b>  | <b>41</b> |
| <b>Annex C: Ofsted's terms of reference</b>                                 | <b>42</b> |



# Ministerial foreword

Every year, many people are attracted to train to become members of the Armed Forces. During initial training, recruits and trainees rely on the support of their families, friends, their instructors and those around them to help them get to grips with managing their time, new equipment, learning and development and generally beginning to understand the nature of the Service they have joined and their roles within it.

Initial training provides the foundation for recruits and trainees to learn new skills to use in their specialist trades and professions and there is an expectation in the Armed Forces that personnel will continue to learn and develop their skills throughout their careers. It is therefore important to recognise that a supportive training environment – one that promotes good training and learning – is the best way to effectively prepare our people.

Resource is not infinite and in order to remain efficient we need to review how we operate and act on the findings. The locations inspected and reported in this report are judged to be satisfactory or better, and I note that two establishments are judged as outstanding in the care and welfare they provide. The detailed report findings include some key observations which can be drawn on to further improve the training and the environment in which those new to the Service learn and develop.

I value the work of Her Majesty's Chief Inspector and his team and I am grateful for the contribution they make in supporting the Armed Forces to continue to improve the way in which initial training is delivered.



**Rt Hon. Mark Francois MP**

Minister of State for Defence Personnel,  
Welfare and Veterans

# Preface

I am pleased to present Ofsted's fourth report – and my first report as Her Majesty's Chief Inspector – on the effectiveness of welfare and duty of care for recruits and trainees in Armed Forces initial training. I would like to thank the Ministry of Defence, Training Headquarters and the training establishments and Armed Forces Careers Offices inspected for their cooperation during this inspection cycle.

The overall effectiveness of welfare and duty of care is at least good in six of the 10 establishments inspected for this report. Two establishments were judged to be outstanding: HMS Raleigh and the Officer and Aircrew Cadet Training Unit. This is the first time since these inspections began in 2008 that more than one establishment has been judged outstanding – and the first time for an officer training establishment. Both establishments were impressive in the attention they paid to supporting each trainee's personal, training and learning needs. The combination of high expectations of trainees and a coaching and mentoring programme which builds successfully on their prior experience provides a very good foundation for their progress and achievement. Both establishments have been very successful in ensuring that as many recruits as possible are supported to remain in training. Both reports highlight much good practice that could be used by establishments that are finding it difficult to improve their overall effectiveness from being satisfactory to good or from being good to outstanding.

Inspection is having a positive impact on establishments previously judged to be satisfactory or inadequate. RAF Honington (RAF Regiment) is a good example. At its inspection in 2010–11, the overall effectiveness of welfare and duty of care was judged to be satisfactory. This year, the provision had improved and was judged to be good. Such improvement, however, has not always been replicated in the establishments inspected. One Army establishment, Infantry Training Centre, Catterick, was judged to be satisfactory for the fourth time. The same problems remain: high wastage rates and

a failure to ensure that the recruits have sufficient basic skills to complete their training successfully. The establishment has not yet secured a sufficiently consistent approach to managing welfare and duty of care.

All the establishments inspected had developed good systems for recording welfare concerns, but not all of them were using their systems consistently. The recruits and trainees to whom inspectors spoke said that staff from within and outside the chain of command met their personal welfare needs well. However, in three establishments inspected, the communication of information concerning vulnerable trainees was not well coordinated, with the result that personnel who needed important information did not always receive it.

Quantitative data were not used sufficiently to measure success. Although senior staff interviewed during the inspections frequently knew the strengths and weaknesses of their provision, this knowledge was not reflected clearly and succinctly in the self-assessment reports and the resulting action planning.

Instructors play a vital role in ensuring that recruits' and trainees' personal and educational needs are met effectively. A well-planned professional development programme for these key personnel is an important driver in sustaining improvement, as shown for example by the 14th Regiment Royal Artillery (RA), 24 (Irish) Battery. However, most of the establishments inspected did not have an effective system for improving the quality of training through structured instructor observations, although some have started to introduce arrangements for coaching and mentoring to provide better support for instructors.

I want more to be done for young people and adults joining the Armed Forces training establishments. The establishments prepare and support young people to meet the challenges and demands of their role and to enter the Armed Forces as highly professional, highly skilled and well-motivated individuals. I believe that all establishments therefore must be at least good and that this must be viewed as the minimum acceptable standard. I realise that this journey of improvement may take longer for some than for others.

A handwritten signature in black ink that reads "Michael Wilshaw". The signature is written in a cursive style with a large initial 'M'.

**Sir Michael Wilshaw**  
Her Majesty's Chief Inspector

# Background

This is Ofsted's fourth report into welfare and duty of care in Armed Forces initial training. It draws on evidence from the inspection of 10 training establishments between June 2011 and February 2012 and visits to five Armed Forces Careers Offices (AFCOs). Two of the 10 training establishments were revisited, following up their inspection visits in 2010–11.

Ofsted's detailed inspection remit is specified in a Memorandum of Understanding and Schedule between the Secretary of State for Defence and Her Majesty's Chief Inspector of Education, Children's Services and Skills. This includes a requirement for Ofsted to:

- determine the extent to which progress has been made in addressing issues of care, welfare and support for recruits and trainees during initial training in the Armed Forces, including examination of self-assessment by the establishments
- evaluate the effectiveness of the strategic and operational management of the care, welfare and support for recruits and trainees during initial training in the Armed Forces
- take account of the national care standards and safeguarding where relevant
- review and evaluate the effectiveness of information, advice, guidance and support given at the AFCO.

Ofsted inspects the initial information, advice, guidance and support provided at AFCOs, and welfare and duty of care in phase 1 and phase 2 training. Phase 1 is the general introduction to military life. Phase 2 covers the more technical and professional skills required as a member of the Armed Forces.

Of the 10 establishments inspected, three provided phase 1 training, four provided phase 2 training, and three provided both phase 1 and 2 training. One of the phase 2 providers inspected was also the only officer training establishment inspected this year.

Most of the establishments inspected in 2011–12 either had not been inspected previously or their previous inspections had been more than five years earlier, by the Adult Learning Inspectorate (ALI).<sup>1</sup> It was not possible to compare judgements made against the current inspection framework with those made during the establishments' previous inspections.

Inspectors spent more time in Army training establishments, reflecting the larger size and scale of this service compared with the Royal Navy and Royal Air Force (RAF). Five of the establishments inspected were Army training establishments, three were RAF establishments, one was a Royal Navy establishment and one was a tri-service establishment.

Each training establishment received no more than 24 hours' notice of its inspection visit. Inspections lasted for two days. Inspectors applied the principles in Ofsted's *Common inspection framework for further education and skills 2009* to guide the inspection process.<sup>2</sup> Each inspection focused on:

- the impact and effectiveness of arrangements for welfare and duty of care for recruits and trainees
- the impact and effectiveness of management systems for welfare and duty of care
- the development and impact of the self-assessment process
- the progress made in the above aspects by each establishment since its previous inspection.

Inspectors identified strengths and areas for development, and used the evidence to inform key judgements on:

- the overall effectiveness of welfare and duty of care
- the establishment's capacity to improve welfare and duty of care
- progress in self-assessment.

Inspectors used Ofsted's four-point judgement scale of outstanding, good, satisfactory and inadequate.

1. Between 2004 and 2007 the inspections were carried out by the former Adult Learning Inspectorate.

2. The *Common inspection framework for further education and skills 2009* sets out the principles applicable to the inspection of post-16, non-higher education and training and meets the requirements of the Education and Inspections Act 2006. *Common inspection framework for further education and skills 2009* (090106), Ofsted, 2009; [www.ofsted.gov.uk/resources/090106](http://www.ofsted.gov.uk/resources/090106).



# Key findings

- Recruits and trainees felt safe, and felt that their welfare needs were largely being met. They enjoyed their training, and felt well supported by the chain of command and other welfare-designated non-military staff contributing to their welfare.
- For the second year running, no training establishment was judged to be inadequate in the overall effectiveness of welfare and duty of care. Two were judged to be no better than satisfactory. Two establishments were judged to be outstanding for the overall effectiveness of welfare and duty of care.
- Most of the establishments inspected in 2011–12 either had not previously been inspected or their previous inspections had been more than five years earlier. Of the four which had been inspected within the last five years, two had failed to improve in their overall effectiveness. One was judged satisfactory for the fourth time.
- The structure of the welfare and duty of care arrangements worked well. The chain of command was supported by different combinations of non-military welfare staff, led by the unit welfare officers but including the WRVS; the chaplaincy; Soldiers, Sailors, Airmen and Families Association (SSAFA); and the HIVE information service.<sup>3</sup> All establishments had systems to record welfare concerns, and all relevant parties were invited to meetings or to contribute their views. However, some establishments were still not operating systems which worked across the whole site, resulting in operational inconsistencies and the incomplete identification of any patterns in behaviour or of issues raised by recruits.
- The operational oversight of welfare and duty of care for recruits and trainees was at least good in every establishment inspected except one, where it was satisfactory. All the establishments identified their 'at risk' recruits and trainees, and maintained appropriate records.
- Inspectors' concerns about recruits' and trainees' lack of understanding of how to protect themselves on the internet were less pronounced this year. This was because recruits and trainees in the establishments inspected had a more sophisticated understanding of how to protect themselves. Some of this knowledge had been gained through awareness-raising in establishments.
- The support for recruits and trainees with additional learning needs was mixed, and showed no clear improvement from last year. An initial assessment of a recruit's literacy and numeracy needs often takes place at an AFCO and at the initial stages of application; literacy and numeracy support was well managed. In many cases, however, the process of passing on information from the AFCO, through phase 1 and phase 2, including the role of subcontractors, was poorly managed, with the result that the quality of literacy and numeracy support did not always meet the needs of the recruit, as was the case at 2 (Training) Regiment.
- Support for recruits and trainees with specific learning disabilities was more sensitively managed and, in some cases, such as at HMS Raleigh, their additional needs were met by coaching and mentoring, resulting in performance that was as good as that of their peers.
- Access to medical and dental care was mostly good.
- The management and prevention of injuries have continued to improve and trainees receive good rehabilitation and physiotherapy support. Where collected and available, data showed that the number of discharges through injury was low and declining in the establishments previously inspected. Clinicians, instructors and troop staff communicated well to ensure the comprehensive and consistent management of injuries. This year, phase 1 establishments were better at passing on clinical information about injured trainees to the staff in phase 2 establishments.

---

3. HIVE information centres are provided by the Army, Royal Navy and RAF to give information support to all members of the Service community.

## Key findings continued

- The management and prevention of injuries have continued to improve and trainees receive good rehabilitation and physiotherapy support. Where collected and available, data showed that the number of discharges through injury was low and declining in the establishments previously inspected. Clinicians, instructors and troop staff communicated well to ensure the comprehensive and consistent management of injuries. This year, phase 1 establishments were better at passing on clinical information about injured trainees to the staff in phase 2 establishments.
- Unacceptably long delays in discharging injured recruits and trainees, mainly because of central administration, remain a problem.
- Most of the instructors had completed basic instructor training before taking up their posts, and had additional teaching qualifications. This was not, however, always reflected in their competence as an instructor. Trainees commented about dull teaching, particularly the overuse of slide presentations. Too few establishments had an effective system for improving the quality of training through structured observations with constructive feedback, although some had started to introduce coaching and mentoring arrangements to support instructors.
- Establishments have worked hard to reduce their wastage rates and, in most cases, these are now very low. The exception is the Infantry Training Centre, Catterick, where wastage is over 30% and rising.
- Accommodation and recreational facilities in the establishments inspected this year were slightly better than those seen in previous years. Some newly built accommodation now coming into use is much improved, but there are still problems with maintenance, both as ‘teething troubles’ in the new accommodation and in keeping the old and decaying accommodation fit for purpose.
- Food was generally good, but some unacceptable provision remained.
- Establishments were beginning to improve the management of the ‘pay as you dine’ arrangements, ensuring that trainees did not go hungry and were well nourished. Some trainees had an unhealthy diet.
- The promotion of equality and diversity was good in most establishments. Complaints were handled well in almost all the establishments inspected.
- Problems with monitoring equalities data persisted in too many establishments. In some cases this was because leaders in the single service failed to require establishments to obtain and monitor such information.
- Transition arrangements had also improved for most recruits. Some establishments had made the most of the time that trainees had to wait for the start of a course, and provided opportunities for those not in training to undertake valuable extra activities and gain additional experience; other recruits still experienced poorly planned ‘holdover’ training in their phase 1 establishments.
- The transition between AFCOs and phase 1 establishments was generally satisfactory. However, in some phase 2 training establishments trainees still had to carry out repetitive and irrelevant tasks while waiting to start their new courses.
- The self-assessment process is now well established. However, three of the 10 training establishments remained just satisfactory in this respect.
- The use of data to support self-assessment and inspection required improvement, and was the subject of a recommendation by inspectors at six of the establishments, although data were used particularly well at the other four.

# Key recommendations for improvement

In order to establish full confidence in the welfare and duty of care arrangements, the Armed Forces need to ensure that:

- systems to collect and analyse welfare data should cover the whole of the establishment, so that the chain of command can be confident that no patterns of behaviour are being missed
- once the decision to discharge has been made, injured recruits and trainees do not face lengthy delays
- literacy and numeracy support, where needed, is provided from the beginning of the recruits' or trainees' programmes to help them to cope with the rest of their training programme
- subcontractors are closely managed to make sure that catering, maintenance and basic skills support are as good as those in the best establishments
- all instructors have completed the Defence Train the Trainer course before taking up their appointment and have access to appropriate further development
- the quality of teaching and learning is improved by establishing systems for structured observations and constructive feedback
- wastage rates at Infantry Training Centre, Catterick, are reduced
- establishments make better use of data to support self-assessment.

# Detailed findings

## The progress made by each establishment since its previous inspection

1 Of the 10 establishments inspected this year, only four had had previous inspections where graded judgements had been made. Two of the four had improved on their previous overall effectiveness judgement: HMS Raleigh improved from good to outstanding; and RAF Honington (RAF Regiment) improved from satisfactory to good. The Defence Medical Services Training Group (previously inspected as Defence Medical Services Training Centre) improved from inadequate to satisfactory in 2008–09 and remained satisfactory this year. The Infantry Training Centre, Catterick, also remained satisfactory.

2 Three establishments were judged to have a better capacity to improve than at their previous inspection. HMS Raleigh improved from good to outstanding. It had tackled all the areas for improvement from its previous inspection and many of them had become strengths. RAF Honington (RAF Regiment) improved from satisfactory to good. The Defence Medical Services Training Group increased its capacity to improve from satisfactory to good. The capacity to improve of the Infantry Training Centre, Catterick, was judged to be no better than satisfactory.

3 The pattern of improvement in self-assessment was very similar. HMS Raleigh; Defence Medical Services Training Group; and RAF Honington (RAF Regiment) have all improved from satisfactory to good. Infantry Training Centre, Catterick, remains satisfactory.

4 Overall pass rates are high and, in most cases, improving; wastage rates are low and decreasing for all establishments except the Infantry Training Centre, Catterick. Recruits and trainees typically feel safe and are treated fairly.

## Impact and effectiveness of the arrangements for welfare and duty of care

5 The pastoral care of recruits and trainees is well provided for by the chain of command, supported by a network of organisations including the WRVS, the chaplaincy, the HIVE and SSAFA, with different organisations taking the lead at different establishments. Their sensitive role in providing non-military and confidential support is critical and highly valued by recruits and trainees; established Armed Forces staff also often turn to them for advice and support.

6 The organisations work closely with the chain of command that understands their essential role, and key personnel providing pastoral care are invited to relevant meetings to discuss any trainees or recruits giving cause for concern. However, systems to record and analyse welfare interventions which might improve the service are not universal, preventing analysis across different parts of the provision.

7 Contact with families is particularly important for recruits who are under the age of 18 and is generally good. Parents have provided good moral support and encouragement at times of uncertainty or unhappiness.

8 The management of the support for recruits and trainees who need to improve their literacy, numeracy and language skills varies in how it works and in its impact on improving recruits' and trainees' skills. The Royal Navy, RAF and Army have different testing arrangements in the AFCOs but offer little support to follow up the tests, with the exception of the AFCO in Nottingham.

9 In some training establishments where entry requirements are high, such as the Royal Armoured Corps Training Regiment, Bovington; the Officer and Aircrew Cadet Training Unit; and 3 Royal School of Military Engineering (RSME) Regiment, there is less need for literacy and numeracy support. Some

establishments, such as 14th Regiment Royal Artillery (RA), 24 (Irish) Battery; Defence Medical Services Training Group; and 2 (Training) Regiment Army Air Corps, outsource their provision, with results ranging from excellent in 14th Regiment to poor at the Infantry Training Centre, Catterick. HMS Raleigh uses coaching and mentoring very well to support recruits with additional learning needs, with the result that their success rates are now as good as those of their peers.

**10** At the Infantry Training Centre, Catterick, literacy and numeracy support is provided too late, taking place after trainees have completed the 28 weeks of their main programme. The position at RAF Cosford is typical, where inspectors noted that there was too much testing and not enough sharing of information between AFCOs, phase 1 and phase 2. In general, the picture is still too varied for any overall improvement to be identified. However, the support for the few learners with specific learning difficulties is well managed, with careful diagnosis and effective interventions.

**11** Medical and dental provision are mostly good. Recruits and trainees rarely miss appointments as they are closely monitored. Medical facilities are good at most establishments, although at RAF Honington (RAF Regiment) and Infantry Training Centre, Catterick, they are old and in need of attention. They are excellent at 2 (Training) Regiment Army Air Corps where recent investment has resulted in an improved centre with the latest medical equipment. However, there is no dental surgery and trainees have to attend nearby Larkhill where the appointment system can result in delays.

**12** More generally, dental health has improved significantly, particularly where Project Molar is in place. This has proved to be highly effective in overcoming the generally poor standards of dental health among new recruits and has now been rolled out throughout the Armed Forces. Medical staff in most establishments have proved to be pivotal in

contributing to the continuing well-being of recruits and trainees through their involvement in welfare discussions.

**13** Access to computers is generally satisfactory and some establishments have organised good internet access for recruits and trainees. In particular, at 14th Regiment Royal Artillery (RA) 24 (Irish) Battery, trainees report that the use of the internet has improved as a direct result of their feedback, and they are able to set up an account that provides them with open and easy access. However, in other establishments, recruits and trainees struggle to gain access, which severely restricts their email communication with friends and family.

**14** Although most establishments recognise these problems, action has been slow and, in some cases, is not having an impact. For example, at RAF Cosford, access to computers across the site is limited; at the Officer and Aircrew Cadet Training Unit, networked computers are particularly slow and access to the internet is poor; at 2 (Training) Regiment Army Air Corps, the internet facility is closed at weekends and no Wi-Fi is available.

**15** An increasing proportion of recruits and trainees now have their own laptops with 3G contracts, but many find it difficult to get a signal because of their location. This is a particular problem for Foreign and Commonwealth recruits, who rely on internet access to keep in contact with friends and family at home. In all establishments inspected last year, recruits and trainees had good access to computers or to a Wi-Fi network. The promotion of e-safety, which was found to be poor by many of last year's inspections, was better in the establishments inspected this year.

**16** The overall standard of accommodation has improved, but some problems persist which are largely associated with maintenance. The newly built accommodation at Honington and Bovington is outstanding, but at Bovington the resetting of electricity circuit breakers has to be carried out by the regional prime contractor; this causes frequent

## Detailed findings continued

and unnecessary delays. The 14th Regiment Royal Artillery (RA), 24 (Irish) Battery and Infantry Training Centre, Catterick, have anticipated and resolved some of these potential problems by establishing strong working relationships with their maintenance contractor, ensuring a quick and efficient response. Their newly built or refurbished accommodation is good, apart from a small amount of inadequate older accommodation at the Infantry Training Centre, Catterick.

**17** The refurbished accommodation at RAF Cosford is also good, but the repairs to washing machines for trainees' use take too long. At the other establishments, accommodation is no better than satisfactory. At 2 (Training) Regiment Army Air Corps, delays have occurred in repairing the women's shower block, and at HMS Raleigh, delays in repairing or replacing locks on the phase 2 mess decks have left some trainees with insecure lockers.

**18** The range and availability of leisure and recreation facilities are outstanding at 3 Royal School of Military Engineering (RSME) Regiment, Minley, and good at RAF Cosford; HMS Raleigh; RAF Honington (RAF Regiment); and 14th Regiment (RA), 24 (Irish) Battery.

**19** In the good and outstanding establishments, recruits and trainees have an extensive choice of facilities and planned activities. This includes free bus services for recruits and trainees at weekends, as well as organised events such as ten-pin bowling. For example, at 3 Royal School of Military Engineering (RSME) Regiment, Minley, trainees' access to the swimming pool, sauna and gymnasium is excellent; they are encouraged to use a wide range of free sports equipment such as golf clubs and mountain bikes, and have free internet access, television and games lounges and complimentary tea and coffee in the WRVS centre. The onsite cinema shows the latest films and trainees receive membership of a variety of activity clubs, such as those for canoeing and windsurfing.

**20** However, at other training establishments inspected, leisure activities for recruits and trainees are insufficient. There is little for recruits and trainees to do at most of them, especially at weekends. This is a particular problem for recruits and trainees who have to stay at weekends and where establishments are relatively isolated. At Defence Medical Services Training Group, trainees are unaware of the full range of activities and facilities available. Shopping facilities at most establishments are generally satisfactory, although they were poor at 2 (Training) Regiment Army Air Corps, with a limited range of stock and restricted opening hours.

**21** Provision for physical training is at least satisfactory and the instructors are well-qualified and experienced. Facilities for physical training at 14th Regiment (RA), 24 (Irish) Battery, and at RAF Cosford are outstanding, with a wide range of excellent amenities. Trainees at these establishments have very good access to a choice of facilities that includes a well-equipped, modern gymnasium, a sports hall, a swimming pool, sports clubs and outdoor provision.

**22** All establishments now give a strong emphasis to trainees developing and managing their own fitness. At Defence Medical Services Training Group, 14th Regiment (RA), 24 (Irish) Battery and HMS Raleigh, fitness programmes have been carefully and successfully modified to ensure that trainees are able to take forward their fitness at their own pace and they are therefore incurring fewer injuries. The range of sports clubs in many establishments encourages recruits and trainees to develop and learn new skills.

**23** Continued improvements to the recruitment and selection processes have had a significant and positive impact. They have ensured that recruits are physically well prepared for military life and have a better awareness of the physical fitness requirements before they join up. Prospective recruits have access to well-designed and informative handbooks on the physical requirements of each service from the AFCOs or online.

**24** Mandatory pre-selection courses such as the pre-Royal Navy course for HMS Raleigh and the pre-gunner selection course at RAF Honington (RAF Regiment) have improved, and they prepare candidates well for the enhanced fitness levels that military service expects. Before being recruited for basic training, successful candidates are required to pass basic fitness tests; however, delays between selection and the start of training can result in a decline in fitness.

**25** The quality of food in most training establishments is good. However, at Defence Medical Services Training Group, trainees reported that the quality of food was variable but satisfactory. At 2 (Training) Regiment Army Air Corps, the quality and range of food are extremely poor with an inadequate choice for vegetarians and healthy eating. Trainees at this establishment have only limited opportunities to buy food at other outlets.

**26** In most establishments, mess facilities provide a pleasant, comfortable environment for dining and relaxation. Physical training staff who reinforce good practices in eating and drinking are effective in ensuring that recruits and trainees get sufficient nutrition and therefore perform well during training. At 3 Royal School of Military Engineering (RSME) Regiment, the quality of food and choice of dining areas are excellent. The recognition of different cultures is good. The promotion of healthy eating is done particularly well through the use of promotion cards, posters, leaflets and endorsements on television screens in the main mess. At Royal Armoured Corps Training Regiment Bovington, phase 2 trainees are not permitted to drink alcohol.

**27** Phase 2 establishments that use 'pay as you dine' arrangements ensure that trainees have sufficient funds to be able to eat properly. Trainees' views at 3 Royal School of Military Engineering (RSME) Regiment are clearly taken into account and they are notified of any actions taken. However, at Defence Medical Services Training Group, trainees report that their comments relating to food are

dismissed, and at 2 (Training) Regiment Army Air Corps, trainees are not confident that their views would lead to any action being taken. At 14th Regiment (RA), 24 (Irish) Battery, and at Royal Armoured Corps Training Regiment, Bovington, the promotion and reinforcement of hand washing before dining were poor.

## **Impact and effectiveness of management systems for welfare and duty of care**

**28** The operational oversight of welfare and duty of care for recruits and trainees was at least good in every establishment inspected except one, where it was no better than satisfactory. Commanding Officers are well-informed and the chain of command is effective in dealing with issues as they occur. At HMS Raleigh and 3 Royal School of Military Engineering (RSME) Regiment, the Commanding Officer's supervisory care directive is particularly well written to provide a clear framework of processes through which welfare and duty of care should be provided. At Infantry Training Centre, Catterick, the strategic and operational management of welfare and duty of care have improved since previous inspections and are now satisfactory.

**29** All the establishments identify their 'at risk' recruits and trainees, and they all maintain records of them. The information is kept confidential and shared only on a 'need to know' basis. Welfare meetings involve appropriate staff members, including chaplains, medical staff and WRVS staff, as well as instructors and relevant officers, and staff in the chain of command.

**30** Five of the establishments inspected this year have unit welfare officers who have a significant role in coordinating information about 'at risk' recruits and trainees. Some establishments, such as 2 (Training) Regiment Army Air Corps and Defence Medical Services Training Group, have a well-designed, online, station-wide secure register with restricted access,

## Detailed findings continued

which provides effective oversight of such issues. HMS Raleigh is particularly good at planning to minimise risk and recording the actions taken.

**31** However, this is less effective in other establishments. The new system at Infantry Training Centre, Catterick, works well at battalion level, but here, as at RAF Cosford, no system covers the whole establishment, so the opportunity is lost to compare trends across battalions and to ensure that those at risk are adequately monitored, especially during the evenings and at weekends. Similarly, the new system does not link to other systems, such as those for complaints and injuries, therefore missing the opportunity to gain a more comprehensive picture.

**32** At RAF Cosford, welfare and medical staff are not able to contribute fully at monthly welfare meetings because of concerns about confidentiality. At RAF Honington (RAF Regiment), maintaining two registers, one for welfare issues including for recruits under 18 and one for medical issues, leads to inconsistencies in recording information. This is particularly problematic for recruits who have multiple support and welfare needs. At 3 Royal School of Military Engineering (RSME) Regiment, some inaccuracies in record-keeping and filing suggest that information about an individual might not be complete.

**33** In general, the establishments inspected were weak at sharing good practice. Reporting tended to be done in vertical 'silos'. Problems with posts that are left vacant make succession planning and sharing information difficult.

**34** Recruits' and trainees' understanding of equality and diversity has improved and is good. All but three of the establishments inspected promoted equality and diversity well; its promotion was satisfactory in the remainder. At the Officer and Aircrew Cadet Training Unit, officer cadets' awareness of their roles in managing equality and diversity as future officers was a strength. The specialist equality and diversity

advisers work effectively with officers and staff, as well as with recruits and trainees. The small number of complaints were dealt with swiftly and effectively and recorded carefully. Recruits and trainees trust the chain of command to manage their concerns fairly.

**35** At the Infantry Training Centre, Catterick, officers and staff are inconsistent in the way they manage and record complaints related to equality and diversity. A new system for recording and monitoring them was not implemented fully.

**36** In too many establishments inspected, problems persist in equality monitoring data. In some cases this is because leaders in the single service fail to require their establishments to obtain and monitor such information. The Defence Medical Services Training Group; 2 (Training) Regiment Army Air Corps; Infantry Training Centre, Catterick; and 3 Royal School of Military Engineering (RSME) Regiment all recorded statistics about recruits' and trainees' ethnicity, but no other information was available, making it impossible for the incidence of complaints affecting recruits or trainees from minority ethnic groups to be monitored.

**37** In most cases, the number of recruits and trainees discharged through injury is low and decreasing. Six of the establishments have altered their fitness programmes significantly to reduce the risk of injury and, in the case of RAF Honington (RAF Regiment), to respond to new requirements because of the introduction of heavier equipment. RAF Honington (RAF Regiment) is carrying out a longitudinal study on gait to provide a scientific basis for reducing injury.

**38** The Officer and Aircrew Cadet Training Unit puts the smallest cadets at the front for marching to slow the pace and avoid over-stretching. The physiotherapy and rehabilitation provision is good in all but two of the establishments, where it is satisfactory. Physiotherapists, medical staff, remedial physical training instructors and troop staff communicate well to ensure that injured trainees recover rapidly and to



minimise disruption to their training programmes. In general, phase 1 establishments are good at passing on clinical information about injured trainees.

**39** Arrangements to improve transition between phase 1 and phase 2 continue to improve in the establishments inspected. Arrangements for the transition between AFCOs and the phase 1 establishments are generally satisfactory, although the waiting times for some trades are long. Waiting times can also be long at Defence Medical Services Training Group, but here, an exemplary individualised programme has been established for soldiers who arrive well in advance of their course, including a work placement where appropriate. However, avoidable delays in requesting Criminal Records Bureau (CRB) clearance for trainees mean that too many of them have to wait before being able to start the work placements that are part of their courses.

**40** HMS Raleigh has almost eliminated the need for recruits to be retained in holdover by careful timing of when they start their phase 1 training and by improving the selection procedures so that recruits are clear, early on, about the fitness requirements and whether they will be able to meet them. Other establishments have also taken steps to reduce the amount of time spent between courses and to structure the activities provided while trainees are waiting.

**41** At RAF Cosford, trainees for the No 1 Radio School have an individualised 'holdover' programme, but trainees for other schools undertake less structured and poorly planned holdovers at their phase 1 establishment. At RAF Honington (RAF Regiment), the training for recruits who have failed their military tests is not sufficiently individualised and is very repetitive. Some recruits had repeated first aid training six times.

**42** The quality of induction procedures varies greatly. Recruits appreciate the visits they make to their phase 2 establishments, but in several cases, the presentations that trainees received on first arriving at

their new establishments were disappointing. Trainees found these sessions boring, with too much reliance on PowerPoint presentations, meaning that they did not retain key pieces of information.

**43** The establishments inspected this year have all focused on reducing their wastage rates. In the current year, only two establishments had rates higher than 10%; five had rates below 5%. In three establishments, wastage rates had increased between 2009–10 and 2010–11, but in all three cases these had reduced in the current year to below the 2009–10 figure. However, the data are not complete. Some establishments do not collect or use data at this level routinely, preferring to analyse at training school level instead.

**44** Several establishments had introduced new approaches to training to prevent back-classing as a means of reducing wastage. These included time allowed for remedial training or re-examinations during the schedule rather than after completion.

**45** One establishment, the Infantry Training Centre, Catterick, has significantly higher wastage rates (over 30%) than any other establishment. This figure has remained high for many years and is currently showing a slight increase.

**45** As wastage rates reduce overall, and fitness regimes take greater account of the need to avoid injury, delays in discharging injured trainees have become less significant. Officer cadets in this category were managed effectively at the Officer and Aircrew Cadet Training Unit. However, injured recruits and trainees at Defence Medical Services Training Group; 3 Royal School of Military Engineering (RSME) Regiment; and Infantry Training Centre, Catterick, still have to wait far too long for discharge because of administrative delays at the Army Personnel Centre or the Army Recruiting and Training Directorate medical board. One recruit, for example, had been awaiting medical discharge for more than 15 months. Under these circumstances it is difficult for officers and staff to maintain morale.

## Detailed findings continued

**46** At RAF Honington (RAF Regiment), the management of recruits awaiting discharge has not improved. Activities to help them resettle into civilian life are still insufficient. At Infantry Training Centre Catterick, the already high number of recruits leaving through Discharge As Of Right has increased markedly since last year, although it is lower than in 2009–10.

**47** Contract management is a recurring theme in this year's report. In several establishments, the performance of an external contractor has a significant impact on the lives of recruits and trainees. This is apparent in the quality of accommodation and its maintenance, for example at Royal Armoured Corps Training Regiment, Bovington; 14th Regiment Royal Artillery (RA), 24 (Irish) Battery; RAF Cosford; and Infantry Training Centre, Catterick, and in the quality of food, particularly at 2 (Training) Regiment, Army Air Corps. It also affects the quality of literacy and numeracy training, which ranges from excellent at 14th Regiment Royal Artillery (RA), 24 (Irish) Battery to inadequate at Infantry Training Centre, Catterick.

**48** In some establishments, close management of the contractor and feedback from trainees have led to real improvements, particularly at the 3 Royal School of Military Engineering (RSME) Regiment, where the quality and variety of food were excellent, but this is the exception.

**49** Instructors continue to be well motivated and are good role models for recruits and trainees. Selection processes in most establishments have been improved to ensure that high-quality staff are recruited for training. Instructors appreciate the importance of their role in supporting the welfare of recruits and trainees.

**50** Staffing levels are adequate in most establishments, although at Infantry Training Centre, Catterick, and Royal Armoured Corps Training Regiment, Bovington, staff absence rates are high. Induction to the role of instructor varies. Most are now prepared particularly well for their role in welfare and duty of care and many instructors now complete the Defence Train the Trainer course before starting their

job. This familiarises them adequately with the learning process. However, a small proportion of instructors are still appointed without having completed this course and then have to wait several months to start the course, which means that other staff have to cover their work in the meantime. This is the case at Royal Armoured Corps Training Regiment, Bovington.

**51** In most establishments, instructors are encouraged to complete additional teaching qualifications. At Infantry Training Centre, Catterick, although support for training staff was satisfactory, opportunities for additional training and development were limited.

**52** Inspectors found good practice at 14th Regiment Royal Artillery (RA), 24 (Irish) Battery. Within a year of their appointment all instructors have to complete the qualification for preparing to teach in the lifelong learning sector and, in year two, have to complete the certificate to teach in the sector.

**53** The quality of observation of teaching and learning is weak. Although observations of teaching are undertaken, observers do not give sufficient emphasis to evaluating the impact of the teaching on trainees and the quality of the learning. However, at RAF Honington (RAF Regiment), a small internal validation team undertakes a particularly effective observation programme where instructors receive clear and constructive feedback to help them improve. Good practices, such as how to use a wide range of learning materials effectively, are rarely shared within or across training establishments. In some establishments, trainees reported and inspectors observed too much use of PowerPoint presentations, resulting in lessons and inductions that trainees reported as boring.

**54** In establishments previously visited, staffing levels at phase 1 improved last year and have done so again this year. The reduction in trainee numbers has enabled instructors to undertake continuing professional development, gain qualifications and attend courses.

## The development and impact of self-assessment

**55** Most of the establishments inspected showed clear evidence of both the process and impact of self-assessment and encouraging signs of continued progress. At RAF Honington (RAF Regiment) for example, self-assessment processes have improved significantly. Staff at all levels are fully involved and clearly understand the importance of self-assessment as part of the quality improvement cycle. At HMS Raleigh, self-assessment forms part of the everyday business and is well understood by staff. It is particularly effective in drawing together judgements about training from all parts of the establishment. However, in the other establishments inspected, self-assessment is too narrowly focused.

**56** Support for, and guidance on, self-assessment from Training Headquarters across the services have continued to improve, further strengthening its purpose and importance.

**57** Good self-assessment has several common features. The staff involved fully recognise that it is an important aspect of quality improvement and there is a strong recognition of the importance of using feedback from all staff, recruits and other welfare-designated, non-military welfare staff to inform judgements. Although many establishments gather and use written and oral feedback from all those involved in training, this is particularly good at RAF Cosford; Defence Medical Services Training Group; 14th Regiment Royal Artillery (RA) 24 (Irish) Battery; Royal Armoured Corps Training Regiment, Bovington; and HMS Raleigh.

**58** Although the quality of self-assessment reports varies, this did not always detract from what was judged to be a thorough self-assessment process. However, some establishments continue to write overly descriptive reports with little supporting evidence; they are also too long for strengths and areas for improvement to be identified accurately. The

use of quality improvement plans also varies. Some establishments are still not using action-planning to promote improvement following self-assessment.

**59** HMS Raleigh; Officer and Aircrew Cadet Training Unit; 2 (Training) Regiment, Army Air Corps; and RAF Honington (RAF Regiment) all make particularly good use of quantitative data and management information to analyse and identify trends and monitor improvement. Too many establishments, however, are still unable to provide accurate and useful data to improve their provision. In six of the establishments inspected, officers and staff were not using management data effectively, so undermining the quality of self-assessment. In these six establishments, inspectors recommended that the use of quantitative data should be improved to support the self-assessment and improvement planning processes or to improve the understanding of the performance of different groups of trainees.

# Royal Armoured Corps Training Regiment, Bovington

## The establishment

**70** The Royal Armoured Corps Training Regiment, Bovington, Dorset, is part of the Armour Centre and is an operating group of the Army Recruiting and Training Directorate. The Regiment is responsible for all phase 2 training of Royal Armoured Corps officers and soldiers, as well as soldiers of the Royal Engineers. The Regiment is also responsible for training phase 3 officers and soldiers, although this training was not part of the inspection. Training courses last between 19 and 23 weeks. The Regiment trained 684 men on phase 2 during 2010–11: 427 Royal Armoured Corps soldiers; 152 Royal Engineers soldiers; and 105 Royal Armoured Corps officers. Between 2% and 5% were from minority ethnic groups. At the time of the inspection, there were 143 trainees, of whom 10 were younger than 18 years.

**71** The regiment is divided into two squadrons. Waterloo squadron is responsible for the administration and training of all phase 2 soldiers; Normandy squadron is responsible for the administration and training of phase 2 officers and phase 3 officers and soldiers. At the time of inspection, there were no phase 2 officers. Sergeant and corporal instructors deliver most of the training, coaching and mentoring.

**72** Trainees are billeted in new, purpose-built accommodation blocks. They have access to a range of leisure and sports facilities on camp. This includes an all-weather sports pitch; swimming pool; outdoor football and rugby pitches; sports halls; squash courts; a gymnasium; WRVS facility and junior ranks club.

## Overall effectiveness

**73** The overall effectiveness of the welfare and duty of care provision for trainees is good. Particularly good care is taken of trainees who are under the age of 18. The establishment manages trainees deemed to be at risk well, including those younger than 18. Frequent reviews and case conferences include all relevant personnel.

**74** Trainees report that they feel safe, and that training is well structured and particularly enjoyable. They are prepared well for phase 2 training and for their subsequent progression into regimental life.

**75** Overall pass rates are high at around 90% for last year (2010–11). Wastage rates are satisfactory and have fallen over the last three years.

**76** Strong emphasis is placed on developing and encouraging trainees to manage their own fitness. The gymnasium is appropriately staffed and provides a good range of facilities. The range of recreational facilities and activities is satisfactory, although the junior ranks club's opening hours do not meet the needs of phase 2 trainees.

**77** Provision for literacy and numeracy support is satisfactory, as is the promotion of e-safety. However, there are no e-safety posters in the mess 'pay as you use' internet facility to reinforce trainees' understanding about the dangers of cyber-bullying. The quality of food is mostly good and sufficiently nutritious, although trainees report that at weekends the quality and range of food are limited. The establishment does not keep records of how many trainees regularly eat in the mess. The importance of hand-washing is not reinforced.

**78** The newly built accommodation for trainees is outstanding, with spacious and well laid-out rooms and particularly well-equipped communal areas. However, the power supply is often interrupted and the contractor takes excessive time to reconnect services.

**79** Medical and dental services are good and training teams liaise very effectively with them.

## Self-assessment and capacity for further improvement

**80** The capacity for further improvement is good, as is the thorough and well-informed self-assessment. Strategic leadership of phase 2 training is good and the culture of continuous improvement is strong. Introducing a clear, re-designed, well-

structured training programme has led to significant improvements and less waiting time for trainees between courses. Particularly good use is made of retired military personnel to maintain continuity in the welfare and duty of care of trainees.

**81** Improvements to instructors' training and personal development have had a positive impact on the trainees' experience, although gaps in permanent staffing mean that some instructors cannot attend planned courses. These gaps fuel concerns about how existing high standards in training can be sustained when the number of trainees is increased.

**82** The use of data is satisfactory, although insufficient use is made of quantitative data in the overarching self-assessment report.

## Recommendations

- Continue to improve the use of management information, in particular quantitative cohort data, to monitor all aspects of the provision more accurately and to support effective self-assessment and quality improvement planning.
- Increase the proportion of priority welfare and duty of care posts to allow planned professional development for instructors to take place and to improve instructors' work-life balance.
- Establish the additional 'lifed' phase 2 training teams permanently to ensure the maintenance of the current high standards of welfare and duty of care.
- Promote and reinforce more effectively the importance of hand-washing in the mess area to reflect the operational requirements in the regiments.
- Improve the collection of 'pay as you dine' data so that arrangements can be developed and agreed to ensure that all trainees receive appropriate nutrition to support their well-being and high levels of activity.
- Improve the response to requests for the maintenance of the electrical supply in the accommodation blocks.

# HMS Raleigh

## The establishment

**83** HMS Raleigh in Cornwall is the Royal Navy's only new-entry training establishment for ratings. New intakes start with up to 60 phase 1 recruits. They come from varied backgrounds and are aged between 16 and 37. Their level of education varies from those with no qualifications to degree level. They all undertake a 10-week initial naval training programme. Phase 2 trainees undergo further trade or branch training before they can be deployed to active service. At the time of inspection there were 317 recruits and trainees in training.

## Overall effectiveness

**84** Overall effectiveness is outstanding. The identification and management of recruits and trainees deemed at risk are outstanding, as is the support that they receive. Recruitment and selection processes are good. All potential recruits attend a pre-Royal Navy course before starting their basic training.

**85** Outcomes are outstanding. Almost all recruits complete their training and no recruits have been back-classed since June 2011.

**86** The training is good. Recruits enjoy the interactive sessions where they do the research themselves. However, there are not enough extension activities for the more able recruits, and there is not enough time for recruits to develop information and communication technology skills and study joint personnel administration.

**87** Physical education is good. Highly structured, gymnasium-based sessions rather than forced marches and timed runs are progressive and effective in developing and enhancing the base fitness levels of most recruits.

**88** Instructors are inducted well into their role. Most receive sufficient coaching and mentoring support. New instructors shadow other instructors for at least a month before they are allowed to work on their own.

**89** Support for recruits with basic skills needs and other learning difficulties is very good. Those who receive support are as successful as their peers. Coaching and mentoring teams provide outstanding support for individuals who fail or who have a training need. The number of recruits requesting premature voluntary release has fallen substantially since June 2011.

**90** Support for recruits with personal concerns beyond their training is good. Recruits and trainees have good access to the chaplains, counselling services and other support services within the welfare chain.

**91** Medical and dental facilities are good. Most dental problems are managed effectively and dealt with during the recruits' time at HMS Raleigh. Most pass to phase 2 with improved dental health.

**92** Food is good and meets the nutritional requirements of recruits and trainees. The menu rotates on a four-weekly basis but some recruits still identify repetition as a concern.

**93** Accommodation is satisfactory overall but security in the phase 2 mess decks is poor. The standard of the lockers is poor; many have broken locks that have not been replaced quickly enough, leaving some trainees with insecure lockers.

**94** Leisure facilities are good, as is access to the internet. Recruits have good access to an appropriate range of facilities and resources at weekends and during evenings, including the gymnasium, swimming pool and trim trail.

**95** The strategic management of welfare and duty of care is outstanding. The identification and management of recruits and trainees deemed at risk are outstanding, as is the support that they receive. Case conferences are held within 12 hours of a concern being raised; these are attended by key personnel involved in the welfare and duty of care of recruits and trainees.

**96** The processes to deal with recruits who are unable to complete their training and need to leave are very good. All leavers are interviewed and the reasons for leaving are recorded. Data from the interviews are analysed for trends and themes.

**97** The operational management of welfare and duty of care is outstanding. Mature, experienced and dedicated Divisional Officers provide a sound foundation for the welfare and duty of care process. Links with the chaplaincy, medical staff and other welfare services are very good and are well used by the recruits and trainees. Transition arrangements between phases 1 and 2 have improved significantly since the last inspection. The information passed on is detailed and timely.

**98** The promotion of safeguarding, including e-safety, is very good. All relevant staff have a CRB check. The promotion of equality and diversity is particularly good. Complaints are dealt with effectively and remedial training is recorded, analysed and monitored appropriately.

### **Self-assessment and capacity for further improvement**

**99** Capacity to improve is outstanding and self-assessment is good. All the areas identified for improvement at the last inspection have been successfully addressed and many of these are now strengths. Self-assessment is well understood by all staff and it forms part of the everyday business. All units providing training contribute to the process of self-assessment. Data are used effectively in the self-assessment report to support judgements and performance. The quality improvement plan is used effectively to monitor and improve performance.

### **Recommendations**

- Ensure that instructors plan extension activities linked to the training session objectives, so that the more able recruits are purposefully engaged and challenged throughout each session.
- Develop coaching and mentoring further to support and develop all instructors' training and delivery skills.
- Ensure that recruits have sufficient time to develop appropriate information and communication technology and joint personnel administration skills in phase 1.

# The Officer and Aircrew Cadet Training Unit

## The establishment

**100** The Officer and Aircrew Cadet Training Unit is responsible for producing junior officers and non-commissioned aircrew ready to begin specialist branch training. Cadets in the cadet wing complete a 30-week initial officer training course. Specialist squadrons provide training in military skills, leadership, general service training and air power studies, supported by staff from King's College, London. Inspection focused on the 99 cadets on the initial officer training course.

## Overall effectiveness

**101** The overall effectiveness of welfare and duty of care at the Officer and Aircrew Cadet Training Unit is outstanding. Small but particularly effective improvements have been made to the already good management and operational practices for the welfare and duty of care of cadets.

**102** Outcomes are particularly good. Cadets are highly likely to complete their course successfully, on time and with the cadets with whom they began training. The overall pass rate for the initial officer training is 98%.

**103** The operational and strategic management of welfare and duty of care is outstanding. Regular squadron meetings are used effectively and sensitively to discuss concerns or interventions for individual cadets; significant concerns that have an impact on their performance are passed to the termly review boards. However, the progress of individual cadets over time is not clearly recorded.

**104** Cadets have a good understanding about, and make appropriate use of, non-chain of command sources of support, including the chaplaincy and SSAFA.

**105** Much highly effective work has been done to alter the delivery of officer training dramatically. The new programme remains challenging but is now more achievable for all the cadets who pass their initial selection. Additional remedial training is now available for cadets who get a low mark or fail an assessment.

This has effectively eliminated the need for cadets to be back-classed and has increased overall success rates.

**106** Cadets use a very effective, personalised computer-based programme as a reflective journal of their achievements and challenges. The programme is particularly impressive as it allows each cadet to review and comment on reports by staff.

**107** Support for cadets with additional learning needs is effective and well managed.

**108** The attendance of directing and flight staff on the Defence Train the Trainer course is good. A programme to check teaching objectives ensures that all staff are observed delivering sessions to cadets at least twice. However, no other formal opportunities exist for staff to receive support or mentoring to develop their teaching and training skills further.

**109** Accommodation is satisfactory overall. Cadets in terms two and three occupy very good accommodation. However, the shared accommodation for cadets in term one is shabby. Flimsy curtains separate the showers in mixed ablutions. Maintenance is satisfactory and food is good.

**110** Both cadets and staff understand the importance of e-safety. The networked computers are particularly slow and cadets report that training sessions are regularly interrupted. Cadets' access to the internet for social purposes, especially for international cadets, is poor.

**111** Very good work is done to ensure that all services across the Officer and Aircrew Cadet Training Unit station dealing with cadets work together to provide appropriate support. The termly Physical Aspects Management and Rehabilitation Committee is particularly well managed.

**112** Cadets have very quick, direct access to the physiotherapists who are able to diagnose and manage traumatic injuries. Medical and dental support are both effective. Access to dental treatment is good.



**113** Minor sanctions and misdemeanours are managed well with appropriate recording and reporting. Cadets are willing to make complaints and know how to use the complaints process.

### **Self-assessment and capacity for further improvement**

**114** The capacity to improve and sustain improvements at the Officer and Aircrew Cadet Training Unit is outstanding. Excellent progress has been made since the previous inspection in identifying and implementing substantial improvements.

**115** The processes that support self-assessment are very strong. The continual improvement plan is particularly thorough and used very effectively to monitor and manage all aspects of continual improvement. The current self-assessment report is realistic, evaluative and uses data effectively but it is overly long and too descriptive.

### **Recommendations**

- Coordinate better the recording of concerns and interventions in the welfare risk register to ensure that a record of support is easily accessible to the staff that require it. Consider recording all interventions for personnel deemed at risk in a single, chronological case file diary.
  - Identify informal coaching and mentoring support to develop and enhance instructors' training and their delivery.
  - Improve the speed and consistency of the information and communication network so that lessons stored on the shared drive can be accessed effectively and used for taught sessions.
- Improve the information and communication provision so that cadets, especially the international cadets, can access email and communicate with their families.
  - Improve privacy and security for the mixed populations of cadets using the ablutions and showers in No 1 mess during term 1.

# 14th Regiment Royal Artillery (RA), 24 (Irish) Battery

## The establishment

**116** The Royal Artillery (RA) 24 (Irish) Battery, Larkhill, Wiltshire, is part of the 14th Regiment RA, an operating group of the Army Recruiting and Training Directorate. It is responsible for all phase 2 training for Royal Artillery soldiers. Training lasts for approximately 20 weeks. After a five-day induction, trainees are placed on one of nine training modules, each lasting between one and two weeks. At the time of the inspection there were 185 trainees, of whom 54 were under 18.

## Overall effectiveness

**117** The overall effectiveness of the welfare and duty of care provision for trainees is good. Overall and first-time pass rates in 2010–11 were particularly high, at 95% and 91%, respectively, and are showing further improvement in the current year. Wastage rates are very low and have been reduced from 8.1% in 2010–11 to 2% at the time of the inspection. Trainees report that they feel safe and are treated fairly. Safeguarding arrangements for those younger than 18 are good. Personal e-safety is included at induction but is not reinforced later.

**118** The quality and range of welfare and duty of care are good. Trainees receive prompt attention if any concerns are identified or raised. The padre provides outstanding support for, and coordination of, welfare issues. The management of trainees deemed to be at risk is good, and frequent reviews and case conferences include all relevant personnel. However, some vacancies exist.

**119** The training is innovative, interactive and structured effectively. However, trainees remain frustrated by the length of time spent in continuation training and by the lack of communication about their programme while they wait to start some of the main training modules. Induction is satisfactory, although trainees find it boring; it relies too heavily on PowerPoint presentations.

**120** The Royal Artillery Centre for Personal Development provides excellent literacy and numeracy support. Food is good, but trainees are not reminded about hand-washing before eating. Accommodation for trainees is good and has been improved and refurbished over the past 12 to 18 months. A very effective working relationship has been established with contractors to ensure prompt maintenance.

**121** Medical and dental services are good and training teams liaise very effectively with them. Trainees who are recovering from injuries are well supported and facilities are good. Physical training facilities are outstanding and staff are highly motivated and dedicated to continual improvement. A strong emphasis is placed on developing and encouraging trainees to manage their own fitness.

**122** The Cusack Club, a leisure facility specifically for phase 2 trainees, provides a wide range of activities and facilities. Internet arrangements here are good.

**123** Strategic leadership and management of phase 2 training and welfare and duty of care are very effective. Trainees and staff at all levels are given clear direction and feel empowered by and confident about the support from their chain of command.

## Self-assessment and capacity for further improvement

**124** The capacity for further improvement of welfare and duty of care at the Regiment is outstanding. Considerable improvements have been made to the accommodation, junior rates' mess and Cusack Club facilities for trainees over the last two years. An outstanding culture of continual improvement is shared by all staff. Ideas for improvement are encouraged from all staff and trainees, who feel confident that prompt and positive actions will be taken. The chain of command implements actions particularly well.

**125** The quality of permanent staff is a particular strength. Staff are proud of their role in training and caring for the new gunners and are excellent role

models. They are well trained for their role and highly supported. The quality of training is well monitored. Most instructors have completed basic instructor training or have CRB checks before starting their jobs.

**126** The process and arrangements for self-assessment are robust. All staff are involved fully in self-assessment and have a clear understanding of the organisation's key strengths and areas for improvement. Trainees participate in a range of forums, committees and meetings and are able to influence change and decisions. The self-assessment process takes account of their views well. The quality improvement plan is detailed and regularly monitored. Staff are able to add ideas for improvement. Although the self-assessment report is broadly accurate, insufficient use is made of quantitative information and trends over time to support strengths and areas to improve. No grades or overall judgements are identified.

## Recommendations

- Reduce the average time that trainees spend on continuation training and ensure that they are productively engaged in planned activities and kept fully informed about the programme.
  - Improve the use of management information, in particular quantitative data, in the self-assessment process, to support quality improvement planning more effectively.
  - Ensure that specific gapped posts are filled so that trainees' access to welfare staff is improved.
  - Increase the proportion of permanent staff completing basic instructor training and CRB checks before their arrival at the Regiment so that they can begin working in training immediately.
- Develop the induction programme to ensure that it is more stimulating and engaging for trainees.
  - Reinforce trainees' understanding of personal e-safety following induction.
  - Promote and reinforce the importance of hand-washing before eating.

# Defence Medical Services Training Group

## The establishment

**127** The Defence Medical Services Training Group, based in Hampshire, delivers a wide range of training from phase 2 up to post-graduate level through four schools. It shares the facilities at Keogh Barracks with other units. Keogh Barracks is an old site that has suffered from poor investment in infrastructure and maintenance in the past. It is planned that the Defence Medical Services Training Group will relocate to the Defence Medical Services Whittington, Lichfield site as part of the Midlands Medical Accommodation project. The largest proportion of trainees are soldiers joining the Royal Army Medical Corps. Trainees take a common core course which is managed on a tri-service basis. Staff work in conjunction with the subcontractor, InTraining Ltd, which delivers support for, and assessment of, functional skills and National Vocational Qualification units. During the inspection 196 trainees were on site.

## Overall effectiveness

**128** The overall effectiveness of the welfare and duty of care provision for trainees is satisfactory. Completion rates are high at around 92% and wastage rates are very low. Trainees report that they feel safe and are treated fairly. Safeguarding arrangements for those younger than 18 are good. Promotion of personal e-safety is satisfactory.

**129** The quality and range of welfare and duty of care are satisfactory. Trainees receive prompt attention if any concerns are identified or raised. The Unit Welfare Officer provides appropriate support and coordination for welfare issues. Management of trainees deemed to be at risk is good and frequent reviews and case conferences include all relevant personnel. However, data are not sufficiently analysed and used to monitor trends in outcomes.

**130** The training is good, motivating and structured effectively. Trainees enjoy their training. Some practical sessions are insufficiently well supported by learning resources. Army recruits are well prepared for phase 2 training before their arrival; however, few

RAF and Royal Navy trainees are able to visit Keogh barracks, and they receive variable information about their prospective training. There are some avoidable delays in requesting the CRB checks that are required for work placements. Induction is generally satisfactory.

**131** The support and planned programmes of activities for soldiers not under training are excellent. They are kept particularly busy with a good range of military skills-related activities that enhance and develop their military understanding.

**132** Opportunities for trainees to gain additional civilian qualifications are very good. Provision for basic skills support is satisfactory. Food is satisfactory, but the quality of the food in the canteen varies considerably and the menus are monotonous. Many trainees eat elsewhere. Accommodation for trainees is good. The effects of living and working within an ageing estate have been mitigated effectively. An effective working relationship has been established with the prime contractor to ensure prompt response to maintenance problems.

**133** Medical and dental services are good and staff liaise effectively with training teams. Trainees who need rehabilitation for injuries are well supported and facilities are good. Physical training facilities are satisfactory. Strong emphasis is placed on encouraging trainees to manage their own fitness. However, sports and leisure activities at weekends are under-promoted.

**134** Onsite leisure facilities provide an appropriate range of activities and facilities but Wi-Fi internet access in the accommodation block and mobile telephone signals are poor which makes contact with families difficult.

**135** Strategic leadership and management of phase 2 training and welfare and duty of care are very good. Trainees and staff at all levels are given clear direction, are confident in the support from the chain of command and clearly understand their responsibilities.

## Self-assessment and capacity for further improvement

**136** The capacity for further improvement of welfare and duty of care at the Defence Medical Services Training Group is good. Senior officers provide strong leadership and direction for the training. Significant improvements to the training have had a positive impact on the trainees' experience. Self-assessment is becoming well embedded and the current report is very good. Key staff are fully involved in self-assessment and have a clear understanding of the strengths and areas for improvement. Arrangements for feedback from trainees are good. The quality improvement plan is detailed and monitored regularly. However, there are no clear, established, measurable success milestones to identify accurately which improvement strategies are most effective.

## Recommendations

- Ensure sufficient access to learning resources, including staff, to support the development of trainees' practical skills and confidence.
  - Improve the facilities for trainees to keep in contact with families via the internet or mobile telephone and provide more detailed information in the joining instructions about the best communication options for trainees.
  - Recruiters in all three services should ensure that the process of applying for and completing CRB clearance for those who require it is carried out in sufficient time before trainees begin their phase 2 training.
  - Increase the analysis and use of data to identify any significant variation in performance between different groups of trainees and any areas of concern.
- Establish a workable programme of preventative maintenance of buildings in use to ensure their continued fitness for purpose until the planned move to the Midlands Medical Accommodation project.
  - Review the regularity with which the menus are changed so that they are more appealing to a wider range of trainees.

# Royal Air Force (RAF) Cosford

## The establishment

**137** Royal Air Force (RAF) Cosford is a large training establishment near Wolverhampton, West Midlands, and is home to a variety of RAF, defence and civilian organisations, the principal ones being: the HQ Defence College of Aeronautical Engineering; the No 1 School of Technical Training; the No 1 Radio School; the Defence School of Photography; the RAF School of Physical Training; and the University of Birmingham Air Squadron. Four training schools are responsible for all RAF phase 2 training for the trade specialisations of aeronautical engineering; information and communication technology; physical training; and photography. At the time of inspection there were 516 trainees. They complete trade qualifications in the military context and, apart from trainees in the school of physical training, they also complete apprenticeships. Training lasts between 29 and 53 weeks, depending on the course and specialism.

## Overall effectiveness

**138** The overall effectiveness of the welfare and duty of care provision for trainees is good. Overall pass rates are high across two of the schools, satisfactory in one and outstanding in the Defence School of Photography, although the number of trainees is low. Wastage rates across all schools are exceptionally low and have been reduced over the last few years. Trainees report that they feel safe and are treated fairly. There were only six trainees under the age of 18 at the time of the inspection. Robust safeguarding arrangements, including e-safety, are in place for all and are particularly good for those younger than 18.

**139** The immediate chain of command has a very good understanding of managing trainees and their specific welfare needs. A school-specific 'at risk' register is maintained, with contributions from welfare and medical staff. Each school records welfare concerns, including injury and discipline, but these are not collated into a station-wide reporting system or calibrated to identify the level of risk.

**140** Training is appropriately structured, although theory training in some schools is uninspiring and relies heavily on PowerPoint presentations. Support for those with learning difficulties or literacy and/or numeracy needs is good. Trainees are adequately prepared for phase 2 training before they arrive, although the approach to this varies across the schools. Trainees in the No.1 Radio School for information and communication technologies training have a well-structured 'holdover' programme at RAF Cosford, but in other schools trainees are held at their phase 1 establishment, where they complain that their 'holdover' training lacks purpose and planning.

**141** Food is good and well balanced with a wide range provided for healthy eating. The accommodation blocks are comfortable and have been continually improved and refurbished. Although maintenance is normally carried out quickly, in some blocks it takes too long to have washing machines repaired.

**142** Medical and dental services are good and trainees can get appointments when required. Trainees who need rehabilitation or physiotherapy for injuries are extremely well supported. The wide-ranging physical training facilities are outstanding.

**143** Leisure and recreation facilities are good. Trainees have access to the 'Prop's club', which provides a relaxing environment and social events. There is a well-stocked shop, a barbers/hairdressers and a laundrette. A wide variety of clubs include swimming, music and gliding.

**144** Leadership and operational management of phase 2 training and welfare and duty of care are good. Trainees and staff at all levels are given clear direction and feel confident in the support from the chain of command. Equality and diversity are well promoted and understood. The small number of complaints are dealt with quickly and effectively.

## Self-assessment and capacity for further improvement

**145** The capacity to improve the welfare and duty of care at RAF Cosford is good. Improvements are made continually to accommodation and recreational facilities, and training programmes are constantly updated. Staff and trainees are encouraged to put forward ideas and trainees are informed when improvements are made.

**146** Instructors and welfare support staff are carefully selected for their posts and provide good role models for trainees. All permanent staff complete basic instructor training where needed and CRB checks before or as soon as they start their job.

**147** The processes for self-assessment and improvement planning within each school are satisfactory although varied. Individual reports do not use enough quantitative data, and there is no overarching report or quality improvement plan to coordinate the provision effectively and share good practices. However, staff are fully involved in self-assessment and have a good understanding of their strengths and areas for improvement. Feedback from trainees is used well. Senior staff within each of the schools monitor actions from the detailed quality improvement plans regularly, but the plans are not scrutinised to include the whole provision.

- Develop procedures to introduce a station-wide self-assessment report and quality improvement plan that prioritise areas for improvement, and enable good practice to be shared more effectively.
- Continue to improve the transition arrangements between phase 1 and phase 2.

## Recommendations

- Continue to improve teaching to accommodate the wide range of learning styles and needs.
- Introduce a station-wide risk register to coordinate better the recording, monitoring and support of vulnerable and at-risk trainees.
- Continue to improve the use of management information, in particular quantitative data, to evaluate and analyse performance for self-assessment and quality improvement planning.

# 2 (Training) Regiment, Army Air Corps

## The establishment

**148** 2 (Training) Regiment, Army Air Corps is part of the Army Aviation Centre, which comes under the command of headquarters Army Recruiting and Training Division. 2 (Training) Regiment, Army Air Corps is responsible for all phase 2, training of Army Air Corps ground crew and communications specialists. Between 2% and 4% of trainees are from minority ethnic groups. At the time of the inspection, there were 41 trainees, of whom three were younger than 18 years.

## Overall effectiveness

**149** The overall effectiveness of welfare and duty of care is good. Overall pass rates are exceptionally high and consistent at around 96% for the past two years. Wastage rates are very low at around 3.8%. Trainees report that they feel safe and are treated fairly. Safeguarding arrangements for those younger than 18 are good.

**150** Strategic leadership and management of training are highly effective. Welfare interventions and support are well coordinated. The management of trainees deemed to be at risk is very good; frequent reviews and case meetings include all relevant personnel. Permanent staff are experienced, well trained and supported, and provide positive role models for trainees.

**151** Training and learning are interactive and well structured. Training facilities are generally satisfactory but some buildings are tired and shabby. In contrast, training for ground crew and maintenance of the Apache helicopters are carried out in outstanding, high-tech facilities. Trainees can gain additional civilian qualifications, including through an apprenticeship. However, some trainees progress slowly in their apprenticeships.

**152** Phase 1 establishments and 2 (Training) Regiment, Army Air Corps liaise well to prepare trainees for phase 2 training. However, PowerPoint presentations make induction boring. For soldiers

not under training, the range of activities is good, although not designed to improve trainees' skills to prepare them better for their course.

**153** The identification of, and support for, those trainees with specific learning difficulties or literacy and/or numeracy support needs is unsatisfactory. Most trainees have a diagnostic assessment of their support needs during phase 1, although this information is not routinely communicated to squadron staff at phase 2 but is sent directly to the external contractor that has responsibility for managing the delivery of the apprenticeship contract. This information is not used effectively to plan further development of support needs. Very few trainees receive additional support, and few have informed staff that they have previously identified needs. These trainees do not receive prompt support to help them develop and improve their coping strategies.

**154** The quality and range of food in the 'pay as you dine' junior rates' mess, called the 'Village', are extremely poor. The choice for vegetarians and for healthy eating is inadequate, posters give wrong information and there is little alternative. The shop is similarly poor, with limited opening hours.

**155** Accommodation for trainees is satisfactory. Although the buildings are old and difficult to maintain, sufficient improvements have been made to ensure that trainees are comfortable. Maintenance and repairs are generally completed quickly.

**156** Medical services are excellent and training teams liaise very effectively with them. There is no on-site dental provision.

**157** Physical training facilities are satisfactory, although the hangar in use as a sports hall is old and often damp. Staff place a strong emphasis on progressive development and on encouraging trainees to manage their own fitness. Trainees are able to access additional activities, including climbing and racket sports. The WRVS provides a reasonable range of activities and facilities and trainees have internet access during the week. However, onsite recreational



and leisure facilities at weekends are limited and trainees are not involved in deciding what activities there should be.

### **Self-assessment and capacity for further improvement**

**158** The capacity to improve the welfare and duty of care at 2 (Training) Regiment, Army Air Corps is good. Continual improvements are made to training programmes and welfare and duty of care provision. Staff and trainees have the confidence to express their concerns through the chain of command. Trainees are kept well informed when improvements are made to welfare provision or their course, although there is insufficient feedback relating to concerns about food and messing.

**159** The good instructors and welfare support staff provide positive role models for trainees. All instructors complete the Defence Train the Trainer course and many complete additional teacher training and trade-specific qualifications. All permanent staff complete CRB checks, either before or as soon as they start their job.

**160** Self-assessment and quality improvement planning are good. The succinct self-assessment report evaluates strengths and areas to improve and includes clear evidence from recent internal military inspection visits, including the Directorate of Individual Training Capability and the Adjutant General's Individual Training Inspectorate. It makes good use of a wide range of management information, including quantitative data by course and gender. Trainees and staff at all levels are fully involved in self-assessment. However, no grades are given. The quality improvement plan is referenced clearly to the self-assessment report and is updated and monitored regularly. An additional document called the 'Unit information exploitation plan' is also used, which is an effective overarching action plan shared by all. Appropriate actions are identified to sustain continual improvement to welfare and duty of care.

### **Recommendations**

- Develop and improve the induction programme further to ensure that it is more stimulating and interesting for trainees.
- Improve the quality, range and variety of food and provide trainees with better access to a wider range of personal and general shop supplies.
- Increase and improve access to dental provision.
- Ensure that prompt literacy and numeracy support is provided for trainees when identified.
- Continue to improve the experience for trainees on the 'Soldiers not under training' programme, with a better focus on their trade training.
- Increase trainees' involvement in improving the arrangements and topics for recreation, leisure and entertainment.

# 3 Royal School of Military Engineering (RSME) Regiment

## The establishment

**161** The Royal School of Military Engineering (RSME) headquarters is based in Chatham, Kent, and training is delivered at bases in Bicester, Melton Mowbray, Minley and Chatham. Since January 2009, training facilities and a variety of services for the Regiment have been provided through a public–private partnership contract with Holdfast Training Services Limited.

**162** Phase 2 training is in two parts. Phase 2a is a nine-week military combat engineer training course at the Royal School of Military Engineering, Minley, Surrey; phase 2b is trade training at various locations, with most artisan trade training at the Royal School of Military Engineering, Chatham. At the time of the inspection of the Royal School of Military Engineering, Minley there were 422 trainees: 16 were women and 112 were younger than 18 years.

## Overall effectiveness

**163** The overall effectiveness of welfare and duty of care provision for trainees is good. Overall pass rates are very high at over 90% on average for the last three years. Wastage rates are low at 6% in the current year (2011–12). Trainees report that they feel safe and are treated fairly. Arrangements for trainees under the age of 18 are appropriate. Promotion of e-safety is good.

**164** The quality and range of welfare and duty of care are good. Trainees feel confident in asking for support on a wide range of issues through the chain of command. Instructors are very carefully selected and trained and provide good coaching and mentoring to trainees. They are experienced, highly motivated and provide good role models. However, there is currently uncertainty about arrangements to develop trainees' literacy and numeracy skills in the future.

**165** Trainees are well prepared for phase 2a training. Most visit the Regiment at Minley during phase 1 and a very useful joining booklet is provided. The induction programme is well designed, ensuring that trainees get to know each other quickly, permanent

staff and the facilities at the establishment. All trainees spend some time not in training, awaiting progression to driver training and phase 2b. This time is well managed and trainees have a variety of activities to do.

**166** Medical and dental provision is very good and the promotion of healthy living and oral hygiene is excellent. Physiotherapy and rehabilitation provision are good, with well-equipped and dedicated treatment areas. Physical training facilities are very good. The training is progressive and instructors carefully monitor trainees' health and safety and ensure that they eat and drink appropriately.

**167** The welfare, leisure and recreational facilities are outstanding and trainees have access to a particularly wide range of amenities. The quality and range of food are excellent and food is available through a range of outlets. Accommodation is satisfactory and comfortable. Repairs and maintenance are timely. The newly refurbished accommodation is good.

**168** Strategic leadership and management of phase 2a training and welfare and duty of care are excellent. Staff and trainees at all levels are given very clear direction and feel very confident in the support from the chain of command. Trainees deemed 'at risk' are closely managed and supported. A good welfare and duty of care service is provided by the WRVS staff, the padre and the unit welfare officer. They work closely together and with the medical staff and the chain of command.

## Self-assessment and capacity for further improvement

**169** Capacity to improve the welfare and duty of care for trainees at the Regiment is good. Improvements to the accommodation are planned and the first refurbished block has been handed over. The trainees appreciate the new kitchen facilities, washing machine and showers. Improvements to the infrastructure are facilitated by the effective working relationship with Holdfast. Effective restructuring of staff managing the

pipeline, as trainees move from phase 2a to phase 2b and into the Field Army, has resulted in a significant reduction in the number of soldiers not in training.

**170** The arrangements and processes for self-assessment and improvement planning are satisfactory. Inspectors agreed with the overall judgements and grades proposed in the self-assessment report, although the report is too long and repetitive in places. The quality of the squadron self-assessment report is variable. Staff are not sufficiently involved or aware of the main strengths and areas for improvement. Insufficient use is made of quantitative data and trends over time to fully inform the process. Good use, however, is made of the trends over the last two years identified in the findings of the recruit training survey.

**171** A quality improvement plan outlines actions needed to maintain the strengths and address areas for improvement in the self-assessment report. However, it is not used as a central tool for promoting continual improvement. A wide range of other documents is used to monitor various action plans and developments. The Regiment is aware of the need to improve the relationship between the various improvement processes and action plans.

## Recommendations

- Ensure that the self-assessment processes are more inclusive of instructors' and trainees' views and that the final report is more succinct.
- Develop an overarching and coherent quality improvement plan for the Regiment.
- Continue to implement the improvement plans to refurbish accommodation areas and improve training facilities.
- Clarify the range of basic skills support and development opportunities available to trainees inside and outside working hours.

- Continue to develop the analysis and use of data to understand better the first-time pass rates for different modules of the combat engineering training course.

# Infantry Training Centre, Catterick

## The establishment

**172** The Infantry Training Centre is situated in Catterick Garrison, North Yorkshire. It is the only establishment that trains standard entry infantry recruits. All recruits are men. The framework for infantry standard entry recruit training combines phase 1 and phase 2 training in a 26-week course for line infantry; a 26-week course for Guards and Paratroopers; and a 37-week course for Ghurkhas. Junior soldiers join from the Army Foundation College, Harrogate, after their phase 1 training. This takes place at week 14 of the standard entry course; junior soldiers then complete their phase 2 course: this lasts 10 weeks for line infantry, 11 weeks for Guards and 14 weeks for Paratroopers. Two-week driver training follows the military training for those who require it. On completion, soldiers go directly into the Field Army.

## Overall effectiveness

**173** The overall effectiveness of the welfare and duty of care provision for recruits is satisfactory. Completion rates are satisfactory at around 65%. Wastage rates are high at 30%. Recruits report that they feel safe and are treated fairly. Safeguarding arrangements for those younger than 18 years are satisfactory. Promotion of personal e-safety is satisfactory.

**174** The quality and range of welfare and duty of care are satisfactory. Recruits receive prompt attention if any concerns are raised. Following previous inspections, improvement strategies have had considerable impact. For example, the unit welfare officers are now well established and increasingly effective in supporting recruits. The management of recruits deemed to be at risk is satisfactory; frequent reviews and case conferences include all relevant personnel. However, data are not sufficiently analysed and used to monitor trends in outcomes across the whole establishment. There is insufficient promotion and delivery of effective literacy, numeracy and language skills support early in training.

**175** Strategic leadership and management of training and welfare and duty of care are satisfactory. Recruits and staff at all levels are given clear direction, are confident in the support from their chain of command, and clearly understand their responsibilities. Due attention is given to recruits' safety and well-being.

## Self-assessment and capacity for further improvement

**176** The capacity for further improvement of welfare and duty of care at the Infantry Training Centre, Catterick, is satisfactory. A number of areas for improvement from the previous inspection report have been dealt with successfully, although some remain, such as the analysis and use of data. Self-assessment procedures are becoming well embedded. Key staff are fully involved in self-assessment and have a clear understanding of the strengths and areas for improvement. Arrangements for feedback from recruits are satisfactory. Staff are able to contribute ideas for improvement through a variety of meetings. Senior officers satisfactorily maintain a culture of continual improvement in the welfare and duty of care of recruits.

**176** The self-assessment report is very brief; little use is made of data and identification of trends over time to support the text. The associated quality improvement plan is reviewed regularly and used alongside external inspection and audit findings to make improvements. However, the Infantry Training Centre, Catterick, has been slow to identify clear, measurable success milestones to evaluate the impact of improvement strategies.

## Recommendations

- Increase the analysis of data and improve its use to identify any significant variations in performance between different groups of recruits and any areas of concern.
- Establish a workable programme of preventative maintenance of older parts of the estate to ensure their continued fitness for purpose.
- Reassess the expectations of, and requirements for, new recruits and ensure that those involved in recruitment and selection provide clear joining instructions and support the development of recruits' fitness before they arrive.
- Promote and deliver effective literacy, numeracy and language skills support earlier in training to ensure that all recruits have sufficient basic skills to successfully complete all aspects of training.
- Review and significantly strengthen the Infantry Training Centre system for recording and monitoring recruits who are deemed to be 'at risk', ensuring that the current diversity of registers and systems is coordinated better so that appropriate staff have a comprehensive view of all welfare and duty of care concerns.
- Improve the reporting and recording of complaints to provide reliable, robust data to support their management and oversight.
- Ensure sufficient access to training resources and equipment to support the recruits' development of practical skills and confidence.
- Continue to monitor injury rates closely, including large-bone stress fractures, particularly for those aged 18 or under.
- Undertake a stringent analysis of the recruitment and selection strategies to define the root causes of high wastage rates accurately.

# RAF Honington (RAF Regiment)

## The establishment

**177** RAF Honington (RAF Regiment), based in Suffolk, is home to the RAF Regiment Training Wing that provides recruit training for trainee gunners at phases 1 and 2. RAF Regiment gunners provide the force protection on the ground for the RAF. The training is conducted by Regimental Training Squadron (Basics) (RTS[B]), within the Training Wing. Recruits take approximately 32 weeks to complete their training before joining the Regiment as a gunner. The Regiment trains only men. At the time of inspection there were 103 recruits, four of whom were younger than 18 years. RTS(B) consists of five flights, including the combined rehabilitation (Habbaniya) and the dispersal (Cassino) flights.

## Overall effectiveness

**178** The overall effectiveness of welfare and duty of care is good. Overall pass rates are high at around 89%. These have improved significantly since previous inspections. First-time pass rates have improved similarly and wastage rates have reduced substantially.

**179** The arrangements for welfare and duty of care for recruits are good, inclusive, and meet the needs of the recruits well. Recruits enjoy their training and report that they feel safe and well cared for. Staff know their recruits well. The management of recruits deemed to be at risk is very effective with frequent reviews; case meetings include all relevant personnel. However, recruits in Habbaniya flight who are not injured do not have sufficiently individualised programmes to develop and challenge their full abilities or potential. For those who are injured, the rehabilitation programme is good but theory training is insufficiently progressive. Recruits who leave the RAF early are sometimes required to perform menial tasks; there are insufficient activities to help them resettle into employment or civilian life.

**180** Leadership and management of training are highly effective. Staff at all levels receive good direction through the chain of command and are clear about their roles and responsibilities. Self-assessment

is robust and leads to improvement. The analysis of data has improved and is now used effectively to identify trends and areas for development.

## Self-assessment and capacity for further improvement

**181** The capacity for further improvement of welfare and duty of care is good. Senior managers have inculcated a culture of continual improvement through the introduction of several initiatives. These include the establishment of an improvement group with representation from staff at all levels. The group meets regularly each month to discuss the impact of actions already taken and to identify what still needs to be done. A good ideas forum is used by all staff to share best practice, and this is included as part of the agenda of the improvement group. Senior staff consult and share good practice well with other phase 1 and phase 2 military establishments.

**182** Enhancements made to the selection process for instructors have had a good impact. Potential instructors are required to complete a short presentation and board interview and now view their job positively. They make a valuable contribution as positive role models in training new gunners. Recruits enjoy their training course, although they report that the induction week is lacklustre and often boring.

**183** More robust selection and preparation of recruits on the pre-gunner selection course have helped to decrease wastage rates significantly. New procedures have been introduced for rehabilitation physical training instructors to check recruits' foot placement during the course and to identify any potential concerns or lower limb injuries before training starts. If required, recruits are given podiatry insoles to help improve their posture and ease foot pain. Although the data collected are not yet conclusive, the early indications are that lower limb injuries are reducing.

**184** The opening of a new state-of-the art rehabilitation centre has also had a positive impact on recruits. Some improvements have been made to 'Mudguards', the junior rates' leisure facility, and a

new café has been opened. However, actions taken to improve this provision have been slow and there is still little leisure activity for recruits during evenings and weekends. Recruits' access to emails and internet facilities is similarly limited, although they can get Wi-Fi in the new café. Senior staff are currently looking at the introduction of secure Wi-Fi across the site.

**185** Self-assessment processes are thorough, providing an effective and appropriately self-critical approach to continual improvement. All staff are fully involved in self-assessment and have a clear understanding of their provision. Feedback arrangements from recruits are satisfactory. The process makes good use of data as supporting evidence. This has substantially improved since the last inspection. All key recommendations made by previous audits and inspections have been, or are in the process of being, addressed.

**185** The self-assessment report is clearly presented and provides a detailed, albeit wordy, evaluation of strengths and areas to improve. However, the quality improvement plan is a superfluous document; the establishment already uses its continual improvement plan to identify appropriate actions. The improvement plan is clearly risk-rated with suitably identified timescales and persons responsible for completing actions.

## Recommendations

- Continue to improve the leisure provision for recruits during evenings and weekends, particularly access to emails and an internet facility.
- Improve the arrangements for recruits in Cassino flight to ensure that they have appropriate jobsearch and resettlement activities.
- Introduce a more stimulating induction programme for recruits in their first week of training.
- Introduce an individualised programme of training and development for those on Habbaniya flight.

## Armed Forces Careers Offices

**60** Five Armed Forces Careers Offices (AFCOs) were visited during January and February 2012. In Liverpool, a review of recruitment for the RAF was undertaken. In Nottingham and Birmingham, inspectors focused on Army recruitment; and in Manchester and Brighton, the focus was on recruitment for the Royal Navy. The following is a summary of the key findings from the five visits.

### Key findings

**61** Accommodation is good in all the AFCOs visited. Most have spacious accommodation in prime high street locations, helping to attract casual visitors who require information. All the AFCOs have appropriate space for private interviews with prospective candidates, although in Birmingham this is not always used when personal information is discussed.

**62** The AFCOs use the Training Administration and Financial Management Information System effectively to deal with applications and to coordinate actions between the three services. The system is successful in reducing the time taken by potential recruits when they apply for all three services and provides a useful check to ensure that applicants have not applied previously.

**63** Applications are generally well managed, although waiting times to get into some trades are often long. When this happens, prospective recruits sometimes leave the process before they start basic training, with a consequent impact on recruitment costs. In most AFCOs, however, staff keep in touch regularly with applicants who have to wait, and organise military-related visits such as to shows and exhibitions. The Royal Navy in Brighton produces a particularly informative quarterly newsletter; this is sent out to keep applicants interested while they wait to start their training. Potential RAF recruits receive regular emails from the central recruiting group to inform them of changes or delays to their specific trade training or to offer alternative trades.

**64** AFCO staff give good information, advice and guidance, and most are highly experienced. They use visits to schools, job fairs and local further education colleges effectively to promote awareness of the Armed Forces and careers in the military. The Royal Navy's use of a mixture of full-time reservists and serving Royal Navy personnel offers an excellent blend of current experience and continuity of knowledge. Across the three services, staff are well trained for their roles. Good tri-service cooperation and understanding enable staff to give clear impartial advice to applicants about appropriate career and service choices.

**65** Processes for testing literacy and numeracy differ across the services. In most cases, insufficient use is made of the results to support applicants before they join up. In Nottingham, however, applicants who need development to meet selection criteria receive good support from external agencies and local further education colleges.

**66** Applicants are asked to get their GP to complete an initial medical test on them and an Armed Forces health questionnaire. However, as observed in Nottingham and Birmingham, some GPs do not return the questionnaires promptly. Late receipt of the questionnaires contributes to delays in the Army recruitment process for some applicants.

**67** In 2010, the RAF and Royal Navy contracted out medical testing to Capita Health Solutions. Although the quality varies, the arrangement generally appears to be an improvement in terms of speeding up the application process. In Brighton, however, a high proportion of applicants identified as being either temporarily or permanently unfit are holding up the application process while they appeal against the decision. In Manchester, a regular locum doctor used to come into the centre each week, providing good communication with AFCO staff. The current arrangement works less well.



**68** Arrangements for fitness testing for the three services vary. The Army completes tests either at the AFCO or at a local centre. In the Royal Navy and RAF, initial fitness tests are subcontracted out to Fitness First. Both arrangements work well. Applicants for the Royal Navy and RAF have access to three days of free gymnasium training through Fitness First to hone their fitness before they are tested. For some trades, fitness is re-tested at pre-recruit courses; those wishing to join the Royal Marines have additional tests. Prospective recruits across the services get good information and guidance from AFCO advisers, supported with leaflets and website information on what the tests entail and how to prepare.

**69** Data are not used sufficiently to inform and support development planning. Although all the AFCOs visited collect a range of data to monitor the performance of the office against annual targets, the use of data to identify trends or the performance of applicants is mostly poor. In Manchester, data on other ranks are generally used well to inform local marketing strategies and identify trends and issues promptly, but the analysis and dissemination of data on officer applicants are weak.

# Annex A:

## Summary of overall inspection judgements

The following table summarises the outcomes of the individual inspections. The judgement related to self-assessment primarily indicates progress made to date rather than overall impact.

| Establishment  | Service | Overall effectiveness | Capacity to improve | Self-assessment |
|--|---------|-----------------------|---------------------|-----------------|
| Royal Armoured Corps Training Regiment, Bovington      | Army    | Good                  | Good                | Good            |
| HMS Raleigh  | Navy    | Outstanding           | Outstanding         | Good            |
| The Officer and Aircrew Cadet Training Unit            | RAF     | Outstanding           | Outstanding         | Good            |
| 14th Regiment Royal Artillery (RA), 24 (Irish) Battery | Army    | Good                  | Outstanding         | Good            |
| Defence Medical Services Training Group                | Defence | Satisfactory          | Good                | Good            |
| Royal Air Force (RAF) Cosford                          | RAF     | Good                  | Good                | Satisfactory    |
| 2 (Training) Regiment, Army Air Corps                  | Army    | Good                  | Good                | Good            |
| 3 Royal School of Military Engineering (RSME) Regiment | Army    | Good                  | Good                | Satisfactory    |
| Infantry Training Centre, Catterick                    | Army    | Satisfactory          | Satisfactory        | Satisfactory    |
| RAF Honington (RAF Regiment)                           | RAF     | Good                  | Good                | Good            |
| Armed Forces Careers Offices (no grades were given)    |         |                       |                     |                 |
| Nottingham   | Army    |                       |                     |                 |
| Birmingham   | Army    |                       |                     |                 |
| Brighton   | Navy    |                       |                     |                 |
| Liverpool  | RAF     |                       |                     |                 |
| Manchester   | Navy    |                       |                     |                 |

## Annex B: Inspection dates

| <b>Establishment</b>  | <b>Inspection end date</b>                      |
|---|---|
| <b>Royal Armoured Corps Training Regiment, Bovington</b>      | 09 June 2011                                    |
| <b>HMS Raleigh</b>  | 29 September 2011                               |
| <b>The Officer and Aircrew Cadet Training Unit</b>            | 14 October 2011                                 |
| <b>14th Regiment Royal Artillery (RA), 24 (Irish) Battery</b> | 27 October 2011                                 |
| <b>Defence Medical Services Training Group</b>                | 11 November 2011                                |
| <b>Royal Air Force (RAF) Cosford</b>                          | 25 November 2011                                |
| <b>2 (Training) Regiment, Army Air Corps</b>                  | 01 December 2011                                |
| <b>3 Royal School of Military Engineering (RSME) Regiment</b> | 8 December 2011                                 |
| <b>Infantry Training Centre, Catterick</b>                    | 26 January 2012                                 |
| <b>RAF Honington (RAF Regiment)</b>                           | 16 February 2012                                |
| <b>Armed Forces Careers Offices</b>                           | Various dates between January and February 2012 |

# Annex C:

## Ofsted's terms of reference

The Inspectorate will:

- determine the extent to which progress has been made in addressing issues of care, welfare and support for recruits and trainees during initial training in the Armed Forces, including examination of the self-assessment process
- evaluate the effectiveness of the strategic and operational management of the care, welfare and support for recruits and trainees during initial training in the Armed Forces
- use the Common Inspection Framework (the national framework for the inspection of post-16 education and training) to comment on the standard of initial training in the Armed Forces
- take account of the national care standards and safeguarding where relevant
- make judgements on the strengths and areas for development of the initial training
- visit training establishments, Armed Forces Careers Offices, Acquaint and Selection Centres and service training headquarters as required
- inspect establishments identified by the Director General Training and Education (DGTE) and/or Training, Education, Skills and Resettlement (TESR) as priorities
- liaise with TESR on the schedule of visits to optimise inspection effectiveness
- provide a bi-monthly oral progress report on inspection outcomes to TESR
- publish an annual report, subject to security considerations, to include the observations and findings from the inspection of training establishments during the reporting year.

Related activity will include the following:

- inspection of training establishments including some not previously inspected
- inspection preparation workshops for military personnel

- participation in senior level briefings and dissemination events
- assistance in the development of good practice
- a programme of training events for appropriate staff from the Ministry of Defence
- provision of a report which comments on the care and welfare provision in place to support those joining and undergoing initial training in the Armed Forces.

The Ministry of Defence seeks to achieve the following:

- the implementation of quality assurance arrangements which guarantee high standards, meet the requirements of the Ministry of Defence and add value to the expenditure of public money, and at least match the quality of comparable civilian learning programmes
- the ability to have access to the national learning community to share good practice and benchmark Defence Training and Education
- the ability to maintain and update professional skills through continuous professional development activity in order to support the lifelong learning agenda and skills development in the Ministry of Defence
- the introduction of independent inspection, reinspection and oversight of Defence learning provision, including the duty of care and welfare provision, within an agreed programme, to complement the internal quality assurance and improvement procedures of the Armed Forces and the Ministry of Defence.

To these ends the parties will work together to develop appropriate working arrangements to facilitate a suitable training and inspection programme that will complement existing audit against the Defence Systems Approach to Training Quality Standard.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120168](http://www.ofsted.gov.uk/resources/120168).

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
No. 120168

© Crown copyright 2012

