

# Welfare and duty of care in Armed Forces initial training

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





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# Ministerial foreword

The regular Armed Forces attracts some 15,000 people every year into an initial training system that provides the foundation to their future careers and enables them to contribute successfully on operations. During this initial training, recruits and trainees will be in unfamiliar environments and displaced from the immediate close support of their family and friends. They will, therefore, be dependent on their instructors, coaches and peers to help them acclimatise to the Service they have joined and to assimilate the knowledge and skills of their chosen trade or specialisation.

The Armed Forces recognises the importance of providing safe and secure training environments that will enable recruits and trainees to gain the self-confidence and self-assurance needed to achieve their goals and aspirations. While I am pleased that there is an upward trend on the grading, with all establishments inspected by Ofsted this year having achieved 'adequate' or better, including three judged as 'outstanding', there is still room for improvement. Ofsted has identified a number of key recommendations that will enable establishments to deliver that improvement and enhance the effectiveness of their systems for welfare and duty of care, as well as developing their teaching and learning capabilities.

I am very grateful to Her Majesty's Chief Inspector and his team for the valuable contribution they make in providing a benchmark against which we can improve the initial training environments that provide the essential formative experience for our Service men and women as they start their careers.



**Rt Hon. Mark Francois MP**

Minister of State for Defence Personnel,  
Welfare and Veterans

# Preface

Ofsted began inspecting the effectiveness of welfare and duty of care for recruits and trainees in Armed Forces initial training in 2008. This is the fifth annual report and I thank the Ministry of Defence, the Training Headquarters and the training establishments inspected for their cooperation throughout these inspections.

I am pleased to report a general picture of improvement in the establishments inspected between October 2012 and February 2013 and that the findings reported here represent the best inspection outcomes over a six-month period since these inspections began. The overall effectiveness of welfare and duty of care was good or better in eight of the 10 establishments inspected for this report. The three establishments judged to be outstanding were: Commando Training Centre Royal Marines – Commando Training Wing; Commando Training Centre Royal Marines – Command Wing; and the Army Foundation College.

Six establishments inspected during this period had been inspected previously and four of these improved on their previous judgement for overall effectiveness.

Most establishments have successfully tackled the areas for improvement highlighted at their previous inspections. For example, self-assessment and the use of data at RAF Halton, Recruit Training Squadron have improved considerably. The strategic management of welfare and duty of care shows steady improvement and senior staff generally provide strong leadership and clear direction. The recruits and trainees at all establishments are well-motivated and confident and they feel safe and well supported during their training. Staffing arrangements are good in nearly all the establishments. Welfare and specialist support staff generally share information effectively and coordinate activities well.

In a period of heightened and very real security concerns, it is reassuring to note that recruits and trainees have a clear understanding of how to stay safe when using internet sites. All establishments have promoted personal safety and security when using the internet particularly effectively. Specific support to improve recruits' and trainees' skills in English and mathematics is generally effective in the establishments where it is provided. However, it is frustrating to note that important educational information about trainees from phase 1 or other phase 2 schools is not always available at the start of courses in phase 2 training establishments. This often delays the provision of effective support.

Despite this general trend of improvement, some key areas for improvement remain. Nearly all the establishments visited this year are still not doing enough to improve the quality of teaching and learning. The use of self-assessment to bring about improvements is well established in all but two of the establishments inspected, but seven of the 10 establishments inspected are not using data effectively to support quality improvement. This has been reported in previous years and remains a significant area for improvement.

Instructors play a very significant role in the lives of recruits and trainees, and their work is central in ensuring that personal and educational needs are met effectively. A short Ofsted report on the suitability and relevance of training and development for instructors is presented as an appendix to this annual report. Inspectors recognise that instructors at all establishments are knowledgeable, highly skilled and well qualified, but, as was the case in previous years, too few instructors arrive at their postings having completed the Defence Train the Trainer course. In half of the phase 1 establishments and in over half of phase 2 training establishments, fewer than half of all the instructors begin their new roles having completed the training.

Finally, the sharing of good practice among training areas and individual instructors is underdeveloped, as was the case in inspections in previous years. If the improvements to the welfare and duty of care for recruits and trainees noted above are to be maintained and developed, and if the recurrent areas for improvement are to be dealt with effectively, good practice must be identified and shared as widely as possible within establishments and across the provision of initial training throughout the Armed Forces.

A handwritten signature in black ink, reading "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 fifth report into welfare and duty of care in Armed Forces initial training. It draws on evidence from 11 inspection reports arising from the inspection of 10 training establishments between October 2012 and February 2013. The Commando Training Centre Royal Marines was inspected twice, covering two separate aspects of training at the same establishment. One of the 10 training establishments (Infantry Training Centre – Catterick) was revisited to follow up its inspection in 2011–12.

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.

Ofsted inspects the 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 of members of the Armed Forces.

Of the establishments inspected, three provided both phase 1 and 2 training, six provided phase 2 training, and two provided training for officers. Four of the establishments inspected in 2012–13 had not been inspected previously. The other establishments had all been inspected previously, either by Ofsted or the former Adult Learning Inspectorate (ALI) before its merger with Ofsted in 2007.<sup>1</sup>

Inspectors spent more time in Army training establishments, reflecting the larger size and scale of this service compared with the Royal Navy, Royal Marines and Royal Air Force (RAF). Four of the 10 establishments inspected were Army training establishments; two were Royal Navy establishments; one was a Royal Marine establishment; two were tri-service establishments; and one was an RAF establishment.

Each training establishment received no more than 24 hours' notice of its inspection visit. Inspections lasted for two or three days. The dates are given in Annex B. Inspectors applied the principles in Ofsted's *Common Inspection Framework for further education and skills 2012* to guide the inspection.<sup>2</sup>

Each inspection focused on:

- outcomes for recruits and trainees – the impact and effectiveness of arrangements for welfare and duty of care
- the quality of welfare and duty of care arrangements
- the effectiveness of leadership and management in providing systems for welfare and duty of care and making improvements.

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
- outcomes for recruits and trainees
- quality of welfare and duty of care
- the effectiveness of leadership and management.

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

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

2. The *Common inspection framework* 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* (090106), Ofsted, 2012; [www.ofsted.gov.uk/resources/120062](http://www.ofsted.gov.uk/resources/120062).

# Key findings

- Overall pass rates were good in eight establishments and outstanding in two, although first-time pass rates remained stubbornly low in three cases.
- Wastage rates have been reduced and were low in most establishments, but still require improvement on the long course at the Army Foundation College, and at Infantry Training Centre, Catterick.
- Recruits and trainees are well-motivated and confident. They feel safe and well supported during their training.
- Provision for improving recruits' and trainees' functional skills in English and mathematics is generally effective in the establishments where it is provided. However, diagnostic and other important information about trainees from phase 1 and other phase 2 schools is not always available at the start of courses in phase 2 training establishments.
- Remedial training to support trainees and recruits at risk of failing tests or of having to repeat courses (being back-classed) has improved at all but one establishment, and is outstanding in five establishments.
- Support for recruits and trainees who have additional learning needs is generally good, and outstanding in some establishments. However, although pass rates for those who received support were generally high, not all receive the support when they need it.
- Welfare and specialist support staff in almost all the establishments shared information effectively and coordinated activities well. However, at 25 Training Regiment, Royal Logistics Corps, appropriate staff who need information about potentially vulnerable trainees do not always have ready access to it.
- Trainees and recruits had good access to welfare staff outside the chain of command in all but one of the establishments inspected. Welfare working groups, carers' forums and similar bodies were well attended by key personnel, including chaplaincy, welfare and medical teams.
- Recruits and trainees have a clear understanding of how to stay safe when using open internet sites. The promotion of personal safety and security when using the internet has been particularly effective in raising their awareness of the dangers of misusing it.
- The quality and variety of food are good, although the availability of food beyond the main mess was limited in three establishments. The promotion of healthy eating has generally improved and in some cases was particularly effective. Trainees are now well informed about 'pay as you dine' systems and these continue to be monitored and managed well.
- Arrangements for physical training continue to be good. They build successfully on recruits' and trainees' core stability and develop their strength and stamina.
- Physical rehabilitation treatment was mostly good. Recruits and trainees had access to excellent facilities in two establishments. However, too many recruits at the Commando Training Wing left their initial training early because of medical problems or injuries that they had sustained before they started their course.
- The pre-recruit training or pre-commissioning courses offered by two establishments are particularly helpful in preparing potential recruits better for military life.
- Accommodation for recruits and trainees remains variable in quality but has continued to improve over previous years. Newly built accommodation blocks provide comfortable accommodation, but maintaining deteriorating older buildings still presents a challenge.

## Key findings continued

- The strategic management of welfare and duty of care shows steady improvement. Strong leadership and clear direction from senior staff were found in eight of the establishments inspected, expressed through clear supervisory care directives and commanders' risk assessments.
- Instructors at all establishments are knowledgeable, highly skilled and well qualified. Instructors who had volunteered for their posting were particularly positive about their career aspirations and their engagement with training. As was the case in previous years, too few instructors arrive at their postings having completed the Defence Train the Trainer course.
- The quality of observations of teaching and of learning and improvement mechanisms continues to be an area for development in nearly all the establishments visited. This was also the case in the 2011–12 inspection.
- The sharing of good practice among training areas and individual instructors is underdeveloped, as was the case in inspections in previous years.
- Self-assessment procedures are well established in all but two of the establishments inspected. However, using data effectively to support self-assessment is a key recommendation for seven of the 10 establishments inspected. Ofsted has made this recommendation previously; this remains an area that needs improvement.

# 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:

- establishments evaluate and use the full range of welfare data available to them effectively to support self-assessment
- where required, literacy, numeracy and language needs are identified promptly and are better supported, so that recruits and trainees may cope better with their training programmes
- wastage rates are reduced at the three schools identified in the report, specifically for trainees under 18 years of age.
- all instructors have completed the Defence Train the Trainer course before taking up their appointments
- information regarding trainees' learning needs is transferred promptly between establishments to ensure that appropriate and timely support is available
- structured observations of teaching and learning, with constructive feedback for instructors, improve by focusing more on the quality and effectiveness of trainees' learning
- procedures to share best practice in welfare and duty of care and teaching, training and learning are embedded across each training establishment, and across and between each service command.

# Detailed findings

## The progress made by establishments since their previous inspections

1. Of the 10 establishments inspected this year, six had received inspection judgements previously. Four of these six establishments improved on their previous judgement for overall effectiveness: RAF Halton, Recruit Training Squadron and Infantry Training Centre, Catterick improved from satisfactory to good; and the Army Foundation College and the Commando Training Centre Royal Marines improved from good to outstanding (for both trained ranks and young officers).
2. The Royal Military Academy Sandhurst and 25 Training Regiment, Royal Logistics Corps, were previously judged satisfactory and have not shown sufficient improvement. Both establishments have been slow to improve self-assessment and some key areas for improvement remain from their previous inspections.
3. Most establishments have tackled the areas for improvement highlighted at their previous inspections and some of these areas have become strengths. Self-assessment, and the use of data at RAF Halton, Recruit Training Squadron, have improved considerably. Self-assessment processes at Infantry Training Centre, Catterick, have also improved.
4. Overall pass rates remain high, and in most cases are continuing to improve. Wastage rates from courses are low and decreasing for all the establishments inspected. However, wastage rates for trainees on the long course at the Army Foundation College, and at Infantry Training Centre, Catterick, require improvement.
5. Recruits and trainees feel safe and are treated fairly at all establishments. Good progress has been made in improving their understanding of how to stay safe, in particular when using social network internet sites on public access computers.

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

6. Recruits and trainees gain self-confidence and self-assurance throughout their training. They feel safe, well supported, and develop good military skills and knowledge and a strong determination to succeed.
7. Wastage rates at Infantry Training Centre, Catterick, continue to be high, with considerable variation between different groups and cohorts of recruits. At 25 Training Regiment, Royal Logistics Corps, a higher proportion of trainees under 18 fail to complete their courses than those over 18, though this proportion has decreased over the past two years.
8. The Army Foundation College; Commando Training Centre Royal Marines – Commando Training Wing; Defence College of Logistics and Personnel Administration; RAF Halton, Recruit Training Squadron; and Infantry Training Centre, Catterick, all provide excellent remedial training to support trainees and recruits who are in danger of failing tests or of having to repeat courses. The Student Review Boards or Training Review Boards in these establishments work well to identify needs and agree support plans. The Commando Training Centre Royal Marines – Commando Training Wing no longer uses back-classing. At the Royal Military Academy Sandhurst, however, concerns raised at the previous inspection remain about the lack of clarity in feedback for officer cadets and the lack of support they receive for action-planning.
9. Support for recruits whose additional learning needs have been identified is generally good; it is excellent in three establishments. However, 25 Training Regiment, Royal Logistics Corps, provides ineffective support for trainees whose literacy, numeracy and language skills are poor. Across all phase 2 establishments, information about trainees with additional learning needs is often not available

when phase 2 training starts, or when recruits or trainees move to other establishments. This often delays support for them.

**10.** Establishments that offer support for functional skills are effective in improving recruits' and trainees' skills in English and mathematics. At RAF Halton, Recruit Training Squadron, recruits with identified additional learning needs, such as dyslexia and dyspraxia, receive outstanding support from highly qualified staff. This enables them to cope effectively with the academic demands of their training.

**11.** The coordination and sharing of information from welfare and specialist support staff are good in almost all establishments. Supervisory care directives and commandants' risk assessments are generally clear and well-focused. These documents provide effective guidance for staff about ways to support recruits and trainees.

**12.** Welfare working groups, carers' forums and similar bodies are convened at appropriate intervals and are well attended by key personnel, including chaplaincy, welfare and medical teams. At such meetings, information about support needs is shared effectively and there is clear decision-making about support plans. At HM Naval Base Clyde, Submarine Qualification Course, for example, a weekly group is chaired by a lieutenant commander. He has a good understanding of trainees' needs and concerns and good links with a wide range of internal and external agencies that provide advice and guidance. In 25 Training Regiment, Royal Logistics Corps, however, access to information about potentially vulnerable trainees is highly restricted and is not always accessible to those who might be best placed to support them.

**13.** Trainees feel that their welfare needs are met very well by WRVS, chaplaincy, HIVE, and the Salvation Army.<sup>4</sup> Trainees' and recruits' access to welfare staff outside the chain of command was at least good in all but one establishment inspected, RAF Halton, Recruit Training Squadron. At Infantry

Training Centre, Catterick; 25 Training Regiment, Royal Logistics Corps; Commando Training Centre Royal Marines – Command Wing; the Army Foundation College; and HMS Raleigh, Royal Navy Submarine School, recruits, trainees and staff within the chain of command are well supported by padres, WRVS, HIVE and Salvation Army teams. At Infantry Training Centre, Catterick, padres maintain good information on the number and nature of their contacts with recruits. Data are collated into a set of 'dashboard' indicators, through which trends in welfare needs are monitored effectively. However, at RAF Halton, Recruit Training Squadron, recruits have too few opportunities to meet or speak to welfare staff informally.

**14.** Access to computers is adequate and at all establishments an increasing proportion of recruits and trainees now have their own laptops. Wireless connection in most establishments is adequate. However, at the Army Foundation College, junior soldiers have no onsite access to WiFi, and mobile phone reception is also poor. There are not enough fixed facilities for internet access and therefore junior soldiers do not have sufficient access to Skype or teleconferencing to stay in touch with their families.

**15.** The promotion of personal safety when using the internet has improved in the six providers previously inspected and all the establishments have been particularly effective in raising awareness of dangers. Recruits and trainees have a clear understanding of how to stay safe and are alert to ensuring that they are protected when using open internet sites.

**16.** The quality and variety of food in the establishments inspected this year were mostly good. Recruits and trainees are generally involved in the discussions about its provision. The promotion of healthy eating has generally improved in those establishments previously inspected. Trainees at HMS Raleigh, Royal Navy Submarine School, are given excellent instruction on healthy eating from qualified caterers from the colocated Defence Maritime Logistics School, which is part of Defence College of Logistics and Personnel Administration – Worthy

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

## Detailed findings continued

Down.<sup>5</sup> However, at Worthy Down, the selection of food in the mess was limited, and trainees do not have enough information to make informed and healthy choices.

**17.** Recruits are given good advice and guidance on 'pay as you dine' systems before leaving phase 1 training. Trainees in phase 2 establishments are carefully monitored to ensure that they eat correctly during training. Trainees at the Defence Intelligence and Security Centre are highly appreciative of the system that deducts the cost of food directly from their salaries, thus avoiding the need to budget separately for this. Recruits and trainees have good access to a fourth meal where their training requires it. Most establishments are able to provide a good choice of alternative dining options. However, alternatives to dining in the main mess at HM Naval Base Clyde, Submarine Qualification Course, are extremely limited, with few choices either on the base or nearby.

**18.** Physical training is carefully managed to ensure that recruits and trainees develop their levels of fitness progressively. At HM Naval Base Clyde, Submarine Qualification Course, trainees have access to excellent facilities, including a dry ski-slope, a climbing wall and squash courts. Five establishments visited this year have swimming pools, which give additional scope for training and keeping fit. Recruits at RAF Halton, Recruit Training Squadron, are trained on the newly introduced TRX kit. This training kit gives them a wide range of physical training options when they go on operations.

**19.** Medical and dental provision continue to be good and are given high priority. Appointments are prompt and carefully managed. Medical facilities are good in most of the establishments inspected and are outstanding at HM Naval Base Clyde, Submarine Qualification Course. This establishment offers a wide range of medical, dental, occupational health and psychiatric treatment in well-equipped treatment and consultation rooms. Medical and dental staff often provide valuable advice and guidance on topics such as giving up smoking, and dental and sexual health.

Medical staff work closely with physiotherapists to ensure the best possible treatment for those in rehabilitation.

**20.** Physical rehabilitation treatment after injury is well managed, and recruits and trainees receive prompt attention. Trainees at HM Naval Base Clyde, Submarine Qualification Course, the Commando Training Centre Royal Marines and RAF Halton have access to excellent, state-of-the-art facilities. Establishments where physical training instructors are trained in rehabilitation offer an improved service, helping to speed up recovery times. Infantry Training Centre, Catterick, has established a 'blister clinic': recruits receive rapid attention which prevents delays in their training. At Commando Training Centre Royal Marines – Commando Training Wing, however, too many recruits leave initial training before completion because of medical problems or injuries that they sustained before they started the course. Although data show that the proportion of recruits leaving has reduced over the past three years, this problem persists in spite of the action that has been taken. At HMS Raleigh, Royal Navy Submarine School, requirements for improved physical fitness for the initial selection process mean that trainees are in better condition before they start and are therefore less likely to suffer injuries during phase 1 and phase 2.

**21.** Commando Training Centre Royal Marines – Commando Training Wing and RAF Halton, Recruit Training Squadron provide pre-recruit and pre-commissioning course training. This helps to prepare potential recruits for the physical and mental challenges ahead, as well as to identify support needs in advance. Links with parents and guardians remain a strong feature of provision and some establishments have particularly good processes for this. At RAF Halton, Recruit Training Squadron, parents and guardians are kept well informed throughout the training course. They are invited to the base to meet staff and see the provision at the beginning of training, as well as at graduation.

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5. With effect from 1 April 2013 the Defence College of Logistics and Personnel Administration has been renamed the Defence College of Logistics, Policing and Administration. This change is not reflected in this report as at the time of the inspections DCLPA referred to the Defence College of Logistics and Personnel Administration, which is used throughout the report.

22. The standard of accommodation for recruits and trainees varies in quality, but overall it continues to improve in those establishments previously inspected. New accommodation blocks provide comfortable living quarters, but the maintenance of deteriorating older buildings presents a challenge. Repairs are generally carried out quickly, although broken lockers and wardrobes at HMS Raleigh, Royal Navy Submarine School, have not been mended, reducing the security of trainees' personal belongings. Accommodation at 25 Training Regiment, Royal Logistics Corps remains poor, although there are plans to move this training provision to another establishment with new accommodation.

### **Impact of leadership and management of welfare and duty of care**

23. The strategic management of welfare and duty of care shows steady improvement at establishments inspected previously. All the establishments inspected benefited from strong leadership by, and clear direction from, commanding officers or station commanders. At Infantry Training Centre, Catterick, excellent leadership and direction are communicated very successfully through an establishment-wide supervisory care directive and the commander's risk assessment. These provide battalion commanding officers with a clear framework for review and action. At Defence College of Logistics and Personnel Administration and 25 Training Regiment, Royal Logistics Corps, reviews of supervisory care directives and risk assessments are well under way to draw these and other instruments into a single, more effective document that will be used across the establishments.

24. Establishments use independent advisory panels effectively, especially at the Army Foundation College and at Infantry Training Centre, Catterick. At the Army Foundation College, for example, the well-constituted independent advisory panel provides strong levels of challenge and support for the commandant and senior staff. Members of the panel are linked effectively to specific companies that they visit at least quarterly.

Comprehensive independent advisory panel reports offer useful feedback to establishments on training, welfare, and other aspects of provision. Senior staff in the best establishments give serious consideration to these reports.

25. Instructors at all establishments are knowledgeable, highly skilled and well qualified. In cases where instructors have volunteered for their posting, they speak particularly positively about their engagement with trainees and recruits, and about their own career aspirations. At RAF Halton, Recruit Training Squadron, recruits speak highly of their flight staff, who are approachable and sympathetic to their needs. Instructors at Commando Training Centre Royal Marines – Commando Training Wing have a good understanding of the concept of 'training in' and of the progressive development of skills. The instructors appreciate the importance of teamwork and plan successfully to develop these important skills in their trainees. At Infantry Training Centre, Catterick, a values-based leadership model has been adopted that has invigorated the establishment's instructional style. A clear focus on performance management and developmental activities enhances the skills of instructors and ensures positive outcomes for recruits.

26. Most instructors at the establishments inspected had completed the Defence Train the Trainer course before they arrived at their training establishment (see Annex C for further details). At RAF Halton, Recruit Training Squadron, all instructors are qualified before taking up their posts.

27. Newly qualified instructors are generally well supported informally and, in the better cases, mentored formally by more experienced staff to develop their teaching and training skills. At the Defence Intelligence and Security Centre, new instructors shadow experienced colleagues. They have sufficient time to develop a good understanding of the work required of phase 2 trainees before they start working independently. At Royal Military Academy Sandhurst, before providing training all new instructors complete a highly effective franchised

## Detailed findings continued

Defence Train the Trainer course, contextualised for this establishment, even when they have already undertaken a generic course elsewhere.

**28.** Although the quality of observations and other improvement procedures for teaching and learning is having a beneficial impact, these areas still need to be developed in nine of the establishments inspected. In too many establishments, trainees and recruits still refer to tedious training and induction sessions that rely on lengthy PowerPoint presentations that fail to engage them. At Royal Military Academy Sandhurst, instructors benefit from frequent training and support to improve their teaching and training skills. A comprehensive system for observing training, and teaching and learning sessions ensures that all instructors are observed frequently and receive supportive feedback on their performance. In the Defence Intelligence and Security Centre, the best observations of training and learning identify instructors' skills and the progress that trainees make in lessons. However, the areas identified for instructors' development do not focus sufficiently on key aspects of training and learning. At 25 Training Regiment, Royal Logistics Corps, the professional development of staff, in particular corporals' teaching and learning and coaching skills, is not yet fully effective in raising standards and awareness.

**29.** Previous annual reports on welfare and duty of care have highlighted the need for good practice to be shared between training areas and individual instructors; this is still necessary. In the Defence Intelligence and Security Centre, for example, although the sharing of good practice has begun within training wings, little good practice is yet shared between the wings, and the initiative has yet to have a significant and beneficial impact on training and learning across the establishment. Instructors at the Defence College of Logistics and Personnel Administration are observed at least twice a year, but little use is made of the good practice of highly competent instructors to improve practice elsewhere.

**30.** The quality of arrangements for promoting and reinforcing equality and diversity ranges from adequate at 25 Training Regiment, Royal Logistics Corps, to good in several establishments, including the Army Foundation College; Commando Training Centre Royal Marines – Command Wing and Commando Training Wing; the Defence Intelligence and Security Centre; Defence College of Logistics and Personnel Administration; and HM Naval Base Clyde, Submarine Qualification Course. At the Army Foundation College, recruits benefit from the way that matters relating to equality and diversity inform many aspects of the provision, including leadership and core values. At the Defence College of Logistics and Personnel Administration, very good-quality, up-to-date resources are used to ensure that the content of training is relevant, challenging and engaging for trainees. At the Defence Intelligence and Security Centre, equality and diversity are given a high priority, with all staff and trainees undertaking training annually. At HM Naval Base Clyde, Submarine Qualification Course, specialist equality and diversity advisers work effectively within command units and across the establishment so that trainees' understanding of equality and diversity is developed successfully. Equality advisers are embedded across the establishment at Royal Military Academy Sandhurst, but they do not form a coordinated group and do not meet routinely to discuss approaches or share good practice.

**31.** The rigour and effectiveness of the contract management of external providers still vary from good to just adequate. At the Army Foundation College, a very effective working relationship with contractors allows senior staff to manage improvements to the estate and facilities successfully. Services and the delivery of training benefit from good management of contracts at 25 Training Regiment, Royal Logistics Corps and at Commando Training Centre Royal Marines – Commando Training Wing and Command Wing. At the Defence Intelligence and Security Centre, although contract management is no better than

adequate overall, building custodians work effectively to ensure that problems with contractors' maintenance are identified promptly and that repairs are carried out swiftly. At Royal Military Academy Sandhurst, where a similar system exists, good checking on the quality and durability of repairs takes place after the contractor has completed work. Officer cadets benefit from a new initiative whereby the catering contractor produces a nutrition booklet to improve the cadets' understanding and management of their own diets.

32. The management of arrangements for trainees and recruits not completing their courses presents a positive picture across all the establishments visited. The majority of trainees and recruits who now discharge as of right, or for other reasons, are able to leave swiftly, and are generally given appropriate support for a managed return to civilian life. At the Army Foundation College, where arrangements are very good, junior soldiers who are about to leave are kept in training platoons until their departure so that they maintain friendships and benefit from supportive relationships with known staff. Such positive treatment also serves to maintain morale and give the leaver a positive view of the Army. At the Infantry Training Centre, Catterick, recently improved and now very effective discharge arrangements mean that recruits are rarely held for more than two days once the decision to leave has been made. At the Royal Military Academy Sandhurst, officer cadets discharging for medical reasons are given assistance with resettlement and benefit from training courses and external support.

33. Good self-assessment procedures have contributed greatly to improving the quality of provision. The views of recruits and trainees are generally analysed and used well to inform self-assessment. At RAF Halton, Recruit Training Squadron, self-assessment and quality improvement planning have improved significantly; particularly good use is made of data. At the Defence Intelligence and Security Centre, self-assessment has also improved considerably over the past two years. While the

process of self-assessment is now established, the reports are sometimes still overly descriptive and insufficiently evaluative and lack clear judgements; the strengths of the provision are often overlooked. The Royal Military Academy Sandhurst has failed to deal with several areas of recommended quality improvement identified at the previous inspection. At 25 Training Regiment, Royal Logistics Corps, improvements to self-assessment have been slow to have an impact on practice.

34. In seven of the inspections this year, the analysis and use of data to inform quality improvement have been identified as areas for improvement. In three of these establishments, the inadequate use of data remains an area for improvement, even though it was highlighted at previous inspections. At HMS Raleigh, Royal Navy Submarine School, collating and using accurate data for improvement are weaknesses.

35. The procedures for recording and management of complaints have improved considerably over the years in most establishments, but some recruits and trainees still feel that making a formal complaint might have a negative impact on their military career.

## Commando Training Centre Royal Marines – Commando Training Wing

### Overall effectiveness of welfare and duty of care: Outstanding

**36.** Commando Training Centre Royal Marines – Commando Training Wing is located at Lymstone, Devon. It provides ‘through career’ training for Royal Marines young officers and trained ranks in three training wings: Command Wing for Young Officers; Commando Training Wing for potential Royal Marines recruits; and Specialist Wing providing further training to trained ranks. Support Wing provides additional support, and welfare and duty of care to the training wings.

**37.** The Commando Training Wing provides initial training for recruits to the trained ranks. Initial training lasts 32 weeks, with phase 1 over weeks 1–15 and phase 2 over weeks 16–32. Remedial training and rehabilitation for recruits are carried out in Hunter Company.

**38.** New troops join the establishment every two weeks. Each troop has a troop commander, sergeant and a team of ‘corporal instructors’ who provide most of the training, coaching, mentoring and welfare. The ratio of recruits to instructors is generally around 10:1.

**39.** Women are excluded from serving in the Royal Marines, except in the Royal Marines Band Service, which the Royal Marines School of Music is part of. Band members also complete an initial 13 weeks of military training in Commando Training Wing. The maximum age for joining the Royal Marines is 33. No formal educational qualifications are required but potential Marines must pass an eligibility check, formal recruiting test, selection interview, medical assessment and the Potential Royal Marines Course.

**40.** During the week of inspection, 732 recruits were on site, of whom 6% were under 18 and 4% were from a minority ethnic group. The annual intake of the Royal Marines Band included 10 women in a cohort of 24.

### Overall effectiveness of welfare and duty of care

**41.** The quality of welfare and duty of care and the effectiveness of leadership and management for recruits at Commando Training Centre are outstanding and outcomes are good.

**42.** Although wastage rates remain high, much has been done to reduce them. Recruits gain a broad range of additional qualifications and awards while also becoming physically fitter and developing excellent military skills, passing out of Commando Training Centre at operational standard. Standards of behaviour and conduct are high, and recruits successfully complete extremely difficult physical and mental tasks that exemplify the core values required to become an operationally trained Marine. Welfare support is excellent, with purposeful direction from the chain of command and a range of additional welfare personnel.

**43.** Recruits receive excellent instruction and coaching throughout their training, with excellent support from the chain of command, the coaching advisory team and Hunter Company. Where appropriate, staff and recruits may gain additional support by maintaining very close contact with their families. The initial training programme is particularly well planned and minimises the risk of injury while providing a sound platform for developing fitness and excellent military skills. Commando Training Centre leaders have a clear understanding of their strengths and areas for development and the self-assessment report is accurate. They manage continuous improvement activities very effectively with frequent evaluation of progress against actions.

## Recommendations

- Evaluate data more systematically to inform and monitor the progress and performance of cohorts of recruits better, and the trends in welfare concerns. Improve the centralised recording and evaluation of minor welfare, training and administrative concerns that affect recruits, so that trends can be monitored more effectively.
- Develop further the use of surveys to gather and record feedback at different stages of training to improve the quality of programmes.
- Improve the facilities for recruits held in Hunter Company by providing them with better showers, appropriate quantities of hot water, and living conditions that encourage a more positive attitude to rehabilitation.
- Ensure that the accommodation and welfare and duty of care needs of recruits and training teams are met better by planning more effectively to deal with increases in population at Commando Training Centre. In particular, provide more drying facilities, especially in the winter, to cope with increased numbers of recruits.

# Commando Training Centre Royal Marines – Command Wing

## Overall effectiveness of welfare and duty of care: Outstanding

**44.** Commando Training Centre Royal Marines – Command Wing is located at Lymington, Devon. It provides ‘through career’ training for Royal Marines officers and other ranks via three training wings: Commando Training Wing; Command Wing and Specialist Wing. A Support Wing provides additional support, and welfare and duty of care to the training wings. Commando Training Centre’s mission is to train the required number of marines, commanders and specialists ready for operations in order to provide support to the front line and wider defence. This summary covers young officers’ initial training and support for welfare and duty of care.

**45.** Command Wing provides initial training to young officers, leadership and Senior Corps Commission officers; command courses for other ranks from corporals to warrant officers; and a small amount of additional Royal Marine officer education. The Young Officers’ course lasts 60 weeks. On passing out, young officers join operational units or deploy to operational theatres.

**46.** Around 60 young officers join Commando Training Centre each year. The Batch Officer and a section instructor from within each section provide most of the training, coaching, mentoring and pastoral support. Women cannot serve in the Royal Marines and no young officers are under 18. On average, 70% of young officers are graduates, 6% are international entries and 6% are Corps Commission. Potential young officers must pass an eligibility check, the Admiralty Interview Board and a Potential Officer Course. During the week of inspection, 95 young officers were on site.

## Overall effectiveness of welfare and duty of care

**47.** The quality of welfare and duty of care, together with its leadership and management for young officers at Commando Training Centre, is outstanding and outcomes are good. Although wastage rates are higher than desired, young officers develop excellent military skills, show particularly high standards of behaviour and conduct, and complete extremely difficult physical and mental challenges successfully, exemplifying the core values expected of a Royal Marines officer. Training, coaching and support for young officers are excellent throughout their course, both through the chain of command and from the wide range of support networks. The Young Officers’ programme is particularly well planned and managed to maximise the opportunities for those who have the academic and physical attributes to achieve the extremely high standards expected of Royal Marines. Care of the trainees is one of Commando Training Centre’s most important responsibilities. Commando Training Centre knows its strengths and areas for development very well and manages continuous improvement very effectively.

## Recommendations:

- Evaluate data more systematically to inform and monitor the progress and performance of cohorts of young officers better, and assess trends in welfare concerns. Improve the centralised recording and evaluation of minor welfare, training and administrative concerns that affect young officers, so that trends can be monitored more effectively.

# RAF Halton, Recruit Training Squadron

## Overall effectiveness of welfare and duty of care: Good

**48.** RAF Halton offers phase 1, phase 2 and phase 3 training. Several other training centres use RAF Halton's premises but are separate from the main training activity. The Recruit Training Squadron provides generic phase 1 training for all airmen and airwomen joining the RAF with the exception of those joining as RAF Regiment gunners who are trained at RAF Honington.

**49.** Potential recruits undertake a three-day pre-recruit training course about six weeks before starting their phase 1 training. Phase 1 recruits complete the nine-week Basic Recruit Training Course at the Recruit Training Squadron. This has six flights, each running four courses a year. Courses start approximately every two weeks and each intake can train up to 120 recruits. The Airmen's Development Flight is made up of Servicemen Awaiting Trade Training (SATT), and Jackson and McTeague Flights. Servicemen Awaiting Trade Training are those who have completed phase 1 training and are waiting for an appropriate course to start their phase 2 trade training, or who are waiting to start such training because of medical downgrades; Jackson Flight is for those who fail aspects of the Basic Recruit Training Course and need additional support; McTeague Flight is for recruits who are injured and receiving treatment.

**50.** There were 235 recruits at RAF Halton, Recruit Training Squadron during the time of inspection, 13 of whom were under 18. This establishment was inspected by the former Adult Learning Inspectorate in 2005 and 2006 and by Ofsted in 2008 and 2010, when overall effectiveness, capacity to improve and self-assessment were judged to be satisfactory.

## Overall effectiveness of welfare and duty of care

**51.** Overall and first-time pass rates have been consistently high over the past three years and are showing improvement in the current year. Wastage rates are low but first-time pass rates require further improvement.

**52.** Recruits report that they feel safe and are treated fairly. Safeguarding arrangements for those under 18 are good, as are the quality and range of welfare and duty of care. However, recreation and leisure facilities are uninviting and there are few opportunities for recruits to speak to staff from organisations outside the military.

**53.** Recruits are particularly well prepared for phase 1 training before they arrive, through the well-structured Pre-recruit Training Course. Instructors are carefully selected, well trained and conscientious. They provide good levels of training and coaching. Additional learning support provided through the Enhanced Education Flight is excellent. The emphasis on physical fitness is good, and training is well planned and delivered. Injured recruits are cared for well and there is a strong focus on returning them fit for training as quickly as possible. However, individual planning of rehabilitation activity requires improvement. A very effective working relationship has been established with contractors to ensure prompt maintenance and good service.

**54.** Leadership and management are good. Self-assessment processes, the analysis and use of data, and the ethos of continuous improvement are good and have improved significantly since the previous inspection.

## Recommendations

- Improve the first-time pass rates through continued monitoring of the progress of recruits and appropriate modifications to the training programme.
- Ensure that medical teams keep staff, and trainees who spend long periods of time in SATT because of medical downgrades, fully informed of what they can and cannot do, and develop individual programmes for recruits to help them back to full fitness.
- Provide recruits with suitable recreational facilities that encourage them to meet socially and talk to staff from organisations external to the military and outside the chain of command, without having to make formal appointments.
- Improve the identification and writing of clear judgements in the self-assessment report; ensure that actions are identified clearly in the quality improvement plan and that progress is monitored regularly.

# Army Foundation College

## Overall effectiveness of welfare and duty of care: Outstanding

**55.** The Army Foundation College is on the outskirts of Harrogate. It trains junior soldiers aged between 16 and 17 years at the start of their training to join various corps and regiments of the Army. Junior soldiers follow one of two courses: the long course is 49 weeks (including eight weeks' holiday) for those joining the Infantry, Royal Armoured Corps/ Household Cavalry, Royal Artillery and some Royal Logistic Corps roles; the second course is 23 weeks long (including three weeks' holiday) and recruits join the Royal Electronic and Mechanical Engineers, Royal Engineers, Royal Signals, Royal Army Medical Corps, Army Air Corps and some Royal Logistic Corps roles where phase 2 training is longer.

**56.** Two annual courses begin in January and September, providing a yearly intake of around 1,400 recruits. Approximately 10% of each intake are women. The courses cover the common military syllabus for recruits, combined with additional education, and the Duke of Edinburgh Bronze Award fitness, leadership and initiative training. Junior soldiers on the long course complete an intermediate apprenticeship and functional skills qualification up to level 2. The education programmes are delivered by Nord Anglia.

**57.** Junior soldiers are allocated to one of five Companies, where they are managed in platoons and sections. Section staff provide immediate care, guidance, support and much of the initial military training. Section staff also review the progress and performance of junior soldiers. This was Ofsted's fourth welfare and duty of care inspection of the Army Foundation College.

## Overall effectiveness of welfare and duty of care

**58.** The quality, and leadership and management of welfare and duty of care are outstanding and the outcomes for recruits are good. Junior soldiers are well supported at section level. They benefit from good cross-college involvement of welfare organisations. These provide very effective oversight for the senior team and the commanding officer. Wastage rates are much higher than desired. Some of this is attributable to junior soldiers who become homesick and decide they cannot continue in training. Despite much good support and parental involvement in 2011–12, only 73% of those who started the course completed it.

**59.** Well-planned training provides a progressive development of military skills and personal fitness to minimise the junior soldiers' risk of injury, while providing a sound platform for developing their fitness and military skills in phase 2. Junior soldiers gain a good range of additional qualifications and awards while in training. Staff frequently lack sufficient time between courses to refresh and review training in preparation for new cohorts.

**60.** The junior soldiers, although very young, demonstrate high standards of behaviour and conduct as they become more mature and capable. Skills training, coaching and additional support for recruits are excellent throughout the course. The chain of command is very aware of the performance of individuals. Close monitoring ensures that anyone underperforming receives appropriate coaching and support to prevent them dropping out of training. Staff and recruits maintain very close contact with families as an additional source of support. Some junior soldiers are insufficiently informed about safe internet usage and the protection of personal information on social media.

**61.** The very effective working relationships with contractors ensure prompt maintenance, good service and the management of improvement.

**62.** The Army Foundation College knows and understands its strengths and areas for development and manages continuous improvement very effectively. The self-assessment process is good. Progress against actions for improvement is monitored frequently and this has improved the experience of junior soldiers significantly. The collection of data is good, but more detailed analysis is required to accurately and systematically identify trends and set targets.

## Recommendations

- Further reinforce and communicate to all junior soldiers the importance of safe use of the internet, particularly social media websites, especially in protecting their identity and the safe management of personal information, including passwords.
- Reduce the high wastage rates by improving the promotion and explanation of the purpose of the Army Foundation College to potential junior soldiers and their families, with revised electronic and written information, and ensuring that both families and potential junior soldiers are well prepared for military and educational expectations.
- Ensure that all staff have sufficient time between courses to enable them to revise training programmes where appropriate, to prepare fully for the arrival and training of each new intake of junior soldiers, and to refresh themselves for each new cohort.

# Defence Intelligence and Security Centre

## Overall effectiveness of welfare and duty of care: Good

**63.** The Defence School of Intelligence is located at Chicksands in south Bedfordshire. It is one of three schools that fall under the umbrella of the Defence Intelligence and Security Centre. The Defence School of Intelligence offers phase 2 and phase 3 training and is responsible for: the delivery of phase 2 training for both Army and RAF intelligence officers, together with related training for junior ranks from all three services; the training of trainees who are on or are awaiting a course; the delivery of phase 3 intelligence and security training to all three services, MoD civilians, selected government departments and foreign military students; and for providing support for all trainees who are on or awaiting a course within the Defence School of Intelligence.

**64.** The Defence School of Intelligence has six training delivery wings and a Student Holding Section. These are colocated within the Chicksands site and have their own responsibilities, trainee bases and sponsors. Signals Intelligence, Air Intelligence and Templer Training Company wings conduct phase 2 and 3 training, while Human Intelligence, ISTAR and Defence Security wings conduct phase 3 specialist and operational trade training. The Student Holding Section provides support for all Defence Intelligence and Security Centre Chicksands service personnel not under training or awaiting trade training.

**65.** This inspection covered phase 2 trainees only. There were 189 trainees at the Defence Intelligence and Security Centre at the time of inspection, none of whom was under 18. This was the first inspection of the Defence Intelligence and Security Centre.

## Overall effectiveness of welfare and duty of care

**66.** The quality of leadership and management of welfare and duty of care for trainees at the Defence Intelligence and Security Centre is good. Overall pass rates are high and have been consistently so for the past three years. Wastage rates are low and most trainees who do not complete their courses transfer to other regiments or trades.

**67.** Safeguarding arrangements and arrangements for the welfare and duty of care for all trainees are good. Trainees report that they feel safe, are treated fairly and receive excellent support from the wide range of welfare staff. Instructors are carefully selected, well trained and provide very good support for their trainees. They provide good-quality training and coaching, but the sharing of best practice among instructors is in the early stages of development.

**68.** Trainees who have additional learning needs are identified quickly and supported by their instructors, but there is no specialist support for those diagnosed with dyslexia. Planning is at an advanced stage for the recruitment of a specialist learning development officer to better support trainees with additional learning needs. Trainees not under training are provided for very effectively in the Student Holding Section. However, trainees' personal files from phase 1 are not passed quickly enough to phase 2 and this can sometimes delay the medical recuperation of trainees who arrive with injuries.

**69.** Recreational facilities, particularly the gymnasium, are good overall but very few activities take place at weekends. Laundry and drying facilities are not adequate in all blocks, but plans are in place to replace and enlarge laundry facilities. Medical and dental services are good and meet the needs of trainees. Plans are in place to extend medical and dental facilities in the coming year.

**70.** Self-assessment and quality improvement planning are good. The self-assessment report is appropriately focused and uses data well to support judgements, but in places it tends to be too descriptive. Data are not used effectively to analyse cohort progress and performance.

## Recommendations

- Ensure that all information about trainees is received before or on trainees' arrival at Chicksands.
- Complete a full analysis and investigation into the number of trainees who present with injuries at the start of phase 2 training.
- Ensure that the planned recruitment of the specialist learning development officer is implemented within the proposed timescale.
- Ensure that the improvements planned for the medical and laundry facilities are implemented within the proposed timescales.
- Develop further the recently introduced measures for sharing good practice across all training areas.
- Use data more effectively to monitor the performance of trainees by cohort, thereby identifying trends and enhancing the quality of training.

# Royal Military Academy Sandhurst

## Overall effectiveness of welfare and duty of care: Adequate

**71.** The Royal Military Academy Sandhurst trains and commissions male and female officers as officer cadets for the British Army. This commissioning course lasts 42 weeks (three 14-week terms) plus two weeks of adventurous training/coaching courses/international outreach. Around 700 officer cadets, mostly aged 20 to 27, are in training at any one time. All officer cadets undergo an extensive recruitment and selection process that may take several years to complete. More than 80% of officer cadets are university graduates; smaller numbers have A levels or equivalent. Other officer cadets are serving soldiers who have been selected for officer training; some are from overseas. Officer cadets join in three intakes, in January, May and September, and are known, once in training, as juniors, intermediates and seniors. Officer cadets spend one year at the Royal Military Academy Sandhurst and are then commissioned and go to special arms training before starting with their first unit.

**72.** The Royal Military Academy Sandhurst also runs a number of other courses, including the professionally qualified officer course for qualified clinicians (doctors, vets, dentists, nurses), lawyers and chaplains wishing to become Army officers; the Territorial Army commissioning course; and the Late Entry Officers course for newly commissioned, late-entry officers from both the regular and the Territorial Army. This inspection evaluated only the regular commissioning course.

**73.** Currently, there are 559 officer cadets in training, 487 of whom are men. All officer cadets are over 18 years at the start of their course. Three per cent are in training from the armed services in other countries. The Royal Military Academy Sandhurst was last inspected in November 2010.

## Overall effectiveness of welfare and duty of care

**74.** The quality and leadership and management of welfare and duty of care for officer cadets at the Royal Military Academy Sandhurst are adequate and the outcomes are good. The majority of those who start the commissioning course join the British Army successfully as commissioned officers. Wastage rates have reduced and are currently around 9%. However, data relating to such an improvement are not wholly reliable because statistical information is based on the numbers who successfully complete a commissioning course, which includes those individuals who return to training having started on earlier courses. Around half of the officer cadets who leave before completing their courses are medically discharged. A higher proportion of women than men drop out of training because of injuries sustained during training.

**75.** The commissioning course training programme is well planned with an appropriate focus on enhancing the conceptual requirements associated with military command and leadership, while also developing essential military skills. Instructors are carefully selected and well trained to ensure that they provide good support to officer cadets. Training and support to further develop the skills of instructors are still new, but beginning to have some effect.

**76.** Safeguarding and arrangements for the welfare and duty of care are adequate and ensure that officer cadets are safe and appropriately looked after. Risk registers are maintained at college level and record concerns about critical incidents in relation to individuals. However, these are not sufficiently detailed to coordinate or calibrate the level of risk for officer cadets in order to provide college commanders with a clear picture of the overall risk for individuals. Most officer cadets are mature and capable, many having lived independently for some time before joining the Army. However, when they receive feedback from staff and complete their self-assessment, the resulting action plans to address

their weaknesses are not discussed with them to ensure that they understand fully their training and development needs. Officer cadets recovering from injury or illness are well looked after in Lucknow Platoon.

**77.** The planning process is generally effective in identifying and managing areas for improvement. Senior staff recognise most of the critical strengths and areas for improvement. However, some areas for improvement identified at the previous inspection have yet to be tackled fully and still give cause for concern. Also, the self-assessment report remains too descriptive rather than being sufficiently critical and analytical to identify progress made or areas for improvement that focus on welfare and duty of care or the training programme.

## Recommendations

- Use management information more effectively, including monitoring and analysis of the performance of each course, as a single cohort, to inform effective management actions better.
  - Conduct an evaluation and analysis of common critical factors that contribute to the proportionally high injury and wastage rates of women.
  - Ensure that all information relating to an officer cadet's performance and welfare is identified, recorded and coordinated effectively to assist in identifying and managing individual risks.
  - Ensure that all officer cadets are sufficiently informed and confident to use the complaints systems to raise concerns, particularly in relation to their understanding of managing complaints for their command roles in the future.
  - Use formal feedback and assessment better to ensure that officer cadets take greater ownership of their personal development and action-planning following their performance reviews.
- Review the self-assessment processes to produce a more focused annual executive summary of the quality improvement action plan; to review successes and improvements over the past year; and to identify improvements required, with a focus on the impact of these on the training and welfare of officer cadets.

# HMS Raleigh, Royal Navy Submarine School

## Overall effectiveness of welfare and duty of care: Good

**78.** HMS Raleigh is located at Torpoint, Cornwall, near Plymouth. It is the Royal Navy's only new-entry training establishment for ratings. The establishment also comprises several phase 2 and 3 units, including the Royal Navy Submarine School; the Seamanship Training Unit; the Defence Maritime Logistics School; the Military Training Unit and Triumph Squadron; and the Chemical, Biological, Radiological and Nuclear and Damage Control (including fire fighting) School. It also provides accommodation and staffing for the Youth Training School, a continuous programme for cadets aged 13 to 15. All elements in HMS Raleigh come under the auspices of Flag Officer Sea Training, with the exception of the Defence Maritime Logistics School which forms part of the Defence College of Logistics and Personnel Administration.

**79.** This inspection focused on the welfare and duty of care of phase 2 trainees in the Royal Navy Submarine School. It is housed in purpose-built accommodation and comes under the command of the Commander Royal Navy Submarine School. It provides all training for submarine warfare and weapons systems for phase 2 and 3 trainees. The school also administers the Submarine Qualification at HMS Drake, Plymouth. Once fully trained in their specific branches, phase 2 Warfare, Weapons Engineers, Marine Engineers and Logistics ratings are transferred to HMS Drake in Plymouth or HMS Neptune in Scotland, depending on which class of submarine they will serve on, to undertake their Submarine Qualification. Basic branch training for submariners takes approximately 14 months, followed by a further 10 weeks to complete the Submarine Qualification before they join the fleet as a submariner. Submarine escape tower training takes place in Gosport, Hampshire.

**80.** There were 36 phase 2 trainees at the Royal Navy Submarine School at the time of inspection. All trainees were over 18. HMS Raleigh phase 1

training was inspected by the ALLI in 2001 and 2006, and by Ofsted in 2008 and 2011, when the overall effectiveness and capacity to improve were judged to be outstanding and self-assessment was good. This was the first inspection of phase 2 training conducted at HMS Raleigh.

## Overall effectiveness of welfare and duty of care

**81.** Outcomes for trainees are particularly high and the vast majority complete their training course successfully. Trainees make very good progress. They enjoy their learning and value their instructors' expertise and practical knowledge. However, some trainees report that they have not yet been on a submarine to experience first-hand the environment that they will be living and working in.

**82.** The quality and range of welfare and duty of care are good. Although currently there are no trainee submariners under 18 years old, safeguarding arrangements are in place and are robust. Trainees feel safe, well cared for and are generally well prepared for their phase 2 training. Trainees have access to the very good recreation and leisure facilities that were reported on in Ofsted's recent inspection of phase 1 recruit training at HMS Raleigh.

**83.** Instructors are highly experienced submariners. They are well trained and conscientious, and new instructors are closely mentored by more experienced staff. Instructor training and development are good, although there is insufficient sharing of best instructional practices across the training areas.

**84.** Once trainees' additional learning needs are identified, support provided through the Coaching, Advisory Support Team is good. The transfer of information from phase 1 to the Royal Navy Submarine School is robust. However, information from HMS Collingwood for weapon systems trainees is often delayed. A strong emphasis is placed on physical fitness, although trainees are often left to organise their own training activities when they

attend mandatory physical training lessons, and their attendance at physical training lessons is not monitored sufficiently. Provision for rehabilitation is excellent and if trainees are injured, they are cared for well. Trainees' calorie and nutritional intake is not monitored sufficiently.

**85.** Leadership and management of welfare and duty of care are good. Self-assessment and quality improvement planning are good and trainees and staff have plenty of opportunity to give their views. The collation and analysis of data, however, require improvement.

## Recommendations

- Ensure that the Royal Navy Submarine School receives all information about trainees arriving from HMS Collingwood before or on their arrival at the school.
- Develop appropriate measures for sharing best practice between training staff to ensure that all lessons engage all trainees.
- Improve the structure of the mandated physical training programme and ensure that all trainees attend regularly.
- Improve the monitoring of the meals eaten by phase 2 trainees to ensure that they all receive sufficient nutrition to sustain them during training.
- Ensure that all staff adopt a consistent approach to remedial training and minor disciplinary sanctions.
- Improve the collation and analysis of data used for continuous improvement.

# HM Naval Base Clyde, Submarine Qualification Course

## Overall effectiveness of welfare and duty of care: Good

**86.** HM Naval Base Clyde is home to the UK's strategic nuclear deterrent and the headquarters of the Royal Navy in Scotland. The base is situated north west of Glasgow at Faslane, and it is the base port for two major fleet units, the Faslane Flotilla and the Fleet Protection Group Royal Marines, as well as several lodger units. The largest of the lodger units is FOST Faslane. Two phase 2 training courses are run in HM Naval Base Clyde: the Submarine Qualification (Dry) courses for Vanguard and Astute Class submarines known, respectively, as SMQ(N) and SMQ(A). SMQ(N) is delivered under the authority of FOST Captain Training North, Commanding Officer of FOST Faslane; and SMQ(A) by the Astute Class Training Service as part of a contract managed by the MoD Defence Equipment and Support. FOST Captain Training North retains divisional responsibility for trainees on both courses, and trains around 200 trainees each year. Occasional phase 2 training is also provided by the base Medical Centre. This inspection focused on the welfare and duty of care of trainees on the SMQ(N) and SMQ(A) courses.

**87.** Training is carried out in purpose-built accommodation. The SMQ courses take approximately 10 weeks, before trainees join the fleet as submariners. There were 11 trainees at HM Naval Base Clyde, Submarine Qualification during the inspection. All trainees are over 18. This was the first inspection of Submarine Qualification training at HM Naval Base Clyde by Ofsted.

## Overall effectiveness of welfare and duty of care

**88.** Outcomes for trainees are exceptionally high and the vast majority complete their training course successfully. Trainees feel safe, particularly with the high security surrounding the base. They are also well cared for and well prepared for Submarine Qualification phase 2 training. They make very good

progress on their course: they enjoy their training and value their instructors' expertise. They respond well to the challenges of learning knowledge and skills to the high levels that are required to work effectively and safely on nuclear submarines. However, information from other phase 2 establishments does not always arrive promptly to ensure seamless support for trainees. Strong bonds and camaraderie quickly develop between staff, trainees and their peers which are necessary for trainees' roles as submariners.

**89.** Safeguarding arrangements are thorough and the quality of welfare and duty of care is good. Arrangements for recording information and action-planning to support trainees at risk are not comprehensive enough. Trainees have very good access to the wide variety of sports activities on the base, although other recreation and leisure facilities are limited, especially for those remaining on the base at weekends. Trainees arriving at the base late at night have insufficient access to good-quality food.

**90.** Instructors are highly experienced and well trained. Additional learning support is available and provided through the Education Centre, but it is not always taken up by the trainees, and sometimes depends on trainees declaring their own needs. A strong emphasis is placed on physical fitness and trainees enjoy the structured, mandated physical development sessions each week. The provision for medical, dental and physiotherapy services is particularly good and the medical centre is an excellent facility. Trainees receive quick attention and are cared for well.

**91.** Leadership and management of welfare and duty of care are good, as are self-assessment and quality improvement planning. Instructor training and development are good. However, self-assessment fails to identify clearly all strengths and weaknesses in the provision or to draw up clear targets for improvement. Measures to improve the quality of teaching through sharing best practice and developing a wider range of teaching aids for Vanguard Class lessons require improvement.

## Recommendations

- Improve the handover and coordination of information from other phase 2 establishments to ensure seamless support for trainees.
- Improve the arrangements for recording information and action-planning to support trainees at risk.
- Provide a choice of high-quality food for trainees arriving late at night on base.
- Improve the self-assessment process by identifying strengths and weaknesses clearly and by setting clear, time-limited targets to improve training.
- Continue to improve the quality of teaching through sharing best practice and developing a wider range of teaching aids for Vanguard Class lessons.
- Provide a broader range of recreation and leisure activities, other than sports, for trainees, particularly for those who stay on the base at weekends.

# 25 Training Regiment, Royal Logistic Corps, Princess Royal Barracks, Deepcut

## Overall effectiveness of welfare and duty of care: Adequate

**92.** 25 Training Regiment, Royal Logistics Corps is based in The Princess Royal Barracks in Deepcut and is part of the Defence College of Logistics and Personnel Administration group. Since Ofsted's previous inspection in 2010, further structural changes have taken place within the Defence Logistics School. It is now better placed to meet plans to relocate units from the Princess Royal Barracks to Worthy Down in the future. The Commanding Officer of 25 Training Regiment, Royal Logistics Corps reports to the Commandant of the Defence Logistics School.

**93.** Most of the trainees come to the establishment from the phase 1 Army Training Regiment, Pirbright, four miles away. Trainees work towards various trades, including supply, ammunition technicians, and postal and couriers. The primary task of the Regiment is to provide the logistics-specific trade training. The Regiment has four subordinate squadrons. Under the new structure, 109 Squadron takes responsibility for all phase 2 trainees and the Station Support Unit (which is not under the Command of 25 Training Regiment, Royal Logistics Corps) takes responsibility for the site infrastructure and administrative support for staff.

**94.** There are currently 142 trainees at 25 Training Regiment, Royal Logistics Corps, with 27 trainees under 18. The Regiment was inspected by the ALI in 2005 and 2006, with further inspections by Ofsted in 2008 and 2010 when overall effectiveness and capacity to improve were judged to be satisfactory. Since the previous visit, many staffing changes have taken place, including the current commanding officer and the regiment second-in-command who both joined last year. Very few current officers or squadron staff were in post during the previous inspection in 2010.

## Overall effectiveness of welfare and duty of care

**95.** Outcomes for trainees across all trades are high and the vast majority successfully complete their trade training, although not all at the first attempt. Some trainees, mainly drivers, have to repeat aspects several times. Wastage rates for trainees who are under 18 are higher proportionally than for those over 18, but have improved markedly and are showing a downward trend.

**96.** Trainees are generally well prepared for their units. They spend time in continuation training while waiting for aspects of their trade training. The purpose of continuation training, to keep trainees occupied, is met. However, continuation training is not linked to individual trainees' needs or their specific trades; in addition, some trainees spend considerably more time in continuation training than others. Trainees report that they are not clear what they will be doing from one day to the next. Some express frustration about the repetitive tasks and the topics.

**97.** The quality and range of welfare and duty of care provision are adequate and meet the needs of most trainees. Squadron staff – and corporals in particular – support trainees well with personal or welfare problems. Trainees feel safe and well cared for. The recording and management of those at risk are adequate. Access to information and communication of it to those directly supporting the trainees is unhelpfully restricted and prevents planning and provision of adequate support for the most vulnerable trainees. Safeguarding measures for trainees under 18 require improvement and lack sufficient attention to individual needs.

**98.** Squadron staff are well trained and appropriately selected for their posting with the Regiment. New corporals who arrive without having completed the mandatory training are supported by more experienced staff until they complete the required training successfully.

**99.** Accommodation has not improved: it continues to be substandard. Although maintenance is carried out when problems are reported, trainees and corporals on occasion fail to report problems. New laundry facilities do not clean trainees' clothes adequately; staff are dealing with the problems identified. The range and quality of food in the mess have improved since the previous inspection and provide good value for money. Access to recreation and leisure facilities is particularly limited at weekends.

**100.** Insufficient support is given to trainees with literacy, numeracy and language needs. There is no onsite educational centre or specialist support tutor for them. A strong emphasis is placed on physical fitness. Rehabilitation provision is good, and those who sustain injuries are carefully managed back into training. However, too many trainees arrive from phase 1 with existing injuries. The rehabilitation instructor works closely and effectively with the physiotherapist, doctor and other specialists. Facilities are adequate, although time for physiotherapy is stretched to full capacity.

**101.** The leadership and management of welfare and duty of care are adequate. Self-assessment and quality improvement planning are developing, with trainees and staff having adequate opportunities to feed back their views. However, not all complaints made by trainees are recorded and acted on. Proposed improvements and actions to enhance management of welfare and duty of care are detailed in the quality improvement plan, but have yet to be fully implemented. The collation and analysis of data require improvement. This area for improvement was identified by the self-assessment process undertaken by 25 Training Regiment, Royal Logistics Corps and improvements are being implemented; it is too early to judge the effectiveness of the improvement measures.

## Recommendations

- Ensure that continuation training focuses better on developing trainees' military competence and personal skills.
- Develop more effective approaches to meet the needs of trainees who require support for language, literacy and numeracy.
- Ensure that maintenance in accommodation blocks is appropriate and timely and that deteriorating buildings do not have a negative impact on trainees' health and well-being.
- Provide trainees who stay in at weekends with more options for eating and recreation.
- Continue to improve the collation, analysis and use of data to better inform the management of training, contractors and quality improvements.
- Implement the proposed improvements and actions detailed in the quality improvement plan and ensure that the self-assessment report makes clear judgements about the effectiveness and quality of welfare and duty of care.
- Strengthen safeguarding and other measures to manage trainees under 18 and ensure that arrangements are sufficiently individualised.
- Improve the processes for recording and monitoring complaints so that all concerns raised by trainees are captured.

# Defence College of Logistics and Personnel Administration, Worthy Down

## Overall effectiveness of welfare and duty of care: Good

**102.** Worthy Down in Hampshire is part of the Defence College of Logistics and Personnel Administration. The site comprises the Defence School of Personnel Administration, under the command of an RAF group captain, and the Food Services Wing (part of the Defence Logistics School, commanded by an Army colonel based at Deepcut). Both training areas are supported by the Worthy Down Training Support Unit. This provides firm base support to all schools and other lodger units within the establishment.

**103.** Training covers phase 2 and phase 3 for catering and personnel administration for the Army and RAF, and field catering for the Royal Marines. It also provides pre-phase 1 training for prospective Army officers and phase 2 training in education for the Army's Education and Training Support Branch. Courses last from one to 16 weeks, with around 3,000 trainees being trained each year. The number of trainees will increase significantly under current plans, as other elements of the Defence College of Logistics, Policing and Administration move to Worthy Down by 2018.

**104.** This inspection covered phase 2 trainees in the Food Services Wing and the Staff and Personnel Support Training School. At the time of the inspection there were no phase 2 trainees in the RAF School of Administration or the Army School of Education. There are currently 109 phase 2 trainees at Worthy Down, two of whom are under 18. This is the first inspection of Defence College of Logistics and Personnel Administration, Worthy Down.

## Overall effectiveness of welfare and duty of care

**105.** The quality of the leadership and management of welfare and duty of care at Worthy Down is good. Overall pass rates are consistently high. Wastage rates are low with very few trainees leaving to re-trade. The arrangements for safeguarding and duty of care are particularly effective and meet the needs of all trainees well. Trainees feel very well supported by their instructors and welfare staff.

**106.** Instructors are carefully selected and are well trained. They provide good-quality training, although the sharing of best practice is insufficient and needs further development. Development points from observations of instructors' teaching are not clearly identified and recorded to drive improvement. Trainees with additional learning needs, such as dyslexia, are particularly well supported, but information about the support they require does not always come through from phase 1 quickly enough for support to be put in place in a timely manner. Trainees who are not under training are usefully employed, and rehabilitation for injured trainees is managed effectively. Recreational facilities are good, but few activities take place at weekends, and access to facilities off-site is hampered by the establishment's rural location and the lack of transport.

**107.** Leadership and management of this complex establishment are particularly effective and planning for development is thorough. Self-assessment and quality improvement planning are good. The views of trainees are sought through questionnaires and trainee forums, and their views are used well to improve provision. The self-assessment report is appropriately focused and data are used well to support judgements. However, data are not used effectively to monitor the progress of trainees by cohort, thereby identifying trends in performance.

## Recommendations

- Ensure that the planned developments for the integration and harmonisation of Worthy Down are implemented within the proposed timescales.
- Ensure that all information about trainees is received before or on trainees' arrival at Worthy Down.
- Improve the quality of teaching further by making sure that, following observations of instructors' teaching, development points are identified and recorded for them.
- Develop strategies for sharing good practice within and across all schools.
- Use data more effectively to monitor the performance of trainees by cohort, thereby identifying trends and enhancing the quality of training.
- Enhance the amenities and leisure activities that are available for trainees at weekends.

# Infantry Training Centre, Catterick

## Overall effectiveness of welfare and duty of care: Good

**108.** 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 standard entry infantry recruit training combines phase 1 and phase 2 training in a 26-week course for Line Infantry, 28 weeks for Guards and Paratroopers (excluding driver training) and a 39-week course for Gurkha Company. Junior soldiers join the Infantry Training Centre 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, which lasts 12 weeks for Line Infantry and 13 weeks for Guards and Paratrooper entry. Junior soldiers join the Paratroopers at week 6.

**109.** The Infantry Training Centre comprises three independently commanded units: Infantry Training Centre Support Battalion, and two infantry training battalions. Colocated is the headquarters of the School of Infantry. One infantry training battalion trains Line Infantry, following the combat infantryman's course for recruits joining the Queen's, King's, and Prince of Wales Divisions, the Rifles and the Royal Regiment of Scotland; the other battalion trains Gurkhas, the Parachute Regiment, Guards, Line Infantry, Junior Entry, Territorial Army recruits and non-commissioned officers. Two-week driver training follows the military training for those who need it. On completing their training, soldiers go directly into the Field Army. The Infantry Training Centre Support Battalion provides logistics, administration and support for the whole of the establishment. It manages the training support structures, including the gymnasium, rehabilitation, discharges, medical, food, and several other support units.

## Overall effectiveness of welfare and duty of care

**110.** The quality and management of welfare and duty of care for recruits and trainees are good, and outcomes are adequate. Overall wastage rates are falling, although variations continue between different battalions, divisions and cohorts. Overall and first-time pass rates are improving as the latest version of the Combat Infantryman's Course has a positive impact on recruits.

**111.** Specialist support to raise recruits' levels of language, literacy and numeracy is currently being delivered too late, at the end of their Combat Infantryman's Course. However, following a successful trial, staff plan to deliver functional skills training to recruits who need it before they start their training.

**112.** The recruits value the support and encouragement they receive from instructors throughout their training. They also speak positively about the support they receive from the padre and other welfare agencies. Company and platoon staff carefully record trainees' welfare and duty of care concerns. Divisional staff and senior Infantry Training Centre staff maintain effective oversight and frequently review all recruits identified as at risk via the monthly Unit Health and Welfare Committee. The establishment has workable programmes of preventative maintenance for older parts of the estate, to ensure continued fitness for purpose. Most recruits now live in new, well-equipped accommodation blocks and they have increased access to a good range of leisure and recreational facilities. Recruits are well cared for through effective medical and dental services. However, the quality of medical information received from Army Foundation College is insufficient to ensure that those with any previous or continuing injuries are monitored and treated promptly. Physical training is good. A constructive project is planned to research the prevalence of stress fractures at various points during training.

**113.** Strategic leadership and management of training and welfare and duty of care are good. Staff have a clear understanding of their responsibilities and priorities in relation to the training, welfare and duty of care of recruits and trainees. The collation, analysis and use of data are significantly improved. Senior staff use information particularly effectively to identify areas for improvement, develop the programmes and manage the performance of instructors. A culture of continuous improvement is established and battalions understand and implement strategies for improvement.

### **Recommendations:**

- Reduce the variations in wastage rates between cohorts and improve the consistency of first-time pass rates for all recruits by continued rigorous data analysis and performance management.
- Implement proposed functional skills improvements according to the planned timescale, and further develop recruits' literacy and numeracy skills through contextualised learning.
- Retain and take forward workable programmes of preventative maintenance for older parts of the estate to ensure continued fitness for purpose.
- Improve the quality of medical information received from Army Foundation College to ensure that those with any previous or continuing injuries are monitored and treated to prevent recurrence.
- Take forward the research into the prevalence of stress fractures at various points in the training.

# Annex A:

## Summary of overall inspection judgements

The following table summarises the outcomes of the individual inspections.

Establishment	Service	Overall effectiveness	Outcomes for recruits and trainees	Quality of welfare and duty of care	The effectiveness of leadership and management
Commando Training Centre Royal Marines – Commando Training Wing	Royal Marines	Outstanding	Good	Outstanding	Outstanding
Commando Training Centre Royal Marines – Command Wing	Royal Marines	Outstanding	Good	Outstanding	Outstanding
RAF Halton, Recruit Training Squadron	RAF	Good	Good	Good	Good
Army Foundation College	Army	Outstanding	Good	Outstanding	Good
Defence Intelligence and Security Centre	Defence	Good	Good	Good	Good
Royal Military Academy Sandhurst	Army	Adequate	Good	Adequate	Adequate
HMS Raleigh, Royal Naval Submarine School	Royal Navy	Good	Outstanding	Good	Good
HM Naval Base Clyde, Submarine Qualification Course	Royal Navy	Good	Outstanding	Good	Good
25 Training Regiment, Princess Royal Barracks, Deepcut	Army	Adequate	Good	Adequate	Adequate
Defence College of Logistics and Personnel Administration, Worthy Down	Defence	Good	Good	Good	Good
Infantry Training Centre, Catterick	Army	Good	Adequate	Good	Good

## Annex B: Inspection dates

Establishment	Inspection end date
Commando Training Centre Royal Marines – Commando Training Wing	12 October 2012
Commando Training Centre Royal Marines – Command Wing	12 October 2012
RAF Halton, Recruit Training Squadron	18 October 2012
Army Foundation College	08 November 2012
Defence Intelligence and Security Centre	30 November 2012
Royal Military Academy, Sandhurst	06 December 2012
HMS Raleigh, Royal Naval Submarine School	11 January 2013
HM Naval Base Clyde, Submarine Qualification Course	17 January 2013
25 Training Regiment, Princess Royal Barracks, Deepcut	31 January 2013
Defence College of Logistics and Personnel Administration, Worthy Down	07 February 2013
Infantry Training Centre, Catterick	07 February 2013

# Annex C:

## Supplementary report on instructor training

### The suitability and relevance of training and development for instructors in phase 1 or 2 training establishments

#### Background to the report

1. This report was commissioned by Ministry of Defence Training, Education, Skills, Recruiting and Resettlement (TESRR) to assess the suitability and relevance of the Defence Train the Trainer courses attended by instructors in phase 1 or 2 training establishments, and their development once in role.
2. The report is based on the reports from 31 inspections conducted by Ofsted between September 2010 and March 2013 in 24 training establishments; discussions with personnel from the Defence Centre for Training Support, the Army Recruiting and Training Division, and Army Staff Leadership School; and analysis of management information and review of documentation, including the Defence Technical Training Instructor Survey report.

#### Context

3. In 2005, the ALI's report, *Safer training*, recommended that:

'Instructors should be selected and their suitability appraised for working in initial training and they should be trained as instructors with additional understanding of managing recruits and their welfare and duty of care needs before taking up their duties; and should undertake continuous professional development and regular, formal performance appraisals thereafter.'<sup>6</sup>

Although much has happened to embrace these recommendations and make improvements, there is still more to do.

4. The Defence Centre for Training Support has pan-defence responsibility for the training of instructors. Tri-service experts from the training environment and field forces advise an overarching

Customer Executive Board. All military and civilian instructors providing training in phase 1 or 2 training establishments are mandated to meet the requirements of the Defence Train the Trainer programme delivered by, or under franchise from, the Defence Centre for Training support or to have a recognised equivalent qualification. The Defence Train the Trainer programme is a 13-day course and incorporates training in Defence Instructional Techniques, Care of Trainees and a Certificate to teach in the Lifelong Learning sector at level 4. All of these can be provided as independent courses. A Defence Instructor Monitoring and Evaluation course is available to develop assessment and coaching skills for those with responsibility for monitoring and supporting instructors. A more detailed Defence Instructor Assessment and Development course is available for those with responsibility for managing the assessment, coaching and development of instructors.

5. Eleven training establishments have franchise agreements with the Defence Centre for Training Support and provide approximately 80% of the Defence Train the Trainer courses. Between 2010 and 2012, over 5,500 instructors completed these courses. The majority of instructors were Army personnel; over half of all instructors are trained by the Army Recruiting and Training Division Staff Leadership School.

#### Main findings

6. Ofsted's annual report on welfare and duty of care in Armed Forces initial training in 2012 highlighted the vital role played by instructors in making sure that the personal and educational needs of recruits and trainees are met effectively. However, many establishments still lack effective systems for improving the quality of training and ensuring that instructors receive appropriate continuing professional development to supplement the basic training and coaching skills developed through the Defence Train the Trainer course.

7. The Defence Train the Trainer programme provides a good, basic introduction to teaching and training techniques, as well as an understanding of welfare and duty of care, contextualised to reflect the needs of recruits and trainees. Instructors with a sound understanding of these aspects have a more positive and beneficial impact on recruits and trainees during initial training. However, some instructors, especially in the Army, might have completed the instructional techniques aspect of the course several years before attending a consolidated and shorter Defence Train the Trainer course and might not remember all the techniques taught.

8. The selection procedures for instructors for initial training seek to ensure that candidates appointed will be good role models for the recruits and trainees. This aspect of selection has significantly improved and the majority of instructors recognise the importance of their role. Most applicants now want to be instructors: either they volunteer or they are consulted about their posting. More now see the role as an opportunity to develop and enhance their career. In many establishments, potential instructors pass a pre-selection course/test or attend a familiarisation event to understand better the context of initial training and their roles and responsibilities. A few instructors still have misconceptions about what life is like in a training establishment and are unaware of the long hours they might have to work with recruits and trainees.

9. Too many instructors still arrive in post without having completed their Defence Train the Trainer course. In half of the phase 1 establishments and in over half of phase 2 training establishments, fewer than half of all the instructors begin their new roles having completed the training. This places an additional burden on training establishments since they must manage and monitor the aspiring instructors closely for several months. With the constant turnover of staff, it remains difficult for establishments to have more than 80% of their

instructors who are qualified. This is a common picture with no significant difference between the different phases of training or services.

10. The training of instructors remains an important part of mitigating risk in initial training, not just from the perspective of teaching and learning but, perhaps more importantly, in relation to the welfare and duty of care towards recruits. Each service has slightly different training needs for its personnel because of their different levels of prior attainment, skills and experience. It is widely recognised that the best training courses have participants who are selected at the correct level of ability and bring to the course a wide range of skills and experience.

11. Between 2010 and 2013, inspectors have seen a considerable strengthening of instructors' understanding about welfare and duty of care, and the importance of treating new recruits differently from trained soldiers. Recognition by senior staff in the chain of command that instructors need to understand and appreciate diversity while they provide training has also improved. The Defence Train the Trainer course provides a good basis for developing such understanding and skills and gives instructors the tools and techniques they need. However, especially at phase 2, too many instructors still fall back on using standardised PowerPoint presentations with large groups of trainees, which often fail to engage them.

12. Customised induction activities for specific establishments are vital for preparing instructors successfully for their role and ensuring that they understand the context of the training establishment. Effective establishments structure and plan such induction carefully so that instructors shadow more experienced instructors and practise newly acquired techniques. However, too often, delay in completing the Defence Train the Trainer programme means that not all instructors get to practise and develop their new skills before they have to provide training to groups of recruits and trainees. Although mentors are generally effective at supporting new instructors, not all establishments have those who are appropriately

trained and have completed a Defence Instructor Monitoring and Evaluation (DIME) course or its equivalent.

**13.** Instructors are observed as part of the appraisal process, often by their chain of command. However, the observer might not be sufficiently qualified or trained to evaluate the quality of teaching and learning or provide support for the instructor to improve. It might be the case that the observer is a subject matter expert, whose focus is to ensure that the training complies with the Defence Systems Approach to Training Quality Standard and that instructors cover the syllabus. This means that there is limited focus on the effectiveness of instructors' teaching and recruits' and trainees' learning.

**14.** The large majority of reports of observations evaluated by inspectors do not give instructors developmental action points to help them improve both their teaching, and the learning of recruits and trainees. This is often the result of insufficient knowledge, skills and experience on the part of the observers. Few initial training establishments have sufficient numbers of personnel who have DIME and Defence Instructor Assessment and Development course (DIAD) qualifications to provide continuing professional development and support for all instructors. However, the picture is improving in 2012–13, with more personnel completing DIAD training than in previous years. The coaching, mentoring and support for instructors were good in half of the establishments inspected in 2012–13, although in the rest of the establishments the support mechanisms were still new and underdeveloped.

**15.** Most instructors complete the Certificate to Teach in the Lifelong Learning Sector qualification as part of the Defence Train the Trainer course. Continuing professional development for instructors takes place randomly across the different services and establishments. In the best cases inspected, continuing professional development activities were contextualised for the specific establishment. Several establishments encourage instructors to complete

higher-level teaching qualifications, although there is little reliable data on how many do so. In many cases, instructors have too few opportunities to share good practice within schools or across establishments and Defence as a whole, or to develop innovative teaching that goes beyond a standard presentation.

**16.** Recognition is growing that instructors need to develop more modern training techniques where they can use learning resources and modern technologies to provide variety in teaching and learning. Establishments that have modern technologies do not always use them effectively. However, these technologies can be effective only when instructors understand clearly how young people and adults learn and are confident in using a variety of approaches to meet individuals' needs.

**17.** The increasing amount of subcontracted teaching and learning across defence establishments highlights the need to ensure that the staff of subcontractors are suitably trained, either on the full Defence Train the Trainer course, or in the care of trainees. Training establishments have insufficient numbers of qualified staff to conduct and/or review observations of lessons carried out by subcontractors to ensure that the quality of teaching and learning remains high.

## Recommendations

- Ensure that commanding officers prioritise attendance and plan places on Defence Train the Trainer courses before potential instructors take up their postings.
- Develop systems for observation and monitoring in all training establishments that assure and improve the quality of training and provide developmental feedback for instructors.
- Ensure that training establishments have sufficient, appropriately trained personnel (DIME and DIAD) to assess, coach and mentor instructors through induction and to contextualise Defence Train the Trainer for specific training establishments.
- Provide instructors with a wide range of opportunities for continuing professional development to develop their skills beyond what is provided by the current Defence Train the Trainer course; this should include an introduction to training, management, coaching and welfare.
- Create a culture for sharing best practice within establishments and across Defence as a whole.
- Ensure that instructor training remains relevant and aligned to national policies and the proposed deregulation of training in the further education and learning and skills sector, as outlined in the Lingfield Report.<sup>7</sup>

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7. *Professionalism in further education – final report of the independent review panel* (12/1198), Department of Business, Innovation and Skills, 2012; [www.gov.uk/government/publications/professionalism-in-further-education-final-report-of-the-independent-review-panel](http://www.gov.uk/government/publications/professionalism-in-further-education-final-report-of-the-independent-review-panel).

# Annex D:

## 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 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 MoD (TESRR) as priorities
- liaise with TESRR on the schedule of visits to optimise inspection effectiveness
- provide a bi-monthly oral progress report on inspection outcomes to TESRR
- 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.



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