Better training

Managing risks to the welfare of recruits in the British armed services: two years of progress
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Contents

Ministerial foreword vii
Commentary 1
Context 6

FINDINGS - initial training for other ranks 7
Response to DHALI 8
Leadership and management 10
Instructor selection 12
Recruitment 14
Support and welfare 16
Physical training 18
Firearms 20
Accommodation 22
Meals and recreation 24
Equality and diversity 26
Risk management (suicide and self-harm) 28
Induction and literacy, numeracy and language 30
Bullying, harassment and complaints 32

FINDINGS - initial training for officers 35
Accommodation 36
Food and nutrition 36
Guarding and weapons 36
Staff selection and training 37
Leadership and management 37
Equality and diversity 38
Course design and delivery 38
Complaints 41
Physical training 41
Welfare and duty of care 41

SUMMARY REPORTS 43
3 Royal School of Military Engineering Regiment, Minley 44
Army Training Regiment Lichfield 46
Infantry Training Centre Catterick 48
Royal Marines School of Music 50
Maritime Warfare School Collingwood 51
Royal Military Academy Sandhurst 53
Commando Training Centre Royal Marines 55
Lympstone Young Officer Training 55
## Contents

<table>
<thead>
<tr>
<th>Commando Training Centre Royal Marines</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lympstone Recruit Training</td>
<td>57</td>
</tr>
<tr>
<td>11 Signal Regiment Blandford</td>
<td>59</td>
</tr>
<tr>
<td>Defence College of Logistics Princess Royal Barracks &amp; St Omer Barracks Deepcut</td>
<td>61</td>
</tr>
<tr>
<td>HMS Raleigh</td>
<td>63</td>
</tr>
<tr>
<td>HMS Sultan</td>
<td>65</td>
</tr>
<tr>
<td>RAF Halton</td>
<td>67</td>
</tr>
<tr>
<td>Officer and Aircrew Cadet Training Unit, RAF Cranwell</td>
<td>68</td>
</tr>
<tr>
<td>Britannia Royal Naval College Dartmouth</td>
<td>70</td>
</tr>
<tr>
<td>Army Training Regiment Bassingbourn</td>
<td>72</td>
</tr>
<tr>
<td>RAF Honington</td>
<td>74</td>
</tr>
<tr>
<td>School of Electronic and Aeronautical Engineering Arborfield</td>
<td>76</td>
</tr>
<tr>
<td>Army Foundation College Harrogate</td>
<td>78</td>
</tr>
<tr>
<td>No 4 School of Technical Training, RAF St Athan</td>
<td>80</td>
</tr>
<tr>
<td>Army Training Regiment Winchester</td>
<td>82</td>
</tr>
<tr>
<td>Royal Armoured Corps Training Regiment, Bovington</td>
<td>84</td>
</tr>
<tr>
<td>Central Air Traffic Control School, RAF Shawbury</td>
<td>86</td>
</tr>
<tr>
<td>Army Training Regiment Pirbright</td>
<td>87</td>
</tr>
<tr>
<td>Defence College of Aeronautical Engineering Cosford</td>
<td>88</td>
</tr>
<tr>
<td><strong>Glossary</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>
Ministerial foreword

In May 2004 I commissioned the Adult Learning Inspectorate (ALI) to conduct an independent and searching review of the way the armed forces train their people.

The ALI report – Safer Training, published in March 2005 – was hard hitting, identifying that training in the Armed Forces, and the care of young people undergoing training, were not sufficiently well managed. The report of Mr Nicholas Blake QC in March 2006 confirmed many of the ALI’s and the House of Commons Defence Select Committee’s findings.

In my foreword to Safer Training I gave my full commitment to delivering the improvements necessary to correct this situation; we had to ensure the right balance between robust preparation for front-line duties and the absolute necessity to treat our young people fairly and with due care. I also identified that independent oversight was vital in providing the transparency required to demonstrate to the wider community that we are determined to improve. To this end, the ALI has continued to have unrestricted access to every aspect of our initial training whilst we have sought to implement the necessary improvements. In this follow-up report, the ALI returns its judgements on our efforts to improve the initial training environment and to reduce the risks to the welfare and wellbeing of recruits and trainees.

As the Chief Inspector, David Sherlock, notes in his introduction, substantial improvements have been made everywhere, with some very marked achievements. I welcome this positive tone. From the outset, our programme of improvements has been ambitious and vigorously pursued. Against a backdrop of fiercely competing priorities, not least our operational commitments in Iraq and Afghanistan, we have invested some £73M of additional funds to date, with a further £50M planned in the coming four years. This major investment, over and above that already committed to the training environment, is testament to our resolve.

But money alone will not suffice. We have completely overhauled our policies, processes and training, notably for our instructors and commanding officers, to ensure that minimising the risks to trainees’ welfare is core activity. I am genuinely heartened by the ALI’s recognition of the scale of achievement thus far and trust that the wider community will gain some reassurance of the scale and depth of our determination to succeed in this critical area. Together, this work has begun to produce the change in culture, recommended by the ALI, to one of continuous improvement.

I fully recognise that there is still much to do. David Sherlock has identified a number of areas where performance can be improved. We must remain focused on addressing these issues, while maintaining the improvements already achieved. Our own inspection teams and the future engagement of the Office for Standards in Education, Children’s Services and Skills will ensure the impetus is maintained, while continuing to monitor progress in an open and transparent manner.
This report helps us to understand what we have achieved and where further effort is required. I am grateful to David Sherlock and his teams for their inspection work, assistance and advice provided over the last two years. It has been difficult and demanding, but we are now beginning to reap the rewards. I am confident that our Armed Forces will continue to receive the training they need and deserve; robust in order to fully prepare them for operations, but delivered in an environment that is fair and sensitive to individuals’ needs.

The Rt Hon Adam Ingram MP
Minister of State for the Armed Forces
March 2007
Commentary

The tragic deaths of four young recruits at Deepcut Barracks between 1995 and 2002 sent shock waves through the armed services. There was widespread public interest and intense scrutiny of the standards of welfare during initial military training.

Highly critical reports were published by Surrey Constabulary, the Parliamentary Defence Select Committee and, at the request of the Ministry of Defence (MoD), the Adult Learning Inspectorate (ALI) and Mr. Nicholas Blake QC. It is no exaggeration to say that the shortcomings which were revealed and which came to be symbolised by a single word – Deepcut – had a traumatic impact upon service personnel and, particularly, the Army.

It became obvious to my inspectors and me as the ALI carried out its first series of inspection visits in 2004-05, that Deepcut represented to members of the armed services a failure to live up to their own very demanding standards set out in the Military Covenant. This covenant has been referred to in both the specific sense of a documented framework but also more generally by senior officers in recent months as an unspoken agreement on which the position of armed force in a democracy rests. The general covenant is between service personnel and the civilian population as a whole. While soldiers, for example, are granted the right to bear arms on our behalf and must give their lives in combat if required, every citizen has a corresponding duty to equip them properly and to care for their dependents. The Military Covenant formally requires that service personnel respect one another, fulfill the duties of comradeship to one another and extend that comradeship to the families of one another. Deepcut represented a profound failure of respect and comradeship. For that reason, above all, it caused great soul-searching among service people of all ranks.

My report on the ALI’s first round of inspections, Safer Training, was published in the spring of 2005. It set out two very significant conclusions that differed somewhat from those reached by others:

- The duty of care for recruits properly lay within the military chain of command and could not usefully be seen as a matter largely for care specialists such as padres, counsellors and the voluntary services.

- Military training could not be conducted without risk, but that the level of risk to which recruits were exposed needed to be systematically assessed and controlled according to the maturity and experience of each individual.

In other words, to minimise the chance of a cluster of events like Deepcut ever happening again, the armed services needed to do what they normally did, only much better; they did not need to start doing anything profoundly different.
External criticism is always irksome. There were those who resisted my conclusions. But the sense of individual and corporate failure was sufficiently widespread and strong to be quickly transformed into a determination to put things right. This report, *Better Training*, necessarily describes work in progress, but it also reveals that things are much more right than they were two years ago. Marked and continuing improvement is the overall verdict, but with still more to achieve.

As the main body of my report shows, the recommendations of *Safer Training*, together with some from the other external reviews, were translated by the MoD into a checklist of objectives to be achieved, called the DHALI grid. We at the ALI have made use of the DHALI grid in assessing progress since 2005. Monitoring and oversight have been detailed and frequent. Establishments identified as having particular problems, whether of deficient systems or clear indications of intensified risk, were visited more than once by my inspectors. It seemed to me important to assess during this round of inspections not only whether recruits to the non-commissioned ranks of the armed services were being appropriately safeguarded, but also whether officer cadets were being trained to assure the welfare of other ranks, whether in training establishments or more widely. The outcome is a comprehensive account of the current circumstances of military recruits and one on which a high level of reliability can be placed.

In summary, these circumstances can be characterised like this:

- Substantial improvements have been made everywhere, with some very marked achievements.
- The relatively brief time that has elapsed since *Safer Training*, and the scale of the armed services, necessarily mean that in some establishments policy is not yet fully matched by practice and, in others, conditions on the ground are in advance of the full implementation of policies to guide consistent delivery.
- There is still much to be done to introduce a true culture of continuous improvement: that is, one in which the three services and individual establishments learn from the experiences of one another and systematic arrangements are made to ensure that progress is made incrementally.

It is, perhaps, one of the features of independent inspection that what is often most noticed are the shortcomings it describes. But there should be no doubt whatsoever that *Better Training* describes something of a triumph of focused effort to resolve serious problems.

Among the achievements I describe are:

- the embodiment of welfare and risk management as integral parts of initial training
- closer supervision of recruits, particularly at night and at weekends
- the special care given to those aged under 18
- the energetic approach taken in reducing harassment, bullying and inappropriate punishment
• improved management of firearms and ammunition and responsible training in their use
• superior management of health, fitness and injury
• the careful management of arrangements for the use of phase 2 trainees as armed guards
• greater involvement of families to help ease the transition from civilian to military life
• the marked upgrading of accommodation for many recruits as part of a multi-million pound programme of investment
• the progress made in managing the risk of self-harm and suicide

These, and other things I describe in the main body of this report, should be a reassurance to the public and a cause of pride to those military personnel who have achieved them. The recently announced Defence Training Review will bring substantial investment into military training over 25 years and rationalise the many training establishments run by individual services into six new tri-service colleges. A radical reduction in the number of training sites, with the associated opportunities to raise operational and management standards, was one of the principal recommendations of Safer Training: I am very pleased to see it implemented.

In some areas, I am not yet satisfied that enough progress has been made. These areas include:

• uneven implementation of service-wide directives, sometimes arising from simple time pressures but also sometimes from the effective operational autonomy of establishments
• the continuing under-use of data to detect, analyse and help resolve problems
• the lack of progress in getting every instructor trained in advance of their posting to a Royal Navy or Army training establishment, compared with the Royal Air Force
• recruitment procedures and materials which sometimes mislead and which are poorly connected to training establishments
• the lack of control of commanding officers over small-scale maintenance which, if anything, has worsened, leading to some poor presentation even in some good modern accommodation
• the continued practice of providing an ‘evening’ meal in the late afternoon, with no fourth meal to give a flow of nutrition appropriate for young people undertaking hard, physical exercise
• inconsistent use of the new service-wide procedure for monitoring and analysing complaints, a year after its introduction
These weaknesses are not insignificant. They need rapid address if the armed services are to draw true satisfaction from the other gains they have made. Inconsistencies of control, analysis and reporting can result in serious anomalies occurring, contrary to the best intentions of those who lead the armed services.

My general conclusion is that the time for wide-ranging independent inspection of recruits’ welfare has now passed. It will not continue to add the same level of value. The support for the services’ own inspectorate, the Directorate of Individual Training Capability (DITC), which is likely to be provided by the ALI’s successor, the new Office for Standards in Education, Children’s Services and Skills, should suffice to provide the level of accountability which is required of all modern public services.

Better Training sets out a number of concerns the resolution of which will not always be quick or easy. They relate to matters which are at the heart of the never-ending requirement that the values of the armed services should remain tightly connected with those of British society in general. As the Military Covenant points out, the bearing of arms sets apart the services, but the distance must never grow wide. Among such ‘cultural’ matters noted by my inspectors were the following:

• Very little systematic handover of command, so that some new commanding officers have made no advance on the achievements of their predecessors.
• Disappointingly slow progress in extending equality of opportunity, with compliance still much more in evidence than a genuine change in attitude.
• Continuing ambivalence about the useful role that an open approach to resolving complaints can play in organisational improvement.
• Too little progress in making overseas recruits quickly effective and at home by providing good teaching in English as an additional language.

Continuous improvement requires an attitude, as well as a set of skills. It should be at the core of our armed services which, rightly, take pride in their quality, their readiness and their adaptability. The forthcoming use of the DITC to evaluate in depth the implementation of equality and diversity policies in the armed services is an encouraging sign of a determination to persist with the pace of improvement seen in the past two years. Better Training presents some obvious sources of inspiration for continuous improvement, in those aspects of officer training that differ from training for other ranks and have been shown to be successful. Even having due regard for the different demands made of officer cadets, such practices appear to offer good examples which could be mirrored in initial training for other ranks. Continuous improvement is often a straightforward matter of comparing and contrasting those things that work well in one part of a large organisation with those which do not in another, and adopting the best for the rest.

The environment in which continuous improvement can become second nature for the armed services has already been created. It is to be seen in the flexibility shown in introducing an extended timeframe for Army initial training to take account of factors such as the poor fitness of recruits on entry and the weak literacy and numeracy skills of some. It is to be seen in a new willingness to try fresh approaches and an equal
willingness to modify or abandon them if they prove unsuccessful. The termination of
the ‘empowered officer’ role that I criticised in Safer Training is a good example of
moving forward by taking a step back. Such open-mindedness and appetite for
well-planned experimentation are the necessary foundations of continuous
improvement.

If the ALI’s involvement with the MoD and the armed services was on occasion
demanding, ultimately it was deeply rewarding. The events that triggered this
involvement could not have been more serious; the armed services’ response to them
could not have been more decisive or proper.

David Sherlock CBE
Chief Inspector of Adult Learning for England
March 2007
The round of inspections that forms the evidence base of this report began in October 2005 and ended in November 2006.

ALI inspectors visited the following training establishments to assess officer training:
- Royal Military Academy, Sandhurst
- Commando Training Centre Royal Marines, Lympstone
- Officer and Aircrew Cadet Training Unit, RAF Cranwell
- Britannia Royal Naval College, Dartmouth

They visited these establishments to assess initial training for other ranks:
- 3 Regiment RSME
- Army Training Regiment Pirbright (two visits)
- ITC Catterick (two visits)
- MWS Collingwood
- Royal Marines School of Music
- 11 Signal Regiment
- Commando Training Centre Royal Marines, Lympstone
- Defence College of Logistics, Princess Royal Barracks and St Omer
- HMS Raleigh
- HMS Sultan
- RAF Halton
- SEAE Arborfield
- ATR Bassingbourn
- RAF Honington
- Army Foundation College, Harrogate
- No 4 School of Technical Training, RAF St Athan
- Army Training Regiment, Winchester
- ATR Lichfield
- RAC Training Regiment, Bovington
- RAF Shawbury
- The Central Air Traffic Control School (CATCS)
- Defence College of Aeronautical Engineering (DCAE) Cosford.

Each visit lasted between one and four days: a total of 79 inspection days were spent at the officer training establishments and 235 were spent at the establishments for other ranks’ training. Some 1,200 recruits and trainees were interviewed, as well as over 800 military and welfare staff. Inspectors also visited 11 Armed Forces Careers Offices.

Initial training is divided into two ‘phases’. Phase 1 gives a general introduction to military life. Phase 2 covers technical and professional training and varies in length according to the complexity of skills to be mastered. For simplicity in the main body of the report we refer to all young people in training as recruits; in the individual establishment reports, those in phase 1 are ‘recruits’ and those in phase 2 are ‘trainees’, as they are designated in the three services.
Findings

Initial training for other ranks

Royal Marine Commandos carry out a demonstration boarding exercise
Response to DHALI

Introduction
The MoD made clear its intentions to support improvements in initial training across the armed services when it created its own central staff inspectorate, the DITC, to look in detail at areas identified by the ALI as requiring attention. The DITC is specifically charged with evaluating the implementation of selected MoD policies that relate to the training environment in phase 1 and in phase 1 and 2 combined training units. It also examines the main issues identified in the DHALI grid. DHALI is the name given to the collective recommendations that came out of three reports relevant to welfare and duty of care in the armed forces: a report by the Director of Operational Capability; a report from the House of Commons Defence Select Committee; and the ALI’s Safer Training. The areas identified as needing improvement were drawn together in a grid, against which training establishments can measure their progress. ALI inspectors considered areas covered by the DHALI grid as they made their assessment of establishments’ progress since their previous visit.

Main findings
All the services have made good progress in responding to DHALI-related issues. Training establishments have responded with different levels of success, but all have made headway in specific areas and many have taken significant strides.

In the four Royal Navy training establishments (including the Royal Marines) inspected by the ALI this year, the response to areas highlighted in the DHALI grid was immediate and comprehensive. Each establishment produced plans that identified clearly actions to be taken and prioritised them appropriately. The Royal Navy has maintained a close relationship with staff on the best practice working group of the Directorate General Training and Education (DGT&E). This has meant that they have had regular feedback on their work and the opportunity to discuss improvements with staff who have a wider view of DHALI. Senior officers play a full part in managing the improvement process and have a clear overview of what is going on. Relevant staff at all levels know what role they have in making sure that actions are carried out. Good progress has been made in areas covered by the grid. Of the areas identified by ALI inspectors as needing improvement, almost three-quarters had reached at least a satisfactory standard by the time of their most recent inspection.

Of the four Royal Air Force training establishments inspected by the ALI, three have produced effective action plans that directly tackle appropriate areas of the DHALI grid. The fourth has taken a risk-based approach to the management of welfare and duty of care that has incorporated the areas for action detailed in the DHALI grid. Senior staff in each establishment have a clear overview of what ground is being gained in specified areas. They manage closely the implementation of the action plans. All the areas for development identified by ALI inspectors have been addressed and 60 per cent have improved to satisfactory, although some areas have still to demonstrate appreciable improvement.

The ALI inspected 11 training establishments providing phase 1 and/or phase 2 training for the Army. Most of the Army establishments have concentrated on producing plans that cover areas specific to their establishment and highlighted by ALI inspection and other audits. Almost a third of the areas originally identified for development by ALI inspectors have improved to satisfactory, but this overall figure hides a mixed picture. In the case of the best establishments, all of the identified areas have improved, but other establishments have made much slower progress. In those establishments where nearly all aspects of training were originally judged by the ALI to be at least satisfactory, the latest round of inspections has found that standards have been either maintained or improved. At the Army Foundation College Harrogate, resources have been targeted at improvement over a period of some two years and a highly effective management process of development and change has evolved, in which senior staff take substantial responsibility for
improvements and regularly report progress to the commanding officer. ATR Winchester has carried out its own analysis of the findings from relevant agencies and used this to enhance the action plan produced in response to the DHALI. The Defence College of Logistics, which includes Deepcut, was quick to respond the findings of its first ALI inspection and the subsequent DHALI grid and its improvements have been rapid and extensive. DCAE Cosford and RAC Bovington are good examples of a measured, evolutionary approach to improvement in which thoughtful analysis of data and well-structured policies are being used as effective management tools.

The extent to which this encouraging trend of improvement can be sustained will only be determined after time and by further inspection – and the role of the DITC will be crucial in this. The frequent change of senior officers and key personnel in training establishments, occasioned by the tour of duty requirement, could serve to hinder the process of continuous improvement. Some newly posted commanding officers have come in with different priorities from their predecessors, which has not only put a brake on progress in the area of welfare and duty of care, but set back some of the improvements previously made.
Leadership and management

Recommendations from Safer Training:
• Consideration of the management techniques normally found in civilian training, including creation of data rich management environments and the assignment of personal responsibility to commanding officers for achieving measured goals
• Longer postings to training establishments for commanding officers
• More tri-service initiatives, learning from each other where relevant
• Active steps to raise the status of training, through the use of rewards, including access to promotion

Progress made
Overall, this is an improving picture as the armed forces begin to reap the benefits of applying modern management techniques to their training activities. The improvement is, however, patchy and the dispersal of good practice across the services is slow. The DITC is conducting a study to establish what is currently best practice in the gathering and use of data, in order to provide guidance to the individual services.

After consideration, the MoD decided that its current policy of a two to two-and-a-half year posting as the normal length for a commanding officer was sound. It was agreed, however, that commanding officers would benefit from additional training. Two-day briefings for commanding officers have been introduced; they are well attended and well received.

Main findings
Since the publication of Safer Training, the armed forces have taken decisive steps to redress the imbalance that existed between training in leadership and training in management for those commanding initial training establishments. The Defence Centre for Training Support based at RAF Halton has developed a two-day tri-service training programme for new and potential commanding officers of phase 1 and phase 2 training establishments. The programme concentrates on the role of the commanding officer as manager and helps the participants to explore ways of sharing good practice and eliminating poor practice. It gives them the opportunity to examine and debate openly management concerns such as those identified in Safer Training, and the Blake Report.

Historically, the armed forces have been slow to adopt modern management techniques – the routine use of accurate data to guide decision-making, for example, has been glaringly absent in the past. The picture in this respect is one of some improvement, exemplified by the work of establishments such as RAC Bovington, DCAE Cosford and MWS Collingwood, where data has been analysed to determine trends and steer subsequent action. MWS Collingwood sends monthly reports to senior staff based on the collected data. This information has proved useful in dealing with various welfare and duty of care matters, such as stress-related problems and incidents of bullying and harassment, and in alleviating the problem of early leavers.

Although all establishments now routinely collect data, it is not yet the case that they all make sensible use of it. It is still too often assumed by training headquarters that individual establishments will make appropriate use of the information. Analysis at service or MoD level is largely irrelevant to the operational management of a training establishment and it is still difficult for staff at establishments to identify who at headquarters holds the data they need.

Information requested by the ALI to complete a standard report sheet varied widely in detail and accuracy from establishment to establishment. The importance of using specific, local intelligence to solve specific, local problems is not widely recognized; instead, softer indicators such as ‘knowing the men’ and ‘gut feeling’ still underpin too many management decisions. On more than one occasion, even a cursory
examination of available data by ALI inspectors revealed issues such as the disproportionate use of remedial training in one section. Despite the records containing this data having been signed off by a senior officer, no action had been taken in response to its contents. Yet when inspectors brought the matter to the attention of the commanding officer of the establishment it came as no surprise and the unit concerned and the staff involved were able to be identified immediately.

The armed forces still hold the view that the requirement to supply operational units in the field militates against the routine extension of the tour of duty in training establishments. The need to cycle officers and NCOs through training establishments, operational theatres and various tours of duty requires a smooth and well-designed process of hand-over. Sustaining the significant improvements made in training establishments across all three services depends heavily on the efficiency of this process. At this stage, the hand-over process appears fragile and its success relies too heavily on the diligence of individual officers and staff.

The MoD issues a steady stream of policies, guidelines, Defence Instructional Notices and Joint Services Publications, all of which require action from individual training establishments. Some of these policies are interpreted at service level; instructions and guidance are developed and passed down the chain of command to help training establishments implement them effectively. Some policies are, however, issued without guidance and others are apparently lost in the system, or simply missed by establishments. DGT&E have recently begun to publish a master list of Defence Instructional Notices on a six-monthly basis to ensure that establishments know what currently applies, but inspectors still found some policies not being implemented at all or being applied in a way that was never intended. For example, staff at RAF St Athan had not begun to implement the Defence Instructional Notice for managing complaints that had been issued some seven months earlier. The way that policies and instructions are carried out is not monitored systematically at the moment. Each establishment is free to decide how best to proceed and, inevitably, wide variations in implementation occur. This problem is being addressed through the monitoring process being carried out by the DITC, with some improvement evident at more recent ALI inspections.

### Good practice

11 Signals Regiment commissioned No 1 Radio School, RAF Cosford to review its welfare and duty of care provision. Such a peer review had never been carried out before within Army training establishments. The review was exceptionally detailed and rigorous and has been of considerable value in identifying strengths and weaknesses. No 1 Radio School is part of the Defence College of Communications Systems and has itself been inspected by the ALI. The criteria for the review were very closely linked to key ALI criteria for inspections of this type.

The review ranged widely across relevant areas. The resulting report gave a good, clear picture of the situation and made some well-considered recommendations for improvements. The results of the review were submitted to 11 Signals Regiment in mid-December 2005 and are being acted upon.

The commanding officer at ATR Pirbright tours the barracks regularly to ensure that each training team and their recruits are inspected twice during their time at the establishment. Subunits receive four weeks notice of inspection. The inspections are particularly thorough and comprehensive. The inspection team includes the adjutant, quartermaster staff, the regimental sergeant major, and Regimental Police sergeant. The subunit officer commanding joins the team. The composition of the team means that quick corrective action can be taken where needed. During the inspection, the adjutant checks the recording books of each troop commander and also checks that copies of all relevant policies are in place. Training staff interviewed confirmed that these inspections are a source of good practice for sharing across subunits.
Instructor selection

Recommendations from Safer Training:

- Competitive selection for instructor postings, including vetting and testing to ensure suitability.
- Mandatory training for instructors before they take up their posts.
- The retention of able instructors in training roles for longer, giving them opportunities for continuing professional development and qualifications, and rewarding them for achievement.
- The use of formal appraisals for instructors, against objectives which are centred on high retention and achievement among the recruits for whom each one is responsible.

Progress made

Instructor selection formed part of the inspection of 19 establishments this time around. In eight of these establishments, it remains an area requiring development. Five establishments have brought their work in this area to a satisfactory level since the previous inspection and one has changed it from an area requiring development to one of strength. One previously satisfactory establishment now requires development in this area. Three establishments are strong in this area of their work. The MoD is currently unable to request criminal record checks for personnel who are going to supervise recruits aged under 18, because these recruits are deemed to be in full-time employment. It is working with the Home Office to amend existing legislation in this area.

Main findings

Two of the establishments providing phase 2 training, 3 RSME and 11 Signals Regiment, have good processes for selecting instructors. Both of them pre-select appropriate individuals before submitting them formally as candidates to the central personnel office in Glasgow. Potential candidates are encouraged to visit the training establishments. This exercise has a dual purpose: first, it allows candidates to be informally assessed by the training team and second, it helps candidates to decide whether the training environment suits them. Similarly, instructors for phase 1 training in the Royal Electrical and Mechanical Engineers and the Royal Artillery are carefully selected to ensure their suitability – in these branches of the Army a posting to a training establishment is regarded as a beneficial career move. The majority of corps and regiments, recognising the importance of training, select and send their very best instructors. In the infantry, however, a move into training is not necessarily perceived as career enhancing.

The MoD and the armed forces have placed a high priority on the training of instructors over the past two years. Significant work has been done to develop and establish standards for the tri-service ‘Defence Train-the-Trainer’ programme. This course now incorporates aspects of welfare and duty of care and is much more likely to provide new instructors with the knowledge, skills and information they need to do their jobs well. The intention is that instructors attend this course either before or within four to six weeks of their arrival at their establishment: the most recent statistics from MoD show that while the situation is rapidly improving in the Royal Air Force, where approximately 80 per cent of instructors do so, the proportion is only about 40 per cent for the Army and 35% for the Royal Navy. Inspectors also found evidence of a backlog of applicants for the course. Although the majority of new instructors are mentored and supported well by staff at their establishment, some still end up working with recruits for months without any formal training.

All the training establishments aspire to engaging instructors who have the necessary skills and commitment to get the best out of the young men and women in their charge and to provide the high level of support that they need. This has not yet been uniformly achieved. Instructors are still more usually posted than selected and some of them remain ill-prepared for the demands of working with young recruits in a training role,
which can necessitate working in excess of 70 hours per week. The Army, in particular, posts a significant number of instructors directly from front-line operations. The contrast between being on active service and being an instructor in a training establishment is stark and some find it understandably difficult to adjust. Some do not demonstrate the attitudes or behaviours required to maintain the delicate balance between discipline and support in the training environment. That said, the vast majority of instructors are dedicated to their role and do a good job.

The armed forces do not make the most of the experience that long-serving NCOs could bring to the training function. The more junior military instructors could learn much from working alongside retired service personnel operating as civilian instructors. In establishments such as RAC Bovington, for example, the skills and expertise of retired officers provide much-needed continuity and stability in the training environment. Invaluable training knowledge, including that required to work with recruits in basic training, is being lost as more senior NCOs leave the services.

Royal Navy training under battle conditions
Recruitment

Recommendations from Safer Training:

- A uniform approach to testing recruits across all three services, with regard to their potential and their educational attainment, and to recording and analysing the data collected.

- Greater care in ensuring that a realistic picture of service life is presented including making ‘taster’ experiences generally available.

- Routine provision of feedback from training establishments to careers offices on the quality and success of recruits.

Progress made

Individual establishments have no control over armed services’ recruitment practices and the picture found by inspectors at each establishment reflects the situation at service level. Each service retains its own arrangements for testing potential recruits. Taster experiences are available in the Army and the Royal Navy. No qualitative feedback is given to careers offices about the success of recruits – the information is limited to the numbers that drop out of training.

Main findings

The Armed Forces Careers Offices provide a good resource and offer a wide range of general information. The marketing materials used, including videos and computer presentations, are attractive and stimulating. Staff are given appropriate training to carry out their role, and understand it well. Despite this, many Army information guides do not reflect the changes to the common military syllabus and refer to 12-week rather than 14-week initial training periods. Information about the Royal Navy and the 19 Royal Air Force trade groups can be confusing and some recruits get to phase 2 before discovering that the career they have chosen is inappropriate. Some recruits report that they are steered into trades for which they are unsuited or have little interest, but where shortages exist.

All three services carry out an initial assessment which, to a varying extent, indicates a potential recruit’s aptitude and suitability for a given career path. The assessment carried out on behalf of the Royal Navy and Royal Air Force includes some measurement of literacy and numeracy skills. Both services carry out a more rigorous assessment once a recruit enters training. The Army, relies on the ‘general training indicator’ produced from the British Army Recruit Battery tests.

All three services are well aware of the ‘shock of capture’ effect that recruits experience when they enter the services, despite all they have been told at the careers offices. They all try to provide opportunities for potential recruits to get a good measure of the service they are about to join: the Army through its ‘development and selection centres’; the Royal Navy through its ‘acquaint course’, and the Royal Marines through its ‘potential Royal Marines’ course. These courses are run by experienced senior NCOs who provide accurate first-hand information about training and future trades, regiments or corps. Recruits at HMS Raleigh who had attended the three-day course at Rosyth had found it an extremely useful preparation for life in the Navy and also thought it had helped to begin the process of getting to know other recruits.

Five of the 11 Armed Forces Careers Offices visited by inspectors were sending out-of-date joining instructions, which could result in recruits making unnecessary purchases of kit. A number of establishments, including AFC Harrogate and Pirbright, have developed and sent out their own marketing materials and kit lists to the careers offices to ensure that new recruits have the most current information.

The screening of medical records at the selection centres has improved since Safer Training and existing medical conditions are being more accurately identified. That said, some recruits
still arrive for phase 1 training with prior medical conditions which render them unfit for service but which were not identified during their various medical screenings at careers offices, by general practitioners or at the Army’s development and selection centre.

The fitness level of some new recruits, particularly women, continues to be a problem despite the provision of fitness development and support initiatives and pre-joining fitness tests. A consequence of poor fitness is that some recruits are discharged shortly after entry, disappointing the recruit and wasting valuable resources. Recruits, especially those who join the Army, are not made adequately aware that they will be required to swim as part of their training. This is especially a problem for recruits joining from foreign and Commonwealth countries.
Support and welfare

Recommendations from Safer Training:
• That comprehensive welfare frameworks be introduced at every establishment, setting out clearly the duties, lines of accountability and powers of everybody involved, civilian and military
• Civilian and military welfare staff should work as a team, sharing information and records
• The empowered officer role should be terminated
• All instructors should be trained in welfare matters
• Civilian welfare staff should be selected or trained to provide professional services in care

Progress made
An assessment of support and welfare arrangements formed part of the inspection of each of the 20 establishments visited. In ten of the establishments this aspect was a strength and it was satisfactory in the other 10. Excellent progress has been made across the piece to ensure that welfare and duty of care arrangements are at the heart of training. Supervisory care directives are in use at all establishments. The empowered officer role has been terminated and the role of the unit welfare officer has been extended. Some work still needs to be done to create ‘joined-up’ civilian and military systems in all establishments.

Main findings
Training establishments have undergone a sea change in their approach to matters related to welfare and duty of care. During the first round of ALI inspections, support and welfare services were often seen as an appendage to the core business. It is now the case that welfare and duty of care are treated as integral and essential parts of the experience provided for all recruits. Recruits seldom expressed anything but praise for the support they receive from their immediate instructors and welfare staff or for the range of welfare services available to them.

Night-time patrols of recruits’ accommodation are now commonplace. Staff are given specific responsibility for overnight or weekend welfare duties. In the better establishments, these staff are briefed in detail by senior staff at the start of their watch and report back to senior staff at the end. Recruits aged under 18 can usually be easily identified from accommodation lists and bunk numbers posted in the entrance to accommodation. At MWS Collingwood and HMS Sultan, more experienced recruits or specially selected senior ratings are given welfare responsibilities in the accommodation, in much the same way as they would be at sea.

The arrangements for recruits’ welfare are now set out clearly in supervisory care directives. These directives are now established across the training environment but it will take some time before staff at all levels and in all establishments are fully aware of their benefit. At their best, as at RAF Halton for example, the directives are underpinned by comprehensive risk assessments, which are regularly reviewed and updated. They provide a valuable safety net for recruits who may be vulnerable. Some establishments have borrowed and adapted directives developed elsewhere and have yet to carry out detailed risk assessments of their own specific circumstances.

The tone for a training establishment’s approach to welfare and duty of care is usually set by the commanding officer. If the commanding officer sees welfare as an integral component of their leadership strategy, the resulting inclusive approach helps to ensure that recruits are fully protected and the risk of self-harm is minimised. Junior NCOs still provide the first line of responsibility for the welfare of recruits and they are best able to discharge this responsibility in an atmosphere of support from officers.

Most training establishments have set up forums to co-ordinate welfare and duty of care activities. These forums usually include civilian welfare agencies and some key military welfare staff.
such as the unit welfare officer. Each establishment tends to concentrate its efforts on those recruits deemed to be ‘at risk’. This approach works best where the formal and informal links between uniformed and civilian staff are strong enough to provide a closely knit welfare and support system for recruits.

As with most aspects of service life, the success of welfare and support depends to a large extent on the efficient operation of the chain of command. In most cases this works well. It is not enough, however, for the chain of command to be strong; those in it have to be well briefed and have experience of dealing with the physical and emotional needs of their most vulnerable recruits. Inevitably, especially in the Army, some staff are posted straight from field deployment to a training establishment, necessitating a rapid adjustment to the training role. This transition proves more difficult for some than others.

Where there is insufficient induction and preparation for these staff, or recognition of the difficulties they face, some struggle to provide adequate welfare support for recruits and trainees.

Other welfare services, such as the chaplaincies, WRVS, The Soldiers, Sailors, Airmen and Families Association, Salvation Army and Army Welfare Service continue to deliver a valuable and much appreciated service to individual recruits. Their position outside the chain of command allows them to offer an alternative perspective and a less formal service than the military welfare staff. Although the impact of these civilian services often hinges on the enthusiasm of the individuals involved, they make an important contribution to the support and welfare of recruits.

Support services for recruits aged under 18 are well organised and highly effective. All establishments carry out close monitoring of recruits off site. Those recruits who take weekend leave away from their establishment have to provide contact details so that their whereabouts are known. Some phase 1 training establishments are now alcohol-free. In those which are not, arrangements to prevent the consumption of alcohol by under 18s are sound.

The approach of the services to recruits’ families has improved significantly and is much more open and welcoming. Much greater efforts are made to keep recruits’ families informed about, and involved in, their training. Contact with the families of recruits now goes far beyond informing them about problems and includes letters and phone calls about their progress in general and any forthcoming events in which families may be interested. Many phase 1 establishments now have regular family days mid-way through a course. Some have set up websites on which families can see pictures of the recruits during their training.

**Good practice**

A training event was held for all squadron staff at 11 Signals Regiment who are involved directly in the management of welfare and the duty of care. It was designed to help them understand some of the problems faced by 17 to 19 year olds in society today. A youth worker from a local school ran a one-day workshop that dealt with typical issues that affect young people, such as those related to alcohol, sex and drugs. The session carefully explored the effects of peer pressure on young people. For staff without children of their own, and especially for those who had been in the Army for a long time, the session provided an excellent opportunity for them to appreciate some of the problems faced by young people in a civilian setting.
Physical training

Recommendations from Safer Training:

- The armed forces should exercise greater control over pre-entry physical testing, and reduce the reliance on self declaration.
- A review to eliminate anomalies in the standards required for PT and set them accurately in accordance with the work recruits do.
- Abandonment of gender free approach to women and the restoration of gender fair regimes.
- More systematic use of data on fitness, training undertaken, injury and rehabilitation.

Progress made

An assessment of the physical training provided for recruits, and of the facilities for that training, was made at 18 establishments during this round of inspections. The facilities were found to be a strength in 10 establishments, satisfactory in seven and requiring development in one. The training itself was a strength in five establishments. It was satisfactory in the other 13, four of which had been identified as requiring development at the previous inspection. Improvements have also been made in rehabilitation, with five of the six establishments identified as needing development moving to a satisfactory position in this area.

All three services have responded well to the challenges of Safer Training: they give much better guidance and information on what will be expected of recruits and different fitness levels are required of different Army corps and regiments in line with the work they do. All female recruits to the Army now have their physical training at ATR Pirbright. They train separately from male recruits and their training is handled well to take into account their different physical needs without compromising standards.

Main findings

Many recruits join the armed services unfit and increasingly the services find themselves recruiting from a society where excess weight and generally poor fitness is prevalent. In response to this, the services now offer potential recruits an informative DVD and printed materials on how to improve their fitness.

The Royal Air Force and Royal Navy have also linked up with a national chain of fitness clubs to give potential recruits the chance to test their fitness before making the decision to join up. The standard of fitness required by the Army Development and Selection Centre is slightly lower than that expected of a recruit in order to pass their phase 1 training and consequently a few recruits still struggle when they enter phase 1. Fewer recruits leave the armed services training because of inadequate levels of physical fitness than was the case when the ALI first inspected this aspect of training. The Army, partly in response to the acknowledged difficulties trainees experience in reaching the required fitness level within 12 weeks, has introduced a pilot programme which extends the training to 14 weeks.

Regrettably for military training establishments, the medical screening of potential recruits by general practitioners often fails to identify some chronic conditions which subsequently result in medical discharge during phase 1 training. The services cannot insist on full disclosure of an individual’s medical records ahead of an offer of employment, but the Army is running a trial medical questionnaire with general practitioners in order to reduce the reliance on recruits’ self-declaration. Few establishments retain detailed data on medical discharges and they rely on analysis being carried out further up the chain of command.

Physical training facilities are generally good. ATR Winchester and HMS Raleigh, in particular, are very well equipped for basic training and include on-site swimming pools. All recruits have to take an armed forces swimming test and
in those establishments without swimming pools, the additional support some recruits need to pass this test makes considerable demands on the time of staff and recruits. For example, at ATR Lichfield it takes about 80 minutes to get to and from the swimming pool, which eats into the time available for other activities. Recruits to the Royal Navy and Royal Air Force must pass the swimming test, but Army recruits are not required to do so and some enter phase 2 of their training without being able to swim well enough to pass the test.

All three services have improved the physical training they provide. In none of the establishments inspected this year was the training found to be unsatisfactory. The physical training programmes in phases 1 and 2 are designed carefully to gradually build the fitness levels of recruits. At HMS Raleigh, as at most establishments now, recruits are grouped on the basis of their performance at initial fitness assessments, allowing training to be tailored to each group’s ability. Instructors from the training team attend all physical training sessions and their knowledge of recruits who are vulnerable or at risk provides a welfare safety net where necessary. Recruits are set achievable training goals, differentiated for gender. In the Army, those in phase 2 of their training are required to raise significantly the level of their personal fitness and are given appropriate training and support to enable them to do so.

Mandatory physical training now forms part of the phase 2 programme. Most establishments have managed this by rearranging the programme to include five 50-minute periods of physical training each week. The RAF has adopted a system that allows recruits to complete at least 250 minutes of supervised physical training over 10 working days. For a few recruits who are recovering from injury and require regular rehabilitation, the scheduling of physical training periods does not always aid their recovery. Adventure training offers all recruits the chance to further work on their levels of fitness as they pursue during team-working and leadership exercises. For the vast majority of recruits, adventure training is exceptionally rewarding, albeit demanding.

The management of injured recruits is much better than at the time of the previous ALI inspections. Training staff are more aware of the nature and most likely causes of injury. They provide timely and appropriate treatment. Where recruits are removed from their training programme for a recovery period, their programme of rehabilitation is generally well structured and managed effectively. The majority of recruits return to training in good physical shape to complete their course.

**Good practice**

A home-conditioning programme has been introduced to improve the physical fitness of potential trainee gunners before they arrive at RAF Honington. This involves a series of exercises that can easily be performed at home without specialist equipment. The programme offers advice on running, swimming and footwear. It is presented in a good-quality illustrated booklet, and includes a training diary. A screening programme allows meaningful data to be collected so that the programme can be fully evaluated. The measurements and methodology to be used have been put into an illustrated leaflet so that new staff can conduct the screening required.
Firearms

Recommendations from Safer Training:

- The Army should further reduce the risks associated with young people using firearms, including the provision of more secure storage away from firing ranges and greater use of simulators.
- Uniform practice across all three services on deployment of recruits as armed guards at night.
- Night guard duties for recruits should be avoided when they fall between training days.

Progress made

In line with the overall improved management of risks to recruits, the approach to the use of firearms is now robust in all training establishments.

Main findings

The risks associated with the use of firearms in training establishments were of great concern to the ALI in its first round of inspections, but these risks are being managed much more carefully by the armed services and have been significantly reduced. Unsupervised access to weapons and live ammunition is more tightly controlled and measures to ensure the safe storage of weapons during meal times and other periods when weapons are not required are more robust: weapons are placed either in locked racks or stored on open display in corridors guarded by staff and pairs of recruits. At night, weapons are no longer stored in the accommodation blocks but are returned to the armoury.

Many establishments have carried out effective reviews of their firearms training, tightening safeguards and ensuring that recruits are introduced to using firearms with more consistency. Recruits gain confidence through drill and cleaning in the early stages of training and move to controlled live firing exercises later in their training. This measured and controlled acquisition of skills ensures that by the end of their training recruits have a good understanding of how to safely store, handle and use their weapons. There is now much greater general awareness of the risks to new recruits that can result from the combination of access to weapons and live ammunition in unsupervised locations and personal risk factors.

The issue of young recruits carrying out guarding duties without appropriate training and supervision has been resolved. The MoD has made additional funds available for professional guarding services. In phase 1 establishments, the Military Provost Guarding Service carries out all armed guarding functions and the Military Guarding Service provides entrance and booking functions. In phase 2 establishments, some trainees are expected to undertake armed guarding, but only after appropriate training. In the better establishments, such as DCAE Cosford, all trainees complete two weeks of guarding to break up their studies. Although phase 1 recruits are not required to carry out guarding duties during their training, they are still adequately prepared for the guard duties they will eventually carry out in the field.
Young recruits from 3rd Lancaster Troop during a four-day field exercise.
Accommodation

Recommendations from Safer Training:

- Commanding officers of training establishments should hold their own budgets for minor repairs and maintenance and be encouraged to attain high standards.
- The style of accommodation for recruits should be as close as is practicable to decent circumstances in civilian life.

Progress made

The standard and appropriateness of accommodation was considered as part of all 20 establishment inspections. It remains an area for development in two establishments. Three establishments had brought their accommodation up to a satisfactory standard since the previous ALI visit, reflecting the significant investment made in accommodation by the MoD. In one previously satisfactory establishment, accommodation is now a strength.

Main findings

Taken as a whole, the standard and maintenance of accommodation are satisfactory. The MoD expended significant resources to ensure that accommodation was in good order before being handed over to the new regional prime contractors: as an example, new furniture and carpets were fitted throughout the accommodation for recruits and NCOs at ATR Winchester and the recreation facilities there were refreshed. It should also be mentioned that living conditions are often enhanced by the staff themselves to improve the surroundings for recruits. For example, although some recruits at ITC Catterick had moved from the dilapidated old block to new accommodation at the time of the ALI inspection, the conditions for those left behind were shabby, dirty and generally poor. Battalion staff were refurbishing accommodation themselves for new recruits. Similarly, at St Omer, staff have undertaken small maintenance works and have painted and decorated accommodation in an attempt to improve the living conditions of recruits.

All budgets for maintenance work have been taken away from commanding officers of training establishments. Small daily maintenance jobs that the commanding officer could authorize to be carried out by local contractors are now left in the hands of regional prime contractors, who rarely respond in a positive and timely way to maintenance requests. Although most of the work initially agreed with the contractors has been completed, the tendency with non-urgent work is to respond only to the safety aspects, leaving some routine but necessary repair work unattended for long periods of time. Even where much of the accommodation is relatively new and in good condition, the tardiness of repair and routine maintenance negatively affects the environment in which the recruits live. At ATR Winchester, for example, seven broken windows had simply been boarded up and had been in that condition for several months.

The MoD has also invested heavily in new accommodation, recognizing the importance of providing a living environment for service personnel that makes them feel valued. Under a project called SLAM (Single Living Accommodation Modernisation) some one billion pounds are due to be spent over the next 10 years. At MWS Collingwood, for example, recruits now benefit from the highest standard of accommodation and have ample personal space and contemporary-style bedroom furniture. Security systems ensure that only those living in the block can gain access and this contributes to recruits having greater respect for their surroundings. At some establishments, however, even the new blocks are beginning to show signs of appreciable wear and tear: the corridors are often inadvertently battered with kit and without an appropriately resourced general maintenance programme the accommodation will continue to deteriorate.
The demands on the money available are considerable and there is a distinct possibility that what has been achieved this year may not be sustainable in the longer term.

Some of the accommodation for staff and their families, maintained through a contract with Defence Estates, is shabbier than that designed for recruits. Maintenance problems, such as broken boilers or blocked lavatories, and scruffy living quarters are more or less constant features of life that do little to motivate staff, especially when they see that the accommodation for recruits is sometimes far better than their own. It is now much harder for staff and their families to view accommodation before they arrive at their base, partly because the keys are now held by the regional office of the housing contractor and not by individual establishments. Repairs and maintenance are often very difficult to arrange as all calls are dealt with through a national helpline, which is perceived as inconvenient to use by many callers. Subcontractors employed to carry out repair work frequently fail to turn up for appointments, putting unnecessary stress on military personnel and their families. This was especially the case at ATR Pirbright and RSS Blandford.
Meals and recreation

Recommendations from Safer Training:

- Greater emphasis on good diet and nutrition in planning meals.
- The universal adoption of a fourth meal, in the evening, to bridge the gap of more than 12 hours between supper and breakfast.
- Consideration of an alcohol-free rule at phase 1 training establishments.
- Gambling machines should not be allowed at phase 1 training establishments.

Progress made

In only one of the establishments inspected this time was the provision of meals identified as an area for development. All 20 provided at least satisfactory recreation facilities and at four establishments this was an area of strength. Many phase 1 establishments are now alcohol-free. Gambling machines are controlled much more tightly. There has been no progress with the introduction of a fourth meal for recruits in the evening, although the introduction of high activity food supplements has been successful in a few establishments.

Main findings

Overall, the nutritional value and quality of the food being served at training establishments is at least satisfactory. As at the time of the ALI’s previous inspections, however, the last meal of the day is still served in the late afternoon. This practice remains one of convenience for catering contractors, but it is not in the best interests of recruits and is contrary to the recommendations of the Director of Operational Capability. Recruits themselves are largely satisfied with the food provided at meal times, although they find that menus tend to become monotonous over a four- or six-week cycle. Some establishments still serve surplus food at later meals.

In establishments where recruits undertake strenuous training, food supplements are provided for consumption in the evening. There were initial problems in distributing them in some establishments, but these problems seem to have been ironed out and most recruits pick up their supplements at the end of their last meal. The supplements vary in quality: some establishments distribute buns, milk and appropriate higher-carbohydrate bars, whereas others offer only a chocolate snack bar and fruit drink. These latter supplements are an inadequate substitute for an additional evening meal. They fail to provide sufficient and appropriate nutritional and carbohydrate intake to sustain muscular development and energy through the night and into the next morning. Staff recognise that some subcontractors supply inappropriate food but some establishments have done little to remedy this situation. In others, contract management has been stringent and more appropriate food has been provided.

Across all establishments, the systems to identify recruits aged under 18 work well. In some establishments where alcohol is available on site vendors check the age and names of those they serve, and often have photographs and names of those under 18 to help identify them. Other establishments have developed their own identification cards to help speed the process of identification. Establishments have improved their checking processes to record the intended whereabouts of all personnel leaving the site. This good practice has also been extended to those aged over 18 in most establishments. Across all three services there is greater awareness of how to identify and manage alcohol and drug misuse. Some establishments go to significant lengths to monitor early signs of inappropriate behaviour in recruits.

The management of on-site gambling is now much more robust. Those gambling machines which are still sited in training establishments have been grouped together where they can be monitored more easily by staff. There are no longer stand-alone machines in, for example,
Findings

laundry areas. The high value payout machines have also been removed and the only gambling devices that remain have a highest pay out of £25. Large notices are clearly displayed reminding under-18s that the machines are out of bounds to them and duty staff carry out regular checks. Getting subcontractors in the recreational areas to co-operate fully in the monitoring and control of their machines has proved difficult.

Since the publication of Safer Training there has been an increase of inter-company games and sporting activities for recruits and trainees. Many now have the opportunity of participating in non-contact sporting events such as triathlon, volleyball and swimming during weekends and evenings.
Equality and diversity

Recommendations from Safer Training:

• Higher targets for recruitment of women and people from minority ethnic groups, and positive action to achieve them.

• Within the guidelines set nationally for all three services, each training establishment should draw up its own action plan for equality against the achievement of which the performance of the commanding officer should be monitored.

• Renewed attention to equality and diversity training for all personnel, military and civilian.

• Training establishments should accept a duty to be exemplary in furthering equality and diversity, playing a key role in changing attitudes over time throughout the armed forces.

Progress made

Of the 20 establishments inspected, only two have this aspect of their work as a strength. Twelve are satisfactory and six still require development. Six of the now satisfactory establishments were in the position of requiring development at the time of their previous inspection. The MoD and individual establishments have begun to emphasise, and spend considerable money on, improving awareness and understanding of equality and diversity in a training environment, with some success. That said, significant shifts in attitude and behaviour have yet to be seen across the piece. Recruits generally have an adequate grasp of equality and diversity as a result of how the topic is covered at their induction, but among staff the approach of ‘treat everyone the same’ is still too prevalent.

The DITC has been chosen to evaluate the implementation of equality and diversity policies across the services in the early part of 2007. This is part of the MoD’s ongoing work with the Equal Opportunities Commission.

Main findings

In July 2006, the MoD produced a comprehensive equality and diversity scheme which covers all the relevant legislation. The scheme details the specific duties and obligations of the armed forces under the various Acts. It does not, however, include an implementation strategy and the scheme is currently not widely known about at establishment level. While it is good that the MoD is taking steps to build equality considerations into its policies and procedures, it may be some time before the effects can be seen in terms of changed attitudes and behaviour at establishment level. Safer Training drew attention to the fact that little action had been taken by the MoD in response to the Race Relations Act 2000. No specific training, as required by this Act, has been carried out in training establishments.

The armed forces continue to have agreed recruitment targets for minority ethnic groups. These targets have remained largely unchanged since the ALI’s first round of inspections but are expected to increase by 0.5 per cent above the previous year’s achievement until 2012. This means that in 2006-07 the target for the Royal Navy is 3.5 per cent, for the Royal Air Force it is 3.6 per cent and for the Army, 4.1 per cent. The way the services collect details of ethnic origins has been improved by the use of a database system, but little use is made of this data at either the MoD or at establishment level to monitor performance or bring about change.

All of the services have targets for recruitment to each trade or branch. Specialist diversity action teams in each service are working towards achieving national targets for increased recruitment of people from minority ethnic groups. These targets are relatively low and only a modest increase has been achieved to date.

Across all the services, equality and diversity advisers attend a four-day training course intended to give them the knowledge and skills they need to deal effectively with complaints
and equality and diversity issues at establishment level. The advisers report that they found the training useful and, for some of them, inspirational. There is a general recognition across the services that considerable work remains to be done if staff are to deal confidently with equality and diversity matters.

There is inadequate understanding and reinforcement of equality and diversity by directing staff in the chain of command. There is virtually no input specifically on diversity, despite the operational involvement of the forces in theatres across the world. Equality and diversity is not a running theme throughout the training programmes and is not routinely mainstreamed within topics and subjects. Sessions dealing with equality and diversity are still too often delivered by staff outside the chain of command. AFC Harrogate is a notable exception: here the training team run an active programme to develop their recruits understanding of equality and diversity, and bullying and harassment, directly as they apply in a military context.

Incidences of the use of inappropriate language and stereotyping by gender, nationality or race still occur among instructors and some establishments do not do enough to challenge those who behave in this way. ATR Pirbright sets a good example in dealing firmly with staff who are found using inappropriate language in the training environment. Some recruits expressed concern to inspectors during this round of inspections over the point at which banter could turn into bullying.

Staff generally lack sufficient knowledge about the festivals and important events of non-Christian faiths. Recruits and trainees are provided with food that is appropriate to the requirements of their religion but some staff do not allow for or perhaps even understand the impact of, for example, fasting for Muslim recruits.

One manifestation of the still unsophisticated approach to equality and diversity in the armed services is the general lack of understanding about the rights and responsibilities of civilian staff in military establishments. This can show itself in the disrespect with which a few military staff treat their civilian colleagues. Establishments do not have statements or policies that relate specifically to civilian employees in terms of disability, gender or age discrimination.

**Good practice**

In an effort to ensure recruits complete their training with both male and female staff looking after them, each training team at ATR Pirbright has at least one female NCO. For the female recruits who currently make up 29 per cent of the current strength the presence of women in senior positions is a great boost to their confidence and helps them to see what they can achieve. For the male recruits it ensures that no matter which regiment or corps they are in they see women playing a significant role in many aspects of the British Army.
Risk management (suicide and self-harm)

Recommendations from Safer Training:

- The Army should study the methods used by other armed services to minimise self-harm and suicide.
- Incidents of self harm should be carefully recorded and comprehensive data kept at each establishment and nationally.
- The consistent and thorough use of ‘at risk’ registers, with open access to all who need to see them.

Progress made

The management of risks to recruits was a strength in eight of the 20 establishments inspected, including three where it had previously been identified as an area for development. It remained satisfactory in six and is still an area for development in the other six. This is an area of significant improvement in the vast majority of training establishments.

Main findings

The single most important development in managing the risks to recruits has been the creation of formal ‘at risk/vulnerability’ registers at the majority of training establishments, across all services. In the larger establishments, the training teams maintain the registers and the second in command does so in smaller establishments. Most establishments have taken a co-ordinated approach to ensure that all relevant parties are involved in managing individuals identified as being at risk. Those recruits thought to be at risk are discussed at regular review meetings, which are normally chaired by the commanding officer and include representatives of all the agencies which take a support role.

Where the new processes are most effective, the term ‘at risk’ has been interpreted widely and intelligently to include those recruits who are experiencing any problems that affect their training performance and may put them at risk of failing their course. This approach has transformed the way in which support is targeted and, despite some concerns from professional staff regarding confidentiality, most establishments manage sensitively the personal information gathered from directing staff, instructors, padres and chaplains, welfare agencies, medical personnel and even from other recruits or family members who raise concerns. In isolated cases, the emphasis placed on maintaining confidentiality, particularly by medical staff and chaplains, undermines the risk assessment and management process.

The most mature and efficient processes are found at phase 2 training establishments, particularly 25 Regiment DCL, 3 Regiment RSME, 11 Signal Regiment Blandford and MWS Collingwood. Phase 1 establishments have been slower to develop such sophisticated processes, although at ATR Lichfield an alpha numeric system for risk banding recruits is used well to target support. Staff use an alphabetic indicator if the recruit is deemed at risk because of welfare or domestic pressures and a numeric indicator for performance and discipline matters. All the recruits at ATR Lichfield are interviewed by section commanders and company commanders in their first week and this interview goes into personal matters in some depth to establish any potential problem areas.

In practice, the number of recruits judged to be at risk of suicide or self-harm is small and they are usually dealt with rapidly by medical personnel. Recruits who have a disposition to self-harm are generally sent to the medical centres and are subsequently discharged from the service. The arrangements to monitor recruits closely in establishment medical centres are generally good. The requirement for such close 24-hour monitoring of those at risk of self-harm or suicide sometimes places a heavy burden on junior NCOs, some of whom feel inadequately trained to handle the situation.
The Defence College of Logistics (DCL) has for some time been testing the use of a detailed and comprehensive individual ‘care assessment plan’ for recruits deemed to be at high risk. The plan is agreed between the recruit and the officer immediately commanding them and is kept current as long as a recruit is seen to be at risk. Troop commanders use the plan to help manage the individual in the most appropriate way. Records are retained electronically and under strict security. The process is very effective in allowing essential information to be shared with appropriate personnel. DCL is unique in passing on detailed information on recruits still judged to be at risk when they pass to the field army. This is only done with a recruit’s written agreement, which they are asked to give after every meeting to review the plan. This advance knowledge means that any support required can be quickly provided when a recruit moves to their next posting.

**Good practice**
Induction and literacy, numeracy and language

Recommendations from Safer Training:

- The introduction of a standard set of guidelines for induction, including the use of follow up sessions and tests to check that everything necessary has been understood.
- Opportunities to show parents and partners round training establishments should be introduced everywhere, as part of settling in.
- Much more sympathetic approaches should be adopted to testing for literacy and numeracy and English language problems, and rectifying them.

Progress made
The standard of induction seen by inspectors during this round of inspections was markedly improved in many establishments. Inspectors made detailed judgements on literacy, numeracy and English for speakers of other languages (ESOL) provision in 11 establishments. In two of the establishments the approach to basic skills work was a strength and it was an area for development in only one. The other eight were satisfactory, including four in which this aspect had been identified as an area for development at the previous inspection.

Main findings
Induction programmes have become increasingly well established at phase 1 and phase 2 establishments. All establishments include specific sessions on bullying and harassment, complaints and managing homesickness. Induction for staff tends to be locally devised and delivered and consequently varies in both content and depth. The Army has recently set up a new staff induction programme but, in some establishments, the demands of transition from the field to a training establishment are not made clear enough.

All training establishments now recognise the importance of involving parents and partners in recruits’ training. Websites provide valuable information, such as telephone numbers and copies of welfare and duty of care directives, for potential recruits, recruits, and for their parents, partners or guardians. Many websites, including that of RSME, post photographs of recruits in training so that families can see their progress.

There is now much greater encouragement for families to attend open days, which are often scheduled in the middle of the training programme when recruits are often most in need of family support.

Recognising that stronger basic skills could be an important factor in helping recruits to cope with the pressures of their training and therefore could have a positive effect on retention in the services, the MoD has developed a common policy for basic skills, to be applied across the services. It is too early to assess its impact. Literacy and numeracy are still tested and treated differently in each of the services, which is allowed for in the guidance principles to the services on how to implement the policy. Royal Navy and Royal Air Force recruits take tests at the recruiting offices; the results of these tests not only determine which trade or service a recruit can follow but are also used to identify any learning difficulties. The Royal Navy recruits complete a multiple-choice written test (they are given a practice booklet beforehand) that includes elements of psychometric testing, reasoning, literacy, numeracy and mechanical comprehension. The results are taken forward into phase 1 training to help identify any additional support needs. Royal Air Force recruits complete the Airmen Selection Test, which includes verbal, numerical and spatial reasoning, electrical and mechanical comprehension, and memory. As with the Army and the Royal Navy, minimum scores are required for each aspect, and scores affect the choice of trades available to recruits. Royal Air Force recruits also have an interview and competition board, where they are up against other applicants for specific trades.
Findings

The Army relies on a lower academic capability test, which takes the form of an online touchscreen test known as the British Army Recruit Battery (BARB). It produces a ‘general training indicator’; this is used to allocate a trade based on a predicted ability to cope with the training for that trade. The BARB has elements of psychometric and technical testing as well as being a general aptitude test. It is a rather basic measure of ability and does not identify potentially gifted recruits or those with a real aptitude for trades that call for good numerical skills.

The changes to the Army’s phase 1 common military syllabus mean that all recruits complete literacy and numeracy skills tested in their first week of training. Recruits can then attend lessons spread over six weeks to improve their skills up to entry level 3. In some establishments, recruits who are assessed above this level can take units of the European Computer Driving Licence programme. This is a much improved picture from the previous inspection cycle, when recruits had to fit literacy and numeracy work into their evenings and free time. Making this work part of the daily timetable, carried out during core training hours, is a major step forward. The approach taken to supporting recruits with weaker English language skills has not shown the same improvement: no allowance is made in the common military syllabus for timetabled language support, despite the significant number of foreign and Commonwealth recruits in the Army. The need for this type of support is recognized by training team instructors and those who give literacy and numeracy support - they consider that weak English language skills are holding back the progress of some recruits. The problem often only comes to light when recruits complete weapons handling tests, in which they are expected to perform individually on command and not as part of a platoon.

Good practice

As part of a character development programme, staff at AFC Harrogate make good use of the “Band of Brothers” dramatisation to develop junior soldiers’ understanding and appreciation of the Army’s core values. A very clearly written set of instructor notes and a junior soldiers’ workbook accompany the training package. It is delivered by specifically trained platoon commanders, who provide good links to other elements of the training programme. The training package highlights particular scenes to promote discussion among staff and junior soldiers. Each lesson has clearly identified aims and objectives for both the instructor and the junior soldiers. Sessions begin with a recap on the previous session, and some discussion around the topic to be studied. Staff stop the film at strategic points to open discussion among the junior soldiers and to get them to record their thoughts in workbooks. Clear questions guide staff in how best to stimulate debate. The 10 episodes provoke debate on how core values are demonstrated through loyalty, leadership, courage, selflessness, respect for others and integrity, viewing them in a contextualised manner through soldiering activities.
Bullying, harassment and complaints

Recommendations from Safer Training:

- A genuine zero-tolerance approach to bullying and harassment be adopted at training establishments, including clearly defined and appropriate disciplinary measures.
- A tri-service approach be taken to reviewing discipline and punishment, seeking a consistent balance between standards common in civilian life today and the real military necessity.
- Universal reporting of complaints, whether locally resolved or not, in order to allow collation and management, in each establishment and nationally.
- Clear protocols be prepared on the level at which different types of complaint may properly be dealt with.
- Introduction of carefully designed systems which allow the processing of complaints to be traced.
- Senior officers should encourage complaints to be made and registered, as an important means of driving up standards.

Progress made

Thirteen of the 20 establishments inspected were satisfactory in their approach to dealing with bullying, harassment and complaints. Three of the 13 had previously been identified as needing development. One establishment had improved from needing development to having a strength in this area. Six still require development. The MoD and the armed services have worked energetically to promote zero-tolerance. At the time of Safer Training, the boundaries were unclear between appropriate action to correct problems in training and behaviour that could be perceived as harassment or bullying. A new tri-service policy on remedial training now gives a clear and effective framework for managing remedial training. The policy sets out explicitly what measures can and should be taken to bring recruits up to the required standard of performance in training. It also specifies that remedial training should be recorded and subject to scrutiny. The principles behind a comprehensive Defence Instructional Notice (DIN) on the reporting of complaints have been well received across the services.

Main Findings

The number of group or inappropriate punishments reported to inspectors fell dramatically during this round of inspections. Training staff now widely recognise that ‘beasting’ of recruits is not acceptable. Recruits themselves still interpret the term ‘beasting’ liberally to describe some forms of hard training and it still carries a certain cachet with some. In reality, almost all such incidents turn out to involve training that falls within military guidelines. Officers are generally alert to behaviour by NCOs that might be termed excessive.

The data opposite is extracted from the Recruit Trainee Survey, carried out for the armed services by the independent polling organisation MORI, and covers October 2005 to November 2006. A total of 24,482 questionnaires were returned during this period. All recruits who spend over two weeks at a phase 1 or 2 training establishment are given a questionnaire when they leave. The percentages in Table 1 are based on the number of recruits who responded to that particular question at each school visited by the ALI and not on the total number of completed questionnaires returned.

Although the results are not directly comparable with those in the attitude surveys included in Safer Training, it appears that most establishments have made progress. Almost without exception, the proportion responding ‘yes’ to the question ‘Do you believe you were badly or unfairly treated while at xxx?’ is lower than the proportion that claimed they had been bullied at an Army training school at the time of Safer Training. The phase 1 Army establishments still give some cause for concern. Awareness of the complaints procedures is good at most establishments.
**TABLE 1.** Recruit trainee survey, October 2005 to November 2006 – extract of responses to questions on treatment during training

<table>
<thead>
<tr>
<th>Locations</th>
<th>Do you believe you were badly or unfairly treated whilst at xxx?</th>
<th>Do you know the procedure for complaining at xxx?</th>
<th>I was correctly treated by the staff</th>
<th>Trainees were all treated equally</th>
<th>Training is conducted without sexual or racial harassment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall results (including responses from establishments not visited by the ALI)</td>
<td>7.0%</td>
<td>87.3%</td>
<td>87.6%</td>
<td>81.8%</td>
<td>88.0%</td>
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<tr>
<td><strong>PHASE 1 ARMY SCHOOLS</strong></td>
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<tr>
<td>ATV Basingbourn</td>
<td>11.2%</td>
<td>79.1%</td>
<td>84.7%</td>
<td>65.6%</td>
<td>87.5%</td>
</tr>
<tr>
<td>ATV Lichfield</td>
<td>6.2%</td>
<td>90.4%</td>
<td>88.8%</td>
<td>72.1%</td>
<td>94.4%</td>
</tr>
<tr>
<td>ATV Winchester</td>
<td>10.8%</td>
<td>86.7%</td>
<td>86.1%</td>
<td>64.0%</td>
<td>91.0%</td>
</tr>
<tr>
<td>ATV Pirbright</td>
<td>7.8%</td>
<td>88.1%</td>
<td>85.4%</td>
<td>67.9%</td>
<td>90.1%</td>
</tr>
<tr>
<td>AFC Harrogate</td>
<td>11.9%</td>
<td>84.8%</td>
<td>88.4%</td>
<td>68.6%</td>
<td>89.2%</td>
</tr>
<tr>
<td>ITC Catterick</td>
<td>10.0%</td>
<td>76.9%</td>
<td>74.2%</td>
<td>56.5%</td>
<td>83.3%</td>
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<tr>
<td><strong>PHASE 1 RN SCHOOLS</strong></td>
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<tr>
<td>HMS Raleigh</td>
<td>8.7%</td>
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<td>94.6%</td>
<td>72.3%</td>
<td>94.2%</td>
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<tr>
<td>CT CRM Lympstone</td>
<td>2.7%</td>
<td>90.3%</td>
<td>89.4%</td>
<td>72.5%</td>
<td>92.5%</td>
</tr>
<tr>
<td>RMSM Portsmouth (Phase 1)</td>
<td>6.1%</td>
<td>66.7%</td>
<td>97.0%</td>
<td>54.5%</td>
<td>93.9%</td>
</tr>
<tr>
<td><strong>PHASE 1 RAF SCHOOLS</strong></td>
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<tr>
<td>RAF Halton (Phase 1)</td>
<td>4.8%</td>
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<td>95.9%</td>
<td>77.7%</td>
<td>96.4%</td>
</tr>
<tr>
<td>RAF Honington</td>
<td>6.4%</td>
<td>87.4%</td>
<td>84.4%</td>
<td>56.4%</td>
<td>94.8%</td>
</tr>
<tr>
<td><strong>PHASE 2 ARMY SCHOOLS</strong></td>
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<td></td>
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<tr>
<td>Armour Centre Bovington</td>
<td>2.5%</td>
<td>89.4%</td>
<td>92.2%</td>
<td>77.2%</td>
<td>96.3%</td>
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<tr>
<td>3 RSME Minley</td>
<td>3.7%</td>
<td>93.0%</td>
<td>91.0%</td>
<td>78.3%</td>
<td>94.7%</td>
</tr>
<tr>
<td>RSS Blandford/11 Sigt Regt</td>
<td>6.8%</td>
<td>90.1%</td>
<td>89.0%</td>
<td>64.7%</td>
<td>89.5%</td>
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<tr>
<td>25 Training Support Regt Deepcut</td>
<td>3.0%</td>
<td>89.2%</td>
<td>83.6%</td>
<td>75.8%</td>
<td>93.3%</td>
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<tr>
<td>25 Training Support Regt St Omer</td>
<td>9.3%</td>
<td>87.5%</td>
<td>80.4%</td>
<td>65.6%</td>
<td>83.3%</td>
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<tr>
<td>DLSS Deepcut</td>
<td>7.4%</td>
<td>81.8%</td>
<td>79.7%</td>
<td>72.0%</td>
<td>89.2%</td>
</tr>
<tr>
<td>SEAE Arborfield</td>
<td>3.4%</td>
<td>92.1%</td>
<td>85.3%</td>
<td>69.8%</td>
<td>87.9%</td>
</tr>
<tr>
<td>ITC Catterick CDC</td>
<td>7.3%</td>
<td>72.0%</td>
<td>85.2%</td>
<td>74.1%</td>
<td>86.8%</td>
</tr>
<tr>
<td><strong>PHASE 2 RN SCHOOLS</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DM Logistics School</td>
<td>12.1%</td>
<td>92.2%</td>
<td>92.2%</td>
<td>67.3%</td>
<td>91.8%</td>
</tr>
<tr>
<td>HMS Raleigh</td>
<td>7.0%</td>
<td>93.8%</td>
<td>95.5%</td>
<td>73.5%</td>
<td>93.7%</td>
</tr>
<tr>
<td>MWS Collingwood</td>
<td>4.9%</td>
<td>89.1%</td>
<td>91.8%</td>
<td>70.2%</td>
<td>91.5%</td>
</tr>
<tr>
<td>RMSM Portsmouth (Phase 2)</td>
<td>10.3%</td>
<td>94.1%</td>
<td>95.6%</td>
<td>42.6%</td>
<td>92.6%</td>
</tr>
<tr>
<td><strong>PHASE 2 RAF SCHOOLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RAF Halton (DCL)</td>
<td>4.5%</td>
<td>91.3%</td>
<td>96.3%</td>
<td>81.1%</td>
<td>97.1%</td>
</tr>
<tr>
<td>RAF DCAE Cosford</td>
<td>2.8%</td>
<td>87.1%</td>
<td>96.8%</td>
<td>70.1%</td>
<td>96.5%</td>
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<tr>
<td>RAF St Athan</td>
<td>10.8%</td>
<td>95.9%</td>
<td>90.5%</td>
<td>56.8%</td>
<td>89.0%</td>
</tr>
<tr>
<td>RAF Shawbury</td>
<td>3.3%</td>
<td>90.0%</td>
<td>100%</td>
<td>70.0%</td>
<td>96.7%</td>
</tr>
</tbody>
</table>

The percentages in Table 2 are based on the number of recruits who responded to that particular question at each school visited by the ALI and not on the total number of completed questionnaires returned. The reason that these numbers may not correspond exactly is that some recruits choose not to answer every question.
The recording of complaints has improved significantly across all three of the armed services. All the training establishments now have satisfactory complaints procedures, although some of the procedures are still being bedded in and it is too early to judge their long-term effectiveness. Individual establishments are monitoring complaints logs to identify emerging trends in behaviour in any particular unit or under the direction of any individual. Recruits and staff have a good grasp of the new procedures. Having said that, at establishment level many complaints are regarded as an unwelcome addition to the daily routine rather than a valid way of checking that all is well in an establishment. Some junior NCOs still see complaints as potentially career damaging and are reluctant to air potential problems openly. Officers still expect problems to be dealt with at the lowest level and although most complaints are now recorded adequately there has been little in the way of debate or briefing on how to manage them. There is still confusion among NCOs about what constitutes an appropriate resolution to a complaint.

In December 2005 the MoD issued DIN 244 outlining how complaints are to be recorded and the time frame in which they should be resolved. The DIN covers all complaints, formal and informal, those dealt with at the lowest level and those referred up the chain of command. Where this instruction has been implemented fully, the recording and monitoring of complaints has improved. However, at some establishments, including St Athan, Shawbury and Winchester there has been some confusion about what constitutes a complaint and only formal complaints have been dealt with using the DIN procedures. Junior NCOs were not given sufficient training to understand that all issues need recording, not just those that become formal. Minor disagreements that require staff intervention have not been recorded, leading to gaps in the complete picture involving individuals or establishments. Frequently on inspection, inspectors found that non-military staff were not aware of the requirement to record incidents in their environment. The staff inductions in many establishments do not take explain properly the detail expected when recording complaints in a training establishment.

DIN 244 clearly reflects that surveys of armed forces personnel and the findings of ALI inspections indicate the incidence of bullying, harassment and discrimination to be greater than the number of formal complaints suggests. Together with the introduction of the DIN, there has been a significant drive by the MoD and the three services to ensure that the zero-tolerance approach to such incidents is widely known throughout the armed forces. This move has been generally successful and senior officers throughout the services are keenly aware of the stance that should be taken. Although the principle of zero-tolerance has been widely disseminated, there remains a need for further guidance, particularly to junior NCOs, in terms of exactly what constitutes bullying, harassment or discrimination, how and when it should be recorded and what constitutes an appropriate response. Consideration of such aspects forms part of the ‘Defence Train-the-Trainer’ course.

Many recruits are still wary about using the complaints system. They cite concerns regarding confidentiality and the possible risk of reprisals. Some recruits ‘prefer to keep their head down’ rather than risk the possibility of being singled out and labelled a trouble-maker or becoming the subject of even more targeting by peers or staff.

In mid 2005, the Army Training and Recruiting Agency (ATRA) began to use a dedicated database to log complaints that could be categorized as broadly related to anti-social behaviour. Individual establishments were given insufficient guidance on how to use this new recording mechanism, resulting in considerable inconsistency. While some training establishments recorded all their complaints on the database, others only recorded what they deemed to be equality of opportunity, bullying and harassment issues. The inconsistent use of the system rendered any analysis of trends unreliable.
Findings

Initial training for officers

Enhanced Individual Reinforcement Training at RAF Honington
Accommodation

The accommodation for cadets is satisfactory across the services. In the early stages of their course, cadets at Cranwell and Lympstone share rooms in dormitory style accommodation, moving to single rooms around the middle point of the programme. At Sandhurst, most cadets have single rooms throughout their training. At BRNC, all cadets remain in large cabins sleeping up to 30 cadets throughout their training – this reflects arrangements on board ship that they will experience during their careers. Cadets report that sharing accommodation not only mirrors aspects of field conditions but also helps to develop team spirit and is beneficial for individuals who require emotional or academic support from their fellow cadets.

The standard of accommodation, fixtures and fittings varies between establishments. It is generally satisfactory or better, although the cabins at BRNC are sparsely furnished. All cadets are provided with secure lockers for storing personal items. At Sandhurst, cadets have access to telephones and the internet in their rooms and at Cranwell each cadet’s room has the additional benefit of a networked computer. There is no poor accommodation and repairs are generally carried out in a timely fashion.

Food and nutrition

The range, variety and quality of food provided for cadets are satisfactory in all establishments. Care is taken to ensure that meals provide the necessary nutrition for cadets undertaking a strenuous physical training regime. Food is available in sufficient quantities and at appropriate intervals in the main mess areas, and out of hours from other outlets around establishments. The mobile kitchen at Cranwell, for example, is an excellent example of how to offer decent food out of hours. High activity training supplements are available to cadets at Sandhurst. In contrast to many recruits to the services, most cadets like the food they get. Special dietary requirements are well catered for; at BRNC for example, good choices are available for those with vegetarian and/or religious requirements. Catering managers respond well to cadets’ views on the food and quickly sort out any problems that are brought to their attention.

Guarding and weapons

At BRNC, OACTU and Lympstone officer cadets do not carry out any guarding duties. At RMAS it is considered important that young officers have experienced, albeit briefly, the guarding that will be required of their subordinates.
Staff selection and training

The primary purpose of officer training is to prepare individuals to lead and command military personnel on operational duties. In general, officer training establishments achieve their aims, partly as a result of ensuring that officer cadets benefit from the best physical and human resources available within their service.

Instructor selection and training are rigorous and designed to ensure that the very best instructors are allocated to the officer training establishments. Across all the services the intention is that those selected to become instructors represent the best – and most NCOs that apply to become instructors at an officer training establishment do so in the belief that they are among the best. Only those NCOs deemed to possess the necessary aptitude and skills, and who have acquired the relevant operational experience, are considered for these posts. The prestigious nature of such a posting results in fierce competition for selection.

Some of the instructors posted as directing staff on the Royal Marine Young Officer course at Lympstone are not volunteers but they still regard the posting as career enhancing. In all four establishments, a number of applicants for instructor posts do not successfully complete the rigorous additional training and assessment required. For example, at Sandhurst it can take a senior NCO two years of additional training to achieve instructor status across a range of areas including skills at arms, nuclear, biological and chemical warfare, and drill. Many have delayed other significant career decisions in order to secure a posting at the RMAS. No comparable process of selection for officers to serve in officer training establishments is applied.

In each of the four officer training establishments newly posted instructors complete a satisfactory induction. Each establishment provides its own training and all services recognise the advantage of training the instructors before they engage with the officer cadets. At BRNC and Lympstone, some instructors take up their post before they have gone through the training, although most of them complete it during their posting.

Leadership and management

The development of leadership skills is seen as paramount for officer training in all three services. Within the officer training structure, leadership is developed through practical exercises that often focus intently on the demands made of an officer commanding in a theatre of war, and through supporting academic studies. The development of leadership skills is closely coupled to the establishment of esprit de corps and the building of pride in the British armed services. All four services produce officers who are well prepared for their leadership roles and who are generally good ambassadors for their arm of the service.

The components of the academic training which deal with leadership and management and welfare and duty of care are provided, to some extent, in isolation from other aspects of officer training. The quality of the components’ structure, delivery and assessment is variable and not adequately quality assured. Many cadets did not see the relevance of some of the more abstract and conceptual aspects of the leadership theory. The quality of delivery is too often determined by the personality of the instructor and few checks are made to ensure that the intended aims and objectives have been covered or that the assessment process has been rigorous enough.

The need for well-developed management skills is greater than ever in the modern armed services. In officer training generally, the difference between management and leadership is not clearly defined and the emphasis on leadership is sometimes at the expense of the
development of management skills. This manifests itself, for example, the implicit faith many officers put in the likelihood of a command being carried out as intended. The subsequent absence of rigorous monitoring of implementation sometimes results in orders either not being carried out or carried out in a way that produces an unintended result.

There is little understanding of how management skills differ from those of leadership. The delivery of management training in RMAS is left until the final term, is often given too little time and is sometimes scheduled after cadets have just finished strenuous exercise and have little energy left. The academic programme is not given parity of esteem with other aspects of officer training.

Relationship management does enjoy a high profile, although too much stress is sometimes placed on process and procedure. For example, officer cadets are given clear guidance on how to complete the paperwork necessary to repatriate the body and dispose of the personal effects of any service personnel killed in action. They are not, however, given adequate steer on how best to approach the possible emotional consequences among other personnel and those likely to be affected by the loss.

Equality and diversity

The approach to equality and diversity varies considerably across all four officer training establishments. In the best, a genuine commitment to, and understanding of, equality and diversity translate into tangible benefits for the cadets. In the others, good intentions exist but they are failing to have an appreciable effect on the experience of cadets.

There is insufficient training for officer cadets aimed specifically at enabling them to deal with equality and diversity issues which may affect their subordinates in the future. Few officer cadets commission with a full awareness of the procedures for managing equality and diversity appropriately. There is no specific training for cadets in how to resolve situations while applying equality and diversity principles. At OACTU, cadets are extensively trained in the management and briefing of others in difficult situations and this provides the basis for managing conflict later in their careers.

At BRNC, senior officers give clear leadership on matters of diversity. Throughout the establishment there is acceptance, recognition and celebration of diversity. Any incident of discrimination is rapidly addressed and resolved. The training programmes take advantage of the diverse nature of the cadets. Lessons are set in the context of the varying backgrounds and experiences of the cadets. Staff recognise that such diversity can enrich the learning experiences of officer cadets and leave them better fitted for the international arena in which they will operate.

The themes of equality and diversity do not run through the training programmes for Marine cadets and for aircrew staff and cadets. They tend to be covered as topics in isolation. All the relevant information is available but it is not presented in any depth. For aircrew, the information is crammed into one session and for Marine cadets only short sessions are provided at the beginning and end of the training period, when it is too late to have much impact on attitudes and behaviour.

The treatment of equality and diversity throughout officer training is an area requiring further development. All the services are guided by a set of principles encapsulated by their core values. A relatively unsophisticated approach to equality and diversity is often demonstrated, with comments such as ‘we treat them all the same’ still commonplace. Data relating to ethnicity, gender, disability and age is collected and generally available, but seldom analysed sufficiently to enable identification of trends or help to guide management decision-making. Progress is hampered by the sometimes tardy response of the MoD in advising establishments about matters such as the requirements of the Race Relations Amendment Act 2005.

Course design and delivery

Officer training programmes in all services are lengthy and intensive, typically lasting between 30 to 52 weeks. They are structured around terms, interspersed with leave. Many cadets take
additional specialist training immediately after their basic training and before assuming a command role. The Royal Marines officer training programme is 15 months long. It is the only service to train only men, and to do so at the same establishment as recruits to the service.

Officer training programmes in all services have very well-developed and frequently reviewed approaches to the theoretical and practical training of cadets in core military values and practice, particularly command, leadership and management in operational situations. There are significant differences between the services in the range of course content and styles of delivery. These differences reflect each service’s operational roles, particular technologies and historical traditions and ethos. The inculcation of cadets into their chosen service’s core values, traditions and working practices plays an integral and ongoing part of their training and serves to identify and celebrate differences between the services while stressing the underlying commonality of the UK military’s ultimate role and purpose.

Each service responds in different ways to striking a balance between producing personnel who can fight and personnel who can lead and manage diverse groups of people. This balance is not always achieved. In general, too much time is spent on command and leadership in the field. Cadets receive insufficient training in managing others in non-operational contexts and have too little opportunity to apply their skills in ‘real world’ scenarios.

There are significant differences in the way management is taught across the services. At RMAS, most training in pastoral elements of welfare and duty of care takes place towards the end of the last term, without time for practical application in a non-operational environment. Cadets are given too little training on the implementation and impact of pastoral aspects of the Army’s procedures and policies. Until their first tour of duty, cadets are not exposed to soldiers with challenging personal backgrounds or professional problems.

In the Royal Marines, leadership, personnel management and welfare and duty of care are recurrent themes throughout the course. There are some good opportunities to put theory into practice when working with other cadets, but Marine cadets only work directly with recruits
on a single major exercise at the end of the course. During their last term, cadets look in
detail at administration, man-management, and
some welfare and duty of care issues. They have
a satisfactory understanding of how to manage
the basic welfare of their men during their first
tour of duty, when they will work under
supervision.

Navy cadets undertake a satisfactory two-week
course of training for a divisional officer role;
such officers are the lynchpin of pastoral care
and personnel management in the service. The
course provides sufficient basic preparation for
cadets to go into an active post after passing out
from BRNC, but the links between the divisional
officer role and its welfare and duty of care
responsibilities are not made sufficiently clear
during the course. The narrow range of teaching
styles used during the course makes participative
learning difficult. One significant strength of the
Navy’s cadet course, however, is the seven-week
period spent on an operational ship. During this
time cadets live, eat and work alongside junior
ratings and gain an understanding of their roles
and perspectives. This kind of opportunity for
exposure to a real military environment prior to
commission is unique to the Navy and should be
considered by other branches of the armed
forces.

Until November 2005, the Royal Air Force’s
approach to course design, content and delivery
had remained largely unchanged for some 25
years. External evaluation identified many
deficiencies, not least of which was a tendency
to produce officers who were distant from those
they led. Following substantial redesign, the
course focuses on the skills officers need to
manage and look after their subordinates. At the
time of inspection, the first new course had been
running for 15 of its 30 weeks and it was too
early to assess its impact. The structure appears
to be good. Welfare and duty of care aspects are
now integral to the course. There is a new focus
on developmental learning, and the techniques
of participative leadership. The revisions to the
course are designed to improve the ability of
cadets to relate to air personnel, NCOs and
warrant officers. Newly appointed deputy flight
commanders at OACTU are all senior NCOs,
providing cadets with contact with experienced
airmen throughout the course.

Cadets across the services are supported well by
staff throughout their time in training, although
many cadets find it difficult to manage their time
and effort well in the context of intensive
training schedules and frequent testing. Many
cadets have access to excellent teaching and
learning resources, and benefit from well-
organised and effective systems for individual
reviews. The exception is the Royal Marines
where the system for reviewing and reporting on
progress is inconsistent and not all cadets get
adequate feedback on their performance.
Complaints

Complaints at RMCS are carefully recorded and resolved promptly. While this is generally the case at BRNC, some complaints reported to divisional staff go unrecorded. At Lympstone the small number of cadets encourages an over-reliance on informal processes for sharing information about complaints and recording is insufficiently rigorous. At OACTU, some cadets have little awareness of the complaints process and complaints perceived as minor tend to be resolved without record. These systematic lapses do not materially affect most cadets as they are sufficiently confident and mature to handle their issues individually.

Physical training

Physical training in all officer training establishments is good. Officer cadets are generally very fit on entry and know what is expected of them from their rigorous selection programme. Many cadets have played sport or participated in adventure training at university or college. The OACTU selection centre assesses officer cadets at the fitness level expected of them once commissioned into the RAF. The expectations of the instructors taking the force development training is that the officer cadets should be at the level of fitness of an infantryman to enable them to complete some of the field tasks.

All establishments have very well-equipped gymnasiums, with modular weight training equipment, free weights and extensive cardiovascular equipment. All have swimming pools and sports pitches for major games.

Physical fitness is developed progressively throughout training. Sessions in the early stages of training are managed and led by well-qualified and experienced instructors. During their training, officer cadets learn to manage their own fitness development and at the OACTU, officer cadets are expected to manage their own fitness programme in the final term of training, with appropriate monitoring, using the cardiovascular and modular equipment available in the sports halls. Officer cadets are actively encouraged to participate in team sports both internally and externally, for example, against other officer training establishments. Those with high levels of expertise are encouraged to play for local teams. At the RMAS, several officer cadets play rugby, football and hockey for local sides at weekends. Some of the military exercises that require officer cadets to carry fully loaded bergens cause problems for women cadets. The RMAS has recognised the need to introduce load carrying for women as a progressive process in training. However, once on exercise, women cadets are expected to carry the same equipment and loads as their male counterparts. The problems experienced by some women are compounded by the fact that the number of cadets in the female platoons reduces as some drop out with injuries. The need to carry a full ‘platoons-worth’ of equipment then falls to those remaining.

Injuries are dealt with quickly and efficiently. Officer cadets are often reluctant to admit they have sustained an injury for fear of being back-classed. Many attempt to carry on with injuries, even through major exercises, so that they do not fall behind. All establishments have very good treatment and rehabilitation facilities, staffed by physiotherapists and rehabilitation instructors, and they are used effectively to manage the treatment of injuries. Officer cadets and instructors at the RMAS are covered by private medical insurance and can get rapid attention from consultants – this facility is not available to officer cadets at the OACTU or BRNC.

Welfare and duty of care

Generally, those entering officer training are mature, confident individuals who have a good level of academic achievement. Cadets are drawn from a variety of backgrounds, including those that have some experience of the armed services from the Combined Cadet Force (CCF), existing service personnel selected from non-commissioned posts and university graduates. In some cases, older candidates enter officer training having first gained experience in some other career. Most officer cadets complete the service entry tests several months, or even years, before they start training. Inevitably, the combination of age, experience and education
found in officer cadets means that cadets tend to deal more effectively with their personal problems and the need for systematic risk management is less critical than with young recruits.

Additional welfare support for cadets is provided by the chain of command and the chaplaincy. There are no welfare services such as WRVS. The level of pastoral support provided is broad and good and cadets are confident about how and where they can get support. At BRNC, cadets are allocated ‘sea parents’, who are experienced sailors who can provide advice and guidance.

The management of welfare and duty of care matters varies across the services. At RMAS there is a sophisticated system for registering those cadets at risk of self-harm. All staff involved with cadets are made aware of any issues when appropriate and the relevant senior staff know in detail about those at risk. At CTCRM, where numbers of cadets is low, the system is fairly unstructured and there is an over-reliance on informal knowledge and information exchanges regarding cadets and their welfare. At BRNC, two forums meet weekly to identify cadets at risk, monitor them and target their support. Medical staff are involved in these forums and the associated issues of confidentiality are thoughtfully managed.

Overall, risk is well managed in officer cadet training. There is, however, no well-defined process for preparing cadets to discharge their duty of care to those whom they will command. At RMAS, for example, cadets are not made explicitly aware of the risk management system that operates on their behalf. Throughout their training, much emphasis is placed on the benefits that cadets take into the field army as a result of their experiences at RMAS. Regrettably, the sophisticated system of risk management is not one of them.
Summary reports

For individual training establishments

Army Recruits at the Infantry Training Centre at Catterick
3 Royal School of Military Engineering Regiment, Minley

<table>
<thead>
<tr>
<th>Number of phase 1 young officers</th>
<th>Number of phase 2 trainees</th>
<th>Number of under-18s</th>
<th>Number of military staff</th>
<th>Number of civilian welfare staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>440</td>
<td>153</td>
<td>274</td>
<td>4</td>
</tr>
</tbody>
</table>

3 Royal School of Military Engineering (RSME) Regiment is at Gibraltar Barracks, Minley in Sussex. Most of the trainees are on a 10-week phase 2(a) course in combat engineering.

This unannounced inspection focused on the seven areas for development identified during the previous inspection in January 2005. Four of them are now satisfactory but one additional area for development has emerged.

**The following areas are now satisfactory:** formal co-ordination and monitoring of welfare and the duty of care; the transfer of welfare and duty of care information between phases of training; the promotion and awareness of policies and issues affecting trainees aged under 18; accommodation; induction procedures for staff; and the recording of complaints.

**There is still an inappropriate mix of trainees in the continuation troop, although some improvements have been made.** Some trainees are held in the troop for a short time awaiting discharge, disciplinary action, or civilian court appearance, while others are on long-term rehabilitation from injury or awaiting the start of a trade training course. There are some problems with low morale and boredom, especially for those held in the troop for long periods. Trainees who are undergoing rehabilitation following injury take part in an individualised programme every weekday morning, but there is insufficient purposeful activity for them after 1300 hours and many spend the afternoon in the television room.

**A small number of NCOs use group punishments.** This was identified by trainees who had been in the continuation troop before the commanding officer’s recent briefing to NCOs about corrective training.

Some work has been done on improving the staff’s understanding of equality of opportunity and diversity but it is still inadequate. The establishment’s equal opportunities and diversity policy is out of date and makes no reference to current legislation. The ATRA has yet to provide direction on the detail of equal opportunities, diversity and race relations policies. As part of the supervisory care directive, the commanding officer has produced a clear statement putting equality of opportunity and diversity into the context of daily operations. The annual training of staff in all aspects of equality and diversity remains inadequate. It fails to challenge or change the ingrained attitudes of trainees and NCOs. Soldiers’ annual individual training only includes one session on equal opportunities and diversity issues and this is not enough. Trainees will have received equal opportunities and diversity awareness training as part of their phase 1 induction, and some reinforcement during their induction to 3 RSME Regiment.

The range, analysis and dissemination of quantitative data collected and used at unit level remains poor. Some data is routinely passed to the ATRA, which collates it and returns the results, but no single officer or management strand at 3 RSME Regiment has overall responsibility for data. However, there has been a significant improvement in the strategic and operational approach to collecting data, including the monitoring of trainees’ records for welfare and duty of care matters, the creation and effective use of the at risk register, analysis of injuries, and the recently introduced analysis of discipline records. Trainees’ performances are not monitored or evaluated by ethnicity, age or gender.
The requirement to carry out guarding duties puts excessive demands on a few individuals held in the continuation troop. This is a new area for development. Trainees take part in armed guarding duties when they have completed the first stage of their phase 2 training. Those who are not immediately posted to the second stage are held in the continuation troop and required to report for guard training. The success of the ATRA’s ‘straight through’ project has significantly reduced the number of trainees held in the continuation troop, and, combined with the exemption from guarding of trainees on the at risk register, leaves few trainees available to carry out weekly guarding duties. Trainees are not usually expected to exceed five continuous weeks of guarding, but some are guarding for 12 to 14 weeks. This is both demoralising and demotivating. Although most trainees recognise that guarding is an essential part of a soldier’s training, they regard it as unfair that some trainees do no guarding, while others do a lot.
Army Training Regiment Lichfield

Inspected November 2005 and October 2006

<table>
<thead>
<tr>
<th>Number of phase 1 recruits</th>
<th>Number of phase 2 recruits</th>
<th>Number of under-18s</th>
<th>Number of military staff</th>
<th>Number of civilian welfare staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>317 (Nov 05)</td>
<td>-</td>
<td>69 (Nov 05)</td>
<td>108 (Nov 05)</td>
<td>7 (Nov 05)</td>
</tr>
<tr>
<td>361 (Oct 06)</td>
<td>-</td>
<td>84 (Oct 06)</td>
<td>117 (Oct 06)</td>
<td>7 (Oct 06)</td>
</tr>
</tbody>
</table>

Army Training Regiment (ATR) Lichfield is in Staffordshire. It is one of six phase 1 training establishments, and trains approximately 1,300 Army recruits every year. Basic training lasts for 12 weeks and successful recruits move to phase 2 training at other establishments.

The ALI first inspected ATR Lichfield in October 2004, and identified six strengths and seven areas for development. The inspection in November 2005 considered six of the seven areas for development and found that three had improved to satisfactory. In October 2006, a further inspection found that two more of the original areas for development had improved to satisfactory, but identified a further three.

In November 2005, inspectors found that most of the areas for development identified in October 2004 had received some attention, but overall progress had been inadequate. Further improvements have been made in the past year, and the provision at ATR Lichfield is now satisfactory.

ATR Lichfield’s arrangements for monitoring recruits who are at risk are now a strength and an example of good practice. At risk recruits are identified weekly at squadron level, and given a classification according to a clear alpha-numeric system. Details are summarised at squadron level and passed to a regimental review board which meets weekly and is chaired by the commanding officer. Actions are well documented and there is good subsequent monitoring of recruits. Communication between the regimental review board, squadron staff and other welfare functions, is good. Confidentiality is maintained sensibly and effectively.

Medical and rehabilitation support remains a strength. High-calibre staff are now routinely posted to the rehabilitation troop to ensure that recruits receive good development and care. Recruits are now given individualised remedial support within the normal training programme, and a monthly revolving programme ensures that recruits who remain in the rehabilitation troop for longer periods do not repeat sessions. Physiotherapy staff routinely collate injury and injury management data, and this has been useful in identifying any problem area in the training programme.

The following areas are satisfactory: the co-ordination and monitoring of welfare and the duty of care; the amount of time recruits have for personal and recreational development; the screening of recruits’ medical and personal information; literacy, numeracy and pastoral support; use of the withdrawal troop; initiatives to encourage young people to join the Army; food and accommodation; record-keeping; recording of informal and formal complaints; and instructor training.

The language support for the small number of foreign and Commonwealth recruits is inadequate. Some find it difficult to comprehend orders as their understanding of the English language is limited.

The use of data remains an area for development. Too little data is routinely collected at too few levels of the establishment, and the monitoring of trends, over and above basic pass rates, is inadequate. Data is not being used to identify and strategically plan improvements.

There has been insufficient focus on equality of opportunity and diversity, but the establishment’s new equality of opportunity adviser has a good understanding of the actions.
needed. Some troop staff and troop commanders have received no training in equality of opportunity and others have not been updated for several years. Most of the equality and diversity policies and procedures are out of date. Recruits demonstrate very mixed levels of understanding of equality and diversity.

**There are too few staff available on site to cover instructors’ absence,** and one intake of recruits has had to be cancelled. Some squadrons are operating below the basic ratio of one NCO to every 12 recruits. NCOs work particularly long hours, and in an attempt to reduce these, ATR Lichfield is making some good use of headquarter’s staff at weekends and on some evenings, to supervise and support recruits during organised leisure activities.

**Many of the communal toilet areas available to recruits have no toilet paper or hand-washing facilities.** Most barrack block toilets had no soap and no way for users to dry their hands. In communal areas, such as the NAAFI, 50 per cent of the soap dispensers were empty and 50 per cent of the toilets had no toilet rolls or toilet roll holders. Outbreaks of diarrhoea and vomiting are common and often become virulent in the troop lines. The alcohol hand washes provided to reduce these outbreaks are not replaced when they run out.
Infantry Training Centre (ITC) Catterick is in North Yorkshire. It is the only establishment that trains infantry recruits. No women are trained for the infantry. Recruits follow the combat infantryman’s course which combines phase 1 and 2 training and lasts for between 22 and 30 weeks.

ITC Catterick was first inspected by the ALI in November 2004, when 10 strengths and 11 areas for development were identified. A follow-up visit was made in January 2005, and an unannounced inspection in November 2005 focused mainly on the areas for improvement identified by the previous visits. Inspectors visited ITC Catterick again in March 2006 to observe the new induction cadre and inspect the remaining areas for development. Of the areas for development first identified in November 2004, five are now satisfactory and five remain. Five additional areas for development were identified at the March 2006 inspection.

The following areas are satisfactory: the recording of verbal communications with families and next of kin; the management of access to gambling machines; the reinforcement of information about facilities and procedures relevant to recruits; support for recruits with literacy and/or numeracy needs; support for recruits in the rehabilitation company and the management of their time; activity for recruits held in detention; and guarding and weapon storage.

Some recruits have moved into new accommodation blocks, but the remaining accommodation is still shabby, dirty, and poorly maintained. This area for development was first identified in November 2004. During the March 2006 inspection, many recruits were suffering from diarrhoea and vomiting. In many of the communal toilet areas, soap dispensers are empty, hand driers are broken and there is no toilet paper. Half the toilet cubicles in the two NAAFI blocks are out of order. Broken or missing fire and external doors present health, safety and security problems, and there are numerous broken windows and furniture. The lighting around the establishment is extremely poor, and some of the street lighting is not working.

Recruits are still left without food for long periods during the evening and night. Each recruit is issued with a daily high activity training supplement bag containing confectionery, fruit, crisps and a drink to close the long gap between the evening meal and breakfast. Much of this food is high in sugar and unsuitable for its purpose, and the bags are not always issued at the appropriate time. There is data identifying which platoons have collected their supplements, but senior managers do not check this regularly.

The collection and use of data is still an area for development. Data is not used systematically across the establishment to monitor and manage trends or performance. One battalion keeps very detailed data for each intake of recruits, which it presents clearly in tables and uses to monitor trends and identify issues. In the rehabilitation company, staff are carrying out detailed analysis of the four most common injuries to see whether injury management is improving recovery times. Each course run at ITC Catterick is subject to detailed analysis. The results of the analysis are potentially useful, but are only available after the course has finished so cannot be used to improve things for the course members.
The management of data on complaints and on equal opportunities and diversity remains unsatisfactory. There is a satisfactory system for dealing with problems, but it is not uniformly understood or applied by staff. Problems are often dealt with rapidly, but no records are kept unless the incident is considered serious. Formal complaints are managed and recorded differently in each battalion. Only one battalion carries out a detailed analysis of complaints and uses it to influence and improve staff practices. There is no analysis of the links between the type of complaint and the complainant’s ethnicity, age, section, platoon or battalion.

The management of at risk recruits differs between battalions and remains an area for development. There is insufficient local guidance on how staff should identify and manage such recruits. Logs of recruits at ‘potential risk’ are kept in company offices, but staff do not all have the same understanding of what triggers an entry in the log. Only the medical officers can place recruits on the ‘high risk’ register. The more effective battalions have computer-based systems that can be updated by any member of staff, contain sufficient information, and are readily accessible to senior staff. Others rely heavily on information from welfare staff, rather than from the directing staff involved in the day-to-day management of recruits. In all battalions the criteria for including a recruit in the at risk register are narrow and focus almost entirely on self-harm.

Group punishments are still being used, particularly during the first six weeks of training, and this remains an area for development. Staff accept and understand that group punishment is against Army policy, but some NCOs still see it as building the team ethos.

The percentage of recruits discharged for medical reasons remains an area for development. Since 2003-04, the annual discharge rate has been between 26 per cent and 32.4 per cent, and the medical discharge rate between 7 per cent and 8 per cent.

Instructors’ teaching, coaching and facilitation skills remain an area for development. The new ‘Defence Train-the-Trainer’ programme is taught by ITC staff, who also develop the teaching materials on their topic. However, some have insufficient subject knowledge and many of the sessions observed were poorly taught. The session on equality of opportunity and diversity made no reference to recent national or service publications, including the new requirement to record issues and complaints. Sessions on the duty of care are not long enough to cover all the issues raised, or to challenge delegates who express views that conflict with MoD policy on bullying, group punishments, and care of recruits. Attendance during some sessions was particularly poor. Sessions involve delegates from all ranks, and facilitators have to manage learning abilities and experience ranging from graduate officers through to corporals with no formal qualifications. Delegates are poorly prepared for the course and few take notes during sessions for future reference.

Awareness and implementation of equality of opportunity and diversity are unsatisfactory. ITC Catterick has not done enough in response to the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995. Neither act is referred to in the ITC’s equality of opportunity and diversity policy. Staff and recruits still have an unsatisfactory awareness of equality of opportunity and diversity. They have insufficient training in equality of opportunity and diversity, and the topics are not reinforced through posters or other campaigns around the establishment.
Royal Marines School of Music

<table>
<thead>
<tr>
<th></th>
<th>Inspected December 2005</th>
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</thead>
<tbody>
<tr>
<td>Number of phase 1 &amp; phase 2 recruits</td>
<td>Number of under-18s</td>
</tr>
<tr>
<td>70</td>
<td>3</td>
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</tbody>
</table>

The Royal Marines School of Music (RMSoM) is based at HMS Nelson in Portsmouth Naval Base but staff and recruits are managed by the Maritime Warfare School (MWS) Collingwood, and the RMSoM offers phase 1, phase 2 and phase 3 training to musicians in the band service. Musicians and buglers can join RMSoM from age 16, but most are over 18 and many have completed degrees and other qualifications. All are accomplished musicians on entry. Each musician is assigned a civilian professor of music and a band service instructor for each instrument that they are learning.

The inspection in March 2005 identified seven strengths and four areas for development. The four areas for development are now all satisfactory, but two new ones have emerged.

Rehabilitation at RMSoM is now satisfactory. Injured recruits receive appropriate rehabilitation from qualified Royal Marine rehabilitation physical training instructors, while continuing to develop their musical and instrumental skills. A written programme is produced three weeks in advance to enable staff and the recruit to plan ahead.

Monitoring of under-18s at RMSoM is now satisfactory. The staff are all well aware of which recruits are under 18. The overnight duty staff specifically monitor any recruits under 18, and all recruits are required to sign on and off the site and inform duty staff when they return to their accommodation. Duty staff record any events in an occurrence log and brief the day staff on anything that has happened with any of the recruits. Appropriate measures have been taken to prevent under 18s attempting to purchase alcohol from the bar in HMS Nelson.

Staff at RMSoM ensure that all under 18s are known to the bar staff and that recruits are required to show identification cards to purchase drinks.

Criminal Records Bureau checks are now being carried out satisfactorily on all civilian teaching staff. Most of the checks have been completed and the final two reports are expected imminently.

There is now a satisfactory approach to equality of opportunity and diversity. Staff and recruits have equality and diversity training as part of their induction, and annual refreshers thereafter. Good and appropriate links have been made with the equality and diversity programmes at HMS Raleigh and MWS Collingwood to ensure the induction training develops and promotes behaviours and attitudes that have already been established. There is a good understanding and awareness among staff and recruits at RMSoM about appropriate treatment of others. Recruits are mature and deal with most problems themselves.

There is no formalised structure to manage vulnerable recruits. Appropriate staff know about recruits who have personal problems and who may be at risk in some way, but there is no formal record of this information to provide an overall picture for senior staff.
Maritime Warfare School Collingwood

<table>
<thead>
<tr>
<th>Inspected December 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of phase 1 recruits</td>
</tr>
<tr>
<td>-</td>
</tr>
</tbody>
</table>

Maritime Warfare School (MWS) Collingwood in Fareham, Hampshire, offers phase 2 and phase 3 training. The school has an annual throughput of 25,000 trainees and, including its officers, represents about 10 per cent of the Royal Navy’s personnel on any one day. Phase 2 trainees join MWS Collingwood from HMS Raleigh.

This inspection focused on the areas for development and some of the strengths and satisfactory aspects identified during the previous inspection of MWS Collingwood in December 2004. At that time there were seven areas for development, and five of those are now satisfactory. However, one new area for development was identified.

**Support for trainees, particularly support offered through the naval divisional system, continues to be a strength.** Divisional officers and leading hands make frequent contact with their trainees throughout the day and in the evening. Trainees are happy to talk to them when they need support or advice, and feel confident about approaching them directly. Trainees also make good use of the chaplaincy service for advice and guidance. Chaplains liaise with the divisional system at their own discretion. An additional civilian support social worker has been appointed since the previous inspection and is based in the chaplaincy coffee bar.

**Support for trainees at risk continues to be a strength,** and there has been some further expansion of the support system. Trainees at risk are identified promptly to senior staff through the carers’ forum, which meets weekly. The carers’ forum includes the commander of the phase 2 training group, the principal medical officer, the chaplains and a personnel representative. The support system uses a traffic-light code to describe the degree of risk, from personal crises through to potential self-harm. Records are clear and well organised. Duty staff and divisional staff clearly record incidents involving trainees, including minor issues, and follow them up. Discipline and remedial training are managed adequately.

**Accommodation continues to be a strength.** Two new blocks have been opened, and accommodation is well maintained, clean, modern and attractive. Most trainees live in four-bedded rooms, but there is some single accommodation for senior men and women. Security is good, with closed-circuit television monitoring. There are good showers, toilet facilities, kitchens and drying rooms. The laundrette has just been refurbished. The accommodation is inspected regularly and trainees are rewarded for tidiness and hygiene.

**There is good, detailed recording and resolution of equality of opportunity and diversity issues affecting trainees.** In particular there is a strong sense among divisional staff that recording such issues is not an admission of failure to deal with equality and diversity, but a sound method of highlighting and resolving problems for the benefit of all trainees. Records of problems and complaints are monitored and managed well across the establishment.

**The following areas are satisfactory: the approach to equality of opportunity and diversity; the use of trainees’ feedback; opportunities for trainees to take part in physical training; and arrangements to prevent under 18s from using gambling machines.** Trainees’ involvement in late duty watches was an area for development at the previous inspection. This no longer takes place.

**There has been some improvement in the use of data to analyse trainees’ welfare and the exercise of the duty of care,** although it is still
in its early stages. The range and type of data has recently been extended and reports show emerging trends for each intake. Managers have access to extensive, detailed numerical data on welfare and duty of care issues, such as stress-related problems, and bullying and harassment incidents. They still do not use data on trainees’ ethnicity or carry out meaningful analysis of issues by age, gender or ethnic origin.

The time trainees spend in holdover is not managed well. This is a new area for development. Most trainees are in holdover because they have failed examinations and have been ‘back-classed’. However, they do not receive consistent remedial skills support and there is too little emphasis on encouraging them to develop their learning skills. While many of the trainees are encouraged to attend the learning centre and follow programmes of study, they are often also required to carry out menial administrative duties around the establishment.

There has been some improvement in support for trainees with additional learning needs, but it remains an area for development. All trainees follow a standard timetable and are required to pass examinations at regular intervals. Although subject-related coaching sessions are available on request, some trainees find them difficult to attend. There are no central records of the level of support given to trainees or of its effectiveness. Insufficient attention is given to helping trainees develop independent learning skills and the ability to manage their own learning. Trainees identified as having dyslexia are supported adequately, but there is no planned, structured support for those with lower levels of literacy and numeracy, and some do not know how to get additional learning support.

There has been some improvement in the selection and training of military instructional and welfare staff, but it remains unsatisfactory. Instructors and duty of care staff are not selected by aptitude and do not volunteer for their roles. MWS Collingwood has no influence on who is assigned to these roles. When new staff arrive at the establishment, it takes an average of six months before they complete all the relevant training. To help clear this backlog, the school is running its own in-house courses starting in January 2006. Civilian instructors, who make up a third of the total, are properly recruited and selected.
Royal Military Academy Sandhurst

Inspected December 2005

<table>
<thead>
<tr>
<th>Number of officer cadets</th>
<th>Number of under-18s</th>
<th>Number of military staff</th>
<th>Number of civilian welfare staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>687</td>
<td>-</td>
<td>801</td>
<td>0</td>
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</table>

The Royal Military Academy Sandhurst (RMAS) trains officers for the British Army. All officer cadets take part in an extensive and rigorous selection process and direct entrants are educated at least to A-level standard. This was the first full inspection of the RMAS.

The chain of command is highly effective and sets a good example for officer cadets. There is clear mutual respect between staff and officer cadets. Regular progress boards review each cadet, and weekly staff meetings focus effectively on the platoon performance. Communications across the establishment are good, and senior staff are kept appropriately informed of the progress of all officer cadets.

Officer cadets benefit from good, well-structured support that focuses on successful outcomes to training. Staff help officer cadets to manage personal issues in a sensitive and individualised way. Officer cadets are encouraged to contact their families and share their experience of the RMAS, and they take pride in the open days for families and friends. They rapidly bond as teams and frequently support each other in times of crisis during training. Officer cadets from overseas are well supported both by their peers and through the formal support systems. Overall success rates are high, with over 90 per cent of starters completing the course. Army padres provide good additional support.

The welfare and duty of care register is managed well. Staff understand the importance and significance of the register, and use a traffic light system to identify levels of risk. However, officer cadets are not told how the register is used to support them, or how they might use the register in the future. All staff dealing with officer cadets are told informally of any issues by the directing staff, but only senior college staff are aware of the detail of those at risk.

The RMAS has a sensible and intelligent approach to the strategic management and operational support of women officer cadets. Women are in separate platoons but train with the men when appropriate. They are progressively introduced to weight carrying, but during field training they are still expected to carry the same amount of equipment as their male counterparts. The injury rate on exercise is higher for women, and detailed analysis of the nature and extent of their injuries has led to some changes being made to the training. Women are still not issued with specific rucksacks or webbing to suit their body shape.

Officer cadets’ progress is monitored frequently and appropriately, and staff intervene to offer support where it is needed. Officer cadets are reviewed weekly by company directing staff, and have at least two formal progress reviews each term with the company commander. They also receive informal information and advice on their performance immediately after exercises. Twice each term, platoon commanders produce detailed reports on each cadet. Officer cadets who are giving significant cause for concern are sent to the college commander for evaluation and further review. Self-assessment and peer assessments are used well. Officer cadets evaluate their own performance and that of their colleagues after each significant exercise, and all officer cadets keep a journal in which they reflect and comment on their progress.

The regular and well-monitored internal validation of programmes is good. Feedback is regularly sought from officer cadets on all aspects of the training programme. One platoon is selected from each company every week to complete a questionnaire on that week’s activity.
The results are used to good effect to evaluate, monitor and improve the syllabus.

A very rigorous and effective process is used to select SNCOs for directing roles at the RMAS. A posting to the RMAS is very prestigious, and candidates must have at least five years’ experience and 23 weeks’ course preparation. A strong emphasis is placed on staff having an appropriate attitude with officer cadets as well as good skills and knowledge. The training, application and assessment process can take up to two-and-a-half years. All officers posted to the RMAS complete a comprehensive week-long induction and training programme in the term before they start.

Facilities for officer cadets are good. There are good communal areas for recreation and socialising, and extensive indoor and outdoor sports amenities. Officer cadets are encouraged to participate in a wide range of sports and pastimes. Ample food is available and there is a wide choice. Religious facilities are good. Accommodation is satisfactory but laundry equipment is often out of order and there are not enough washing machines to meet the demand at peak times.

The following areas are satisfactory: initiatives that add value to the officer cadets’ experience; management of complaints; the officer induction programme; management of injuries; management of officer cadets not in training; and implementation of equality of opportunity and diversity.

The storage of weapons and ammunition at the RMAS is satisfactory, but the management, coordination and control of ammunition in amnesty boxes is an area for development. The amnesty boxes around the site, where stray and inadvertently retained ammunition can be deposited, are accessible by anyone on site. Large amounts of ammunition are recovered but there are no records to provide an auditable trail for its disposal. Ammunition used during guarding is not checked in enough detail to ensure it has not been loaded into the chamber of a rifle.

Guarding the establishment is part of the training programme, but officer cadets complete some inappropriate guarding duties. Officer cadets guarding the gate are accompanied by appropriate personnel from the Military Provost Guard Service but those on prowler patrols may not have this support. Overnight guard duties have a significant effect on the already tired officer cadets, making them less able to benefit from the next day’s training.

The communications and management studies element of the commissioning course provides definitions of basic management tools and theory, but gives very little opportunity to put theory into practice. Much of the academic work taught on the course could have been covered in pre-reading. The quality assurance of some aspects of the programme is inadequate and does not ensure that all officer cadets are reaching the same standard or that the syllabus is being covered to the required standard.

Officer cadets have little opportunity to understand and apply the pastoral elements of welfare and the duty of care in a non-operational environment. The expectation is that when they leave the RMAS, the officer cadets will be prepared to lead men. However, their training focuses too much on processes, and not enough on their implications. Until their first tour of duty, officer cadets are not exposed to soldiers with problems, or made aware of the differing abilities of their JNCOs and other ranks.
Commando Training Centre Royal Marines Lympstone
Young Officer Training

<table>
<thead>
<tr>
<th></th>
<th>Number of phase 1 young officers</th>
<th>Number of phase 2 trainees</th>
<th>Number of under-18s</th>
<th>Number of military staff</th>
<th>Number of civilian welfare staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspected January 2006</td>
<td>45</td>
<td>-</td>
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Commando Training Centre Royal Marines (CTCRM) Lympstone is the home training establishment for all Royal Marines, including officers. The training course for young officers joining the Royal Marines takes 15 months. Young officers join between the ages of 18 and 25 and most are graduates. There are no female Royal Marines. CTCRM Lympstone is unique among the services in that young officers and other ranks are trained at the same camp. Both groups encounter one another frequently as they move around the establishment, and occasionally while using shared facilities. Young officers and other ranks clearly benefit enormously from training at the same location. They develop a mutual understanding and greater appreciation for each other's roles and strengths. The ALI previously inspected CTCRM Lympstone in December 2004.

The young officer training course at CTCRM Lympstone is designed and managed well. It has clear progression and achievement targets, and follows a logical sequence which sees the progressive and deliberate increasing of complexity and intensity. Leadership and management of men is a constant theme throughout the course. Young officers take turns to lead their peers, dealing with operational matters and managing their men’s immediate welfare and care. In their last term, young officers look in detail at administration and management. Their training in, and preparation for, dealing with welfare issues is good. They are equipped with the skills and knowledge to manage the welfare of their subordinates and are made aware of the policies that affect such management. Young officers receive some very good scenario-based practical training in which individuals are given welfare problems to deal with and are thoroughly debriefed on the results, and the scenario is then discussed by the whole group.

The course is built on strong principles of best practice and takes account of Ministry of Defence (MoD) directives and policy. There is a well-balanced mix of formal lectures and practical exercises. The training policy group routinely evaluates the course, carrying out session observations and informally reviewing operational delivery. There is satisfactory use of young officers’ feedback to influence course development.

The involvement of sponsor officers in training is a strength. Retired Royal Marines officers are used as sponsors, providing advice and guidance to young officers where required, outside the immediate chain of command. They offer informal support, and have an independent but credible view of life as an officer.

The medical support and rehabilitation systems provided for young officers are good. CTCRM Lympstone has a well-equipped medical centre, and appropriate staffing levels. Every effort is made by directing staff not to disrupt the training of injured young officers, and where possible, they continue to attend training and participate fully in every aspect of the course apart from the physical exercises. They are provided with an individually designed programme of rehabilitative treatment and remedial physical training which is facilitated by qualified remedial instructors.

The following aspects are satisfactory: retention rates; the selection and training of instructors; food and accommodation; physical training; and access to weapons.

Most directing staff and young officers have a
poor understanding of equality of opportunity and diversity. There is insufficient specific training on equality of opportunity and diversity, and they are not themes that run through the programme. There is inadequate reinforcement of equality of opportunity and diversity by the directing staff in the chain of command. Inspectors identified a few cases where young officers had experienced racism, harassment and intimidation by other young officers, yet there have been no reported or recorded complaints, and directing staff have not dealt with the issues. This sets a poor example to the young officers of the zero-tolerance to such behaviour they are expected to apply after passing out. There is virtually no training to help young officers understand diversity, despite the involvement of Royal Marines in operational theatres across the world.

The management of welfare and the duty of care for Royal Marines young officers is insufficiently co-ordinated. There is inadequate recording of specific issues such as complaints or personal and family difficulties. The directing staff and chain of command rely too much on an informal system of verbal updating and briefings. There is no formal system for bringing together potential concerns and identifying trends for consideration by welfare specialists. The establishment’s strategic level welfare and carers’ forum has little effect on the management of welfare and the duty of care for young officers.

Staff do not adequately record the corrective training, minor sanctions and punishments awarded to young officers. Where records are made, they are not kept centrally, and contain little detail about specific incidents, investigations and actions. Some of the sanctions applied, including the requirement to carry out strenuous exercises in the field, are not recorded. There are clear policies on the application of corrective training but no coherent management of its use or effectiveness.

Progress reporting is an area for development. Some young officers receive little information about their progress and are disadvantaged by the lack of specific and detailed feedback. The form used for weekly reporting does not allow space for the young officer to comment on the contents, and very few of those seen by inspectors had been appropriately countersigned by senior staff. Some of the comments on the forms are vague and describe the activities of a section rather than an individual. Some assessments are not signed off by staff, and the waiting time for feedback on some academic work is too long. Progress reporting was identified as a strength by the first inspection of recruit training at CTCRM Lympstone, and it is unfortunate that it is now an area for development in officer training. There has been insufficient sharing of good practice between training staff working with young officers and those working with other ranks.
Commando Training Centre Royal Marines Lympstone
Recruit Training

Inspected January 2006

<table>
<thead>
<tr>
<th>Number of phase 1 recruits</th>
<th>Number of phase 2 trainees</th>
<th>Number of under-18s</th>
<th>Number of training staff</th>
<th>Number of civilian welfare staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>781</td>
<td>-</td>
<td>208</td>
<td>181</td>
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The Commando Training Centre Royal Marines Lympstone is the training establishment for all Royal Marine recruits. Recruits join every fortnight, in troops approximately 55 strong, and are assigned to a small training team that works with them right through their programme.

This inspection focussed on the nine areas for development identified at the previous inspection in December 2004. Two of these are now strengths and three are satisfactory. The remaining four are still areas for development.

The strategic management processes for welfare and duty of care are now good. The establishment’s care directive is satisfactory. At the time of the inspection, the final version of the directive had only recently been issued, but it was already having some effect. An appropriate range of carers meets regularly to discuss individuals and their welfare problems, or wider care issues. Staff have a better understanding of their welfare and duty of care responsibilities than at the previous inspection, and most have a good, positive approach to change.

The establishment now has a well-equipped, purpose-built learning centre. This is a very good welfare amenity for recruits and staff. A large computer suite with internet access allows recruits to stay in touch with their friends and families by email. Some staff and recruits also take formal learndirect or other courses.

There is now good long-term purposeful activity for recruits in the rehabilitation company. The number of NCOs in the company has been increased from three to six, and the repetition of activities has been reduced. Recruits in rehabilitation from injury or illness now have regular progress reviews and a more individualised programme, and they work on their physical fitness in groups that reflect the point at which they left mainstream training. Those who are in rehabilitation for longer periods are encouraged to use the new learning centre, and external visits are arranged to help maintain their motivation. Success rates continue to be good, with 80 per cent of the recruits returning to mainstream training at the point where they left, and eventually passing out as Royal Marine Commandos.

A small, effective coaching advisory team designs materials and develops methodologies for the establishment. The team members are continuously improving their expertise, and researching good practice. They have found that learning through coaching and leadership has improved recruits’ relationships with their instructors and their motivation and desire to succeed.

The approach to equality of opportunity and diversity has improved and is now satisfactory. The establishment’s processes have been fully updated and an equality and diversity working group has been set up, chaired by the commanding officer. The complaints procedure has been revised and is publicised and reinforced well throughout the establishment. Staff now reinforce and test recruits’ understanding of equality and diversity throughout their training. All staff now attend an annual equality and diversity training course.

The storage of weapons issued from the armoury is now satisfactory. At times when it is not appropriate to return weapons to the armoury, they are collected together and guarded rather than being stored in recruits’ personal lockers. Revised policies allow for
closer control by staff in the first 15 weeks, then a gradual transfer of responsibility for weapons to recruits as they become more experienced and confident.

**Initial assessment of potential recruits has improved and is now satisfactory.** During the three-day course for potential Royal Marines, training staff now take more account of individual element scores. The recruits’ emotional state is still assessed by Armed Forces Careers Offices during the recruitment and selection process, but this is under review. Most learning needs are identified at recruitment, and **recruits with additional learning needs receive good support.** The coaching advisory team provides effective learning strategies to support recruits with learning difficulties. Personnel selection officers interview recruits in the second week of training to see how they are settling into the course. The officers make good use of information from careers offices, and identify the difficulties and barriers recruits face.

The Royal Navy has thoroughly reviewed the use of the Naval Maths and English Test over the past year, and has proposed a **clear strategy for the use of appropriate, standard literacy and numeracy tests in initial assessment.** This strategy deals properly with concerns identified at the previous inspection.

**The accommodation for under-18s attending the potential Royal Marines course remains unsatisfactory.** Potential recruits are supervised well during their waking hours, and access to the domestic accommodation used for the course is properly restricted to course members and course staff. However, potential recruits under the age of 18 are still sleeping in rooms with older men who have not been subject to a criminal records check and this is unsatisfactory.

**Retention rates have improved, but in 2004-05 41 per cent of recruits still left the service without completing their training.** The establishment has taken action to deal with the problem, including changing the early part of the course to reduce the initial stress on recruits. Withdrawal rates at the end of initial training fell last year from 15 per cent to 10 per cent. The main programme now has a better mix of physical, theory and recreational training. Inspectors were particularly impressed by the mature attitude of most training staff. The general tone of communication is professional, with much less shouting of orders than is seen at other establishments.

**The recording of remedial training sanctions has improved.** There is a clear policy on the application and recording of remedial training sanctions. Most remedial training is recorded in company logbooks or recruits’ personal files in sufficient detail that is clearly related to the allowable sanctions. Those sanctions, if applied in accordance with the policy, are reasonable. Interviews with recruits indicate that the policy is being applied appropriately. However, there is still inappropriate use of the static water tank, with recruits required to jump in as a remedial training sanction. This is unsatisfactory, and senior staff were under the impression that it had stopped. There are unequivocal policies on what constitutes appropriate remedial training sanctions, and these do not include the use of the tank.

**Despite some minor changes, self-service laundry facilities remain inadequate** and recruits still find it difficult to maintain their kit to the expected standard. There are insufficient washing machines and dryers, and recruits often have to wait a long time to use them.
11 Signal Regiment Blandford

<table>
<thead>
<tr>
<th>Number of phase 1 recruits</th>
<th>Number of phase 2 trainees</th>
<th>Number of under-18s</th>
<th>Number of military staff</th>
<th>Number of civilian welfare staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>413</td>
<td>164</td>
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11 Signal Regiment (11 SR) is part of the Royal School of Signals. It is based at Blandford Camp, and is responsible for the command and management of phase 2 and phase 3 trainees. Phase 2 trade training takes between five and 44 weeks, although most courses last around six months. Successful trainees move on to postings with the field Army.

This was the ALI’s first inspection of 11 SR, and focused on all areas of welfare and duty of care.

**Management of the at risk register is good.** The care and management of trainees is closely monitored, and they are each given a risk status. Each troop and squadron holds weekly case board meetings to discuss trainees at risk. These are attended by troop and squadron NCOs as appropriate. The meetings identify issues and concerns early, and pass them up the chain of command if appropriate. Monitoring at troop level, even of very minor concerns, is recorded well. The regimental case board meets every three weeks and includes the commanding officer and a range of senior staff. Frequent reviews of trainees’ status ensure that any changes in the risk rating are quickly identified.

**Trainees not in training are co-ordinated and managed well.** Around 100 trainees are awaiting trade training in any week, significantly fewer than a year ago. They stay in their original troops, retaining contact with staff they know. They can be allocated to guarding duties, jobs around the site, or to the ‘satisfied soldier scheme’ in an Armed Forces Careers Office. Some may be posted out to a role in the field Army. The few trainees waiting for specialist operations training have to wait longer as their courses run less frequently.

**There is effective and appropriate informal communication between troops and instructors.** Course corporals from each squadron visit trade training staff every two weeks to discuss progress and identify any problems with trainees. Corporals discuss and informally evaluate trainees’ experience and progress with them in the training areas. Any issues raised are discussed with instructors, and actions are agreed immediately and clearly recorded. There is no system for the formal sharing of information with other squadron staff or for using it in interim reviews.

**The following aspects of the provision at 11 SR are satisfactory:** leadership and management of welfare and the duty of care; the application and recording of minor administrative sanctions; the self-assessment report; procedures for selecting training staff; the range of welfare facilities and services; management of the transition between phase 1 and phase 2 training; the trainees’ induction; arrangements for trainees taking part in guarding duties; the management of trainees aged under 18, particularly with regard to alcohol consumption and leaving site; planned career progression, including the achievement of vocational qualifications; medical and rehabilitation support for trainees; physical training; food, laundry and accommodation.

**11 SR’s collation and use of data is unsatisfactory.** A variety of useful statistical data is available, but it is not used to plan, manage and monitor trainees’ welfare and the duty of care, or routinely collated for use in operational or strategic decision-making.

**The arrangements for the promotion of equality of opportunity are unsatisfactory.** A new policy and action plan was produced in December 2005 and disseminated to the squadrons, but it has yet to become part of their work. The policy does not form part of the training staff’s handbook, nor the trainees’ induction pack. Equality of opportunity is not
timetabled separately into the induction programme. The equality and diversity policies issued by the MoD are out of date and do not reflect current legislation, including the Race Relations (Amendment) Act 2000.

**The recording of equality of opportunity and diversity complaints is incomplete.** Trainees know how to complain, to whom, and about what issues. Since December 2005, complaints have been recorded formally in a master file maintained by the adjutant. Most of the records contain adequate detail of issues, actions and resolutions. However, at least one complaint was omitted from the record because it was incorrectly recorded as a concern.

**Trainees have insufficient personal time to reflect on their studies.** They often work up to 15 hours a day during training, with only a few brief breaks. At the end of each day, they must complete barrack-block cleaning duties, supervised study, military skills updates and other activities before they can carry out any personal study or have time for themselves. Some weekends are spent on exercises away from 11 SR.

**There is insufficient support for trainees with learning needs.** The very tight training schedule leaves minimal scope for literacy, numeracy and language provision, and too few staff are qualified to support trainees with additional learning needs. Any support given is reactive and unplanned. Trainees’ additional learning needs often do not emerge until they begin trade training. In one class of 15 trainees, six had been identified by the instructor as having some additional needs in one of the basic skills. Support for trainees with dyslexia is adequate.

**Trainees’ study time is inappropriately planned and managed,** and some do not benefit from it. The compulsory, supervised study periods do not help trainees to strengthen their existing study skills or to develop new ones.

**There is insufficient formal sharing of information about trainees.** The only written information that passes between trade training and squadrons is on disciplinary matters. Good, detailed records are kept of trainees’ progress during their trade training, but **staff do not fully understand the value of progress reviews** in the management of welfare and duty of care. Trainees are given some verbal feedback, which they appreciate, but do not get an opportunity to read and respond to the written records. The overall training experience is not adequately considered during interim reviews with squadron staff. The interim review covers trainees’ test results, but does not consider their motivation, application and behaviour during their trade training.
Defence College of Logistics
Princess Royal Barracks & St Omer Barracks Deepcut

The Princess Royal Barracks and St Omer Barracks are part of the Deepcut Garrison in Surrey. Princess Royal Barracks is the headquarters of the Defence College of Logistics, which provides training for phase 2 trainees and phase 3 soldiers. The phase 2 trainees are part of 25 Training Support Regiment (25 TSR). Most trainees come to the establishment from ATR Pirbright. Trainees learn 14 different trades including driving, pioneering, supply, postal work, and catering. New groups of trainees are inducted into the barracks each week.

This was the ALI’s third visit to 25 TSR. The first two visits took place in November 2004 and January 2005. Four of the eight previous areas for development are now satisfactory, and three have become strengths.

There has been good planning and implementation of actions to improve weaknesses in the welfare and duty of care process. The improvement process has been particularly well led and managed by senior staff, notably the commanding officer and the regiment second in command.

Staff at all levels continue to demonstrate a strong emphasis on welfare and the duty of care, and there have been further improvements since the previous inspections. There is very well-planned welfare and duty of care cover and trainees have good access to appropriate staff. Complaints are recorded and monitored well. Remedial corrective training is fair and is effectively moderated at regiment and squadron levels. There is good daily liaison among staff, particularly concerning trainees’ welfare problems. Trainees under 18 years old are particularly well monitored by junior NCOs. The commanding officer has recently introduced effective quarterly welfare focus meetings that review all aspects of welfare activity and resources, identify trends and propose or implement corrective action.

The management of trainees’ progress through training continues to be a strength. Further reductions have been made to the length of time trainees wait for trade training or posting to the field Army. Driver training cannot begin until trainees are 17, and some trainees may have to wait for medicals or the start of very specialised training, but far fewer now attend continuation training. Trainees in continuation training have a varied and useful weekly programme including first aid, military skills, physical training and adventure training.

A new computerised system to monitor trainees’ progress contains information on individuals’ daily activities and those of each trade group. The system is updated daily by troop staff and has recently been used productively to analyse trends in programme planning over the past three years.

The identification and monitoring of trainees at risk continues to be a strength. The establishment has a highly effective escalatory process to manage the registers of vulnerable trainees. The at risk classification has been broadened to include trainees with administration, medical and discipline issues, as well as those who may self-harm. The registers start at troop level, for minor concerns, and go up to regimental level for the highest level of risk. Any trainee considered highly vulnerable can be placed very rapidly on a centrally managed confidential care assessment plan. The plan is kept up to date, and closed as soon as the trainee is no longer deemed to be at risk. The
Adult Learning Inspectorate

care assessment plan is passed, with the trainee’s consent, to their next posting, but should be destroyed after three years. This process is highly effective.

All staff show good awareness of and compliance with the establishment’s reporting and monitoring systems. The systems are thorough, well planned and well managed, and appropriately detailed records are kept at all levels.

Staff understanding of how to respond to trainees’ complaints and equality of opportunity and diversity concerns is now good. There has been a series of clear directives and some effective awareness and procedural training for staff. New and efficient complaints reporting systems are being used well and consistently by all staff. The equality of opportunity and diversity training given during induction is comprehensive and thought provoking. Trainees understand the issues well, and use the new systems.

The reporting and recording of complaints and concerns about equality of opportunity and diversity are now good, and are directly linked to a better understanding of how best to respond to such issues. Staff have a good understanding of the need to report all equality and diversity complaints, no matter how trivial they may initially appear. Thirty-two records of complaints, actions and outcomes were made during 2005, compared with only four during 2004. The clear reporting procedures are monitored at all levels. Senior staff take responsibility for equality of opportunity and diversity, and manage it well.

There is now good monitoring of how the duty of care is exercised by contract driving staff, and inadequacies have been dealt with fully. The improvements represent good practice in the management of a subcontractor and eliminate a clear potential area of risk to trainees. Driver training has been relocated to Princess Royal Barracks to ensure consistent supervision and management, and results have improved. Trainees’ progress is monitored daily and any incidents are quickly relayed to squadrons. Trainees are supervised on the way to the driving school and any trainees with problems are identified by junior NCOs. Contract driving instructors are thoroughly briefed by staff from 25 TSR and the subcontractor about what is expected of them in terms of appropriate behaviour. They are monitored closely, and in the past three months, five have been removed from duty following inappropriate behaviour. Complaints by trainees are recorded formally and action is taken. The subcontractor is carrying out Criminal Record Bureau checks on new and existing instructors.

The following areas are satisfactory:
- management of access to firearms;
- use of data to analyse trainees’ welfare and the exercise of the duty of care;
- use of trainees for guard duty;
- accommodation;
- and procedures for the selection and training of instructors and welfare and duty of care staff.

Since the previous inspection, staffing levels have improved but the workload of welfare and duty of care staff at squadron level remains unsatisfactory. During the inspection, 11 of the 37 section commander posts were vacant. Most staff work some weekends and nights to carry out the duties required, as well as covering unfilled posts and absences. However, in spite of the problems, staff remain committed to delivering good-quality instruction and welfare support.
### HMS Raleigh

#### Inspected February 2006

<table>
<thead>
<tr>
<th>Number of phase 1 recruits</th>
<th>Number of phase 2 trainees</th>
<th>Number of under-18s</th>
<th>Number of military staff</th>
<th>Number of civilian welfare staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>406</td>
<td>-</td>
<td>111</td>
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</table>

HMS Raleigh, in Torpoint, near Plymouth, is the only training establishment for new recruits to the Royal Navy. It also provides some phase 2 training, but this was not inspected. Phase 1 training lasts for eight weeks.

The inspection focused on the areas for development identified during the ALI’s previous inspections in November 2004 and February 2005 and found only two of them remaining.

**The rehabilitation of recruits from injury is now satisfactory.** All recruits recovering from injury are accommodated together and supported well both by the staff and by their peers. The injury rehabilitation suite has been improved and now houses an appropriate range of equipment and dedicated rehabilitation staff. Recruits in rehabilitation often carry out administration tasks or odd jobs on site. There is no opportunity for them to widen their military skills or expand their knowledge in the learning centre.

**The information given to recruits at Armed Forces Careers Offices has improved and is now satisfactory.** None of the current intake had been led to purchase unnecessary items of clothing, which was the case during the first inspection. In June 2005, a new Royal Navy Acquaint Centre was established at Rosyth, giving potential recruits the opportunity to attend a three-day pre-entry course. Twenty-five per cent of the recruits currently at HMS Raleigh attended this course and reported that it was extremely useful.

**Much good work has been done to eradicate the loss of personal property, and security is now satisfactory.** At the start of their training, all recruits receive an appropriate briefing on the need to manage both their personal property and the equipment they are issued with. Individuals caught in possession of other people’s property are dealt with rapidly and severely. The punishments are publicised and serve as a significant deterrent.

**The number of regulators is now satisfactory.** There are now two women regulators, and the regulators now have a much higher profile, are regularly seen by recruits, and provide part of the introductory briefing.

**There are far fewer sailors awaiting trade training than during the previous inspections, and they are managed satisfactorily.** For 80 per cent of recruits, the end of phase 1 training now corresponds with the start of phase 2 courses. The average wait is now four days, and there are new arrangements to provide appropriate purposeful activities during this period.

**HMS Raleigh’s reinforcement of equality of opportunity and diversity with recruits has improved considerably and is now satisfactory.** All new staff now receive equality of opportunity and diversity training as part of their induction. Training materials for new recruits have been updated to provide an appropriate introduction and a stepping stone to further reinforcement of the topic, both during phase 1 training and when recruits move to phase 2. Initial training is now provided by appropriately qualified equal opportunities advisers. Most recruits have a good understanding of what constitutes bullying and harassment, but not all would be willing to lodge a complaint. The complaints log shows that 36 complaints were recorded over the past year, most of them relating to minor issues. Recruits are well aware of the welfare and duty of care procedures and the support available to them. They are supported by trained divisional officers and petty officers and feel respected as individuals. Women recruits have good access to women officers. The establishment is still...
awaiting guidance on the appropriate response to the Race Relations (Amendment) Act 2000.

The recording and management of equality of opportunity and diversity issues remains an area for development. All incidents of bullying, harassment or discrimination are recorded in an establishment-wide log in accordance with MoD requirements. However, some staff do not understand that they need to record all types of incidents. Recruits’ personal files hold only the most basic records and do not refer to complaints or concerns that have been raised, or to conversations between staff and the families of recruits aged under 18.

Catering arrangements remain an area for development. All the recruits interviewed were critical about the quality of the food. They had particular concerns around the hygiene of plates and cutlery, which often had dried food on them from previous meals. The variety and nutritional value of the food have been improved. Menus are advertised and food is colour-coded to identify the healthier options. However, some recruits still choose not to eat in the galley for days at a time. The galley complaints log is kept behind the desk in the kitchen and recruits have to ask the head chef for it before they can make an entry.

The roles of the class leader and deputy class leader are not explained clearly to recruits, especially in the early stages of training. Class leaders are selected by divisional staff to offer informal support and guidance to their intake. They are often older than their peers, possibly with some prior military experience in other services or in the cadets, or have demonstrated particular maturity and leadership during their first few days at HMS Raleigh. However, there are no clear, prescribed criteria for the selection of class leaders, and the role can put considerable pressure on a recruit at an early stage of their training.

There are still insufficient laundry facilities for recruits in some mess decks. Recruits find it difficult to carry out their laundry and block duties each evening when they have to wait a long time to use the facilities. The drying rooms are effectively heated and are now secure, and recruits are now confident about using them.
HMS Sultan

Inspected February 2006

<table>
<thead>
<tr>
<th>Number of phase 1 recruits</th>
<th>Number of phase 2 trainees</th>
<th>Number of under-18s</th>
<th>Number of military staff</th>
<th>Number of civilian welfare staff</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>650</td>
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HMS Sultan is based at Gosport in Hampshire. It is the largest of the Royal Navy’s training establishments, with up to 3,000 service and civilian personnel. This inspection focused on the School of Marine Engineering and the Air Engineering and Survival School, and in particular on the 12 areas for development identified by the ALI’s previous inspection, in January 2005. Although all of these areas have received attention and most are now satisfactory, two remain areas for development.

The rehabilitation of trainees from injury and illness is now satisfactory. An onsite physiotherapist provides good individual programmes of rehabilitative treatment. Phase 2 trainees make up around 50 per cent of the physiotherapist’s caseload, most with sports injuries or injuries sustained during phase 1 training. Sick or injured trainees are assessed by medical officers and referred for treatment promptly. Most trainees continue with their academic training alongside their rehabilitation programmes. Trainees who are discharged from hospital or recovering from illness and require significant care are managed appropriately through the care centre at the Maritime Warfare School.

The unnecessary restrictions on trainees going on weekend leave have been relaxed and the arrangements are now satisfactory. Trainees can leave at the same time as their instructors, once training sessions finish and equipment is put away.

Monitoring of attendance at remedial physical training sessions is now satisfactory. Instructors keep appropriate records of trainees’ attendance and the nature and extent of the training. Physical training instructors provide very good support, and after each physical training session, the trainee’s file is updated. Divisional officers are kept informed of trainees’ progress and attendance, and are required to sign the weekly attendance card. On completion of the programme, the trainee and the physical training instructor review progress.

The recording of complaints is now satisfactory. Since April 2005, 12 complaints have been formally logged. All have been clearly recorded with additional information showing how they have been investigated, the outcome, and the subsequent monitoring of the situation. The complaints log is managed and monitored by a senior member of staff who passes it to the commodore for review every quarter.

The recording of remedial training is now satisfactory. Records of individual musters appear on training history sheets in trainees’ personal files. They are monitored appropriately by chief petty officers. Duty staff keep separate group records of block inspections. However, individual and group records are not linked and it is difficult for staff to link the poor performance of a block with that of specific individuals.

The procedures for selecting and training new instructors at HMS Sultan are now satisfactory. Civilian instructors’ teaching skills are assessed as part of the selection process. Royal Naval instructors and staff are generally senior ratings with extensive experience, who are identified through the appraisal system as appropriate to teach in a training/school environment. All new instructional staff must complete the defence instructional techniques course. Those with specific welfare and duty of care responsibilities are also required to complete both the care of trainees and the coaching and mentoring courses.
The procedures for monitoring and assessing instructors are now satisfactory. All teaching and instructional staff are appropriately monitored each term. Each department is required to file a monthly return of all observations.

The at risk procedure remains an area for development despite some improvement. An effective reporting process ensures that training divisional officers, regulators or leading hands brief the executive warrant officer each working morning about any problems arising during the night or over the weekend. This process works well. However, the procedures for identifying and formally monitoring at risk trainees are not sufficiently rigorous. There is too little communication about trainees between the various support mechanisms. There is no formal, detailed register of trainees at risk, and divisional officers and instructors are insufficiently aware of who they are. Divisional staff feel that there is too little feedback on the outcomes and actions agreed at a case conference.

The co-ordination and communication of information on individual trainees remains an area for development, although it has improved since the previous inspection. The records kept by each department are not co-ordinated in trainees’ divisional files. Divisional officers’ records are individual to them and not to the trainee. They vary in format and copies are not filed centrally. Each trainee has a training history sheet, but the divisional staff do not all use this. If there is a complaints report, it only appears in the history sheet of the aggressor and not in that of the complainant. Staff only record contact with instructors if there is a problem with a trainee. Records of learning support are very brief with little explanatory detail. Records of contacts with next of kin are generally clear but do not provide qualitative information about specific calls.

Access to the cardiovascular and weight training equipment is an area for development. The weight training equipment can only be reached through the main sports hall. Trainees who are recovering from injury and have limited mobility sometimes have to negotiate their way through games of five-a-side football to reach the facilities. There is a limited range of cardiovascular equipment, and it is located on the sports hall viewing balconies, often facing concrete block walls.
RAF Halton offers phase 1, phase 2 and phase 3 training to more than 20,000 airmen and airwomen each year. It is the only establishment that trains RAF recruits.

The inspectors focused mainly on the areas for development identified during the previous inspection visits in November 2004 and February 2005. The inspection in November 2004 identified 11 strengths and six areas for development. Three areas for development have improved to satisfactory, three remain, and two new areas for development have been identified.

The strategic management, monitoring and development of welfare and duty of care was a strength at the previous inspection but is now satisfactory. RAF Halton’s staff are unaware of defence instruction notice 244 which requires all complaints, whether formal or informal, to be recorded in a central database.

The use of recruits’ time while they are in the airmen’s development flight remains an area for development. Some spend several months in the flight waiting to start their phase 2 training. There is a three-week structured programme of activities, which some recruits have completed several times. Recruits using the learning centre to complete computer-based courses are unsupervised and have no structured plan for their learning.

Structured activity for recruits in rehabilitation remains an area for development. The rehabilitation programme is not always fully staffed and recruits have to work independently. There is a training programme, but recruits do not have a copy of this and the programme is not always adhered to. Recruits spend long periods of their time polishing boots or revising their general service knowledge. During working hours, they are not allowed to read books or magazines other than general service knowledge revision materials.

Evaluation of how the duty of care is exercised remains an area for development. The principal means of evaluation is through an inadequate end-of-course questionnaire completed by recruits. The questionnaire is poorly designed and does not produce quantifiable data. There is no formal executive management forum for overseeing and monitoring welfare and the duty of care. Recruits aged under 18 are interviewed by a member of the welfare and support team every two weeks, and their feedback is passed on to flight staff. Over 18s do not receive regular welfare interviews, and many do not have the formal progress reviews that are supposed to take place at the end of each phase of training.

RAF Halton’s action to minimise the risk of injuries during phase 1 training is a new area for development. Since the previous inspection, the number of recruits sustaining stress fractures has increased, and many of the injuries occur in the first three weeks of training. Half the recruits in the rehabilitation flight are women, and many have lower limb injuries sustained while marching and carrying rifles and long-backed rucksacks. NCOs do not always check that recruits’ rucksacks fit correctly or that the weight is distributed evenly, and recruits rarely warm up before marching. There are no rucksacks or webbing sets specifically for women.

The information given to recruits by Armed Forces Careers Offices is a new area for development. Many recruits receive poor information about the type and quantity of kit they will need during training, and some spend large amounts of money on unnecessary equipment to bring with them. A new kit list has been compiled for distribution to Armed Forces Careers Offices but it is too soon for this to have had any effect upon recruits.
Initial training for officers in the RAF takes place at RAF Cranwell, in the Officer and Aircrew Cadet Training Unit (OACTU). The OACTU has an expected annual throughput of about 540 new officers, of whom 52 per cent come from university, 3 per cent are foreign and Commonwealth entrants, 20 per cent enter directly from school, and 25 per cent come from other ranks. The age range of officer cadets is from 18 to 40 years. This was the ALI’s first full inspection of the OACTU.

RAF Cranwell has a good, effective and comprehensive management information system that is integral to the effective management of individual officer cadets, learning programmes, and courses. Each cadet has password-protected access to their own personal files through networked computers installed in their rooms and in messes. They are required to take responsibility for their personal record and enter personal details. Directing staff regularly review the files and add further comments, critiques and commendations. The system is accessible to senior college and physical education staff, and forms the basis of the wing commander’s end-of-term reviews of each cadet. OACTU continues to identify useful improvements to the system.

The process for selecting and training new instructors and directing staff for the OACTU is well planned and provides them with a very good introduction to their role. Some staff formally request a posting to OACTU, while others have been identified as good candidates by their commanding officers. All have chosen to take up the posting and have clearly demonstrated appropriate current experience and knowledge. All new staff attend a mandatory six-week induction during which they complete all the exercises the officer cadets will carry out, and experience the reviewing techniques widely used throughout the programme. All complete the ‘Defence Train-the-Trainer’ programme before working with officer cadets, and their professional development continues during their posting, keeping their procedural and technical knowledge up to date.

Officer cadets are well supported through a very effective peer review process. They evaluate their own performance at the end of each training activity, and learn how to provide and receive honest and constructive feedback from their peers and directing staff. They value the feedback from their peers and use it well to change their behaviour and improve their skills. There is a variety of different approaches to peer feedback, and this is very helpful in showing officer cadets a number of different methods for providing feedback to their subordinates later in their career. There is a strong team commitment to support those who are having difficulties with the academic or physical aspects of the programme. Weekly reviews with directing staff provide good opportunities to discuss any issues that have arisen.

The initial officer training course has been very appropriately and extensively redesigned to focus on the development of the management skills that officers need to look after their subordinates in the RAF. The new course has better supervisory staffing levels and supervisory mechanisms, and is still subject to thorough internal validation procedures, including weekly and monthly team review meetings. The revisions to the course have improved standardisation of training and assessment and the ability of the officer cadets to relate to airmen, NCOs and warrant officers. There is a particularly good focus on encouraging officer cadets to develop leadership skills alongside...
team and individual skills, and to gain understanding of how to manage their subordinates’ welfare and the duty of care.

**The systems for the management of welfare and the duty of care are good.** Officer cadets are comfortable about approaching their flight commander or deputy flight commander on any issue, whether personal or academic. The supervisory management processes for identifying, monitoring and supporting officer cadets with academic, medical and personal problems are thorough. A weekly squadron-level assessment group discusses the status of officer cadets on squadron or wing commander’s warnings, and of those deemed to be at risk. Welfare issues are almost exclusively managed within the OACTU chain of command. Officer cadets make little use of the chaplains, and do not have access to any other specific external welfare support.

**Officer cadets are particularly well motivated and focused on pursuing their chosen career in the RAF.** They are selected through an exhaustive process for their mental agility, fitness, educational experiences and personal qualities. Pass rates have been steady at around 95 per cent over the past three years, and the current drop-out rate is less than 2 per cent.

**The following areas are satisfactory:** accommodation; food; physical education; the range of sporting and social activities; the management of officer cadets’ learning needs; the management of weapons handling and firearms training; the management of injuries and access to medical facilities on site; and the use and management of minor sanctions.

**Staff and officer cadets have too little awareness of equality of opportunity and diversity,** which are not promoted or reinforced well enough. Officer cadets have a single training session on equality of opportunity and diversity early in the course. Its aim is to inform them of their rights as officer cadets and of their responsibilities as RAF officers. Too much information is provided in this one session, but it is not in sufficient depth or detail to cover the broader issues an officer cadet will experience later in their career. The RAF does not require all permanent staff to undergo annual training on equality of opportunity as do the other services. The equality and diversity policy is out of date, and the OACTU has still not responded to the requirements of the Race Relations (Amendment) Act 2000.

**Officer cadets have a poor awareness of the formal complaints process,** although the complaints procedure is mentioned during induction. Most officer cadets feel able to talk to directing staff about any problems or issues. Formal complaints are logged carefully and appropriately, and resolutions are sought quickly. Staff and officer cadets do not adequately understand or apply the requirement to record informal or less serious complaints. However, officer cadets are mature and deal with most problems without the involvement of the directing staff.

The design of the early stages of the programme leaves very little personal time for officer cadets to consolidate and reflect on their experiences. This creates pressure, and some officer cadets feel it adversely affects their performance. There is often too little time for the lengthy transfer between number one mess and other activities, and sometimes officer cadets are late for sessions.

At the initial inspection visit there were too few development activities for officer cadets with long-term injuries who had been removed from training. However, a follow-up visit identified that this area for development had been dealt with and is now satisfactory.
Britannia Royal Naval College Dartmouth

Britannia Royal Naval College (BRNC), Dartmouth trains all the Royal Navy’s officer cadets. Approximately 79 per cent of new officer cadets are graduates, and the average age is 23. This was the ALI’s first full inspection of BRNC.

All officer cadets have a particularly strong commitment to, and enthusiasm for, a career as a naval officer. They are highly focused on personal and professional development. They expect a great deal from their training, and speak out if they feel it is falling short. Officer cadets are from a wide mix of backgrounds and experiences, and hold a range of academic and practical qualifications. They use this diversity well during training to fill gaps in their knowledge and develop a productive team-working approach to learning.

BRNC Dartmouth makes excellent use of initial sea training to raise officer cadets’ maritime awareness and their understanding of the roles of junior ratings. There is good co-ordination and management of this potentially complex aspect of the training, and of the logistics of sending officer cadets to locations and ships around the world.

Officer cadets benefit from very effective coaching, assessment and feedback during practical aspects of the programme. They all take part in three practical military exercises during their training, starting with a basic leadership development programme. They are supported well in the field, and work alongside training staff who help them understand the practical implications of working as officers at sea. The assessment process is rigorous and provides detailed developmental feedback to motivate officer cadets and assist them in their future naval careers.

The divisional officer system works well in identifying or monitoring officer cadets who are having difficulties. Good formal records are kept, and issues are passed up the chain of command if necessary. The risk assessment forum and the officer cadet assessment group identify, target and monitor support. There is very good management of injured officer cadets to prevent them being ‘back-classed’.

Diversity is accepted, recognised and celebrated at BRNC, and discrimination is dealt with swiftly. Each division comprises a representative selection of men, women, experienced sailors and international officer cadets, in recognition of the need for future naval officers to be able to work alongside a wide range of national and international colleagues. There is visible leadership on diversity from senior officers. The relationships between officer cadets are positive, productive and mutually supportive.

Pastoral support is good. Officer cadets encourage each other during practical and academic work, and the experienced sailors provide helpful, informal advice and guidance to the others. They demonstrate correct procedures, and provide reassurance during officer cadets’ transition to military life. Compassionate leave is granted quickly in cases of personal crisis, and if officer cadets need unplanned leave, or are ill or injured, BRNC adapts its programme to try to avoid back-classing them. There are places of worship for all major faiths at BRNC.

Officer cadets enjoy a very good range of social and sporting activities that very effectively promote team working and build confidence. A series of formal dinners strengthens their social confidence and prepares them for the formal roles they will have to perform during their service.
Officer cadets are tested regularly to ensure that they meet the minimum fitness requirements. **Those who fail the Royal Navy fitness test are supported well.** They are immediately put onto a remedial physical training programme supervised by a physical training instructor.

The following areas are satisfactory: the divisional officers’ course; staff selection and training; equality of opportunity; data collation and analysis; physical training; use of weapons and firearms; health and welfare; food and nutrition; and accommodation.

The criteria for the selection and development of officer cadets for college and squadron duties are not clearly defined. As they progress through BRNC, officer cadets may be appointed assistant divisional officer or co-ordinating divisional officer, or given a mentoring role. This is a good initial leadership opportunity, but many officer cadets do not understand why they have been selected for the role, and have little idea of what it entails. There is insufficient monitoring of their performance and there are some instances of officer cadets reporting complaints to co-ordinating and assistant divisional offices, and of the complaints going no further.

There is inadequate co-ordination and quality assurance of the academic programme. The academic provision still lacks clear direction. The quality assurance process does not ensure consistently good teaching, assessment and tutorial provision. There are few teaching observations by senior staff and communication is poor. The block teaching of some subjects leaves little time for assimilation or additional support. A narrow range of teaching styles combines with the wide range of officer cadets’ abilities to make differentiation in teaching impossible. Approaches to learning are often too passive, and too little individual ‘remedial’ support is available. Officer cadets often wait many weeks for the results of assessments.

**Remedial physical training for officer cadets who are injured is an area for development.** Injured officer cadets are assessed in the sickbay and offered treatment if necessary. There are no formal remedial exercise programmes, and advice from the physiotherapist and the physical training instructors is unrecorded. Officer cadets work in the gymnasium unsupervised.

**BRNC does not adequately identify the risks associated with running outside during physical training or the control measures that should be in place to reduce them.** During the inspection, groups were seen marching and running around the college without reflective clothing. The college’s signage does not adequately warn drivers of the risk of runners and marching officer cadets.

There is no evidence of any cross-college strategy to promote officer cadets’ long-term health. Communication between catering, health care and physical training staff is informal and haphazard. There is some activity designed to raise awareness, but this is unco-ordinated. There is no evidence of planned joint campaigns to improve health and wellbeing in the longer term, or to raise awareness of current issues.
Army Training Regiment Bassingbourn

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<tr>
<th>Number of phase 1 recruits</th>
<th>Number of phase 2 trainees</th>
<th>Number of under-18s</th>
<th>Number of military staff</th>
<th>Number of civilian welfare staff</th>
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Army Training Regiment (ATR) Bassingbourn is in Cambridgeshire. It has traditionally provided junior entry courses aimed at recruits under 17 years old.

The balance of strengths, satisfactory aspects and areas for development has remained broadly the same since the establishment was inspected in December 2004. There have been no significant improvements, and inspectors have identified some new areas for development.

**Recruits are well cared for and supported.** The welfare facilities include a full-time unit welfare officer, padres, the WRVS and the Red Shield. Recruits are given the welfare officer’s 24-hour telephone number. Most recruits are confident about approaching the chain of command with their problems. There are some good examples of NCOs providing individual and small-group coaching, and arranging additional sports and recreational activities in their free time. Staff keep satisfactory records of contact with parents of young recruits.

**There are good recreational and welfare facilities,** and they are well used. There is a comfortable bar, which does not sell alcohol to under 18s, and a pleasant and cozy Red Shield facility. The WRVS has a cinema and the Red Shield has a weekly film night. The WRVS facility is also in the main recreational area, allowing easy access for most recruits.

**Rehabilitation and remedial support remain a strength.** Recruits have a good programme of injury rehabilitation based on their individual injuries. Two remedial instructors supervise two rehabilitation sessions every day. Staff are supportive and understand the physical and psychological effect of injuries on recruits, some of whom are well advanced in their training. The programme for recruits in the rehabilitation platoon combines a good blend of fitness activity, military skills training, revision and external visits.

ATR Bassingbourn has effective strategies to manage physical training and reduce injuries to recruits. These include the streaming of recruits on the basis of physical ability, some differences in training for men and women, and an injury-prevention directive from the commanding officer. Recruits are advised on diet, hydration and general health matters as part of their physical training, and the training is developed gradually.

**There is a good range and variety of additional activities available to recruits,** including sport, photography, art, cookery, information technology and war gaming, and some lead to qualifications. Recruits are taken on trips away from camp and exposed to character-building activities such as adventure training and a battlefield tour. They are very positive about these experiences, and staff link them to the general training programme.

**The following areas are satisfactory:**
management of welfare and the duty of care; recruits’ understanding of equality and diversity; completion rates; medical facilities and support; and food and accommodation.

ATR Bassingbourn’s equality of opportunity and diversity arrangements are an area for development. The regiment’s equal opportunities adviser has had no formal training since 2004. His training role includes recruit and staff induction and annual staff training for members of his company. Neither the equal opportunities adviser nor the company staff are aware that all equality or diversity-related complaints must be reported, logged, and their progress monitored. A number of complaints have been made since 2004, but none has been logged.
There is no risk assessment of the causes of injuries to recruits, by type or timing of training, equipment used or carried, or other related factors. There is no co-ordinated approach to reducing injuries to recruits and little co-ordinated use of data to review and manage injuries. The major cause of injuries is minor muscle strains. There is no formal assessment of the reasons for these. Injuries often go unreported until the recruit attends a physical training session. An injuries working group meets regularly to review statistics on injury and has identified that recruits are not sufficiently fit when they arrive in training.

**ATR Bassingbourn’s risk assessment and supervisory care directives are areas for development.** The risk assessment is inadequate, out of date and does not take into account the full range of recruits and training at the establishment. The supervisory directive is not sufficiently detailed, strategic or developmental, and is not widely disseminated to staff.

**Advice from Armed Forces Careers Offices remains an area for development.** Recruits have very mixed experiences of the quality and quantity of information supplied by them. Some potential recruits are given time to select trades after visiting active units, but many believe that the choice of career offered reflects the Army’s need to fill trades rather than the recruits’ aptitudes and abilities. Most recruits interviewed felt that they had not been given enough information on the realities of Army life.

**Literacy and numeracy support remains an area for development.** Very few recruits are receiving literacy support, and no numeracy support is available. Initial assessment records show significant numbers of recruits are below level 1 and would benefit from additional support. Recruits can only attend two hours of support a week and this is inadequate. All recruits who attend support sessions work to a similar learning plan irrespective of their individual needs.

Current staffing levels are too low to allow for consistent, adequate cover at all times. During the first seven weeks of the recruit training programme in particular, staff are overtired, highly stressed, and work particularly long hours. Many of the junior military staff are concerned about their initial involvement in some of the more complex problems, and about situations such as the need for male instructors to work in the evenings with female recruits, because of a shortage of female staff.

**Staff training in welfare skills remains an area for development.** Around 10 per cent of instructors did not attend the basic training programme within the recommended two months of arrival at ATR Bassingbourn. This remains the principal form of training for new instructors, and there is no provision for subsequent training or development in coaching and motivation or the care of recruits. There is inadequate development of instructors’ understanding of how to deal with recruits who have literacy and numeracy needs. There is insufficient formal sharing of good practice between staff at NCO level.

**Staff selection remains an area for development.** Since the previous inspection, the Royal Logistics Corps and the Infantry have taken a more active approach to selecting and posting instructors from the field Army to ATR Bassingbourn. However, the selection process is not influenced by local managers, and senior staff recognise that some inappropriate postings are still being made. Instructors posted to an ATR do not always have appropriate skills, or an aptitude for training and supporting recruits.
RAF Honington

**Number of phase 1 & phase 2 recruits**: 88

**Number of under-18s**: 20

**Number of military staff**: 26

**Number of civilian welfare staff**: 1

RAF Honington is near Bury St Edmunds in Suffolk and provides phase 1 and 2 training for recruits to the RAF Regiment. The inspectors focused on the five areas for development identified by the ALI’s previous inspection in November 2004. One of these areas is now satisfactory and four remain, but three new areas for development have been identified.

**RAF Honington’s emphasis on the duty of care remains a strength.** Recruits are encouraged to respect each other, work as teams, and rely on colleagues. There is a particularly strong message from staff at all levels that bullying will not be tolerated. Recruits are encouraged to telephone their families regularly, and families are invited to the establishment in the fourth week of the course. Recruits’ progress is reviewed regularly by senior non-commissioned officers and support is provided when they encounter problems. Recruits with injuries have particularly good physical rehabilitation which is co-ordinated and progressive.

**There are good attempts to improve recruits’ welfare.** The continuous improvement team has been particularly effective. It has used management information on recruits’ achievement and reasons for withdrawal to restructure the course, and pass rates have improved. Analysis of data has also led to a co-ordinated attempt to improve the physical condition of recruits when they arrive at RAF Honington.

**The good strategy for instructor training is having a positive effect both on standards and in the care of recruits.** Instructors have good access to training, starting with a five-day induction that covers how to identify and support recruits with additional learning needs. They attend an appropriate ‘Defence Train-the-Trainer’ course within four months of starting at RAF Honington, and are mentored for the first five to eight weeks of their posting. Each instructor is formally observed four times a year. Support and coaching are available to those who need it.

**The potential gunners acquaintance course remains a strength.** It is the only one of its type in the RAF, and provides a good general introduction to the RAF Regiment. One of its principle aims is to improve retention rates on the trainee gunner course. The programme is interesting and challenging, and it is a key element in the recruitment process. Staff conducting the course are very experienced and have a good understanding of the needs of potential recruits. They collect the views of current participants and of recruits at the end of their course to determine the areas to be improved.

**RAF Honington’s support for recruits with specific learning difficulties remains a strength.** All recruits receive an appropriate initial assessment of their literacy and numeracy skills during the potential gunners acquaintance course. The results are analysed and passed to instructors to enable them to allocate recruits among the flights. If recruits are in danger of failing the course, they are put into the rehabilitation flight for additional support. One notable positive element of RAF Honington’s approach is that recruits feel no stigma about receiving support.

**The domestic facilities at RAF Honington were an area for development at the previous inspection but are now satisfactory.** Food is generally satisfactory in range, quality and quantity. Accommodation for training and physical education continues to be of a good standard.
RAF Honington is currently well below strength for NCO instructors and flight commanders. There is no dedicated training officer, and the unit, which currently has 26 staff, needs another nine to bring it to established strength. These posts are being covered, but many staff have unreasonable and unduly stressful workloads.

There is no effective central forum or system to provide senior staff with a regular, coherent and comprehensive overview of recruits’ welfare issues. The medical officer and the padre do not formally share information with the chain of command about individual recruits’ problems and how to deal with them. There is no formal record or monitoring of recruits judged to be at risk of self-harm. The sharing of welfare-related information is seriously compromised by too great an adherence to medical confidentiality about individual recruits. The sharing of such information, in a form that does not reveal the full details but provides an understanding of the underlying issues, is now commonplace at all other military training establishments.

The support given to recruits who withdraw from training is a new area for development. Recruits who decide to withdraw are unclear about how and when they can leave. Staff clearly understand how long it will take, but some give mixed messages to recruits. During the two weeks or more it may take to withdraw from the course, recruits are not purposefully employed and have no clear exit plan.

Completion rates remain an area for development. Almost half of all recruits fail to complete the gunners course. The training wing at RAF Honington has implemented a number of measures to try to remedy this. The course has been lengthened by three weeks and is now modular and better balanced. However, the amount of material to be covered and the way it is programmed still places some recruits under considerable pressure.

The physical education elements of the course are concentrated in the first phase, and this is when most physical injuries occur. Many recruits continue to be reluctant to report acute injuries for fear of having to leave their intake and start the course again. The vast majority of injuries are related to the early introduction of load-bearing activities, particularly running with weighted packs. In many cases the poor fitness level and low body weight of recruits on entry exacerbate the problem.

Despite significant improvements, the additional activities available to recruits in the rehabilitation flight remain an area for improvement. Recruits do not have sufficient structure to their training and often have too little to occupy their time. Some recruits have received particularly good individual training, but most spend long periods unoccupied or performing cleaning or gardening tasks which are demotivating.

The information given to recruits by some Armed Forces Careers Offices remains an area for development. Despite some improvements, too many recruits are still poorly informed about the requirements of the course and the service, and particularly about the intense physical demands that will be placed on them. RAF Honington has arranged for Armed Forces Careers Office staff to observe a potential gunners acquaintance course during their first year of service, and to visit the unit as part of their pre-employment training. There have also been improvements to the joining instructions supplied to applicants, and a new DVD has been produced for careers offices highlighting the realities of training for the regiment.

The language and behaviour of some instructors remains an area for development. Some staff react to unsuccessful kit inspections by throwing kit around the rooms and upturning bedding and belongings. This puts undue stress on recruits who are keen to do their best. Some instructors’ foul language intimidates recruits into making more mistakes.
School of Electronic and Aeronautical Engineering Arborfield

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<tr>
<th>Number of phase 1 recruits</th>
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The School of Electronic and Aeronautical Engineering (SEAE) Arborfield trains technicians who are joining the Royal Electrical and Mechanical Engineers (REME), and a few Royal Marines and Royal Air Force personnel. The vast majority of the training is academic and technical.

This was the ALI’s second visit to SEAE Arborfield, and focused on the strengths and areas for development identified during the first inspection in January 2005. There have been improvements in some aspects of welfare and the duty of care, particularly in developing the physical resources and estate to improve the trainees’ quality of life. However, four of the seven previous areas for development remain.

Trainees have good access to a wide range of welfare facilities and recreational resources. Most of the welfare and support services and staff, including the padre, are based in a new welfare building in the centre of the base. The same building houses a large gymnasium and fitness suites, a coffee bar, WRVS staff and a cyber café. Many trainees use the computer facilities to keep in touch with family and friends by email and all have Wednesday afternoons off to take part in sport or other physical recreation. Representatives of all the welfare services regularly meet senior military officers to share information and highlight any concerns.

Support for the trainees during their phase 2 academic and technical training is good. Trainees are under considerable pressure throughout their foundation training, but receive a great deal of support from the academic staff, including examination practice and additional tutorials. Regular tests help to inform trainees on their progress. Trainees are also assigned mentors from among the military technical staff.

Trainees have good opportunities for personal, physical and sporting development. SEAE Arborfield’s physical development system is an example of good practice. The system is well planned and structured, and facilitates independence and self-reliance for maintaining or developing personal fitness. It incorporates a balanced approach to nutrition, exercise, and rest. Since the system was implemented, sports injuries have fallen by 50 per cent, attendance at breakfast has increased, and fewer trainees are reporting for sick parade.

The following areas are satisfactory: strategic management of welfare and the duty of care; support given to trainees by duty of care staff; allocation of guard duties; living accommodation; food; the complaints procedure; the approach to equality and diversity; the management of trainees’ discharge and reallocation; rehabilitation support; medical support; completion and retention rates; and the use of data.

The detailed information trainees are given on their course and career by Armed Forces Careers Offices remains an area for development despite some actions for improvement. Too many trainees expect to work primarily, if not exclusively, in aircraft-related engineering, and do not realise that the needs of the service and their academic progress will determine their trade. Most are unaware, on arrival, of the strict pass/fail criteria applied to the courses, and many find that they do not have the maths and science skills they need. Staff from SEAE Arborfield now visit trainees at phase 1 training establishments to raise their awareness of the courses and trades available, and phase 1 trainees have begun a series of visits to SEAE Arborfield.
Despite some improvement, the sharing of information on trainees between trade training and training staff remains an area for development. Informal communication on trainees’ progress is generally good, but there is no formal, recorded process for the routine monitoring of all trainees, or for sharing information between the training wing and company staff. If a trainee fails an examination, a review board formally alerts the platoon staff. Until this point, they are often unaware that the trainee has been experiencing any difficulties. Many platoon and section commanders have only a partial understanding of all the factors affecting each trainee, and this limits their ability to offer support and advice.

The use of trainees’ time when they are not in training remains an area for development, and there have been few substantive improvements. Many trainees experience delays in starting courses, and enter a holding period of up to five months. In 2006, there has been an average of 94 trainees in holding each month. The only structured activity for a trainee in the holding platoon is guarding, and too many waste time and do not achieve any recognisable outcomes. There are insufficient physical training staff to allow all the trainees in holding to take part in regular programmed physical training. Recently, staff have begun to identify in advance the number of trainees who will be waiting for their courses to start each month, and to improve the scheduling of their time.

Staff training on duty of care matters remains an area for development, despite some improvements. The new four-day Defence College of Electrical and Mechanical Engineers staff development course includes training in interview techniques and counselling skills. Eight staff have attended to date, of whom six were NCOs. Almost half the company NCOs have yet to attend the mandatory phase 2 instructor course. High demand for these courses means that staff at SEAE Arborfield have to wait up to 10 months for a place. No NCOs have attended either the care of trainees or the coaching and motivation courses. Many NCOs at SEAE Arborfield have not volunteered for a posting to the establishment.
The Army Foundation College (AFC) Harrogate takes recruits aged 16 and 17 years, who have scored well in the entry tests for the Army.

This was the second inspection of AFC Harrogate, and focused on the 10 areas for development identified during the previous inspection in February 2005. Two of these are now strengths, six are satisfactory, and two remain areas for development. AFC Harrogate was not informed of the inspection visit until the day before it began.

The strategic management of welfare and the duty of care is now a strength, having previously been an area for development, and operational management of welfare and duty of care is particularly good. Problems are dealt with quickly, and improvements are continually made. A wide range of data is used very well in decision-making. There is a highly effective, well-structured management and development system to promote appropriate change. A network of meetings and working groups has increased the pace of decision-making, and encouraged the consistent understanding of a wide range of issues by senior staff.

The AFC estate is now very effectively managed through a good and productive working relationship with the private finance initiative contractors. There is now a much better balance between the time senior staff spend on contractual, operational, and welfare and duty of care issues. Most maintenance requests are completed within the contracted period.

The co-ordination and monitoring of recruits’ welfare issues is now good. The welfare working group effectively manages all agencies involved in the welfare of, and duty of care for, recruits and permanent staff. Confidentiality is particularly well maintained, but sufficient information is shared to enable the group to make appropriate, informed actions. Welfare information is systematically collated online. Reports on those considered to be at risk are held on a password-protected database. During the first six weeks of each new training course, there is one JNCO to each platoon in camp at all times.

AFC Harrogate’s recreational and sporting facilities and activities are very good. Recruits can choose from a list of over 60 sports and skills development opportunities. The gymnasium and swimming pool are impressive, and there is a very good range of cardiovascular and local muscular conditioning equipment. The AFC has a snack bar and games area, a shop, a learning resource centre and a lecture theatre that doubles as a cinema at weekends.

Accommodation at the AFC is very good. The campus is purpose built with well-designed and well-laid-out buildings. The sleeping accommodation is satisfactory, and there are good toilets, showers, and baths with plentiful hot water.

Permanent staff provide good support and understanding for the recruits in their platoons. They maintain appropriate discipline, but respond sensitively and constructively to a very wide range of challenging personal, social and academic problems, and to tensions in the sections. Most recruits are happy to ask the chain of command for help with their problems.

Learning support arrangements are particularly good. All the recruits are assessed and agree individual learning plans. These are reviewed regularly and progress is recorded in detail. Well-staffed literacy and numeracy workshops are run several times a week.
The confidence and motivation of the recruits remains a strength. Recruits recognise their achievements and are very proud of them. Many describe how they have matured and become self-confident. They quickly develop a good understanding of teamwork and the need to support their peers. There is particularly good recognition by military and educational staff of recruits’ achievements, including the awarding of rank, trophies and medals.

The AFC has a good range of appropriate purpose-built medical facilities, including a 20-bed unit for recruits with minor illnesses, and a well-equipped and staffed physiotherapy unit. Recruits’ records now arrive early in the training programme, enabling medical staff to complete risk assessments on possible self-harm. Medical staff liaise effectively with permanent staff when recruits express significant unhappiness or present unexplained injuries.

The arrangements for the rehabilitation of injured recruits are good. The facilities are good and are used effectively. Injuries are assessed and recruits are given an individual programme card that explains what they must do to make a full recovery. They record the work that they do in each session and monitor their own progress. Recruits who are injured march at their own pace. The training injury group uses data on injuries to monitor trends and make improvements.

The leadership and initiative training programme continues to be a strength. The programme consists of five weeks of activities to test and promote leadership skills and initiative. Well-qualified civilian and military staff provide elements of the programme, but military staff maintain continuity. Ratios of staff to recruits are good, and there is rigorous assessment of the risks associated with each activity.

The arrangements for training recruits in the holding platoon are now a strength, having previously been an area for development. Most injured recruits remain with their platoons and continue their training alongside their peers, attending rehabilitation and physiotherapy sessions during the working day. Recruits with more serious injuries or illnesses are moved to the holding platoon and participate in purposeful individual development activities which include education, and training in military and communication skills.

The following areas are satisfactory: food; management of access to alcohol; implementation and recording of formal disciplinary procedures; health and safety; arrangements for equality, diversity and complaints; welfare resources; staffing and organisational resource to maintain consistent welfare and duty of care; initial induction for recruits; planning and maintenance of the assault course; and the behaviour of staff and recruits.

The selection and training of staff for welfare and care duties is an area for development. The selection process for instructors has improved, but there are still too many who have not volunteered for the posting and who see it as disadvantageous to their promotion prospects. Instructors are pressured to begin their work with recruits before they have attended a training course. Some staff, particularly junior officers, only remain at the AFC for 12 to 18 months and have little time to understand the demands of the post, or to appreciate how to improve their performance or operating practices.

Many recruits are still given incorrect information by Armed Forces Careers Offices on matters such as the duration of the course or the clothing or equipment they need to provide. In an effort to manage this issue, AFC staff have developed new briefing packs and brochures, a college prospectus and a glossy magazine. However, these have not yet reached the careers offices.
No 4 School of Technical Training, RAF St Athan

Inspected July 2006

<table>
<thead>
<tr>
<th>Number of phase 1 recruits</th>
<th>Number of phase 2 trainees</th>
<th>Number of under-18s</th>
<th>Number of military staff</th>
<th>Number of civilian welfare staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>248</td>
<td>25</td>
<td>98</td>
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</table>

The No 4 School of Technical Training (No 4 SofTT) is at RAF St Athan near Cardiff, and trains ground engineers for the RAF.

This inspection focused on the 10 areas for development identified during the ALI's previous inspection in March 2005. Eight of these have improved to satisfactory, two remain and one new area for development has been identified. Seven of the original strengths remain. The establishment was not informed of the inspection visit until the day before it began.

**Completion rates are good.** In 2003-04, the last year for which there are full records, the success rate was over 90 per cent. Only 4 per cent of the current intake have withdrawn from training.

**Communication between welfare services, military staff and instructors remains a strength.** There are planned meetings between the wide range of health and care staff, as well as effective informal communication. Regular meetings between service staff and welfare teams outside the chain of command discuss duty of care and welfare issues at school and station level. For reasons of confidentiality these are seldom minced, but they do result in agreed actions. The range of support services at RAF St Athan is satisfactory. Trainees find their instructors and mentors approachable and helpful in dealing with training and personal issues.

**The learning support available to trainees is very good** and contributes to their motivation. All trainees are initially assessed using computer-based versions of the Basic Skills Agency tests. The results are used to plan key skills and other remedial training. Trainees who have particular needs in literacy or numeracy receive exemplary support either from a dyslexia specialist or from the key skills tutor. Trainees can attend weekly additional skills development sessions and receive coaching or general support as required.

There is no stigma attached to receiving help or attending support sessions.

The mess is managed in a responsive and flexible way. Queuing is well supervised, and lesson end times have been staggered in order to reduce delays. **The quantity, choice and quality of food are good,** and most trainees comment positively on them. Menus are varied, and high-fat, high-carbohydrate and vegetarian menus are colour-coded for easy identification.

**The promotion of appropriate attitudes, values and respect through the airmen development programme remains a strength.** This mandatory weekly evening programme is attended by all trainees and provides learning activities which promote high standards of personal conduct, mutual respect and responsibility towards others. The sessions are taught well and involve trainees well in the discussion of topics such as diversity, stress, bereavement, and the misuse of alcohol and drugs.

**Sports accommodation and facilities are good.** There are two sports halls, a conditioning gymnasium, and a synthetic five-a-side football pitch. The sports halls are very spacious, well lit and warm enough for activities. The range and quality of equipment are good. Trainees have a total of five two-hour timetabled physical training sessions every fortnight.

**The following areas are now satisfactory:** preparation of trainees for transfer to RAF St Athan; training for staff with duty of care responsibilities; trainees' progress; the coordination of training; the management, recording and use of additional disciplinary training; monitoring of under 18s' access to alcohol; recording of trainees leaving the site; and the safety of working practices in physical training.
Trainees’ rehabilitation and recovery from injuries remains an area for development. For most trainees it is well managed and appropriate. However, some trainees with more serious injuries have insufficient supervised rehabilitation sessions to manage their recovery effectively. The rehabilitation physical training instructor only works a 50 per cent programme and has to cover rehabilitation for the whole station. The physical training timetable only allows five rehabilitation sessions over a two-week period. This means that trainees can complete the technical training programme at No 4 SofTT and be deployed while still unfit to carry out their duties.

The monitoring of complaints and the evaluation of equality and diversity remain areas for development. There is still no appropriate system to record or collate minor complaints. Although staff deal with minor complaints appropriately, they are not sufficiently aware of the need to record them. There are posters around the site that clearly advertise the independent complaints officer as a person outside of the chain of command who can help resolve matters concerning unfair treatment. Trainees interviewed felt that they could complain to their NCOs and SNCOs, and some had raised concerns about particular trainers. Trainees who have complained about teaching are unsure how their complaints have been resolved as they have not received feedback.
The Army Training Regiment (ATR) Winchester is one of six Army establishments which offer phase 1 training for Army recruits.

This was the ALI’s second inspection of ATR Winchester, the first having taken place in November 2004. It focused on the nine areas for development identified during the previous inspection. Five of these remain, and one new area of development has been identified.

The care and safety of recruits remains a strength. Recruits are supervised well. There is a satisfactory number of welfare staff available at night, and staff are well aware of their responsibilities for care and welfare. Training and welfare staff work long hours and are fully stretched. The course has been extended to 14 weeks, allowing recruits more time between sessions. The number of cases of minor indiscipline has reduced drastically since a no-alcohol regime was introduced.

ATR Winchester has an appropriate supervisory care directive. Many Junior NCOs are unaware of its contents, but still behave in the way it requires of them. The directive clearly identifies the key issues affecting recruits but does not always tell staff how these should be managed.

Physical training is good. The demands placed on recruits are progressively increased during the training period. Hydration is properly reinforced during all exercises. During swimming and exercise sessions, recruits are split into ability groups.

Recruits’ motivation and focus remain a strength. Army Development and Selection Centres provide a good introduction to the training, giving recruits effective advice and guidance. The training regime and the attitude of staff successfully contribute to a growing sense of pride and achievement in the recruits.

Support for recruits who leave training early remains a strength. Recruits who leave the Army before the end of their training are well supported back into civilian life. They are interviewed by staff at a variety of levels in the chain of command before a final decision is made on their future. Once a recruit decides to leave, a good balance is struck between encouraging him to reconsider and allowing him to leave. An action plan is created for each leaver, and where appropriate, recruits who have shown potential for success in the Army are actively encouraged to consider rejoining the service at a later date.

The accommodation at ATR Winchester remains a strength and plays an important part in providing a positive training environment. The camp is well laid out and there are very good gymnasium and cardiovascular facilities, and an excellent swimming pool. The domestic accommodation is satisfactory. However, the street lighting is poor, and building repairs sometimes take far too long to arrange.

There is no process for ensuring that contractors have been appropriately cleared with the Criminal Records Bureau. Contractors are no longer required to book in with the quartermaster’s department, and they often work on their own in accommodation blocks with recruits under the age of 18 years.

The rehabilitation of recruits from injury is good. Recruits suffering an injury or illness are treated well and given appropriate support. Those in the rehabilitation platoon follow individual programmes that include specialist physical training classes. The platoon is recognised as an important component of the training recovery regime and is well supported.
by experienced staff. There is no stigma attached to recruits going to, or returning to training from, the rehabilitation platoon.

The following areas are satisfactory: recruits’ understanding of the complaints procedure; formal communication between support service staff; literacy, numeracy and language support practices; monitoring of progress; and use of additional remedial training.

Monitoring of the performance of training staff remains an area for development. There is an appropriate system for observing all instructors and subject areas, but the shortage of staff means this is not being used.

Despite some improvements, the use of data remains an area for development. Data is still not being used sufficiently to identify potential care issues. There has been insufficient analysis of test and assessment results, and recent trends have not been identified. There is no analysis of recruits’ performance by age or ethnic group. Staff in the medical centre, rehabilitation and the gymnasium collate fitness and injury data and review it to identify trends.

The preparation of instructors for their posts remains an area for development. Many instructors are still not qualified at the start of their posting. Some come directly from active service in the Middle East and exhibit behaviour that is inappropriate for a recruit training establishment. There are still significant delays and difficulties in getting places on the ‘Defence Train-the-Trainer’ course, and there are too few staff to cover training and sickness absence.

Access to information about recruits remains an area for development. Twelve per cent of medical records still arrive at the establishment after the recruit. ATR Winchester’s medical examinations are still finding medical conditions that have not been picked up at the Army Development and Selection Centre, and that immediately render recruits unfit for Army service.

The promotion of equality and diversity remains an area for development. Recruits have a single two-and-a-half hour training session on equality and diversity during week three of their training which also covers the complaints procedures. There is no further reinforcement of the subject.

Staff are insufficiently trained and equipped to manage equality and diversity issues in the training environment. Many junior NCOs behave inappropriately and have little understanding of how to deal with problems. The new mandatory equality and diversity training programmes issued by the Army Recruiting and Training Division are inadequate and fail to deal with the operational needs of staff in a training environment.

There is insufficient overall co-ordination of welfare and risk assessment for vulnerable recruits. Officers commanding squadrons operate a squadron at risk register for under 18s and for some other vulnerable recruits. The registers are often incomplete and are not used as ongoing records of risk or vulnerability management. In many cases, section and troop commanders know which recruits are most vulnerable, and welfare staff are often contacted about them directly. The welfare forum helps to provide a co-ordinated approach to welfare but is used to consider retrospective actions and decisions, rather than mitigate risk. Night duty staff are not routinely informed of recruits deemed to be at risk or vulnerable.
Royal Armoured Corps (RAC) Training Regiment is based at Bovington near Wareham in Dorset. It is part of the Armour Centre, and is responsible for all phase 2 training of crews for armoured fighting vehicles.

The ALI first inspected RAC Bovington in February 2005. This second inspection focused on seven strengths, five satisfactory aspects and all five areas for development identified during the 2005 inspection. It identified two new strengths. One aspect of the provision which was previously an area for improvement is now a strength and two others are satisfactory. There are three new areas for development.

The selection and training of staff was an area for development at the previous inspection but is now a strength. NCOs are selected by aptitude and attitude. Training arrangements are good and NCOs are trained as quickly as possible. New NCOs receive good training and mentoring on site from more experienced staff. Tight staffing levels make it difficult for NCOs to attend long training courses, but short courses have now been developed to extend their practical skills and knowledge.

The regiment employs good strategies to develop confident and skilled soldiers. Individual trainees take personal responsibility for their professional and personal development. The commanding officer’s supervisory care directive clearly and directly reflects his approach to training, welfare and the duty of care. It is well understood and supported by staff, particularly since they contributed to its development.

Activities, communication and facilities to support welfare and duty of care continue to be good. Good, well-informed risk assessment and monitoring of trainees takes place weekly at troop, squadron and regiment levels. Experienced welfare workers, with suitable counselling qualifications, provide objective, confidential support and regularly visit the accommodation to talk to trainees and duty NCOs. There are NCOs in the accommodation blocks night and day. Details of any vulnerable trainees are reviewed daily and on handover between NCOs. Troop NCOs are familiar with individual trainees and their concerns, and trainees appreciate the informal support and advice they provide. Training squadron and welfare staff communicate directly with trainees’ families when appropriate, recording the contact and sharing the details appropriately. The well-equipped WRVS centre has a lounge and activity areas, and it is open every day and in the evening. There is an identification system to prevent under 18s drinking alcohol or using gambling machines.

The management of trainees’ movement between courses is good. Trainees are clearly briefed at induction on how their training will be run. Those who already hold a car driving licence move swiftly to the next course and complete the programme in a shorter time. The time between training modules is used for developmental training. Troop NCOs and planning staff adopt a flexible approach to filling places on technical courses, and keep the interests of each trainee at the centre of their decision-making.

Staff make very good use of a wide range of data to record, monitor and manage the training programme and trainees’ progress. There are effective procedures to ensure the timeliness and accuracy of trainees’ records. Data is shared between staff at different levels and used to make training decisions. Individual trainees’ progress and success is easy to see.

### Inspected October 2006

<table>
<thead>
<tr>
<th>Number of phase 1 recruits</th>
<th>Number of phase 2 trainees</th>
<th>Number of under-18s</th>
<th>Number of military staff</th>
<th>Number of civilian welfare staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>221</td>
<td>-</td>
<td>44</td>
<td>3</td>
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Medical cases, discharges and absences without leave are recorded, monitored, analysed against previous trends and discussed in the welfare forum to decide how best to deal with individuals. Good use is made of detailed trainee surveys.

Trainees are prepared well for phase 2 training. Staff from RAC Bovington visit phase 1 establishments to speak to trainees, and a comprehensive and well-established three-day induction programme prepares them well for the transition to phase 2 training. Good, clear reports on each trainee arrive with them from their phase 1 establishment. Trainees’ medical records now arrive more promptly. All new arrivals start out on a two-week ‘baseline’ regime. Once they show they have settled into Army life, they move on to a more relaxed ‘mainstream’ regime. Trainees wear additional stripes on their troop colours to show their status and the stage they have reached in their training.

The following areas are satisfactory: food; the strategic management of trainees with physical injuries; remedial physical training; the timing of physical training sessions; arrangements for soldiers awaiting trade training; weekend recreational facilities; and equality of opportunity and diversity.

Some trainees are still being given poor information and support by Armed Forces Careers Offices. A few believe that they were steered towards unsuitable trades, while others state that that information on the fitness level required was inadequate. The basic tests carried out at the careers offices are too crude to accurately identify whether candidates have the academic and vocational skills they will need to succeed in the RAC.

The sports and rehabilitation facility is now an area for improvement, having previously been judged satisfactory. Changes in the sports and rehabilitation programme since the previous inspection mean that many more trainees use the facility at peak times. The cardiovascular and local muscular exercise equipment is adequate, and good indoor space is available for training. However, changing facilities are inadequate. There are too few toilets and showers available at peak times. There are not enough drinking fountains and trainees have to refill water bottles from taps in the toilets. There is no secure storage for personal kit, and staff and trainees have to use the same showering and changing areas.

Access to remedial swimming instruction is inadequate. Since January 2006, 51 trainees have failed the swimming element of the personal fitness test. Ten of these were complete non-swimmers and 10 were very weak swimmers. There are too few trained staff available to work with those who need remedial swimming instruction.
Central Air Traffic Control School, RAF Shawbury

The Central Air Traffic Control School (CATCS) at RAF Shawbury near Shrewsbury trains air traffic control officers for the RAF and the Royal Navy, and flight operations personnel and assistants for the RAF.

This unannounced inspection focused primarily on the areas for development identified during the ALI’s previous inspection in November 2004. Of these areas, four have improved to satisfactory and one remains an area for development. Four of the six strengths from the previous inspection have been maintained.

Completion rates remain a strength. All the trainees pre-selected as potential air traffic controllers pass the course, as do 90 per cent of the flight operations assistants.

The management of the duty of care and the arrangements for welfare support both remain strengths. Comprehensive policies and procedures have been developed, and trainees are happy to approach any member of staff to discuss their problems. The good instructor-to-trainee ratio helps promote a ‘family’ ethos, and trainees are effectively encouraged to care for each other and to report incidents or concerns. Arrangements for identifying trainees at risk are satisfactory. When trainees arrive at CATCS, they write a brief pen portrait of themselves which is used to identify any support needs. Throughout the course, trainees receive very effective feedback on their academic and personal performance. There is no clear system to manage vulnerable trainees, but the small numbers on programmes prevent this from being a problem.

Trainees' accommodation is good and provides a good environment for group working as well as offering space for individuals.

Support for trainees remains a strength. Trainees receive good individual and group support from their instructors throughout their training. A duty instructor is available on site until 2100 hours, and by pager after that, to provide additional tuition and welfare support. Trainees and instructors have a very good rapport. The instructors have been through the programme themselves, and they are patient and sympathetic. Trainees’ performance and attitude are assessed regularly, and a programme of individual reviews can be escalated to a review board involving senior staff if academic or attitudinal problems arise. Instructors give constructive and helpful feedback, and the records in trainees’ personal files provide good evidence of academic and welfare issues.

Discipline problems are rare and there is no negative reinforcement of behaviour or military standards.

The following areas are satisfactory: instructor training and development; trainees' opportunities to maintain physical fitness; testing of trainees before entry; the independent civilian support service; access to, and use of, the learning centre; and access to social areas that do not serve alcohol.

The information trainees are given by Armed Forces Careers Offices does not prepare them adequately for training or tell them enough about the trade they will learn. One reported that although the careers office staff were very helpful, the information sheet they gave her was out of date and inaccurate.

The use of data to support the duty of care remains an area for development, although there has been some good progress in collecting appropriate data to be used in planning improvements. Data collected on a programme for instructors has been used effectively to change recruitment methods. Across the phase 2 programmes, analysis of performance is unsophisticated and does not take into account trainees’ gender, ethnicity and age. Data is not used routinely as a tool to evaluate performance.
Army Training Regiment (ATR) Pirbright is primarily responsible for the initial training of recruits to the Royal Regiment of Artillery, the Household Cavalry, the Royal Logistic Corps, and the Royal Mechanical and Electrical Engineers.

ATR Pirbright was first inspected by the ALI in February 2005. At that time, inspectors identified four strengths and 14 areas for development. In November 2005, six of the areas for development were reinspected and all were judged satisfactory. The remaining areas for development were considered during the inspection reported below, and all but two had improved to satisfactory or better.

ATR Pirbright uses rehabilitation and injury data well to identify and analyse when and how injuries occur. This has shown that men and women sustain different injuries and at different stages of the training programme. Staff are now more aware of the risks and the need to take sensible preventative measures. For example, they realise that injuries arising from extremes of temperature are not to be seen as signs of weakness, but as preventable occupational hazards. An injury steering group meets every six months, and medical staff are now deployed on exercises.

Physical training is good. Facilities are comprehensive, and recruits’ physical condition is carefully developed through an appropriately progressive training programme. On runs and marches, the pace and the weights carried are increased slowly. Recruits are encouraged to drink regularly during physical training, and are given detailed instructions to prevent injury. Many recruits believe that training sessions are sometimes used as group punishments, but during the inspection physical training instructors made no entries in their remedial training log.

The following areas are satisfactory: selection and training of instructors; awareness and understanding of equality and diversity issues among staff and recruits; literacy and numeracy support; accommodation, food, support and welfare, including contact with families and the management of those leaving training; and awareness of the establishment’s policy and procedures on complaints, bullying and harassment.

Some recruits’ medical records still arrive late. In one platoon formed during the inspection, 11 per cent of the medical records had not arrived by day three. This put significant pressure on the staff to try to locate the records, and on the recruits who did not know if they were going to be allowed to continue in training.

The recruitment process remains an area for development. Armed Forces Careers Offices often give recruits inaccurate information. Some hand out joining instructions that are out of date and tell recruits to purchase equipment they do not need. Some do not test recruits’ literacy and numeracy skills appropriately. Foreign and Commonwealth recruits sometimes find it difficult to understand spoken English commands, but there is insufficient language support for them during phase 1 training.

Complaints and problems, especially those dealt with by NCOs, are not systematically recorded in a way that would enable their progress to be monitored and provide a clear picture of all the issues across the establishment. Various logs and notebooks are used to record incidents, but there is no clear process to ensure this information can be collated. Similarly, the recording of minor concerns about vulnerable recruits is insufficiently systematic. However, when significant issues such as self-harm arise, training teams take swift and immediate action.
The Defence College of Aeronautical Engineering (DCAE) Cosford provides training in aeronautical engineering, mainly to RAF personnel. It includes the No 1 School of Technical Training, No 1 Radio School, the RAF School of Physical Training, and the Defence School of Photography.

The ALI first inspected DCAE Cosford in January 2005. This second inspection was unannounced. It focused on the management of welfare and the duty of care for trainees. The inspectors concentrated on the 10 areas for development identified during the 2005 inspection. Nine of the areas for development have improved and are now satisfactory. All the original strengths remain. There are no new strengths or areas for development.

**The strategic management of welfare and the duty of care is good.** The executive management team provides strong direction, and a coherent and co-ordinated strategic and operational approach provides a good system to manage trainees and staff identified as being at risk. The system comprises a welfare and duty of care steering group, a supervisory care working group, and a welfare committee. A risk register is used appropriately to monitor permanent staff and trainees and ensure cohesive support is provided. Communication between staff is good, and the supervisory care directive provides a good framework for appropriate support arrangements. There are very clear and strictly observed directives for the supervision of trainees outside working hours. However, No 1 Radio School has too few staff to manage and co-ordinate welfare and the duty of care, and is currently understaffed by approximately 60 per cent. The training development co-ordinators are not able to carry out all the duties expected of them. During the inspection and the following week, no training development co-ordinator was available for ‘out of training hours’ duty.

**Completion rates on programmes for phase 2 trainees are good,** and show signs of continuing to improve. The overall completion rate is 92 per cent, with 88 per cent successfully achieving at the first attempt. The completion rate for under 18s is slightly lower at 84 per cent.

**Trainees’ induction to DCAE Cosford continues to be a strength.** Staff from the establishment visit recruits at RAF Halton during their phase 1 training and provide them with a useful background briefing. The two-day induction programme is structured well and introduces trainees to life at DCAE Cosford and to their trade training programme. Trainees are briefed on the welfare support services and the arrangements for under 18s, and are given a list of contact numbers for staff on and off site, and an induction handbook. They are asked to commit themselves to the principles of the trainee code, which guarantees them access to a commissioned officer with whom they can raise any problems.

**DCAE Cosford has excellent and well-used sports and leisure facilities.** They are well maintained and staff carry out appropriate risk assessments to ensure that activities are safe. Trainees receive a satisfactory programme of five hours of physical activity a week. They warm up before and cool down after sessions, and have access to appropriate hydration. The general physical education programme includes health education and an induction to the gymnasium. Trainees are taught how to develop and maintain their fitness for life in the RAF. Instructors treat trainees with respect, and keep good records of all physical training sessions.
Medical support remains a strength. The medical and dentistry centres are well staffed and trainees can get same-day appointments. There is emergency out-of-hours medical and dental cover. The range of medical staff includes an occupation health nurse, physiotherapists, doctors, and an environmental health specialist. The medical team collates useful data which is used to analyse trends and develop preventative treatments.

Trainees with additional learning needs receive good, appropriate and very effective support. The results of tests taken at RAF Halton are forwarded to DCAE Cosford, and individuals with identified needs are given additional support. Each trainee has a learning contract and an individual programme of support. Instructional staff have good awareness of the tools and techniques required to support individuals with specific learning difficulties. Some training development co-ordinators have attended awareness sessions about dyslexia, dyspraxia and dyscalculia.

Data is used well at DCAE Cosford to help make management decisions. Detailed records are held on each trainee, and there is a thorough analysis of trainees’ performance through the chain of command. Each course has performance targets which are monitored at squadron level. Monthly performance reports are used to identify poorly performing courses and individuals. The training performance development committee monitors each course quarterly. Data on medical and voluntary discharges, complaints, and incidents of self-harm, bullying and harassment is all collected and analysed by trainees’ age and gender. Training development co-ordinators and flight commanders interview any trainees who withdraw from the course early, and record their reasons for doing so. Data on trainees’ ethnicity is not routinely recorded, analysed or used to identify performance trends for minority ethnic groups.

The following areas are satisfactory: accommodation; rehabilitation of injured trainees; the reinforcement of physical training instructors’ welfare responsibilities; food; cleaning arrangements in the recruits’ accommodation; monitoring of alcohol consumption and gambling; recording of punishments; supervision of trainees outside working hours; the approach to complaints; and equality and diversity.

Laundry facilities at DCAE Cosford remain inadequate. The on-site launderette is only open during the day when trainees are at work, and there are still too few washing machines in the barrack blocks. However, work is underway to improve the facilities.
# Glossary

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AFC</td>
<td>Army Foundation College</td>
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<td>ATR</td>
<td>Army Training Regiment</td>
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<td>ATRA</td>
<td>Army Training and Recruitment Agency. Formally renamed Army Recruitment and Training Division (ARTD) in July 2006</td>
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<tr>
<td>Blake Report</td>
<td>Report by Nicholas Blake QC into the deaths of recruits at Deepcut Barracks between 1995 and 2002</td>
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<tr>
<td>Bergen</td>
<td>A type of rucksack incorporating a supporting frame</td>
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<tr>
<td>BRNC</td>
<td>Britannia Royal Naval College</td>
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<td>CTCRM</td>
<td>Commando Training Centre Royal Marines</td>
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<td>DCAE</td>
<td>Defence College of Aeronautical Engineering</td>
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<td>Defence College of Logistics</td>
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<td>Marine Warfare School</td>
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<td>NAAFI</td>
<td>Navy, Army and Air-force Institute</td>
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<tr>
<td>NCO</td>
<td>Non-commissioned Officer</td>
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<td>OACTU</td>
<td>Officer and Aircrew Cadet Training Unit</td>
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<td>Royal Military Academy Sandhurst</td>
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<td>Royal School of Military Engineering</td>
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<td>Royal School of Signals</td>
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<td>SR</td>
<td>Signals Regiment</td>
</tr>
<tr>
<td>WRVS</td>
<td>Women's Royal Volunteer Service</td>
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